

# College Administrator

Our 15th year of publication

OCASA  
APACO

THE PROFESSIONAL JOURNAL FOR COLLEGE ADMINISTRATORS • VOL. 15 NO. 2 • FALL 2020

LINDA FRANKLIN  
WEBINAR LAUNCHES

**LEADERS &  
INNOVATORS**  
VIRTUAL CONFERENCE

**COVID-19**  
NOBODY SAW  
IT COMING

**LOOKING AFTER #1:**  
NOTES ON MENTAL HEALTH



PM# 40065075

**INSIDE**

OUR JOURNEY: Page 23 • CAAT Pension update: Page 28 • Member News: Page 31

# Safety First

## Connect with Calian today to learn more about our **Fall specials!**

Calian is your solution for people, products  
and projects. We've got you covered!

Calian can help to improve your  
security during these remote times.  
Leverage OEM for:

- Secure Remote Access
- Securing your Cloud Environment
- Protecting your information & data

### Awarded OEM Supplier Agreements:

- IT Technical Resource Augmentation Services
- IT Vulnerability Assessment and Penetration Testing Services
- Networking Products and Related Services



**Gloria Higdon**

*Senior Business Relationship  
Manager*  
g.higdon@calian.com  
613-809-1226



**Jasmine Kruger**

*Account Manager*  
j.kruger@calian.com  
416-333-0535



Information Technology and Cyber Security

calian.com

**CALIAN**



COLLEGE ADMINISTRATORS NETWORK

**Learning & Leading Together****OCASA Mission**

Connecting, supporting and advancing  
management and leadership in Ontario colleges.

**OCASA Executive 2020****PRESIDENT****Sara Budd**

Associate Dean Business & Management,  
Automotive and Manager, Partnerships University  
Partnership Centre, Georgian College

**VICE PRESIDENT****Ryan Dearing**

Manager of Admissions,  
Cambrian College

**VICE PRESIDENT****Michelle Cole**

Director, Academic Quality,  
Centennial College

**TREASURER****Krishna Marshall**

Associate Registrar, Enrolment and Student  
Financial Support, Algonquin College

**PAST PRESIDENT****Krista Pearson, PhD**

Registrar  
Algonquin College

**Editorial Board****Greg Yantz**

Chair, Woodstock/Oxford Regional Campus,  
Fanshawe College

**Gregory Murphy**

Dean, School of Media, Art & Design,  
Durham College

**Rachel MacDonald,**

Communications Coordinator,  
Sault College

**Agnes Gajewski, PhD**

Associate Dean, Program Development  
and Quality Assurance, Centre for  
Teaching and Learning,  
Sheridan College

**Bill Swan**

Contributing Editor

**COVID-19:**

Nobody saw it coming..... **5**

**Looking After #1**

Survival, sustainability, adaptation..... **11**

**HyFlex Teaching**

A promising model for uncertain times..... **14**

**L'enseignement Hyflex**

Un modèle prometteur en temps d'incertitude..... **14**

**Bill Swan Says Farewell**

The writer/editor of College Administrator stepping down ..... **19**

**Raising the Level of Numeracy**

The right tools are needed to help students achieve math success..... **21**

**Regular Features**

President's Message .....	4	CAAT Pension .....	28
Le Mot de la Presidente.....	4	Régime de Retraite des CAAT .....	28
Our Journey.....	23	Member News .....	31
Notre Voyage.....	23		



Cover photo: Linda Franklin, CEO of Colleges Ontario.  
Photo by Peter Emmerson, provided courtesy of  
Colleges Ontario.

**EXECUTIVE DIRECTOR**

Erin Roberts  
1-866-742-5429 ext. 101

**CONTRIBUTING EDITOR**

Bill Swan  
1-705-327-5668 bill.swan@ocasa.on.ca

OCASA

65 Overlea Blvd., Suite 210  
Toronto, ON M4H 1P1  
Phone: 1-866-742-5429 Fax: 1-866-742-5430  
Email: info@ocasa.on.ca www.ocasa.on.ca

Publication Mails Agreement #40065075  
Return undeliverable Canadian addresses to:

OCASA  
65 Overlea Blvd., Suite 210, Toronto, ON M4H 1P1

Published by



Third Floor - 2020 Portage Avenue  
Winnipeg, Manitoba R3J 0K4  
Tel: 866-985-9780 Fax: 866-985-9799  
www.kelman.ca info@kelman.ca

Managing Editor: Katie Woychysyn  
Design/Layout: Tabitha Robin  
Advertising Sales: Jeff Kutry  
Advertising Coordinator: Stefanie Hagdiakow

All rights reserved. The contents of this publication  
may not be reproduced in whole or in part without  
the express consent of the publisher.







Sara Budd, M.Ed

Associate Dean, Business & Management, Automotive  
Manager, Partnerships, University Partnership Centre, Georgian College

## NEW NORMAL

### SPEEDS CHANGE TO THE DIGITAL WORLD

Six months ago, my report to members through *College Administrator* focused on the future of the digital world and how it might affect colleges. Believe it or not, we even talked about how unpredictable the future could be. Little did we know! With this issue we're faced with a realism – a virus – that has forced us, willing or not, fully into a digital world.

Like everyone else, OCASA has felt the effects; the annual Leaders & Innovators Conference has been transformed. It is now the OCASA Leaders & Innovators Virtual Conference – a series of online webinar talks, workshops, and networking.

That series began on September 30, when Linda Franklin, CEO of Colleges Ontario, (that's her on our cover this issue) presented an outlook for colleges as they adapt to the COVID-19 virus. For several years now, Linda has delivered a plenary at our conference. Her views are always candid, focused and informative – not to be missed. (See more details on the virtual conference series in Member News, Page 31).

Working from home; online classes; online classes for your children; remote learning. Language and words we once would have labelled technical jargon have entered daily vocab: synchronous, asynchronous, pre-symptomatic, asymptomatic, Zoom, Teams, SARS-CoV-2 (the coronavirus) and COVID-19 (the disease it causes).

Also in this issue, Dr. Jenni Hayman writes about the adaptability of Hyflex Learning, (page 14), Dr. Christopher Jackman of Centennial provides some timely insights on emotional and mental health (page 11).

Contributing editor Bill Swan has reached out to members by email and Zoom interviews to find how people are managing and where all the changes may be leading us. See the feature beginning on Page 5). As well, don't miss Bill's farewell column: after 28 issues of this magazine, 300 interviews, Bill is stepping down. Let him tell you about it on Page 19.

Finally, one extra note on our virtual conference. OCASA committees are driven by volunteers, so a special salute to our Conference Committee of Barry Waite and Tammy Mackey. Planning and confirming our conference amid an ocean of uncertainty, at a time when their own jobs required even more concentration, has not been easy. My hat is off to them.

Enjoy, stay in touch and stay safe,

Sara Budd, OCASA President. [C/A](#)

## UN NOUVEAU NORMAL

### PRÉCIPITE DES CHANGEMENTS DANS LE MONDE NUMÉRIQUE

Il y a six mois, mon rapport aux membres par l'entremise de *College Administrator* portait sur l'avenir du monde numérique et son effet sur les collèges. Croyez-le ou non, nous avons même parlé de l'imprévisibilité du futur. Si nous avions su! Dans ce numéro, nous faisons face à la réalité – un virus – qui nous a obligés, malgré nous ou non, à entrer pleinement dans un monde numérique.

Comme tout le monde, l'APACO en a ressenti les effets. La Conférence sur le perfectionnement professionnel des leaders et innovateurs annuelle a été transformée. Elle est désormais la Conférence virtuelle des leaders et innovateurs de l'APACO, une série de conférences, de webinaires, d'ateliers et de séances de réseautage en ligne.

Cette série a commencé le 30 septembre, lorsque Linda Franklin, directrice générale de Colleges Ontario, (que vous avez vue sur la couverture de ce numéro) a présenté un aperçu des collèges et de leur adaptation au virus COVID-19. Linda offre des présentations en plénière à notre conférence depuis plusieurs années maintenant. Son point de vue est toujours franc, ciblé et instructif – à ne pas manquer. (Pour plus de détails sur la série de conférences virtuelles, voir la page 31 des nouvelles pour les membres).

Travail à domicile; cours en ligne; cours en ligne pour vos enfants; apprentissage à distance... le termes et les mots que nous aurions autrefois qualifiés de jargon technique sont entrés dans le vocabulaire quotidien : synchrone, asynchrone, pré-symptomatique, asyptomatique, Zoom, Teams, SARS-CoV-2 (le coronavirus) et COVID-19 (la maladie qu'il provoque).

Également dans ce numéro, l'article de la Dre Jenni Hayman sur l'apprentissage Hyflex (Page 14). Le Dr Christopher Jackman, chez Centennial, apporte quant à lui des éclaircissements opportuns, fondés sur sa propre expérience, en matière de santé mentale et émotionnelle (Page 11).

Bill Swan, rédacteur collaborateur, a contacté les membres par courriel et sur Zoom pour savoir comment les gens se débrouillent et où tous ces changements pourraient nous mener. Voyez l'article qui commence à la page 5. Ne manquez pas non plus la chronique d'adieu de Bill, qui se retire après 28 numéros de ce magazine et 300 entrevues. Il vous en parlera à la page 19.

Et enfin, une note supplémentaire sur notre série de webinaires. Les comités de l'APACO sont animés par des bénévoles, alors je souhaite saluer particulièrement notre comité de conférence de PP, constitué de Barry Waite et Tammy Mackey. Il n'a pas été facile de planifier et de confirmer notre série de webinaires dans cet océan d'incertitude, surtout à un moment où leur propre travail exigeait encore plus de concentration. Je les remercie chaleureusement pour leurs efforts.

Alors bonne lecture, restez en contact avec nous, et, surtout, veillez à votre santé.

Sara Budd, Présidente de l'APACO. [C/A](#)



By Bill Swan  
Contributing Editor

# COVID-19

The accelerating trajectory of change caught some of us with our plans down

Nobody saw it coming.

Actually, that is not true; we knew, intellectually that a pandemic was inevitable. A movie was made about it nine years ago: *Contagion* – a stunningly accurate portrayal, although they did the Hollywood thing and made the disease even more deadly.

And Bill Gates. (See his Ted Talk, ‘We’re not ready’.)

So, don’t say we weren’t warned.

Even then, though, we didn’t really accept that it might be *real* and actually prepare for it properly. Or to see the scope: a world-wide shutdown of normal activity. People self-isolated in their homes, living in fear of the daily contagion. Hoarding paper towels and toilet paper.

Who saw that coming?

It is a science-fiction movie, and

as I write this in late September, it is our reality.

Now we are all attempting to predict the future: how long will it be before we return to ‘normal’? What will that ‘normal’ look like? By the time this magazine is in your hands, the whole thing may be over, the vaccine readily available, and life back close to what it was a year ago.



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



Or not.

Eventually we will have a 'normal' but our experience over the past six months will have forever changed how we function. How colleges function. How society functions.

Ken Steele, President and Chief Futurist of Eduvation, said in an interview with *College Administrator* that the pandemic has not altered the trajectory of change in colleges and universities, but has simply accelerated that change.

"Within days our entire society, our entire economy, our institutions shifted online. Before the Internet that wouldn't have happened," Steele says. "The Spanish Flu lockdowns were way less effective because people still needed to go out. Now grandparents are adopting online banking, governments are taking online applications. My bank takes a verbal agreement on the phone to change the mortgage. The shift was radical."

And in a prediction, Steele warns that much of the world will never be the same.

"Buffets will never be the same again. Travel, hospitality, tourism, hotels, live theatre, concerts, movie theatres, parties, all ... was shut down completely. It will take years to come back – and for some it won't come back. And so it has changed all of those aspects of our lives."

In January, Contact North/Contact Nord cited statistics that showed the trend has been in motion for some time: that in-person admissions to postsecondary institutions have been growing at 10% a year, while online registration grows by 14%.

Dr. Tony Bates, Research Associate at Contact North, predicts that once the pandemic is behind us, as much as 25% of all learning will be online. Students will work more online, and blended learning in some form will be common.

And in that process, he hopes, online learning will have itself changed. Following a (virtual) conference in Greece in July, he quoted Professor Alivisos Sofos: "If we fall into the sea that does not mean we know how

to swim or that we know a specific swimming technique."

In an interview with *College Administrator*, Dr. Bates said that if the online learning growth is left to individual professors, or even to the department, it will not work. He insists that every college and university needs a plan for digital transformation, accompanied by the resources required – and flexible strategy and tactics to define where you want to be in five or ten years and how you will get there.

He points out that research reveals prior to the pandemic approximately 2/3 of North American colleges and universities had such a plan. Reverse those figures: as many as one in three institutions has no plan.

Steele agrees. "We see unprecedented attendance at professional development sessions for faculty online about how to teach in an online environment – because we all know full well we don't really know how to do this."

Some college programs and departments do have a head start. Steele sees

the potential expansion of Virtual Reality (VR) training. "They've got simulations for dental surgeons that are using little haptic feedback tools and a VR helmet. You can at least get people trained on simulators before they actually try the real thing, just as with airline pilots."

**Again, no change in trajectory – colleges were already doing virtual reality – but the acceleration of that change.**

The pandemic, of course, has elevated the urgency of digital transformation, not just for academics and online classes, but for all departments.

Barbara Weisfeld, Manager, Centre for Academic English at Centennial College, suggests that concerning digital adaptation "this may have been the kick in the pants that we needed."

"People are doing stuff that they said that they were going to do but never got around to it. Now they're doing it." In her department, she says, "we needed to do online tutoring. We



Ken Steele, President and Chief Futurist of Eduvation.



Dr. Tony Bates, Research Associate at Contact North.



Tammy Mackey, Campus Manager, Northern College.



Barbara Weisfeld, Manager, Centre for Academic English at Centennial College.



## Is the lecture dead?

Ken Steele: “Lectures still serve a purpose, but health authorities have stopped us from doing them for what I expect will be another year and a half. And when we come back, I think we will use it more sparingly... It'll be like a keynote at a conference. It'll be there to inspire people.”

When this is over?

“I hope we're going to see big advances on the software front, whether we're talking about the learning management systems or the simulated labs or even Zoom.”

Dr. Tony Bates: “Lectures will not disappear altogether, but will be probably be delivered via multi-media, synchronously and asynchronously delivered and used for special events. Special events might include:

- A professor's summary of the latest research.
- The introduction to a course.
- A point mid-way through a course.

From his 2019 book *Teaching in the Digital Age*

needed to reach students who are too busy to get to the centre.”

Two staff members with technical savvy set up an online system:

“Students are able to log in, set up their appointments and see their tutor,” and share documents all remotely. She adds, with some pride, “So we will probably continue doing it.”

There should be little doubt that the pandemic forced everyone into a digital world: working from home, communicating by email (nothing new there), Zoom and Microsoft Teams – in some cases, with stay-at-home kids photobombing essential college meetings.

This was illustrated dynamically in a Zoom interview with Tammy Mackey, Campus Manager at Northern College and a member of the OCASA Board of Directors. We were talking of this very point, and Tammy expressed what many of us appreciated: “I just can't imagine having small children and having to teach them – to do all that plus do your job,” she said. “We've all been in meetings where the kids have come in, the pets have come in, all of that kind of stuff ... Oh, just a second, Bill. Hang on one second. Speaking of kids...”

A young man enters from behind her, stops to check the mail and exchanges pleasantries with his mother, waves to me, and exits.

“That's my youngest son, Jacob,” Tammy said. “He's going to Seneca in the fall.”

You undoubtedly have similar stories.

Grant Perry, Chief Financial Officer at Algonquin: “On my team maybe 40% have younger children under the age of 10. One team member has a child that's just over a year old and one that's just over two. She'll be on the calls, and the kids are crawling all over and screaming and trying to get her attention and she just works right through it. We have to be cognizant of this.”

It requires, many agree, an adjustment to management expectations and styles. Employees with younger children working full-time from home while at the same time monitoring grade school children with on-line classes face a significant challenge.

Michelle Cole, Director, Academic Quality at Centennial and an OCASA Vice-President, found she needed a slight change in leadership style. “I wish I had anticipated that each member of my team would have different challenges as a result of the shift to working from home. I had to empower myself and my team members to make decisions regarding their workday and routines that are supportive and flexible/ accommodating to their personal and individual situations.”

Everyone I talked to had no regrets about the handling of the lockdown and transition to work-from-home. Working with almost impossible time-lines, courses, evaluations, financial planning, student assistance – all overnight became online functions. The interviews by Zoom and by email – focused on two key questions: “What keeps you up at night?” and “How will this pandemic have changed the way colleges operate?”

Grant Perry stresses that the digital transformation affects all departments.: “We've developed tools that we have been talking about doing for a long time, but have never done even things as simple as digital signatures.” Attempts had been made, he admitted, “but we always fell back on pen and paper signatures.”

Even now, he has one staff member driving 40 minutes each way three times a week to print cheques. More rigorous use of technology might have cut that to one day, or eliminated it altogether.

“We had very limited number of people working remotely prior to this,” he said. “We could have done more. We should have.” But COVID forced the issue, forcing us to stick with it and work out kinks. Despite COVID, “Work-from-home has been a positive change.” Looking ahead, he can see a future in which half his staff work from home full or part-time.

But from adversity comes a surprise: efficiency. Ryan Dearing, Manager of Admissions at Cambrian and an OCASA Vice-President: “There are a myriad of minor processes that we've been forced to rethink. So, while we digitized them, we also took the time to make them more efficient, or even eliminate them altogether.

“We've implemented software that helps the department collaborate and store/share resources in a more elegant matter. I'm sure that practice will continue. We've also increased our focus on ergonomics, taking breaks, and making a point of being more physical throughout the day.



I hope those habits stay with everyone when we return.”

But he has concerns. “I’m concerned about the health/state of the college sector and the health/state of all of the people that depend on it... I’m

concerned about how prepared we might be for when some of us begin to slow, wear, or burn out.”

What do administrators need to know? Ken Steele: “I don’t think enough administrators understand this is about

the nature of the disease itself. I think governments are downplaying it, institutional leaders are downplaying it. ...This has only been on the radar of medical experts for six months, eight months. There’s a lot we don’t know yet, but the

## Working from home: The pandemic is keeping us at home. How’re you doing?



**Mary Devine, MEd, CHRL**  
Chair, Accounting and Financial  
Services Centennial College

### Working from home:

For heavy meeting days, I need to pace myself and ensure a comfortable physical workspace. I like to take 5-10 minute stretch breaks between meetings, which helps me stay focused. I am very fortunate to live in beautiful Scarborough, so no shortage of fantastic walking spaces!

### Frustrations:

Missing the in person connection, chats. Not really being able to read non verbal communication. It has been a journey of discovery and taking it one day at a time. It’s evolving. We really don’t know what the year 2021 is going to look like – and the balance of 2020.

### Challenges:

The timelines to modify programming were really tight – that one week in March to modify the curriculum for the balance of the semester and then get ready for the summer semester.

### Will Zoom continue?

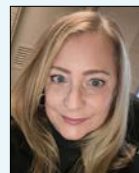
Zoom takes pressure off our contract faculty that they don’t have to come in for meetings. The meetings are recorded so it helps keep contract faculty connected... And the media site videos will continue because that’s a great way to develop content for students who aren’t in class.

### Your own learning:

For the first month I was on my computer and then I realized that I can’t do this ongoing. I have to have some physical activity in my day. So I keep my own sanity by getting fit, getting a walk in almost every day. Trying to stay connected with life outside the college, family: nieces and nephews who you can’t see; your grandchildren.

### What else?

Faculty didn’t ask for this; we need to be patient and (help them) enhance and modify as we go. They’re the ones in the classroom, virtually or in class, and they’re going to make or break the learning experience for the students.



**Tammy Mackey**  
Campus Manager Northern College

### Working from home:

Some of the biggest frustrations were just the unknown – people trying to figure out what we needed. Trying to put measures in place and making sure that it was communicated and understood. People were concerned about how this was going to work.

### Frustrations:

Not knowing where this was going to go with COVID. Having to pivot on a dime amid ever changing circumstances was at times challenging. Staff wanted to make sure they could get all the materials and equipment they needed to be working from home and still be productive.

### Your routine:

I kept my whole routine of getting up, getting ready, putting on some work type clothes. I would follow my regular morning routine. I wouldn’t think of tasks at home that needed to be done. No laundry. No housework. I was at work.

### Challenges:

In relation to preparing for eventual return, staff working from home, there were lots of challenges. If you look at the challenge as a mountain, it can be overwhelming, so you need to break it down in to smaller hills that can be more easily managed.

At smaller colleges, we wear lots of hats. We have many areas that are under our purview. You do what you need to do and get the job done.

### Positives:

It was amazing how supportive we were and are of each other. I was really impressed with how well we supported one another at my campus and college.

### What will last?

People can be in their offices meeting via various platforms. We’re going to be still working from home on a rotational basis, returning to our campuses as needed. Zoom meetings, MS Teams (etc) will be platforms to working remotely and onsite at our colleges.



data we have suggest that it's far more infectious than we think."

As I said, I write this in late September. In August, Steele warned that time was not my friend – whatever I could write might be out-dated. In August, the caseload was

continuing to fall; six weeks later the toll in Ontario is over 400 new cases each day and rising. Predictions are not easy.

But COVID has surely forever changed our college world. Just remember that as society reshapes itself a lot of education,

re-education, training and retraining will be required – some of it for jobs that haven't been invented yet.

And that's what colleges do.

Stay tuned. Stay safe. The world needs people like you. [C|A](#)



**Michelle Cole**  
Director, Academic Quality  
Centennial College

#### Working from home:

It's certainly been an adjustment. I miss my colleagues and the office environment. I don't miss the commute. I enjoy being able to sit outside on my deck to soak up some sun while on a Zoom call or getting through my emails.

#### Frustrations:

I have older children so I don't have the same issues as those of some of my colleagues with small children. When my kids are online, the bandwidth is strained. I sometimes get kicked off my Zoom meetings and scramble to reconnect – always right in the middle of a really important discussion topic.

#### Surprises:

Technology. It's amazing how quickly our IT team acted to ensure that everyone was equipped to work remotely, indefinitely. We set up and practiced using MS Teams while we were all still in the office because the technology was still new for so many of us.

On a personal note, I have enjoyed being home with my family. My husband works from home and my kids are both in their late teens. I *do not* miss the commute or the rush to get out of the house at just the right moment in order to avoid the Highway 401 traffic.

#### What have we learned?

The best thing for me and our team is the use of MS Teams, SharePoint, and Planner. I love OneDrive too. The best things for our team is the use of MS Teams, SharePoint and Planner. I love OneDrive too. We're using these tools to manage our projects and to share and edit files. We all use the chat feature to reduce the number of emails. As well, we use the video conferencing for most of our one-on-one and small group meetings.

#### What else?

I walk my dog, Toby, almost every morning and evening. I try to move when my Fitbit tells me to. I think it's really important to step away from the workspace and take some time to relax. Work-life balance is critical now that our home and workspaces have collided.



**Ryan Dearing**  
Manager of Admissions,  
Cambrian College

#### Working from home:

I've gone into the office only once or twice to find resources, but never to actually work. I will be working from home for the foreseeable future, as we're in the phase of our reopen plan in which only employees who must be on campus are being granted access.

#### Frustrations:

In a meeting, I use body language, demeanor, and tone to calm, ease, or lighten the mood. That's much harder to do virtually. As well, I have three young children (six and under). I now need to be a caregiver and teacher too. And if you think the guilt about your job was bad, parental guilt is much worse.

#### Surprises:

If my personal life demands something during business hours, I can take care of it. I can make up some time in the evening when the kids are asleep... There's also no commute time. On a more personal note, I get to be home for my kids' first steps, walk them to the bus on their first day of school, and take a minute to rock them to sleep for their afternoon nap. Those moments are beyond measure.

#### What will continue?

We've implemented some software that helps the department collaborate and store/share resources in a more elegant matter. I'm sure that practice will continue.

#### What else?

I read an interesting nugget the other day and I think it's worth paraphrasing: We're not 'All in the Same Boat', we're all in the same storm. Some of us are in yachts, some are in cabin cruisers, others are in kayaks, and some of us are just holding onto pieces of driftwood. I'm concerned about how prepared we might be for when some of us begin to slow, wear, or burn out.

## Working from home: The pandemic is keeping us at home. How're you doing?

### Mary Pierce

Dean, Faculty of Business,  
Information Technology and Part-time Studies  
Fanshawe College

#### Working from home:

I miss not seeing colleagues and students. Having to cancel or postpone so many wonderful events and celebrations like graduation and student presentations and community events has been disappointing.

#### Advantages:

Working from home is very efficient from a time perspective and there are fewer distractions. And my husband makes amazing lunches!

#### What we learned:

Remote meetings will continue to be used a lot more and collaborative tools are being used more effectively and efficiently. The transition has been smooth and communication from the college has been excellent.

#### What else?

Because online learning has become our main focus now, the consistent quality of online across the system has greatly improved, with more learning and improvement to come. There is a lot of anxiety for international students and that has increased empathy and appreciation for their situation.



### David Francis, PhD

Dean, School of Applied Science,  
Skills & Technology, Loyalist College

#### Working from home:

I have been working at home quite a bit. The plan for the fall is to be on-campus for required activities; Loyalist is trying to make sure we are on-site only for required activities to reduce possible transmissions of COVID.

#### Frustrations:

It's tough not to have the social element of work. Online meetings are efficient, but lack the esprit de corps you can get from in person interactions.

#### Surprises:

There are some possible efficiency gains which is great. And I have a bit more time for food preparation, so I have not eaten this well in probably 10 years. An occasional short nap is also a welcome surprise.

#### What will continue?

I intend to still use online meetings a lot even when we are on campus to get some efficiency gains. We will want to be mindful of what changes we put in place that may have continued benefits for our learners and faculty – an emphasis on the good use of online teaching and an emphasis on safety protocols will greatly benefit the Ontario College System.

### Lynne Kurylo

Chair, Liberal Studies Centre for Continuous Learning:  
Arts, Science & Communication George Brown College

#### Working from home:

I am working from home and will continue to do so. Considering I was thrown into working remotely and administering the online delivery of over 100 courses with no preparation on my part or on the part of my teachers, it is going amazingly well.

#### Frustrations:

I would very much prefer to be working at the college with my staff, colleagues and students. Virtual meetings are not the same; Our systems have been adapted surprisingly well for remote operation, but often are time-consuming, clunky and often require work-arounds. Although I may log off, I am never away from work, it's always there.

#### Surprises:

Maybe finding out I am more adept at using the online technologies than I had thought.

Staff and instructor virtual meetings using TEAMS are less time consuming to organize and run and pretty efficient, so I would continue them.

#### What else?

You could have asked what keeps me awake at night I would have said I worry about my staff and teachers getting fed up with working virtually and online and walking away. That really scares me.



By Dr. Chris Jackman  
Centennial College  
Chair, Arts & Design  
School of Communications, Media, Arts & Design

# LOOKING AFTER #1

## Survival, sustainability, adaptation

In the summer of 2020, I began my workday by strolling down to a little park overlooking the boardwalk of Toronto's Balmy Beach. I would sit on a quiet bench in the shade of a tall maple, setting my iced coffee beside me before opening my laptop to check those first emails of the day, a tepid breeze rolling off of Lake Ontario to brush away the sand flies.

To an outside observer, this may appear to be an idyllic escape from the office in the forgoing lull of an academic season. The difference being that I didn't escape from my office so much as evacuate it.

When I was sent home in March, I found myself in a back-room studio, navigating crisis upon crisis from a kitchen chair while my lovely four-year-old bombed Zoom meetings with his coloring, his costumes, or (in the one memorable student recruitment session) full-throat screaming while streaking naked across the room. Kudos to my working-parent partner who hustled him out, and kudos to me for pivoting into a conversation about accommodations for learners with children, but as you can probably empathize, it wasn't the lakeside view that led me to working from a park bench.

The COVID-19 pandemic has brought a new kind of chaos into postsecondary administration.

It thrust each institution and every individual into a little boat, and left them to float alone. Yet, we are all weathering the storm together. The stakes are high, the demands are intense, our resources are strained, and our bodies have

been unceremoniously displaced. You may have felt a vibration of manic exhaustion rippling through your teams, or a looming fear that no matter what little victories you eke out, it will never be enough. Maybe your personal brand of existential dread has its own special flavor. But while my peers and I have been drowning in unprecedented levels of emotional and intellectual labour, I have found the sensation of drowning to be oddly familiar.

out the other side with a few hard-won coping mechanisms and some crucial new perspectives. I've figured out how I can survive shock and despair, and how to strike a sustainable balance between self-care and professional obligation.

When COVID hit and those feelings of overwhelming chaos came rushing back, I didn't curl up into a ball. If anything, I thrived. It felt like I'd been training for this all year. Here's what I learned.

---

**“My lovely four-year-old bombed Zoom meetings – one time full-throat screaming while streaking naked across the room.”**

---

In late 2018, I was utterly flattened by depression, anxiety, and work-related burnout, sometimes unable to leave bed for days, except for enforced walks and doctor's appointments. My family life also went through the wringer; I felt utterly useless as a partner and as a parent. Then, on the professional front, I went through two mental health leaves, one failed return, and multiple stalled attempts at workplace accommodation. I was profoundly afraid for my career, my livelihood, and my home.

I would never wish that experience on anybody. It took nearly a year to come back to full strength, and that process of recovery amounts to the single greatest professional challenge I have ever encountered. Still, I came

There's nothing new I can tell you about the harm inflicted by this pandemic, but starting with the obvious, this virus puts us at risk of death or harm. Full stop. It is only on top of that that we can begin to consider the impacts of our nationwide shutdown, including job loss, isolation, and the loss of social support systems. The pandemic also acts as a rising tide that wreaks particular havoc on “low-lying areas,” a.k.a., vulnerable folks in our society. Its worst has been saved for those coping with economic disadvantages or systemic racism, confronting mental health challenges, in difficult domestic situations, combatting loneliness, requiring child care, in need of housing, or missing essential services.





The final fatal ingredient is uncertainty, whether it's our general concern for the resilience of our social fabric, or a more specific form of chaos shaping a given sector of the economy. Those of us in postsecondary education will be familiar with the constant anxious patter that began early this year: we'll be back in a few weeks, no, a month, no, two to be safe, almost definitely by June, couldn't possibly be September, but could be September, while we prepare for a second wave, though who knows what January will bring, and will we still have our jobs in a year or two anyway?

This is all to say that if this feels like too much to deal with, that's because it actually IS too much to deal with. Say it again: *This. Is. Too. Much.*

The first step is acceptance. Last year, when I was on leave and in the depths of a depressive episode, I didn't forget about a single committee or research assignment. I remembered them perfectly, and berated myself for being unable to set aside time for simple assignments, get through meetings, or prepare an email. It was only once I accepted the gravity of my illness that I was able to put my actions into perspective. My psychotherapist advised me to ask myself, "What would I expect from another person going through the same thing I was?" This helped me to accept that I was holding myself to an entirely unrealistic standard, and that no email was so important as my need to simply get through the day. It was an essential starting point for setting meaningful goals and recalibrating my efforts.

Likewise, acceptance became a hallmark of my early meetings with faculty or students. I first met their frustration with the acknowledgement that there was no reasonable way to accomplish our goals, that very few things would feel comfortable or fair at the moment, and that the circumstances were far beyond the control of any one person or institution. This was sometimes hard to hear, but it helped to set the stage for a frank dialogue along these same lines: "What is reasonable? What is possible? Where can we go from here?" It also helped to set a baseline of trust, signaling that I

---

## "Start with the obvious: this virus puts us at risk of death or harm."

---

would not hold my team to now-unrealistic standards. Any consideration of professional output would need to begin from a realistic assessment of present circumstances.

Indeed, if you take only one tip from this article, it should be to respect your own limits at the peril of your health. If you regularly feel "done" long before the end of the workday, if you're struggling just to start the next one, or if things feel hopeless and you don't know how to keep going, then you may simply need to step back and take stock. For an objective perspective, consider also talking to a mental health professional, whether that's a psychologist, a psychiatrist, a family doctor, or a counselor available through your employee assistance plan.

If you do think you may be headed for a personal point of crisis, I also recommend that you reach out for professional support sooner than later. Triage care is often available – I ended up getting referred to psychiatric care from a walk-in clinic – but such times are not ideal for considering diverse options in treatment and support. This particular storm is almost sure to surface any underlying issues with stress or mental health; build your bulwarks while you can.

Beyond survival, maybe things aren't so bad. Maybe everything critical is actually getting done, you're getting by, and it has begun to feel like old hat. Still, the fact remains that we are trying to work in the midst of widespread trauma. Growing accustomed to something doesn't mean it isn't challenging or hurtful, any more than having a limb go numb insulates us from further injury. Either way, we've shifted from a sprint into a marathon, so the strategies that served you well at first may not work forever. This begs the question: how long can you realistically sustain this pace?

Pushing oneself to keep going in conditions of chronic stress can put one at risk of burnout. Dr. Sherrie Bourg Carter, writing in *Psychology Today*, says burnout can be characterized by physical and emotional exhaustion, cynicism and detachment, and feeling a lack of accomplishment. You may find yourself feeling tired, forgetful, or irritable; you may find yourself expecting the worst and finding it everywhere; or you might feel that nothing you do matters, and no matter what, you can't make change.

This can also lead to endless, unproductive cycles of counterfactual thinking. For me, I began resenting my workload and grumbling that I was working as hard as I could, but also felt that I must be a lazy failure for not working more, trapped in an impossible set of responses, completely unable to think of an alternative. Whether this is cropping up in the workplace or in your personal life, it could be a sign that you are heading towards a crash.

Yet with all due respect to Dr. Carter, this may not be especially robust criteria for those of us in academic administration. I tend to cycle through those feelings in the best of times, let alone during a global pandemic and a paradigmatic shift in postsecondary delivery. Consequently, I would also recommend that you keep an eye out for your own personal, idiosyncratic signs of burnout: specific, out-of-the-ordinary changes that might indicate not everything is as it should be.

The manifestations may be more or less subtle, but can be really helpful to tune into. I know that I need to stop for the day whenever I feel a mild buzzing in my ears, a loss of focus, or slowness of speech. These are my signals for immediate rest. But when I'm gauging my wellbeing over the long run, I try to keep track of whether or not I am singing in the car. I usually love singing in the car, but not when I'm feeling down, which makes carpool karaoke a personal bellwether.

See, overall well-being is determined by a wide range of overlapping factors – including biological, psychological, and social – where issues in one arena are likely to manifest in others.<sup>1</sup> A destructive habit may impact your

relationships with others at home or at work, or chaos at the office may put a strain on your sleep and physical health, and around we go.

My earlier crisis saw dysfunction across all these areas. My workload had been consistently overwhelming, handling a dynamic portfolio amidst the faculty strike and a Ministry audit while continuing to add programs and manage a large team. My own perfectionist tendencies had a compounding effect, as I felt extreme shame if I didn't excel at every possible professional opportunity. At the same time, I was trying to leave as much time as possible for my young family, staying up late and waking up early for months at a stretch to get the work in, compromising my health and putting me at further at risk for genetically predisposed conditions like depression. Consequently, my recovery required equally broad interventions as I focused deeply on basic health and worked to develop healthier habits of self-talk. These set a new baseline for making meaningful changes in my relationship to work.

Nevertheless, while managing workload is essential in any sustainable career, it wasn't a silver-bullet solution for me. The first time I returned to the office, I focused primarily on controlling the hours I was working, starting from 20 hours before moving up to 30 hours and then 40. This turned out to be a failure. My 4-week plan became an 8-week plan as each day was more challenging than I'd anticipated. Even

## “Keep an eye out for your own personal signs of burnout: specific, out-of-the-ordinary changes.”

once I was back to full-time work, I felt that I was hanging on by a thread, and I was back on leave within three and a half months.


The second time I returned to work, I tried to think outside the box. I adopted a strengths-based approach, hacking my personal rewards system to create productive professional outcomes. I love tackling self-contained projects because I can make identifiable progress, creating markers for achievement instead of repeating the same functions. I also love to problem-solve, which isn't great when you're working on fiddly operations, but plays to my advantage when I'm focusing on systemic changes. To that end, I chose my projects carefully, selecting those that would most improve the efficiency of operations in my department, rewarding my investments of time and energy with more of the same.

I still make time for research projects and grant proposals since these remind me what I love most about education and innovation. The same goes for how I plan my meetings, where I leave much more time to get feedback from faculty and students. And when a meeting is lengthy or its goals are indeterminate, I try to phone in rather than video

conference so I can walk, breathe and think. These approaches may not work for everyone, but that's very much the point. We can only thrive in this new reality if we are armed with a clear sense of who we are, what we need, and what we want to accomplish.

Indeed, this is a crucial opportunity for individuals and institutions alike to pivot back towards our shared humanity. We are staring through windows into one another's private lives, with no possibility of adopting a façade, and no templates for business as usual. Now is the time to embrace the authenticity of our experiences, to play to our strengths, and to bring our whole self into the office: not just working from home, but holistically working from “where we are.” It can be hard to count blessings at a time like this, but regardless of how we got here, we may as well take full advantage of what this season has to offer, even if that's just a lovely view from a quiet park bench.

### REFERENCES

- <sup>1</sup> [www.psychologytoday.com/ca/blog/high-octane-women/201311/the-tell-tale-signs-burnout-do-you-have-them](http://www.psychologytoday.com/ca/blog/high-octane-women/201311/the-tell-tale-signs-burnout-do-you-have-them)
- <sup>2</sup> [www.healthypeople.gov/sites/default/files/HP2020Framework.pdf](http://www.healthypeople.gov/sites/default/files/HP2020Framework.pdf) 

Collège Boréal is proud of its contributions to the development of vigorous and thriving communities everywhere in Ontario for the last 25 years.

# We are here to last.

Reach us at: [COLLEGEBOREAL.CA](http://COLLEGEBOREAL.CA)



**COLLÈGE BORÉAL**  
éducation • innovation • recherche



By Dr. Jenni Hayman  
Chair of Teaching and Learning  
Cambrian College

## HYFLEX TEACHING

A promising model  
for uncertain times

On May 2, 2020 Ken Steele posted an interview with me as part of his Ten with Ken series. The topic was HyFlex Learning. It was a great experience to interact with Ken, an incredible time to talk about the opportunities and challenges of technology and learning, and I have had lots of questions and requests to talk about the nitty-gritty of HyFlex practice with Canadian and North American educators since then. As Chair, Teaching and Learning at Cambrian College, my time is limited for these conversations, but I have had some great opportunities for dialogue that have influenced my thinking on this topic.

---

“Support educators to create  
HyFlex learning experiences in  
partnership with design, media, and  
technology specialists.”

---

Although the primary focus of this article is HyFlex Teaching, the first thing I want to do is share what I believe the terms HyFlex, Online, Hybrid, and Technology-Enabled teaching mean – based on my experience in research and practice. For the purpose of this article, the definitions in the box on page 18 may be most relevant for formal, postsecondary contexts. There are many iterations of learning design that differ widely from these narrow concepts.

The ideas behind HyFlex are not new. Many postsecondary institutions in Canada have been exploring digitally-informed modes of teaching for the past 10 to 20 years. In March 2020, COVID-19 entered our Canadian reality and shifted attitudes about digital teaching and learning in a very short period of time. Administrators, staff, faculty, employers, and learners that expected postsecondary teaching and learning experiences to be a consistent and reliable mix of the options defined were thrown into chaos. In-person choices were

## L'ENSEIGNEMENT HYFLEX

Un modèle prometteur  
en temps d'incertitude.

Le 2 mai 2020, Ken Steele a publié une entrevue avec moi dans le cadre de sa série Ten with Ken. Le sujet de la conversation portait sur l'apprentissage hyflex. Communiquer avec Ken était une expérience exceptionnelle, une occasion incroyable de parler des opportunités et des défis liés à la technologie et à l'apprentissage. Depuis, j'ai reçu beaucoup de questions et de demandes au sujet de la pratique hyflex de la part d'éducateurs canadiens et nord-américains. Étant chaire d'enseignement et d'apprentissage du Cambrian College, je n'ai malheureusement pas beaucoup de temps pour entamer toutes les conversations demandées, mais j'ai eu d'excellentes conversations qui ont influencé mon opinion à ce sujet.

Bien que le présent article porte principalement sur l'enseignement hyflex, je veux avant tout définir ce que signifient, pour moi, les termes « enseignement hyflex », « enseignement en ligne », « enseignement hybride » et « enseignement amélioré par la technologie », conformément à mon expérience de recherche et pratique. Dans cet article, les définitions figurant dans l'encadré à la page 18 pourraient être plus pertinentes pour les contextes formels postsecondaires. Il existe cependant de nombreuses conceptions d'apprentissage qui diffèrent largement de ces définitions étroites.

Les notions qui sous-tendent l'enseignement hyflex n'ont rien de nouveau. De nombreux établissements d'enseignement postsecondaire au Canada explorent les modes d'enseignement numériques depuis 10 ans, parfois 20 ans. En mars 2020, la COVID-19 est entrée dans notre réalité canadienne et a rapidement fait évoluer les attitudes à l'égard de l'enseignement et de l'apprentissage en ligne. Les administrateurs, le personnel, le corps enseignant, les employeurs et les apprenants qui s'attendaient à ce que les expériences d'enseignement et d'apprentissage dans les établissements postsecondaires soient un mélange cohérent et fiable des options que j'ai définies ont subitement fait face au chaos. Les options d'apprentissage en personne ont été complètement supprimées. Il a fallu explorer des solutions de remplacement efficaces (dans la mesure du possible). Depuis mars 2020, l'expansion rapide du perfectionnement professionnel en matière d'enseignement et d'apprentissage numériques dans toutes les fonctions de l'enseignement supérieur a été extraordinaire et extrêmement



completely removed and effective substitutes (where possible) needed to be explored. The rapid expansion of professional development for digital teaching and learning across all post-secondary roles since March 2020 has been extraordinary and extraordinarily challenging. There are, however, many reasons to be hopeful and engaged with the processes of exploring multi-modal learning.

With a little bit of experience completing winter and spring semesters in a COVID-19-informed paradigm, it seems like a HyFlex approach to teaching may be a promising model to consider in the context of unknown campus opening and closing needs. How the pandemic will continue to unfold is unpredictable, so preparing the most flexible possible model seems smart.

At Cambrian College, professors, instructional designers, and other media and educational technology specialists have been exploring and testing HyFlex practice for approximately three years. The preliminary idea for this mode of education delivery was based on the work of Dr. Brian Beatty and in 2019, Brian and colleagues published an open book on their work to date: *Hybrid-Flexible Course Design*. Several of our Cambrian professors teaching in our graduate certificate programs have deeply engaged in the exploration of what HyFlex design and teaching practice look like. They have developed some unique and inspirational approaches within their disciplines to help ensure a positive learner experience.

---

“HyFlex teaching requires both practice and experience and may require significant core professional development.”

---

The purpose of exploring HyFlex options at Cambrian has been to provide learners with as much choice (flexibility) as possible in how they experience the formal learning process. A well-designed HyFlex course invites learners to attend class and learn in-person, to attend class live via a synchronous webcasting option (Zoom is our Cambrian tool of choice at the moment), or to review a recorded version of in-person class. Ideally, learners in any of these modes have access to additional active learning resources through the learning management system at a convenient time within the boundaries of a unit or semester. A pragmatic benefit of HyFlex teaching is that it supports the multi-access needs of International students in Canada (where there is a requirement that they attend class in-person) and domestic students that wish to study fully online.

One of the important aspects of HyFlex is the realization that this is not a new approach to teaching and learning. Cambrian staff are aware that there is a long history beginning in the late 20<sup>th</sup> century of digital learning approaches and an even longer history of distance learning practice (beginning with early forms of postal service delivery in the mid-late

---

« L’enseignement hyflex exige à la fois de la pratique et de l’expérience et peut nécessiter un important développement professionnel de base. »

---

stimulante. Il y a cependant de nombreuses raisons d’espérer et d’encourager l’exploration de l’apprentissage multimodal.

Avec un peu d’expérience découlant des semestres d’hiver et de printemps à l’ombre de la COVID-19, il semble qu’une approche fondée sur l’enseignement hyflex soit un modèle prometteur à considérer, surtout si on ne sait pas encore quand les campus seront ouverts ou fermés. Le développement de la pandémie reste pour l’instant imprévisible. Par conséquent, il est judicieux de se préparer à employer le modèle d’enseignement le plus flexible possible.

Au Cambrian College, des professeurs, concepteurs de cours et d’autres spécialistes des médias et des technologies éducatives explorent et testent la pratique hyflex depuis trois ans environ. L’idée préliminaire de ce mode d’enseignement découle des travaux du Dr Brian Beatty. En 2019, Brian et ses collègues ont publié un livre ouvert sur leurs travaux à ce jour en matière de *conception de cours hybrides-flexibles*. Plusieurs des professeurs au Cambrian qui enseignent dans nos programmes de certificat d’études supérieures se sont profondément engagés dans l’exploration de la conception et de la pratique de l’enseignement hyflex. Ils ont développé des approches uniques et inspirantes au sein de leurs disciplines afin d’offrir une expérience positive à tous leurs apprenants.

L’objectif de l’exploration des options hyflex au Cambrian était d’offrir aux apprenants le plus grand choix (la plus grande flexibilité) possible dans la façon dont ils suivent le processus d’apprentissage formel. Un cours hyflex bien conçu invite les apprenants à assister aux cours et à apprendre en personne, à assister aux cours en direct grâce à la diffusion synchrone en ligne (Zoom est notre outil de choix au Cambrian pour le moment), ou à regarder une version enregistrée d’un cours en personne à un moment opportun. Idéalement, les apprenants de l’un de ces modes ont accès à des ressources d’apprentissage actif supplémentaires par l’entremise du système de gestion de l’apprentissage à un moment qui leur convient dans les limites d’une unité ou d’un trimestre. Un avantage pragmatique de l’enseignement hyflex est qu’il répond aux besoins d’accès multiples des étudiants étrangers au Canada (pour lesquels il est obligatoire d’assister aux cours en personne) et des étudiants citoyens qui souhaitent étudier entièrement en ligne.

Cela dit, il est important de comprendre qu’il ne s’agit pas d’une nouvelle approche en matière d’enseignement et d’apprentissage. Le personnel du Cambrian est certainement conscient que l’histoire de l’enseignement hybride et flexible remonte déjà à la fin du 20<sup>e</sup> siècle en matière d’approches d’apprentissage numérique. L’histoire remonte encore plus loin



## “Discipline expertise, educational technology, media design, online course design, and adult learning theory are key ingredients for successful HyFlex.”

1800s). There is a diverse and deep body of evidence to inform effective practice. This is where partnerships between experienced professors, instructional designers, and media and technology specialists become important. The combination of discipline expertise, educational technology, media design, online course design, and adult learning theory are key ingredients for successful HyFlex delivery. Leaving all of the elements of effective HyFlex design to a solo educator that may or may not have digital course design experience may not be as effective as a team approach. See the sidebar box below, where I've listed some key points on course development.

It would be convenient if shifting to HyFlex in the course of a short time was easy, but this mode is an institution-wide

en ce qui concerne les pratiques d'enseignement à distance (commençant avec les premières formes de distribution par les services postaux au milieu et à la fin du 19<sup>e</sup> siècle). Il existe un ensemble de preuves diverses et approfondies qui étayent l'efficacité de cette pratique. C'est là que les partenariats entre des professeurs, des concepteurs pédagogiques et des spécialistes des médias et des technologies chevronnés prennent toute leur importance. La combinaison de l'expertise disciplinaire, la technologie éducative, la conception médiatique, la conception des cours en ligne et la théorie d'apprentissage chez les adultes constitue les éléments essentiels du succès de l'enseignement hyflex. En effet, laisser à un seul enseignant le soin d'élaborer tous les éléments d'un cours hyflex efficace, quand celui-ci n'a peut-être pas d'expérience en conception de cours numériques, n'est pas aussi efficace qu'une approche collaborative en équipe. J'ai énuméré quelques points clés sur le développement des cours dans l'encadré à la page 17.

Ce serait bien pratique s'il était facile de passer rapidement à un enseignement hyflex, mais ce mode d'enseignement exige un investissement à l'échelle de l'institution qui se déploie avec le temps. Ce que je peux dire, cependant, c'est qu'il existe des options d'enseignement hyflex à faible coût que tout établissement peut commencer à explorer, si les administrateurs et le personnel d'enseignement estiment que cette approche

### TIPS FOR HYFLEX COURSE DESIGN

- Do not fully design courses in advance of the semester. Wait until the course starts for some of the elements and then ask the current group of learners what they need and want to help them achieve course learning outcomes. Their needs are often simple. To the best of your ability, meet their needs.
- Support educators to create HyFlex learning experiences in partnership with design, media, and technology specialists where possible – or experienced colleagues when these teams are not present at your institution. Where staffing is constrained, consider time for educator professional development through reading or mini-courses in digital course design.
- Provide as much lead-time as possible for the creation of new courses and programs. It may be possible to adapt courses that have been taught before (in a variety of modes) in a shorter time period.
- Map course learning outcomes to course content, activities, and assessments. Focus and explain the relationship between these elements and outcomes and relegate any non-outcome-focused learning to be “optional” for learners that want to pursue additional learning.
- Select digital communication, activity, and assessment tools that enhance the learner experience in multiple modes as well as reduce educator workload.
- Support processes to ensure that all content and tools selected for teaching adhere to accessibility standards and legal requirements.
- During teaching, engage all learners (in-person, live synchronous, and asynchronous) in processes of self-direction and peer support. Learners and educators have shared accountability for effective experiences. Educators should strive to leverage learner prior knowledge and amplify their voices in multiple ways as part of learning.
- Provide formative, digital, practice opportunities with immediate feedback and uphold live experiences as the best opportunities for relationship-building and formal assessment through dialogue.
- Focus on application of knowledge through authentic case-based, project -based, and inquiry-based assessment (where class size and educator workload are taken into consideration).
- Ensure that educators have sufficient time and support to practice juggling in-person, live synchronous, and fully online course design and teaching. Effective HyFlex teaching requires both practice and experience and may require significant core professional development – especially for course design and effective pedagogic use of technology.
- Where time and professional development are limited, focus on small wins. Begin by shifting one element in one course to an effective digital experience and expand from there. Practice redeveloping one in-person activity to an activity that benefits learners in any mode and grow from there. Invite and involve learners in this process.

– Dr. Jenni Hayman

investment over time. What I can say is that there are some small-win options any institution can begin to explore related to HyFlex teaching if administrators and staff feel there are benefits worth exploring. I have heard from many education colleagues recently that mixed modes of in-person and digital teaching are likely to be our new reality going forward. There's no time like the present to consider and pilot some or all elements of HyFlex teaching.

*Dr. Jenni Hayman is Chair, Teaching and Learning at Cambrian College in Sudbury, ON. She is an experienced Instructional Designer and Open Education advocate and supports a fantastic team of designers, technologists, media specialists, and learning centre staff. She completed her masters and doctoral work over the past 10 years through fully online programs and engages in a busy global practice of open teaching through the use of open educational resources (OER).* [C|A](#)

pourrait être valable. J'ai récemment entendu de nombreux collègues du domaine de l'enseignement affirmer que les modes d'enseignement mixtes, c'est-à-dire en personne et en ligne, seront probablement la nouvelle réalité de l'avenir. Bref, il n'y a pas de meilleur moment pour considérer et essayer certains éléments de l'enseignement hyflex.

*La Dre Jenni Hayman est titulaire de la chaire d'enseignement et d'apprentissage au Cambrian College de Sudbury, en Ontario. Elle est une conceptrice pédagogique expérimentée et une défenderesse de l'éducation ouverte. Elle appuie une fantastique équipe de concepteurs, de technologues, de spécialistes des médias et de personnel de centres d'apprentissage. Elle a effectué son travail de maîtrise et de doctorat au cours des dix dernières années dans le cadre de programmes entièrement en ligne et s'engage dans une pratique mondiale très active de l'enseignement ouvert à l'aide de ressources éducatives ouvertes (REO).* [C|A](#)

## QUELQUES CONSEILS POUR LA CONCEPTION DE COURS HYFLEX

- Ne concevez pas entièrement les cours avant le début du trimestre. Attendez que le cours commence pour certains des éléments, puis demandez au groupe d'apprenants actuels ce dont ils ont besoin et ce qu'ils veulent pour les aider à atteindre les résultats d'apprentissage du cours. Leurs besoins sont souvent simples. Faites de votre mieux pour répondre à leurs besoins.
- Aidez les éducateurs à créer des expériences d'apprentissage hyflex en partenariat avec des spécialistes du design, des médias et de la technologie lorsque cela est possible, ou avec des collègues expérimentés lorsque ces équipes ne sont pas présentes dans votre établissement. Lorsque les effectifs sont limités, prévoyez du temps pour le perfectionnement professionnel des éducateurs à l'aide de lectures ou de leçons sur la conception de cours numériques.
- Prévoyez autant de temps que possible pour la création de nouveaux cours et programmes. Il peut être possible d'adapter des cours qui ont déjà été enseignés auparavant (selon différents modes) dans un délai plus court.
- Faites correspondre les résultats d'apprentissage des cours au contenu, aux activités et aux évaluations des cours. Mettez l'accent sur la relation entre ces éléments et les résultats, expliquez-la, et reléguez tout apprentissage non axé sur les résultats au rang d'« option » pour les apprenants qui souhaitent poursuivre un apprentissage supplémentaire.
- Sélectionnez des outils numériques de communication, d'activité et d'évaluation qui améliorent l'expérience de l'apprenant dans plusieurs modes et qui réduisent la charge de travail de l'éducateur.
- Soutenez les processus visant à garantir que tous les contenus et outils sélectionnés pour l'enseignement respectent les normes d'accessibilité et les exigences légales.
- Pendant l'enseignement, engagez tous les apprenants (en personne, en direct et de manière synchrone) dans des processus autodirigés et de soutien par les pairs. Les apprenants et les éducateurs ont une responsabilité partagée pour créer une expérience efficace. Les éducateurs doivent s'efforcer de tirer parti des connaissances préalables des apprenants et d'amplifier leur voix de multiples façons dans le cadre de l'apprentissage.
- Offrez des possibilités de formation numérique et de pratique avec une rétroaction immédiate et considérez les expériences vécues comme les meilleures possibilités d'établissement de relations et d'évaluation formelle par le dialogue.
- Concentrez-vous sur l'application des connaissances par l'entremise d'une évaluation authentique fondée sur des cas, des projets et des enquêtes (en tenant compte de la taille de la classe et de la charge de travail de l'éducateur).
- Veillez à ce que les éducateurs disposent de suffisamment de temps et de soutien pour s'entraîner à jongler la prestation du cours en personne, en direct et de manière synchrone, et à concevoir et enseigner des cours entièrement en ligne. Un enseignement hyflex exige à la fois de la pratique et de l'expérience et peut nécessiter un important développement professionnel de base, en particulier pour la conception de cours et l'utilisation efficace de la technologie pédagogique.
- Lorsque le temps et le développement professionnel sont limités, il faut se concentrer sur les petites victoires. Commencez par transformer un élément d'un cours en une expérience numérique efficace et partez de là. Exercez-vous à transformer une activité en personne en une activité qui profite aux apprenants, quel que soit le mode, et partez de là. Invitez et impliquez les apprenants dans ce processus.

– Dr Jenni Hayman



## HYFLEX, ONLINE, HYBRID, AND TECHNOLOGY-ENHANCED TEACHING

Definitions of what these mean to course design, teaching

**Technology-Enhanced Teaching:** A predominantly in-person teaching practice where active learning, communication, and interaction among educators and learners is strengthened through the use of pedagogically effective digital content and software.

**Hybrid Teaching:** A mix of in-person and digital teaching and learning where learners have access to digital course materials and activities (typically through a learning management system). The balance of in-person and digital learning activities and assessments in a hybrid course may vary. Each learning element is designed to take advantage of the affordances of its mode. For example, there are activities in any learning experience that present the best learning value in-person and those that can only be accomplished digitally. In any given three-credit course, there might be one hour of in-person engagement and two hours of digital work and practice, or some other timing mix for these elements.

**Online Teaching:** A fully asynchronous mode of digital learning that most often takes place within a learning management system. Asynchronous means that educators and learners are engaged in the course at a time and place that suits their schedule and their level of access to technology. Course resources, activities, and assessments are all provided digitally, and interactive elements of teaching and learning take place using educational technology tools that support engagement and dialogue. Online teaching implies that there is an educator assigned to teach the course. The educator is often responsible for creating course materials (or ensuring their quality and fit for purpose), supporting and leading learning activities, and providing assessment feedback and grading.

**HyFlex Teaching:** A combination of technology-enhanced, hybrid, and online course teaching strategies that provide learners with maximum choice about whether to engage in the learning process in-person, through a live synchronous broadcast of in-person learning, or asynchronously using recorded in-person elements and digital resources. Course design for this mode of teaching emphasizes effective adult learning theory and digital activities and resources that represent value for learners no matter which mode of learning they choose.

## ENSEIGNEMENT HYFLEX, EN LIGNE, HYBRIDE ET AMÉLIORÉ PAR LA TECHNOLOGIE

Définitions utiles pour la conception de cours et l'éducation

**Enseignement amélioré par la technologie :** Une pratique d'enseignement essentiellement en personne, où l'apprentissage actif, la communication et l'interaction entre les enseignants et les apprenants sont renforcés par l'utilisation de contenu numérique et de logiciels pédagogiquement efficaces.

**Enseignement hybride :** Un mélange d'enseignement et d'apprentissage en personne et en ligne où les apprenants ont accès à des supports de cours et des activités numériques (généralement par l'entremise d'un système de gestion de l'apprentissage). L'équilibre entre les activités d'apprentissage en personne et en ligne et les évaluations dans un cours hybride peut varier. Chaque élément d'apprentissage est conçu pour tirer parti des possibilités offertes par son mode. Par exemple, il y a des activités dans toute expérience d'apprentissage qui présentent une meilleure valeur d'apprentissage en personne, alors que d'autres ne peuvent être accomplies que numériquement. Dans tout cours de trois crédits, il peut y avoir une heure d'engagement en personne et deux heures de travail et de pratique numérique, ou une autre combinaison de temps pour ces éléments.

**Enseignement en ligne :** Un mode d'apprentissage numérique totalement asynchrone qui se déroule le plus souvent dans le cadre d'un système de gestion de l'apprentissage. Par asynchrone, on entend que les éducateurs et les apprenants sont engagés dans le cours à un moment et en un lieu qui conviennent à leur emploi du temps et à leur niveau d'accès à la technologie respectifs. Les ressources, les activités et les évaluations du cours sont toutes fournies sous forme numérique, et les éléments interactifs de l'enseignement et de l'apprentissage ont lieu à l'aide d'outils technologiques éducatifs qui favorisent l'engagement et le dialogue. L'enseignement en ligne implique qu'un éducateur soit affecté à l'enseignement du cours. L'éducateur est souvent responsable de créer le matériel de cours (ou d'en assurer la qualité et l'adéquation), de soutenir et de diriger les activités d'apprentissage, de fournir une rétroaction et de noter les évaluations.

**Enseignement hyflex :** Combinaison de stratégies d'enseignement de cours hybrides, en ligne et amélioré par la technologie, offrant aux apprenants un choix maximal, avec la possibilité d'assister au processus d'apprentissage en personne, par une diffusion en direct de la leçon en personne (synchrone), ou en regardant un enregistrement de la leçon en personne (asynchrone) et des ressources numériques. La conception des cours pour ce mode d'enseignement met l'accent sur une théorie efficace de l'apprentissage chez les adultes et sur des activités et ressources numériques qui offrent une valeur aux apprenants, quel que soit le mode d'apprentissage choisi.



By Bill Swan  
Contributing Editor

# SO LONG, FAREWELL

I hate to say goodbye...

It's been 49 years.

When I first walked on to campus at Durham College in August 1971, my aim was to spend three, maybe four years teaching journalism. Then I would slip back into some newsroom somewhere: applying my skills in a newspaper or perhaps a magazine maybe write a best-selling novel and become a celebrity.

That plan dissolved somewhere along the way, partly because I discovered I liked teaching – helping young people get started in their careers – more than the stresses of the daily news cycle.

Two events of little importance stand out. One was the bright fall day when I greeted first year students, checking a role call from my class list – and realizing that most of the class had not been born that year I started at Durham. I had a similar recoil when, preparing for this issue of *College Administrator*, I realized that none of the OCASA Board of Directors had been in the college system the year I retired. For the record, 1996. Which, incidentally, was the year OCASA was formed.

So a history lesson: I represented Durham in a series of three system-wide meetings, chaired by Doug Light, leading to Rae Days, the Social Contract and a vote by administrators that led to the formation of OCASA. At Durham, I organized that vote, literally, the boxes of ballots sitting in my office for a week or more after they were counted, pending recount if needed. Then I opted for early retirement, maybe to write that best-seller; who knows? But OCASA, then only months old, needed a newsletter, maybe other communications, and would I have time to do this?

Ironically, my involvement in retirement deepened my appreciation for

---

“Your voice in CAAT Pension Plan governance alone is worth the OCASA membership fee.”

---

what OCASA has accomplished. Prior to OCASA, for example, administrators in the 24 colleges had no say in their pension. Nothing. This came crashing in on me a few years into my retirement when I learned, naïve child that I was, that my pension contributions prior to 1992 were not indexed to inflation. Yes, I should have known. Today, OCASA has two seats on CAAT Pension Plan governance, one at each of the Sponsors' Committee and the Board of Trustees. That connection alone is worth your OCASA membership fee.

From the beginning, OCASA strove to define issues before they became problems; to be a professional voice for administrators at all tables: Council of Regents (now College Employer Council); AACATO (now Colleges Ontario); and the Ministry. No doubt before OCASA administrators were professional; but OCASA brought recognition and prestige to administrators through a series of awards, leading with the Doug Light Award for Lifetime Achievement.

I've been involved in OCASA ever since – and am OCASA's second retiree life member. (Trivia buffs: Don Forrest of Fanshawe was the first). I've produced newsletters, communications, press releases, and eventually, for the 10th anniversary of OCASA, this magazine. *College Administrator* began as a

commemorative issue, *Lumière*; was well received and was repeated a year later; then renamed *College Administrator* with twice-yearly production. You are now reading the 28th issue.

In those 28 issues I have interviewed an estimated 300 people, including Bill Davis, founder of the college system, two times; Bob Rae; Michael Skolnik, then Bill Davis Chair at OISE; Jim Stanford, the economist; David Foote, the demographics guru; Howard Rundle of Fanshawe and several other college presidents; Dr. Tony Bates of UBC (three times, including for this issue); Ken Steele of Eduvation (also three times). It's a long list. Check out our back issues.

The interviews with college personnel made me wish that I had met many of these leaders much earlier in my career. Without an OCASA to bring us together, to network, we were feeling our way in the dark. Many of us were under-educated (I still have no undergrad degree) but we were visualizing the power of the colleges but often that vision did not align with the limitations placed on the system.

In 1971, only a raving fanatic would have seen colleges as budding universities, (Guelph-Humber, is only one example); or giving birth to a university (UOIT, now Ontario Tech University) led by Gary Polonsky at Durham. Or playing a significant role in the literary life of



Canada, through initiatives such as the Humber School for Writers and several other courses). Or attracting college faculty like Ted Barris of Centennial, writing the history of Canadians in WWII. Or see Sheridan graduates nominated for and winning Academy Awards. Or producing children's writers such as Sydney Smith. Or college staff like Werner Zimmerman, well known for his illustration of children's books. Or Phil Pritchard, Durham Sports Administration grad, for many years the keeper of the Stanley Cup.

You get the picture.

We pioneers like to believe we laid a foundation on which a host of talented and better educated youngsters built these fabulous colleges. As a classroom teacher, I was among the journalism teachers who pioneered placement programs. I wanted students in their graduation year to spend three weeks in a newsroom doing real news stories for real news editors, sort of a finishing touch, applying the skills we had worked on for two years. It was a model that had a long tradition in nursing education (clinical placement) and in teachers' colleges: (practice teaching).

**"In those 28 issues I have interviewed an estimated 300 people, including Bill Davis."**

But first, I had to overcome objections from administration. The dean feared I was just handing over teaching duties to others. Taking the easy way out. If the students were not in class, what was I doing?

We compromised. Instead of three weeks, we got two, one of which had to be reading week. It worked, kind of. We learned a lot, most notably that students

needed some objectives, something to accomplish, in the three or four weeks.

Unknown to me, other journalism teachers were fighting the good fight to achieve placement. Dave Skinner and Don Fraser at Durham were creating similar out-of-the-classroom experiences for sports administration students. Joan Homer, a department head before her role at ACAATO, recognized the efforts in a report that aimed at making placement more universal. Truth be known, we were struggling to innovate, often to do what we should have been fired for *not* doing. One wonders that if we had been better coordinated we might have achieved more.

Did such pioneering work? If it had not, such placement would not be standard in most courses today. High water marks: Dan Ralph, now with Canadian Press, did placement at the then-thriving Oshawa Times, scoring a front page byline on the second day of his placement. Another student notched a front page byline in the Globe and Mail on her seventh day – in the days when many G&M staff reporters spent whole careers never making page one, let alone with a byline. Two of "my grads" from one early cohort went on to careers as college journalism pros. (Hi there, Joe Banks, at Algonquin.)

We watched with some dismay as university student/grads attempted to emulate that success through "unpaid internships" – outside of any institution, on their own, for the job experience. To those of us who built active placement programs that was like watching some pond hockey star go out to practice with the Leafs with no shin pads or helmet.

**"I have written nine middle grade sports novels and three non-fiction teen books on unjust conviction."**

So yeah; 49 years. To stretch a point, my connection with the colleges began even earlier: let's say 1969, when as managing editor of the Woodstock Daily Sentinel-Review I hired a reporter from the first graduating class at Centennial College's journalism program. That should count, right?

I never did get to write that best seller, not yet, although along with my work with OCASA in my retirement I have written nine middle grade sports novels and three non-fiction teen books on unjust convictions. My book on the Steven Truscott story, *REAL JUSTICE: Fourteen and Sentenced to Death* was one of five books nationally in 2013 nominated for the prestigious Norma Fleck Award for Children's Non-fiction and won the Ontario Library Association Red Maple Award. I've appeared at literary festivals (Eden Mills 2014) doing readings beside some literary stars, and in 2015 toured Prince Edward Island as part of the Canadian Children's Book Week organized by the Canadian Children's Book Centre.

I know, I know; sneaky self-promotion, right?

I'm approaching birthday number 82, and my wife does remind me from time to time that despite my expertise in procrastination, it's not a good idea to put things off too long. So now I sail out to finally write that real best seller.

So farewell, friends; call if you need help, advice, or long-winded stories from a retiree. I will be hanging around to facilitate the transition as OCASA prepares for life without me.

And I am still a lifetime member of OCASA, so the connection continues. c|A

**Visit us online at [www.ocasa.on.ca](http://www.ocasa.on.ca)**





**Mona Nouroozifar**  
Associate Dean,  
Mathematics, Research  
Skills and Analysis  
Humber College



**Maria Sairoglou**  
Director, International  
Training and Development  
Seneca College

# RAISING THE LEVEL OF NUMERACY

Students need the right tools to develop the required math skills to succeed

**W**hat is the Numeracy Gap? You have probably heard of the term before; you may even be familiar with what it means. However, the impact that the Numeracy Gap has had on Canadian college students is often overlooked. The Gap refers to the divide between the practical math skills that one has and the skills they require to be successful in today's workplace and society.

Although low numeracy levels are a global issue, a shocking number of Canadians do not meet the minimum standard for adequate levels of numeracy.

The Programme for the International Assessment of Adult Competencies (PIAAC) indicated that over 50% of the population of adults in our country were below the desired level of numeracy (2012). Additionally, the Programme for International Student Assessment (PISA), indicated that the global ranking in mathematics for Canada has been falling consistently from 7th place in 2006 down to 12th place in 2018. The gap is widening. At the College level, ten years of research conducted by the College Math Project (CMP) and the subsequent College Student Achievement Project (CSAP), led by Seneca College, showed that over one-third of first year college students in Ontario are considered "at risk" of not completing their chosen college programs (CSAP, 2015). In order to address the numeracy gap and ensure students have the best chance to succeed in their academic careers and beyond, a commitment to improving their numeracy was made.

The CSAP team, along with their technology partner, Vretta, developed an interactive and engaging digital tool, based on the principles of *assessment for learning*, to improve the math achievement of first year college students. The tool aims to reduce the numeracy gap at the earliest possible stage and raise students' confidence in mathematics, preparing them to succeed in their upcoming courses. The tool is called the Ontario Colleges Math Test (OCMT) and was launched at Humber College in 2016.

students with the required remediation to develop and strengthen their numeracy skills. Students at Humber also have the ability to raise their level of numeracy using the OCMT at math camps offered by the Continuing Education department at different times of the year.

Since 2019, the OCMT is also being used as a post-admission math skills assessment at Seneca for students entering programs in the School of Business, the Faculty of Applied Sciences and Engineering Technology,

---

**"The OCMT is evolving to become a viable tool that is bridging the numeracy gap and ensuring that insufficient mathematics skills do not continue to be a major barrier that prevents students from reaching their dreams."**

---

The OCMT was developed on an assessment framework that includes an assessment database, psychometrically validated assessment items, interactive upgrading modules, and numerous data visualizations for both students and teachers. The OCMT works as a three-phase process consisting of a *Diagnostic* assessment that identifies skills that require mastery, *Upgrading* modules that provide students with interactive lessons to achieve mastery, and a *Summative* assessment that assesses students' level of mastery.

Humber uses the OCMT in the Academic Upgrading program to provide

and the Applied Sciences and University Transfer program. The current pandemic has created a pressing need for the OCMT to be used in a remotely accessible and secure environment. Using the integrated proctoring tool at Seneca, the OCMT has been able to support the remote administration of the assessment for students.

Between the Winter of 2017 and Summer of 2018, Humber and Vretta partnered with the Toronto Catholic District School Board to implement the OCMT in 24 TCDSB high schools and track the progress of 2,178 students



over that time period. They were implemented primarily in Grade 9 Applied Math and Summer Transition math programs, spanning 102 classes and 46 teachers. In addition to the diagnostic assessments and remedial modules, students also completed a survey before and after to see how attitudes may have changed after using the system.

Over the course of the study, students significantly improved in seven out of nine mathematics topics, as well as math performance overall. A smaller sample of students was tested on EQAO scores and math grades as well, and it was found that higher completion rates of the OCMT remedial modules correlated with significantly improved performance on both measures. And for students that completed all of the remedial modules indicated by their diagnostic assessment, survey results showed their confidence in math ability also significantly improved.

## “A shocking number of Canadians do not meet the minimum standard for adequate levels of numeracy.”

The flexibility of the OCMT has allowed the tool to meet the diverse needs of various institutions. Collège Boréal, St. Lawrence College, Red River College, and Fanshawe College are other post-secondary institutions that have adopted the OCMT to support their students' success in mathematics. Over the past three years, the OCMT has also been optimized for use on smartphones and iPads. It is successfully being used as a tool to diagnose

numeracy gaps in secondary school students and upgrade their skills as required at various school boards and summer numeracy camps across Ontario.

With four years of utilization of the OCMT at colleges and schools, the project is now planning to repeat the psychometric validation of the assessment items, given the large amount of item statistics that have been gathered over the years. By leveraging this research and technological advancements, the OCMT is evolving to become a viable tool that is bridging the numeracy gap and ensuring that insufficient mathematics skills do not continue to be a major barrier that prevents students from reaching their dreams.

If you would like to learn more about the project, visit [www.ocmt.mathsuccess.ca](http://www.ocmt.mathsuccess.ca) or email [info@theocmt.org](mailto:info@theocmt.org) [C|A](#)



Photo courtesy of Durham College.



By **Bruce Hickey**  
Communications Officer  
Algonquin College of Applied Arts and Technology

## LIGHTING THE FIRE

The initiative brings together Indigenous students, leaders and elders to share ancestral wisdom and light the way to the future

When a fire is lit, it signifies many things – new beginnings, a chance for healing, cleansing and warmth. Gazing into a fire has its own mysterious power. It helps open our minds for contemplation, to clearly hear those gathered around us and reach for the truth.

As the pandemic gripped the world, the idea of gathering Indigenous storytellers and wise knowledge-sharers in a time of remoteness and isolation began to take shape at the Office of Truth, Reconciliation and Indigenization at Algonquin College. The result was *Lighting the Fire*.

Under the direction of Algonquin's Burnt Water initiative, the pilot series was launched with the goal of bringing together college students, community leaders and Indigenous Elders from across Canada. The first of four *Lighting the Fire* sessions took place on June 24, and the final event in the pilot was hosted on August 19.

Representatives from six institutions facilitated the sessions, with a host institution identified for each event, along with one or two Elders. Algonquin College, Fanshawe College, Sault College, Six Nations Polytechnic, British Columbia Institute of Technology, and Confederation College all took part. The sessions were organized in partnership with the Indigenous Peoples' Education Circle (IPEC).

The conversations were held over Zoom, and while the technology did not exactly mimic sitting with grandparents around a crackling fire, it allowed the sacred tradition of leaders sharing their wisdom on paths travelled and the path forward to continue.

"All that we are is story, from the moment we are born to the time we continue on our spirit journey. We are involved in the creation of our time here. It is all we arrive with. It's all that we leave behind. We are not the things that we accumulate, and we are the things that we deem important. We are story. All of us. What comes to matter then is the creation of the best possible (world) while we are here. You, me, us, together," said **Guy Williams**, Fanshawe's Special Advisor Indigenous Education and Development, during the second session.

As conversations around the fires unfolded, it became clear these challenging times are an opportunity. We should be

## ALLUMER LE FEU

L'initiative rassemble des étudiants, des dirigeants et des aînés autochtones pour partager la sagesse ancestrale et ouvrir la voie vers l'avenir

Allumer un feu, cela représente bien des choses : de nouveaux départs, une occasion de guérison, une purification, la chaleur. Regarder les flammes évoque un certain pouvoir mystérieux. C'est une pratique qui ouvre l'esprit à la réflexion, à l'écoute de ceux qui sont réunis avec nous, et à la recherche de la vérité.

Alors que la pandémie s'emparait du monde, l'idée de rassembler des conteurs autochtones et des sages partageurs de connaissances en cette période d'éloignement et d'isolement a commencé à prendre forme au Bureau de la vérité, de la réconciliation et de l'autochtonisation du Collège Algonquin. Le résultat : *Lighting the Fire* (Allumer la flamme).

Sous la direction de l'initiative « Burnt Water » du Collège Algonquin, la série pilote a été lancée dans le but de réunir des étudiants universitaires, des chefs de communauté et des aînés autochtones de partout au Canada. La première des quatre sessions *Lighting the Fire* a eu lieu le 24 juin, et la dernière de la série pilote s'est déroulée le 19 août.

---

« À quoi l'avenir ressemblera-t-il lorsque nous aurons tous appliqué les connaissances autochtones aux défis de demain? »

---

Des représentants de six institutions ont animé les sessions, et une institution hôte a été identifiée pour chaque événement, en plus d'un ou de deux aînés. Les collèges Algonquin, Fanshawe, Sault, Six Nations Polytechnic, British Columbia Institute of Technology et Confederation College ont tous participé. Les sessions ont été organisées en partenariat avec le Cercle d'éducation des peuples autochtones (IPEC).

Les conversations ont eu lieu sur Zoom. Bien que la technologie n'ait pas exactement imité le sentiment de s'asseoir



grateful and give thanks for the chance to heal and cultivate the road ahead with tried and true ancient ways. Indigenous teaching, learning, storytelling, lived experiences, space-making, community-relationship building and allyship were some of the themes that emerged.

A common thread was the question – what can our future look like when we all have the courage to not only share our knowledge, fears and dreams, but apply Indigenous knowledge to the challenges of today and tomorrow?

“We should be leveraging Indigenous knowledge to change the way we conduct ourselves at the ground level. How we govern, how we talk, decide, celebrate, feast, plan, relate with each other as the two leggeds, but also the flyers, the swimmers and the future generations,” said Ron (Deganadus) McLester, Vice President of Truth, Reconciliation and Indigenization at Algonquin College, during the opening session.

Common to every *Lighting the Fire* discussion was acknowledging the many struggles yet to overcome, including both widespread prejudices, misconceptions and misinformation among non-indigenous populations, and a lack of understanding by Indigenous students of their own cultural identities and collective pasts, which inhibits meaningful personal learning and growth.

As such, community and relationship building consistently weaved itself into participant comments and host discussions. Rebecca Jamieson, President and CEO of Six Nations Polytechnic, discussed the value of knowledge-sharing in the community and the difference between the education “about” Indigenous people and their history, and education “for” Indigenous learners.

“It is necessary to know that distinction. We have a particular role with our learners around recovery... there is recovery of knowledge, of identity, of language. As educators we are entrusted with that by the community,” she said. “So here we are, it is 2020. We have put people in space... but we still have students who are struggling with positive identity. Thankfully, once some of them look into who they are, and who they can be and find their path in life, they become very, very strong and very successful.”

---

## “What will future look like when we all apply Indigenous knowledge to the challenges of tomorrow?”

---

Space-making was discussed as a ground-level support for helping students gain confidence in their identity. The significance of spaces for the community to gather, with visual representation of Indigenous culture and access to resources was particularly noted by students during the sessions.

For Jenelle Manitowbi, a Sault student and member of the varsity hockey team, accessing support when she arrived at the college made a huge difference to her experience. She

avec les grands-parents autour d'un feu crépitant, elle a permis à la tradition sacrée des leaders de partager leur sagesse concernant les chemins parcourus et la voie à suivre pour continuer.

« Tout ce que nous sommes est histoire, du moment où nous naissons jusqu'au moment où nous continuons notre voyage spirituel. Nous sommes impliqués dans la création de notre temps ici. C'est la seule chose avec laquelle nous arrivons. C'est tout ce que nous laissons derrière nous. Nous ne sommes pas les choses que nous accumulons. Nous sommes les choses que nous jugeons importantes. Nous sommes histoire. Chacun d'entre nous. Ce qui importe alors, c'est la création du meilleur (monde) possible pendant que nous sommes ici. Vous, moi, nous, ensemble », a déclaré Guy Williams, conseiller spécial de Fanshawe pour l'éducation et le développement des populations autochtones, lors de la deuxième session.

Au fil des conversations autour des feux, il rapidement devenu apparent que ces temps difficiles sont une opportunité. Nous devrions être reconnaissants pour cette chance de guérir et de cultiver le chemin à venir à l'aide de méthodes anciennes qui ont fait leurs preuves. L'enseignement, l'apprentissage, les contes, les expériences vécues, la création d'espaces, l'établissement de relations communautaires et les alliances autochtones ne sont que quelques-uns des thèmes qui ont émergé.

Un fil conducteur commun a été la question suivante : à quoi l'avenir ressemblera-t-il lorsque nous aurons le courage de partager non seulement nos connaissances, nos peurs et nos rêves, mais aussi lorsque nous aurons tous appliqué les connaissances autochtones aux défis de demain?

« Nous devrions tirer parti des connaissances autochtones pour changer la façon dont nous nous comportons sur le terrain. Notre façon de gouverner, de parler, de décider, de célébrer, de festoyer, de planifier, de nous mettre en relation les uns avec les autres, que ce soit pour nous bipèdes, mais aussi avec les créatures volantes, nageuses, et les générations futures », a déclaré Ron (Deganadus) McLester, vice-président de la section Vérité, réconciliation et autochtonisation du Collège Algonquin lors de la séance d'ouverture.

Le point commun de toutes les discussions de *Lighting the Fire* était la reconnaissance des nombreuses difficultés qu'il reste à surmonter, notamment les préjugés répandus, les fausses idées et la désinformation parmi les populations non autochtones, ainsi que le manque de compréhension de la part des étudiants autochtones par rapport à leur propre identité culturelle et leur passé collectif, qui empêche un apprentissage et une croissance personnelle significatifs.

C'est pourquoi la construction de la communauté et des relations s'est constamment inscrite dans les commentaires des participants et des discussions avec les hôtes. Rebecca Jamieson, présidente et directrice générale de Six Nations Polytechnic, a parlé de la valeur du partage des connaissances au sein de la communauté et de la différence entre l'éducation « au sujet » des populations autochtones et de leur histoire, et l'éducation « pour » les apprenants autochtones.

« Il est nécessaire de faire cette distinction. Nous avons un rôle particulier à jouer, avec nos partenaires autour de la guérison... il faut récupérer les connaissances, l'identité, la langue. En tant qu'éducateurs, c'est la communauté qui nous confie ce mandat, a-t-elle déclaré. Nous voici donc en 2020.



**“When we see our Indigenous learners in our hallways, ... be gentle and remember that they come from a very colourful past.”**

*– Jonathan Boyer-Nolan, Sault College.*

encouraged others around the fire not to be afraid to ask for help from their Indigenous resource centres.

“When I did reach out, they were in my corner and it made all the difference. You are capable of a lot more than you think you are. You don't have to do it alone. Don't be stubborn. Just put yourself out there, meet new people, get that support system going. If you are watching this, you are off to a great start,” said Manitowbi.

Elder Barbara Nolan described the concept of “invitational psychology” and how she employs that in her life and work. Nolan was at the forefront of space-making in Ontario's post-secondary education system. Having an authentic, comfortable space where Indigenous learners can feel comfortable has made a world of difference to many seeking a sense of solidarity and sanctuary.

“I like to make my persona, myself, as invitational to other people as possible. That is what I made my office to be, very invitational to the students. Open door policy,” she said, recounting the story of one student who would come into her office and simply stand inside.

“He wanted to be somewhere where he was comfortable. He finally made a statement one day, ‘Barb, your office smells like ceremony.’ I had sage and my medicines around. He liked it. It was something that made him comfortable.”

Indigenous staff and students stressed how foreign the idea of the campus or college environment was for them. They spoke of the deep sense of loss and alienation of leaving their communities to attend the public education system and of the significance of being welcomed by supportive Indigenous staff and peers in a familiar setting.

“A lot of us come from journeys and childhoods that often other students from the mainstream demographic have not experienced... we can all acknowledge we have seen things that we should not have seen. We need to keep that in mind when we see our Indigenous learners in our hallways, and their head may be down, and they may be quiet. Be gentle and remember that they come from a very colourful past,” said Jonathan Boyer-Nolan, former Indigenous Student Recruitment and Success Officer at Sault College.

Brenda Small, Vice President Centre for Policy and Research in Indigenous Learning at Thunder Bay's Confederation College, discussed her own personal journey, with her family making the decision to leave their Northern Ontario home so she and her brother could attend high school. She acknowledged that many other Indigenous students made that journey on their own.

Nous avons mis des gens dans l'espace... mais nous avons encore des étudiants qui luttent pour une identité positive. Heureusement, une fois que certains d'entre eux s'intéressent à qui ils sont, à ce qu'ils peuvent être et à leur cheminement dans la vie, ils deviennent très, très forts et très performants. »

La création d'espaces a été suggérée comme moyen de base pour aider les étudiants à prendre confiance en leur identité. L'importance des espaces de rassemblement de la communauté, avec une représentation visuelle de la culture autochtone et l'accès aux ressources, a été particulièrement soulignée par les étudiants au cours des sessions.

Pour Jenelle Manitowbi, étudiante de Sault et membre de l'équipe de hockey universitaire, l'accès à ce soutien à son arrivée au collège a fait une énorme différence pour son expérience. Elle a encouragé les autres autour du feu à ne pas avoir peur de demander de l'aide à leur centre de ressources autochtones.

« Quand j'ai tendu la main, ils étaient de mon côté. Cela a fait toute la différence. Vous êtes capables de beaucoup plus que vous ne le pensez. Vous n'avez pas à le faire seul. Ne soyez pas têtus. Mettez-vous de l'avant, rencontrez de nouvelles personnes, mettez en place ce système de soutien. Si vous regardez ce message, vous êtes bien partis, » a déclaré Manitowbi.

L'aînée Barbara Nolan a décrit le concept de « psychologie invitationnelle » et comment elle l'utilise dans sa vie et son travail. Nolan a été à l'avant-garde de la création d'espaces dans le système d'éducation postsecondaire de l'Ontario. Le fait de disposer d'un espace authentique et confortable où les apprenants autochtones peuvent se sentir à l'aise a fait toute la différence pour beaucoup de personnes en quête de solidarité et de sanctuaire.

« J'aime rendre ma personnalité, ma personne, aussi invitant que possible pour les autres. C'est pour cela que j'ai fait de mon bureau un lieu très accueillant pour les étudiants. La politique de la porte ouverte », a-t-elle déclaré, racontant l'histoire d'un étudiant qui entrait dans son bureau juste pour y rester.

« Il voulait être dans un endroit où il était à l'aise. Un jour, il a finalement déclaré : « Barb, ton bureau sent la cérémonie. » J'avais de la sauge et mes médicaments à portée de main. Il aimait ça. C'était quelque chose qui le mettait à l'aise. »

Le personnel et les étudiants autochtones ont souligné à quel point les campus ou l'environnement universitaire était étranger pour eux. Ils ont parlé du profond sentiment de perte et d'aliénation que leur inspirait le fait de quitter leur communauté pour suivre le système d'éducation publique et

**« Quand nous voyons les apprenants autochtones dans nos couloirs... nous devons être patients et nous souvenir qu'ils sont le produit d'un passé haut en couleur. »**

*– Jonathan Boyer-Nolan, Collège Sault*

“It is important to think of those families who made those transitions, sending their children often alone at 13, 14, 15 years of age to attend school. If you can imagine the pain of letting your child go away to school,” she said. “It is somewhat of a punitive experience for Indigenous people, having to make those hard decisions about if their children will be formally educated or not.”

This is the backdrop, she explained, to the education system that most people don’t understand.

“It goes to privilege. It goes to essentially an upper middle-class white privilege analysis of education for Indigenous people in this country, and that is something that we have to talk about,” said Small.

“We are leading with our hearts on our sleeves in this work. It is not just a job or a career. It is in fact about our heart and souls, and where we come from as a people. It is about being vulnerable, about being subject to coercive mechanisms, systemic racism, institutionalized racism. It is about coping with all of those aspects of working in the mainstream.”

Allyship was a prominent theme throughout all four sessions. How to be a good ally, and what that means in the context of postsecondary education and Indigenous education were prevalent points of discussion.

Early Childhood Education Program Coordinator at Sault College, Collen Brady, said allyship is a word she has been

de l’importance d’être accueillis par un personnel autochtone et des pairs qui les soutiennent dans un cadre familial.

« Beaucoup d’entre nous viennent de contextes et d’enfances que souvent les autres étudiants de la population générale n’ont pas vécus... Nous pouvons tous reconnaître que nous avons vu des choses que nous n’aurions pas dû voir. C’est quelque chose qu’il faut garder à l’esprit quand nous voyons les apprenants autochtones dans nos couloirs... Leur tête est peut-être baissée, ils sont peut-être silencieux. Nous devons être patients et nous souvenir qu’ils sont le produit d’un passé haut en couleur », a déclaré Jonathan Boyer-Nolan, ancien responsable du recrutement et de la réussite des étudiants autochtones au Collège Sault.

Brenda Small, vice-présidente du Centre for Policy and Research in Indigenous Learning du Confederation College de Thunder Bay, a parlé de son parcours personnel, sa famille ayant pris la décision de quitter leur maison du nord de l’Ontario pour qu’elle et son frère puissent aller au secondaire. Elle a reconnu que beaucoup d’autres élèves autochtones ont fait ce voyage de leur propre chef.

« Il est important de penser à ces familles qui ont fait ces transitions, envoyant leurs enfants souvent seuls à 13, 14, 15 ans pour aller à l’école. Si vous pouvez imaginer la douleur de laisser votre enfant partir à l’école, a-t-elle déclaré. C’est une expérience quelque peu punitive pour les Autochtones qui doivent prendre des décisions difficiles pour savoir si leurs enfants recevront une éducation formelle ou non. »

C’est la toile de fond, a-t-elle expliqué, du système d’éducation que la plupart des gens ne comprennent pas.

« C’est un privilège. Il s’agit essentiellement d’une analyse privilégiée par la classe moyenne supérieure blanche au sujet de l’éducation des Autochtones dans ce pays, et c’est quelque chose dont nous devons parler, a déclaré M. Small.

Nous menons ce travail avec le cœur sur la main. Ce n’est pas seulement un travail ou une carrière. Il s’agit en fait de notre cœur et de notre âme, et de nos origines en tant que peuple. Il s’agit d’être vulnérable, d’être soumis à des mécanismes coercitifs, à un racisme systémique, à un racisme institutionnalisé. Il s’agit de faire face à tous ces aspects tout en travaillant dans le courant dominant. »

L’aide des alliés a été un thème dominant au cours des quatre sessions. Comment être un bon allié, et ce rôle dans le contexte de l’éducation postsecondaire et de l’éducation autochtone ont été des points de discussion dominants.

Collen Brady, coordinatrice du programme d’éducation de la petite enfance au Collège Sault, a déclaré que le mot « allié » la faisait réfléchir depuis un certain temps. Elle a raconté l’histoire de la première fois où elle a entendu parler du traité de Two Row Wampum en 1613.

« Quand je repense à la première fois où j’ai entendu parler de Two Row Wampum, la femme qui animait l’enseignement a demandé : « Qui est partie prenante de ce traité? » J’étais dans une salle avec une majorité de personnes non autochtones, et personne n’a levé la main. J’ai compris que je faisais partie de ce traité. Nous sommes dans le même bateau. C’est ainsi que j’ai commencé mon voyage. Si je fais ce parcours avec mes voisins, je dois en savoir plus. L’alliance, c’est écouter et essayer d’entendre les voix authentiques des membres de la communauté autochtone », a déclaré Brady.



Our concern for the  
environment is more  
*than just talk*

This publication is printed on Forest Stewardship Council® (FSC®) certified paper with vegetable oil-based inks. Please do your part for the environment by reusing and recycling.

---

**“Bring humility, bravery, honesty,  
and get ready to learn. Don’t be too  
worried about making mistakes.”**

**– Ron McLester, Algonquin**

---

reflecting on for some time, and recounted the story of the first time she heard of the Two Row Wampum Treaty of 1613.

“When I think back to when I first heard about the Two Row Wampum, the woman facilitating the teaching asked, ‘Who belongs to this treaty?’ I was in a room with a majority of non-Indigenous people, and nobody raised their hands. It dawned on me that I am part of that treaty. We are in this together. That started my journey. If I am travelling this route with my neighbours, then I need to find out more. Allyship is about listening and trying to hear the authentic voices of the people from the Indigenous community,” said Brady.

The willingness to engage and to learn are vital components of allyship, commented McLester, noting that it’s not possible to be a strong ally without being informed.

“Bring humility, bravery, honesty, and get ready to learn. Don’t be too worried about making mistakes. Do the best that you can. Bring a good mind with good intentions for the benefit of the community,” he said.

Kory Wilson, Executive Director, Indigenous Initiatives and Partnerships at the British Columbia Institute of Technology (BCIT) spoke during the fourth session. She said moving forward everybody has value. Whether you are Indigenous or non-Indigenous, there is no one job that has value over the other.

“It is only the white world that has viewed chiefs as the superior people, or the decision makers. Everybody, Indigenous or not, has a role and has something to contribute. How do we work together and ensure that my children and the next generation of children have a better experience, not only in school but just generally?” Wilson told the group.

In a perfect world Wilson said she would not need her current position at BCIT.

“I often say my goal in my job is to work myself out of a job. Because if I do not have a job, that means everybody is embracing the Indigenous vision that I have created,” she said.

In a time when how we normally engage has been stifled and suspended, the *Lighting the Fire* pilot successfully brought voices back together. It helped fill a void when leadership is needed to take positive advantage of this great pause in our history.

So, what comes next?

Feedback from the sessions is being gathered from participants. Pending the results, Burnt Water will explore the potential of *Lighting the Fire* as a national program for Indigenous student leadership development.

“The very notion that incoming Indigenous students from institutions across Canada could have this virtual access to Indigenous Elders, scholars, and postsecondary education leaders is thrilling,” said McLester. [C|A](#)

La volonté de s’engager et d’apprendre est un élément essentiel du rôle d’allié, a commenté M. McLester, en faisant remarquer qu’il n’est pas possible d’être un allié solide sans être informé.

« Faites preuve d’humilité, de courage, d’honnêteté, et préparez-vous à apprendre. N’ayez pas trop peur de vous tromper. Faites du mieux que vous pouvez. Combinez un bon esprit à de bonnes intentions, pour le bénéfice de la communauté », a-t-il déclaré.

Kory Wilson, directrice exécutive des initiatives et partenariats autochtones au British Columbia Institute of Technology (BCIT), a pris la parole lors de la quatrième session. Elle a déclaré qu’à l’avenir, tout le monde a de la valeur. Que vous soyez autochtone ou non, aucun emploi n’a plus de valeur qu’un autre.

« C’est seulement le monde blanc qui considérerait les chefs comme des personnes supérieures, ou les décideurs. Tout le monde, Autochtone ou non, a un rôle et a quelque chose à apporter. Comment pouvons-nous travailler ensemble et faire en sorte que mes enfants et la prochaine génération d’enfants aient une meilleure expérience, non seulement à l’école mais aussi de manière générale? » s’est demandé Wilson.

Dans un monde parfait, Mme Wilson a déclaré qu’elle n’aurait pas besoin de son poste actuel au BCIT.

« Je dis souvent que l’objectif de mon travail est de me mettre au chômage. Parce que si je n’ai pas de travail, cela signifie que tout le monde adopte la vision autochtone que j’ai créée », a-t-elle déclaré.

À une époque où l’engagement habituel a été étouffé et suspendu, le projet pilote de *Lighting the Fire* a réussi à rassembler les voix. Il a contribué à combler un vide alors même que le leadership est nécessaire pour tirer un avantage positif de cette grande pause dans notre histoire.

---

**« Faites preuve d’humilité, de  
courage, d’honnêteté, et préparez-  
vous à apprendre. N’ayez pas trop  
peur de vous tromper. »**

**– Ron McLester, Algonquin**

---

Et la suite?

La rétroaction des participants aux sessions est en cours de collecte. En attendant la compilation des commentaires, Burnt Water explorera le potentiel de *Lighting the Fire* comme programme national de développement du leadership des étudiants autochtones.

« L’idée même que les étudiants autochtones venant d’établissements de tout le Canada puissent avoir cet accès virtuel à des aînés, des universitaires et des responsables de l’éducation postsecondaire autochtones est passionnante », a déclaré M. McLester. [C|A](#)



**By Derek W. Dobson**  
CEO, CAAT Pension Plan

**Par Derek W. Dobson**  
Chef de la direction du Régime de retraite des CAAT



## THE CAAT PLAN NEEDS CHAMPIONS LIKE YOU

**A**mid a global pandemic and the day-to-day challenges you face at the college, pensions may not be top of mind – but the secure lifetime pension CAAT provides colleges and members is something in short supply: Stability.

Despite these uncertain times, you can plan retirement with confidence knowing your pension is based on a set formula that provides predictability. In addition, when you are ready to retire, your pension will be paid each month for as long as you and your spouse live. This reduces stress about planning for the future.

OCASA members are among the leaders of the college system. You are the people colleagues turn to for guidance and opinions about pensions and other topics. That's why we need you to champion CAAT pensions by sharing your knowledge.

The balance of this article provides you with some key facts to be a champion of the Plan. Of course, I am always happy to connect with you personally to share even more information. The long-term health of your pension plan and your financial security in retirement are our priority.

### CAAT'S FOCUS ON BENEFIT SECURITY ENSURES THE SUSTAINABILITY OF THE PLAN WELL INTO THE FUTURE

The CAAT Plan started 2020 from a strong, fully funded position. The Plan's most recent valuation at January 1, 2020, showed funding reserves of over \$2.9 billion. We have purposely built reserves over time to keep the Plan resilient. During the first half of 2020, investment markets experienced dramatic fluctuations, and the funding reserves have withstood the tests unscathed. The CAAT Plan continues to be very well funded and our Plan assets have grown from their starting position of \$13.5 billion at the beginning of the year.

The thoughtful design, long-term focus and large reserves are key factors in CAAT being one of the most sustainable pension plans in Canada. Our member and employer survey results showed that over 99% of members and employers view the CAAT plan as sustainable.

### THE BENEFITS OF A MODERN DEFINED BENEFIT PENSION PLAN

As a sophisticated long-term investor, the CAAT Pension Plan and our peers are stabilizing forces in the economy and investment markets.

## LE RÉGIME DES CAAT A BESOIN DE CHAMPIONS COMME VOUS

**D**ans le contexte d'une pandémie mondiale et des défis quotidiens auxquels vous êtes confronté au collège, les pensions ne sont peut-être pas votre priorité, mais la rente viagère sûre qu'offre le Régime des CAAT à ses participants représente une denrée rare, soit celle de la stabilité.

Malgré ces temps incertains, vous pouvez planifier votre retraite en toute confiance, sachant que votre pension est basée sur une formule fixe qui vous assure une certaine prévisibilité. En outre, lorsque vous serez prêt à prendre votre retraite, votre rente vous sera versée chaque mois tant que vous et votre conjoint vivrez. Voilà ce qui réduit le stress lié à la planification de l'avenir.

Les membres de l'APACO sont parmi les leaders du système collégial. Vous êtes les personnes vers qui se tournent vos collègues pour obtenir des conseils et des avis sur les pensions et d'autres sujets. C'est pourquoi nous avons besoin de vous pour défendre les pensions du Régime des CAAT en partageant vos connaissances.

Le reste de cet article vous présente certains renseignements clés qui vous aideront à devenir champion du Régime. Bien entendu, je suis toujours heureux de me mettre en contact avec vous personnellement pour partager encore plus d'informations. La santé à long terme de votre régime de retraite et votre sécurité financière à la retraite seront toujours notre priorité.

### L'ACCENT SUR LA SÉCURITÉ DES PRESTATIONS GARANTIT LA VIABILITÉ DU RÉGIME À LONG TERME.

Le Régime des CAAT a amorcé l'année 2020 dans une position forte et entièrement capitalisée. La dernière évaluation du Régime, déposée au 1<sup>er</sup> janvier 2020, a montré que ses réserves de financement s'élevaient à plus de 2,9 milliards de dollars. Nous avons délibérément constitué des réserves au fil du temps afin de maintenir la résilience du Régime. Au cours du premier trimestre de 2020, les marchés d'investissement ont connu des fluctuations spectaculaires et les réserves de financement ont résisté à ces tests sans encombre. Le Régime des CAAT continue d'être très bien financé et ses actifs ont augmenté par rapport à leur situation de départ de 13,5 milliards de dollars au début de l'année.



## “The thoughtful design, long-term focus and large reserves are key factors in CAAT being one of the most sustainable pension plans in Canada.”

The Plan is independent, with the singular purpose to deliver sustainable pension benefits. It is expertly managed on a full-time basis. As a large, multi-employer plan, CAAT is cost-effective, with benefit security that is not tied to the financial health of any single college or employer.

During your working years, you have less worry about saving for retirement, benefitting you and your employer by reducing financial stress that negatively affects employee health and productivity. Knowing you'll have predictable lifetime retirement income means you don't have to worry about delaying your planned retirement date when investment returns are poor.

During retirement, a Modern DB plan like CAAT, helps provide adequate, lifetime income and reduces seniors' reliance on government social programs. Retired members, confident in their lifetime monthly income, spend their pensions, supporting local communities and businesses.

### CAAT IS JOINTLY GOVERNED

Through their representatives on the Plan's governing bodies – the Sponsors' Committee and the Board of Trustees – members and employers have an equal say in Plan decisions about benefits and funding. A joint governance structure such as this is a key element of a world-renowned “Canada-model” for pension organizations that delivers superior performance at lower costs, helping to keep pensions secure.

In a recent study examining what US pension plans can learn from the Canadian experience, the authors write.

“In our view, the most fundamental of Canada's pension reforms was adoption of the joint sponsorship structure. Plans were reformulated from being under the sole sponsorship of government, which had full authority to determine terms (subject, of course, to labor negotiations) to being under dual sponsorship of government and employee unions. Employees wanted a seat at the table to protect pension promises, and government employers were willing to grant this on the condition that employee groups assume shared responsibility for ensuring future pension solvency.”

CAAT members and employers support joint governance. Among those with an opinion, 97% of employer survey respondents strongly agreed or agreed that employer interests are well represented through the Plan's joint governance structure, while 95% of active and 98% of retired members survey respondents with an opinion did the same.

Notre conception réfléchie, notre orientation à long terme et nos réserves importantes sont des facteurs clés qui font du Régime des CAAT l'un des régimes de retraite les plus durables au Canada. Les résultats de notre sondage auprès des participants et des employeurs ont montré que plus de 99 % des participants et des employeurs sont d'avis que le Régime des CAAT est durable.

### LES AVANTAGES D'UN RÉGIME DE RETRAITE À PRESTATIONS DÉTERMINÉES MODERNE.

En tant qu'investisseur à long terme complexe, le Régime de retraite des CAAT et ses régimes pairs constituent une force stabilisatrice pour l'économie et pour les marchés boursiers.

Le Régime des CAAT est indépendant, ayant comme seul objectif de verser les prestations de retraite. Il est géré de manière experte de façon continue. En tant que grand régime interentreprises, le Régime des CAAT est rentable; la sécurité des prestations n'est donc pas liée à la santé financière d'un seul collège ou employeur.

Pendant leurs années de travail, les participants se soucient moins de leur épargne-retraite, ce qui est avantageux tant pour eux que pour leurs employeurs, car les facteurs de stress financier ont une incidence négative sur la santé et la productivité des employés.

À la retraite, un régime à prestations déterminées moderne comme le Régime des CAAT aide à fournir un revenu de retraite adéquat et réduit la dépendance des personnes âgées aux programmes sociaux du gouvernement. Les participants retraités, confiants dans leur revenu mensuel à vie, dépensent leurs pensions stimulant ainsi les communautés et entreprises locales.

### LE RÉGIME DES CAAT EST RÉGI CONJOINTEMENT.

Puisqu'il s'agit d'un régime conjoint, les participants et les employeurs participent sur un pied d'égalité à la prise de décisions touchant les prestations et la capitalisation par l'entremise de leurs représentants siégeant aux deux organes décisionnels du Régime, à savoir le Conseil des fiduciaires et le Comité de parrainage. Cette structure de gouvernance paritaire est un élément clé du «modèle canadien» de renommée mondiale qu'adoptent les organismes de retraite offrant un rendement supérieur à moindre coût, contribuant ainsi à la sécurité des prestations.

Dans une étude récente examinant ce que les régimes de retraite américains peuvent apprendre de l'expérience canadienne, les auteurs ont écrit :

«À notre avis, la plus fondamentale des réformes en matière de régimes de retraite au Canada a été l'adoption de la structure de gouvernance paritaire. Les régimes ont été reformulés, en passant d'un modèle de parrainage unique sous le gouvernement, qui avait pleine autorité de déterminer les conditions (sous réserve, bien sûr, des négociations syndicales), vers un parrainage double partagé par le gouvernement et les syndicats d'employés. Les employés voulaient avoir une place à la table pour protéger les promesses à l'égard des prestations de retraite, et les employeurs gouvernementaux étaient prêts à l'accorder, à condition que les groupes d'employés assument une



## A BETTER FUTURE

Finally, our willingness to help bring our pension solution to all Canadian workplaces should be celebrated and shared. Helping more Canadians have financial security in retirement and allowing employers to offer defined benefit pensions on a cost-effective basis with no financial risks – is solving a major issue for Canada. As I have shared before, growing our Plan membership also makes the Plan even more secure and sustainable.

In these uncertain times, CAAT has more to offer than ever before. I'm proud of work we are doing at CAAT and I would sincerely appreciate your assistance in getting the word out. Please share this article with your personal network today.

**“Helping more Canadians have financial security in retirement and allowing employers to offer defined benefit pensions on a cost-effective basis with no financial risks – is solving a major issue for Canada.”**

## KEY TAKEAWAYS

1. The CAAT Plan is well-funded by design and ready to weather uncertain times.
2. The Plan is independent and expertly managed to deliver sustainable pension benefits.
3. Joint governance structure helps to keep pensions secure.
4. Opening the Plan up to other Canadian workplaces helps us all

## REFERENCES

- <sup>1</sup> “Seeking Sustainability in American Public Employee Pension Systems,” by Clive Lipshitz and Ingo Walter, *The Journal of Portfolio Management*, November 2020. [c|A](#)

responsabilité partagée en vue d'assurer la solvabilité future des prestations<sup>1</sup>. »

Les participants du Régime des CAAT et les employeurs appuient la gouvernance paritaire. Parmi les répondants ayant exprimé une opinion, 97 % des employeurs interrogés étaient tout à fait d'accord ou d'accord pour dire que les intérêts des employeurs sont bien représentés par la structure de gouvernance paritaire du Régime; 95 % des participants actifs et 98 % des retraités interrogés ayant exprimé une opinion ont fait de même.

## UN AVENIR MEILLEUR

Enfin, notre objectif visant à offrir notre solution de retraite à tous les lieux de travail canadiens devrait être célébré et partagé. Aider un plus grand nombre de Canadiens à bénéficier d'une sécurité financière à la retraite et permettre aux employeurs d'offrir des pensions à prestations déterminées de façon rentable et sans risque financier - voilà ce qui résout un problème majeur pour le Canada. Comme je l'ai déjà dit, l'augmentation du nombre de participants au Régime rend celui-ci encore plus sûr et plus durable.

En ces temps incertains, le Régime des CAAT offre une solution de retraite plus importante que jamais. Je suis fier du travail que nous accomplissons et je serais sincèrement reconnaissant de votre aide pour faire passer le message. Merci de partager cet article avec votre réseau personnel dès aujourd'hui.

## POINTS CLÉS À RETENIR

1. Le Régime des CAAT est bien financé et prêt à faire face à ces temps incertains.
2. Le régime est indépendant et géré de manière experte afin de fournir des prestations de retraite durables.
3. La gouvernance paritaire assure la sécurité des prestations.
4. L'accueil de nouveaux employeurs canadiens est avantageux pour nous tous.

## RÉFÉRENCES

- <sup>1</sup> *Seeking Sustainability in American Public Employee Pension Systems*, par Clive Lipshitz et Ingo Walter, *The Journal of Portfolio Management*, novembre 2020. [c|A](#)



To reach administrative professionals in Ontario's colleges through *College Administrator*, please contact

**Jeff Kutny**, Marketing Manager

Phone: 866-985-9789 • Fax: 866-985-9799 • E-mail: [jeff@kelman.ca](mailto:jeff@kelman.ca)



## Linda Franklin, CEO of Colleges Ontario, Launches Leaders and Innovators Virtual Conference

OCASA is offering its annual Leaders and Innovators conference via a series of webinars, free to OCASA members, that began on September 30 and which will continue until mid-May.

The virtual conference replaces the in-person conference that was originally scheduled for September 28-30 in Niagara.

The virtual conference kicked off September 30 with a keynote from Linda Franklin, CEO of Colleges Ontario. Linda spoke to a record-breaking audience about “Where are we, and where are we headed?” Linda typically provides her astute outlook for the future of our sector at the conference, and this year, her observations were even more valuable.

In her presentation, Ms. Franklin predicted that colleges would play a strong and expanding role in efforts to kick-start Ontario’s economy.

Other presentations in the conference series included the very popular Presidents Panel October 15; a Vice Presidents Panel November 5; and on November 10, a bargaining update with Graham Lloyd, CEO of College Employer Council and an update with CAAT Pension Plan CEO Derek Dobson.

The conference continues in the new year, with the OCASA awards event and a 2021 outlook presentation from MaryLynn West-Moynes, President of Georgian College and currently VP Committee of Presidents, in January; the Chairs Summit in February; a presentation on “Antiracism and the Role of Post-Secondary Education” by Dr. Kaleb Patrick of Central Michigan University in March; a 2021 college sector outlook in April, and a presentation called *Secrets to Career Satisfaction* by Laurie Sanci in May.

All sessions are one hour in duration and begin at noon. Additional information and updates on the sessions will be provided through the OCASA member news by email.

The sessions are free to OCASA members. Non-members may attend any presentation for \$30.

Participants in the Presidents’ Panel included Claude Brulé of Algonquin College; Bill Best of Cambrian; Chris Whittaker of Humber; and Audrey Penner of Northern.

The panel of Vice Presidents included David Coward, Vice President Human Resources at Georgian College; Laurel Schollen, Vice President Academic at Seneca; and Neil Buddell, Vice President of Student Services at Centennial College.

In 2021, OCASA will be monitoring the situation closely. If professional development budgets are reinstated in a timely manner, OCASA plans to host a live conference in the fall. If a live conference in 2021 is not possible, OCASA will again offer a virtual conference, free to members.

## OCASA Adds Flexibility to Mentorship Program

OCASA has launched a new style Mentor Program, open to all members, to help career growth and development.

Each mentee receives four sessions of 45 minutes duration over a 12-month period, where they can meet virtually or in-person with one or more mentors to discuss a topics relevant to their careers.

Each mentor commits for the same time period. This is a relatively small time commitment to make it easier for busy professionals, and the program is managed easily online. The first mentor/mentee cohort is already in process. Those interested in taking part either as a mentee or mentor are asked to contact the OCASA office.

## Rodney Employment Law Provides OCASA Legal Service



Jordan Rodney



Miriam Anbar

Legal services for OCASA members is now provided through Rodney Employment Law of Richmond Hill.

The OCASA member benefit provides two hours of access to legal counsel for issues related to employment.

At Rodney Employment Law, both President Jordan Rodney and legal advisor Miriam

Anbar have extensive experience in employment law. Both have spent many years in corporate environments – including experience as HR professionals – and can provide excellent legal advice for OCASA administrators. Rodney Employment Law is affiliated with **MaxPeople**, a highly experienced Human Resources Consulting firm.

OCASA members can access the legal services at any time for either advice or representation. OCASA covers the cost of the first two hours of the service, and if any further legal assistance is needed, OCASA members enjoy a discounted rate.

The service provides professional advice for members on employment issues involved in administration of duties and in their own role as employees.

Information provided by an OCASA member to Rodney Employment Law is privileged and confidential. Only statistical information is disclosed to OCASA in a manner that does not breach solicitor/client privilege. Throughout the process members have full control of the process. No action is taken without the member’s explicit agreement. Additional details are provided on the OCASA website. Since 2013 the service had been provided by Ella Forbes-Chilibeck of Forbes-Chilibeck Employment Law. Ella is now Director of Faculty Relations at the University Western Ontario.

# REMOTE PROCTORING MADE SIMPLE

Take your online learning and assessments to the next level!  
Host your customized tests and exams using our secure  
and easy-to-use remote proctoring solution.



CONTACT [INFO@VRETTA.COM](mailto:INFO@VRETTA.COM) TO LEARN MORE AND GET STARTED.

VRETTA.COM



Vretta

+1 (866)522-9228