

MOMENTUM

MOHAWK COLLEGE COMMUNITY MAGAZINE

FALL 2023

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ABOUT: Mohawk College educates and serves more than 32,500 full-time, part-time, apprenticeship and international students at three main campuses in Hamilton, Ontario and learning hubs across Hamilton through City School by Mohawk, and the college's Centre for Aviation Technology at the Hamilton International Airport, as well as Mohawk College Mississauga Campus in partnership with triOS College. Mohawk is among the top ten colleges for applied research in Canada. It has been named one of Canada's top employers and greenest employers, holds a STARS® Gold rating from AASHE for sustainability achievements and is home to the country's largest and first institutional building to receive dual certification for Zero Carbon Building Framework design and performance for The Joyce Centre for Partnership & Innovation. More than 165,000 people have graduated from Mohawk since it was founded. **VISIT:** Check out the new digital edition of Momentum at momentum.mohawkcollege.ca and subscribe to receive news and updates straight to your inbox. **COVER:** Wendy Lawson and Dr. Julian Dobranowski inside the new MRI suite at the Centre for Integrated and Advanced Medical Imaging. **LEFT:** Authors and faculty members Leif Peng and Dr. Lisa Funnel.

LAND ACKNOWLEDGEMENT: Mohawk College is situated on the traditional territory of the Haudenosaunee and Anishinaabeg nations, within the lands protected by the Dish with One Spoon wampum agreement, a region currently home to many Indigenous peoples from across Turtle Island.





From the President

Welcome to this edition of Momentum in which we highlight some of the game-changing investments, partnerships and innovative thinking at Mohawk College that continue to generate lasting change.

Read all about the creation of the Centre for Integrated and Advanced Medical Imaging (CIAMI). It's a wonderful example of the power of collaboration and the incredible tradition of partnership between McMaster University and Mohawk College.

It will improve clinical MRI services in our community, train next-generation MRI technologists and contribute to important research in a variety of fields. We are thrilled to work with McMaster, Hamilton Health Sciences and St. Joseph's Healthcare to bring CIAMI's unique model to life.

Our college is also honoured to be among the 10 colleges in Ontario to welcome the first recipients of Schulich Builders Scholarships for Skilled Trades. Ten of our students were awarded life-changing, prestigious scholarships from the Schulich Foundation, Canada's leading educational philanthropic organization. Together, Schulich Builders and Ontario's colleges are taking on the skilled trades shortage.

Mohawk also continues its pioneering work on the transition to a low-carbon economy through Canadian Colleges for a Resilient Recovery (C2R2). This coalition of 14 Canadian colleges has formed a powerful force for workforce development through Quick Train Canada and its micro-credential training.

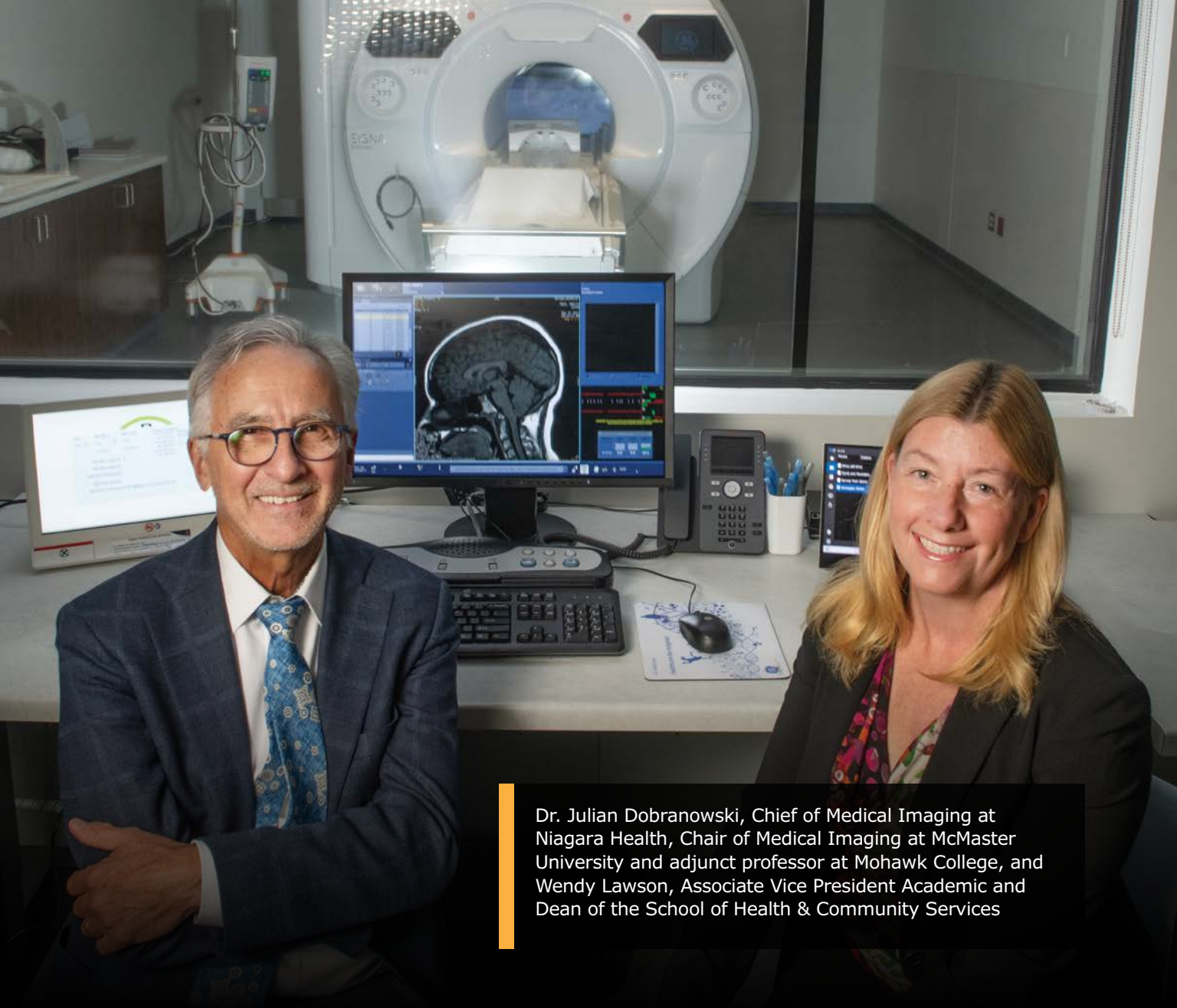
We are happy to celebrate the authors in our midst for the first time. Faculty and staff who have published their work – everything from textbooks to children's books – were honoured on November 1, National Authors Day.

We also present our second installment of Then and Now in which Mountaineers Hall of Fame volleyball player Peter Sniulis and current varsity volleyball player Turner Neame share their experiences, insights and advice.

There is plenty more in this issue of Momentum, including a \$1-million donation by local homebuilder Steve Stipsits to City School by Mohawk, our leading work on campus sustainability initiatives, and the training modules developed at Mohawk that will help aspiring and emerging researchers from across the country.

We are very proud of what happens at Mohawk College and we hope you will see why in this issue of Momentum. ■■■

Regards,
Ron J. McKerlie



Dr. Julian Dobranowski, Chief of Medical Imaging at Niagara Health, Chair of Medical Imaging at McMaster University and adjunct professor at Mohawk College, and Wendy Lawson, Associate Vice President Academic and Dean of the School of Health & Community Services

A new model of healthcare

The Centre for Integrated and Advanced Medical Imaging solves clinical, educational and research challenges through deep institutional partnerships

The new Centre for Integrated and Advanced Medical Imaging (CIAMI) will provide desperately needed MRI services in Hamilton, educate in-demand MRI technologists through hands-on learning, foster innovation and new research discoveries.

Developed through a partnership between Mohawk College, McMaster University and affiliated hospitals, Hamilton Health Sciences (HHS) and St. Joseph's Healthcare, CIAMI serves as a model for a new generation of healthcare.

It's more than a place, CIAMI is an approach to improving MRI services in the community that addresses backlogs, educates the next generation of MRI technologists and conducts critical research.

Located at the Mohawk-McMaster Institute of Applied Health Sciences (IAHS) building on the university's main campus, CIAMI includes a newly installed GE Healthcare Signa 3T advanced MRI suite, only the second of its kind in Canada.

Long-time partnership

CIAMI builds on a long tradition of partnership in healthcare education between McMaster and Mohawk College that includes the province's first collaborative degree in Nursing, the IAHS facility itself, which opened in 2000, and the first fully integrated diploma-degree program in Medical Radiation Sciences in 2004.

"Those early years of the Mohawk-McMaster partnership paved the way for exceptional successes in education and research. CIAMI is a great example of how strong partnerships and meaningful collaborations can succeed in amazing ways," says Mohawk College President and CEO Ron J. McKerlie.

"Both Mohawk and McMaster are committed to moving the region forward," says David Farrar, President of McMaster University. "Individually, we have great capacity in that regard, but together we have massive power."

According to Wendy Lawson, Associate Vice President Academic & Dean of the School of Health & Community Services at Mohawk College, CIAMI will revolutionize medical

imaging training, discovery and care in the community.

"We envision a future in which front-line allied health professionals are actively engaged in research and one in which teams of clinicians, radiologists, academic researchers and technologists work together to solve problems and propel technological advances in the expanding field of diagnostic imaging," she says. "Above all, we envision a future in which specialists collaborate across disciplines to train the healthcare professionals of the future, make exciting research discoveries, and provide better healthcare for all."

"The joint purchase of an MRI and the creation of CIAMI, as a centre of excellence in the field, will provide game-changing opportunities for our students and offers an entirely novel approach to community patient care."

Mohawk College's commitment to producing Future Ready graduates through experiential learning, applied research and interprofessional education will flourish at CIAMI, says Lawson.

"The joint purchase of an MRI and the creation of CIAMI, as a centre of excellence in the field, will provide game-changing opportunities for our students and offers an entirely novel approach to community patient care."

City-wide collaboration

The partnership behind CIAMI is a true city-wide collaboration, says Leslie Gauthier, Vice President of Clinical Support Services and Surgery at HHS.

"This will have a huge impact. It's a different way of thinking about education and clinical needs."

Launching this initiative – which has been about 10 years in the making – has taken the input of 19 working groups, more than 100 people and hundreds of meetings.

“With CIAMI, we are being responsive to community needs and we have connected with community partners on a level that is unprecedented,” says Laura Thomas, Associate Dean of Allied Health and Medical Radiation Sciences at Mohawk College. “

MRI: Standard of care

MRI provides a more in-depth anatomical picture than other forms of diagnostic imaging and is especially useful for imaging of the spine, joints and organs, such as the kidneys, liver and ovaries.

“There was just one MRI in Hamilton when I trained. It’s now a proven technology that many doctors rely upon for diagnosis,” says Dr. Karen Finlay, Chief of Diagnostic Imaging and Nuclear Medicine at HHS.

Hamilton is now home to 10 MRIs, including the one at CIAMI.

But the need is much greater. Non-urgent patients are waiting up to a year to get an MRI.

The lack of health human resources, the most limiting factor, has long been one of the biggest challenges.

Under supervision of registered technologists, students get real-world training on clinical cases and the site will offer a space where existing healthcare staff in the city can train to add MRI to their skill set.

Mohawk College’s accelerated training for upskilling healthcare professionals – within the Centre for Professional Advancement – has already helped 82 existing diagnostic imaging staff fast-track their paths to learning MRI.

As well, Mohawk College’s first MRI technologist post-graduate certificate program launched this fall with a cohort of 24 students.

Improving efficiencies

The whole idea for CIAMI came about when Mohawk College Chief Operating Officer Paul Armstrong, then Dean of Health Sciences, met McMaster University professor Mike

Noseworthy for a coffee more than a decade ago. They hashed out a dream for an MRI at IAHS that would combine clinical, educational and research functions.

“It was a crazy idea but I’m elated to see what it’s become,” says Noseworthy, who is Director of Medical Imaging Physics and Engineering at St. Joseph’s Healthcare and a professor in McMaster’s Department of Electrical & Computer Engineering.

“This is a unique model. McMaster and Mohawk College have a special relationship that has allowed this to happen.”

He’s been working MRIs for 35 years and always wished there was a dedicated MRI that could be used for research and education.

Noseworthy says the last piece of the concept came from radiologist Dr. Julian Dobranowski, who suggested the MRI should focus on non-urgent cases.

“The system has been under pressure for years. It’s not simply an equipment issue—it requires creative solutions.”

Dobranowski was chief of radiology at St. Joseph’s Healthcare and is now Chief of Medical Imaging at Niagara Health. He is also chair of medical imaging at McMaster University and an adjunct professor at Mohawk College.

He serves as the provincial lead at Ontario Health for cancer imaging and for access to care for MRI and CT. His mission is to improve efficiencies and cut wait times.

“The system has been under pressure for years. It’s not simply an equipment issue—it requires creative solutions.”

The relevance of CIAMI is that it will cut wait times while still giving space for training and research.

Lyndsay Simmons, MRI Technologist,
Coordinator, CIAMI



"It's important that CIAMI is outside the hospital system," says Dobranowski. "The hospital is taking care of ICU, ER, ward patients and outpatients coming in for MRIs. We now have an option for lower acuity patients. When we take them out of the hospitals, it leaves more spaces for acute patients."

The new MRI – a 3 Tesla unit that features a magnet 60,000 times more powerful than the magnetic pull of the Earth – has enhanced artificial intelligence features, an audio system, and a monitor that can stream television or a movie for patients who have to stay completely still up to an hour. It also features a wider bore that accommodates larger patients, along with those with claustrophobia.

When it's in research mode, engineers and scientists can access the back end of the operating system to study and improve its operation and output, as well as design new components.

The MRI will be used to assess physiological processes such as muscle and brain activity or the behaviour of diseases. Researchers will be able to investigate new efficiencies within the MRI magnet as well as design hardware to support patient diagnosis.

Proof of concept

St. Joseph's Healthcare's MRI, which had been primarily used for medical research through

the hospital's Imaging Research Centre (IRC), stepped in to take clinical cases under the CIAMI program beginning in 2022.

"St. Joseph's Healthcare was instrumental in the implementation of the proof of concept for CIAMI," says Cheryl Livingston, Chief of Diagnostic Services at the hospital. "We worked out what patients would be suitable, the gains that could be made through this model and the benefits to the overall hospital sector."

By extending the working hours of the MRI and staff, St. Joe's took on 1,500 to 2,000 hours of clinical MRI work a year or about 6,000 MRI scans under the CIAMI program, targeting those who had been waiting the longest.

As MRI proves to be increasingly useful as a clinical tool, that research directly leads to the growing demand for MRI services that far outstrips capacity and leads to long wait times.

Dobranowski believes CIAMI will serve as a model of care for other communities struggling to manage demand.

"The mindset here was our institutions coming together to do the right thing to solve a problem. All affiliations were just left at that door. There's no reason this can't be replicated across the country." ■■■



Babitha Thampinathan, Professor, Diagnostic Cardiac Sonography and Andrea Johnson, General Manager, Centre for Emerging Research Initiatives, IDEAWORKS

Fostering a culture of research

Mohawk College's Applied Research Pathway, Centre for Emerging Research Initiatives and applied research training modules offer a suite of supports for applied researchers

Fostering a culture of research is a key strategic priority of Mohawk College and that happens on a number of fronts: backing established researchers leading key campus centres of innovation; helping emerging researchers firmly get rooted in their field of inquiry; and growing the ranks of researchers by inviting new people into the fold.

The goals are to provide more opportunities for applied research to students, to collaborate with more industry partners and to improve the rigour and success of the research that is undertaken, says Cristina Gage, Dean of Applied Research.

Mohawk College is home to subject matter experts in a realm of fields, including remote sensors, internet of things, drones, artificial

intelligence, cybersecurity, digital health, additive manufacturing and many others.

Converting that knowledge into an understanding of the demands, standards and rigours of research through Mohawk College's Applied Research Pathway, a structured approach that builds the skills of new researchers – and the subsequent benefits to students and industry who can join that exploration – is a powerful model, says Andrea Johnson, who is general manager of the recently created Centre for Emerging Research Initiatives.

"We know we have untapped resources of expertise amongst our faculty experts and we wanted to create more access to research training to develop their research skills and knowledge that can solve real-life challenges."

Mohawk College, through IDEAWORKS, its applied research and innovation division, provides resources, support, mentorship and services to faculty, staff and students across the spectrum of research experience.

“Mohawk College has developed a flexible toolbox that supports researchers. The majority of our researchers work within defined innovation centres that employ professional staff,” says Jeff McIsaac, Dean of Engineering Technology & Aviation. “We are shifting our focus to supporting emerging researchers and that continuum of support makes Mohawk College unique.”

The Applied Research Pathway, developed by Johnson and McIsaac, operates in five levels, beginning with novice researchers, then emerging researchers and working all the way up to established researchers who are leading large projects and building a career in the field.

Researchers complete training and research activities and hit key milestones to move through to the next stage.

“We have researchers across the spectrum of experience, from someone just starting out who needs training and skills development and assistance in finding partners and building relationships to undertake their first project to those who have completed dozens of projects and are managing 10 to 20 researchers and a multi-million dollar budget,” says McIsaac.

“Those two researchers have a completely different set of needs, so with the Applied Research Pathway, we can identify where in the research journey they are and align our supports with that of the needs of the researcher.”

An element of the research pathway is a series of applied research training modules that are now open for enrollment to anyone, including individuals, industry and other institutions, and provide the resources for those who want to take on research activities but may be intimidated.

“How do you start? How do you pose a research question? How do you get funding?

These are questions that someone new to research would have,” says Gage.

“We know there are faculty and staff who are interested in research but haven’t had dedicated training.”

The modules also cover research ethics, how to protect intellectual property, how to apply for grants and how to achieve research objectives that create value for the region, province and country.

“The idea is to give back to the entire applied research community with training and knowledge. More applied research knowledge is better for everyone and makes the sector stronger. We really believe in the value of applied research and what it brings to businesses, community organizations and start-ups.”

Babitha Thampinathan, who teaches cardiac sonography part-time at the Institute for Applied Health Sciences, took the applied research modules earlier this year. She is exploring the integration of AI technology, such as a simulation mannikins to evaluate the impact of simulation-based learning.

“I have always planned to do applied research at the school and coming out of the pandemic, I renewed my commitment. I have participated in some clinical research but that’s different from finding an industry partner and funding.”

She said the modules were accessible, sequential and systematic and included videos, hands-on “drag and drop” activities, readings and self-assessments.

“I now understand the terminology of applied research, along with budgets and working with deliverables to research partners. I have referred my colleagues who don’t have a research background and they found it really helpful, too.”

Thampinathan credits the modules with helping her secure two grants, one through the IDEAWORKS Catalyst Fund and the other through an external funder. “I think it’s great Mohawk College has opened this up to external researchers. That is forward thinking and it shows the strength and value of applied research at the college.” ■■■



Mackenzie Booker, student
and Ben Wernaart, student

Building the future of skilled trades

10 Mohawk College students are among the first recipients of scholarships of \$20,000-\$40,000 from the prestigious Schulich Foundation

10 students at Mohawk College – and 100 at 10 colleges in Ontario – are the first group of recipients of the Schulich Builders Scholarships for Skilled Trades.

The scholarships provide \$20,000 for one-year certificate students and \$40,000 for those pursuing two-year diplomas, covering tuition, tools and living expenses. Schulich Builders, as they are called, get access to leadership training, mentorship, career planning and networking opportunities.

The vision – similar to the Schulich Leaders scholarship program in STEM programs at the university level – aims to grow a network of ambassadors and advocates for the skilled trades.

Schulich Builders is the Schulich Foundation's first foray into supporting college students. The Foundation, founded by Seymour Schulich, has donated in excess of \$350 million to postsecondary institutions and to education access programs.

Mohawk College and nine other Ontario colleges chosen to be part of the program awarded five \$20,000 and five \$40,000 scholarships this year.

"We are so excited to be among the small group welcoming the first Schulich Builders," says Katie Burrows, Vice President of Students, International and Alumni.

"We are grateful to the Schulich Foundation for putting its faith in Mohawk College and in the college system in general. With the help of

our donors, alumni, and premium partners, we are committing to deliver for our students and the community.”

She says 45 per cent of Mohawk College students report that financial pressure represents the greatest barrier to the completion of their education.

The scholarship is open to high school, mature and second-career students. Recipients are chosen by a committee at the receiving colleges.

Based on their letters of support, applicants are evaluated on work ethic, integrity, aptitude and interest in the skilled trades, along with financial need.

Schulich Builders offers an unmatched opportunity on many fronts, says Lorna Somers, Executive Director of the Mohawk College Foundation.

“The Schulich Foundation is one of the most generous philanthropic organizations in our country. This is a quantum leap forward for college education and the skilled trades. How wonderful that we can now add Mohawk College students to those benefitting from the Schulich Foundation’s response to a crisis for our country. These scholarships are transformative for students and skilled trades education, and we will see the impact of this program for years to come.”

Mohawk College: “The gold standard”

When the leaders at the Schulich Foundation realized that the incredible opportunities, salaries and career paths within the skilled trades weren’t translating into more young people entering those programs in colleges, they decided they could make a difference, says David Goodman, Vice President at the Schulich Foundation. “We were just scratching our heads. Why aren’t more high school students considering the skilled trades? Many are going into fields with a much lower ability

to make a high wage. We feel it’s because of a lack of awareness of the opportunities.”

The Foundation reached out to colleges and collected data, finding that many skilled trades programs are not at full enrollment and apprenticeship and journey person paths are not promoted as much as they should be.

“This signalled to us that we could be advocates and champions of the skilled trades as a viable and rewarding career path.”

A prestigious scholarship program will hopefully change perceptions for students, parents and educators, says Goodman.

A worsening skilled trades shortage is especially dire at a time of a housing crisis and the critical need to shift to a low-carbon economy.

“And we are seeing a massive disruption to the future of work from AI (artificial intelligence). It means that many professional roles that have traditionally been aspired to by young people are seeing huge downsizing worldwide. The skilled trades is work that isn’t done by software.”

Goodman has very high praise for Mohawk College, calling it “the gold standard” and a “massive asset for Ontario and Canada.”

“It is at the top of the skilled trades game. It has incredible facilities, faculty and leadership. If we could sprinkle what happens at Mohawk College across the country, we would go a long way to addressing this shortage. It feels kind of magical in a way.”

Somers says there are many leaders within and outside Canada who are proud to have been trained in Schulich schools and faculties or who have benefitted from a Schulich Leaders Scholarship.

“They are all recognized by their training as being exceptional leaders, and committed to giving back and changing the world we live in.”

Up close with two Schulich Builders



Mackenzie Booker applied this summer for a one-year Construction Techniques certificate carpentry program at Mohawk College. She was working as a carpentry labourer in the Yukon at the time and decided it was

something she wants to pursue as a career.

But Booker, 22, wasn't sure she could afford to go back to school full time.

She got an email from Mohawk College that listed scholarships and bursaries and decided to apply for the Schulich Builders program.

"I was really surprised to get it. I didn't think there was a chance that would happen," says Booker, who lives in Woodstock with her mother and grew up in Windham Centre. She didn't tell anyone she was going to college until she also shared she was receiving the scholarship.

"This takes a lot of the stress off me financially and will help me focus on school."

She plans to enter a two-year diploma program following her certificate and to eventually pursue a Red Seal designation. She most enjoys the framing side of carpentry.

"I like being there at the beginning of the build and I like to work outside, too."

Booker says she already feels connected to the Schulich Builders network and looks forward to the doors it will open for her.

"It's really cool to be part of this."



Ben Wernaart of St. Williams, Ont. was also surprised to win a scholarship. He was awarded \$40,000 for a two-year diploma in Manufacturing Engineering Technician – Automation (Industrial Mechanic Millwright).

"I couldn't believe it when I opened the email. I was kind of in shock for a minute. I read it through again and then I called my mom."

Wernaart decided to come to Mohawk College after three years at another college. He heard good things from a friend about the Manufacturing Engineering Technician – Automation program.

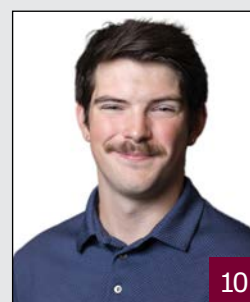
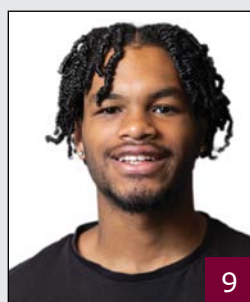
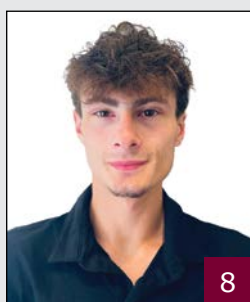
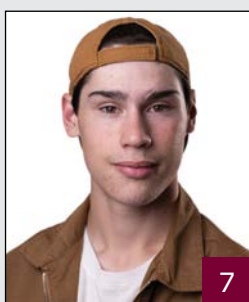
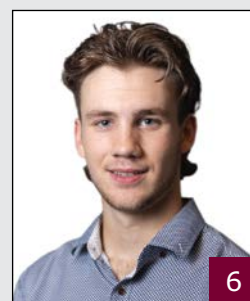
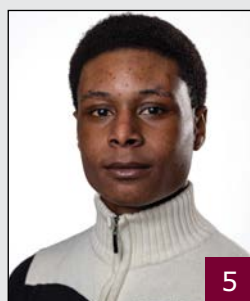
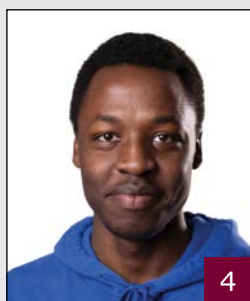
"I was already excited about coming to Mohawk. This scholarship hugely changes my college experience. The No. 1 thing it does is that it gives me time. I don't have to work part-time now. I can focus on school. That's a huge gamechanger."

Wernaart, who has Type 1 diabetes, says the scholarship also gives him the freedom to focus on his health because he'll have time to go to the gym and get enough sleep.

The 22-year-old plans to pursue a career as a millwright and says the skilled trades offer amazing opportunities. "If you're hard-working and willing to listen and learn, there is so much room to move up quickly. There can be a fast progression in your career."

Wernaart knows that earning the scholarship will open doors. "I don't have to worry about anything else but doing well here. I will learn everything I can and hit the ground running when I graduate."

"I was already excited about coming to Mohawk. This scholarship hugely changes my college experience. The No. 1 thing it does is that it gives me time. I don't have to work part-time now. I can focus on school. That's a huge gamechanger."



2023 Schulich Builders Scholarship Recipients

1. Mackenzie Booker is a recipient of the \$20,000 Schulich Builders Scholarship. A resident of Woodstock, Ontario, Booker is studying in the Construction Techniques program this fall.

2. Ben Wernaart is a recipient of the \$40,000 Schulich Builders Scholarship. A resident of St. Williams, Ontario, Wernaart has entered the Manufacturing Engineering Technician – Automation program this fall.

3. Ayden D'Orio, of Milton, Ontario, is a recipient of the \$40,000 Schulich Builders Scholarship. A graduate of St. Francis Xavier Catholic Secondary School in Milton, D'Orio has entered the Manufacturing Engineering Technician – Automation program this fall.

4. Caleb Kiprutto, of Burlington, Ontario, is a recipient of the \$40,000 Schulich Builders Scholarship. A graduate of Burlington's Aldershot School, Kiprutto will be studying in the Electrical Engineering Technician – Power program this fall.

5. Rajae Richards, of Oakville, Ontario, is a recipient of the \$40,000 Schulich Builders Scholarship. A graduate of Oakville Trafalgar High School, Richards is studying the Building Renovation Technician program this fall.

6. Isaac Shaw, of Smithville, Ontario, is a recipient of the \$40,000 Schulich Builders Scholarship. A graduate of Blessed Trinity Catholic Secondary School in Grimsby, Ontario, Shaw will be studying the Manufacturing Engineering Technician - Automation program this fall.

7. Ryan Cassalman, of Trenton, Ontario, is a recipient of the \$20,000 Schulich Builders Scholarship. A graduate of Trenton High School, Cassalman is studying in the Construction Techniques program this fall.

8. Tanner Mifsud is a recipient of the \$20,000 Schulich Builders Scholarship. A resident of Ancaster, Ontario, Mifsud is studying Heating, Refrigeration & A/C Techniques this fall.

9. Nathan Morris, of Milton, Ontario, is a recipient of the \$20,000 Schulich Builders Scholarship. A graduate of St. Francis Xavier Catholic Secondary School in Milton, Morris is studying in the Construction Techniques – Plumbing program this fall.

10. Tyler Weir is a recipient of the \$20,000 Schulich Builders Scholarship. A resident of Brantford, Ontario, Weir is studying Heating, Refrigeration & A/C Techniques this fall. ■■■

A photograph of Leif Peng and Dr. Lisa Funnell in a library setting. Leif Peng, on the left, is wearing glasses and a blue patterned shirt, holding a book titled 'RESISTING JAMES BOND'. Dr. Lisa Funnell, on the right, is wearing a red cardigan over a patterned top, holding a book titled 'THE ART OF THE REAL TOM SAWYER'. They are both smiling and looking at their books. Bookshelves filled with books are visible in the background.

Leif Peng, professor,
Graphic Design, and
Dr. Lisa Funnell,
Associate Dean,
Creative Industries

Recognizing writers

Mohawk College celebrates faculty and staff who have published books for National Authors Day on November 1

For the first time, Mohawk College is recognizing the authors in its midst.

Dr. Lisa Funnell, Associate Dean of Creative Industries, figures it is long overdue. She got the idea when Graphic Design professor and professional illustrator Leif Peng showed her his just-published book *The Art of the REAL Tom Sawyer*.

"I had no idea that he had published a book and it got me wondering how many others at Mohawk had written books," she says. She reached out to fellow associate deans to compile a list of authors among faculty and staff.

"I was excited and impressed by the number of names that came back. We need to recognize the talent at Mohawk College and they deserve to be celebrated."

The result was a celebration honouring about 20 Mohawk College authors in conjunction

with National Authors Day on November 1. They have written everything from course textbooks to adult fiction to children's stories.

Funnell hopes that the creativity and thought leadership of Mohawk College faculty and staff become better known in the community, alongside its leadership in education and applied research.

Funnell knows first-hand what it takes to put a book out into the world. She has seven in print, two more under contract, and another in progress. Her work centres on representation and identity in the film industry and she is an expert in gender and feminism in the James Bond series.

"It's so different from other forms of writing to write and publish a book. It's a painful and arduous process. It requires deep contemplation, organization and a long period of edits and revisions."

Peng's book documents the impact of Thomas B. Sawyer, whose high-energy images of "happy people with happy problems" appeared in newspapers, magazines and on billboards, fridge magnets and TV. He worked for 30 years in obscurity before abandoning illustration to become an award-winning filmmaker and TV showrunner/screenwriter.

"Leif is so respected in his field," says Funnell. "I am inspired by the success of these authors and I think others will be, too."

Dr. Anne-Marie DePape

Title: *Charlotte's Shadow*, 2022

Role at Mohawk:

Coordinator and Professor in Brain Disorders Management and Mental Health & Disability Management



I wrote this children's book alongside Christine Quaglia, a Social Worker at the University of Windsor. We had the idea for almost 20 years to write this book and when COVID hit and others were baking and watching Netflix, we decided it was time.

The book is about a young girl named Charlotte and her dog Shadow. It is told from the perspective of Shadow, who sees Charlotte as larger than life. The book takes children on an adventure as Charlotte goes through her day: mailing a letter, returning a book to the library, and going to her grandmother's house. It is not revealed until the end that Charlotte uses a wheelchair and that Shadow is her service dog.

I have a background in working with children with disabilities as part of my training as a Developmental Psychologist. Christine has lived experience with a physical disability in addition to her work of supporting students registered with Student Accessibility Services. We met in university and I noticed early on the way that children interacted with her. They had great curiosity about her wheelchair and just asked questions. Christine is so open and loves to show them how her wheelchair works and how she can elevate herself. It creates a teachable

moment, and for some kids this might be the first contact they have with someone with a disability.

I had a couple full circle moments where graduates of our programs, now working in elementary schools, tell me how they have incorporated *Charlotte's Shadow* into their curriculum. It was the first time that some children saw themselves represented in the books that they read. Disability is not often talked about in children's literature. When it is discussed, characters with a disability are not always portrayed in a positive way or as primary characters of children's stories.

I think it is really neat that Mohawk College brought us together in a celebration of authors. There is so much talent here. This takes us out of our silos to form a community together. There may be people thinking about writing a book and I hope this community inspires them to do so.

Carla LaBella

Title: *The WOW Book – Ways of Optimizing Well-Being* (to be published Fall 2023)

Role at Mohawk:

Coordinator of General Arts and Science, Professor of Psychology



This will be an optional book in our Positive Psychology course. I co-created this course in 2018 with my colleague, Tulsie Raghbir-Mamouzellos. At the time, we wanted something to support our course but we weren't happy with the books that were out there.

So I took the materials and my approach to Positive Psychology as I teach it, and turned it into a book. These are tools that I've applied in my own life and shared widely with my students and colleagues.

I started writing this book during COVID. That was really the motivation for the book because so many students and others, with and without a mental health issue, struggled during the pandemic.

The book includes a foundational introduction to Positive Psychology and the mind-body connection and explores the many ways we can enhance our wellbeing. Anxiety, sadness and anger are all part of being human. The goal is to help readers build a toolbox so they can better navigate these experiences.

This is my first book, so it's been a challenging, vulnerable experience. It's putting yourself out there and there is no way to know what the reception will be. But I'm excited about how it will be used and the impact it may have on others.

I am happy that Mohawk College hosted this authors event. It's valuable because we have so many talented professors and staff members. It's nice to have that recognition that people are doing great work. This might inspire people to take on some writing.

John Corr

Title: *Eight Times Up*, 2019

Role at Mohawk:
Professor of
Communication and
Global Studies



Eight Times Up is my first novel. It's children's fiction, written about a boy who trains in the martial art aikido.

I trained in aikido for about 20 years. It's given me so much. Aikido teaches students how to handle conflict assertively, but without aggression. It's as much mindful as physical. You learn to defend against your own fear, doubt, hesitation, and surprise.

In *Eight Times Up*, the main character is a boy named Riley who struggles with anxiety. His father offers him the chance to try aikido, hoping it will help him build resilience and cope with the feeling of being overwhelmed.

The intended audience is readers aged 9-12, but adults enjoy it too. I showed the first draft to a writer-in-residence who encouraged me to send it out. The second publisher I sent it to picked it up. Even though the story is about resilience, I don't think I could have

persevered through 100 rejection letters before getting published.

Writing can be either the best feeling in the world or the worst. It's so immersive. To me, writing feels like getting lost in a novel that only ends when you want it to. The best part of the two-year-long editing process was arguing with my editor about my characters' feelings and actions. It meant so much that she cared about the characters as much as I did.

When it came out, I was afraid of two things: that nobody would read it and that anybody would read it. It's such a personal book. But it's opened up so many connections and relationships that wouldn't have happened otherwise.

The book was short-listed for the Hamilton Literary Awards in 2020; was named a TD Summer Reading Club "Top Ten" selection (2020) and a CANSCAIP/Ontario Library Association "Best Bets" Book (2020); and was listed in the Bank Street College of Education "The Best Children's Books of the Year" (2020).

This recognition for Mohawk College's authors is vital. It reveals a whole layer of culture that can percolate through and inspire students. If you can't see it, you can't be it!

Dr. Sharon Kamassah

Title: *Yielding: Life Unraveled*, 2021

Role at Mohawk:
Manager, Workplace
Equity and Inclusion



I've always been a writer but I've always written in my closet. I'm an introvert. I teach and I have a business but I'm just as happy in my room with the door closed surrounded by books. During the time of COVID, I experimented with writing a book that isn't fixed in time, that isn't fixed in location and speaks in different voices. It also explores what it means to have aging parents.

The way my character deals with loss is totally different than how it came about for me. I thought her reaction would be how I would react in a similar situation but I was so wrong.

I self-published the book and dedicated it to my mother. It hurt me that she never knew me as a writer. When she passed in 2021, I just felt that I had to get it out there before the year ended.

During the editing stage, I gave it to my daughter to read. She was my first reader and she hated it completely. I felt totally decimated and was tempted to keep the manuscript in my closet. After losing my mother though, I decided that regardless of whether it's everybody's cup of tea or not, to just get it out there! Even if it reaches only one person, I've reached one person it resonates with and that's success enough.

My mother had her first stroke at 58. It seemed like she never enjoyed a life beyond hard work up until that point. She is my template so I have to be careful and mindful of the decisions I make based on the lessons I've learnt from her. I don't want any regrets.

I've done a lot in my life but I've never taken the time to reflect on it. Writing, however, is very reflective. It's in your mind, heart and spirit. To have my words out there is to be exposed. Some of what I've written is me, but some of it is not and the reader doesn't know which is which. I see continuing to write, doing this vulnerable work, as a step in the right direction. I know it's part of my growth.

Knowing that there is this community of writers among my colleagues here at Mohawk College is affirming and a huge resource for our college community.

Stephen Metelsky

Title: *Undercover: Stories from the Underworld of Law Enforcement*, 2021

Role at Mohawk:
Professor of Criminology

I had a 21-year career in policing and spent



much of that in undercover work where I primarily worked as a handler. A handler is a supervisor who writes an operational plan, oversees safety and coordinates the investigative and surveillance teams.

Undercover really came about by accident. I was working with a collaborator on another project and we interviewed 30 to 40 people. As we kept editing down, I realized that five or six interviews would have to be cut. They were all undercover operatives and the stuff was incredible, but it didn't fit in the project. So, I asked my partner if I could use the interviews. I was originally going to write a column, but then I decided it was a book.

I reached out to some friends in the undercover world and they came on board, too. My own connections and experience opened doors. There are about a dozen people in the book. It's a nice mix of stories, timelines and geography.

This book puts readers in the front seat of some incredible stories. When you are infiltrating organized crime networks, gangs and drug dealing organizations, anything can happen in a millisecond. I think for some people in the book it was cathartic to talk about their experience. I want the public to know that the men and women who do this don't get extra pay and they don't get on the front page or the six o'clock news. They risk their lives to put really bad people in jail.

With this book, it was such an honour and privilege to tell these stories and such a responsibility to tell them right.

I've been writing crime stories for magazines and newspapers for years. Every aspect of my life has been true crime. I've lived it from the inside, I went to school for it and now I teach and write about it. I don't glorify crime or criminals. I'm most interested in bringing cold cases back to the public domain. I'm a proponent of victim rights. I've seen the pain and suffering of families.

I am extremely humbled to be among the authors being recognized. It's an honour to teach at Mohawk College. 🇩🇪🇩🇪🇩🇪

To read about more authors at Mohawk College, visit the **Momentum Magazine website**.

A photograph of three people standing in front of a modern building with large glass windows and white structural columns. On the left is a man in a dark suit and light blue shirt. In the center is a woman in a red blazer over a dark top with red polka dots. On the right is a man in a light grey blazer over a blue and white striped shirt. They are all smiling at the camera. The background shows the building and some trees with yellowing leaves, suggesting autumn.

Henry Colyn, Chief Building and Facilities Officer, Allison Maxted, Manager of Sustainability and Tony Cupido, Research Chair in Sustainable Building Technologies

A roadmap for climate action

Mohawk College's transformational Climate Action Plan sets a net-zero target for 2035, along with advancing sustainability within student learning and applied research

A Climate Action Plan releasing this fall is Mohawk College's transformational roadmap to fight climate change and prepare for a low-carbon economy on three fronts: direct operations, education and training, and applied research and partnerships.

The plan's target is to achieve net-zero carbon in direct operations – buildings and fleet – by

2035. The plan also focuses on embedding sustainability and climate action into curriculum across the college's programming, providing extracurricular opportunities and encouraging a sustainability mindset.

"We are training our students to lead and participate in the coming transition to the low-carbon economy," says Allison Maxted, Manager of Sustainability.

A new comprehensive School of Sustainability and Climate Action will advance education and training elements that are foundational to the Climate Action Plan.

“What sets our Climate Action Plan apart is that it looks at climate action in a holistic way,” says Maxted. “The impact of an educational institution extends well beyond its operations. We are critical to the workforce development and applied research that will move us forward.”

Mohawk College has made it a strategic pillar to make a measurable impact on climate change, says Henry Colyn, Chief Building and Facilities Officer.

“The Climate Action Plan is a roadmap to a destination. We have set aggressive targets for our operations, including an 85 per cent reduction in Scope 1 and 2 greenhouse gas emissions by 2030 based on a 2007 baseline. To achieve that, we are making a significant investment in technology.”

That includes an additional electric boiler, along with conservation efforts and systemic changes to campus practices. Every future deferred maintenance and capital decision will be guided by the plan’s targets. The multi-layered strategy will focus on electrification, conservation, storage and on-site generation.

“Our targets are ambitious but they are achievable. It will require a great deal of planning,” says Colyn.

The Climate Action Plan also sets out a proposal to grow the college’s research impact in the realm of climate solutions.

Mohawk College is working with more than 25 companies on complex and challenging decarbonization strategies, along with a number of municipal governments, start-ups and small clean-tech businesses, says Kate Flynn, General Manager of the Centre for Climate Change Management (CCCM).

“The whole plan is about the successes we’ve had and how we will dive into the next deeper level and lead in this space. The next phase is about expanding our advanced research and doing more things better.”

CCCM is the centre of this research, along with the Energy & Power Innovation Centre, the Sensor Systems and Internet of Things (IOT) Lab, and the work of Tony Cupido, who holds a research chair in sustainable building technologies.

“There are so many facets because climate change touches many aspects of our economy,” says Flynn. “We are engaging in more research across the college in interdisciplinary spaces.”

Each of the Climate Action Plan’s pillars has a sponsor from the College’s Senior Leadership Team. A college-wide Steering Group will oversee the implementation of the plan and provide knowledge and expertise to ensure commitments to sustainability and climate action are reflected in planning and decision-making.

Working groups will advance specific areas and the plan identifies guiding principles for incorporating Indigenous concepts of relationships and sustainability.

The Climate Action Plan builds on a longstanding legacy in sustainability. Mohawk College has had a comprehensive environmental management plan in place since 2011 – the first college in Ontario to do so – and has prioritized climate action within its overall strategic plan.

It has been named one of Canada’s greenest employers 10 years in a row and holds a STARS® Gold rating from AASHE (Association for the Advancement of Sustainability in Higher Education) for sustainability achievements.

Mohawk College has also founded Canadian Colleges for a Resilient Recovery, a national coalition of 14 colleges, cégeps, institutes and polytechnics that is leading the transition to a low-carbon economy, and opened The Joyce Centre, Canada’s first net-zero carbon institutional building.

“Mohawk College serves as a model of what an institution can look like as it moves into the next phase on climate action,” says Flynn.

Five years of The Joyce Centre for Partnership & Innovation

The Joyce Centre for Partnership & Innovation, Canada's first net-zero institutional building, has inspired many other such buildings and has welcomed thousands through its doors since it opened five years ago.

That includes everyone from local elementary school children to engineers and scientists from across the world, says Tony Cupido, Mohawk's Research Chair in Sustainable Building Technologies.

He's led hundreds of tours and the building has hosted numerous conferences for organizations that promote zero-carbon, low-energy buildings, as well as engineering and architecture groups.

"With respect to its design and construction, this building was ground-breaking. Nothing on this scale had been done before. From a knowledge point of view, this building has contributed a great deal. I think it's fair to say that virtually every Ontario university and college, and many others, have visited The Joyce Centre."

Cupido recently led a tour for Hamilton Mayor Andrea Horwath and her team who are searching for efficiencies in the city's operations of fire halls, police stations, arenas, community centres and other public buildings.

The Joyce Centre has served as a "backbone for student learning" within curriculum, capstone projects, and applied research, says Cupido.

Students have analyzed the performance of the water quality produced by the rainwater harvesting and filtration system, the building's system of solar panels, the green roof, and its geothermal heating and cooling system.

"The thrill is the interest of students in this building, the projects they do and the outcomes they find. Seeing students learn from this building is very rewarding. They will have better knowledge about what buildings can be because they've lived and breathed in this building."

There is now five years' worth of data on the building's performance, says Henry Colyn, Chief Building and Facilities Officer. Data is



Mohawk College Facilities Team

submitted each year to the Canada Green Building Council in order to maintain the building's zero-carbon certification.

"It's performing as well or better than we ever expected and it proves it's possible to achieve net-zero targets in a large-scale building," says Colyn.

"We have an amazing team of people who operate that building. It's very technically advanced and it requires technically advanced people skilled in energy, electrical, mechanical and building automation to operate it. It's not just built and left to run, it needs constant monitoring and adjustment. The ongoing success of this building is 100% due to amazing facilities team we have assembled to operate it." ■■■



"It's performing as well or better than we ever expected and it proves it's possible to achieve net-zero targets in a large-scale building."

Steve Stipsits, President, Branthaven Homes (left), with parents, Al and Judy, sister, Heidi Armstrong, sister, Andrea Peckart and her son Oskar



Alumnus steps up with \$1-million for skilled trades training

Homebuilder Steve Stipsits of Branthaven Homes is backing a five-year initiative through City School by Mohawk

A distinguished alumnus is supporting City School by Mohawk and skilled trades training and recruitment at the college with a \$1-million donation.

Steve Stipsits, president of local homebuilder Branthaven Homes, says the ongoing housing and housing affordability crisis cannot be solved unless the skilled trades shortage is addressed.

“There is an acute shortage already and a major wave of retirements is about to begin. We can’t build the housing we need without the skilled trades.”

Stipsits, who made the donation along with his wife, Elizabeth, says investing in City School will get more people trained – up to 1,200 individuals – while also tackling engrained poverty in some of the most vulnerable neighbourhoods in Hamilton.

The nationally recognized City School model, which offers tuition-free programs, breaks down barriers and makes postsecondary education accessible to those who need it most, says Stipsits.

“It’s the greatest vehicle I have ever seen to break the cycle of multigenerational poverty.”

Branthaven’s donation with matched funding from Mohawk College’s partnerships and government funding allows for a \$2-million,

five-year workforce development plan to create and accelerate educational and employment pathways for people in marginalized communities into the residential construction sector.

The investment means more students will be able to access the training and resources that can lead to meaningful, family-sustaining careers in the skilled trades.

“City School is the first step, a point of entry into what can be a direct career path or ongoing education or apprenticeship training,” says Emily Ecker, Associate Dean of Community Partnerships and Learning.

City School has trained more than 4,000 students since its 2015 inception.

Stipsits, who graduated from the Architectural Technology program at Mohawk College in 1984, has been named a Distinguished Alumnus and a Distinguished Fellow of Mohawk College. He now leads Branthaven, which was founded by his parents Albert and Judith, in 1971.

“I have a strong affinity for Mohawk College. I never cease to be amazed at how many at Mohawk College are doing the right thing. They go the extra mile to help people in our community. They see a need and step up to help.” ■■■



Paul Armstrong, Chief Operating Officer, Mohawk College, C2R2 Steering Group Co-Chair and Adrienne Madden, Coalition Manager, Canadian Colleges for a Resilient Recovery

Leading to a clean economy

Canadian Colleges for a Resilient Recovery's Quick Train Canada is providing a suite of upskilling, reskilling options for workers across the country

Canadian Colleges for a Resilient Recovery (C2R2) is a nationwide effort led by Mohawk College to coordinate, amplify and accelerate the training and research necessary for the transition to a clean economy.

That foundational organization of 14 partnering colleges, cégeps, institutes and polytechnics from across Canada with strength in climate action and sustainability has now launched Quick Train Canada, a fully funded suite of microcredentials. They cover a wide variety of sectors, including agriculture and agri-food, transportation, natural resources and environment, clean technology, construction and industry development.

Through in-person, virtual and hybrid offerings, learners can choose from

microcredentials offered at institutions across Canada. The goal is to train 10,000 people.

"As smart technology advances and the clean economy rolls out across the country, existing industries are adapting to remain competitive and new industries are gaining a strong foothold in the economy," says Mohawk College President and CEO Ron J. McKerlie. "Quick Train Canada gives workers an opportunity to prepare themselves today to be forerunners in the workforce of tomorrow."

Mohawk College founded C2R2 in the fall of 2020 and now acts as its coordinating secretariat.

"Quick Train Canada offers short, agile training targeting those already in the workforce. For some individuals, it might not be feasible to go back to school for a diploma or degree, but with the flexibility of microcredentials it is

possible to upskill into a new position or a new industry,” says Adrienne Madden, Coalition Manager of C2R2.

In November 2022, the coalition received \$46.5 million in funding from Employment and Social Development Canada under its Sectoral Workforce Solutions Program to support an education solution for all Canadians.

“The power to make a large impact quickly is 100 per cent the reason for the coalition,” says Paul Armstrong, Chief Operating Officer for Mohawk College and C2R2 Steering Group Co-Chair. “The members share an honest commitment to removing barriers and applying a national approach so that we can respond quickly to match the needs of a quickly changing economy.”

Each member institution leads in curriculum development, training and applied research within its own realm of expertise.

“That kind of coordinated effort on this scale has never been applied within the college system before. It’s a very efficient model because it eliminates duplication and the unnecessary expenditure of resources. Fourteen institutions are acting as one,” says Armstrong.

A key pillar of C2R2 is one of fostering inclusion, diversity and equity to ensure equitable access to opportunities. In order to ensure that C2R2’s work reflects the needs of business and industry, the coalition has established a national industry advisory council that brings together the voices of large industry sectors, Indigenous peoples, youth and other underrepresented groups.

So far, more than half of Quick Train learners identify as being among an equity-deserving group, which includes women, Indigenous people, racialized and visible minorities, people with disabilities, 2SLGBTQIA+ and newcomers.

“There is strength in this shared mission, this shared vision to work together and in the commitment to EDI (equity, diversity and inclusion),” says Christine Watson, Vice President, Academic at Red River College Polytechnic (RRCPP) in Manitoba, one of C2R2’s founding members.

RRCPP offers microcredentials in electric vehicle (EV) technology, EV communications and computer systems, building envelope science and working in social innovation and consultation with Indigenous communities. It will soon roll out courses in hydrogen production, diesel exhaust emission reduction systems and hydrogen fuel cell vehicles.

“We know other colleges have expertise that we don’t have so it’s an opportunity to leverage our strengths and to call upon the capacity, resources and expertise of all the other colleges,” said Watson, who co-chairs the C2R2 steering group alongside Armstrong.

“This is the right time and these are the right offerings. Demand has been high for our training options. The majority of our learners are employed and are looking for short-burst training for new jobs or new fields. And because the federal government has backed this model, Canadians have access to training in a way they never have before,” she says.

“Quick Train Canada gives workers an opportunity to prepare themselves today to be forerunners in the workforce of tomorrow.”

“We are so impressed by the vision and leadership that Mohawk College and Ron and Paul brought forward. We cannot take this on individually. It has to be a collaborative, collective response.”

The need for this type of skills training is enormous.

The C2R2 secretariat team centred at Mohawk College is made up of nine people, including staff seconded from four member institutions. That secretariat provides administrative, communications and government relations support to the coalition and its associated groups, leads all grant applications, handles all day-to-day operations, and drives business development opportunities. ■■■



Turner Neame, student and varsity athlete, and Peter Sniuolis, graduate and Mountaineers Hall of Fame member

Then and now

In this second Q&A in the series, Momentum invites a Mohawk College alumnus to speak with a current student to share advice, wisdom and understanding of how things change and how they stay the same. In recognition of the college's focus on building success in its Athletics department, former MVP volleyball player (2003-2008) and Hall of Fame member Peter Sniuolis, who graduated from Architectural Technology in 2007 and then earned a Mohawk-McMaster Bachelor of Technology, speaks with current varsity player Turner Neame, who started at Mohawk in 2020. He has finished a two-year Construction Engineering Technician – Building Renovation program and is playing his third year on the volleyball team. He is an OCAA and CCAA all-pro academic player and plans to seek his Red Seal as a carpenter.

Peter to Turner: What was it like to be on the team during COVID?

That was my first year on the team. We had a full pre-season but then got shut down. We did Zoom calls online as a team and played online video games together. We really got to know each other and then in the second semester, it was crazy. We played nine games in four weeks and we had quick playoffs. If anyone had any symptoms they had to wear masks on the bench but not on the court. Some practices we had to wear them, too.

Peter to Turner: What kind of equipment do you have access to?

Matt Ferreira, our athletics director, is pushing a culture of excellence. We have two full ball carts, a serve machine and our weight room is amazing. We just got new Mountaineers jerseys with new colours and the gym floor was repainted with the new branding. We have a varsity change room, an athletic lounge where athletes can study and have access to massage therapists and trainers.

Last year, at the start of the season we had a mental coach who talked to us about handling stress and on-court regulation. Those tips and tricks were definitely helpful, especially for first-years who are coming from high school or club volleyball. The mindset of excellence we have now isn't all about winning, but always striving to win.

Turner to Peter: What was the equipment like during your playing time?

We had six balls in my initial year, including one that wasn't round and had the outside peeling off, and we played in rejected Team Canada jerseys that were too big for us. Back then we didn't have a serving machine, so we all have bad shoulders now because we were our own serving machine. Definitely didn't have access to the resources that are currently available.

Turner to Peter: What was your record?

In my five years at Mohawk, I think we lost about six league games. We had a strong team every year and we pushed for provincials and nationals each season. We medalled once at nationals. This success can be attributed to our coach, James Bradley who shaped us into a perpetual championship team.

Peter to Turner: How is your team looking this year?

We came fifth last year and fourth the year before that. We are definitely going in the right direction with our program and our team. We are looking for a medal this year. We have five recruits this year who are looking solid. We have a decent number of veterans, which leaves the rookies time to get better. We know Humber College is going to be good, they always are. Fanshawe College is going to be good. They have a five-year setter who has come back for his last year after being CCAA player of the year. We lost both setters after the COVID year so I had to step in to be a setter. I'm only 5-foot-8, so blocking wasn't fun. I'm now a libero, a back-row defensive specialist.

Turner to Peter: Do you keep in contact with your teammates?

We were and still are extremely tight. I have a small family, and when I was getting married I invited about 25 people to the wedding, all from volleyball. We still go to the cottage together, we play rec volleyball, softball, and continue to do things together. They are probably my best buddies. You'll never lose contact with these guys. You'll be groomsmen at each other's weddings and there for each other when you have kids. That was the greatest benefit of playing team sports in college.

Turner: We are great friends and I think COVID made that even stronger. I was a groomsman for our team captain from last year. His groomsmen were all volleyball guys.

Does that friendship help you on the court?

Peter: I think it was the key to our success. We were always a smaller team but a lot of it came down to how close we were and how we played as a team. That relationship definitely allowed us to win games we shouldn't have.

Turner to Peter: How did sports impact your career?

I ended up as a Professional Engineer currently with the roads department at the City of Hamilton. Sports have been huge for me. My time there has gone a long way in the

real world helping me understand people and how they work. Some people need constant reinforcement, others don't. Some people need you to scream at them, others need a pat on the back.

Wherever you work you are going to be part of a team. Through sports, you learn to relate to people and how to talk to people. I was a quiet person before volleyball, but that changed after the first year. The intangibles you don't get in school, you get in sports. You learn to work with people who are different than yourself. You can't teach it, you learn it.

Peter to Turner: What has volleyball taught you?

There will always be conflict. You have to get over it quickly and problem-solve quickly and move on from it. I was also quiet in first year but I found myself being a veteran in second year. I had to step into a role of leadership and help guide new people. That was good for me.

How did you each manage the commitment of varsity sports with a college workload?

Turner: You are so busy that you have to be efficient and take any time you have to keep up on your work. I did lighten my course load last year so I didn't drown. Making lists and taking time on the bus (on the way to games) to do readings has really helped me. I use the athletic lounge to do some work in a quiet space.

Peter: I knew I wanted to go into the BTech program so I had to work a bit harder to get my grades up following my first year. You give up a lot as a student athlete. We practised from 10 p.m. to midnight and then I was back up for an 8 a.m. class. There's definitely sacrifices you make, but you gain friendships and social aspects through the team considering we're always together. It was all worth it.

Turner to Peter: What was the old rec centre like?

We loved playing there. The roof was lower than it is now and there were stands only

on one side. It was a great facility. But to see how far it's come with the David Braley Athletic and Recreation Centre facility now, is really cool. The resources available to students is something I wish we had. Hopefully, we played a small part in pushing things in that direction.

How about the fan support?

Peter: So in my first year, I remember the BlackBerry Bold with a screen for text messaging was just released, so we could text, which was strange. There was no social media and you had to build relationships in person. I'm happy that none of that was around when I played. I'm not a social media guy now so I think (all the social media attention on athletes) may have been a challenge for me. We had loyal fans come out to all of our games and lack of social media contributed to that. We didn't need as many fans to come out to fill the gym and make it exciting.

Turner: I don't use social media much either but I do love the highlight videos the Athletics department produces. It's pretty cool to see them after a game. A lot of students now watch the games on livestream so there isn't a crazy amount of fans at the games, other than parents and other athletes. But definitely, during playoffs, the gym is packed. It's a big gym, so there is a lot of space to fill.

Turner to Peter: How was your transition from being a student to working?

My biggest advice is to remember you are a student first and an athlete second. If you do well in the classroom, you'll play better and you set yourself up for success. It's very difficult to play volleyball professionally, so the chances of making a living are slim, but you will make a living based on your academics. Sometimes it's about finding something you don't hate to do, rather than what you love to do. I studied engineering, became a Professional Engineer, and ended up initially designing roads and bridges and quickly found out it wasn't for me. Now I'm in roadway maintenance and I enjoy it. Also, take care of your body now. My knees are giving out on me at 39 – it catches up to you. ■■■

Adam Longboat captures co-op student of the year awards

The Insurance graduate is the second Mohawk College student in a row to win honours at the provincial and national levels

Adam Longboat's initiative around Truth and Reconciliation activities at his co-op placement helped to earn him provincial and national co-op student of the year awards for 2022.

Longboat, who has since graduated from Mohawk's Insurance program, earned the awards through Experiential and Work Integrated Learning Ontario and Co-operative Education and Work-Integrated Learning Canada.

Last year, Brittany Gaudet won both awards and Longboat is Mohawk's third winner since the awards were instituted in 2010.

Longboat, who is Indigenous, completed his co-op at Swiss Reinsurance in Toronto and made his mark there, said his nominator and supervisor, Dipika Deol.

"He surpassed the responsibilities of his role as a co-op student, contributing to other functional areas and to the evolution of our culture. Under our guidance as his manager and sponsor, Adam successfully applied himself, shaping his co-op term by proposing his own agenda, projects, and content for (inclusion and diversity) initiatives," she wrote.

He played a key role in Swiss Reinsurance's week of events to observe the National Day for Truth and Reconciliation. He invited elders to talk about residential schools and the history of the Haudenosaunee people.



Adam Longboat, graduate

Longboat also shared his own experiences with anti-Indigenous racism.

"I just want people to understand where Indigenous people are coming from, why people feel hurt," Longboat said in a Hamilton Spectator story about his co-op awards.

"I just want my kids to grow up in a world where people understand."

Among his other accomplishments during his co-op, he prepared a briefing document about permafrost in Canada and engaged with a treaty client to understand the historical and present context around insurance products for Indigenous communities.

"Adam has been very easy to get to know. He's friendly, approachable and shares his thoughts and questions. He's a strong team player," wrote Deol.

Longboat, a father of two, came to Mohawk as a mature student after working as a welder. He was forced to look for another career after suffering a serious injury in an industrial accident.

He was selected by his professors to represent students on the program advisory committee due to his academic performance, contributions in the classroom, and the respect he earned from his peers.

The provincial co-op award comes with \$500 and the national award comes with \$1,500. ■■■

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