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Cover photo: Ellie Van Tienen in the auto shop. Ellie is in the second year of Mobile Power Technology program at Cambrian College. Photo by Maria Villa, courtesy of Cambrian College.

**EXECUTIVE DIRECTOR**

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

**ASSOCIATE EXECUTIVE DIRECTOR**

Laine Atkins  
1-866-742-5429 ext. 108 [laine@ocasa.on.ca](mailto:laine@ocasa.on.ca)

**CONTRIBUTING EDITOR**

Bill Swan  
1-866-742-5429 [bill.swan@ocasa.on.ca](mailto: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](mailto:info@ocasa.on.ca) [www.ocasa.on.ca](http://www.ocasa.on.ca)

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[www.kelman.ca](http://www.kelman.ca) [info@kelman.ca](mailto:info@kelman.ca)

Managing Editor: Katie Woychysyn  
Design/Layout: Dia Chea  
Advertising Sales: Jeff Kutny  
Advertising Coordinator: Stefanie Hagdiakow

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**Sara Budd**  
Manager, Degree Program  
Partnerships, Georgian College

**Sara Budd**  
Gestionnaire, Partenariats des  
programmes d'études, Collège Georgian

## HOW DO YOU PREPARE FOR CHANGE?

The theme for the OCASA Leaders & Innovators Conference last June was change: how we deal with it, how to try to manage it, how to prepare for something that is unpredictable.

Today's world of change is nothing if not unpredictable. The success of the theme was such that we felt it worth repeating and sharing with a wider audience. Of course, it would always be best to attend the conference and get everything first hand, but realize that is not always possible. This issue features some key points from the conference. In the article CHANGING TIMES, (page 6), Contributing Editor Bill Swan provides some of the suggestions emerging from the always-popular Presidents' Panel, as well as methods of preparing professionally and personally for the change that cannot be predicted.

Continuing in this theme are articles by Career Corner columnist Brian Desbiens on challenges of change he has experienced as faculty, administrator and college president, and provides some advice that may help keep you anchored when all around you is in flux.

On a related theme, and part of the change now underway from the Ministry, is ongoing alterations to apprenticeships, with the possible increasing involvement of colleges who through increased involvement could have the power to smooth out and simplify the field for those entering skilled trades and apprenticeships.

As well, this issue continues with our newest regular feature OUR JOURNEY, in which S. Brenda Small, Vice President of the Centre for Policy and Research in Indigenous Learning at Confederation College, provides an overview of how commitments by colleges have lead to huge advances in academic success of Indigenous students.

Finally, on the OCASA PD Conference: think now about attending next June. Our volunteer committee has started planning already. If you have topics you would like to see included for either workshops or speakers, let us know. It is your conference, designed to meet your professional development needs.

Sara Budd  
OCASA President [C|A](#)

## COMMENT VOUS PRÉPAREZ-VOUS AU CHANGEMENT?

En juin dernier, le thème de la Conférence des chefs de file et des innovateurs de l'APACO était le changement : comment y faire face, comment essayer de le gérer, comment se préparer à quelque chose d'imprévisible.

Et le monde du changement d'aujourd'hui est tout sauf prévisible. Le succès de ce thème a été tel que nous nous sommes dit qu'il valait la peine de le répéter et de le partager avec un plus grand public. Il est bien sûr toujours préférable d'assister à la conférence et de tout obtenir en personne, mais nous réalisons que ce n'est pas toujours possible. Ce numéro présente quelques points clés tirés de la conférence. Dans l'article CHANGING TIMES, (page 6), le collaborateur à la rédaction Bill Swan présente quelques-unes des suggestions formulées par le toujours très populaire Comité des présidents, ainsi que des méthodes de préparation professionnelle et personnelle au changement imprévisible.

Toujours sur le même thème, le chroniqueur de la Foire aux carrières Brian Desbiens présente des articles portant sur des défis de changement qu'il a vécus en tant que professeur, gestionnaire et président d'université. Il offre aussi quelques conseils qui peuvent vous aider à rester ancré(e) quand tout est en mouvement autour de vous.

Dans le même ordre d'idées, et dans le cadre du changement actuellement en cours au sein du Ministère, se trouve la modification continue des programmes d'apprentissage qui pourrait offrir une participation accrue aux collèges, leur donnant le pouvoir d'adoucir et de simplifier le domaine pour ceux qui commencent un métier spécialisé ou un programme d'apprentissage.

De plus, ce numéro se poursuit avec notre plus récent article régulier, OUR JOURNEY, dans lequel Brenda Small, vice-présidente du Centre for Policy and Research in Indigenous Learning du Confederation College, donne un aperçu de la façon dont la participation des collèges a mené à d'énormes progrès dans la réussite scolaire des étudiants autochtones.

Enfin, pensez dès maintenant à assister à la conférence de perfectionnement professionnel de l'APACO, qui aura lieu au mois de juin prochain. Notre comité de bénévoles a déjà commencé à en faire la planification. Si vous voulez que certains sujets soient couverts par des ateliers ou des conférenciers, faites-nous-en part. Il s'agit de votre conférence, conçue pour répondre à vos besoins en perfectionnement professionnel.

Sara Budd  
Présidente de l'APACO [C|A](#)

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By Bill Swan  
Contributing Editor

# CHANGING TIMES

The world around you is changing. Are you ready for the challenge?

**T**he times they are a-changing.

So sang Bob Dylan in his 60s folk rock hit. And still they are a-changing. Even the change itself is changing, speeding up, in ways that flower children could never have imagined.

Computers, from 5G to AI to dynamic simulations and a whole lot of stuff that hasn't yet been invented is always with us these days. Stirring the pot even more are the political reverberations as society wrestles with a totality that is beyond the comprehension of any one individual.

Ever hear of Brexit? Or the U.S. China trade scuffles? And since we've mentioned 5G, how about Canada and Huawei Technologies, an item that – at the time this is written – has entered the October election.

You're undoubtedly not only dealing with the change, but also trying to anticipate what the next couple of months or couple of years might bring.

The frightening part is that the change may be beyond what you can imagine. Think you are on top of the digital revolution? 5G Internet will provide Internet speeds 100 times faster than we have now, enabling applications as wide as the human imagination.

Yet, as we continue to be prepared for that illusive, whack-a-mole of technology, putting all our adaptive energy into that preparation may be lining up for even greater challenges.

In a workshop at the OCASA Leaders & Innovators Conference in June, Rebecca Sutherns of Sage Solutions had this advice: be ready for anything. If you are perfectly prepared for only the most obvious possibility, you may not be flexible enough for what does come down the pipe.

Sutherns uses a tennis analogy: "If you stand with your knees locked, you can't move – you're locked in." That may be the perfect posture for the one shot you are ready for, but for any other shot you have no chance.

"But if you are on the balls your feet, bent knees, you're ready to move."

It is a strong metaphor for dealing with change: dynamic flexibility, readiness to respond to whatever the fates, the economy or demographics may throw at you. Change can come from any direction – or even madly from all directions at once, somewhat like Stephen Leacock's rejected lover.



Photo courtesy of Centennial College.

**Demographics:** In its 2017 report Fiscal Sustainability of Colleges, PriceWaterhouseCooper was blunt. While 80% of students attending colleges are between the ages of 18 and 24, "The Ministry of Finance projects that across Ontario, the size of this age group will decline by 7.3% between 2015 and 2025." Colleges are dealing with that now.

**Computers:** In the Fall 2008 edition of this magazine, Ken Hudson, then with Loyalist College, put it this way: "Many of the advancements that are to come are beyond the visible horizon and dependent upon technologies that have not yet been invented." Along this line, prepare for what can't be predicted,



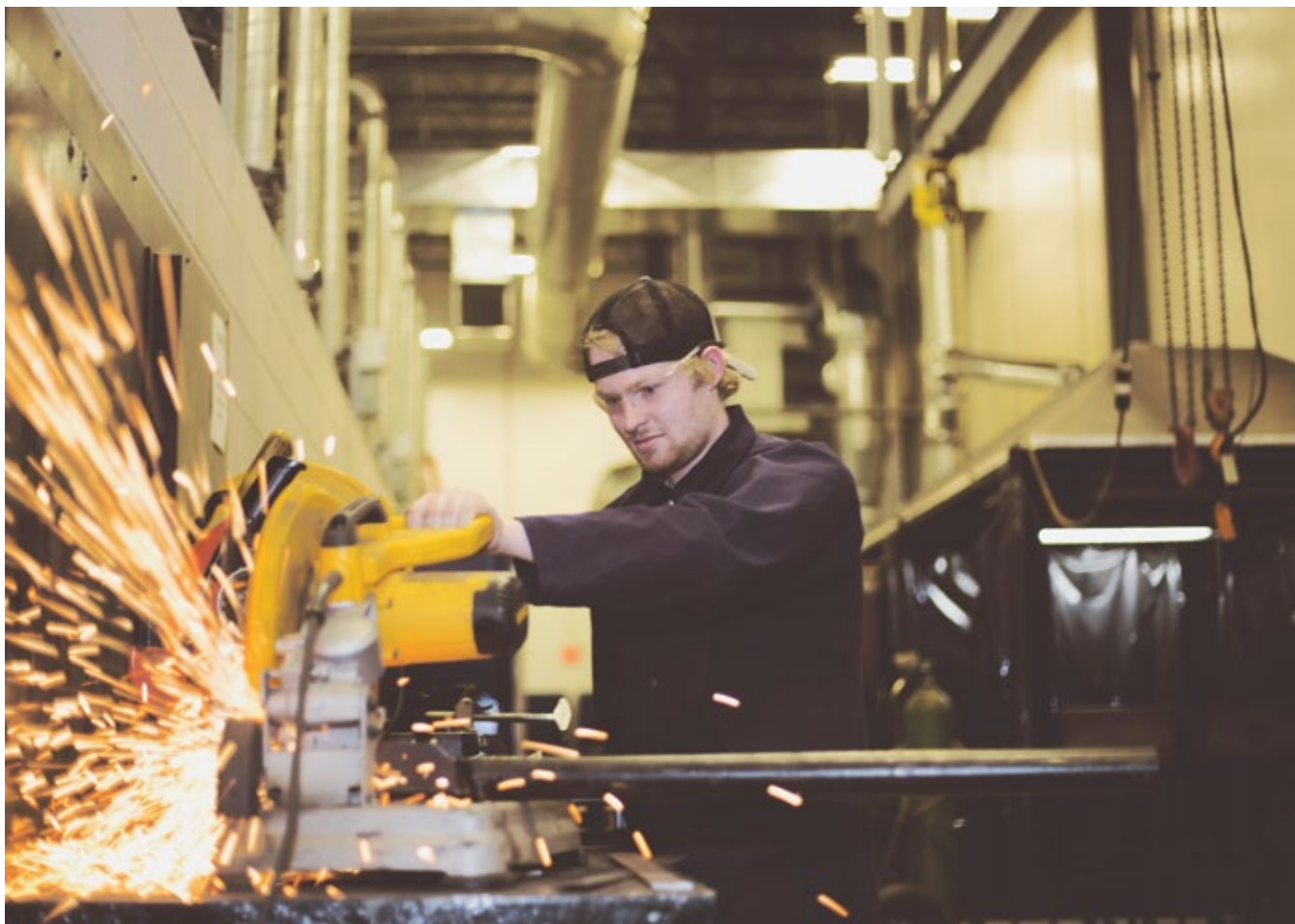


Photo courtesy of Loyalist College.

and be prepared for that change to enter warp speed. Or to put it another way, at 5G speed.

**Politics:** World wide, election results show clearly that electors, from U.K. and Brexit to U.S. and Trump, have expectations that are clearly different. This may be predictable as politicians strive to deal with the same massive changes, but federal, provincial and local reactions are more likely to end up sooner rather than later on your desk. Prepare new metrics, attempt efficiencies, and emphasize jobs, jobs, jobs.

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“Colleges offer  
career-oriented education to assist  
individuals, to meet  
the needs of employers and  
to support the  
local economy.”

---

Colleges can no longer stand, knees locked, waiting for those high school students to arrive in that sweet spot. Demographics dictate that recruitment may never be same-old, same-old.

At the OCASA PD Conference Presidents’ Panel in June, Fred Gibbons, President of Northern College, put it this way: “We have gotten very, very good at recruiting students directly from high school. We know where to access them right in the high schools. We know their interests.”

But an increasing portion of students is older, with different backgrounds. “We have not figured out how to access them,” Gibbons said. “They’re not conveniently located in a classroom where you can speak to them. They’re in the community. They’re spread out. They’re diverse. They have many, many interests. Many are working. That’s a nut we have to figure out how to crack.”

International recruitment has helped significantly. At Georgian, located in Barrie and Orillia and outside of the dominating GTA, the international students made up 27% of enrollment. However, if you assume that has become the new normal, then you just have not been carefully watching international politics and trade patterns. The U.S. and China trade negotiations have a certain air of unpredictability about them, and at this writing the world is awaiting the reverberations of Brexit.



All of which is interesting, but what does that mean for you and your day-to-day challenges?

From the Ontario Colleges of Applied Arts and Technology Act, 2002:

“The objects of the colleges are to offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities.” 2002, c. 8, Sched. F, s. 2 (2).

In other words, the job of the colleges is jobs, careers and community.

Peter Devlin, President of Fanshawe College – and retired Commander of the Canadian Army – told the conference that a strength of the colleges is their ability to join forces to meet change. “What is magic about this sector are the people and the relationships and the respect that colleges have for each other. While there is friendly competition, there is also an amazing level of cooperation and sharing which will allow us to excel.”

It’s more than theory. At the OCASA Conference, Fred Gibbons, president of Northern College, cited the Northern Colleges Collaboration, in which six colleges use a common business curriculum across a shared platform. Beginning in 2016, the faculty and deans of the colleges involved developed the curriculum, enhanced in the second

year by a learning management system and web-based conferencing. These colleges include Collège Boréal, Cambrian College, Canadore College, Confederation College, Northern College and Sault College.

In this issue, OUR JOURNEY column cites the collaboration in which eight colleges, seven universities and one Indigenous Institute have joined forces to assist Indigenous students achieve their educational goals.

Said Gibbons: “It’s always a coalition of the willing that want to get together. They see a common problem or a common opportunity or the shared common vision, and they decide to put the competition aside and look at helping collaborate towards a better end.”

What changes can we expect in the immediate future?

Elsewhere in this issue we talk about skilled trades and apprenticeship. Since our first look at that one year ago, we have seen the closing down of the Colleges of Trades (winding up at the end of this year). It has been pointed out that the only time the colleges were mentioned in the 2018 provincial election was in connection to apprenticeship, so one can easily predict there’s more to come. Maybe. (See story on page 9.)

The metrics of a new funding formula will unfold in the next few months, and that itself could be challenge or opportunity. Or even reward, if it emphasizes what colleges have always done well, which is turning out employable graduates.

Lurking in the uncertainty of today’s economy are both challenges and opportunities.

Challenges may come from areas we cannot yet see. Society’s demand for micro-credentials and rapid response to training and upgrading needs may see colleges competing more directly with private colleges and online sources, according to David Fulford of Colleges Ontario.

And opportunities. MaryLynn West-Moynes, President of Georgian College: “I believe that Ontario colleges should have the right to give degrees in nursing. It’s an important advocacy agenda item for Ontario.”

Any administrator must be prepared for the Black Swans: those things that could not have been predicted. Being prepared even for the unknowable is not enough. Most of the time, you must bring stakeholders along with you. Consultation might include advisory committees, students, other departments up and down the food chain, and, of course, your staff.

Once the issue is defined, says Rebecca Sutherns, listen to those stakeholders. “That’s the number one tip.” Often, she says, people don’t want to talk to stakeholders, maybe because they have their mind set and don’t want to hear from people who have other ideas.

“But do the work. Be curious about what’s going on. And listen for what’s underneath what people are saying.”

Change is coming, and administrators will be the ones to make it work. That’s you.

So keep your knees bent; keep on your toes. Be ready for the unexpected. **CA**

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By Bill Swan  
Contributing Editor

# APPRENTICESHIP TRAINING:

## Skilled trades training as old as history but changes needed to meet today's needs

When U.S. President Donald Trump first tackled the thorny U.S. issue of health care, he remarked: “Nobody knew health care could be so complicated.”

In Ontario, the same might be said about apprenticeship training: it's complex.

The number of stakeholders includes industry, contractors, government regulation, small contractors, unions and a wide variety of individuals seeking to begin or complete apprenticeships. Get such a variety of groups and interests in any project and complexity will grow.

Even back in the 18th century BCE – and we're talking 3,800 years ago – Babylonian law required artisans to teach their crafts to the next generation, says the online Encyclopedia Britannica. Even then, maintaining the skills of the craft were balanced against the need to ensure a supply of tradespersons to keep the economy humming.

Today, the threat of shortage of skilled trades has been an issue for the past decade. Those baby boomers at again, this time finally retiring in numbers sufficient to cause a market blip.

Two issues appear to be involved. One is the complexity of the apprenticeship system; the other is lack of awareness of the potential of a career in skilled trades, both financially and in job satisfaction.

Earlier this year, the government announced plans to wind down the College of Trades by the end of this year. The ministry has promised to improve services for apprentices through financial support and by “developing a new client-facing one-window digital portal for apprentices.”



Photo courtesy of St. Clair College.

Step two was announced September 23, as the final version of this edition was nearing completion. Hon. Ross Romano, Minister of Training, Colleges and Universities, appointed two advisors to lead consultations with industry and stakeholders. As Training Skills Advisors, Adam Melnick and Andrew Pariser will make recommendations to the Minister to modernize the skilled trades and apprenticeship system over the next two years.

The Minister said they will consult employers, apprentices, skilled tradespeople, and training providers in an effort to “make meaningful changes to the current system.”

The challenge facing them is significant, and includes encouraging more young people to enter skilled trades; maintaining the quality of those skills; adapting to new technology; and responding to needs of a variety of stakeholders, including colleges, private colleges, unions and others involved in training.

Those seeking apprenticeship training now must pick their way through dozens of paths to landing an apprenticeship: each skill has its quirks, and training is offered through colleges, private colleges, and unions. Applicants often must navigate this system without the full range of supports provided to postsecondary students.





Wayne Ostermaier, Dean of Marshall School of Skilled Trades & Apprenticeship

Simplifying the entry system could be one step in the process. The Ontario Chamber of Commerce suggests "... leveraging the Ontario College Application Service (OCAS) to provide both candidates and employers with an electronic, single-entry access to the apprenticeship application and registration process."

At present, most are required first to find a job as an apprentice to a certified practitioner – and only then register for the apprenticeship.

"We need a one-stop shop process from start to finish," Wayne Ostermaier, Dean, Marshall School of Skilled Trades & Apprenticeship at Mohawk College, told College Administrator in an interview. A system "where they can come into the college and find somebody to ask what is my next step here?"

However, before applicants can apply, they have to be aware that apprenticeships exist. Over the years, training in skilled trades has been de-emphasized. "Thirty, forty years ago in high school," says Ostermaier, "you'd have all types of activities: electrical for six weeks, eight weeks of carpentry... We got away from that."

It has contributed to a skill deficiency. "Students come in and want to be part of engineering. They've never picked up a hammer or any type of tool, so we build that aspect in tool training."

As well, David Francis, Dean, School of Applied Sciences, Skills and Technology at Loyalist points out the lowering of awareness. Young people graduating from high school don't have an image of skilled trades as a career.

"Not everyone in the high school knows what the apprenticeship model is," he says, but adds, "There have been a lot of good initiatives such as the OYAP (Ontario Youth Apprenticeship Program), skills competitions through Skills Ontario, and programs targeted at encouraging women and indigenous people to enter the trades."

Even with awareness, and before registering – which as it stands requires the applicant to first get hired as an apprentice – the elephant in the room still may be the image of skilled trades. Wayne Ostermaier says that the skilled trades are seen as "the rough and burly individual who goes to work and comes home covered with soot."

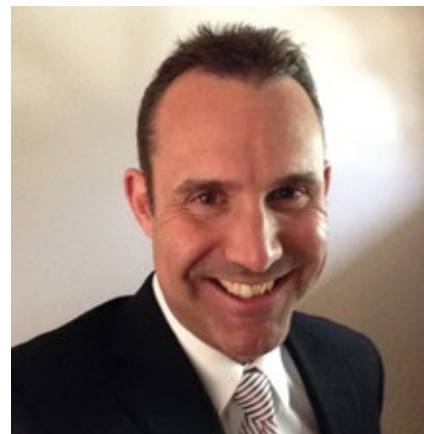
"But technology is changing quicker and quicker," he says. "We almost have autonomous cars now," and a service technician works heavily with computers. An example: our cover photo this issue features Ellie Van Tienen, a second year student in the Power Motive Technician program at Cambrian, who enrolled in her course after successful courses in high school.

Achieving that transition depends on the counselling available in high school. David Francis says a well trained guidance counselor would be able to outline the postsecondary options, and provide an outline of the demands of an apprenticeship and the need for a contract with an employer.

Not all counsellors have that training. "No disrespect," says Ostermaier, "Often those who are university-educated may be unfamiliar with how apprenticeship works and the quality of today's apprenticeship training."

The 2016 Annual Report of the Auditor General revealed that fewer than half of the individuals who begin apprenticeship in a compulsory trade complete it. For voluntary trades the drops to as low as 35%.

A frustration for both apprentices and employers is the need for flexibility in delivery. "What type of flexibility exists for employers to bring apprentices on?" asks David Francis. "How do employers release apprentices back to the college and ensure continuation of their operations in the shop? At Loyalist, we use online learning or other technology-



David Francis, Dean, School of Applied Sciences, Skills and Technology at Loyalist College

based learning – including adaptive learning – to more efficiently help people achieve their learning outcomes."

Large corporations have an HR department and a training department to facilitate the hiring of apprentices.

"But the vast majority of our apprenticeships are with small companies," says Wayne Ostermaier. "The employers run the company, are the supervisor, the manager, the business manager, the HR person. They don't have the same level of support mechanisms."

David Francis says: "An apprenticeship contract is really a mutual learning path where both parties are increasingly developing a trust based relationship to get great results."

He sees an advantage for people coming directly out of high school. "These students have time on their side, despite some rise in costs for training and housing. Pre-apprenticeship training options and certificate/diploma programs are a great way to build a bridge to a future high-paying career in the trades."

Apprenticeship is just the beginning. Often overlooked is the overall career path it launches. Wayne Ostermaier started out as an apprentice with Ontario Hydro. "Today I work at a college," he said. "Some who started in industry as apprentices, and now they are deans, associate deans, faculty. Trades are evolving. Many of my colleagues went on to become managers and executives," he said. "Many who started as apprentices have become leaders in their professions." c|A



By Dave Armishaw

Contractor, business owner,  
electrician who lives in Orillia

## A CRAFTSMAN'S VIEW:

The skills needed for trades readiness –  
Versatility, adaptability, problem solving

Contractor, business owner and electrician, who lives and works in Orillia.

It is not difficult to identify what is most relevant to what I'll call trades readiness. The issues employers and entry-level trades employment hopefuls encounter are basic. As a contractor and electrician here is my assessment of what an individual needs to be successful.

Picture if you can how it feels to be a master – someone who has through thirty years or more of experience, achieved peer, industry and consumer respect for knowledge, versatility, problem solving, and a dozen more ways to express career excellence. But we're soon retiring; I'm an anomaly in being actively employed at nearing 50 years as an electrician.

Trade readiness is no longer assumed. Better resumes are not the answer. I was hired for a maintenance position in part because I didn't wear a suit and tie, but my hands showed that I knew how to work. Academic achievement may not be especially relevant; some of the best tradesmen I know are not particularly academic, but they can run a successful construction site. One had a grade three education. Of course, that wouldn't be appropriate today.

Picture with me a Snap-on Truck and off-shore race boat and trailer, gleaming red and parked in a Community College parking lot. My friend, then Co-ordinator of the Marine Technology program, brought the rig, worth probably \$2 million, that he at one time accompanied to races in the southern U.S. as a race mechanic. He wanted to show it to the incoming fall cohort in the marine training program. I watched young people react with almost complete indifference.

There is no clear path to instilling keenness in a generation that has been

media-driven, that equate smarts with electronic game invention. I was fortunate to have worked with the last of the carpenters who used hand tools, and learned how to cut and fit boards before precision saws were invented. I wore work boots with pride because I attached value to the skills that were patterned.

I've watched two young employees mature into great trades people. They were resourceful, interacted well with customers and contractors, made good use of tools and material, accepted constructive criticism well, identified and responded to challenges with imagination and determination. I've been grateful and supportive. Their background included opportunities to work with tools, and understanding that their attentiveness to the task had a direct connection to the profitability of the employer.

In my opinion as an employer, pre-apprenticeship training has made a significant impact on both of these individuals. Their readiness and early improvement was exciting to experience. Their time spent in the shop with master tradesmen was extensive and effective.

Their time spent in the pre-apprenticeship was much less for individual number three, who spent nine months at a traditional institution which offered three hours of shop time a week. I ultimately did not offer this third individual an apprenticeship, since after six weeks of guidance he was still making elementary mistakes. He had shown no real interest in the work, and hadn't purchased any tools (not for lack of funds). He had spent two

years working on a science degree, so academic ability wasn't in question.

The role of the technician and technologist has made considerable impact on skills delivery, especially in the automotive, electronics based, and air conditioning fields.

A tradesperson experiencing an apprenticeship is a significantly different experience, as the skills are learned during the progress of work from knowledgeable masters, a challenging process less dependent on textbooks or manuals. Versatility, adaptability, problem solving, and improvisation, are today still critical to my success as a highly valued tradesman.

What can be done to improve the rates of success of aspiring apprentices, where the gatekeepers are the contractors? Contractors hire in a busy economy, and this year in Ontario opportunities have come as large firms receive contracts, and small contractors like myself add a new motivated member, most often through recommendations. In some cases, practical work experience in a different field precedes trades employment.

I can't speak for all sectors of skilled trades, but I can speak for myself and the owners I deal with. Regardless of the size of the company, employers value high school practical work placements and work experience – and it does not need to be trade-related. Bluntly, nine months in a college pre-apprenticeship won't produce a successful apprenticeship from a youth who struggles to get out of bed before lunch and will have hurt feelings if a supervisor raises his voice. Employment with McDonald's during high school teaches a great deal about appropriate behaviour in the workplace. [C|A](#)





**By Brian Desbiens**  
Past President Sir Sandford Fleming College  
Former Counsellor at St. Clair College

# WORKING WITH CHANGE

Dealing with change is one of our great life opportunities and challenges both in our personal development and in our careers. It is how we adapt to these forces that are key to our success.

As a child we had to learn to walk and talk. Then we had to adjust to how our bodies changed as we grew in strength and dexterity. As we age our bodies change again and as adults we become more aware of our losses, whether it be of strength, hair, hearing or sight. Each of us have different paths but all of us will have to cope with physical, social, psychological and career changes.

My golf game for example is very different today than it was 50 years ago. Then I just gripped the club and swung as hard as I could and hoped the ball went straight. With each year that passes, I can see I cannot hit the ball as far but I am playing a better game. I have learned much about how to deal with the challenges on a golf course. I have gained skills and experience to cope with the various trouble one can encounter. I can still have success but I might have to adjust my expectations for example playing from the shorter tee boxes because I just can get overwhelmed if I play from the back tees.

So it is in our careers. We have to acquire skills, adapt to the challenges and opportunities that arise based not just on what competencies we have gained but also what experience in what circumstances we have learned works best.

Another way to look at things is by using a canoe analogy. When we start out we need a destination, a plan on how to get there, supplies and tools to



Photo courtesy of Fanshawe College.

sustain ourselves (like life preservers). As we travel everyone has to play their role in paddling so we can get to our destination. Along the way the water may require a change in direction so the plan has to change and everyone in the boat may be asked to do things a bit differently. We may even have to portage over a strip of land to get to the place we want to go. This may require us to unload the boat and carry things rather than paddle. Once on the other side we will have to repack the canoe and start out again – but we most probably will have to reassess where we are at. Sometimes you even get a leak in the boat and have to take time to fix it. This is often done after a stage of the trip or at the end. Regardless, canoeing takes you to new places you have not been to before.

There is a Chinese saying: “When the wind blows you should build a wind mill not a bunker.”

In most circumstances of change there are opportunities and/or challenges or positive and negative aspects. For example, when we have a new supervisor we can accept them as someone from whom we can learn new things based on their experience and knowledge or we can see them as someone who will upset our apple cart by asking us to change the way we do things. Our attitude can certainly shape the type of relationship we form with them. Our attitude affects our adaptation.

Certainly a change in supervisor will create anxiety in anyone. We know from psychology that a certain amount of anxiety is good for us. It can make us more aware, more productive, give us a stimulus for improvement. Too much anxiety and our performance can get effected negatively. We can even get sick.

As I go about my coaching I see individuals, teams, and institutions that are thriving in today’s environment and others not doing so well.

The threats are many. Other articles in this magazine list some of today’s challenges: the digital revolution, demographics, political environment, international students, changing employment demands, performance based funding, micro-credentials, online delivery, and the list goes on.



Photo courtesy of Georgian College.

In my experience with the college system for the past 50 years, change is constant. I cannot remember any era where we were not asked to do more, in new ways, with different populations. For example, in the early 70s, colleges were asked to take on nursing programs. This was not a choice many nursing leaders wanted. Then two decades later the diploma nursing program was changed to a degree program and colleges were asked to work with university partners to deliver the B.Sc.N. Now many Colleges want the programs back in the colleges. The waves come in, then go out, then come back in. Adult Retraining, Apprenticeship, Corporate Training all have had their day and morphed into new ways to deliver applied education.

But there are many opportunities along with the threats. For example when the college system took on Diploma Nursing, the effect was a tremendous explosion of other allied health programs in the colleges.

Today we see the expansion of international education on every campus in the province. It once was a small group of international students coming to our campuses. No one would ever have thought that international students could be 25% to 40% of a college’s full time student enrolment. Nor that the majority would be from Asia with such different cultural, linguistic,

educational backgrounds let alone eating and accommodation needs. Yet many colleges simply would not be able to sustain themselves without the resources that come from this revenue stream.

So if change is continuous, and one could even make an argument that it has speeded up recently, how best can an administrator deal with this?

First I must share some of my beliefs regarding change.

- If you are on the front lines you usually have much more operational day-to-day activities that preoccupy your time and thinking. Change is specific to tasks that need to be done immediately.
- The higher up in the organization your position the longer range you are expected to think and thus identify the changes needed. Often things are more general and directional.
- Change comes from within and outside the organization. When governments change they inevitably change programs priorities. Leadership in a college brings new views of the world and what is needed.
- The worst kind of change is top down or bottom up only. Change is at its best only when top and bottom work together to define a problem and jointly decide on a direction.
- Resistance to change is not all bad. Good resistance can help shape things





for success by providing warnings of what needs to be considered.

- Change in culture is hard and takes a lot more time than change in process and technology.
- Establishing a clear doable realistic plan of action that is fully communicated makes a huge difference if everyone can see what their role and work is and what they are contributing too.

The best advice we at Fleming ever received was in the mid 90s, when during a recession college budgets were cut significantly and we had to find 20% reduction in costs. One consultant said that Senior Administration had to have a vision and plan on where the institution had to go but they had to lay out a DOABLE plan for each segment of the organization. In other words, make the plan practical and break it down into the sequence of steps that will get us there.

Unfortunately, today many challenges seem insurmountable in scale and scope. Many people feel they are just holding on for dear life.

#### WHAT ARE THE THINGS THAT AN ADMINISTRATOR/LEADER SHOULD CONSIDER DOING?

1. Identify what is coming and prepare for it in your specific area of responsibility especially thinking about the consequences for your staff and self in each action contemplated.
2. Embrace the opportunity not just the threat.
3. Obtain the essential professional development and training needed to have the skills necessary.

“I cannot remember any era where we were not asked to do more, in new ways.”

4. Establish a network of colleagues from which you can learn and garner support.
5. Get the right information. Do not react to the rumor mill or misinformation.
6. Establish a team approach with the essential tools in place to meet, communicate, identify issues, track and monitor progress and assess outcomes.
7. Establish a pace of change based on circumstances. Not everything has to be done today. Prioritize and let yourself and others know what needs to be done by when. In a crisis, act immediately. If you have time to plan, consult, reflect, then do so. Urgency exhausts your staff; being productive energizes.

#### PERSONALLY, WHAT SHOULD YOU CONSIDER DOING?

1. Focus on work life balance. Change often throws off one’s balance.
2. Find a mentor or coach you can talk to honestly, especially about the scariest topics.
3. Identify the training or education needed and obtain it.
4. Use vacation to re-energize yourself.
5. Maintain fitness, nutrition, sleep and sex life.
6. Consider a career change. Often a new job can be the best option rather than being stuck in an unsuccessful circumstance.

#### SOME MYTHS:

1. Youth want change and elders don’t. Actually, while youth may have new ideas on how to do things, many in today’s new generation want better life balance and are not prepared to give up their entire life for the job.
2. New Senior Leaders are hired to make changes immediately. That’s true only in a crisis. When I started as a new college president I asked a veteran president how fast I should make changes. He said, “How long do you want to be a president?” Being disruptive early in your term usually causes a lot of residue that is hard to overcome in the long term.
3. Technology is the major driver for change. It is a means to do things faster and in new ways but it is people who will make technology effective. New technology requires extensive training. Getting new technology is easy once you have the resources; getting staff to use it to its full benefit is the real challenge.

#### SOME TRUTHS:

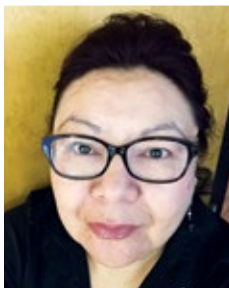
1. Change is constant and inevitable so why not embrace it.
2. Big change is disruptive.
3. There is a place for you but you have to be proactive to embrace change and learn how to flow with it, which means garnering a full understanding of what is needed and then putting yourself in a place that is essential for change to work effectively.
4. Get the right training and tools for you to do the job.
5. Surround yourself with excellent people who have the capabilities to deliver today and tomorrow.
6. Real change is collaborative so we often need to put ourselves aside and think about the WE.

Change may be disruptive, threatening, challenging but can also be re-energizing and exciting. Your career journey will inevitably include change whether you stay at the same institution, same role or not.

It is up to you to act and make things work. You may have to make some tough choices along the way but when you look back you will want to know you took charge of your journey. [CJA](#)







**By S. Brenda Small, B.A., LL.B**  
Vice President,  
Centre for Policy and Research in Indigenous Learning,  
Confederation College

## PREPARING FOR AND DEALING WITH CHANGE

When you can get your college diploma *and* a university degree over four years instead of the usual six years, not only are you efficient, you are part of a changing system. Indigenous learners who are successfully completing their diploma and university credentials through new pathways are also pursuing graduate studies.

This is happening because a small group of Indigenous and non-Indigenous educators, committed to building pathways, have been quietly working together over four years. These pathways are increasing access to postsecondary credentials through transfer, direct pathways, and 2 + 2 articulation agreements.

These emerging pathways reflect a highly collaborative process where representatives across the Indigenous Studies sector in Ontario began a much-needed conversation. Initially, in 2013-2014, Confederation College, First Nation Technical Institute (FNTI) and Trent University determined that building Indigenous learner pathways would provide individuals and communities with critical support.

The Centre for Policy and Research in Indigenous Learning (CPRIL), established at Confederation College in 2013, sought out Trent University for potential collaboration in the field of Indigenous Studies. Trent, recognized for its Indigenous Studies programming in undergraduate and graduate programs, was keen to pursue initiatives. Shortly afterwards, Trent invited FNTI to join the conversation making this initiative inclusive of Aboriginal institutes, colleges and universities, among like-minded advocates with expertise in Indigenous Studies in Ontario.

In 2013, the Centre applied to the Ontario Council on Articulation and Transfer (ONCAT) for a grant to support the development of Indigenous learner-centred transfer and articulation agreements. The initial pathways project led by the 'First Circle' began in 2014, enabling graduates from Confederation Colleges' Aboriginal Community Advocacy Diploma Program to enter the third year of the Bachelor of Arts Degree Program in Indigenous Studies at Trent. In the first year of implementation, six Indigenous learners were able to transfer to Trent with four completing the 2 + 2 articulation agreement. Four out of six transfer students completed their studies in the first cohort of this new pathway. Two are presently pursuing their advanced degrees.



Orange Shirt Day. Photo courtesy of Cambrian College.

From 2016-2018, eight colleges and seven universities throughout Ontario joined this work through the 'Second' and 'Third' Circle pathways projects. The results of which were new partnerships and more opportunities for transfer. The 'Fourth' Circle in the past year enabled all partners to evaluate the existing and emerging pathways with a view to confirming wise practices of the model that was developed. The 'wise' practices utilized by the partners proved to be consistently relevant and reliable to developing the processes around pathways. The current phase of 'Knowledge Mobilization' is sharing the results of these pathways project. The centre is now engaged in communicating the results of this work with partners at institutes, colleges and universities to provide Indigenous learners, Indigenous education counsellors, and First Nation education authorities with information about these prospective opportunities.

Creating pathways in these iterative 'circles' goes to increasing postsecondary educational opportunities and supporting access for Indigenous learners. As higher education



Orange Shirt Day. Photo courtesy of Cambrian College.

strategists advanced pathways across the country and student leaders lobbied for greater mobility, transfer and articulation, there had not been a concerted effort to represent the interests of Indigenous learners until this initiative. Further, addressing the low representation of Indigenous learners in the student mobility conversation has resulted in targeted strategies on the needs of Indigenous learners.

Through these pathways, Indigenous and non-Indigenous educators are not only addressing systemic issues regarding the inclusion of learners, they are creating much more responsive learning environments. The ‘receiving’

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**“If few in your family graduated from postsecondary studies, an academic journey may be overwhelming.”**

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institutions are inviting, welcoming and graduating Indigenous learners because of their sound relationships with “sending” institutions. It does not matter if the learner is pursuing university after college or if they are entering college after university. At the core, parties committed to relationship building have seamless transitions, joint admissions, and specific pathways that support Indigenous learners. Some institutions may begin their relationship with a letter of intent that evolves to memoranda of understanding relating to program transfer and specific articulation agreements.

These circle projects are holistic. Not only are educators “meeting learners where they are” they are responsive to “who they are” by recognizing the experiences and needs of Indigenous learners. The relationship processes that underlie these formalized models rely upon Indigenous methodology and principles.

This process grounded in Indigenous ways of knowing and being, included ceremony and respectful relationship building approaches. Each new ‘circle’ in the pathways project began with a customary feast and ceremonial undertakings. When beginning their work together partners affirmed their commitment to Indigenous learners in their own institutions.



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## “Parties committed to relationship building have seamless transitions and specific pathways that support Indigenous learners.”

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Each partner was required to confirm their commitment to Indigenous learners by declaring what it was that they provided through support services, and academic programs. This included available information on resources for orientation, transition, retention, and persistence. Framed by an asset approach the partners affirmed their ongoing commitments along with emerging practices in the field of Indigenous Studies.

In each phase, partners brought their own gifts, that is, their knowledge and experience to the larger table. These circles took on their own identity based on the goals and deliverables of the project in each phase. As the circles grew the principled approach that partners adopted throughout have resulted in substantive relationships that are leading to change.

Beyond the academic focus, each partner committed to addressing the emotional, spiritual, physical mental, social, relational and financial needs of Indigenous learners. These elements combined result in ‘wrap-around’ services that reflect an ethic of care for Indigenous learners based on the Anishinaabe Seven Grandfather Teachings.

These teachings inform the approach to providing wrap around services that will support Indigenous learners when they enter these learning institutions. The student-centred services are integral to discussions leading up to transfer, joint admissions and articulation agreements. This comprehensive approach led to a new 2 + 2 articulation agreement between Confederation College and Algoma University. In this agreement, it is imperative that the relationship between institutions anticipates ongoing support and nurturing of Indigenous learners.

The experience of moving from secondary school to postsecondary learning requires one to be self-contained. The anonymity of being a learner in a large institution is difficult. Initially, finding the ‘right’ program of study and navigating the system adds to the challenge of making it through to graduation. Even if you attended high school in your own community, lived in your childhood home, and were not the first to go to postsecondary in your family, the idea of completing both college and university is daunting. For an Indigenous learner who has grown up in the north without the basic infrastructure to support their educational journey from elementary school through to grade twelve the prospects are difficult. When the learning institution in the mainstream does not recognize you upon arrival, the experience can become marginalizing. Further, one’s academic journey – particularly if few in your family

graduated from secondary and postsecondary studies – may be overwhelming.

While the academic experiences of Indigenous learners are diverse and unique, it is important to consider the economic disparities in the province. These disparities, emphasized by the rural, remote and urban divide has contributed to less opportunities in the north. Opening up access and opportunities for Indigenous learners underscores all of the work in these pathways projects.

Throughout this work partners (administrators, faculty, and student support advisors) at these institutions recalled their own postsecondary experiences in the 1970s through to the 1990s when transfer to another institution required learners to advocate for themselves. One would have to argue for credit recognition on their own. Relying on their transcript one would have to argue with faculty, deans and registrars that their previous academic work was transferrable. The individual learner had the onus of proving that they were a worthy risk for admission at another institution. Identifying pathways as increased access for Indigenous learners was a commonly held priority throughout these ‘circles.’ This is action-oriented reconciliation. [c|A](#)

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 **MOHAWK**  
COLLEGE





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

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



## PENSIONS AND PEACE OF MIND

**W**e're in the business of ensuring lifetime pensions but what we provide is peace of mind.

Belonging to a Modern Defined Benefit plan such as CAAT takes the stress and worry out of saving for retirement by delivering secure lifetime pension at stable and appropriate contribution rates.

There are plenty of studies confirming that Canadians are stressed about saving for retirement. The Canadian Payroll Association recently reported that 43% of Canadians said financial stress is affecting their workplace performance, and 70% said they have only saved a quarter or less of what they feel they will need to retire. The study, which was released in June 2019, also estimates that \$15.8 billion is how much productivity is lost annually by employers because of financial stress.

The Canadian Public Pension Leadership Council (CPPLC) found that over half of surveyed Canadians said that retirement-planning stress has a medium-to-high impact on their work. The 2017 CPPLC report showed that 97% of those surveyed, across age cohorts and income levels, want predictable, lifetime retirement income, and 84% are willing to contribute appropriate amounts to achieve it. In addition, employees who manage their retirement investments are more likely to have stress that affects their work. For instance, 69% of respondents with a group RRSP said retirement-planning stress interfered with their work.

Keeping the CAAT Plan properly funded is core to ensuring the security of promised pensions and delivering on our commitment to provide benefit improvements that are conditional on the plan's funded status, such as inflation enhancements.

The CAAT Plan is 120% funded on a going-concern basis, with a \$2.6 billion funding reserve as at January 1, 2019. This is the ninth consecutive year the Plan has experienced steady growth in its funding reserve. Our long-term assessments continue to project that the plan will remain resilient well into the future. The funding reserves provide important protection against difficult-to-predict economic or demographic shocks.

Ultimately, it's our members' trust and confidence in the plan's ability to deliver the pension benefits that alleviates feelings of financial stress.

Modern Defined Benefit plans more efficient at providing lifetime retirement income than a typical individual approach such as defined contribution plans or group RRSPs because they

## PENSIONS ET TRANQUILLITÉ D'ESPRIT

**P**ar Derek W. Dobson, chef de la direction du Régime de retraite des CAAT

Nous œuvrons dans le secteur des régimes de retraite, mais ce que nous offrons vraiment, c'est la tranquillité d'esprit.

Participer à un régime de retraite à prestations déterminées moderne comme le Régime des CAAT élimine le stress et les soucis liés à l'épargne-retraite en permettant aux participants de se constituer une rente viagère sûre avec des taux de cotisation stables et appropriés.

De nombreuses études confirment que les Canadiens s'inquiètent à l'égard de leur épargne-retraite. L'Association canadienne de la paie a récemment signalé que 43 % des Canadiens déclarent que le stress financier avait un impact négatif sur leur performance au travail et que 70 % ont déclaré n'avoir économisé qu'un quart ou moins de ce dont ils auraient besoin pour prendre leur retraite. L'étude, publiée en juin 2019, estime également que la perte de productivité des employeurs survenue en raison de difficultés financières éprouvées par les employés s'élève à 15,8 milliards de dollars.

Selon un sondage mené par le Canadian Public Pension Leadership Council (CPPLC), plus de la moitié des Canadiens ont déclaré que l'inquiétude liée à la planification de la retraite avait une incidence moyenne à élevée sur la qualité de leur travail. Le rapport du CPPLC de 2017 a révélé que 97 % des Canadiens, quels que soient leur tranche d'âge et leur niveau de revenu, désirent un revenu de retraite viager prévisible, et 84 % des répondants étaient disposés à verser les sommes appropriées pour l'atteindre. En outre, les employés qui gèrent eux-mêmes leurs placements de retraite sont plus susceptibles de vivre une inquiétude financière ayant un impact négatif sur leur travail. Par exemple, 69 % des répondants participants à un REER collectif ont déclaré que l'inquiétude liée à la planification de la retraite nuisait à leur travail.

Le maintien du taux de capitalisation du Régime des CAAT est essentiel pour assurer la sécurité des prestations promises et pour respecter notre engagement envers les participants à l'égard des augmentations des rentes promises, telles que les augmentations à titre de protection contre l'inflation.

Au 1<sup>er</sup> janvier 2019, le Régime de retraite des CAAT était capitalisé à 120 % selon l'approche de continuité et disposait d'une réserve de capitalisation de 2,6 milliards de dollars. Il s'agit de la neuvième année consécutive de croissance de la réserve de capitalisation du Régime. Nos évaluations à long terme continuent de prédire que le Régime demeurera robuste et résilient à l'avenir. Notre réserve de capitalisation offre une protection importante contre les chocs économiques ou démographiques difficiles à prévoir.

“Keeping the CAAT Plan properly funded is core to ensuring the security of promised pensions and delivering on our commitment to provide benefit improvements.”

use their size to cost-effectively pool longevity and investment risks. They invest in broader and higher-returning asset categories and, through their purchasing power, have lower investment fees.

A recent study by the Healthcare of Ontario Pension Plan, the National Institute on Ageing, and Common Wealth entitled *The Value of a Good Pension*, found these types of plans are about three times more efficient than a typical individual approach. High-quality pension plans generate \$5.32 of retirement income for every dollar of contribution, compared with \$1.70 using a typical individual approach.

#### GROWTH MAKES THE CAAT PLAN STRONGER

The CAAT Plan is strong and made stronger by increasing and diversifying its membership through new participating employers when it is mutually beneficial. Such mergers strengthen the plan through improved risk pooling and efficiencies while making secure workplace pensions available to more Canadians. This increases the resilience of the plan and further increases the likelihood it will have a healthy funding reserve for years to come.

The innovative new design of DBplus delivers secure lifetime retirement income at a fixed contribution rate that meets the needs of part-time and contract employees in the college sector. Its features include a survivor benefit, conditional inflation protection and a subsidized early-retirement benefit.

DBplus also provides more flexibility to accommodate the needs of employees and employers from sectors beyond the college system. CAAT continues to grow and diversify its membership with the additions of the London Cross Cultural Learning Centre, Postmedia Network Inc., and The Canadian Press in July. These employers and their employees become the newest additions to CAAT through DBplus, providing desirable Modern Defined Benefits at fixed contribution rates for both employees and employers.

And there is a sizeable list of other organizations at various stages of due diligence. For instance, Community Living Toronto and United Way of Greater Toronto have separately entered into agreements to merge their pension plans with the CAAT Pension Plan and are in the final approvals process. Both organizations are expected to join in the coming months.

We continue to work to keep the plan relevant and healthy, which in turn maintains members' trust in the Plan that a secure, predictable lifetime pension will be there when they retire.

If you have not already done so, subscribe to *My Pension News Link* to get the latest CAAT Plan news including updates on membership growth. [CA](#)

Finalement, c'est la confiance des participants envers la capacité du Régime à verser des prestations de retraite sûres qui atténuent leurs inquiétudes financières.

Les régimes à prestations déterminées modernes offrent un revenu de retraite viager selon un modèle plus efficace que l'approche individuelle des régimes à cotisations déterminées ou les REER collectifs. Les régimes PD misent sur leur taille pour mutualiser de manière rentable les risques de longévité et de placement. Ils investissent dans des catégories d'actifs plus vastes et plus rentables et, grâce à leur pouvoir d'achat, perçoivent des frais de placement moins élevés.

Une étude récente menée par le Healthcare of Ontario Pension Plan, le National Institute on Ageing et Common Wealth, intitulée *The Value of a Good Pension*, a révélé que les régimes de retraite à prestations déterminées modernes sont environ trois fois plus efficaces que les instruments d'épargne-retraite individuels classiques. Les régimes de retraite à prestations déterminées de qualité génèrent un revenu de retraite de 5,32 \$ pour chaque dollar cotisé par le participant, comparativement à un retour de 1,70 \$ par dollar cotisé selon l'approche individuelle typique.

Le Régime des CAAT est déjà robuste et sa stabilité est renforcée davantage grâce à la diversification de ses participants au moyen de l'adhésion de nouveaux employeurs lorsque leur participation est mutuellement avantageuse. Les fusions renforcent la robustesse du Régime grâce à la mutualisation des risques et au moyen de gains en matière d'efficacité, tout en offrant des régimes de retraite en milieu de travail à un nombre croissant de Canadiens. Voilà ce qui augmentera la pérennité du Régime, de même que les chances qu'il disposera d'une réserve de capitalisation robuste pour les années à venir.

La nouvelle conception du Régime, nommée DBplus, offre un revenu de retraite garanti à vie avec des taux de cotisation fixes qui répondent aux besoins des employés du réseau collégial travaillant à temps partiel et à titre contractuel. Parmi ses caractéristiques comptent une prestation de survivant, une protection conditionnelle contre l'inflation et une prestation de retraite anticipée subventionnée.

La conception DBplus offre également la flexibilité nécessaire pour répondre aux besoins des employés et des employeurs des secteurs au-delà du réseau collégial. Le Régime des CAAT continue d'accroître et de diversifier sa participation avec l'adhésion de trois nouvelles organisations : Postmedia Network Inc., le Cross Cultural Learning Centre de London et La Presse Canadienne. Ces organisations et leurs employés deviennent ainsi les plus récents à s'inscrire à la conception DBplus, qui offre des prestations déterminées à cout fixe, soit une proposition attrayante tant pour les employés que pour les employeurs.

Il existe également une liste importante d'autres organisations situées à différentes étapes du processus de fusion. Par exemple, Community Living Toronto et Centraide du Grand Toronto ont conclu des accords distincts pour fusionner leurs régimes de retraite avec le Régime de retraite des CAAT. Les fusions des régimes de retraite de ces organisations sont en cours d'approbation finale et ils devraient adhérer au Régime des CAAT dans les mois à venir.

Nous continuons d'œuvrer pour veiller à ce que le Régime soit pertinent et en bonne santé, permettant ainsi aux participants d'être assurés qu'une rente viagère sûre et prévisible les attend à la retraite.

Si vous ne l'avez pas déjà fait, inscrivez-vous à Mon InfoLien sur la pension pour obtenir les dernières nouvelles du Régime des CAAT, y compris des mises à jour sur la croissance du nombre de participants. [CA](#)

## OCASA Board Elects Officers for 2019-2020

OCASA's Board of Directors is comprised of 12 members, representing a variety of colleges and regions. Following the AGM, the Board of Directors met and elected officers for the coming year:

Sara Budd, Manager Degree Program Partnerships, at Georgian College, President; Bill Trochimchuk, Manager of Financial Reporting and Budget at Confederation College in Thunder Bay, Treasurer; Michelle Cole, Director, Academic Quality at Centennial College, Vice-President; Ryan Dearing, *Manager of Admissions*, Cambrian College, Vice-President; Janine Foster, Campaign Director, St. Lawrence, Secretary. Mary Lou McLean Manager, Applied Research at Fleming College, Director; Charline Smith Manager, Strategic Initiatives Cambrian College (Sudbury), Director; Krista Pearson, Registrar, Algonquin College, Past President.

The full Board can be viewed at [www.ocasa.on.ca/about/board-of-directors-2](http://www.ocasa.on.ca/about/board-of-directors-2).



CMU Award winner Mary Pierce of Fanshawe, 2nd from left; honourable mention Peggy Daniel, with Dan Holland and Tisa Thompson-Benz of CMU.

### Planning Started for 2020 Conference

The Leaders and Innovators Program Planning committee is now developing the program for 2020 conference. Dates and venue will be announced in the near future.

At this year's conference in June, three Presidents shared their sights of issues: MaryLynn West-Moynes, President of Georgian College; Peter Devlin, President of Fanshawe College; and Fred Gibbons, President of Northern College.

The keynote speaker Monday morning was David Fulford, Director of Research at Colleges Ontario. The conference traditionally offers a variety of workshops over the two days and opportunities to meet others in college administration.

### Administrators Receive Doug Light Award

Two administrators were honoured with the 2019 Doug Light Award for Lifetime Achievement. Michele McConney, Executive Director, student and learning services at Georgian College; and Ann Buller, President and CEO of Centennial College. The awards were presented at the awards luncheon, held in conjunction with the OCASA Leaders & Innovators Conference in June.

The OCASA Doug Light Lifetime Achievement Award pays tribute to administrators within the Ontario college system who has significantly influenced college education by demonstrating leadership, contribution to others, and outstanding performance.

The award is named for the late Doug Light who served 26 years as a college administrator, including terms as president of both Centennial College in Scarborough and George Brown College in Toronto.

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### OCASA Provides Continual PD

OCASA webinars, online courses and touring workshops continue throughout the year. This fall, for example, Ella Forbes-Chilibeck presented workshops at colleges in the Toronto area on Essential Elements of Negotiation. The presentation focused on best practices for effective negotiations regardless of whether negotiating for your own interests, your employees or within the union negotiation process.

Online courses this fall have included *Strategic Planning*, *Retirement Planning*, and *Understanding the College System*. Members receive notice of these presentations through member news, and receive a special member discount.



## Fanshawe Dean Wins CMU/OCASA Research Award

The winner of the 2019 CMU/OCASA Outstanding Research Award is Mary Pierce, Dean of Business, Information Technology and Part-time studies at Fanshawe College.

She received the award for her capstone paper *Student Development in College: Theory, Research, Practice*. She received the award at the OCASA Professional Development Conference *Leaders and Innovators*. The award is sponsored jointly by Central Michigan University and OCASA.

## \$500 Student Bursaries Available to OCASA Members

OCASA members are eligible for a \$500 bursary to support degree, diploma and certificate studies. Any member enrolled in such a program may complete an application for the draw. Four members will receive \$500 towards any course completed in 2020. Full details are available on the OCASA website under About Us/Awards.

## OCASA Will Offer Another Chair Summit

OCASA will host another Chairs Summit in the Toronto area in January. Topic, theme and venue will be announced soon to members through the regular email feature Member News. Non-members can find information on topics and registration on the OCASA website: [www.ocasa.on.ca](http://www.ocasa.on.ca).

The Chair Summit sessions are designed for those whose responsibilities include the planning, development, delivery and financial viability of academic programs; the management

and administration of full and part-time faculty and support staff and students. These areas usually include chairs, associate deans, associate chairs, academic managers or program managers.

This year, one session in the series was led by Dr. Marilyn Herie, Vice President Academic and Chief Learning Officer, Centennial College entitled Paleofuturism and the Fourth Industrial Revolution.



Photos on this page are from the sponsor booths, networking and workshops held at the 2019 OCASA Leaders & Innovators Conference.

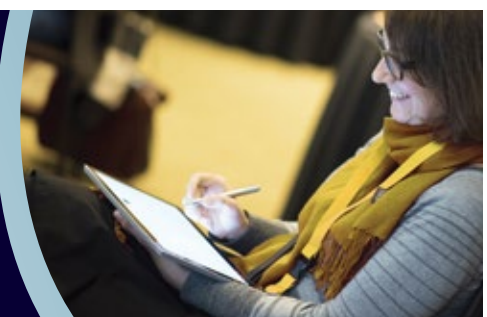
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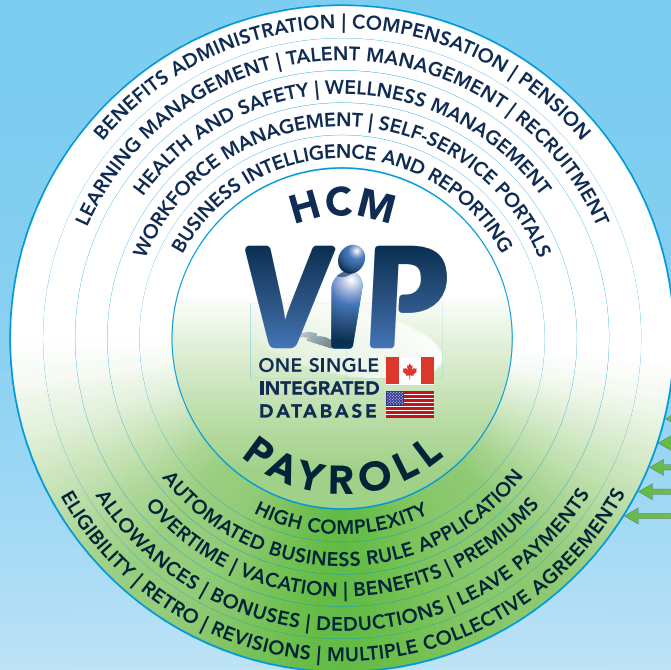
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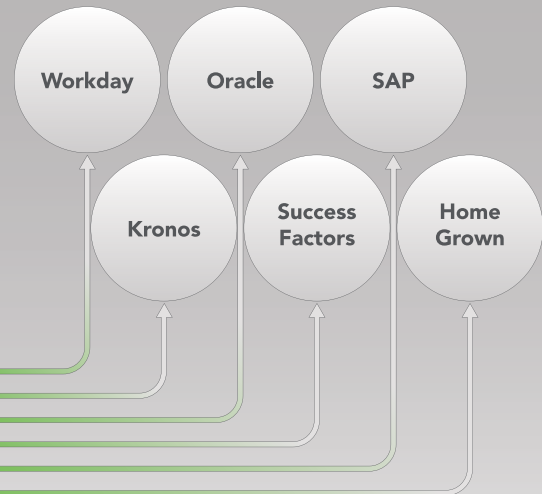
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