

College Administrator

Our 12th year of publication

OCASA
APACO

THE PROFESSIONAL JOURNAL FOR COLLEGE ADMINISTRATORS • VOL. 12 NO. 2 • FALL 2017

PwC Report:
Demographic shift may
endanger core mandate

The newcomers:
Recent admin hires share
challenges, insights

PM# 40065075

INSIDE

Member News • Linda Franklin on AI • CAAT Pension expansion

ADVANCE YOUR CAREER

with an M.A. in Education

Choose from 3 emphases:

- College Administration/Student Affairs
- College Teaching
- Training and Development

Flexible hybrid
course format

40 years of support
and success in Ontario

5 percent tuition discount and
fee waivers for OCASA members.
Go to global.cmich.edu/OCASA.



Classes start January 11. Apply by November 3.

global.cmich.edu/international | 877-268-4636 | cmuglobal@cmich.edu

CENTRAL MICHIGAN UNIVERSITY

OCASA APACO

COLLEGE ADMINISTRATORS NETWORK
Learning & Leading Together

OCASA Mission

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

OCASA Executive 2017/18

PRESIDENT

Krista Pearson

Registrar,
Algonquin College

VICE PRESIDENT

Alanna McDonell

Director of Marketing
Algonquin College

SECRETARY

Janine Foster

Manager, Alumni Relations & Annual Giving
St. Lawrence College

TREASURER

James Humphreys, Ph.D.

Executive Dean, School of Health &
Life Sciences and Community Services
Conestoga College

PAST PRESIDENT

David Belford

Dean, Faculty of Business
Fanshawe College

Editorial Board

CHAIR:

Diane Posterski

Executive Director, OCASA

Louise Chatterton Luchuk

Associate Dean, School of Community Services
St. Lawrence College

Gregory Murphy

Dean, School of Media, Art and Design
Durham College

Richard Webb

Director, Human Resources & Communications
Sault College

Judeline Innocent

Executive Dean School,
Health & Community Services
Durham College

Agnes Gajewski, Ph.D.

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



The PricewaterhouseCoopers Report: 6
7.3% fewer high school graduates will change colleges financial future.

The Newcomers: 11
New administrators tell of strengths, opportunities and what must change.

Dr. Ann Marie Vaughan 15
We must embrace, new ways of doing things but we must do it well.

CMU-OCASA Research Award 17
Patients benefit when health care professionals share knowledge.

Cindy Gareau 31
OCASA board names new executive director.

Regular Features

President's Message	4	Member News	26
CAAT Pension	20	Member Profile	33
Career Corner	24	Advertiser Information Center	34

Cover photo provided courtesy of Lambton College. Mike Nesdoly, Manager, Facilities Operations and Maintenance Services of Lambton College on the job site. Mike was interviewed as one of the New Administrators. See page 11. Photo by Ryan Young, Lambton College.

EXECUTIVE DIRECTOR

Diane Posterski

1-866-742-5429 ext. 2 info@ocasa.on.ca

CONTRIBUTING EDITOR

Bill Swan

1-866-742-5429 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

P.O. Box 263, Napanee, ON K7R 3M4

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: Cheryl Parisien, cheryl@kelman.ca

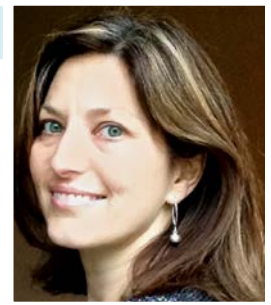
Design/Layout: Tracy Toutant

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.





Krista Pearson, PhD, CHRL
Registral, Algonquin College
Registraire, Algonquin College

The role of the administrator – be true to your roots

Le rôle du personnel administratif – soyez fidèle à vos racines

I have thought for quite some time that the intersection of academia and administration serves a purpose that is greater than having the “field experience” to inform administration. Inherent in good college administration is a need to understand and care for learning. This care and understanding should be informed through experience, curiosity, conversation and meaningful engagement. And, I am proud to say that these are attributes I regularly witness amongst my administrative colleagues.

Why do I share this? Because as we think about the shift into administration, it's incumbent upon us to see that role as a version of our former role cloaked with new responsibility but grounded in the same passion for college education. Whether moving from a support staff role into a managerial position or transitioning from a long teaching career into the role of a chair, those roots remain critical to the administration. Just as your own educational pursuits allow you to be differently and more broadly informed, the experiences you gather in and out of the college system, facilitate and empower your administrative capacity. Administration is a skill in and of itself, but how it unfolds in practice is dependent upon your preparation and insight.

More practically speaking, if you are entering into an administrative position in the college system for the first time, stay connected to what brought you here. Whether you began

Administration is a skill in and of itself, but how it unfolds in practice is dependent upon your preparation and insight.

Je suis d'avis depuis un certain temps que l'intersection où le milieu universitaire et l'administration s'entrecroisent vise un objectif plus vaste que de faciliter l'application de « l'expérience sur le terrain » au milieu administratif. Le besoin de comprendre et de se soucier de l'apprentissage est inhérent à la bonne administration des collèges. Ce souci et cette compréhension doivent être inspirés par l'expérience, la curiosité, la conversation et un engagement significatif. Et je suis fière de pouvoir dire que je suis souvent témoin de ces attributs parmi mes collègues administratifs.

Pourquoi aborder ce sujet? Parce que lorsque nous contempions un poste en administration, nous devons voir ce nouveau rôle comme une version de notre rôle antérieur qui, bien que revêtu de nouvelles responsabilités, est tout de même fondé sur la même passion pour l'éducation collégiale. Qu'il s'agisse de passer d'un poste de personnel de soutien à un poste de gestion, ou de l'évolution d'une longue carrière d'enseignement vers un poste de présidence, ces racines demeurent essentielles aux fonctions administratives. Tout comme vos propres démarches dans le secteur de l'éducation vous confèrent des connaissances diverses et étendues, les expériences que vous avez acquises dans et en dehors du système collégial facilitent et fortifient votre capacité administrative. Il va de soi que l'administration est une compétence en elle-même, mais la façon dont elle se déroulera dans la pratique sera fonction de vos préparatifs et de votre perspicacité.

À titre de conseil plus concret et pratique, si vous vous lancez dans votre tout premier poste administratif au sein du système collégial, assurez-vous de rester connecté au parcours qui vous a mené à ce poste. Que vous ayez commencé dans le milieu universitaire ou ailleurs, ou que vous ayez travaillé dans un poste de soutien ou d'enseignement, ce qui importe est d'exploiter cette expérience pour guider votre travail futur. Cette unicité constitue le facteur de différenciation d'un administrateur – nous arrivons tous à ces rôles ayant vécu des expériences autres que l'administration – et nous devons les faire valoir pour accomplir notre meilleur travail. Une bonne administration consiste à être fidèle à vous-même, à être authentique et à démontrer que vous vous souciez de l'apprentissage quotidiennement.

Et comme toujours, l'incroyable équipe éditoriale bénévole de l'APACO chargée du magazine *College Administrator* œuvre diligemment pour vous communiquer les perspectives du système collégial, ajouter quelques articles à votre ceinture d'outils administratifs et partager des idées en vue d'inspirer votre prochaine grande aventure! La rubrique vedette de ce

in or out of academia, whether you worked in support or faculty roles, what matters is that you harness that experience to inform your future work. It is the precise differentiator of an administrator – we all come to these roles with something other than administration – and we need to use it to do our best work. Good administration is about being true to who you are, being authentic, and demonstrating your care for learning every day.



As always, the amazing volunteer OCASA editorial team for *College Administrator* has been hard at work to provide you with college system insights, tools for your administrative belt, and ideas to inspire your next great move! The feature in this issue brings attention to the PwC report for Colleges Ontario, *Fiscal Sustainability of Ontario Colleges*. The fiscal realities are daunting for all of us, but having a deeper understanding of the underlying issues benefits each of us in our work. We also look to those who have weathered significant change while serving in colleges for years – what lessons can we learn from them?

Take the next step, and talk with your colleagues about these issues. OCASA welcomes your input and guidance for how we can partner with you on your career journey. [c|A](#)

Il va de soi que l'administration est une compétence en elle-même, mais la façon dont elle se déroulera dans la pratique sera fonction de vos préparatifs et de votre perspicacité.

numéro souligne le rapport de PwC pour Collèges Ontario, *La viabilité financière des collèges de l'Ontario*. Les réalités budgétaires sont intimidantes pour nous tous, mais nous pouvons certes profiter d'une meilleure compréhension des enjeux sous-jacents pour bien accomplir notre travail. Nous nous tournons également vers ceux qui ont connu des changements importants pendant leurs années de service dans les collèges – que pouvons-nous apprendre de leurs expériences?

Passer à l'étape suivante et discutez de ces questions avec vos collègues. L'APACO invite vos commentaires et votre apport quant aux façons dont elle peut vous assister dans le cheminement de votre carrière. [c|A](#)

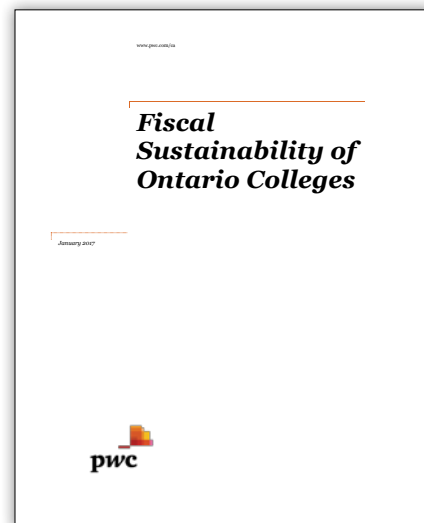
FORBES
CHILIBECK
employment law

Common Sense. Common Law.
Uncommon Results.

tel: 613-722-4468 | ella@employmentlawottawa.ca | fax: 613-722-4395

THE PwC REPORT

Without changes, demographic shift could put the core mandate of colleges in jeopardy



If there is one report that as a college administrator you must read, it is this: *Fiscal Sustainability of Ontario Colleges*.

This report, commissioned by Colleges Ontario and conducted by PricewaterhouseCoopers (PwC), paints a picture of the challenges of your job for the next eight years. The report was released in January 2017 but its message may have been lost in other media issues at the time.

Based on current conditions and demographic projections, the report predicts a dip in college enrolment of domestic students over the next decade. The result: a system-wide 2014-15 surplus of \$8 million would turn into an annual deficit system-wide of \$420 million by 2024-25.

In the process, the accumulated debt over the intervening decade would close in on \$2 billion – \$1.903 billion to be more precise.

The problems would be worse in Northern colleges and small colleges – not surprising, really, since all the small colleges include all Northern colleges plus Lambton and Loyalist.

But the report clearly shows that all colleges are in the cooking pot, and without significant adaptations, it is going to get very, very hot.

“Eighty percent of students attending colleges are between the ages of 18 and 24,” the report states. “The

Ministry of Finance projects that across Ontario, the size of this age group will decline by 7.3% between 2015 and 2025. In certain areas of the province, the declines are expected to be even larger. Regions in the province’s north are expected to see declines in the 15 to 24 age group of 16.8% between 2015 and 2025.²⁷ Contrast this with the GTA where small increases of 0.6% are projected over the same period.²⁸”

Such a reduction undoubtedly translates into a drop in enrolment and tuition revenue. Since even slip-year financing is based on enrolment, without significant changes in the system, grant revenue will fall as well.

College revenues come from three sources: tuition revenue, (domestic and international), grant revenue, and other revenue, (which includes non-tuition student fees, contractual fees, and ancillary revenues.

“As a whole, the baseline model projects that the college system will experience a significant shift in the source of its revenues,” the report says on page 27. “Grant revenue will drop from 43% of total revenue in 2014-15 to 36% by the end of the 2024-25. This will lead to a greater reliance on tuition revenues, which increase from 35% of total revenue in 2014-15 to 40% by 2024-25.”

Projections on tuition revenue over the period are based on an assumption

of tuition increase of three percent per year “consistent with the provincial government’s recent announcement.” The report assumes that international tuition fees more likely reflect market rates and will grow at the lower rates of two percent a year.

From the PwC report: “Regarding grant revenues, our baseline model calculates operating grant revenues assuming that average funding per student will remain constant at current levels, with domestic student funding projected using the current funding formula. Other grant revenue (e.g., special purpose grants, but excluding the capital grants) is assumed to remain fixed at current levels.”

The report analyzes each of the areas – grants funding, domestic tuition growth rate, labour costs and international student enrolment – and shows the extent of changes in each in turn if it were the only solution to the problem. The report cautions readers that these are not offered as recommendations, but simply as comparators to illustrate the depth of the problem.

“The baseline model assumptions result in a projected system-wide deficit of approximately 10% of revenues by 2024-25. To put this deficit in context, we have analyzed the extent to which individual components of the baseline model would need to change in order to bring the system into balance.”

The report then provides estimates of the changes required in each revenue area if the revenue problem were to be solved with no other changes. The report emphasizes: “Changes of individual components of this magnitude are unlikely to be realistic.”

GRANT FUNDING

“To achieve a fiscal balance by relying exclusively on the grant funding from the provincial government, an annual increase of 2.1% on a system-wide basis (i.e., 22.8% over the Projection Period) would be required,” the report says. This would increase grant funding to \$7,076 in 2019-20 to \$7,745 by 2024-25. The report does “note that 2014-15 operating grant revenue per FTE student in Ontario was approximately 40% lower than the average among other provinces.”

DOMESTIC TUITION

Solving the shortfall exclusively on the backs of students would be even more onerous. The deficit of \$420-million by 2024-25 assumes an increase in domestic tuition by three percent a year, which will bring the average tuition by then to \$4,388.

That’s the good case. “To eliminate the deficit through domestic tuition, the tuition per domestic student would have to increase at a rate of 6.2% per annum, resulting in average domestic tuition per college student of \$5,977 by 2024-25.”

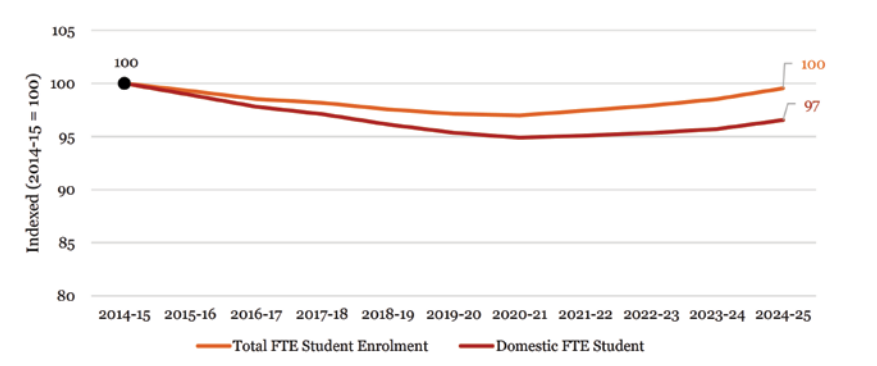
The challenge is greater for Northern and small colleges, the reports stresses, and limits the effectiveness of raising college revenues.

INTERNATIONAL ENROLMENT

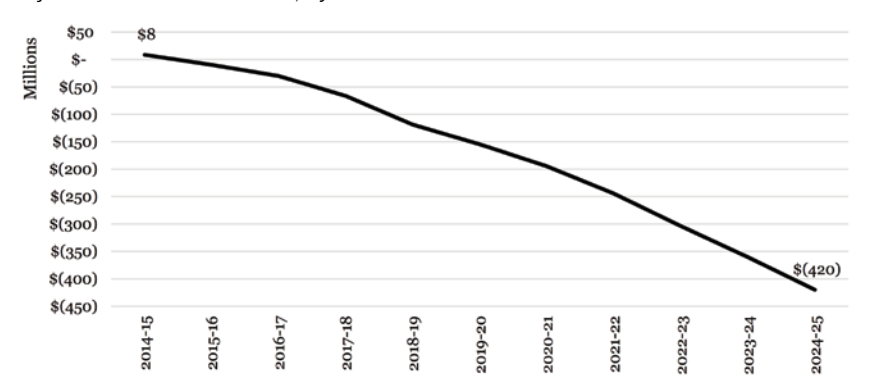
Colleges have over the past few years dramatically increased international enrolment. Is it possible to increase this and meet the projected deficit this way?

From the report: “The proportion of international student enrolment at Ontario’s colleges has generally increased over the past decade. Assuming that colleges do not face any constraints in increasing international enrolment and colleges would not incur significant incremental costs... on a system-wide basis, international student enrolment would need to increase by 7.1% in order to offset the projected deficit in 2024-25.

Projected Total FTE Student Enrolment, by Category



Projected Net Revenue Position, System Total



“We note that attracting international students, especially at the increased rates necessary to offset projected deficit, carries risks of its own, and depends on many factors outside of colleges’ control (e.g., visa policy and geopolitics).” And although the report does not stress this, we should note that Ontario is not the only jurisdiction facing demographic change; international marketing has been a competitive marketplace, and is likely to be even more so.

LABOUR COSTS

The report carefully notes that the very mandate of the colleges would be endangered through massive layoffs.

“To achieve a balanced budget by the end of the Projection Period, exclusively through staff size cuts, colleges will need to reduce their staff size by approximately 13.1%, representing over 4,600 FTE employees,” the report says. “If this labour reduction was consistent across staff categories, that would result in

a decrease of approximately 1,000 full-time and 1,000 part-time academic staff system-wide by the end of the Projection Period.

“However, as a result of such labour reduction, there would likely be a reduction in the number of programs that colleges could offer and the services that they can provide. Many of the courses offered by colleges (especially small and medium colleges) are single section offerings – meaning that there is only a single professor offering a particular course – such that a reduction in the number of academic staff will likely lead to fewer courses being offered. Further, service offerings require a minimum level of administration and support staff to remain viable. If the number of administration and support staff is reduced it may also lead to a reduction in course offerings. A decrease in program offerings at colleges has implications that could affect the wider community.”

Projected Domestic FTE Student Enrolment, by Region

Domestic	2014-15	2024-25	Aggregate Change	Average Annual % Change
Northern	19,253	17,255	(1,998)	-1.1%
Eastern	60,709	58,049	(2,660)	-0.4%
Western	70,599	66,136	(4,463)	-0.7%
Central	122,956	122,609	(347)	0.0%

Projected Domestic FTE Student Enrolment, by Size

Domestic	2014-15	2024-25	Aggregate Change	Average Annual % Change
Small	27,109	24,341	(2,768)	-1.1%
Medium	79,514	74,587	(4,927)	-0.6%
Large	166,894	165,121	(1,772)	-0.1%

To achieve a balanced budget by the end of the Projection Period, exclusively through staff size cuts, colleges will need to reduce their staff size by approximately 13.1%, representing over 4,600 FTE employees.

In other words, program offerings are a house of cards; removing key staff members threatens whole programs, particularly at smaller colleges.

Cost-cutting of any kind is not new to colleges; such efforts have been ongoing for a quarter century; the PwC report notes:

“In addition to controlling labour costs, colleges have undertaken actions to realize efficiencies and reduce other cost items, such as:

- Undertaking program evaluation initiatives to identify programs that are not core to their offerings and where net costs exceed the benefits to students and the communities served;
- Consolidating their operations, closing campuses and divesting of buildings to trim operating costs and reduce deferred maintenance costs;
- Outsourcing non-core service delivery, such as housekeeping, security, residence management and cafeteria operations; and
- Automating various processes and systems (e.g., financial reporting tools and parking services) to eliminate unnecessary labour costs.

“Colleges have also cooperated among themselves to control costs. Some of the cost-saving initiatives that colleges have collectively engaged in include:

- Collective bargaining with full-time employees;
- Sharing the risks and costs of providing employee pension plan and group insurance benefits;
- Provincial procurement partnerships to allow for better economies of scale in purchasing; and
- Collaboration in the development

and delivery of academic programs and services, especially in rural and remote communities.”

The report stresses that no one area can absorb the system shock that is to come: “As the analysis of the previous section shows, there does not appear to be any single factor that on its own could be changed that would be both reasonable and would eliminate the projected deficit as of 2024-25.

However, some combination of changes may accomplish that without requiring extreme measures.”

The report offers several alternatives, combining adjustments to staffing, tuition fees and international participation. Space does not allow us to offer those here.

But the report warns that any change with the financial structure can provide some relief to the system as a whole, but the effect of any one specific combination “may be felt to a greater or lesser extent in certain regions or among colleges of a particular size within the province.”

The report clearly outlines a serious problem: “Our analysis suggests that in the absence of creative actions on the part of colleges and policymakers to address the future fiscal sustainability of the Ontario college sector, the core mandate of colleges appears to be in jeopardy.

“Colleges will need to continue to manage expenditures aggressively to ensure that they are operating efficiently.”

Let us repeat, though, what we said in the beginning: to fully grasp this report you must read the report itself. In fact, PwC includes this warning: “Our Assessment must be considered in its entirety by the reader, as selecting and relying on only specific portions of the analyses or factors considered by us, without considering all factors and analyses together, could create a misleading view of the processes underlying this review and the conclusions.”

And a further warning: updates to the report are expected this fall after our publication deadline. Stay tuned. OCASA’s weekly news will keep members informed. c|A

The report is available online on the OCASA website: www.ocasa.on.ca/communications/college-administrator



We're so confident in our students' success, three of our degrees now come with an employment guarantee!

Accounting

This degree prepares students with far more than a basic understanding of accounting. Our graduates are well-rounded and effective professionals who are able to help drive business success by using accounting information as a decision-making tool.

Nursing

Our program is one of the state's best, featuring the latest equipment and the most advanced training. Taught by faculty who all have real-world experience.

Network Management and Security

Students gain the specialized, hands-on experience in maintaining critical computer networks so highly sought after by all types of organizations today. This expertise includes skills in installing, administering, upgrading and troubleshooting.

See guarantee requirements at davenport.edu/promise

800-686-1600 | davenport.edu



Get where the world is going

CAAT
Colleges of Applied Arts and Technology (CAAT)
Retiree Benefits Program

ALGONQUIN BORÉAL CAMBRIAN CANADORE LACITÉ CONESTOGA
CENTENNIAL CONFEDERATION DURHAM FANSHAWE FLEMING
GEORGE BROWN GEORGIAN HUMBER LAMBTON LOYALIST MOHAWK
NIAGARA NORTHERN SAULT SENECA SHERIDAN ST. CLAIR ST. LAWRENCE

RETIRING SOON?

Think about how long you will be retired
Think about your health care expenses in retirement

31 DAYS - ACT NOW!

College Employer
Council / Conseil
des employeurs des collèges

For the full brochure visit us at <http://www.thecouncil.on.ca/articles/139>

Important facts about your retirement:

- **You may be retired longer than you were actively working.** If you retire at 60 and live to 93, you will be retired for 33 years.
- **The government only covers a limited number of healthcare expenses.** There are many healthcare expenses that you will have to cover yourself.
- **The biggest potential financial drain to your retirement income is your health expenses.** These expenses increase significantly with age.
- **Many individuals make the selection of healthcare plans when they retire based on their current health and anticipated activities over the short term.** How many friends have had their lives shaken up by unexpected healthcare challenges? Will you be able to travel when you are 70? 80? 90?
- **What portion of your retirement years will you actually spend travelling outside Canada?** 20%? 30%? 50%? Based on retirement at 60 and living to 93, you will be retired for 396 months. If you are out of the country 30% of the time, you will be home for 277 of those 396 months – i.e., 23 of those retirement years.
- **Travel Insurance is available on an individual basis and can be obtained even if you have a health issue provided the condition is stable.**

How some college students are helping reduce e-waste in landfills



Greentec and a research team at **Conestoga College** have partnered to develop a solution to electronic waste, one of the fastest growing sectors of solid waste.

With support from **Ontario Centres of Excellence** acting on behalf of the **Government of Ontario**, the company and the college are developing a robotic cutting tool for dismantling and recycling environmentally toxic components of old TVs and monitors, some of which contain toxic lead and mercury, making other valuable metals difficult to extract. The new system, five times faster than manual processing, enables operators to safely separate the toxic components and recover more material that can be sold and re-used.

Greentec and Conestoga plan to develop a fully automated robotic system for recycling, using sophisticated machine learning algorithms to sort and disassemble flat panel displays of all makes and sizes. Once commercialized, the system will greatly benefit Ontario manufacturers and e-waste processors while greatly reducing e-waste in landfills.

This is just one of the 750 companies that colleges work with each year in developing innovative solutions to industry challenges.

OCE is proud of our long-standing role in supporting Ontario's colleges as catalysts of innovation. As manager of the Government of Ontario's \$20 million Colleges Applied R&D Fund, OCE will be helping colleges further build their capacity to collaborate with industry in creating innovative products and services that create jobs and fuel an innovation-driven economy.



Ontario Centres of
Excellence

Where Next Happens

For further information visit
oce-ontario.org or call 1-866-759-6014

OCE Head Office: 325 Front Street West, Suite 300, Toronto, ON M5V 2Y1, 416-861-1092, Toll Free: 1-866-759-6014
TORONTO | MISSISSAUGA | OTTAWA | KITCHENER | WATERLOO | WINDSOR | LONDON | HAMILTON | MARKHAM | OSHAWA
www.oce-ontario.org | info@oce-ontario.org

Ontario Centres of Excellence is a member of

Ontario Network of Entrepreneurs

 Ontario



Bill Swan
Contributing Editor

THE NEWCOMERS

We interviewed fresh recruits to admin ranks for a peek at variety of insights, experience



Dr. Dianne McCauley, Chair, Nursing Programs at Centennial College, (back row, centre) with staff, students.

First of all, nobody has the answers to the challenges facing colleges in the next eight to 10 years – perhaps even beyond.

One thing is certain: dealing with it, finding solutions on a day-to-day basis will be the responsibility of administrators. The need to attract new cohorts of students, to find new ways of offering college resources, doing more with less, all while mobilizing the whole college to join in: this will be the future. Your future.

“I do believe that the colleges and the administrators, as well as the faculty and staff, are up to the task,” said Dr. Ann Marie Vaughan, President and Chief Executive Officer of Loyalist College. “We wouldn’t have evolved to where we are today if we had been stagnant.”

Dr. Vaughan joined Loyalist a year ago after five years as president of the College of the North Atlantic, in Newfoundland.

Her doctorate from the University of Calgary focused on colleges. (See a condensed version of our interview with Dr. Vaughan on page 15.)

“Colleges were created in the ’60s in response to a mass of industrialization of the country and the need for skill based workers,” she said in an interview with *College Administrator*. “We transformed ourselves tremendously in those 50 years and I’m confident that we will in the next 50.”

But that transformation came in days of growing resources: more and more students every year. Today, that challenge now is one of dwindling resources. That is articulated very well in the PwC report *Fiscal Sustainability of Ontario Colleges*. (Page 6 in this issue.)

And who are the administrators who will steer through the murky months, years? It would be trite to say that if you

are an administrator – and you likely are, since this magazine should land on your desk twice a year – you will do the steering.

To provide a quick overview of what this might mean, we interviewed eight new administrators at various levels. What they had to say about the challenges you will find over the next few pages.

“This is the best job I’ve ever had,” Leslie Casson, Associate Dean of Justice Studies and Applied Arts at St. Lawrence College. “I had a really terrific work environment prior to coming to the college but this is a really great collegial work environment; this has been the most the most satisfying, the most challenging work environment that I that I’ve been in.”

Leslie, one of eight administrators we interviewed for this issue, tutored university students at Queen’s University in writing skills for some 13 years before accepting an



opportunity to teach communication at St. Lawrence. In selecting the interviews, we focused on those relatively new to an administrative position. Some, like Leslie, came from a university background; some have significant experience in both private industry and the public service.

Greg Mapp, Chair of Aviation Technology – Flight at Sault College went from student to chair in three years by pursuing a high-school dream after losing a job in the financial industry. He thus came into administration with

insights gained from outside management experience, a student perspective and three years of teaching.

Columnist Brian Desbiens (see Career Corner page 24): “A college has to see its own staff pool as the best source of future leaders.”

That cultural experience of colleges can come from another source. Mike Nesdoly, Manager, Facilities Operations and Maintenance Services at Lambton College, has extensive experience in industry with Stanley Black & Decker, and is both a

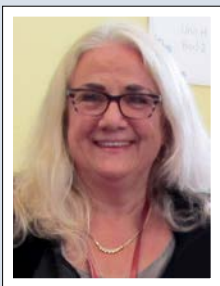
university and college graduate, and he began work at the college.

“It’s really going to be the responsibility of the more senior managers to help junior managers and newer managers navigate the pitfalls and the minefields that are going to come,” he told us.

What our eight interview subjects told us is condensed over the next few pages. A special note: the insights are condensed from telephone and in-person interviews, and in one case an e-mail reply to questions.

Dr. Dianne McCauley

Chair, Nursing Programs
School of Community and
Health Studies
Centennial College



What attracted me most was the “visceral” connection to the community that I experienced almost immediately. What surprised me was the

complexity. How quickly things move and change in response to the needs of the students and community.

The support for us in our

leadership roles is just absolutely amazing and has afforded me a unique opportunity to development, enhance and create my strengths and abilities as an academic leader.

My university experience prepared me in many aspects for this leadership position. Participation in extensive curriculum development, collaborative work on numerous internal and external committees, and managing resources.

Your biggest challenge?

The biggest challenge was navigating the “system” and understanding the roles and responsibilities of all my colleagues.

Your advice to new chairs?

It is important to be transparent, present, available, open and trust that the faculty,

the experts, will do the work that they are passionate about.

What changes would you suggest for colleges?

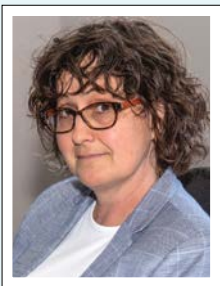
Collaboration, cooperation, between the colleges and the universities and further development of “pathways” that support students’ goals and dreams. Being relatively new to the college sector we are moving in the right direction and working hard to fulfill the needs of the students and ultimately the community.

Your to-do lists?

I don’t think I’ve ever cleared off my to-do list. This job is very dynamic and there is always a “task” to add to the list daily.

Leslie E. Casson

Associate Dean, Justice Studies &
Applied Arts
St. Lawrence College



“I did a lot of freelance writing and editing along with academic and student work, mostly at (Queen’s) University, until I was 40. I have

a very acute memory of what it’s like to juggle contract work. I don’t want to lose sight of that because I remember being in precarious work and having

managers who looked out for me.

At Queen’s I learned how to be a generalist and how to adapt. I stumbled into a contract here at St. Lawrence as a partial load faculty in 2007 and was in the right place at the right time for the full-time position.

Teaching at the university writing centre supported the larger theoretical academic stuff but was very meat-and-potatoes teaching. It translated really well into the college environment.

Coming to the college was a fun transition. I was surprised by how much I was trusted to be an expert in my field. My weird mix of being a musician, being a writing teacher was actually seen as an asset; having a funky résumé is a good thing in college.

The transition into admin?

I knew what is like to be busy but the experience of the chaos you stand in is remarkable. I described it to folks as the new fire hose every five minutes, really kind of an oscillating firehose.

The college in 10 years?

A lot will depend on the ministry. I would hope to see a much stronger and naturally integrated work with Indigenous students. There has to be more international and frankly that links with Indigenous, in that both require an intercultural perspective.

This has been the most the most satisfying, the most challenging work environment that I’ve been in.

Saurabh Malhotra

Manager, Recruitment and Market Development
Fanshawe International



I was working on a contract for the college in India and handling the recruitment and from India, south Asia and west Africa for several years

before starting here this March.

What do you wish you'd known before you moved?

How the college only works on the

funding structure, the importance of what level of decision making.

What surprised you most?

(Where) I come from, India, the president and vice presidents are unapproachable; they are at a different level; you don't talk to them. Here, they would approach you in the hallways and say, "Hello how was your wife doing? You just moved here so how is that going?" Those are the kind of things which me feel a part of the family.

Has Fanshawe hired international students?

An associate – the student came to us with an IT background but did program a little of the management program with us and we ended up hiring her as

an admission associate. A marketing graduate is helping me build our digital marketing strategy for the International Centre. We have a student from China in the admissions in the associates role.

Colleges in 10 years?

Two weeks ago I was watching the London Knights with my wife in London. The person behind me was a Fanshawe student. I was listening to the conversation: "Why don't the college and the university let me pick how many hours a week I want to study? Why does the college tell me I need to study 24 hours? Why can't I say I can study 10 hours and the college give me load based on that?" This 17-year-old was (saying) that education should fit their schedule rather than the other way around.

Dr. Judeline Innocent

Executive Dean
School of Health & Community Services
Durham College



As a front-line nurse around 1995, I started supervising nursing students.

I was a preceptor to many nursing students. I

found the students to be energizing and the experience hugely positive. The rest is history! I was hooked.

I applied (to the college) because I believe that a college education can change life and I wanted to be part of changing lives in a new way.

What do you wish you had known before you were hired?

I wish I had known that so many of my skills were needed in this sector and that I was going to be able to apply them all.

Surprises?

I am surprised to see the sector

experience so many mental health challenges. The student population is a representation of what is a global health crisis, one that is not isolated to the college sector alone. That is why I made mental health care my specialty.

The biggest challenge was to demystify the notion that you need to have led in the sector for years to lead in it effectively. It is difficult to establish credibility without having years of full-time leadership in the sector.

What strength does your experience bring?

I have the experience of making life and death decisions in very fast-paced environments. Therefore, I am very calm, cool, and collected in my position.

I listen to each and every student with tremendous interest to understand their journey and alleviate their concerns

The colleges in 10 years?

Demographic shift, advancement and impact of technology, artificial intelligence and the career uncertainty it will bring: colleges must be ahead of these changes and prepare for these changes. I started a full-time PN weekend program for students who cannot attend school during the week. We need to be prepared to deliver what the community needs.

Summarize your experience.

Hugely positive. I am thrilled to be part of the start of something amazing! The next 50 years will be bright if we prepare for it!

THANK YOU

from the Fanshawe College Administrative Staff Association (FASA) to all Fanshawe College administrators for the work they do to benefit the organization.



FANSHAWE
50 YEARS

Greg Mapp

Chair, Aviation Technology – Flight Sault College



After getting a degree in my early 20s, I worked for many years in the financial industry and sales. Then I lost my job. I had always

wanted to be a pilot. My aim was to finish schooling, get my (pilot's) licence and move on. Pursue my passion. Following graduation I was hired as an instructor and taught for three years.

What do wish you had known before becoming a chair?

More about managing personality,

more about the roots of some of the issues or the history of the college system. The history with regards to unions and what they stand for.

What was the biggest challenge?

To overcome the issues of managing people who taught me in the classroom and gaining their respect. I felt resistance from staff. I had to earn my stripes.

But I was a recent grad (and) a 36-year-old who had 10 years in the corporate world. I had previous management experience.

To-do list?

Every day, before I go home, I try to create a list of what I want to accomplish tomorrow. And by the time I get in (the next day) an overnight email, or phone call, or a student waiting outside my door – or a staff member – sometimes that list I created, I may not even get to it.

Advice to new chairs?

Have an open mind and a flexible schedule. You have to be good at decision-making; at being flexible, adaptable.

Have you described a pilot?

The skill of a pilot is learning to multi-task. You have to map-read, monitor instruments, look outside, listen to the radio, and of course you are still flying the plane. You can have a flight plan, but air traffic controllers may (alter that) and tell you to fly around another way. That kind of mind-set. So, yes.

Rewards?

Yesterday, I had a senior student email me and say, "You know, Mr. Mapp, I'm thinking of starting a support group for the first year students." And I'm thinking, that is education. These guys are giving back.

Mike Nesdoly

Manager, Facilities Operations and Maintenance Services
Lambton College



I'm both a university graduate (Windsor) and a college graduate (Fleming: Post-graduate Geomatics Certification).

Being through both streams really made me have an appreciation for it.

Probably one of the harder transitions was coming to a provincially and governmentally funded organization, and understanding some of the regulations. That to me

was a real challenge – all the necessary reporting structures and regulations.

What surprised you most?

Everybody's very, very friendly. Not only here; when I visit other colleges, there's no real silo in terms of being able to connect with people. Any person will turn around and do whatever they can to help you, from the president down. Private industry is a little bit more guarded.

Your biggest challenge?

Transitioning from the support staff to the management offers a challenge to anybody. You develop relationships and friendships in support staff. (In management) you take on different responsibilities, and decisions sometimes can be unpopular.

What is strengths and experience do you bring?

Newer managers, people who may not have had industry experience, may have a greater challenge moving forward. People like me, people who have had other similar experiences, can provide mentorship.

Adaptation?

A cliché. It's been an education. I walked in here, and the first week my head was spinning with all this new information. I find it fun, I enjoy it.

Do you get through your to-do list each day?

Not a chance (laughs), not a chance. I get through the priorities. I've got a fantastic team here, and we work as a team. It's, "Hey guys, how can we get this done?"

Kevin Morton

Manager, Mechanical, Energy and Electrical Services
Mohawk College Facility Services



I'm a product of Mohawk College back in the early '80s with the co-op program leading to my first job. I worked

for 15 years in various facilities related positions for Canada's largest telecommunications company (then five years in the energy engineering and consulting sector and most recently 18 years with a large public School Board as Manager of Maintenance & Energy.

Why college?

Going to a higher educational learning institute and returning to the place that enabled my career. I was intrigued by the college's ambitious initiative with the net zero

energy building, which was just in its infancy and just starting construction when I came on board.

What was your biggest challenge?

The biggest challenge at the college has been preparing resources for the challenges ahead – how do I quickly train and arm staff with the knowledge required to embrace, operate, and maintain new construction and emerging energy technologies. Coming with a training background and a career of pushing the limits of technology, I was surprised by the limited adoption of advanced technology within facilities systems at the college.

Colleges 10 years from now?

With rising utility prices, it's becoming increasingly important to manage "total energy" costs. With utility unit costs going nowhere but up, you will see increased utilization of new technologies. A lot more solar generation, internal power generation, and possibly energy storage as well. But with the long-term relative costs of natural gas versus hydro uncertain, we may be best served by to be installing infrastructures, energy generation and

consuming devices to permit flexibility and adaption to utility price changes.

Who will develop and manage that system?

Colleges are in good position to develop or tweak current programs that can produce the right kinds of graduates. In Facility Services, we will be challenged to develop or hire the right skill sets to address these future needs. Beyond traditional operations and maintenance functions increasingly, skill requirements will include energy and operational data collection and analysis, multi-disciplined knowledge and thinking that bridges electrical, HVAC, building automation and energy disciplines.

Summarize your experience in the college.

It's been wonderful, challenging, and exciting. I'm enjoying what I'm doing... great staff, friendly work environment and very supportive leadership. I look forward to the net zero energy building opening next fall, am intrigued with the technology it brings and welcome the challenge to ensuring that Mohawk is resource ready to operate and maintain.

DR. ANN MARIE VAUGHAN

Demographic shift, technological change will present challenges – and new opportunities: Loyalist president and CEO

College Administrator interviewed Loyalist College President and Chief Executive Officer Dr. Ann Marie Vaughan as part of this issue's focus on how colleges will adapt to change over the next decade.

Dr. Vaughan was named President and Chief Executive Officer of Loyalist College in November 2016. Before that she was President and Chief Executive Officer for the College of the North Atlantic, located in Newfoundland and Labrador, from 2011-2016.



CA: The PwC report indicates that demographics are not going to be kind to colleges over the next decade.

The demographics are going to be challenging in many areas of the country. We're not going to see an abundance of young people moving up through our system and through our labor market or our institution. That's going to have an impact on colleges right across the country.

CA: The report says the survival of the colleges will require innovation.

The great thing is that colleges by their nature are innovative and

nimble. This allows institutions to be able to adapt to change in a more rapid pace than other institutions. Change and innovation will continue to be at the forefront of what we do. And it's not just going to be change in how we deliver programs. It's going to be change in how we deliver our services and ensuring that we're as efficient as possible, but also continuing to ensure that we meet our core mandate, responding to the needs of our communities and our labor market. Our communities are going to be impacted; colleges are going to have to be innovative not only for their own sake, but also innovative in terms of community vitality and sustainability.

CA: New and innovative ways of using the college resources?

New ways of using our existing resources. New ways of delivering our programs. New ways of recruiting. We're going to have to look internally to ensure efficiency. (We will have to) embrace new technology, new ways of doing things. At the same time we're going to have to ensure that we do it well.

CA: Loyalist has dealt with challenges recently. Are there any lessons to share?

Yes, the first being that despite challenges, you can see your way through it. That's critical. Ensuring that it's a collective effort; everybody needs to be a part of the process of understanding the challenges.

CA: Do you see any "new dawns" over the next 10 years?

We're going to see economic transition due to automation. This provides an opportunity to ensure that our programming is relevant. We're going to have a disruptive

economy and that's going to also disrupt colleges. The way we deliver our services will be impacted.

People in their workplace are going to be impacted by changes in technology. This will also present opportunities to work with existing workers to keep their skills relevant; there's a real opportunity for colleges, both from applied research and a programing perspective, and with the delivery of our own services.

CA: From your studies about colleges, any insights in the postsecondary sector?

Economic metrics are becoming paramount in the measurement of postsecondary institutions around the world – and we're now in a globally competitive marketplace. Governments really do focus on economic metrics and the skill gap.

Administrators must be mindful of the complexity of the need for wider stakeholder relations. The stakeholders influencing the agenda are business, government, community leaders.

CA: Would it be fair to say that the challenge will fall largely on administrators at all levels?

Colleges were created in the '60s in response to a mass of industrialization of the country and the need for skill based workers. We transformed ourselves tremendously in those 50 years and I'm confident that we will in the next 50. I do believe that the colleges and the administrators, as well as the faculty and staff, are up to the task. We wouldn't have evolved to where we are today if we had been stagnant.

Sustainable funding (presents) some really concrete challenges in the near future. The funding formula is on a per student base. This represents an opportunity

to think differently. (Colleges) are going to require a lot of support from government and from employers in the province as well.

CA: Anything else you would like to add?

There's a lot of upside for students in this time as we're transitioning. Our colleges are going to become far more diverse. We're going to have more International students at our institutions. That really does give a positive opportunity. It enriches classroom discussion, it provides a multifaceted approach to discuss the issues in our world. That's a huge win for our institutions, but also for our students.

And second, the need for workers as retirements outpace entrants into the labor market presents a huge opportunity for our students to be competitive, to fulfill new needs in the marketplace and to be real leaders in the community.

Opportunities even at the level of co-ops and experiential learning, and to be able to engage in things outside of our borders will present the third opportunity for our students.

We talk about the challenges that we're going to face on an administrative front and I don't want to diminish them, because they are significant.

Automation is clearly going to have a big impact. It presents an opportunity for colleges to work with employers, ensuring that new entrants meet the labor force needs. Applied research, everything from industrial engineering to quality insurance there are huge opportunities. Automation does represent a significant disruption in how we've been doing things but there are huge opportunities (along with) huge challenges.

Edited and condensed from an interview by telephone.

INTERPROFESSIONAL EDUCATION

Capstone paper recommends health care disciplines join forces to get results

As a dental assistant at Sunnybrook Hospital in the war veterans' dental clinic, I worked with a dentist to improve the level of oral hygiene of residents. However, despite dental treatment and prescription of daily oral hygiene care, their poor oral hygiene persisted.

Many veterans were referred to the clinic by medical doctors whose progress notes said that the patient had been to the dental clinic but their teeth still looked terrible. The dentist's progress notes recommended daily toothbrushing to remove biofilm build up that was contributing to oral diseases. Without that, he warned, dental diseases would get worse even with professional dental services.

At the time, I asked myself how it was possible that a whole segment of the population had oral health care needs that went unmet when daily toothbrushing was proven to be the most effective way to maintain the oral health of the patients? Why was communication between the dental and medical professionals poor? And what could I do to help?

After I became a dental hygienist I continued with my education and during my undergraduate studies, I discovered that my classmates, most of whom were nurses, had no idea what a dental hygienist's role was. I would explain that dental hygienists are regulated health care professionals whose primary role is prevention of oral diseases and promotion of oral health and its importance to systemic health. The response was met with interest, and most admitted they did not know that oral and systemic health were related. Even my gerontology professor thanked me for writing a paper about an issue that she did not know existed.

The final course in my undergraduate studies required a Practicum Project with original research on a health care issue. I chose to research the oral health knowledge, attitudes, and perceptions of personal support workers before and after an oral health care education program which I delivered.

The literature review revealed that oral health care has not been part of the holistic care offered by the medical profession. Doctors are often unaware of the serious problems oral diseases can pose; they regard the mouth as the responsibility of dental professionals.

The medical profession receives minimal oral health care education in their initial training. My Practicum Project revealed that personal support workers lacked oral health

knowledge and had suboptimal attitudes toward oral health. But it also showed that their knowledge, attitude and perceptions significantly improved after an oral health care education program.

During my Practicum, I was saddened to see that in the 20 years since I worked at the hospital, the poor oral hygiene and health status of residents had not changed.

This experience motivated me to become a dental hygiene educator, and the findings from my undergraduate research provided the impetus to explore interprofessional collaboration as a means of improving oral health.

Thus, for my Master's thesis at Central Michigan University, I examined the registered nurse's role in oral health care delivery for older adults. If the nursing profession lacks oral health knowledge, then ideally it would be best to learn about oral health care from dental professionals beginning in their formal education.

The findings from my literature review confirmed that institutionalized older adults have the worst oral health status of all older adults mainly due to the nursing staff's suboptimal attitudes and perceptions toward oral care arising from inadequate oral health knowledge in their formal training. Most registered nurses lack the ability and confidence to recognize signs and symptoms of oral diseases and disorders when they enter the workforce because the majority of nursing schools do not provide theoretical or clinical components on how to assess the mouth.

On average students receive one hour of instruction, and nearly 50% do not receive any dental education. The instruction they do receive is not well integrated into nursing programs and is conducted in a siloed environment. Only one nursing textbook discusses the importance of oral health as integral to overall health, and the textbooks have oral health recommendations that do not align with best practice guidelines.

Lack of oral health care education in the nursing curricula is critical because although personal support workers provide up to 90% of oral care, they do so under the supervision of a registered nurse who is ultimately accountable for oral care delivery. Registered nurses, however, seldom hold personal support workers accountable as they are unclear regarding their



Mary Alacqua Gow, a dental hygiene professor at Toronto College of Dental Hygiene and Auxiliaries, is the 2017 winner of the CMU-OCASA Outstanding Research Award.

Oral health care has not been part of the holistic care offered by the medical profession.

role and responsibility for oral care delivery. Many registered nurses are unaware that they are accountable for the oral care delivery of their patients and for the care provided by unregulated providers they supervise.

Registered nurses who lack oral health knowledge and do not have a sense of their role in oral care delivery are unable to be positive role models for novice nurses, who placed nursing schools second after senior nurses as their main source of oral health knowledge. Additionally, student nurses regard senior nurses as role models during their practical placements. Having positive role models is critical to the socialization process of becoming a nurse, “fitting in” in the profession, developing an understanding of one’s role, and forming a sense of identity as a nurse. Given that role modeling also reinforces behavior, it is likely that student nurses will practice in the same way their role model practices – regardless of whether it is correct or not. Thus, senior nurses may be teaching novice nurses oral health practices that are not evidence-based and fall below the standard of care.

Lack of daily oral care can hasten the effects of cognitive and physical decline.

This was disconcerting given the changing systemic and oral health profiles and demographics of Canada’s population will exacerbate the problem. Canadians are aging and living longer. Older adults admitted into health care facilities are more likely to have retained their natural teeth and have complex health problems.

Consequently, never have health care professionals been responsible for providing care to such a large proportion of people over the age of 65. Neglecting daily provision of oral hygiene care places vulnerable older adults at increased risk of morbidity and mortality from oral and systemic diseases and diminishes their quality of life. As a result, many residents suffer pain, discomfort, and halitosis from periodontal disease, dental caries, xerostomia, and denture stomatitis. Lack of daily oral care can contribute to or exacerbate systemic conditions such as oral cancer, malnutrition, diabetes mellitus, and pneumonia. It can hasten the effects of cognitive and physical decline.

Given the nursing staff’s negative attitudes, and lack of knowledge, there is serious concern whether the increasing demand for oral health care provision in residential care can be met.

In 2007, Ontario made legislative changes which granted dental hygienists the ability to provide their services independent of a dentist. This coincided with changes in the health care system calling for collaborative team-based models. The World Health Organization and Health Canada both say that health care professionals should participate in interprofessional education. This would ensure they are ready to work collaboratively in the health care system when they graduate.

Participating in such a program is important for the nursing profession. The Canadian Registered Nurse Examination has three competencies relating to interprofessional practice that

expect nurses to communicate their nursing expertise to other health care professionals, become partners and collaborators in health care teams, and gain an understanding of the expertise and roles of unrelated professionals.

The Centre for the Advancement of Interprofessional Education says this occurs when “members or students of two or more professions learn with, from and about each other to improve collaboration and the quality of care and services.” Introducing such collaboration at the undergraduate level was recommended as a means of improving patient safety, quality of patient care, and provider and patient satisfaction. The World Health Organization stated that dental hygienists are the optimal choice to facilitate the integration of oral health care with primary care and to educate non-dental health care professionals.

A concern for the nursing profession, administrative bodies, and nursing schools is the difficulty in articulating the nurse’s role in interprofessional collaborative practice. To be part of interprofessional collaborative practice, nurses need to have a clear sense of their professional identity. Nurses who graduate from schools with such programs will have exposure to positive role models to help develop their identity and “fit in” as a nurse.

Interprofessional education initiatives were developed in response to health care reforms to improve collaboration among health care teams. Such teams are an effective and efficient way to maximize the individual knowledge and skills needed to deliver quality, safe, and economical care. Indeed, the benefits of implementing an interprofessional education program are well supported in the literature as over five decades of research findings report the benefits in improving the safety and quality of health care delivery.

Challenges in embedding interprofessional education into health care curricula do exist. Curricula development is difficult as little data exist to support topic structure; timing of the training is difficult for the same reason. Synchronizing and scheduling to accommodate two professions is an administrative challenge, and making all material relevant and congruent with existing learning outcomes and objectives is demanding.

Despite these challenges, Bressler and Persico consider interprofessional education the best strategy to enhance the Bachelor of Science in Nursing curricula. Ho et al. consider the ability to work collaboratively with unrelated providers and deliver interprofessional care the best model of care for institutionalized older adults.

Therefore, after reviewing the abovementioned literature, I conducted my study at a college that had embedded an interprofessional oral health program into the nursing curricula. I developed the tools to evaluate the students’ knowledge, attitudes and perceptions of the program. A quantitative descriptive post-test design was used to survey year-one students at one community college.

The participants were a convenience sample of 47. The validated tool was designed to answer four research questions.

1. What is the impact of an oral health interprofessional education program on students’ knowledge, attitude and perceptions toward oral health care provision?
2. How are students’ attitudes and perceptions toward their professional identity influenced by an oral health interprofessional education program?

**Interprofessional Education:
“... professions learn from each other to improve collaboration and the quality of care.”**

3. How are students' attitudes and perceptions toward their role and responsibility in oral health care influenced by an oral health interprofessional education program?
4. What is the impact of an oral health interprofessional education program on students' attitudes and perceptions?
- The students' score on oral health knowledge was higher than mean scores reported in the literature; overall, they had more positive attitudes and perceptions than was reported in the literature.

Participants had positive attitudes and perceptions toward their professional identity (Question #2) as most participants disagreed with the statement “working with other professions got in the way of my learning.”

These positive findings were confirmed by their agreement with the rest of the survey. In question 3 (attitudes and perceptions) participants agreed it was important to understand each other's roles and responsibilities to prepare them to deliver oral care.

Results from question 4 (how they rated the effectiveness of the training) students expressed positive attitudes and perceptions toward collaboration. Most agreed that unrelated health professions should participate in interprofessional education to better prepare them for patient care. These results aligned with the findings in the literature reviewed.

In conclusion, the findings from this study support an oral health interprofessional education program for nursing and dental hygiene students. As I outlined at the beginning of this article, this would provide the oral health knowledge and collaborative skills that may improve the oral health status of residents living in residential care facilities. Nurses make up the largest portion of health care professionals, and thus can play a major role in ensuring daily oral care is provided for their patients.

The findings are rewarding for me as a learner and educator as they add to the body of knowledge and reaffirm the value of the interprofessional education programs.

The findings revealed benefits for students not found in graduates of a traditional curriculum. Those with interprofessional education in their training showed the ability to be a role model upon graduation for student nurses, as well as development of a sense of identity. They also showed clear concepts of their role and expertise as nurses and understanding of the role and expertise of dental hygienist in oral care delivery. They obviously were ready to participate in further interprofessional programs, and possessed employability skills beyond their discipline – skills that employers consistently seek in new hires.

Lastly, I offer some recommendations that serve as guiding principles gleaned from this study.

- Oral health interprofessional education programs should be a standard in the curricula of health care disciplines – schools without such programs may not be as desirable for students who value having novel pedagogical approaches to learning
- A reflective journal should include notes on interprofessional collaboration
- Faculty should be surveyed on perceptions and readiness to participate in programs
- Dental hygiene students should be surveyed on attitude and perception of the program
- Health care professionals must advocate for better oral health programs for vulnerable populations – interprofessional education is only one solution to improve the oral health of older adults
- Qualitative and quantitative research and longitudinal studies of interprofessional collaboration are required

When I first studied dental hygiene, most topics were offered in siloed environments. We now know clearly this does not build the necessary competencies for interprofessional collaboration. Fortunately, students no longer have to learn in siloed environments. Having health care students learn *with*, *from*, and *about* students from unrelated health care programs provide the benefits discussed in this paper, thus enriching and broadening the learning experience. Yet, the silo approach remains the dominant model in many medical and dental schools. Do our students and vulnerable older adults not deserve better? [C|A](#)

Editor's note: Mary Alacqua Gow's full study is available online on the OCASA website: www.ocasa.on.ca/about-us/awards/cmucocasa-research-award



Since 2004, Indspire has awarded \$91,762,359 in bursaries and scholarships to 29,568 First Nations, Inuit and Métis students across Canada. **We can help you too.**

Visit indspire.ca to apply today!

Application deadlines: February 1, August 1 and November 1

[t](#) [f](#) [y](#) [i](#) [n](#) 1.855.INDSPIRE (463.7747)
indspire.ca



Derek W. Dobson
CEO and Plan Manager
CAAT Pension Plan
Chef de la direction
et gestionnaire du Régime
Régime de retraite des CAAT

Members can count on their pensions – keeping your plan strong

Les participants peuvent se rassurer : nous préserverons la solidité de leur Régime

Analyzing and anticipating demographic trends is one of the essential things we do to manage long-term risks to keep the CAAT Pension Plan strong and benefits secure.

Like most pension plans one of the biggest long-term risks we face is plan maturity risk, which is the ability of the Plan to respond and manage risks associated with an increasing ratio of retired members to active contributing members.

A more mature plan must more closely consider the impacts of an investment downturn or other unanticipated financial shocks because there are relatively fewer contributing members to shoulder any negative impacts. To manage this risk and keep benefits secure and contributions stable the CAAT Plan has a robust funding policy and healthy reserves used to limit the chance that contribution rates will increase. We do regular and extensive modelling to understand maturity risk and the effectiveness of our investment approach, reserves, and funding policy.

The CAAT Plan's growing reserve is the best defense against unexpected negative financial outcomes that could occur in the future.

The CAAT Plan's growing reserve is the best defense against unexpected negative financial outcomes that could occur in the future. Through its dedicated focus on the core strategic goal of benefit security, CAAT is one of the most sustainable pension plans. The \$1.6 billion set aside in reserves will help us manage through the unexpected.

Even plans that are fully funded or better, as is the case with the CAAT Plan (113% funded = \$1.13 set aside for every dollar promised), must keep an eye on future maturity risk. In addition to building reserves, the Plan has established a more open approach to growth which helps manage plan maturity and other longer-term risks.

New directions for growth

News spread quickly about our successful merger with the Royal Ontario Museum (ROM) pension plan, the first-of-its kind

L'analyse et l'anticipation des tendances démographiques sont parmi les choses essentielles que nous accomplissons pour gérer les risques à long terme et ainsi préserver la solidité du Régime et assurer le versement des prestations.

Comme la plupart des régimes de retraite, l'un des plus grands risques à long terme auxquels nous sommes exposés réside dans la gestion de l'augmentation du ratio retraités/actifs et dans les moyens d'intervenir.

Lorsqu'un régime arrive à maturité, il importe de bien étudier l'impact d'un marché baissier ou d'autres types de chocs financiers, du fait qu'il y a moins de participants actifs en mesure de l'absorber. Pour gérer ce risque et garantir le versement des prestations et la stabilité des cotisations, le Régime s'est doté d'une Politique de financement rigoureuse et a constitué d'importantes réserves pour limiter le risque d'un relèvement des taux de cotisation. Nous procédons régulièrement à des modélisations approfondies afin de mieux comprendre le risque lié à l'augmentation du ratio retraités/actifs et d'apprécier l'efficacité de notre méthode d'investissement, de nos réserves et de notre Politique de financement.

L'augmentation des réserves constitue le meilleur moyen de se protéger contre d'éventuels événements financiers défavorables. Par sa détermination de garantir le versement des prestations, qui est l'un de ses objectifs stratégiques, le Régime de retraite des CAAT figure parmi les régimes les plus viables. Ses réserves, qui totalisent 1,6 milliard de dollars, lui permettront de faire face aux imprévus.

Même les régimes qui sont capitalisés à 100 % ou davantage, comme c'est le cas pour le Régime des CAAT (capitalisé à hauteur de 113 %, ce qui veut dire qu'il a mis en réserve 1,13 dollar pour chaque dollar promis), doivent surveiller le risque d'augmentation du ratio retraités/actifs. En plus d'augmenter ses réserves, le Régime a adopté une politique plus libérale en matière de croissance qui l'aide à gérer ce risque et les autres à long terme.

L'augmentation des réserves constitue le meilleur moyen de se protéger contre d'éventuels événements financiers défavorables.

in the province. The merger generated interest from a wide range of employers and employee groups that want to explore merging with or joining the CAAT Plan on a go-forward basis. These include organizations from beyond the postsecondary and broader public sectors and from outside Ontario.

We continue to also welcome employers from within the sector, including the Sheridan Student Union whose 17 full-time employees did not belong to a registered pension plan.

Most recently, the Youth Services Bureau in Ottawa has embarked on the member consent phase for a merger that would see their 300 employees join the Plan in January 2018.

This growing interest is not surprising. Recent research shows that Canadians across all age and income groups want secure, predictable, lifetime retirement income and are willing to make the appropriate contributions needed to pay for these features.

Recent research shows that Canadians across all age and income groups want secure, predictable, lifetime retirement income and are willing to make the appropriate contributions needed to pay for these features.

For employers too, the Plan's design has much to offer. Offering employees a DB plan with many features is valuable for attracting and retaining talent. There is also mounting evidence that retirement planning stress affects employee productivity and health and that stress is highest among those without a workplace pension or those with only savings arrangements – like a group RRSP or a defined contribution (DC) plan. Plus, employers with DB plans avoid the hidden cost of employees who cannot afford to retire staying in their jobs when they otherwise would not, a pattern more likely to occur during market downturns, when employers may be experiencing their own economic pressures. Most importantly, joining a Jointly Sponsored Pension Plan like the CAAT Plan avoids the headaches, risks, and costs of running their own pension plan.

Principles protect Plan, members

The CAAT Plan governors are jointly aligned with the goal to make the Plan stronger through expansion beyond the postsecondary and broader public sectors. Every new employer and merger will continue to be reviewed by the Board of Trustees and Sponsors' Committee, tested against the principles for growth. Those principles say that any type of growth, including mergers, must be in the best interest of the Plan and its members and that the Plan will not take on the debt of another pension plan. As expert managers of pension risk the CAAT Plan factors the cost of past benefits into a merger agreement to adhere to the principles.

Nouvelles perspectives de croissance

La nouvelle de la réussite de notre fusion avec le régime de retraite du Musée royal de l'Ontario s'est vite répandue, puisqu'il s'agissait de la première du genre dans la province. La fusion a suscité l'intérêt d'un large éventail d'employeurs et de groupes d'employés qui envisagent maintenant la possibilité de fusionner avec le Régime des CAAT ou d'y adhérer. Il s'agit notamment d'établissements d'enseignement supérieur et d'organismes des secteurs public et privé de l'Ontario et d'ailleurs.

Nous continuons d'accueillir des employeurs du secteur, dont l'association étudiante du Collège Sheridan, dont les 17 employés à temps plein ne participaient pas à un régime de pension agréé.

Tout dernièrement, le Bureau des services à la jeunesse d'Ottawa a entrepris de solliciter le consentement de ses participants à une fusion qui se traduirait, en janvier 2018, par 300 nouveaux adhérents au Régime.

Cet intérêt grandissant n'est pas pour nous surprendre. De nouvelles recherches montrent que les Canadiens de tous âges et de tous revenus souhaitent avoir un revenu de retraite viager qui soit sûr et prévisible et ils sont donc prêts à verser les cotisations qu'il faut pour obtenir cet avantage.

Aux employeurs aussi le Régime a beaucoup à offrir. Le fait d'offrir aux éventuels employés un régime PD comportant de nombreux avantages permet d'attirer et de fidéliser les personnes les plus talentueuses. Il y a de plus en plus de preuves que le stress lié à la planification de la retraite nuit à la productivité et à la santé des employés et que ce stress est plus élevé chez ceux qui n'ont pas de régime d'employeur ou chez ceux qui ont uniquement un régime d'épargne, tel qu'un REÉR collectif ou un régime à cotisations déterminées (CD). De plus, les employeurs offrant un régime PD évitent un coût caché, car certains employés ne peuvent se permettre de prendre leur retraite et conservent leur poste alors qu'ils auraient préféré partir, phénomène qui est plus susceptible de survenir en contexte de ralentissement financier, à un moment où les employeurs se débattent sans doute avec leurs propres difficultés économiques. Plus important encore, l'adhésion à un régime de retraite conjoint comme le Régime des CAAT permet d'éviter les maux de tête, les risques et les coûts qu'entraîne la gestion de son propre régime de retraite.

Les principes du Régime protègent les intérêts des participants

Les dirigeants du Régime des CAAT ont tous pour objectif de renforcer le Régime en procédant à une expansion au-delà des secteurs postsecondaire et parapublic. Le Conseil des fiduciaires et le Comité de parrainage continueront d'examiner chaque nouvel employeur potentiel en fonction des principes de croissance, qui stipulent que tout type de croissance, y compris les fusions, doit être dans l'intérêt du Régime et de ses participants, et que le Régime n'assumera pas la dette d'un autre régime de retraite. En tant que gestionnaire spécialisé dans la gestion des risques de retraite, le Régime des CAAT tient compte du coût des droits à pension acquis lorsqu'il s'agit d'établir une entente de fusion et de respecter ses principes.

Nous sommes en pourparlers avec 12 organismes et groupes d'employés. Les organismes qui ne possèdent aucun type de régime d'épargne-retraite ou qui ont un REÉR collectif,



We are in discussions with 12 organizations and employee groups. Organizations without any retirement savings arrangement or with a group RRSP, a DC plan, or a DB plan, may apply to join the CAAT Plan and enroll their employees after approval is secured.

By joining the CAAT Plan members and employers become part of a secure, well-funded and sustainable plan that is well-governed. As members they won't need to worry about outliving their savings or about market timing, interest rates at retirement, and making complex investment decisions up to and during retirement. In the CAAT Plan they get predictable, lifetime pension income, early retirement features, inflation protection, and portability. Our and other surveys show that the desirability of these features is very high and consistent with what the vast majority of Canadians want.

The CAAT Plan is well positioned to meet the growing desire for a secure and valuable pension plan. With proper due diligence and appropriate pricing we will ensure this growth is always in the best interest of the Plan and its members.

If you would like to learn more about the growth initiative consider watching the 23-minute webinar (www.caatpension.on.ca/en/about-us/growing-plan-membership) I led on September 26, 2017. [CIA](#)

un régime CD ou un régime PD peuvent faire une demande d'adhésion au Régime des CAAT et inscrire leurs employés une fois l'approbation obtenue.

En adhérant au Régime des CAAT, les participants et les employeurs deviennent partie d'un régime sûr, bien capitalisé, viable et bien gouverné. Ces nouveaux participants n'auront pas à se préoccuper du risque de survivre à leur épargne ou de la question de la détermination du moment propice, des taux d'intérêt en vigueur au moment du départ en retraite, ni à prendre de décisions d'investissement complexes jusqu'à leur départ en retraite et ultérieurement. Dans le Régime des CAAT, ils obtiennent une rente viagère prévisible qui s'accompagne de possibilités de retraite anticipée, d'une protection contre l'inflation et d'options de transférabilité. Nos sondages et ceux faits par d'autres montrent que ces avantages sont très convoités et correspondent à ce que veulent la grande majorité des Canadiens.

Le Régime des CAAT est bien placé pour répondre aux besoins des personnes toujours plus nombreuses à vouloir participer à un régime de retraite sûr et avantageux. C'est en faisant preuve de vigilance et en procédant à de rigoureuses évaluations que nous veillerons à ce que cette croissance soit dans l'intérêt du Régime et de ses participants.

Si vous souhaitez en savoir plus sur l'initiative de croissance, nous vous invitons à regarder le webinaire de 23 minutes enregistré le 26 septembre dernier. [CIA](#)



OACETT
CHANGING FUTURES.
ADVANCING TECHNOLOGY.

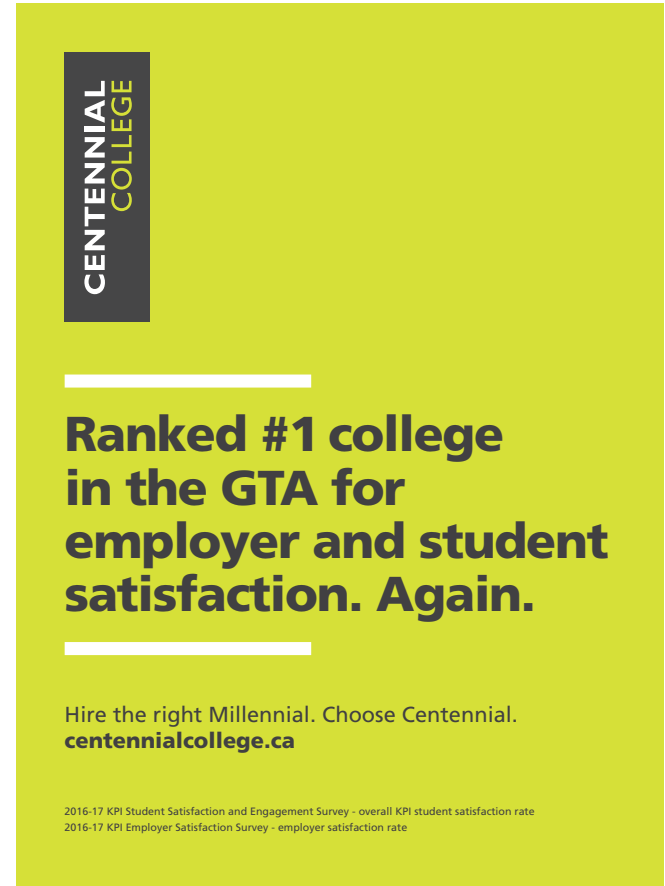
Making A Difference

For 60 years, the Ontario Association of Certified Engineering Technicians and Technologists (OACETT) has certified engineering technology and applied science professionals, raising the profile of these individuals and their employers, and advancing the profession of engineering technology.

OACETT
60
1957 - 2017

Employers recognize the C.E.T. and C.Tech. designations as a measure of quality, competence and commitment to ethical standards — expertise they count on in today's competitive market!

Learn more about OACETT at www.oacett.org or contact Trishia Tedoldi at ttedoldi@oacett.org



CENTENNIAL COLLEGE

Ranked #1 college in the GTA for employer and student satisfaction. Again.

Hire the right Millennial. Choose Centennial.
centennialcollege.ca

2016-17 KPI Student Satisfaction and Engagement Survey - overall KPI student satisfaction rate
2016-17 KPI Employer Satisfaction Survey - employer satisfaction rate

OCMT

ONTARIO COLLEGES MATH TEST

MATH ASSESSMENT FOR STUDENT SUCCESS

**DESIGNED TO INCREASE STUDENT PERFORMANCE IN
MATHEMATICS AND FIRST YEAR RETENTION AT COLLEGE**



Vretta

**10
years**

Created by all 24 publicly funded colleges in Ontario and founded upon research conducted over a 10-year period by the *College Math Project* and the *College Student Achievement Project*, both funded by the Ministry of Education and Ministry of Advanced Education and Skills Development.

✉ enquiries@ocmt.mathsuccess.ca

☎ 1 (866) 522-9228

Learn more at: ocmt.mathsuccess.ca

College staff best source of future leaders; secondments important



Brian Desbiens, Ph.D.
Past President
Fleming College
Associate Partner
Promeus Executive Search

As the college system has grown, so has a shortage of candidates for administrative positions for a whole spectrum of reasons. Staff who may have wished to join the administrative ranks have been discouraged by the wage compression between unionized compensation and entry level administrative positions. In addition, enrolment stress created by shifting demographics, funding and resource cuts to many small and midsize colleges, over demand in large colleges, and the sheer complexity of administrative roles, have all contributed to these positions becoming less appealing in many institutions. Colleges have therefore had to look outside the normal ranks for candidates.

But what is meant by “outside”? The private sector? The greater public sector? The local community? Candidates from other colleges? Some might even say a college’s internal staff from the union ranks, (faculty or support staff) may have very different perspectives on institutional leadership.

Candidates from any of these groups may feel like outsiders in a culture very different from their current experience. Each of these groups have individuals who could make great leadership contributions, but the challenges they face may differ.

The private sector has always been a source of recruitment for the college system. Many of our faculty are purposefully sought after because of their rich experience in the fields we teach. Once inside the college, their leadership capabilities need to be tapped to not only promote quality programs, but also contribute to the effectiveness of the organization as a whole. Some even bring extensive administrative experience with them. Historically, many join the colleges toward the end of their private sector careers, but there are also those who have come midcareer and want to make contributions beyond their respective teaching and program areas. These individuals, who provide instruction and then move into administrative roles, are an excellent source of leadership and have less of an adjustment than those who come straight from the private sector into more senior positions.

In my experience, the latter often experience some culture shock resulting in frustrations when dealing with: the regulatory environment of a college; the lack of a sense of urgency to make changes; a need to consult stakeholders extensively. Their lacking in classroom experience gives them discomfort with the demands/expectations of faculty. But these challenges can be mitigated by looking for private sector people who are college graduates and have therefore experienced college life; have

served on college employer advisory committees and therefore understand the expected curriculum and learning outcomes; have taught part time and are therefore familiar with the applied learning labs and field work; have employed college graduates; or who have served on college committees such as a college foundation or strategic planning team.

The greater public sector also has a wealth of interesting candidates. Many members have moved into the teaching ranks, but some have gone directly into middle or senior leadership roles. They are often very familiar with the regulatory environment; comfortable complying with legislative demands; and experienced in working with unions. While familiar with customer service demands, they are often not as accustomed to student demands. On an organizational level, they may also appear less committed to making the kind of bold change necessary for colleges to adapt their programs and curriculum to the ever-evolving labor market.

The local community should also be mined for suitable candidates. I’m routinely amazed at how people assume they know their local college’s functions, but find it difficult to adjust to its demands once they join its ranks. That said, community members often bring a network of local contacts, many of whom are alumni; have a familiarity with local employers of graduates; and an understanding of the college’s role in community development. However, I’ve witnessed some dramatic failures in hiring local leaders into middle or senior management when that person is hired for political reasons rather than for their sound leadership capabilities. And please never appoint local leaders to positions; rather, ensure that they complete the same rigorous selection process as internal and other external candidates. Far too often have I seen this approach backfire on both the candidate and the hirer who attempts to short cut a college’s process.

Over the years there has been quite a bit of movement of administrators from one college to another. This is particularly true in the GTA, where one can choose between five colleges without having to relocate. These candidates bring knowledge of the college system; often extensive administrative experience; and proven success living in a large urban center. While candidates do move from small or midsize colleges to other non-urban places, I’ve seen very few move from rural to urban. Simply put, the cost of living differential is just too great. On the other hand, several have successfully moved from urban to regional institutions.

This trend is also true in relationship to the Ministry. The lack of Ministry staff with rural experience has often created a chasm between them and central authorities when it comes to understanding the unique challenges of rural colleges. Other Ministries have seconded people into their ranks to offset this situation, but after several high profile failures in the '90s, the Ministry of Advanced Education has failed to follow suit. Fortunately, the recent selection of Brian Tamblyn (past president of Georgian College) and Bonnie Patterson (past president of Trent University) to help the Ministry negotiate its second round of Strategic Mandate Agreements has been well received. Ministry staff have not fared well when applying for or gaining positions in the colleges. This can be overcome through work experience opportunities in the field. Personally, I would like to see many more secondments of Ministry staff to colleges and vice versa as a means of bridging this gap.

The private sector has always been a source of recruitment for the college system... Some even bring extensive administrative experience with them. Historically, many join the colleges toward the end of their private sector careers.

But of course, one can feel like an outsider even if they've held a previous position at the same college. Faculty and support staff enjoy membership in their local OPSEU branches and are thereby protected by collective agreements. When one moves from these ranks into administration, they lose such protection. This is concerning to many who would otherwise have great potential for leadership roles. Yes, the Ontario College Administrative Staff Association has effectively spoken out for administrators, but it takes courage to risk such a shift in status.

Support staff often need to be encouraged to consider administrative positions. They would usually be going into front line roles, and are looking for the support and training necessary for success. There is traditionally also a difference in gender distribution here. Many of the men expect to move across into administrative roles and are frustrated when they are unable to do so. Many of the women have major family obligations and are hesitant to move. Yet, when they do, they are very successful if given proper mentorship and coaching on how to manage and delegate.

Due to the financial challenges facing many colleges, administrative ranks have been thinned out and roles have undergone an increase in responsibility and complexity. Front line management has been a place where conflicts arise due to a lack of resources and demands from above and below. In many institutions, these ranks have not

been replenished with younger leaders. This has challenged many organizations, as the front line may not be the rich source of middle management that it has been in the past. Some colleges have effective training programs, but the provincial training and development approaches are in need of revitalization.

In my work with college leaders, I've tried to emphasize that, because the competition for external candidates has markedly increased, a college has to see its own staff pool as the best source of future leaders. Second, the adaptation required of an internal candidate is much less taxing. Third, there are fewer costs and risks associated with internal hires.

So what are some of the strategies that a college should consider in order to offset the difficulties that outsiders often face?

1. Assess and develop its own internal talent. Identify people with potential and make a real commitment to their career development.
2. Invest in a regional training and development strategy in concert with like-minded colleges. This should include a mentor program and secondments. A few weeks at another institution can be a powerful learning experience. A secondment into an admin role is an opportunity for a faculty or support staff member to test themselves.
3. Provide staff with professional development opportunities. The chance to make a difference on a project or cross organizational team, to meet others and gain profile can help an individual decide whether they wish to enter administration on a permanent basis. It also gives senior managers a chance to assess their talents.
4. Support all staff in pursuing their master's or doctoral degree, especially if the program includes coursework on the college system or postsecondary administration. Often these courses will allow the person to study directly an issue/concern relevant to their own institution which can lead not only to a greater understanding but could also provide a plan of action.
5. Have an "On Boarding Strategy" in place when making a new hire from outside the college. The sink or swim mentality leads to failure way too often. The supervisor should take responsibility for helping the individual understand their new role, establish a support network, utilize their existing strengths, and develop new ones. The strategy should include clear objectives for the first six months and a professional development plan.
6. Make teaching experience a prerequisite for all administrators. College leaders should have a firsthand understanding of the organization's primary function, which is to deliver effective applied learning experiences. There are many part-time teaching opportunities, including online courses. Once in an administrative role, hires should seek out continued teaching and learning opportunities in and outside the classroom. They lead to not only a better understanding of the college's mission, but also increased credibility as an educational leader.

A true learning organization will not see outsiders as a problem, but as an opportunity. Providing the proper learning and development opportunities to each new administrative hire, increases the efficacy and impact of the college both today and tomorrow. [CJA](#)

Leaders & Innovators 2017 Highlights

The Connected Leader: Plugged in. Energized. Empowered.

AI will force restructuring of jobs – and curriculum, Linda Franklin tells conference



The effect of artificial intelligence on employment opportunities is a worry to young people of college age, Linda Franklin told the OCASA Leaders and Innovators Conference.

Ms. Franklin cited a growing concern about job displacement as technology advances.

“One big area of interest in second career is truck driving,” she said. “It’s easy, fast, you can get a good job quickly.” But, she said, “It is incredibly vulnerable to artificial intelligence.”

Now, job displacement is predicted to spread into

professional fields, she said, and cited growing concern about AI applied to accounting. “Accounting firms are thinking about this, and investing in it big time.”

She repeated a prediction given by Colleges Ontario conference speaker Robert Reich – that we are “at a tipping point” similar to that of the steam engine which took a productivity curve almost overnight. “In the next few years we’ll see the same incredible spike in productivity through technology. Maybe that’s a good thing for us all, if we can figure out how to harness it, what the jobs of the future are, what they might look like.”

“But how do we significantly restructure the delivery of postsecondary education? How can we, as a college system, engage the expertise to help develop curriculum that is really forward thinking? I think we’re facing right now the single biggest restructuring of postsecondary education in our lifetimes. Maybe forever.”

Ms. Franklin has been a regular speaker at the conference, sharing frank insights on an overview of postsecondary trends in a popular hour-long talk to those attending the conference.

Linda will be offering a webinar to OCASA members in the new year. Watch for details through regular member news.

Presidents panel a conference highlight

The Presidents Panel, featuring Dr. Tony Tilly (Fleming) and George Burton (Canadore), offered their perspective on future challenges, emerging trends and leadership. Each year a panel of college presidents share their views with conference attendees, always a highlight.

Chair stream session to be repeated in 2018

New this year was a “Chairs Stream” for academic leaders – it was so successful that it is being planned again for 2018. Also looking forward to next year will be a leadership stream for all administrators, especially on the service/corporate side of college administration.



New board members, officers elected

OCASA's Board of Directors is comprised of 12 members, representing a variety of colleges and regions.

New to the Board this year are Directors Sara Budd, Manager, Degree Program Partnerships, Georgian; Dianne McCauley, Chair, Nursing Programs, School of Community and Health Studies, Centennial College; and Bill Trochimchuk, Manager, Financial Reporting and Budget, Confederation.

The Board of Directors met following the AGM and elected their officers for the coming year. Krista Pearson, Registrar,

Algonquin College will continue in her second year as President; Alanna McDonnell, Algonquin, Vice President; Janine Foster, Campaign Director, St. Lawrence, Secretary; James Humphreys, Executive Dean, School of Health & Life Sciences and Community Services, Conestoga, Treasurer; and David Belford, Dean, Faculty of Business, Fanshawe, Past President.

The full Board can be viewed at www.ocasa.on.ca/about-us/board-directors.

Mark your calendars for June 25-26, 2018

Leaders and Innovators, the 2018 OCASA Leaders & Innovators Conference will be held June 25 and 26, 2018, again at Kingbridge Conference Centre, King City.

The program planning team has begun work; details will follow early in the new year. A follow-up survey this year showed 97% are very likely or likely to recommend the conference to colleagues.

New admin hires receive complimentary membership

New administrative hires at all Ontario Colleges will continue to receive complimentary OCASA membership for their first year.

The program is part of a program to introduce new administrators to OCASA as a professional association that can

provide opportunities for networking and, professional growth.

Sector-based online orientation resources will continue to grow as will live, interactive webinars aimed at bringing together those newer to the system.

Understanding college system course offered in 2017

Two new courses have been launched in 2017: *Understanding the Ontario College System*, and *Strategic Planning*.

All courses provided excellent learning for newer college administrators, but seasoned administrators are also finding them a great refresher, with application to current challenges.

Two new courses will be launched in 2018, aimed at equipping administrators with essential skills, critical thinking and knowledge for the emerging issues we all face. For complete details, visit www.ocasa.on.ca/certification.

Mentoring Matters

OCASA's Mentoring Matters program continues to grow. Through the program, members are matched with an experienced administrator as a mentor.

The program offers an opportunity for those new to a position to goal-driven learning, access to approaches and thinking outside of their own college, and a broader view of the college system.

Mentors gain experience, and a chance to share their

experiences. Colleges benefit through employee satisfaction and engagement. For more information, visit the OCASA website www.ocasa.on.ca.

"Being a part of the mentor program ... has been one of the best experiences of my career. I really can't say enough about the experience and the benefits I've gained from OCASA in the past year." *New hire member enrolled in the mentoring program, 2014/2015.*

OCASA appoints two to CAAT Pension Plan



OCASA has made two new appointments to governance positions on the CAAT Pension Plan.

Kim Watkins, CPA, CGA, MBA, CRM (CFO, Mohawk College) has been appointed to the Board of Trustees.

Riley Burton, M.P., MA, R.PF.(Ret.) (Director, Teaching and Learning Centre, Confederation College) has been appointed to the Sponsors Committee. They both began their three-year terms October 1, 2017.

As a sponsor of the CAAT Pension Plan, representing OCASA members, OCASA makes appointments to the CAAT Pension Plan governance.

OCASA Award Recipients honoured at conference

Recognizing the efforts of college administrators has always been a priority for OCASA. Consider whom you might nominate from your college for 2018, or within your college network. For

full details and bios about award recipients, visit: www.ocasa.on.ca/about-us/awards.

2017 Recipients, honoured during the Awards Banquet, June 26:



Doug Light Lifetime Achievement Award: **Dr. Catherine Drea**, VPA and Student Engagement, Georgian College (since retired)



Volunteer Recognition Award: **Courtney Trott**, Project Manager, Centre for Flexible Learning, Seneca College



Emerging Leader Award: **Megan Fenton**, Manager, Coop Education and Career Services, Georgian College



CMU-OCASA Outstanding Research Award: **Mary Alacqua Gow**, Registered Dental Hygienist at Canadore College (see her article in this issue, entitled, *Capstone paper recommends health care disciplines join forces to get results.*)

A UNIQUE OPPORTUNITY TO OBTAIN A PHD DEGREE, DOCTOR OF PHILOSOPHY IN EDUCATIONAL STUDIES



"The Joint PhD has been an excellent blend between studying at a small, close knit university where many students and scholars share my research interests and connecting with a broad and diverse group of colleagues and professors through the partner universities. This has brought both breadth and depth to my doctoral experience."

- Martha

Application information:
Tel: 905-688-5550 Ext. 4823
Email: jointphd@brocku.ca

Lakehead
UNIVERSITY



The Joint PhD in Educational Studies is an innovative collaboration offering students individualized plans of study involving inter-university teams of instructors and supervisory committees.

The program is flexible, with full- and part-time study including face-to-face and web-based instruction.

www.jointphdined.org

Joint PhD
Educational Studies

OCASA 2017 Leaders and Innovators Conference



Cindy Gareau named OCASA Executive Director

Cindy Gareau will be the new Executive Director of OCASA.

Cindy has over 20 years of experience as an accomplished association executive, with particular expertise in volunteer management, event management, processes and governance. She has worked with other professional national and international associations representing a variety of sectors including manufacturing, construction, finance, medical, sports, and public affairs often in the capacity of executive director as well as a consultant serving non-profit associations.

Through her connections with zzeem, an association management firm, Cindy has access to a full range of office and membership services to strengthen the organization and to

further the development of OCASA as a professional organization.

Cindy's leadership will continue to assist the board to achieve their strategic objectives and promote membership development and services, while ensuring effective and efficient operations. Cindy is excited to deepen her knowledge and experience in the college sector, and looks forward to working alongside our OCASA members and leaders in the system.



17 years with OCASA, 12 years as Executive Director

In August of 2016, after much reflection, I reached a very personal decision that it was time to launch a new chapter in my career, and ultimately, leave my role as the Executive Director of OCASA. I began the conversation with the Board of Directors in September 2016 about envisioning such a transition – I have been with OCASA for a significant time (since 2001 on contract, and 2006 as the full-time Executive Director). Of primary concern to all of us has been how to ensure our mission, strategic plan, and at the core – members! – would continue to be supported and strengthened in the steps moving forward. I can assure you that this has happened in a very thoughtful, respectful and well-planned manner with all of us bringing our passion and care for OCASA's mission to the fore.

Since that time, with my encouragement and recommendations, OCASA has moved to a new staffing model, with broader resources for member services. As part of this transition, they have hired additional expertise to fulfill the role of the Executive Director and, starting January 1, 2018, Cindy Gareau will move into this role. She is already assisting me in the management oversight of OCASA, further strengthening the "handing over" phase. With Cindy's background and expertise in association management, I am confident that membership development will only be strengthened with a broader resource base of experience and expertise.

My time as the Executive Director will wrap up December 31 of this year. I will be pursuing a consulting business for non-profits including facilitation and coaching for Boards and individuals. However, I will also continue in a limited consulting capacity to OCASA in 2018, providing sector knowledge and expertise to the Board and staff as needed, and continued support for member services where I have unique experience, particularly including member consultations related to employment and career matters. This fits well with my future endeavours, and is a passion of mine.

I offer my deep thanks to an exceptional Board of Directors, which collectively brings the gold standard for leadership, collaboration, passion, excellence, integrity and professionalism. Everyone in the system benefits from their work, and from yours – the network of professionals focussed on supporting, growing and encouraging colleagues across the province. Thank you also to those who are our College Ambassadors – these campus leaders are integral to OCASA's success!

I leave this tenure deeply supportive of and grateful for Ontario colleges, those who make them work, and the students who become necessary contributors in our communities. I have been humbled by the exceptional dedication I see every day, and encouraged to seek my own passions, and to be a lifelong learner along the way.

Thank you also to the partners with whom I've been able to share this journey – especially the College Employer Council, Colleges Ontario, CAAT Pension Plan, OCAS, Committee of Presidents, and Human Resource leaders. I have appreciated the challenges, encouragement and dialogue!

And a final word to our members. OCASA has always been motivated by, informed by and led by our members. Without OCASA, the system would have a very large gap, not just around a collegial network committed to the professional growth of all, but also on the very real employment matters and pension. OCASA's role as a trusted and professional partner to the system should be embraced and protected. Get involved. Contribute. Grow. Lead. Enhance. Challenge. Own it.

Thank you again for the honour and privilege of walking with you for the past 17 years.

Diane Posterski



Board, chair praise years of service building professionalism of OCASA

As President and Board Chair, it is with very mixed feelings that we are saying farewell to Diane Posterski. In her nearly 12 years as OCASA Executive Director, Diane's innovations and exemplary dedication have built on the work of the (mostly volunteer) founders into a strong, professional organization.

At the same time, the Board recognizes that this is Diane's decision and an exciting next phase of her career journey that we warmly support and encourage. Diane has also thoughtfully and diligently stewarded this decision by evoking enthusiasm about this new chapter and opportunity for OCASA. As a professional association, we will continue to foster the professionalism of college administration through the organization and strengthening the service to members.

In 2006, Diane became the first full-time staff member as Executive Director. She pioneered the ever-successful Annual Leaders & Innovators Conference; turned the 10th anniversary celebratory magazine *Lumière* into the twice-yearly publication *College Administrator*; introduced online learning opportunities for members, including webinars and certification; identified a need and produced our mentoring program; and oversaw the enhanced governance and incorporation of OCASA – and did this expertly by cultivating meaningful relationships with members and leaders at all of the colleges.

As you will see in her letter, Diane approached her plans

to launch a new stage of her own professional life with the same meticulous care. Diane was heavily involved in planning this transition, and sharing her experience to allow the Board to plan a staffing model to fit present and future needs. We have partnered with an association management company that brings back-office support, and seasoned senior leadership. As part of this partnership, Cindy Gareau will be moving into the Executive Director role, bringing a wealth of association management knowledge and skill, eager to expand her understanding of the college sector; this will position OCASA for the continued success that Diane built.

As President, and on behalf of the Board – personally and professionally – I wish her well. As a consultant and OCASA supporter, Diane is just a phone call away.

And, on behalf of the Board, please join me in warmly welcoming Cindy Gareau to OCASA. Diane and I have had the opportunity to work with Cindy and are extremely confident in a seamless transition.

Most sincerely,

Krista Pearson, PhD, CHRL President



Our concern for the environment

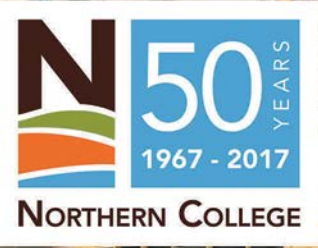


is more than just talk

As we continue to deliver valuable information through the pages of this magazine, in a printed format that is appealing, reader-friendly and not lost in the proliferation of electronic messages that are bombarding our senses, we are also well aware of the need to be respectful of our environment. That is why we are committed to publishing the magazine in the most environmentally-friendly process possible. Here is what we mean:

- We use lighter publication stock that consists of recycled paper. This paper has been certified to meet the environmental and social standards of the Forest Stewardship Council® (FSC®) and comes from responsibly managed forests, and verified recycled sources making this a RENEWABLE and SUSTAINABLE resource.
- Our computer-to-plate technology reduces the amount of chemistry required to create plates for the printing process. The resulting chemistry is neutralized to the extent that it can be safely discharged to the drain.
- We use vegetable oil-based inks to print the magazine. This means that we are not using resource-depleting petroleum-based ink products and that the subsequent recycling of the paper in this magazine is much more environment friendly.
- During the printing process, we use a solvent recycling system that separates the water from the recovered solvents and leaves only about 5% residue. This results in reduced solvent usage, handling and hazardous hauling.
- We ensure that an efficient recycling program is used for all printing plates and all waste paper.
- Within the pages of each issue, we actively encourage our readers to REUSE and RECYCLE.
- In order to reduce our carbon footprint on the planet, we utilize a carbon offset program in conjunction with any air travel we undertake related to our publishing responsibilities for the magazine.

So enjoy this magazine...and KEEP THINKING GREEN.





NORTHERNC.ON.CA/AMAZING50


Real culture

Sault College proudly offers a unique learning environment that celebrates the languages, cultures and traditions of Indigenous and Metis students. We have scholarships, bursaries, and awards specific to Indigenous students as well as an Indigenous Apprenticeship Centre. Learn more about our services at NativeEducation.ca




PRENDS TA CARRIÈRE EN MAIN!



MON
CHOIX,
C'EST
BORÉAL

COLLEGE BOREAL.CA



COLLEGE LEADERSHIP EXCELLENCE

Professional development opportunities!

New professional development opportunities for senior managers and senior middle managers are now available through the College Leadership Excellence program run by Colleges Ontario and the College Employer Council.

To learn more, contact your college president's executive assistant.



EXPERIENCE SPEAKS

Don Bernosky says the challenges today aren't more difficult – just more frequent

Don Bernosky, a 36-year veteran administrator and winner of the 2003 OCASA Doug Light Award, is the Member Profile for this issue. He was interviewed by *College Administrator* in early October. This is an edited transcript from that interview.

CA: Don, just for the record, can you give a quick summary of your background in the college?

I started in 1981, as a teaching master. I worked as faculty for five years, in the automation side, in industrial electronics. The industry was moving to programmable controllers and into a new digital era. After five years I became an administrator as a chair. Through my career I moved through multiple divisions including Chair of Ventures Initiative, Dean of Technology and Trades, Executive Director Innovation and Skills and now as Vice President Workforce Development.

CA: How are today's challenges different from what challenges we've faced in the past?

When I started, we were in an unprecedented growth mode. Today the issues we're facing are a shifting demographic, aging workforce and budgetary challenges. What has changed significantly is the pace of change and the whole digital transformation.

We've have been working closer with business and industry and Indigenous communities and learners. So it's that whole area of attracting new students. Traditional pathways don't necessarily exist anymore and we are establishing multiple pathways linked with transferrable skills.

CA: The colleges have a fantastic track record of doing things that nobody thought they would be doing.

Because the accelerated pace of change we have to become more competitive, more agile. That will be our survival. We've done it in the past and we're uniquely positioned as a postsecondary system to be able to deliver new opportunities in new ways.

We're working with Apple right now on a comprehensive digital strategy across the college which includes augmented reality (that was) released in September. That's going to change the teaching and learning environment and engage learners.

CA: How would you provide guidance to your 30-something-year-old self entering into college administration now?

The number one key is to build strategic relationships and networks, internally and externally, and continue to foster them. It's still the face-to-face people that we do business with. It's really important that you build their trust and confidence. Look at everything from an outward perspective.

In the college system, we're the architects of where we want to go. That's one of the beauties in the system – there's still a fair amount of flexibility. You have to think change, and how can I make a difference, or how can I make it better for the students, the learners, the clients we serve.

The other thing is you have to execute right. Deliver whatever you say you're going to deliver. The old story is that you just want to be authentic because at the end of day all you have is your word.

CA: So the biggest challenge you've faced in your career?

The biggest challenge I've faced is actually – and I mean this in a respectful way – but the pace of change with government; things can be slow to move.



Don Bernosky
VP Workforce Development, Confederation College

And the other thing is, internally, developing that shared vision, and taking risk where institutions and governments are risk adverse. Coming up with a solid plan, developing that shared vision, and going through, and insuring that what you're offering is going to add value, make a difference, to the organization, to the clients you're serving, to the learners.

CA: What are you proudest of?

We worked with a hospital in Sioux Lookout, MenoYaWin, where 90 percent of the patients are Indigenous. And we developed a medical interpreter program in three languages, Cree, Oji-Cree, and Ojibwe. A lot of the medical terminology in those languages didn't exist. We worked with an elders group who created a whole new lexicon. Not only that, but the hospital said, "Not only do we want professional interpreters, we want advocates for the patients." We worked on a job description jointly with the hospital. Now, sitting in a board room and having a meeting, numerous times over the PA system you'll hear, "Medical interpreter to maternity." It's made a huge difference in doctor/patient care. That's just one example where it didn't exist, (we created) something new. It was an exciting initiative. c|A

Advertiser Information Centre *Support our advertisers*

COMPANY NAME	PAGE	PHONE	WEBSITE
 Centennial College	2	416-289-5300	www.centennialcollege.ca
 Central Michigan University	IFC	877-268-4636	www.global.cmich.edu/international
 Collège Boreal	32	800-361-6673	www.collegeboreal.ca
 College Employer Council	9	647-258-7700	www.thecouncil.on.ca
 Colleges Ontario	32	647-258-7670	www.collegesontario.org
 Davenport University	9	800-686-1600	www.davenport.edu/capartners
 DLGL Technologies Corporation	OBC	450-979-4646	www.dlgl.com
 Fanshawe College	13	519-452-4430	www.fanshawec.ca
 Forbes Chilibeck Employment Law	5	613-722-4468	www.employmentlawottawa.ca
 Indspire	19	519-445-3021	www.indspire.ca
 Joint PhD in Educational Studies Program	28	905-688-5550 ext. 4823	www.jointphdined.org
 Northern College	32	705-235-7230	www.northernnc.on.ca
 Ontario Association of Certified Engineering Technicians and Technologists	22	416-621-9621	www.oacett.org
 Ontario Centres of Excellence	10	416-861-1092	www.oce-ontario.org
 Ontario College Application Service	IBC	888-892-2228	www.ocas.ca
 Sault College	32	416-850-1650	www.promeus.ca
 Vretta	23	866-522-9228	www.vretta.com

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





What does **tomorrow** look like?



INNOVATIVE
pathways &
resources for
college explorers.

TRUSTED
data & technology
for Ontario's
colleges.

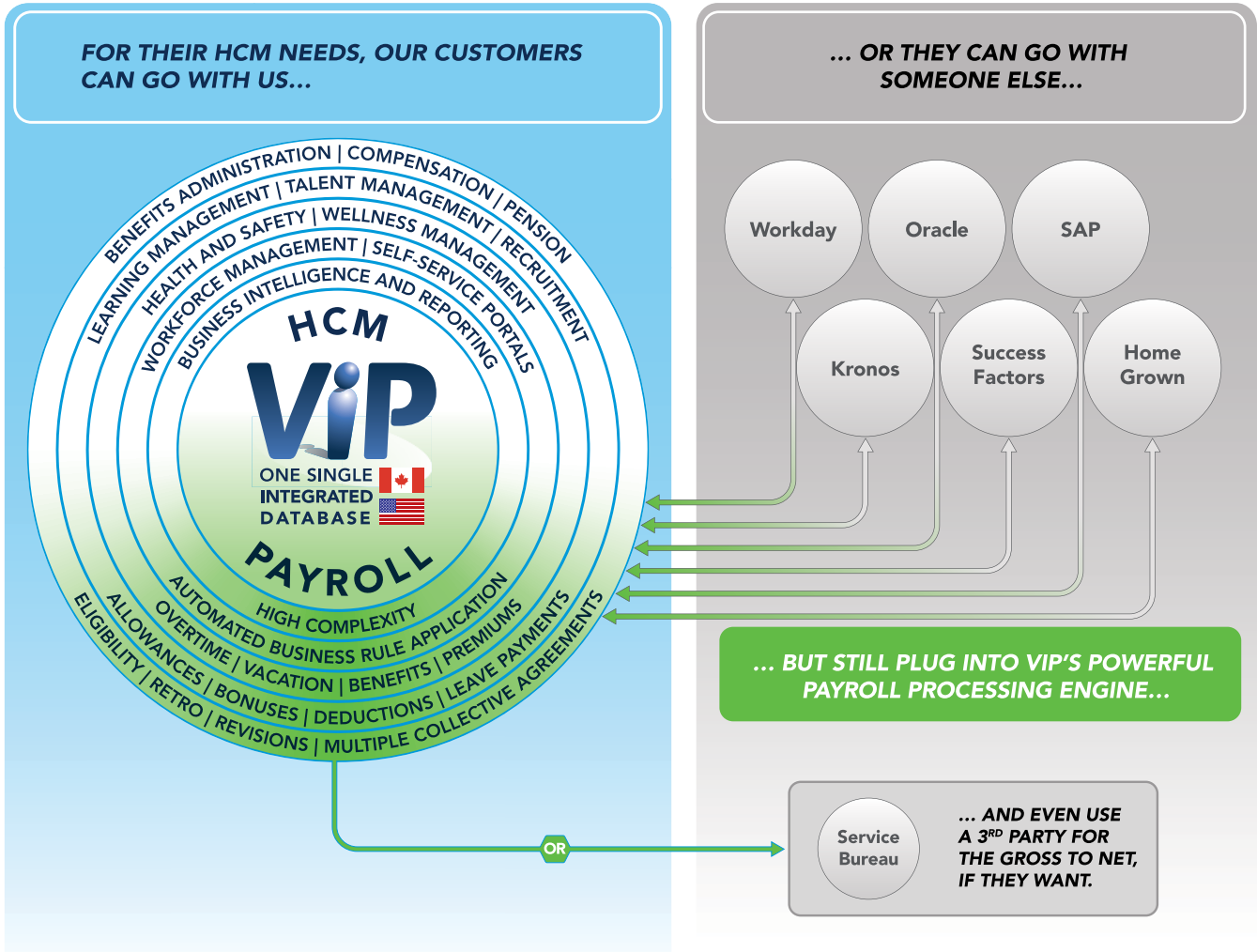
EXCEPTIONAL
service for our
applicants
& partners.

Learn more: www.ocas.ca

Connect: service@ocas.ca

HAPPY / STUCK WITH YOUR CURRENT HCM BUT YOU NEED SOME SERIOUS PAYROLL PROCESSING POWER?

VIP's Ultra HCM Configurability is the answer.



The configurability described above is not just a theoretical model it is a real solution being used by existing DLGL customers today!

Our customers have some of the most complex payroll needs in the country which only a solution like VIP can effectively handle.

By extending our configurability to include other HCM solutions, our customers don't have to worry about their payroll needs.

**VIP Payroll can continue to do the heavy lifting!
Why take the risk?**

VIP is available in
**SaaS,
Cloud or
Private Cloud,
or On-Premise
or Hybrid**

Contact Martine Castellani or Zachary Schiller (450) 979-4646

www.dlgl.com



SINCE 1980...
"WE DO NOTHING ELSE..."

