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College Administrator

THE PROFESSIONAL JOURNAL FOR COLLEGE ADMINISTRATORS • VOL. 15 NO. 1 • SPRING 2020

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Cover photo: David Porter, Dean of Innovative Learning and Senior Special Advisor for Flexible Learning, Humber College. Photo courtesy of Humber College.

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Publication Mails Agreement #40065075
Return undeliverable Canadian addresses to:
OCASA
65 Overlea Blvd., Suite 210, Toronto, ON M4H 1P1

Published by Craig Kelman & Associates

Third Floor - 2020 Portage Avenue
Winnipeg, Manitoba R3J 0K4
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THE FASTER FUTURE

5G is coming. It will speed up computer response tenfold. Artificial Intelligence continues its domination across all fields, and is coming to a classroom near you.

Deep Learning and Machine Learning have produced computer programs capable of learning chess and the Japanese game of 'Go' — and beating human champions.

Soon such programs, running on ever faster computers, will be programming even smarter computers, which will design even faster computers, eventually producing the singularity: the ultimate computer.

Nick Bostrom, the Swedish author of *Superintelligence*, fears the worst: "The creation of a superintelligent being represents a possible means to the extinction of mankind." He's joined in that fear by Stephen Hawking and Elon Musk.

No need to worry, though. Not for another 30 to 40 years.

In the meantime, those same forces are at work at a college near you. Perhaps even under your desk.

In this issue, OCASA College Administrator has sought interviews with a dozen or more administrators at nine different colleges to gain some insight into where the world of 5G, AI and Deep Learning might lead. It produced almost 100,000 words of interview transcripts, from which four articles in this issue were distilled.

The news is unrelenting yet exciting. The future is always uncertain, and thus unpredictable.

One thing we can predict with some accuracy: OCASA is here to provide support.

Whatever challenges AI and new technology foist on colleges, it will be administrators who will guide the colleges' response.

Sara Budd
OCASA President

À FOND VERS LE FUTURE

La technologie 5G arrive. Elle permettra de décupler la vitesse de réaction des ordinateurs.

L'intelligence artificielle continue de dominer tous les secteurs. Bientôt dans une salle de classe près de chez vous!

L'apprentissage en profondeur et l'apprentissage automatique ont produit des programmes informatiques capables d'apprendre les eéchecs et le jeu japonais de « go »... et de battre des champions humains.

Bientôt, ces programmes, qui fonctionnent sur des ordinateurs toujours plus rapides, programmeront des ordinateurs encore plus intelligents, qui concevront des ordinateurs encore plus rapides, produisant au final la singularité : l'ordinateur ultime.

Nick Bostrom, l'auteur suédois de *Superintelligence*, craint le pire : « La création d'un être superintelligent pourrait vouloir dire l'extinction de l'humanité. » Sa peur est corroborée par Stephen Hawking et Elon Musk.

Mais pas besoin de vous en faire. Ce ne sera pas avant encore 30 ou 40 ans.

Entre temps, ces mêmes forces sont à l'œuvre dans un collège près de chez vous. Peut-être même sous votre bureau.

Dans ce numéro, le College Administrator de l'OCASA s'est entretenu avec une douzaine d'administrateurs ou plus, dans neuf collèges différents, afin de mieux comprendre la direction que pourrait prendre le monde de la technologie 5G, de l'IA et de l'apprentissage profond. Ces entretiens ont produit près de 100 000 mots de transcription, dont ont été distillés quatre articles se retrouvant dans ce numéro.

La nouveauté ne cesse d'avancer et reste passionnante. L'avenir est toujours incertain, donc imprévisible.

Nous pouvons cependant prédire une chose avec une certaine précision : l'OCASA est là pour vous soutenir.

Quels que soient les défis que l'IA et les nouvelles technologies imposeront aux collèges, ce sont les administrateurs qui aiguilleront leurs réponses.

Sara Budd
Présidente de l'APACO

French translation by Aquatique Translation Services.

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By Bill Swan
Contributing Editor

5G, AI OH MY!

The future is a science-fiction world. Are colleges really prepared for it?

5G, AI, Blockchain, Virtual Reality. Oh, yes. And self-driving cars.

It's a science fiction world we're living in, and it's changing right before our eyes. In every corner of every business.

5G Internet access will provide lightning-fast access — between 10 to 100 times faster — making remote surgery a reality, and knocking down one more barrier to the reality of self-driving cars and facilitating expansion of virtual and simulated reality.

And if the past is anything like the present, the increased response speed will encourage the imagination, and from the department of bright ideas will emerge apps few could ever have predicted today.

We won't even ask about your college's policy about cyborgs as students. Cyborgs? From s-f? Yes, those: the reality to day of microchip implants that enable a person to interact with machines. Coming to your colleges soon; walking your hallways. Have you checked lately?

Faster Internet response means an extra challenge for administrators: how do we keep up to the demands of business, turning out graduates who can add value to a business world that itself is rapidly changing? How do we staff it?

The very people who can lead our students into the future are the same experts that the business world seeks.

A recent survey by Cray (a Hewlett-Packard Company) shows that 7 out of 10 businesses have artificial intelligence (AI) applications in use or under development; more than 6 out of 10 believe AI will have a positive effect on their work experience in the next year; 7 out of 10 believe AI could improve their organization's operational efficiency.

Of course, that's a U.S. firm, so we don't have to pay much attention to that in this global economy, right?

Except that as our deadline for this issue gobbled up time, we received a call from an industry expert in California, who skipped out of his pitch to sound the alarm. Few industries are fully geared to take advantage of technological advances, he said, and many ignore the thought, hoping it will go away. With one exception: the Chinese, he claims, are proceeding at full speed, funding research and applications that "in 10 years will eat our lunch." Ever heard of Huawei?

> "What we see today is the computing power finally has caught up with what we can do with it."
>
> *– Albert Danison, George Brown*

But if colleges are to prepare graduates for that future, one big question arises: who is preparing colleges?

Ali Hirji of Durham College says we all must get accustomed to new technology: Moving away from traditional registration, getting accustomed to facial recognition technology. "These are realities that are going to be integrated. You cannot hide under the covers and hope that it misses you."

At a 2018 conference discussing automation and how it will affect education, Albert Danison, Chair, School of Computer Technology at George Brown, held forth on his favourite topic: how AI technology is going to make our lives better.

"AI will not take away our jobs," he says. "Administrators and senior management need to understand that technology is changing every other industry around us... Our jobs are going to be transformed. We're no longer going to be talking at our students in class. We're going to be facilitators. We're going to be mentors. We're going to guide students and show them ways to use technology to change the future, to change the world rather than telling them something that's already old."

Stradigi AI, a Canadian firm in Montreal specializing in artificial intelligence, has this prediction: "With advancements in NLP and semantics, AI systems are now being used to grade essay-based tests, completely eliminating the possibility of bias grading in the process." (Ed. Note: The firm specializes in AI, so may contain some bias.)

Regarding controversial new teaching and learning technologies — for example, facial recognition, Dr. Robin Craig, Director, Recherche & Innovation Boréal, says, "It's necessary to obtain consent when experimenting and testing these new systems and to inform students, professors, and administrators of the potential benefits

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Students in a mixed reality capture studio. Photo courtesy of Durham College.

> "We live in a bureaucratic system. By the time we get approvals… we tend to be a little bit behind the rest of the world."
>
> *– Dr. Audrey Penner, Northern College*

and risks associated with this technology. Postsecondary institutions (and tech companies) must be transparent about the data and information they're collecting and sharing. Tech innovation must be inclusive, design and development must be iterative, and implementation must be done thoughtfully and carefully."

While 5G is promoted as a game-changer, AI has in some form been with us for a long time, Albert Danison says, "Computing power has finally caught up with what we can do with it. We can process images in real time and determine who is in that image; capture video and process it in real time, which was impossible a few decades ago. We can make sense of voice because computing power is there."

Combine that with the almost-speed-of-light that 5G networks offer (download a movie in seconds) and new doors spring open. The full effect will not be fully known until the active, imaginative minds of college staff dig into this new world.

David Porter, Dean of Innovative Learning and Senior Special Advisor for Flexible Learning at Humber College: "Learning management systems that many institutions use to deliver courseware are a fairly mature technology," he says. "But augmented reality and virtual reality are really in their infancy. The tools and techniques won't be better developed until we can offer those kinds of experiences at scale. The 5G network capability brings more people to fast technology within an institutional environment." This will mean "everybody will have access to the tools and the experience, not just the two or three with specialized equipment."

5G should be the ideal solution for bringing virtual reality to distance learners. Dr. Audrey Penner, Vice President of Academics and Student Success at Northern College: "We're hampered because virtual reality is very heavy on demands of the download... It's hard to offer the experience off campus, but to our people at our home campus, it is a great option. So that's one example of how we could enlist 5G … We could do simulations using virtual reality." But this assumes students "have access to 5G wherever they live, which is another challenge in the north."

At this writing, 5G applications in Canada have begun. Rogers has made UBC the first 'smart campus'. In reply to queries from College Administrator, UBC says they have formed a partnership with Rogers to explore the uses of 5G technology in solving present and future societal challenges. "UBC faculty members and their students have started using this network to work on research projects that explore potential uses and boundaries of 5G. These projects currently include digital mining, early earthquake detection, and smart transportation."

University of Waterloo is on Rogers' list next. In Toronto, Rogers has installed and is testing 5G networks. The biggest block currently is political: Huawei, which industry experts say has the best equipment at the best price, has not been approved for installation in Canada. Canadian Security Intelligence Services has warned of the danger of installing

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Dr. Robin Craig, Director, Recherche & Innovation, Collège Borèal.

Dr. Audrey Penner, Vice President of Academics and Student Success. Photo courtesy of Northern College.

Huawei equipment, citing security concerns. At present, Bell and Telus plan 5G networking using Huawei equipment; Rogers is conducting tests in partnership with Swedish hardware maker Ericsson. Stay tuned for a decision from Ottawa.

In Britain, where Huawei equipment is being used on only part of the network (leading some experts to claim this is not true 5G), phones boasting of 5G capability are now on sale. In Canada, 5G phones will go on sale later this year. All of which leads to one brutal fact: you may have only a year or perhaps two before the first students walk through the door of your college brandishing 5G-capable phones.

When they do, they are going to demand 5G capabilities — and that may be more complicated than simply the availability of a 5G network.

Dr. Robin Craig at Collège Boréal says that while 5G ultimately lead to greater interconnectivity for small and geographically dispersed colleges like Boréal, "it will take significant investments from both the provincial levels of government to assist colleges with the transition to 5G — investments in infrastructure, personnel, and guidance with regard to best practices and protocols for the application of these technologies in the classroom and within the research and innovation enterprise."

Justin St. Maurice, Associate VP, Information Systems, Conestoga, says the system will be transformative in the long run, but "We have... more foundational elements to take care of before we can understand what that change in connectivity, speed and capacity is going to mean for us.

"We have a lot of legacy system issues to get up to speed and don't necessarily have the capacity to worry about the 5G advances that are going to be showing up in the next two to three years."

Eventually, he adds, 5G will impact infrastructure in a lot of ways "and it is nice to know that we will have bandwidth capacity in four or five years, but we have a lot of homework to do between now and then."

Ali Hirji of Durham sees 5G Networks simply fulfilling student expectations. "We've become accustomed and spoiled with high performance Internet in our homes and workplaces, he says. With 5G, that level of service will be available on mobile. "It is going to place a lot bigger load on companies to invest in better mobile interfaces, better mobile technology, better analysis from a mobile perspective." Despite security challenges, he says, 5G "presents an exciting as well as intriguing new world for administrators and folks at the forefront of administering such technologies."

The potential of AI, especially coupled with 5G and deep learning, will require training for all staff — administrative, support, faculty — and that itself is a challenge.

Dr. Audrey Penner sees another challenge: "We live in a bureaucratic system. By the time we get approvals either for the credential, or funding, to do major types of activity, with all the I's dotted and T's crossed, we tend to be a little bit behind where the rest of the world is."

That said, she insists change is inevitable.

"Textbooks will become archaic... The ability to search and retrieve information will actually be the critical skill that students will need. And of course, the Internet is going to be the provider of that and they have to learn how to filter it and utilize it."

David Porter says that one of the big movements in the education field right now is the development of open educational resources; collaborative resources are developed by faculty and meant to be shared with colleagues. "That principle has really taken off in Ontario for the past two years." Porter says. "Students have saved in the order of $10 million using open educational resources in college and university sectors in Ontario. Some business faculty have seen it as an opportunity to produce consistent sets of low-cost resources that are affordable "and to make sure students are not going to class without a required resource."

The bottom line? Change. And that change itself will be unpredictable, and because of the speed (5G) and capabilities (AI) that change will come hard and fast.

Stradigi AI: "AI is not slowing down anytime soon. The faster humans adopt artificial intelligence and understand its true benefits, the faster we will be able to reap the benefits that the technology provides. The first step to legitimate adoption is education and reducing the amount of fear and uncertainty many feel about the integration of AI in their everyday lives."

And remember our comment at the beginning of this article about cyborgs? David Porter says, "Every physical article you own may be wired in such a way to help you navigate your life. Enjoy your experience while you're doing it. Keep you out of danger. Educate yourself... a small, portable device you carry around might become an implant down the stream."

A stream that is not that distant.

Last fall, the Charlotte Observer reported a college student who has replaced his student card with a microchip implant. It allows him access to secure areas with a wave of the hand.

Call it the invasion of the cyborgs. Be prepared. C|A

Par Bill Swan
Conseiller de rédaction

5G, IA, OH LÀ LÀ!

L'avenir est un monde de science-fiction. Les collèges y sont-ils vraiment préparés?

5G, IA, chaîne de blocs, réalité virtuelle. Ah, oui, et des voitures qui se conduisent toutes seules.

Nous vivons dans un monde de science-fiction et il est en train d'évoluer sous nos yeux, dans chaque recoin de chaque entreprise.

L'Internet 5G offrira un accès ultrarapide (entre 10 et 100 fois plus rapide), faisant des interventions chirurgicales à distance une réalité et retirant un obstacle de plus à la réalité des voitures complètement autonomes. L'expansion de la réalité virtuelle et simulée.

Et si le passé reflète le présent, cette vitesse de réponse accrue stimulera l'imagination, et des applications que peu auraient pu prévoir émergeront à partir d'idées brillantes.

Nous ne vous demanderons même pas d'expliquer la politique actuelle de votre collège concernant les étudiants cyborgs. Après tout, des cyborgs, comme dans la science-fiction? Oui, oui. Ceux-là. En effet, le jour où des implants de micropuces permettront à une personne d'interagir avec les machines ne saurait plus tarder. Ce sera bientôt dans vos collèges… ou dans vos corridors. Allez donc jeter un coup d'œil, pour voir. Nous patienterons.

Une connexion Internet offrant une plus grande rapidité de réponse représente un défi supplémentaire pour les administrateurs. Comment répondre aux exigences des entreprises? Comment produire des diplômés apportant une valeur ajoutée à un monde des affaires qui est lui-même en rapide évolution? Comment doter ce monde en personnel? Les personnes qui peuvent mener nos étudiants vers l'avenir sont les mêmes experts que ceux que recherche le monde des affaires.

Une étude récente de Cray (une société de Hewlett-Packard) montre que 7 entreprises sur 10 travaillent avec des applications d'intelligence artificielle (IA) ou sont en train d'en mettre au point. Plus de 6 entreprises sur 10 pensent que l'IA aura un effet positif sur leur expérience professionnelle au cours de la prochaine année, et 7 sur 10 pensent que l'IA pourrait améliorer l'efficacité opérationnelle de leur organisation.

Bien sûr, on parle ici d'une entreprise américaine. Pas besoin d'y porter attention dans cette économie mondiale, n'est-ce pas?

Sauf, bien sûr, qu'alors que notre échéance pour cette parution s'écoulait, nous avons reçu l'appel d'un expert californien de l'industrie qui a mis son discours optimiste de côté pour tirer la sonnette d'alarme. Il a expliqué que peu d'industries sont pleinement préparées à tirer profit des avancées technologiques, et que plusieurs ignorent la chose, espérant qu'elle passe son chemin. Il a cependant mentionné une exception : les Chinois avancent à toute allure, finançant des recherches et des applications qui, « dans 10 ans, nous couperont l'herbe sous le pied ». Huawei, ça vous dit quelque chose?

Cependant, si les collèges doivent préparer les diplômés à cet avenir, une grande question se pose : qui prépare les collèges?

Selon Ali Hirji, du Durham College, nous devons tous nous habituer aux nouvelles technologies. Nous devons nous éloigner des inscriptions traditionnelles pour nous habituer à la technologie de reconnaissance faciale. « Ces réalités vont être intégrées. Vous ne pouvez pas faire l'autruche et espérer qu'elles ne vous toucheront pas. »

En 2018, lors d'une conférence sur l'automatisation et ses effets sur l'éducation, Albert Danison, président de l'école de technologie informatique de George Brown, a traité de son sujet de prédilection : les façons dont la technologie de l'IA améliorera nos vies.

« L'IA ne prendra pas nos emplois, a-t-il affirmé. Les administrateurs et les cadres supérieurs doivent comprendre que la technologie change tous les autres secteurs d'activité qui nous entoure... Nos emplois vont être transformés. Nous ne parlerons plus à nos élèves en classe. Nous allons devenir des médiateurs. Nous allons devenir des mentors. Nous allons guider les étudiants et leur montrer comment utiliser la technologie pour changer l'avenir, pour changer le monde, plutôt que leur dire quelque chose qui est déjà désuet. »

Voici la prédiction de Stradigi AI, une entreprise canadienne de Montréal spécialisée en intelligence artificielle : « Grâce au progrès du traitement du langage naturel et de la sémantique, les systèmes d'IA sont maintenant utilisés pour noter les examens à dissertation, ce qui élimine complètement la possibilité d'une notation biaisée. » (Note de la rédaction : le cabinet est spécialisé en IA et pourrait, donc, être biaisé.)

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Albert Danison, Chair, School of Computer Technology.
Courtesy of George Brown College.

Dr. Robin Craig, Direction, Recherche & Innovation, Collège Boréal.

En ce qui concerne les nouvelles technologies controversées d'enseignement et d'apprentissage, comme la reconnaissance faciale, voici ce que la Dre Robin Craig, directrice de la recherche et de l'innovation au collège Boréal, avait à dire : « Lorsqu'on expérimente et lorsqu'on essaie ces nouveaux systèmes, il est nécessaire d'obtenir le consentement des gens et d'informer les étudiants, les professeurs et les administrateurs des avantages et des risques qui peuvent être associés à ces technologies. Les établissements d'enseignement supérieur (et les entreprises technologiques) doivent faire preuve de transparence en ce qui concerne les données et les informations qu'ils recueillent et qu'ils partagent. L'innovation technologique doit être inclusive, sa conception et sa mise en œuvre doivent être itératives, et sa mise en œuvre doit être faite de manière réfléchie et prudente. »

Alors que la technologie 5G est présentée comme une révolution, l'IA est avec nous depuis un certain temps, d'une façon ou d'une autre, explique Albert Danison. « Ce que nous voyons aujourd'hui, c'est que la puissance de calcul a finalement rattrapé ce que nous pouvons en faire. Nous pouvons traiter des images en temps réel et déterminer qui se trouve dans cette image, ou capturer un vidéo et le traiter en temps réel, ce qui était impossible il y a quelques décennies. Nous pouvons donner un sens aux voix parce que la puissance de calcul est maintenant au rendez-vous. »

Ajoutez à cela la quasi-vitesse de la lumière qu'offrent les réseaux 5G (permettant de télécharger un film en quelques secondes, par exemple) et de nouvelles portes s'ouvrent toutes grandes. Son plein effet ne sera pas connu tant que les esprits actifs et imaginatifs du personnel des collèges n'auront pas plongé dans ce nouveau monde.

« Nous évoluons dans un système bureaucratique. Quand nous avons nos approbations, … nous sommes habituellement un peu en retard sur le reste du monde. »

– Dr. Audrey Penner, Northern College

Selon David Porter, doyen de l'apprentissage innovateur et conseiller spécial principal pour l'apprentissage flexible, Humber College : « Les systèmes de gestion de l'apprentissage que de nombreuses institutions utilisent déjà pour assurer la prestation des cours sont une technologie assez mûre, explique-t-il. La réalité augmentée et la réalité virtuelle n'en sont cependant qu'à leurs balbutiements. La mise au point de ces outils et de ces techniques ne s'améliorera pas tant que nous ne pourrons pas offrir ce genre d'expériences à grande échelle. La capacité qu'offrent les réseaux 5G permet à un plus grand nombre de personnes d'accéder à une technologie rapide, dans un environnement institutionnel. » Cela signifie que « tout le monde aura accès à ces outils, pas seulement les deux ou trois personnes qui possèdent l'équipement spécialisé leur permettant d'avoir cette expérience. »

La technologie 5G devrait s'avérer la solution idéale pour offrir la réalité virtuelle aux apprenants à distance. Dr. Audrey Penner, vice-présidente de l'enseignement et de la réussite des étudiants au Northern College : « Nous sommes gênés par les énormes exigences de téléchargement liées à la réalité virtuelle... Il est difficile d'offrir cette expérience en dehors du campus, mais pour les gens qui se trouvent sur notre campus principal, c'est une excellente option. C'est donc une des façons dont nous pourrions utiliser la technologie 5G... Nous pourrions faire des simulations en utilisant la réalité virtuelle. » Mais cela suppose que les étudiants « aient accès à un réseau 5G où ils habitent, un autre défi pour ceux qui vivent dans le nord ».

Au moment de la rédaction, le Canada commence tout juste à utiliser la technologie 5G. Rogers a fait de l'Université de la Colombie-Britannique (UBC) le premier « campus intelligent ». En réponse aux questions de College Administrator, l'UBC a déclaré avoir formé un partenariat avec Rogers afin d'explorer comment la technologie 5G peut être utilisée pour résoudre les défis sociétaux actuels et futurs. « Les membres de la faculté à l'UBC et ses étudiants ont commencé à utiliser ce réseau afin de travailler sur des projets de recherche exploitant les possibilités et les limites de la technologie 5G. Ces projets comprennent actuellement le cryptominage, la détection précoce des tremblements de terre et le transport intelligent. »

L'Université de Waterloo est la prochaine sur la liste de Rogers. Rogers a installé des réseaux 5G à Toronto et en fait maintenant l'essai. En ce moment, la plus grande barrière est politique : Huawei, qui selon les experts de l'industrie possède le meilleur équipement au meilleur prix, n'a pas reçu les approbations nécessaires pour faire des installations au Canada. Le Service canadien du renseignement de sécurité a mis en garde contre le danger d'installer du matériel Huawei, invoquant des problèmes de sécurité. À l'heure actuelle, Bell et Telus prévoient un réseau 5G utilisant du matériel Huawei, alors que Rogers effectue des tests en partenariat avec le fabricant de matériel suédois Ericsson. Restez à l'écoute pour connaître la décision d'Ottawa.

En Grande-Bretagne, où les équipements Huawei ne sont utilisés que sur une partie du réseau (ce qui conduit certains experts à affirmer qu'il ne s'agit pas d'une vraie expérience 5G), des téléphones dotés d'une capacité 5G sont maintenant en vente. Au Canada, les téléphones 5G seront mis en vente plus tard cette année. Tout cela mène à une réalité brutale : vous n'avez peut-être qu'un an ou deux avant que les premiers étudiants ne franchissent les portes de votre collège avec des téléphones 5G en poche.

Quand cela se produira, ils exigeront une capacité 5G, et cela peut être plus compliqué que le simple fait d'avoir un réseau 5G.

Selon la Dre Robin Craig du Collège Boréal, bien que les réseaux 5G mènent en fin de compte à une plus grande interconnectivité des petits collèges comme le collège Boréal, « il faudra des investissements importants de la part des deux niveaux de gouvernement pour aider les collèges à faire leur transition vers le 5G, notamment des investissements en infrastructure et en personnel, ainsi que des conseils concernant les pratiques recommandées et les cadres réglementaires pour l'application de ces technologies en salle de classe et en entreprise de recherche et d'innovation. »

Justin St. Maurice, vice-président associé des systèmes d'information au Conestoga College, affirme qu'à long terme, ce système sera transformateur, mais que « nous avons... bien des éléments plus fondamentaux dont nous devons nous occuper avant de comprendre ce que ce changement de connectivité, de vitesse et de capacité signifiera vraiment pour nous.

« Nous devons mettre à niveau bien des problèmes occasionnés par les anciens systèmes et nous n'avons pas nécessairement la capacité de nous préoccuper des avancées de la technologie 5G qui se manifesteront au cours deux ou trois prochaines années. »

En fin de compte, ajoute-t-il, la technologie 5G aura de nombreuses répercussions sur l'infrastructure. « Il est bon de savoir que nous disposerons de cette capacité de bande passante dans quatre ou cinq ans, mais d'ici là, nous avons beaucoup de travail à faire. »

Ali Hirji, du Durham College, estime que les réseaux 5G ne feront que répondre aux attentes des étudiants. « Nous nous sommes habitués et gâtés avec un réseau Internet haute performance dans nos foyers et nos lieux de travail, explique-t-il. La technologie 5G offrira ce niveau de service sur nos téléphones mobiles. Les entreprises vont devoir investir beaucoup plus dans de meilleures interfaces mobiles, de meilleures technologies mobiles et de meilleures analyses au plan des technologies mobiles. » Malgré les défis qui se posent en matière de sécurité, il affirme que la technologie 5G « offre un monde nouveau, aussi passionnant qu'intrigant, pour les administrateurs et les personnes gravitant à la pointe administrative de ces technologies ».

Le potentiel de l'IA, surtout associé à la technologie 5G et à l'apprentissage en profondeur, exigera que tous les membres du personnel soient formés, du personnel administratif et de soutien au personnel enseignant. Cela constitue déjà un défi.

Dr. Audrey Penner prévoit un autre défi : « Nous évoluons dans un système bureaucratique. Quand nous avons nos

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Ali Hirji speaks un the AI Hub at an open house this spring. Courtesy of Durham College.

approbations, que ce soit pour des titres de compétences ou du financement pour réaliser de grandes activités, quand tous les détails ont été réglés, nous sommes habituellement un peu en retard sur le reste du monde. »

Cela dit, elle insiste sur le fait que le changement est inévitable.

« Les manuels scolaires vont devenir désuets. ... La capacité de rechercher et de récupérer l'information sera en fait la compétence critique dont les étudiants auront besoin. Et, bien sûr, c'est Internet qui offrira tout cela. Ils doivent apprendre à filtrer leurs sources et à l'utiliser comme il faut. » De son côté, David Porter affirme que l'un des grands mouvements actuellement en cours dans le domaine de l'éducation est la mise au point de ressources éducatives ouvertes, des ressources collaboratives mises au point par les facultés et destinées au partage entre collègues. « Au cours des deux dernières années, cette façon de faire a vraiment pris son envol en Ontario, explique-t-il. Dans les collèges et les universités de l'Ontario, les étudiants ont réalisé des économies de l'ordre de dizaines de millions de dollars en utilisant des ressources éducatives ouvertes. Certaines facultés de commerce y ont vu l'occasion de produire des ensembles de ressources uniformes et abordables, afin de «s'assurer que les étudiants ne se rendent pas en classe sans les ressources dont ils ont besoin». »

Le résultat? Du changement. Ce changement sera imprévisible. De plus, en raison de sa vitesse (5G) et de ses capacités (IA), il se produira rapidement.

Selon Stradigi AI, « l'IA ne ralentira pas de sitôt. Plus les humains adopteront l'intelligence artificielle rapidement et en comprendront les véritables avantages, plus nous serons en mesure de récolter les bienfaits apportés par cette technologie rapidement. La première étape menant à son adoption légitime est l'éducation. Il faut réduire la peur et l'incertitude que bien des gens ressentent lorsqu'on parle d'intégrer l'IA à leur vie quotidienne. »

Qu'en est-il du commentaire sur les cyborgs que nous avons fait au début de cet article? Dans les mots de David Porter, « chaque objet physique que vous possédez peut être connecté pour vous aider à naviguer votre vie, peut vous faire profiter de votre expérience pendant que vous les utilisez, vous éloigner des dangers, vous instruire... Le petit appareil portable que vous transportez partout aujourd'hui sera peut-être un jour un implant. »

Ce jour n'est pas si loin.

L'automne dernier, le Charlotte Observer a fait état d'un étudiant qui a remplacé sa carte d'étudiant par un implant de micropuce. Il peut ainsi avoir accès à des zones sécurisées à l'aide d'un simple geste de la main.

Bref, les cyborgs sont inévitables. Préparez-vous. C|A

French translation by Aquatique Translation Services.

> « Ce que nous voyons aujourd'hui, c'est que la puissance de calcul a finalement rattrapé ce que nous pouvons en faire. »
>
> *– Albert Danison, George Brown*

PEOPLE MATTER

Keeping staff (and yourself) up to date still the biggest issue of the digital age

Computer technology will rule our world, but the most pressing issue for its continuing adaptation to education is what it has always been: people.

Not just the students who are learning new skills in a new economy, but those who will instruct those students.

And to add some pressure to your day, for administrators, too.

David Porter, now Dean of Innovative Learning and Senior Special Advisor for Flexible Learning at Humber College, sees faculty development issues associated with digital fluency as the biggest issue of today.

"Getting teaching faculty comfortable with many of these new technologies to use them in productive ways that support learning," he says. "That's the real issue."

Porter has been involved in computers and distance learning for the past quarter century. He recently left his position as Founding CEO of eCampusOntario and was interviewed by College Administrator on his second day in his new position at Humber. At eCampusOntario, Porter played a significant role in positioning Ontario as a leader in technology-enabled learning and the development of professional learning networks nationally and globally. Porter has been involved in open and distance learning since the 1990s.

"Many faculty members earned their spurs doing their teaching work in ways that were informed by their professional experience alone," he said. "Now they're confronted with students who are very much aware of technology and have high expectations for the user experience associated with teaching and learning. The problem is trying to capture the value of their experience in a time of transition. It's a high-tech change environment for teaching and learning."

Bringing staff up to speed on this super-fast world is a significant administrative challenge.

Ali Hirji of Durham would like to see more sandbox environments — opportunities for people to play with new technology to gain a sense of how it works and what it can do.

Jenni Hayman, Chair Teaching and Learning Innovation Hub at Cambrian College, identifies those issues familiar to all administrators: budget, time, resources."We need to be creative when it comes to finding funding and time to train educators and other staff on proposed new technology," she told College Administrator.

"Creating virtual simulations, creating new methods, enriching content. All require constant new skills. Educators trying to stay ahead of technology trends are constantly learning. It is challenging for faculty teaching a full load to find time during contact months for professional development. Therefore, we need to rethink our strategies."

The same can be said for administrators; planning coordinated training for staff itself likely requires professional development to know what fits into current needs. Take a look at your daily schedule and see what time you have for P.D.

Even if the technology has been developed, coordinating with current needs is no slam dunk. Hayman asks, "How does that get funded? You know, there are big infrastructure changes. How does it fit into our existing strategic plan? And if it doesn't fit into our existing strategic plan, why are we considering it?"

Which brings us to a paradox: how do you plan today and budget for technology that you will need the day after tomorrow — which has not yet been developed? What challenges does that throw at the very way we organize institutions?

The challenge spreads far beyond college staff. The skillset of graduates demanded by industry is in constant change. A report issued by the Royal Bank of Canada '*Humans Wanted*' concluded the jobs of the future will be plentiful, but will require a whole new set of skills. This will include soft skills: attentive listening, critical thinking, digital fluency, active learning. Sound familiar?

> "How do you plan today and budget for technology that you will need the day after tomorrow — which has not yet been developed?"
>
> *– Jenni Hayman, Cambrian College*

David Porter, Dean of Innovative Learning and Senior Special Advisor for Flexible Learning. Photo Courtesy of Humber College.

Jenni Hayman, Chair Teaching and Learning Innovation Hub. Photo courtesy of Cambrian College.

Tracy Dallaire, Senior Director Technology Integration Academic, Mohawk College.

Jeff McIsaac, Dean of Applied Research. Photo courtesy of Mohawk College.

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In short, what many educational veterans would call 'thinking'.

The report emphasizes that often these are skills that automation and AI cannot easily replicate or replace but which will be needed in the new digital economy.

"But too many of our colleges and universities are degree factories," the report says where instructors focus on content knowledge, rather than skills development.

Dr. Tony Bates, in his book *Teaching in a Digital Age (2019, 2nd edition),* says the problem is two-fold: Canada's education system, training programs and labour market initiatives are inadequately designed for this new skills economy; and even if they were, Canadian employers don't have in place the hiring and training programs to recruit and develop the skills needed.

Industry has been vocal about the need for 'soft skills', says Dr. Bates, "but embedding skills within a subject discipline is perhaps the biggest challenge for education institutions in a digital age."

He is adamant that such skills development needs to be specific. "Problem-solving in medicine is different from problem-solving in business," he says. "The content base is different. Different processes and approaches are used to solve problems. For instance, decision-making in medicine tends to be more deductive, business more intuitive; medicine is more risk averse, business is more likely to accept a solution that will contain a higher element of risk or uncertainty."

"How well does an ability to think critically about English literature transfer to other areas of critical thinking, such as political analysis or assessing the behaviour of a workplace colleague?" Dr. Bates asks. "Some elements of these soft skills do transfer well but other parts are more context specific. More attention needs to be paid to what is known about the transfer of skills, based on research, and to ensure this evidence affects the way we teach."

Has anyone mentioned that the big challenge of administrators is managing all this in the times of change?

"Over the past 10 years," says David Porter, "the focus has been on relating teaching and learning to the workforce and addressing the desires of many students."

"Lots of great resources have been developed to help educators understand how best to teach those skills and to help students experience those environments," he says, adding that colleges have a leg up on this focus on skills "because colleges have always been about providing the skills that enable students to make good career choices."

Much of the change in the future may revolve around accreditation. The growth of microcredentials appears to have the potential of meeting industry needs while providing more control over building a career to students themselves. (See the article on BLOCKCHAIN on page 15 of this issue.)

Photo courtesy of Durham College.

> "If you're not going to get comfortable with being uncomfortable, you're entering into a very dangerous environment."
>
> *– Ali Hirji, Durham College*

Dr. Audrey Penner, Vice President Academic and Student Success at Northern College: "We produce well educated graduates, but that implies that they've accumulated a lot of knowledge. That term will change, too — we will produce well-experienced graduates with the ability to manage, compile, extrapolate and articulate information to apply to any given situation. It's less about the accumulation, more about the application and the ability to pull from a variety of sources and use it."

Tracy Dallaire of Mohawk says: "We're doing a lot around cybersecurity to equip staff, faculty and administrators to understand it, but also helping people understand technology they have in their hands. How do you use the various devices and tools that they have?"

Some students arrive on campus with phones, with smartphones, some with tablets, others with all sorts of technologies. "You'll hear about the notion of the smart campus," she says, "building an infrastructure that no matter what you bring into that environment, you're able to use that kind of technology for it in a smart way."

"Mohawk is working on other Smart Campus types of initiatives such as using AI analytics tools in its institutional research areas that will help Administrators make timely and informed business decisions more quickly and through self-serve mechanisms."

Communication and promotion become significant issues. How do you promote programs that do not exist — or if they do, few have heard of? Jeff McIsaac, Dean of Applied Research at Mohawk, sees a gap in the promotion of emerging technologies in high schools simply because teachers and guidance counsellors are not familiar with them. "Think of cybersecurity as a career for a high school student," he says. "What is that like? Avionics as a career? These haven't been traditional careers that have been promoted in high schools."

Ali Hirji of Durham: "What is the impact of all these new technologies on our job market? And what does it mean for administrators and the job?" For all administrators, for all faculty, he has a warning:

"If you're not going to get comfortable with being uncomfortable, you're entering into a very dangerous environment." C|A

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By Bill Swan
Contributing Editor

BLOCKCHAIN:

The concepts behind Bitcoin currency could forever alter student transcripts

Many of the challenges of new, improved — i.e. faster response with bandwidth to dream of — have to do with people. Not necessarily training staff – yourself included — but in people letting go of the shallow end of the pool.

For 'shallow end' read: what you are doing now.

Two terms apply here as examples: blockchain and microcredentials.

You've likely heard more about microcredentials, but some believe that it is blockchain that comes first and may be the key to microcredentials.

In September 2018, George Brown College's School of Computer Technology launched a three-semester certificate in **Blockchain Development** — the first Canadian college to do so. The program focuses on design and implementation of decentralized applications using blockchain technology.

In an interview with College Administrator, Albert Danison, Chair, School of Computer Technology at George Brown describes blockchain as a database that cannot be altered. "Blockchain is a digital distributed ledger to record transactions," he says. "It is distributed to every member of this system, and since it is owned by everybody, it's very secure; not one person can change or meddle with these transactions."

The most visible application of blockchain is financial. Bitcoin, for example, is perhaps the best-known cryptocurrency, all of which are based on blockchain.

"We have different implementations of blockchain," Danison says. "Bitcoin and Ethereum (ETH) are two applications. Different people, different companies implement blockchain in different ways to meet specific needs."

"New and emerging financial institutions have the most potential to adopt it and are offering transactions or exchange of goods for a very small fee — much smaller than regular banking system charges."

Other applications? "Supply Chain Management: Anything in that sector can take advantage of blockchain because of its secure nature. If you want to track where the goods have originated, in which plant, anywhere in the world, one can employ a blockchain system. Nobody can ever meddle with it. Every stop the goods make creates a new entry in the ledger. If something goes wrong it can be traced to where that may have occurred."

The George Brown program is open to anyone with basic computer knowledge. "Like any field, you have to have the will and the interest and to put the time on it so you can be successful," says Danison. "We do teach web development foundations over four courses on how to build the front end and also the blockchain as well."

He adds that Toronto has become a hub for blockchain development, with startup companies taking on contracts across Canada and worldwide. "The financial industry is creating cryptocurrencies and financial systems that are based on cryptocurrency. That area is very hot."

But blockchain applications can be whatever you want, he says. Blockchain is all about the level of trust. Is it private or public? Who approves transactions?

College Administrator asked about the application to student records.

Definitely, he said. "I even had a group of students — part of our graduating class — work on their final project to do just that. But it's beyond that. We can create a blockchain system which eliminates the need to print student transcripts. Results are posted on blockchain. A graduate can choose who they're going to allow to see it. When a student applies to an employer or another education institution, they can simply make the record visible."

"We have a lot of international students who apply and bring their own credentials. Any institution that is part of this system could put the record of the student in the blockchain. When applying, the student then can share that record with education institutions who will have full access to the transcripts."

Could that lead to universality?

"That's the whole idea. We can certainly add to the system, regardless of where the grades come from. This system can also have the equivalent of that grade in any other institution. Nobody can meddle with anything, so it becomes transparent."

"Student transcripts could include any file: pictures, standings and so on," he says. "All the participating institutions would have on their system is the blockchain itself — basically, the record of where to look on the cloud. The need for storage depends on how you design the system."

"Once an institution becomes a member of such a system, you trust that institution. It would be a seal of approval.

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> "People come from an industry that itself is in an infant stage; there are not many who have been around for a long time. And if you're really good at it, companies pay you a lot of money. We cannot afford that. We are a public institution; we rely on hourly rates that follow a collective agreement. We are stuck with how much we can compensate."
>
> *– Albert Danison, George Brown*

But once a transaction is recorded, it cannot be altered."

Blockchain application could easily place control of the transcript in the hands of the student (graduate), but since the record cannot be altered, the danger of a fake record disappears. It also would have the potential of unifying records from multiple institutions.

Blockchain could also be an ideal solution for recording the growing trend of microcredentials. With half of today's jobs likely to require new skills in the next decade, and with industry increasingly seeking specific skills, our traditional student transcript becomes bulky and unwieldy.

David Porter of Humber gives an example of a graduate of a finance program adding skills in use of analytical tools. That would be "very desirable in the financial sector." He sees the growing need for people currently in the workforce who could re-certify and further develop their knowledge and skills.

Adding such skills to a blockchain transcript would simplify the process for the student, and for employers. "Employers could know that when they see a microcertification, it conforms to Ontario standards, has a quality assurance process that verifies it, and housed on the blockchain would assure that it is authentic, can be traced back to the issuer — and is not hackable."

Danison says that the big challenge of administrating a high-demand program such as Blockchain Development is staffing.

"As an administrator it's my job to hire the people with the right mindset, the right knowledge, and the right background, who also have the passion and skills for teaching. For the blockchain program that has been very, very hard."

"People come from an industry that itself is in an infant stage; there are not many who have been around for a long time. And if you're really good at it, companies pay you a lot of money. We cannot afford that. We are a public institution; we rely on hourly rates that follow a collective agreement. We are stuck with how much we can compensate."

"And people don't realize the work required to prepare for every class, to do the marking, to answer student emails, the demands of contact outside of the class."

Additionally, he adds, blockchain changes almost from minute to minute. "We cannot afford to teach the same curriculum two semesters in a row. Material that worked last semester may have already transformed and changed. We need people from industry who know exactly what's changed and can explain it to students. Those same students will hit the industry in a few months, and need to know how to solve these issues."

Danison stresses that since blockchain is so new, the potential of applications cannot be predicted. One can assume that graduates will find applications not yet listed. And, like a new novel or movie, the hot items are high-concept.

"Applicants ask me, how are the jobs? How do they pay? My answer: it depends. You can be the best mobile application developer or best AI engineer, or data scientist and you can get paid a hundred thousand. You can be below average in developer skills but you have a brilliant idea about an application and you can be a millionaire and retire in two years. It's all about what you do with the technology."

Albert Danison, Chair, School of Computer Technology. Courtesy of George Brown College.

It is like the 2005 movie *Robots*, he says, which emphasized the theme *See a need, fill a need*. "In every industry, there is a need to make things better, faster, to cut down costs, to make people more productive, to use our energy for different things."

"It's hard to stop technology once you see the benefits. With blockchain, with AI, we look at the positives. Technology should enable us to make everything better, easier, faster. To me, that's the role of technology." CA

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By Carolyn Hepburn
Dean of Indigenous Studies and Academic Upgrading, Sault College

Networking a Key to Strength of Indigenous Communities

From biotechnology to quantum computing, robotics to artificial intelligence, to advances in telecommunications and digital technology, today, we are living in a time where technological advancements are changing not only the ways we do business but also how we interconnect and interrelate with one another, both on a personal and professional level.

Viewed through the lens of reconciliation, the technological revolution of today has never provided a more opportune time to strengthen and create meaningful engagement with rural and remote First Nation, Metis and Inuit communities that have often historically been under-serviced and under-engaged both in Ontario and across Canada.

As Indigenous educators, a key aspect of the work we undertake is the cultivation of authentic and collaborative relationships with our communities. With a geographical region spanning over 800,000 kilometers, Northern Ontario is home to over 780,000 people with over fifty rural or remote First Nation communities located within its boundaries. Given this geographic remoteness, sustaining these relationships can oftentimes be challenging from both a financial and human resource perspective.

However, it remains critical if, as educators, we are to support improved socio-economic outcomes of Indigenous communities. Recognizing that restoring community capacity is fundamental to improving these socio-economic outcomes, the advancements made in areas such as fibre optics technology and 5G networking can help to provide a foundation that supports and encourages increased interconnections and collaborations. This increased engagement would not only enhance the provision, quality and relevance of educational opportunities to those living in rural and remote locations but would also encourage new ways of learning, effectively addressing barriers to education and create opportunities to build community relationships that might have not been possible before.

Photos Courtesy of Sault College.

The Summer Institute was designed to promote a better understanding of what reconciliation means from an educational context.

From an educational perspective, incorporating postsecondary digital and telecommunication priorities as part of an overall outreach strategy can also support the acceleration of truth and reconciliation efforts currently being undertaken by many of our colleges and universities. With many of the Truth and Reconciliation Commission Calls to Action related to higher education, Canada's postsecondary institutions have a major responsibility in answering these calls. By fostering initiatives that support increased access to education, industry engagement and economic development prospects for rural and remote First Nation, Metis and Inuit communities, we are better positioned to contribute to meaningful change that builds upon a continuum of ongoing collaboration, commitment and sustainability.

While technology has revolutionized communication, allowing for increased connections and networking opportunities, it cannot replace the need for face-to-face communication. Through these types of exchanges, we are better able to create as sense of community through interaction and socialization, which then begins to establish a foundation for trust, and ultimately a better working relationship. A recently released report from the first *Summer Institute: Perspectives on Reconciliation* held this past summer further highlights the importance of authentic relationship development as a key factor in advancing postsecondary education reconciliation efforts.

Developed in partnership with Yukon College, Vancouver Island University and the McConnell Foundation, with support from Universities Canada and Colleges and Institutes Canada (CICan), the Summer Institute was designed to provide senior leaders in universities and colleges from across Canada a forum to foster and promote a better understanding of what reconciliation means from an educational context, our role and responsibilities as educators in promoting reconciliation efforts and to gain further insight in how to most effectively engage in these efforts. With a strong focus on building genuine and reciprocal relationships between our institutions and Indigenous communities, five areas were identified as key factors in facilitating effective reconciliation

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work in postsecondary institutions. Summarized here, these five factors included:

FACTOR ONE: COMMITMENT FROM SENIOR LEADERSHIP

Senior leaders are well positioned to set reconciliation as an institutional priority and to drive the agenda forward by:

- Establishing reconciliation as a formal institutional commitment or guiding principle.
- Fostering individual relationships between institutional and Indigenous leadership.
- Promoting a culture of shared responsibility and opening space for honest conversations.

FACTOR TWO: CORE FUNDING AND DEDICATED STAFF

Invest in the required human and financial resources necessary to support reconciliation work by:

- Creating dedicated Indigenous staffing positions to implement core institutional action items/priorities.
- Increasing funding, in particular core operational dollars to support reconciliation work.

FACTOR THREE: MANDATORY PROFESSIONAL DEVELOPMENT

Build staff understanding and capacity to advance reconciliation in their respective roles by:

- Implementing effective mandatory training for all staff and faculty.
- Providing ongoing professional development opportunities throughout the year.
- Participating in immersive and experiential learning opportunities.
- Learning from stories and testimonies of truth from Elders, Knowledge Keepers and survivors.

FACTOR FOUR: STRATEGIC PLANNING AND EVALUATION

Develop formal strategic plans and evaluation frameworks for reconciliation efforts that affirm reconciliation as an institution by:

- Embedding reconciliation goals within institutional strategic plans, mandates and employee performance reviews.
- Developing regional or national evaluation metrics to promote collaboration and assess systemic change.

FACTOR FIVE: POSTSECONDARY COLLABORATION AND KNOWLEDGE EXCHANGE

Increase collaboration and knowledge exchange amongst postsecondary institutions, in order to learn from successes and failures, sustain the momentum of reconciliation, and expand the network of supporters by:

- Establishing a digital platform for discussion and resource exchange.
- Convening periodic gatherings, such as future Summer Institutes, regional gatherings, and/or at CICan and Universities Canada's forums and conferences.
- Collaborating on communication strategies to support public awareness and advocate for government and funder support.

Within these five factors, ongoing communication, engagement and relationship development are core underlying components supporting reconciliation work within our institutions and remain foundational elements in committing to effective community dialogue and capacity building within First Nation, Metis and Inuit communities throughout Ontario and across Canada. While some progress has been made, there still remains a significant difference between the educational attainment, labor market participation and health of Indigenous peoples and mainstream Canada. However with continual improvements to connectivity and access to new technologies, we are now much better positioned to expand and transform the systems and approaches needed to reduce these disparities and to ensure that all Indigenous peoples have equal opportunity to fully participate in Canadian economic, political and social life.

For a copy of the full *Summer Institute: Perspectives on Reconciliation* final report or to learn more about the initiative, please contact the McConnell Foundation at *information@mcconnellfoundation.ca.* C|A

OCASA Chair Summit Focuses on Dealing with Disruptive Change

Dealing with change — not limited to disruptive technologies — may define the job of a chair, according to Beth Agnew of Seneca College.

Speaking at the OCASA Chair Summit, Ms. Agnew, Chair, School of Media at Seneca, described the role of chair as "a ministry of interruptions," from demands of staff and students to major interruptions in a changing technological world.

"We want to thrive in disruption, not just survive," she told those attending the sold-out one-day professional development conference. "We want to make sure our staff and the people who work with us can deal with that disruption."

The Chair Summit, an annual January mini-conference hosted by OCASA and Centennial College, included break-out workshops on dealing with disruptive change by Cam Anderson of Fanshawe College, and Embracing Online Teaching, by Jennifer Woodill of Centennial College.

Agnew told the conference that disruption can change everything. "All kinds of technology change the way we live and work," but added that this trend is as old as civilization.

She said disruption can come in three forms: those changes that 'just happen' (floods, hurricanes, lottery wins); those events that are the result of decisions by others; and those caused by "things we do to ourselves" — sometimes bad decisions, but could be decisions about 'creative destruction' where we destroy the old to make room for the new.

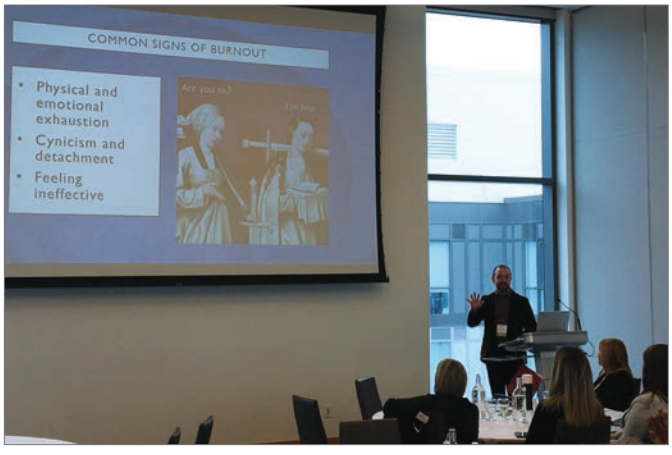
But in any event, she said, it is important for individuals to develop their own coping mechanisms: separating truth from rumour, gossip and speculation, and finding an oasis. Or even simply turning off the cell phone and email. "If people know you are available all the time they are going to try to contact you 24/7," she said. "Sleep is much better for you than dealing with those last few emails."

Closing plenary speaker at the Chair Summit was Dr. Chris Jackman, Chair, Arts and Design at Centennial, who spoke of his own experience with issues of mental health: *Learning from Burn-out: A strengths-based approach to sustainable administration.*

"One morning in November 2018, I woke up unable to go to work, but not really understanding why. This kicked off a chaotic year of two mental health leaves, one failed return, and a lot of deep reflection on how to have a sustainable career in academia," he said.

His frank presentation shared some lessons he learned through this experience. He described unexpected signs of burn-out, how such burn-out can often be invisible to those around you, and how it can be a curse to performance-driven perfectionists.

The Chair Summit is one initiative of the OCASA Chair Network. OCASA also sponsors a series of professional development webinars, as well as the OCASA Professional Development Conference Leaders and Innovators. (See story Page 21 on this year's conference, which will be held in this year in the Niagara area in September). C|A



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OCASA Conference to be Held September 28-30 in Niagara Falls

OCASA's Annual Professional Development Conference, Leaders & Innovators, is moving.

The 2020 Conference will be held this year in Niagara Falls **September 28-30, 2020 at the Marriott Fallsview Hotel and Spa**.

The Conference has become a staple for administrators in Ontario colleges, and is unique in that it is Professional Development organized for administrators by administrators specifically to meet the needs of administrators. **Lauded for the plenary speakers, workshops and networking opportunities, the conference is open to both OCASA members and non-members.**

The move to Niagara is, in a way, a return to the roots of the conference: the second conference in 2007 was held in Niagara at the Hilton.

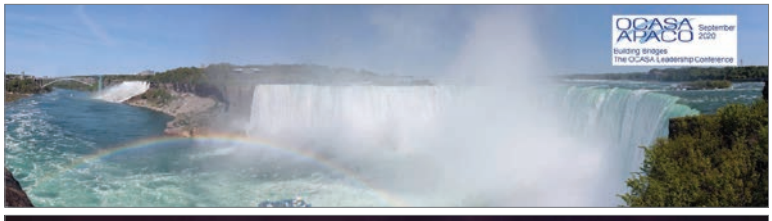
In subsequent years, the Conference moved about: 2007 in Niagara, 2008 in Ottawa, then 2009 to 2012 at Blue Mountain. Resort, Collingwood. Beginning in 2013, the conference had been held at Kingbridge Conference Centre in King City.

Sara Budd, OCASA President, is excited about the new location and time: "You'll enjoy all the things you love about the annual conference in a new environment with a new format. There's so much to see and do; take some extra time and bring your family."

This year is the 15th OCASA Professional Development conference. The first was held in 2006 to mark the 10th anniversary of the founding of OCASA — and the launch of College Administrator magazine, then called Lumière, to fit the theme of the first conference. In 2008 the magazine, renamed College Administrator, doubled publication frequency to twice a year since then. The edition you are reading (Volume 15 No. 1) is the 27th edition of the magazine. (All back issues are available online on the OCASA website; check out the interviews with Bill Davis, Bob Rae, as well as College Presidents and many other organizational and political leaders.)

The conference will continue with the usual format of plenary speakers and workshops and include time for relaxation to enjoy the local attractions.

Details of speakers, workshops and special features will be announced in the coming weeks. Watch for details on the OCASA website and in email communication. C|A



OCASA Awards Honour Administrators

Each year, OCASA recognizes excellence in college administration through a series of awards. Nominations for this year's awards are due June 26. Eligible awards include the OCASA Doug Light Lifetime Achievement Award; The Distinguished Administrator Award; The Emerging Leader Award; and the OCASA Volunteer Award.

Doug Light Lifetime Achievement Award pays tribute to an administrator within the Ontario college system who has significantly influenced college education throughout her/his career. It is named for the late Doug Light who served 26 years as a college administrator, including terms as President of both Centennial College in Scarborough and George Brown College in Toronto.

Distinguished Administrator Award nominees are influencers and leaders who are highly respected by their colleagues and have shown strong leadership in their college or region.

Emerging Leader Award seeks to recognize administrators who are newer to management (approximately five years or less) and who are positively influencing the college through their leadership and have earned the respect of their colleagues.

OCASA Volunteer Award recognizes the dedication of volunteers working on OCASA's behalf at their local college, and/or provincially.

Award nominations are due June 26. Awards will be presented at the Leaders & Innovators Conference September 28-30.

OCASA Members Qualify for CMU Discounts

This is just a reminder that your membership in OCASA qualifies you for special discounts in the Central Michigan University Master of Arts in Education program.

Tuition discount for members is 5%, and the application fee and graduation fees are waived for those maintaining OCASA membership. For more information visit the OCASA website: *www.ocasa.on.ca.*

$500 Student Bursaries Available to OCASA Members

OCASA members are eligible for a $500 bursary to support degree, diploma and certificate studies. Any member enrolled in such a program may complete an application for the draw. Four members will receive $500 towards any course completed in 2019. Full details are available on the OCASA website: (*www.ocasa.on.ca/membership/awards*).

OCASA Pension Corporation Meets Annually

The OCASA Pension Corporation board will meet at the conclusion of the Board of Directors' meeting that precedes the Conference. Reports from the CAAT Pension Plan will be received at that time. The OCASA Pension Corporation names OCASA representatives to the CAAT Pension Plan Board of Trustees and Sponsors' Committee.

Full details on the AGM and the conference will be posted on the OCASA website under Events. For more information, visit the OCASA website or contact the OCASA office (866-742-5429, *info@ocasa.on.ca*).

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