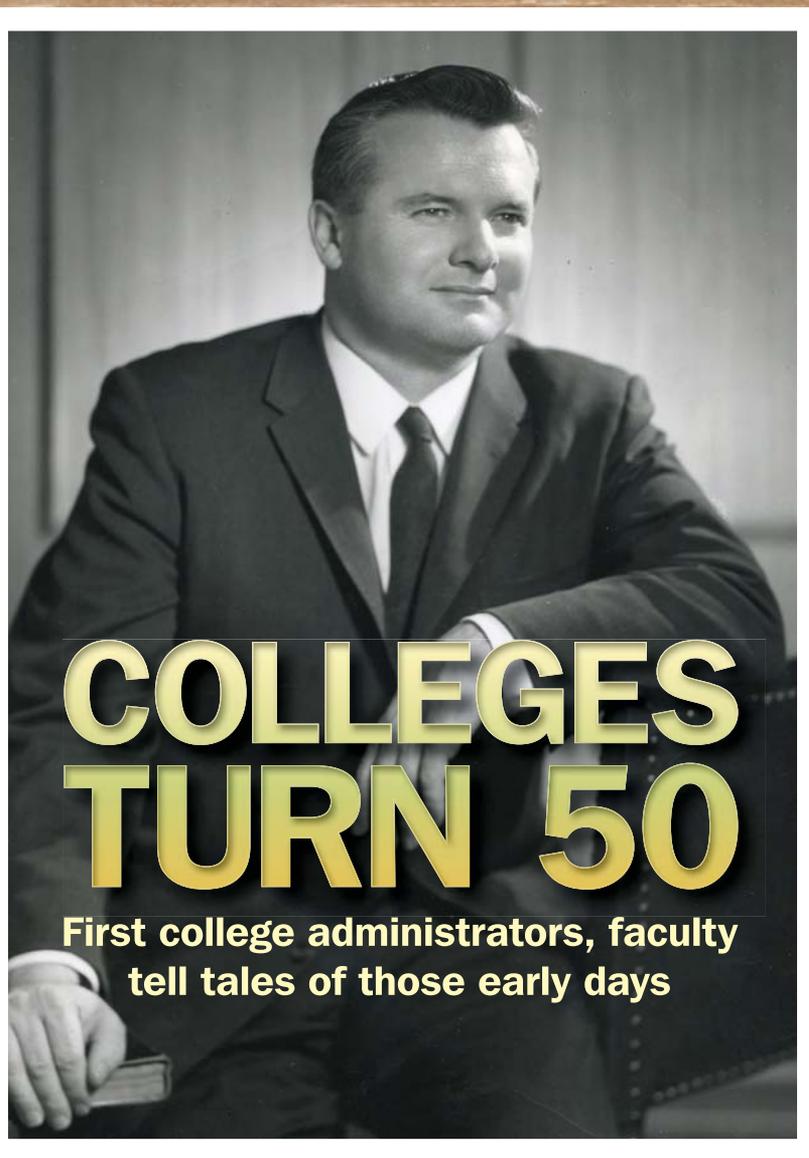


College Administrator

Our 12th year of publication

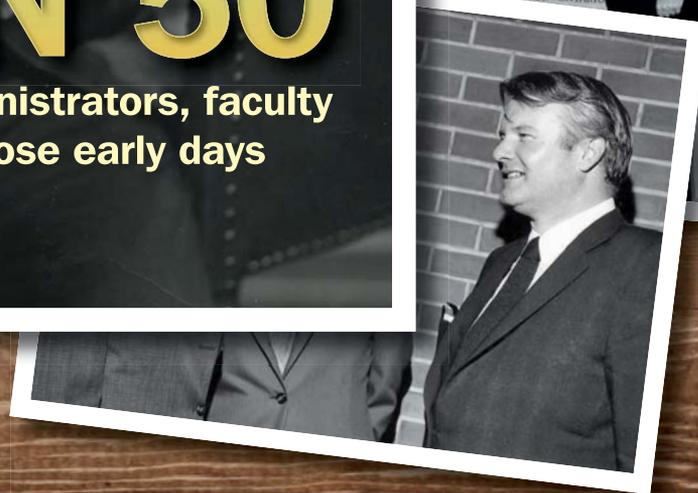
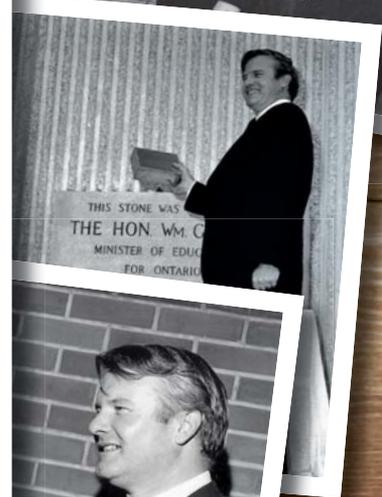
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COLLEGES TURN 50

First college administrators, faculty
tell tales of those early days



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INSIDE

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Cover photo: The main photo of Bill Davis was provided courtesy of Centennial College. All other photos in this issue were provided by a variety of colleges to create a visual image of the start-up days and some highlights.

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
Box 410, 157 Adelaide Street West
Toronto, Ontario M5H 4E7
Phone: 1-866-742-5429 Fax: 1-866-742-5430
Email: info@ocasa.on.ca www.ocasa.on.ca

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Design/Layout: Daniel Goulet
Advertising Sales: Jeff Kutry
Advertising Coordinator: Stefanie Hagdiakow

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

Ontario colleges turn 50 That's half a century!

Collèges Ontario célèbre ses 50 ans. Un demi-siècle!

Are you ready for some fun? 2017 is *the* year to celebrate. While Canada turns 150, the Ontario college system turns 50. Fifty years. Say it with me, "50!"

This year marks a commemorative milestone of stamina and experience for the colleges. It's an anniversary to acknowledge accomplishments and demonstrate readiness for the years ahead. The college system is entering this idyllic sweet-spot of energetic maturity. And, just like the diversity of learners we serve, being 50 comes with a menu of been-there, done-that alongside can't-wait-to-try-this.

To celebrate in style, Colleges Ontario has launched the *Start of Something Amazing* campaign to highlight college achievements and to prepare for the future. *50th Anniversary Facts*, videos, events and details on the William G. Davis Innovation Fund are all highlighted on the 50th website: <http://amazing50.ca>. Current students and graduates of Ontario colleges are urged to submit ideas for this innovation fund.

Throughout the last 50 years, administrators have remained a backbone for colleges to serve and support the evolving public role of education. As you will see starting on page 6, administrators in those early years were able to guide staff to invent policies and procedures for a system that was not quite sure what was required of it. Bill Davis, then-Minister of Education, had both the vision and the political will to create a system new to the province. On page 30, read Brian Desbiens' *Career Corner* column for a view of how job interviews were conducted to find those staff pioneers.



Êtes-vous tous prêts à fêter? 2017 *est effectivement* l'année des célébrations. Alors que le Canada fête ses 150 ans, le système collégial de l'Ontario célèbre son 50^e anniversaire. Et oui, 50 ans. Allez, dites-le tout haut avec moi; 50!

Cette année marque l'atteinte d'un échelon commémoratif d'endurance et d'expérience pour tous les collèges. C'est l'anniversaire parfait pour reconnaître nos réalisations et démontrer notre capacité pour les années à venir. Le système collégial avance maintenant avec le juste équilibre idéal de maturité et d'énergie. Et, tout comme l'ampleur de la diversité du corps étudiant que nous servons, avoir 50 ans reflète un long menu diversifié de « déjà vu », « déjà fait » et « tellement hâte d'essayer ça ».

Pour célébrer en grand, Collèges Ontario a lancé la campagne « Le début de quelque chose extraordinaire » qui vise à souligner les réalisations des collèges et paver la voie pour l'avenir. Nous vous invitons à visiter le site Web <http://50extraordinaire.ca> pour consulter les faits, les vidéos, les événements et les détails sur le Fonds d'innovation William G. Davis, lesquels sont tous mis en vedette sur ce site Web du 50^e anniversaire. Les étudiantes et étudiants actuels ou diplômés des collèges ontariens sont invités à soumettre des initiatives pour ce fonds d'innovation.

Au cours des 50 dernières années, les administrateurs ont été le fer de lance des collèges afin qu'ils puissent servir et soutenir l'évolution du rôle public de l'éducation. Comme vous le constaterez à compter de la page 6, les administrateurs des toutes premières années ont réussi à guider le personnel vers l'élaboration de politiques et de procédures pour un système collégial qui n'avait vraiment aucune idée à quoi s'attendre. Bill Davis, alors ministre de l'Éducation, avait à la fois la vision et la volonté politique de créer un nouveau système provincial. Reportez-vous à la page 27 pour la rubrique *Parlons carrière* de Brian Desbiens, et jetez un coup d'œil sur la façon dont les entrevues d'emploi ont eu lieu afin de dénicher cette première génération d'administrateurs.

Pour le 50^e anniversaire et pour le présent numéro de **College Administrator**, j'ai essayé de trouver la meilleure façon de reconnaître les réalisations des administrateurs au cours de ces années. En vérité, leurs histoires sont certaines des meilleures et des plus inspirantes de l'époque. Les administrateurs ont été, sont et continueront d'être de grands partenaires silencieux à la recherche de solutions et à la conception d'idées. Ils déterminent, répondent à,

In preparation for the 50th and this issue of *College Administrator*, I have been trying to find the best way to acknowledge the accomplishments of administrators during these years. The truth is that we may never know some of the best and most inspiring stories. Administrators have been (and will continue to be) those quiet solution-finding and idea-generating contributors who identify, respond to, prepare for, and enable changes in curriculum, changes to funding, changes to demographics, and so much more. When an administrator does this well, it is seamless and, oftentimes, unknown to the many beneficiaries; in fact, that is one of the signs of great administration. So, for the many of you who work hard to help make a college education amongst the most meaningful of life choices, thank you. This year is your celebration, too.

Looking forward to the next 50 or so years, continue to do what you do well – thrive and persevere with a keenly sharpened focus on leading learners to success.

One final thought: don't forget our annual Leaders & Innovators Conference June 26-27 in King City at the Kingbridge Conference Centre. The theme: **The Connected Leader: Plugged in. Energized. Empowered.** You will leave with highly relevant information, new practices and meaningful networking designed uniquely for you. Join colleagues from across Ontario for a refreshingly relevant, inspiring and practical experience. [c|A](#)

préparent pour et facilitent l'évolution des programmes d'études, des instruments de financement, de la démographie et tellement plus. Lorsque l'administrateur réussit ce travail, le tout est entièrement transparent et souvent inconnu des nombreux bénéficiaires. Cela est certes indicatif de procédures administratives exceptionnelles.

Je tiens donc à remercier tous ceux d'entre vous qui ont travaillé et qui continuent de travailler arduement dans les coulisses afin de faire en sorte que le choix d'une éducation collégiale soit parmi les meilleurs et les plus significatifs des choix dans la vie. La célébration est également la vôtre.

En route vers les 50 prochaines années, continuez à faire ce que vous faites le mieux, prospérez et persévérez avec davantage de détermination pour guider le corps étudiant vers la réussite.

Une dernière réflexion : Veillez à assister à notre conférence annuelle sur le perfectionnement professionnel qui aura lieu le 26 et le 27 juin au Centre de conférence King City. Le thème pour cette année est « Le chef de file connecté : Branché. Motivé. Habilité ». Vous retournerez au travail muni d'informations grandement pertinentes, de nouvelles pratiques professionnelles et d'un réseau de contacts indispensable, tous conçus particulièrement pour vous. Joignez-vous à vos collègues de partout en Ontario pour une expérience pratique, adaptée et inspirante. [c|A](#)





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STATEMENT
BY THE MINISTER
IN THE
LEGISLATURE
21 May 1965

Mr. Speaker: The introduction of this Bill providing enabling legislation for the establishment and operation of a system of **COLLEGES OF APPLIED ARTS AND TECHNOLOGY** is an historic occasion in education in our Province.

The Bill marks a major step forward in the development of our educational system; it provides for the introduction of a new level and type of education, one which is still in keeping with our traditions and accomplishments. Above all else, it goes far towards making a reality of the promise — indeed of the stated policy — of this Government to provide through education and training, not only an equality of opportunity to all sectors of our population, but the fullest possible development of each individual to the limit of his ability. In this new age of technological change and invention, also, it is essential to the continued growth and expansion of the economy of our Province, and of our nation, that adequate facilities be made generally available for the education and training of craftsmen, technicians and technologists. Dr. John Deutsch, Chairman of the Economic Council of Canada, made this point abundantly clear in his address of March 1, 1965, to the Canadian Club in Toronto, wherein he stated:

"The world in which we live and must make our way is one which demands an ever-changing pattern of occupations and rising levels of skills. The occupations which are growing most rapidly are those which involve advancing levels of basic education and training. The occupations requiring the lowest levels of formal education are declining ... Much has already been done to meet the educational needs of our times, but there are significant deficiencies and gaps which remain to be overcome, especially in respect of research, the retraining of workers and the development of highly skilled manpower . . . a considerable number of (Canadian) companies are experiencing a scarcity of managerial, technical and scientific personnel . . . There has long been a deficiency in our educational system in regard to the training of technical personnel beyond the high school but short of the university level . . . An adequate general education is the best basis on which to build and to rebuild the particular work skills which the future will require . . . In addition to adequate general education, the increasing speed of technology in the fields of training, retraining,

For the entire text of the statement, go online to:
https://cclp.mior.ca/index.php/download_file/-/view/26

COLLEGES REACH 50

In the beginning there were only ideas
administrators had to build from scratch



Bill Swan
Contributing Editor

When Bob Mitchelson started at Confederation College, he was employee number eight. His boss at the time handed him a box. “Bob, there’s \$50,000 worth of receipts. It’s up to you now to set up an account for that, and set up the accounting system and take it from there.”

That was the challenge facing pioneers in Ontario colleges 50 years ago: everything was new, everything had to be invented to meet needs that hadn’t occurred yet.

At St. Clair College, retiree Bill Totten tells of Roy Giroux leading groups to visit colleges in the United States, returning with armfuls of policies, procedures, and protocols to serve as a foundation needed to start an institution from scratch.

And at Sheridan, in Brampton, in Bill Davis’ old high school no less, the first day of classes faculty discovered that no chalk had been ordered. Office staff scrambled down the street to the Peel Board of Education and borrowed what was needed.

These, and a good many other stories from those early days, are spread out over the next few pages. For this, *College Administrator* interviewed almost two dozen staff, former students, and retirees who were part of those heady days.

These stories show clearly the combination of vision and commitment that have combined to create Ontario colleges.

The commitment comes from people, and in the stories told (in their own words) over the next few pages, you may see how that commitment shaped both the colleges *and* individual careers. Sometimes without much guidance – or some cases in *spite of guidance* – those first employees, support staff, faculty, administrators, worked hard to make this college thing work.



The vision came in two forms: the vision of Bill Davis to create colleges out of the free-wheeling sixties; and the vision of those pioneers who, like Mitchelson with his box of invoices, created something out of nothing and built a legacy.

The real initiative, of course, came from Mr. Davis himself. To get a firm grasp of the vision, read the June 1965 statement by then-Education Minister Bill Davis. (Available at the OCASA website as extra online resources for this issue: <http://www.ocasa.on.ca/communications/college-administrator>.) In it, Davis laid out his plan for the colleges in 6,700 words.

The need lay in three key points: “First, there is the matter of the ‘knowledge explosion’,” Davis told the Legislature, “by which is meant that recent knowledge in certain fields – science in particular – has been doubling every ten years.

“Second, the new technological revolution in which we have been caught up has seen the disappearance of most of the unskilled and a high proportion of the semi-skilled jobs.



“Third ... is what is known as the ‘population explosion’.

“We simply cannot wait five years,” he told the Legislature. “In fact, we cannot afford to mark time for even one year.”

Nine months later, in March 1966, Davis arose in the Legislature to announce the 19 areas that would host colleges, but hedged his bets by predicting that by the mid-1970s there might be as many as 26 colleges. For those who count such things, that is nine months from concept to reality.

Continued from page 7

Teachers were hired within weeks at least two colleges. Centennial and Lambton began classes in the fall of 1966. Most of the remainder followed a year later in 1967 – hence this 50th birthday party in 2017.

Hands up, those who would like government programs to move that swiftly today.

Davis also talked of the changing job market, “the disappearance of most of the unskilled and high proportion of semi-skilled jobs” in the 20 years after the Second World War. “Much higher levels of basic educational qualifications, and of technical skills, are demanded of those who supervise or work in our new automated factories and offices,” he said.

It’s called Vision. The 30-ton computer ENIAC with 18,000 vacuum tubes was then only 20 years old; personal computers 15 years in the future; smart phones 40 years. Obviously, it was an example of a politician with growing clout listening with understanding to the advisors and experts around him.

It is worth celebrating.

The brutal truth in 1967 was that colleges were a poor cousin to the universities. In fact, even today, FTE funding in colleges lags behind both universities and high schools.



Colleges have from the beginning made a tradition of hiring their own graduates, and encouraged staff development: support staff have become faculty, have become administrators, have become presidents.

But what the colleges have done with those meager resources is astounding. Visit the Colleges Ontario 50th anniversary website. There, you will see testimonies from graduates across the province.

Who would have thought in 1967 that the Chief of Police in Canada’s largest city (Mark Saunders in Toronto, if you need to know) is a Humber graduate; the CEO of the Sick Kids’ Hospital in Toronto for 10 years until her retirement in 2013 was Mary Jo Haddad, a graduate of St. Clair College;

at least four college presidents past and present are college grads themselves, although that is such old news that frankly we’ve lost count. Colleges have from the beginning made a tradition of hiring their own graduates, and encouraged staff development: support staff have become faculty, have become administrators, have become presidents.

The keeper of the Stanley Cup, for instance, is Philip Pritchard, a graduate of both Durham College (sports

administration) and Sheridan (in business). How iconically Canadian is that?

Humber School for Writers has become a significant force in the literary development in Canada. Who in 1967 would have seen that coming, colleges stealing that ball from the universities?

And as this is written, Sheridan is still celebrating the 2017 Oscar win of graduate Alan Barillaro of Chippawa, Ont. for the animated short *Piper*. It’s not a one-off for Sheridan; Chris Williams, another grad, won the Oscar in 2015 for *Big Hero 6* and for the 2008 film *Bolt*.

Want more? For his 2015 Oscar win, Williams’ toughest competition came from two other Sheridan grads: Dean DeBlois of Aylmer, Que., (*How to Train Your Dragon 2*), and Graham Annable of Sault Ste. Marie, Ont., (*The Boxtrolls*).

At Niagara, Justin Beaulne, 21, won the 2015 bronze medal at the Hans Bueschkens Young Chefs Challenge, held in Quito, Ecuador.

We could go on. And on. And on. Individual colleges have special boasting

rights and celebrations, and undoubtedly our readers are caught up with the events at their own college.

As you will see in the pages of this special 50th anniversary issue of *College Administrator*, those early days in colleges were much, much different than today.

We don't pretend that the stories on these pages are definitive; we know we missed some of the movers and shakers who could have added even more to the story about those beginnings. The stories told by those pioneers in this issue have been transcribed and condensed from telephone interviews and email correspondence.

Life was different in 1967. In some ways, more relaxed. As you will see in some stories on these pages (see especially Brian Desbiens' *Career Corner*) hiring was less formal. One, maybe two interviews, no reference checks, and can you start next Thursday? If that sounds lax rather than relaxed, just remember: for the start-up in

1967, all colleges were seeking faculty, administrators, and support, all at the same time. This continued for the first few years as Ontario woke up to the potential of colleges, and enrollment expanded rapidly.

So it wasn't relaxed – it was practical. And we all know that colleges have always done practical very well.



CELEBRATING 50 YEARS OF STUDENT SUCCESS



Ron Lawrence

Lambton College

Hired in 1966, Ron was one of three original faculty members at Lambton College.



The first college office was in a room over the Royal Bank of Canada. For about three days, three of us hired as faculty sat in this office, wondering what to do. We could only see the president, Wolfgang Franke, on weekends because he was still the principal of a high school.

As we got closer to beginning classes, we began wondering when textbooks would arrive.

Dr. Low said, "Well certainly, I'll phone the chairman of the board and see if he knows." Eventually we drove up to Toronto. It took me a whole afternoon to track down the offices of McGraw Hill and Prentice Hall, and convince them that there was a new college in Sarnia. They must have trusted me, since the books arrived.

I was told to teach economics because I have a degree in economics from Western. But I taught accounting, business law, economics, and another course which I never quite understood myself, called accounting systems.

I was really just keeping one chapter ahead of the students most of the time. There was also another problem. We had a part-time teacher who came to me one day and said, "My timetable said that I'm to teach accounting, and I don't know anything about accounting. I'm supposed to teach mathematics." I said, "Well, I don't know anything about teaching mathematics, so why don't we switch?" So, we just switched our timetable. We never told anybody; we just did it. There was no chairman of our department. We all reported directly to the president, and he gave us instructions.

The first classes were held in a building that was derelict; the heating didn't work, the air conditioning didn't work. Students sat in classrooms in overcoats and gloves in the winter. In the summer, they were writing exams with chairs and desks pulled out in the hallway because that was the only way we could get fresh air.

Well, I think my fondest memory was of the Mr. Franke, the first president. He remained a very good man, highly efficient. He was an avid anti-smoker. He wouldn't hire anybody who smoked.

Before the opening of the new building in 1970 we had a meeting. All the dignitaries were there. It was a big event. When the speeches were over, we all went to have a look at this new building and found we couldn't get in – it was locked up tight. We'd been going in for the last week or so, in and out, no problem. Eventually, one of the faculty members produced his house key and it just so happened that his house key would



fit in the lock! The rumors going around said it was mine, but it wasn't. But we did get into the building – after most of the dignitaries had left. They did not miss much.

Actually, one more anecdote that comes to my mind. Three of us were standing together, chatting one day, when Mr. Franke came up. He said, "Dr. Low, Mr. Howard, Mr. Lawrence, my office, 4:00." Then he walked away. So, we looked at each other and we said, "What have we done?" Clearly, something was wrong. So, at 4:00 on time we attended his office. As we walked in, we saw his desk was clear and empty. On the middle of it was a bucket of ice chilling a bottle of champagne, and four glasses around the table. As he poured the champagne, he said, "You are my men. You three helped me start this college a year ago. We're going to do this every year." We did it that one time, but we never did it again because a year later he had left.

Linda Livingston

Sheridan College



Linda Livingston began her career in 1967, and has worked under the leadership of all seven Sheridan presidents. She continues to work part-time in the Office of the President at the Davis Campus in Brampton.

I started at Sheridan in 1967. I heard that a college was coming to the Peel and Halton region, and I thought it would be a great opportunity. So when I saw the big full-page ad in the *Brampton Daily Times and Conservator*, I sent in my résumé. There were two positions – secretary to the bursar, and secretary to the librarian. I wasn't very good at math, and although the bursar kindly reassured me by saying, "Don't worry, we have calculators," I chose the library.

Over the years, I worked as secretary to the first-ever director of extension when the college introduced night school, then as secretary to the dean of science and technology. I have had the opportunity and privilege to work under the leadership of all seven presidents of Sheridan, which has been an amazing experience. My most memorable will always be the 20 years as EA to President & CEO Mary E. Hofstetter, one of only two women presidents in the system at the time, as well as Sheldon Levy and Dr. Robert Turner.

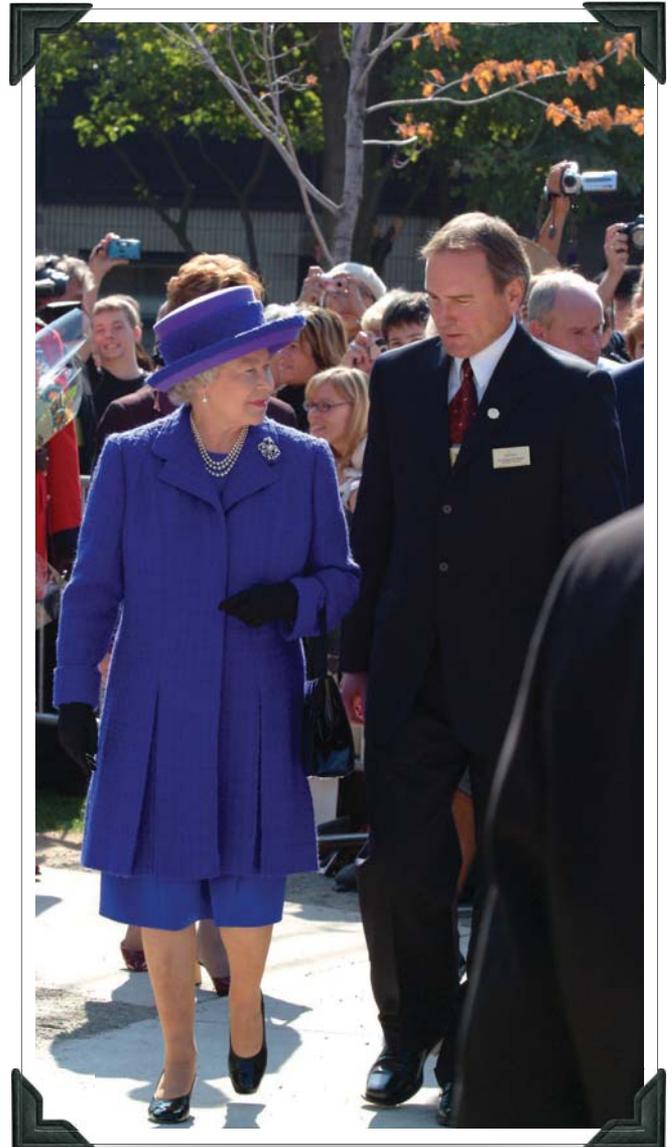
The founding president of Sheridan, Jack Porter, gathered us together before the college opened and told us how important it is to be always mindful of the fact that we are there for the students. That set the tone for my whole career. Right from the start there was a caring attitude towards each other and everyone we worked with, whether it was our colleagues or the students.

Sheridan's first building was a converted school, actually Brampton High where Bill Davis attended. We had 380 students and we knew most of them by name. There was not a lot of housing or parking, but I will never forget how the people in Brampton opened their homes and hearts offering room and board.

Mr. Davis, the minister of education and father of the college system, and later premier of Ontario, was a long-time resident of Brampton. He was with us on occasion at the college for events such as convocation, but was just as likely to drop in unannounced to see how we were doing. That was special.

On the first day of classes we discovered we had completely forgotten about chalk for the blackboards, but luckily the Peel Board of Education came to the rescue. We were a group of 10 or 12 secretaries, we never thought of it as a challenge. It was a wonderful new venture and we were all learning together. We did what had to be done.

Highlights over the years have been many. Animation graduate James Straus was nominated for an Oscar in 1997 for best visual effects for the movie *Dragonheart* – so Sheldon Levy, president at the time, got the idea to install a giant smoke-breathing dragon on the side of a building in Chinatown!

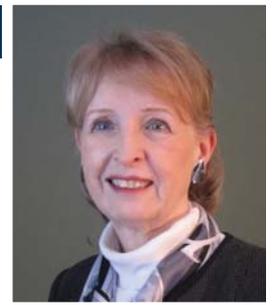


Her Majesty Queen Elizabeth II came to Sheridan in 2002 as part of the royal visit, and it was a thrill of a lifetime to have the opportunity to meet her.

One of my happiest memories will always be the friendships that developed from our modest beginnings – 50 years ago. They have been lasting and a very meaningful part of my life.

Linda Choptiany

Centennial College



I started at Centennial College in September 1967, hired as a librarian at Warden Woods, the only campus in existence at that time.

I enjoyed a 33-year career at the college working at four campus locations in libraries that specialized in supporting the unique programs taught at each campus.

In the early years at Warden Woods, the library was just getting organized. The library was so small that library staff were able to physically move the shelving and books from the second floor to the first.

In 1969 Ashtonbee, the second campus library, opened in the former Volkswagen Canada Service Centre. Appropriately, this was the automotive campus. I was the only librarian in a small former office working to build a collection for student needs. Understanding the technical language in order to help the students was important. When a student asked for information on limited-slip differentials, we both were learning at the same time!

In 1977, Progress was the third campus to open. The new building was designed by an architect in the mod colours of the day: purple and orange. The library had new shelving and a collection supporting business and engineering. There were

offices for library staff and the brand new environment was a very comfortable place to work.

1994 was the year that the Bell Centre for Creative Communications opened in East York. This was the fourth campus library where I worked. The focus was on journalism and high-tech communications. I travelled between Ashtonbee and the Bell Centre as campus librarian at both locations during my last years at the college.

I was elected the faculty representative to the Board of Governors for two terms from 1992-1998. This experience gave me a broader perspective on the college and how it was governed. I was fortunate enough to be on the selection committees for the hiring of two college presidents. It was a privilege to work with members of the business community who volunteered their time and expertise to the college.

In the '60s there was an undercover Mountie posing as a student on campus to find out about the drug scene. His career was short-lived when some students figured out who he was and published his picture in the *Arsenal* – the local student paper.

Linda is a founding member and current president of the Ontario Colleges Retirees' Association.

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ONTARIO COLLEGES **50** THE START OF SOMETHING AMAZING

MOHAWK FUTURE READY

Mary Hornak

Niagara College

On February 16, 1967, I began working at Niagara College as secretary to the president/board. I was the first, and for a few weeks, the only employee.

A small office on the second floor of an older building in downtown Welland had been leased and, on that first morning, the board chair and I visited a local stationery store to purchase desks, chairs, paper and other items necessary to begin operating. Development of a campus was still in the future.

Two days later, I was taking minutes at my first board meeting. The next day the board chair and I went to Toronto where representatives of the Council of Regents and Ministry provided more information about the proposed colleges which were to open that September.

On the evening that man was to take his first step on the moon, we watched the historic event in the TV studio. We sat spellbound as Walter Cronkite provided the narrative and everyone let out a great cheer when Neil Armstrong stepped on the moon.

Subsequent meetings of the board saw the approval of a name for the college and agreement that the names of buildings and roads on the campus should reflect the history of the area. Discussions also continued regarding the hiring of staff and provision of teaching areas for the coming September. Due to space limitations in our tiny office, interviews of candidates had to be held in a suite at a local hotel.

Property initially intended for a proposed Ontario Vocational Centre had been transferred to the college and, after reviewing a number of possibilities and due to the pressures of time, the board decided on the purchase of a pre-engineered building to house staff and students on a temporary basis until permanent facilities could be built. Accordingly, the first building, Hennepin Hall, was erected on Woodlawn Road in Welland and September 1967 saw more than 450 students registered. That first year all staff and students were housed in the same building and morale was high, with everyone pitching in to provide assistance wherever it was needed.



In February of 1968, the Hon. William Davis, then Minister of Education, visited Welland to officially open the college and install its first president. At a reception following the ceremonies, everyone had an opportunity to meet Mr. Davis who later became the province's premier.

In the late winter/early spring of 1968, a major challenge faced the college when the country road providing access to the campus was lost!

Apparently, the road's base was insufficient to handle the increase in traffic and with the freezing/thawing weather cycle, the road turned to mud. On that day, if you arrived at the college when the road was still frozen, you were able to drive in but you could not leave until the road froze again. In company with many others that morning, I parked some distance away and walked in to work. A considerable amount of stone had to be laid down to make the road passable, and it was later completely rebuilt.

Continued from page 13

June 1968 saw the college's first graduation take place in a park-like area on the banks of the Welland canal. A platform was erected and seating provided for graduates and their guests. I recall taking movies with my 8mm camera and hoping that a ship would sail by during the exercises. What a background shot that would have made but, unfortunately, it did not happen.

Although we worked hard, we also had a lot of fun in those early days. For example, one Christmas staff and students gathered in the television studio to tape a hilarious takeoff on the popular program *Laugh-In*. And on the evening that man was to take his first step on the moon, we watched the historic event in the TV studio. We sat spellbound as Walter Cronkite provided the narrative and everyone let out a great cheer when Neil Armstrong stepped on the moon and uttered those famous words. Then we celebrated with pizza and pop.

One year, discussions were taking place with representatives of two local hospitals regarding the transfer of their nursing programs to the college. At a meeting held in the Commissioners' Quarters at the Victoria Park Restaurant in Niagara Falls, everyone was sitting around the board table when the lights suddenly went out.

As we were located across from the Falls, source of the water used to generate electricity, the humour of the situation became evident. Eventually, the lights came back on and, in the meantime, the meeting continued by candlelight.

Of course, no history of Niagara College would be complete without mention of the blizzard of '77. The high winds and

snow began in mid- to late morning on Friday, January 28 and by noon it was impossible to see outside. Someone described it as looking into a glass of milk. Leaving became impossible and approximately 600 persons were marooned at the college that first night, sleeping wherever they could find space, including on the boardroom table. The cafeteria quickly ran out of food, but the neighbours were great, sending over pots of soup and other food. The local snowmobile club brought in pizzas and helped people who required medications. Some people were able to make their way out on Saturday morning when the winds temporarily subsided, but more than 200 did not leave until Sunday. Fortunately, in my case, a friend provided my one and only ride on a snowmobile and I was able to get home late Friday evening. As we drove down the deserted streets, it was eerily silent and nothing was stirring. We might just as well have been on the moon!

My recollection of the early days would not be complete without a word about the Board of Governors. Our board was composed of representatives from business, labour, education and municipalities. Those dedicated volunteers put in many, many hours at meetings to get the college off the ground and deserve a huge vote of thanks.

Today, when I pass the thriving institution that is Niagara College, it is difficult to believe its humble start. It's come a long way, and I must confess to a certain amount of pride that I was there at the beginning.

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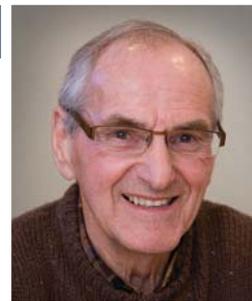
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Bob Mitchelson

Confederation College

Algonquin College



I was hired, July 1, 1967, as Chief Clerk at Confederation College – the eighth person on staff. I had been working on my professional designation in accounting at the time. My boss, who was a bursar at the time, put a box on my desk, and said, “Bob, there’s \$50,000 worth of receipts. It’s up to you now to set up an account for that and set up the accounting system and take it from there.”

Our president, Air Vice-Marshall Bradshaw, also hired Jack Oliphant, an American who was a computer expert. I remember Bradshaw gathering the senior staff together and saying, “Now, we will have a computer. It’s up to you to determine which one you want and what you’re going to do with it.” A couple of years after that I went to meetings in Toronto. A lot of colleges – people in the same position I held – had a very difficult time trying to convince their board to even spend money on a computer.

In the beginning, we didn’t have any buildings at all. Sir Winston Churchill High School was opening in September, on the other side of town, but they didn’t have enough students for four floors. An arrangement was made to allow the college to run its programs from four o’clock in the afternoon to 10 o’clock in the evening; we occupied the top two floors. We had to put a bookstore in there, and then we had to put a portable on the campus for the faculty and support services staff.

Our registrar at the time – who was housed next to my office, popped his head in the window one day and said to me, “Bob, you have a station wagon, don’t you?” And I said, “Yeah.” He said, “Good. I want somebody to go around to Fort Frances, Kenora, and Dryden, and talk about the college. Would you do it?” So, I filled my station wagon with information about the college and headed out. I was the first person to go out there and talk to people about the college. Those were the early days of skeletal student recruitment.

We were so determined to grow the college that we simply did what we needed to in order to make things happen. We talked to people – we got things done because we believed in what the college system could offer. Everybody was committed to the process. I think that it was this kind of belief in the system that resulted in the kind of colleges that we have today. It’s a great thing we (the colleges) weren’t rubber stamps of each other. Colleges were allowed to develop and serve their communities; the colleges were independent in terms of designing and getting the programs approved, and this worked extremely well for colleges across the province.

Some colleges specialized in areas because of the leadership specific to their college. As an example, because our first president was Air Vice Marshall Bradshaw, (he was the Commandant at RMC from 1954-57), he decided, “We’re going to have an aircraft program.” As a result of this, he went out and hired

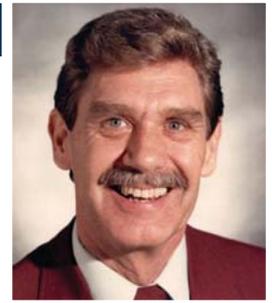


the specialist for the program and that program is still running today, very successfully.

I left Confederation in '89 and I went to Algonquin College in Ottawa. At Algonquin, I wanted to do a space study and start building new buildings and (my boss said), “No damn way.” I went in a couple of months later and he threw me out of the office again. And then, one day I got a call, and he said, “Mitch, go ahead with the space program. Just keep me informed.” So there was \$12 million worth of new buildings built as a result of that conversation. Algonquin College wouldn’t have been able to do that if I hadn’t brought that experience from Confederation College to Algonquin College.

Bill Totten

St. Clair College



After six years teaching at Vincent Massey Secondary School, I was hired at St. Clair College as Associate Registrar in the Student Services Division. With only four administrators to cover admissions, records, counselling, financial aid, student activities, publications, and recruiting we were all involved in every function within the division, regardless of our titles. Great fun!

As the college grew at a tremendous pace, our roles became more specialized and, under the leadership of Dr. Roy Giroux, I became the college registrar, responsible for admissions, records, registration, recruiting and publications. Although the responsibilities changed over the years, I remained the registrar until I retired in 1992.

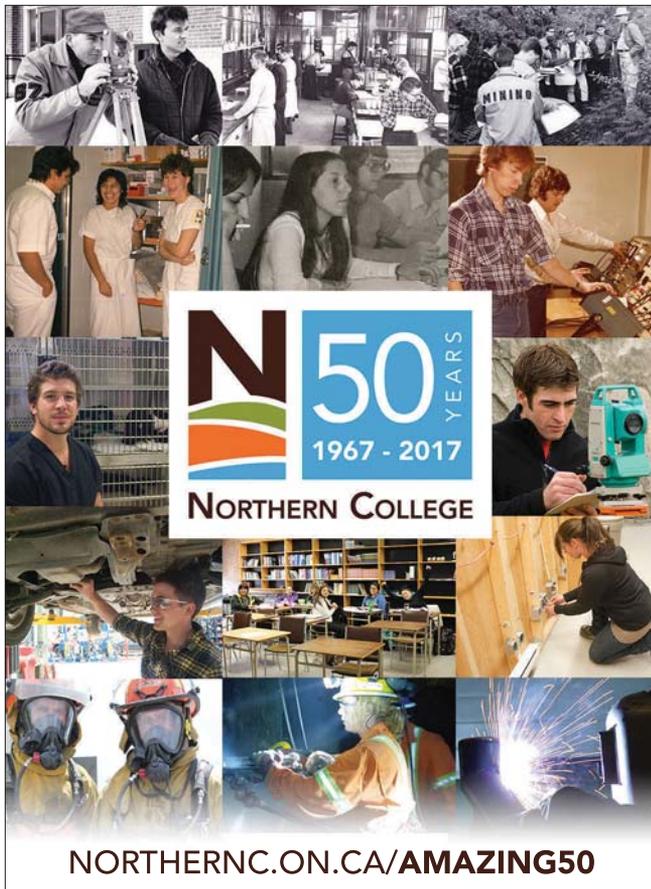
There were many challenges in those early years, many of which came with great opportunities. William Davis created 17 colleges with the stroke of a pen, providing nothing but a pamphlet describing legislation which became known as the “basic documents.” We had no rules, regulations, policies, procedures or traditions. At St. Clair we were very fortunate on



two counts: firstly, we had the advantage of having as a base, the Western Ontario Institute of Technology; and secondly, we were close enough to the U.S. border to take advantage of nearby Michigan community colleges. We visited and we learned, getting a head start in many areas. One of the most frustrating aspects of those early days was the total lack of awareness, knowledge, understanding and acceptance of the concept of a CAAT. The community in general had no idea of where a CAAT fit into the educational hierarchy. Guidance counsellors in the high schools didn't have enough knowledge nor desire to counsel their students to consider the colleges. Recognizing this, our president, Dr. R.C. Quittenton, made it his personal task to enlighten the community through what many saw as eccentric behaviours: driving a car painted with racing stripes in college colours; wearing a trademark fedora and a colorful Hudson Bay coat; participating wherever possible in community activity; and, taking advantage of every opportunity to attract the local media.

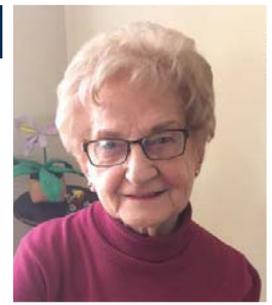
Some of the best stories about those days cannot be told in print. But, there are other interesting cases. The absence of rules and procedures led to many notable events. For example, there were no purchasing procedures: I furnished my first office by visiting a local office supply firm, pointing out what I wanted, with no paperwork or authorization. Everything arrived the next day and someone paid the bill. Similarly, we hired personnel by simply phoning the bursar and asking that an individual be added to the payroll – no questions asked.

To achieve some visibility and to attempt to educate the community, the college president wrote a letter to the editor suggesting that medical doctors should be taught and trained at the CAATs because their education and future jobs fell into the hands-on mandate of the CAATs. As expected, the university president reacted with a reply. Mission accomplished!



Adele Quaiattini

Cambrian College



My involvement with Cambrian College began in 1973. Having been nursing administrator and educator during my career, I always believed that diploma nursing programs should be in an educational environment. I was, therefore, very pleased when the Minister of Education, Bill Davis, mandated that as of January 1, 1973, all diploma nursing programs be transferred from the hospitals to the community college.

I was a member of the committee which was facilitating the transfer to Cambrian College. In Sudbury, two other programs, Medical Laboratory Technology and Radiography, transferred at the same time.

After many weeks of intensive work, I was offered the position of chair. I declined. When I was once again approached, I said to John Koski, the president of Cambrian College, that I would accept the position for one year; that ended up being 21 years. In fact, I was the first female administrator appointed by Cambrian College.

Once the School of Health Sciences was established, there was a need to develop policies and procedures, course outlines defining goals and objectives, and methods of program and student evaluation.

I was always supported and assisted with all aspects of new development.

The Schools of Health Science organized into a provincial committee, the Heads of Health Sciences. At the beginning, we met once a month at each college. This gave us the opportunity to become familiar with the colleges and their programs. At Cambrian they decided to include field placements in other programs once they saw the advantages of it being done in the Health Sciences. I think the Schools of Health Science significantly influenced the educational principles and practices in the college system.

Permit me to share a rather amusing incident. Shortly after I joined Cambrian College in June 1973, I received a phone call from the Ministry asking me to arrange a luncheon meeting with Confederation College in Thunder Bay. I replied that it's about six hundred miles from Sudbury to Thunder Bay. The person from the Ministry said, "but it's only an inch on the map." I thought, "Oh my, they sure don't know the geography of Northern Ontario." I'm not originally from Sudbury, but I defended it constantly as a wonderful place to raise a family and acquire a great education.



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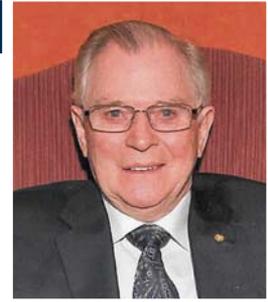
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Bill Rennie

George Brown College



I started apprenticeship in UK when I was 14. And in the five years, apprenticeship is called the Dental Mechanic. I immigrated to Canada when I was 19 in '54. George Brown College (hired me) in '69 to teach. I was there until 1990 and I went into private practice for 10 years until 2000. And then George Brown asked me to come back and help them out, and I'm still doing that.

(When I started) at the college, you seemed to be on your own. Nobody came out, no bigwig, no vice president or president. Our building was in the southeast corner of Davenport and Kendall. The northeast corner was Casa Loma.

I started off as a teacher. They needed me to have some teaching ability (so for) six weeks (we were) given teachers' training. The president came and showed us how to make an airplane, you know, a paper airplane.

That first class? Trepidation wasn't the word for it – I just thought I was someone, you know, a tradesman. I had come out of high school, I was 14 and the equivalency. I moved on and took many courses and evening and teachers' training course; different things and progressed. The first day, oh my (standing) in front of them, well it was 16 to one – that was the mandate in those days. You know if you had to teach hands-on, it was 16 to one and that was enough for one person to handle. There is a skill, and being able to stand in front of a class and be able to use that blackboard and any auxiliary support like overheads. You had to find your own slides, make your own overheads, make all your own models, and that type of thing.

The hands-on was fine, but in front of a class, I could demonstrate, but to stand up and trying to get across the 16 students, and you forget you didn't have the skills. And I believe that teachers are not made, they're born.

Trepidation: when I told one person how nervous I was in front of the class, he said, "Well, you'll always continue to be that way because when the day comes that you're not nervous and your stomach doesn't give you trouble, that's when you can make a mistake." And even now when I have to go in front of the different associations I belong to and I have to speak, I get butterflies.

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Brian Lyons

Sheridan College



I started in 1967, as a teacher (“teaching master” in the jargon of the time) in the Sheridan School of Business in Brampton. At that time, we conducted meetings of all the teaching faculty of the college in a 35-seat classroom.

Most of my career consisted of teaching Economics to first-year and second-year business classes, for which I was also course leader. My other major teaching role was as course leader for our third-year course in business strategy, which was a very different experience, because it involved coaching teams of students conducting virtual businesses competing with each other through the medium of a computer simulation.

I also served as program coordinator for the General Business program of the School of Business, and attempted on occasion to teach business to arts and crafts classes.

Sheridan started in an ancient Brampton high school that some said had been condemned, although “decommissioned” might have been more accurate. After an accounting teacher got over the blue flame that leaped at him from the light switch in his classroom, the first serious challenge that we faced was that on the first day of classes, we had no chalk.

Looking back, routine things proceeded in ways that make one wonder how we got anything done. Communications were handwritten and sent for typing, sent back for corrections, then sent by snail mail. Your mailbox was

always stuffed with little pink slips of paper telling you to phone people back, which usually led to you asking their school secretary to leave little pink slips of paper in their mailboxes telling them to phone you back. Who can forget the intoxicating odours as the school’s Gestetner machine cranked out copies of your class handouts, and as your projection overheads for your classes were manually prepared using funny-smelling gases in big jars?

What was definitely *not* a challenge was the 1967 class itself. This will always be the best and most mature class in our history, because it included so many good students who for various reasons had not gone on to university after graduating from high school. In my fondest fantasies, I am teaching that 1967 class using our 2017 educational technology.

The most exciting time was the creativity of the second half of the 1980s, when we were putting the finishing touches on our Business Administration programs while broadening our offerings by adding new majors to our program cluster. I especially remember the people – we had excellent leaders who had actually taught our students, and stressed a practical focus on the fundamental purpose of colleges as preparing students for not only jobs, but for progression in their careers. And we had a great team of dedicated faculty who worked together, played together, and accomplished a great deal.



Presidents 1971: From left: **Seated:** Dr. W.G. Bowen, Niagara; J.T. Koski, Cambrian; G. Wragg, Humber; G.M. Delgrosso, Lambton; J.W. Church, Conestoga; D.A.R. Bradshaw, Confederation. **Second Row:** J.L. Haar, Centennial; R.C. Short, St. Lawrence; C.C. Lloyd, George Brown; J.H. Drysdale, Northern; R.P. Crawford, Georgian. **Third Row:** D.B. Sutherland, Sir Sandford Fleming; W.T. Newnham, Seneca; Dr. G.E. Willey, Durham; representative from Loyalist (unknown); Dr. G.B. Maher, Algonquin; J.M. Porter, Sheridan. **Absent:** Dr. R.C. Quittenton, St. Clair.

Bruce Bunker

Durham



I was hired while I was still finishing my degree. I started on my birthday, October 21, 1970, teaching three days a week here and finishing my master's at Queen's two days a week. I was commuting two hours each way, three in a snowstorm, to write a final.

My first year was in the portables and my office mate was (a) very British guy. He was a very precise, very thorough person but he smoked the pipe. He would get our little office full of smoke and then go out for a walk. I'm thinking, "Well, thank you very much, for doing that."

(In the late '80s) along came the SWF (Standard Workload Formula). I was always the numbers guy and I just ate that kind of stuff up. The assistant dean at that time was basically a bomber pilot. He gave me the job of doing the numbers.

I went through the whole microprocessor revolution. I knew that Radio Shack colour computer (TRS-80) inside out. I was always loving that kind of stuff and it didn't matter how long it took to do it. Even if it took longer. Then, you would go into a dean's meeting or a director's meeting and say, "Look at those programs I've just done." You'd look around the room and be like a deer standing there, looking into the headlights, "Hey, you're not with me on this at all, are you?" because everyone had their own little way of doing it.

(I wore) many hats. I was in faculty, I was a director, then chair of scheduling, then I got into the plant department. I once wrote a program that integrated everything.

All the colleges started up with their own way of doing things, especially in accounting and registration. Early on, (Durham) was "technically savvy." The first two presidents were engineers and were tech-friendly. They supported tech more than applied arts, to be honest. I remember John Mather and I went down to Boston to look at some software to do registration and accounting. We came back and said, "Yeah, that's it. Get it."



That was Banner. So, Banner was brought in and it was like industrial strength, American-based, and it worked. But other colleges were doing different things and eventually, it was sort of becoming a problem.

There were four of us in technology who were always competing for jobs. Fast forward 20 years, and looking back, we all got to be a dean for a while. Your turn will come up because there (weren't) that many competing for management positions.

In the first year, (there was) no gym. We were doing bathtub races, playing tiddlywinks, crokinole. And a car rally. I don't know if you've ever been to a car rally, but you get cryptic instructions. I navigated because I'm analytical. My brother-in-law was a throttle driver so if we were 50 minutes behind schedule in the wrong direction, he could make it up. I would just close my eyes and sing. We won that car rally. Then (someone) probably realized, "This isn't such a good idea to have all these people out there roaring around at high speed on the roads. So, let's not do that anymore." We didn't have an insurance coordinator like we do now. I'm planning to have the DCRA (Durham College Retirees Association) general meeting as a barbecue in June. Well, we take out liability insurance. In the old days you would just say to someone, "Hey, let's do it."

Derek Scott

Fleming College

I started in August of '71, and I finished in April of 2001. I just went through the ranks. I was a faculty member, then a coordinator, a chair, a dean, and then retirement. We opened up a campus in Cobourg and they hired four of us. It went great in the first year. The biggest challenge in Cobourg was enrollment.

Faculty at the beginning were pretty happy to have a job and to teach. It was a great career. At the end of three years I said to my wife, "They pay me to do this." The students were just accepting. If you gave back the paper and you got a B+ on it, they say, "Oh, damn. I thought I had an A." Now they bring their lawyer in saying, "This is an A paper."

The SWF (Standard Workload Formula) really defined the relationship between management and faculty. It became much more of just a straight numbers deal as opposed to, "Jeez. I'd really like to do this. It's in my field and I love the students. Yeah, I can take them on a field trip." I think that was a major change.

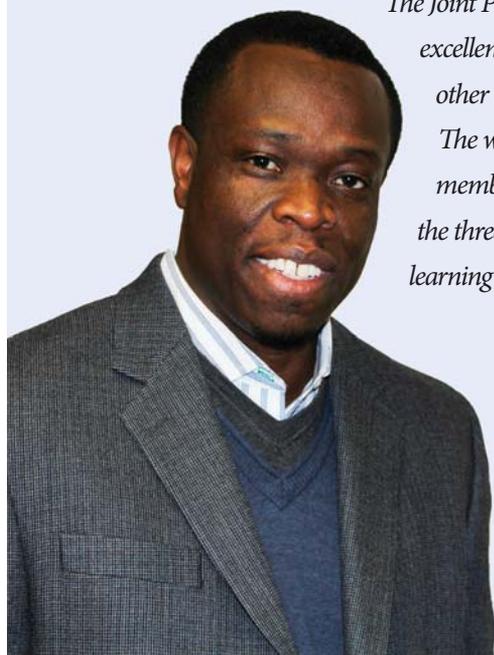
Nobody went to community colleges when I was growing up. When I started it was a whole new system that nobody really understood. I thought then it was a great system and right now, I think it's an even better system; colleges are more accepted by the university crowd and by some of the elitists. I could speak from personal issue there – I have two children, they both have four-year degrees and got their jobs when they went back to community college.

The last few years of my existence was working with Trent to get some of these transfer agreements so you get your two or three-year diploma at Fleming and then with another year or two, get your degree from Trent. That was just starting the last four or five years of my tenure there.

At Fleming we had a lot of autonomy in the college and were never very top-down oriented. I can think of a day in June when it was a really nice day. There were three of us went out into the backyard at Fleming with a six-pack of beer and sat with our backs against the wall so we couldn't be seen from the president's office, and drank beer and told stories. I don't know if you want to put that in.



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Peter Maclean

Northern College



I worked at Northern from 1970 to 2014. I started as a teaching master at the Kirkland Lake Campus. A few years later, after OPSEU became the bargaining agent for the colleges, I became the secretary and later, the president of Local 653. In 1985, I was invited by President J.H. (Joe) Drysdale to act as the director of human and plant resources. Later I became the executive director of human resources, and held that position for a number of years. I went on to become the principal of a major campus, then the executive regional director, and completed my career as the vice president, academic and student success.

It is difficult to separate the challenges that individuals faced when the colleges were new from those the college faced at the time. If we go back to 1970, the college system was very new. Northern College, like some of the other colleges, was built on the shoulders of founding institutions. Northern was built on the Northern Ontario Institute of Technology (NOIT) in Kirkland Lake, the Haileybury School of Mines in Haileybury, and the James Bay Education Center in Moosonee. The transition from those three pre-existing institutions, into the four campuses of Northern College, was not necessarily a smooth one. The pre-existing institutions came with CEOs who were strong personalities. They were not necessarily thrilled to find themselves part of a new institution taking direction from a new president. Our challenge in those early days was to create a single college with a single direction.

Each founding institution arrived with its own protocols, curriculum, and its own ways of doing things. This was a challenge, and remained a challenge for a number of years. I was at Kirkland Lake Campus, the old NOIT Campus; and for years, it maintained its own curriculum. For instance, Northern College in Kirkland Lake had a business program that was very different from the business program at the Porcupine Campus in Timmins; yet they granted the same certification.

In those early days, professors had a lot of individual freedom in the classroom. Once the classroom door was closed, they had significant freedom to do what was necessary to help students be successful in their communities. I think that freedom has gone to some degree. Quality control measures and standardization of curriculum, while necessary and positive, have taken away some of that freedom.

In the early years, Northern's computer system was solely operated and maintained by faculty. Technology exploded changing the landscape of virtually all of the college's systems and processes.

Northern College remains a small, rural, northern college where access to distance education and to articulation agreements with universities are critical to its success, and to the success of the communities it serves. The evolution in these first 50 years has been fascinating, and I look forward to celebrating its ongoing successes. [CJA](#)

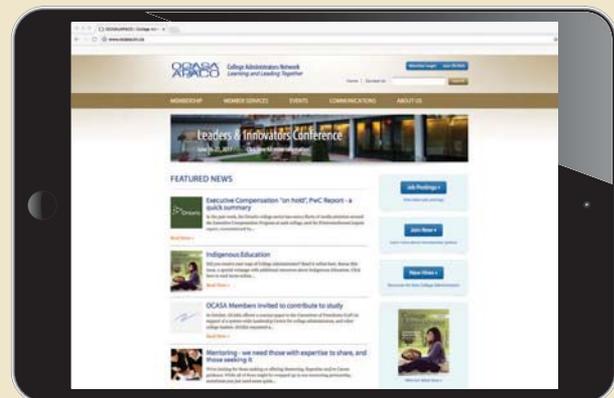
More Interviews Found on Website

The interviews with pioneers on the previous pages were edited and condensed from telephone interviews and email exchanges. Those presented here are only a sample.

To read more stories of those early days, visit the OCASA website: www.ocasa.on.ca/communications/college-administrator. Look for the link to online resources.

There you will find interviews with Robert Struthers of George Brown, Nate Horowitz of Centennial, Linda Wilson of Cambrian, Judy Dwyer of Cambrian, John Mather of Durham, Corey Meunier of Fanshawe and Box Cox of George Brown.

In addition, Career Corner columnist Brian Desbiens tells of a graduation ceremony where the chairs began to slowly sink into fresh asphalt pavement in the hot sun, and the informality of some of those first interviews.



2017 Conference Leaders & Innovators

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June 26 & 27, 2017

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Monday, June 26: Keynotes



"Plugged In:
Focus on Ontario's
Political & Economic
Landscape"
Linda Franklin,
President & CEO,
Colleges Ontario



"Plugged In:
Indigenous
Education"
Speaker TBA,
see website for
regular updates

Presidents' Panel

Three leaders who have lived their careers and achieved notable success in the college system. Honest, insightful and inspiring, you'll be glad you stayed for this panel.



George Burton
President
Canadore College



Dr. Tony Tilly
President
Fleming College



**Dr. Ann Marie
Vaughan**
President
Loyalist College

2017 Conference Leaders & Innovators

Registration Fees

Non-members add \$100

Full Conference with Accommodation
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Single Occupancy.....	\$795.00
Double Occupancy	\$710.00
Full Conference without Accommodation	\$595.00
Day Rates	
Monday	\$350.00
Tuesday	\$350.00

Accommodations

OCASA will make all accommodation arrangements on your behalf.

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Rooms are available on a first-come, first-served basis with availability guaranteed until May 23.

For more information

Contact: Diane Posterski

1-866-742-5429

diane.posterski@ocasa.on.ca

Leisure & Facilities

Whether you prefer some time in our newly renovated fitness room, a relaxing massage or a reflective walk through our nature trails, the Kingbridge Centre has a variety of activities to help you relax and unwind after a day's meeting.

- Over five kilometers of nature trails through forested terrain and rolling hills
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- 24 hour access to the fitness room with strength building stations, free weights and cardio equipment
- Indoor and outdoor swimming, whirlpools & sauna
- Outdoor tennis & basketball courts
- Sports Court to play basketball, floor hockey
- 2 Squash Courts Stretching studio for yoga or pilates
- Outdoor activities: Mountain Bikes, snowshoes, volleyball, soccer, bocce ball
- Massage Services (minimum 24 hours notice required and subject to availability)

Volunteers

Volunteering at the conference is a great way to quickly connect with your colleagues from across the province. Make new connections and old acquaintances. Here are some options available:

- Registration & Information Table
- Workshop Host
- Greeting New Attendees
- Session Greeters
- Door Prize Coordinators

If you are interested, simply check off your interest in volunteering on the registration form, and we'll contact you.

Concurrent Workshops

Workshops are uniquely designed for Ontario's college administrators. New this year is a "Chair's Leadership Journey" for those interested in digging deeper with their academic colleagues. Attend one or all of those designated workshops. All other workshops are open to anyone attending the conference.

A1 Mental Health – When It Affects Our Own Employees, Colleagues – and Bosses – What Are Our Strategies?

Panel Experts: Lise Labine, HR Consultant;

Ella Forbes-Chilibeck, Lawyer

This interactive session will use case studies and discussion to address the mental health challenges that today's manager must navigate in the workplace. How do we accommodate? What conversations are essential, and when? What resources are available to us? Gain new insights and strategies.

A2 Labour Relations – A Guide to Managing with the Support Staff Collective Agreement

Erin Holl, Director, Support Staff, College Employer Council

Participants will receive an orientation on the key provisions of the Support Staff Collective Agreement and gain a practical understanding of the resources available to guide decision-making on Support Staff issues that typically arise in the workplace. Emphasis is placed on equipping participants with the tools necessary to develop consistent and fair processes when addressing various types of employment-related issues.

As a result of this session, participants will be able to: Understand and apply the Support Staff collective agreement to address common circumstances that arise in the workplace involving key Support Staff collective agreement provisions. Participants will be advised of the various resources available to them that can guide their decision-making as it relates to Support Staff under their supervision.

A3 Chair's Leadership Journey – Maximize Faculty Performance

Co-Facilitators: Barry Waite, Centennial College, Chair and Sue Wells, Chair, Child and Family Studies Department, Centennial College

Imagine a department where every faculty was teaching to the very best of their ability... great learning would be happening, complaints would be reduced, faculty would feel valued and proud... and your job would be so much easier! Connect with fellow chairs to share how you work to achieve this goal and be inspired by the practice of other chairs as they strive to do the same.

B1 Indigenous Education – Cultural Competency for College Leaders

Facilitator: Carolyn Hepburn, Dean – School of Indigenous Studies & Academic Upgrading, Sault College

Joined by other members of IPEC (Indigenous Peoples Education Circle) Carolyn will facilitate an interactive panel session designed to help you expand your cultural competency for leadership in colleges. With the release of the Truth and Reconciliation report, this panel presentation will share reflections and insights regarding best practices, challenges and potential opportunities pertaining to Indigenous education within the Ontario college system with the intent of fostering a greater understanding of Indigenous history, worldview and perspectives, and will offer educators from all backgrounds an opportunity to discuss and explore the critical role community colleges have in the advancement of Indigenous education within the province.

B2 Creating teams that excel: How (and why) to boost support staff engagement

Laurie Sancı, Coach and Organizational Consultant

Improving engagement among support staff is easier than you think. Would you be surprised to learn that recognition is just as important, if not more, to this employee group than financial rewards? Join Laurie Sancı, as she shares valuable insights learned from her experiences facilitating focus groups with support staff in key service areas of an Ontario college. Participants will learn some of the barriers to engagement and walk away with concrete practical tools and concrete strategies to engage this critical, yet often undervalued employee group.

B3 Chair's Leadership Journey – Improve Department Culture

Co-Facilitators: Mary Devine, Chair, School of Business, Accounting and Financial Services, Centennial College and Sue Wells, Chair, Child and Family Studies Department, Centennial College

How do people in your department feel as they approach their workday? We all want to lead departments where people enjoy the job they do and feel valued and respected in the workplace. Differing personalities and the dynamics amongst group members can create havoc within a department. What proactive and reactive strategies and practices have you used to create a positive department culture? Connect with colleagues to share your ideas and learn from others successes.

C1 Career Success and Mobility in Colleges

Krista Pearson, Registrar, Algonquin College; Jordene Lyttle, Partner, Promeus Executive Search; other panellist TBA

Join this expert panel to better understand the leadership competencies required to progress in your career, generally, and in the college system. Also, identify personal gaps against those competencies, recognize the challenges/barriers to upward and lateral mobility at your college, and consider tangible strategies to acquire and demonstrate leadership competencies.

C2 Business Intelligence – Using Data to Inform Your Decisions

Effectively using BI dashboards and tools, and making data-informed decisions can have a significant impact on efficiencies and outcomes.

Using examples and case studies, a team from Algonquin College will share their experience, lessons learned, and how BI has influenced their approach to the retention of students.

C3 Chair's Leadership Journey – Support Student Success

Co-Facilitators: Wanda Forsythe, Chair, School of Legal and Public Administration, Seneca College and Sue Wells, Chair, Child and Family Studies Department, Centennial College

Do you feel like your interactions with students are restricted to resolving disputes and shaking their hands at graduation? Your role in supporting student success is very different than faculty's role, yet no less important. Although often one step removed from day-to-day interactions with students, your leadership can have direct impact on student retention. Connect with fellow chairs to share perspectives and ideas for how you can provide leadership to student success initiatives and practices.

Post-Conference Sessions:

OCASA Chair's Network

Labour Relations:

Managing with the Academic Collective Agreement

Peter McKeracher, Director – Academic – College Employer Council

Creating Teams that Excel:

How (and Why) to Boost Support Staff Engagement

Laurie Sancı, Coach and Organizational Consultant

(See overview above in B2)

The Chair's Leadership Journey: Connect, Converse...Act

This series of workshops offers chairs the unique opportunity to dig deep into three distinct leadership challenges: maximizing faculty performance, improving department culture, and supporting student success. Through discussion, shared learnings, pooled experiences, and consideration of best practices, these highly interactive sessions will provide you with the opportunity to connect with chairs with a similar goal, learn from each other, and collect leadership

practices that you can apply in your department. This is the opportunity for you to finally have time for meaningful discussions with peers with similar goals and aspirations for their departments and gather practical ideas that can help shape your leadership practice and future actions. Throughout each session, you will also have the opportunity to reflect on your leadership values and how they can and should shape your practice.

2017 Conference Leaders & Innovators

Sunday, June 25 Registration & Information Desk open 2:00–7:00 p.m.	
OCASA Board Meeting 2:30–5:00 p.m. Dinner at 5:30 p.m.	OCASA AGM & Networking 7:00–9:00 p.m.
Monday, June 26 Registration & Information Desk open 9:00 a.m.–6:30 p.m.	
9:00 a.m.–6:30 p.m.	Registration Open – Conference Wing
10:00–10:15 a.m.	Conference Welcome
10:15–11:45 a.m.	Keynote: Linda Franklin, President & CEO, Colleges Ontario <i>Plugged In: Focus on Ontario's Political & Economic Landscape</i> Plenary and Roundtable Discussion
11:45 a.m.–12:15 p.m.	Break
12:15–1:15 p.m.	Awards Luncheon
1:30–3:00 p.m.	Concurrent Workshops A1, A2, A3
3:30–4:30 p.m.	Keynote: Indigenous Education Speaker TBA
4:30–7:00 p.m.	<i>Rejuvenation & Networking</i> 5:00–7:00 p.m. Poolside "Celebrating Connections" Networking Event
7:00–9:00 p.m.	Dinner (Connections Dining Room)
9:00 p.m.	Hospitality "Building Connections": Bridges pub and games room
Tuesday June 27 Registration & Information Desk open 7:30 a.m.–12:00 p.m.	
7:30 a.m.	Breakfast @ Connections
8:30–10:00 a.m.	Concurrent Workshops B1, B2, B3
10:00–10:30 a.m.	Break
10:30 a.m.–12:00 p.m.	Concurrent Workshops C1, C2, C3
12:15–1:45 p.m.	Luncheon & Presidents' Panel
1:45–2:00 p.m.	Conference Closing
2:00–4:00 p.m.	Post-Conference Sessions

Time Slot	Workshop Schedule – Additional time slots will be opened (offering some workshops twice) if registration warrants it.		
Monday 1:30–3:00 p.m.	A1 Mental Health When It Affects Our Own Employees, Colleagues – and Bosses – What Are Our Strategies?	A2 Labour Relations Managing Support Staff and the Collective Agreement	A3 Chair's Leadership Journey Maximize Faculty Performance
Tuesday 8:30–10:00 a.m.	B1 Indigenous Education Cultural Competency for College Leaders <i>IPEC Panel</i>	B2 Creating Teams That Excel: How (and Why) to Boost Support Staff Engagement	B3 Chair's Leadership Journey Improve Department Culture
Tuesday 10:30 a.m.–12:00 p.m.	C1 Career Success & Mobility in Colleges Expert panel answers your questions	C2 Business Intelligence Using Data to Inform Your Decisions	C3 Chair's Leadership Journey Support Student Success
Tuesday 2:00–4:00 p.m.		Creating Teams that Excel: How (and Why) to Boost Support Staff Engagement	Post-conference – OCASA Chairs Network Labour Relations – Academic



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

CAAT Pension Plan: 50 years of forward thinking

Last fall, I travelled to The World Pension Summit conference in The Hague, Netherlands to accept an Innovation Award on behalf of the CAAT Pension Plan. The CAAT Plan was a finalist in the pension reform category in recognition of its work facilitating a first-of-its-kind merger of the Royal Ontario Museum pension plan with the CAAT Plan. This merger was part of the CAAT Plan's strategy to pursue growth opportunities with aligned single-employer plans in order to strengthen the Plan and reduce risks. Increasing the Plan's participating employers and members makes it stronger and will help lead to earlier contribution reductions.

With the ROM merger, we developed a long-term solution for single-employer pension plans looking to exit the pension-management business. We were the first jointly sponsored pension plan to use government regulations permitting this type of merger. While we didn't have an established template to use, we did have the determination – shared with the Royal Ontario Museum – that this was the best solution for all concerned. We also had the confidence that our team had the expertise to see the project through to a successful conclusion. We're proud of our success because, at a time when defined benefit plans are often described as unsustainable, this merger shows that modern DB pension plans are more relevant than ever.

The ROM merger was not the first time the CAAT Plan has taken a bold step forward to better secure the pension promise for its members. We have a tradition of pension innovation driving us forward. The most important example comes from 1995, when the CAAT Plan became jointly sponsored. Transitioning to

Our focus remains on the security of pension benefits, the stability of contributions, and on ensuring that one generation of members isn't paying for the benefits of another generation – intergenerational equity.

this modern governance model meant that members and employers would equally share the risks and costs of the Plan. A jointly sponsored governance structure provides stability, fosters cooperation, and creates a common focus to deliver benefit security by ensuring reliable retirement income is provided to members at appropriate contribution rates.

The Plan will continue to find ways to meet evolving needs. In the coming months, the Plan's governors will be reviewing how the CAAT Pension Plan applies to part-time employees. The joint Part-Time Task Force consists of four members of the Board of Trustees and four members of the Sponsors' Committee, and has equal member and employer representation. Its review will focus on three issues related to part-time employees: administrative simplification; eligibility criteria; and the impact of the enhanced CPP on part-time participation in the CAAT Plan. The Task Force is working with CAAT Plan staff, the College Employer Council, and a college working group to research these issues. In support of this work, we will survey a sample of part-time employees who chose not to join the CAAT Plan so we can better

understand the retirement savings needs of part-time employees.

The Plan will also continue to explore mergers with other interested single-employer pension plans. These mergers also benefit members and employers by reducing plan maturity risk. Canada's aging demographics and the increased use of part-time employment are making plan maturity a key risk for many pension plans. The CAAT Plan's governors are vigilant and are working to manage it through a number of mechanisms – including mergers with interested single-employer plans and understanding part-time employment trends.

Of course, we don't set out to win awards and we're not resting on our laurels. Our focus remains on the security of pension benefits, the stability of contributions, and on ensuring that one generation of members isn't paying for the benefits of another generation – intergenerational equity.

The CAAT Plan will continue to innovate – as we've done for the past 50 years – to respond to member and employer needs, government policies, and demographic trends. This is the strength of a jointly sponsored pension plan. [CIA](#)

Canadore dental hygiene professor awarded of CMU/OCASA Outstanding Research Award



The winner of the CMU/OCASA Outstanding Research Award for 2017 is Mary Alacqua Gow, a dental hygiene professor at Canadore College.

Ms. Gow's capstone paper *Evaluation of Nurses: Knowledge, Attitudes and Perceptions after Participating in an Oral Health Interprofessional Education Program* had been presented for her Master of Arts degree in education through Central Michigan University (CMU).

She will receive the award June 26 at the OCASA Professional Development Conference *Leaders and Innovators*. The conference will be held June 26-27 in King City. The award is sponsored jointly by Central Michigan University and OCASA.

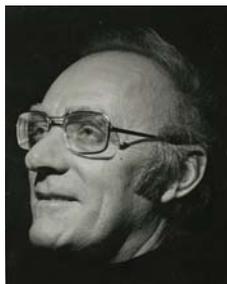
Other nominees for the award included: Denise Devlin-li, Chair, Apprenticeship & Skilled Trades, George Brown College, for her capstone *Student Success Strategies for Engineering Technology Students at Three Ontario Colleges*; Christopher McCarthy, Manager, Academic & Student Services, Centre for Hospitality & Culinary Arts, George Brown College, for *Exploring Opportunities and Benefits of Latin American and Canadian College Partnerships*; and Lorelle Muller Lumsden, Senior Project Manager at Responsible Gambling Council for her paper *An Improvement Project: Identifying Best Practices to Improve a Prevention Program*.

The CMU/OCASA Outstanding Research Award is presented annually to Ontario students in CMU's Master of Arts degree in Education, with a Community College concentration, for conducting outstanding research related to Community Colleges in Ontario. A CMU Committee first selects nominees with the OCASA review panel selecting the final recipients.

OCASA awards honour your colleagues

Award nominations are due April 30, with awards being formally given during the Leaders & Innovators Conference June 26. New online submission format available. Awards open for nomination include:

- **Doug Light Lifetime Achievement Award**, newly named in 2013, pays tribute to an administrator within the Ontario college system who has significantly influenced college education throughout her/his career. It is named for the late Doug Light who served 26 years as a college administrator, including terms as president



of both Centennial College in Scarborough and George Brown College in Toronto.

- **Distinguished Administrator Award**: Nominees for this award are influencers and leaders who are highly respected by their colleagues and have shown strong leadership in their college or region.
- **Emerging Leader Award** seeks to recognize administrators who are newer to management (approximately five years or less) and who are positively influencing the college through their leadership and have earned the respect of their colleagues.
- **OCASA Volunteer Award** recognizes the dedication of volunteers working on OCASA's behalf at their local college, and/or provincially.

Mentoring matters: Partnering relationships

OCASA members are eligible for mentoring partnerships designed to prepare seasoned administrators for senior-level positions, and to assist newer administrators grow into their role more quickly. The matching is a cross-college initiative using phone, Skype, email and other

communications to fit the needs of participants. Mentoring matches are based on career support, role support or skills development. For more information contact Diane Posterski, Executive Director at OCASA, or apply online (www.ocasa.on.ca/member-services/mentoring).

Members are invited to attend the OCASA AGM

The Annual General Meeting of OCASA will be held on the evening of June 25 in King City as a pre-conference event to the *OCASA Leaders & Innovators PD Conference*. The OCASA Pension Corporation Annual General Meeting will be held at the conclusion of the

Board of Directors' meeting that afternoon. Reports from OCASA's appointees to the CAAT Pension Plan will be received at that time.

Full details on the AGM and the conference will be posted on the OCASA website under Events.

\$500 Student bursaries available to OCASA members

OCASA members are eligible for a \$500 bursary to support degree, diploma and certificate studies. Any member enrolled in such a program may complete an application for the draw.

Four members will receive \$500 towards any course completed in 2017. Full details are available on the OCASA website under About Us/Awards. [c|A](#)

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



Jeff Kutny,
Marketing Manager
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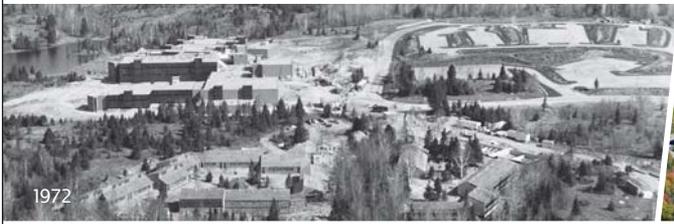
The Ontario Association of Certified Engineering Technicians and Technologists (OACETT) confers the designations Certified Engineering Technologist (C.E.T.) and Certified Technician (C.Tech.).

For 60 years, 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.

Learn more about OACETT at www.oacett.org or contact Trishia Smith-Tedoldi at tsmith@oacett.org. 



Celebrating 50 Years of Ontario Colleges



George Burton
President and CEO

“The college system has come a long way in 50 years and Canadore is at the forefront of innovation. We are proud of all of our graduates working around the globe, and having a part to play in training the next generation of leaders.”

44,000 alumni

working regionally and
across the globe



North Bay, Ontario

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Colleges breaking new ground in helping to solve industry challenges

For an OCE-supported project, Cambrian College partnered with Sudbury-based Rock-Tech, a manufacturer of equipment for underground mining, to help the company develop a key component of its rock breaking system, which has sparked interest from large mining companies in Canada and abroad and will be launched this year.

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

OCE is proud of our longstanding role in supporting Ontario's colleges as catalysts of innovation.

As manager of Ontario's new \$20 million Colleges Applied R&D Fund, OCE will be helping colleges play an even greater role in developing the leading-edge products and services that fuel an innovation-driven economy.

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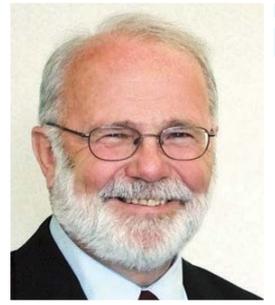
OCE congratulates Ontario's colleges on 50th anniversary



Ontario Centres of
Excellence

Where Next Happens





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

It is easier to create a culture from scratch; in the early years, we had a blank slate

We have come a long way since the '60s and I have had the great fortune to be involved with the system since its inception. I studied the newly launched system in my Master's degree program in 1967-68, and was fortunate enough to be hired as a counsellor faculty member at St. Clair College in Windsor in 1968. I started my management leadership experience the following year as a coordinator of counselling. Quickly thereafter I became a chair, then director, dean, vice president, campus principal, and then president at Sir Sanford Fleming College. What have I seen and learned over these past 50 years? How would I contrast the early years with today?

When I began, we were housed in old condemned facilities and today colleges vie for infrastructure dollars that build elaborate skilled trades centers. As a new administrator in the '60s, you had no policies to follow and few regulations as compared to today, where there are strategic mandate agreements for institutions, and every college has several staff just pulling together data to meet accountability reporting requirements.

When hiring back then, you just did it, and often at the last minute. There were no unions to protect and defend the faculty and staff. Today the processes are elaborate and time consuming.

In the early years we had a local faculty association, but it was very informal. The curriculum was a list of courses that often were defined more by the person's experience in the workplace than any tightly defined outcome-focused learning objectives. Work experience for

I believe we ought to think of all staff as educators.



students was the result of a phone call to a local company who may take several students because they had a project and needed some labour help. Certainly the supervision was less intense and outcomes were loosely adhered to. Yes, an administrator in the early years was more a swashbuckler than a bureaucrat. When we went to the ministry, things were agreed to in a single meeting on a handshake. New programs were mounted in a year, and changed just as fast. Most administrators, faculty, and students were men, and there was a

large testosterone take on things. Today, of course, over half our students are women. This is also true of our senior administrative leaders and faculty today.

So what have I learned as I experienced and watched the changes take place over the past half century?

I had the good fortune to teach as an administrator, and I believe we ought to think of all staff as educators. The excellent administrative leaders I encounter act as educators both for the students and staff, even if they are not in direct academic areas.

Globalization was a concept three decades ago; we had few international students. Today we have tens of thousands of international students in college programs and on every college campus across the province. It is imperative that leaders have international experience and cultural understanding.

In the early years, Aboriginal education was often seen as an issue for the north or colleges close to reserves. Today reconciliation is the work for all of us. Indigenous peoples are the fastest growing population. We all need to understand and be aware of the needs of Indigenous people whether you are in Thunder Bay or downtown Toronto.

When I began as a counsellor in technology, a slide rule on the belt of a student was a sign of science technology expertise. Today technology is in your ear, at your fingertips, and always on your mind. The understanding of technology helps administrators cope with the complexity and sheer mass of data, information, and communication challenges.

When I arrived with my Master's degree, I was one of the few to have a solid educational foundation in learning theory. After I got my doctorate, I was one of the few with advanced credentials. Our programs in the early years went only to the three-year diploma level. Today, a dean may have programs from apprenticeship to applied baccalaureate studies. Post-diploma programs have very sophisticated curriculum.

If you are planning a career that will take you into senior management, be aware that a doctorate is not absolute – but it is a differentiator for senior leadership roles for managing highly credentialed faculty and staff with high expectations. You will be negotiating agreements with universities across the province and world.

And in a leadership role, you had better like change. The college system has had continuous change. In the early years it was all about growth. Today, change may also be about shrinkage as enrolment flattens out or declines in certain areas. A leader must be ambidextrous – growing and shrinking some at the very same time.

I have had the experience of terminating people for cause. It is tough to do. But it is not as heart-breaking as having to

lay good contributing people off due to lack of resources. It is much better to conduct a performance review in a tough, responsible way, than to allow entrenchment of people in roles that serve themselves and students ineffectively.

And, oh yes! – in the early days we hardly ever were confronted by legal issues. Today it is crucial that one understand collective agreements and the regulatory environment in which one manages. It is not uncommon to be sued or have a grievance against you in today's more litigious environment.

Colleges have always been about community, and experience in serving in the community is crucial. The smaller the college and the more remote, the greater the expectation on college leaders to serve and play a role in developing community. It is one of the great privileges we have as educational leaders to help build our communities whether they be rural or urban, large or small.

Department names have changed to match the evolution of function. Students Services became Student Affairs, became Student Development. Institutions evolved from customer-centred to student-centred to learning organizations. Certainly there has been a significant increase in leadership theory being more pedagogically based and principle driven. Our leaders need to have a broad range of competencies and approaches as the times change so rapidly.

It is easier to create a culture from scratch than to change it once it is embedded. In those early years we had more of a blank slate. Today, inheriting staff and programs can be quite a challenge. Thus, if you have a chance to create a new department, do it right from the beginning.

I have also found that cultures vary across campuses and colleges. A leader has to have a deep understanding of the fundamental beliefs and norms in each of the cultural groups they manage. They do differ and you must also be adaptive if you are to lead. One style/approach does not fit all circumstances!

A doctorate is not absolute – but it is a differentiator for senior leadership roles.



Dr. R.C. Quittenton was the founding president at St. Clair and Brian Desbiens' first employer.

That said, logic does not always prevail. A great sense of humour may help you to retain your sanity. Having a long view often is better than getting caught up in the moment. In the early years we knew we were building something new, so mistakes were made and tolerated. Today more than ever, we need innovation and a tolerance for mistakes.

As I have risen in responsibilities and moved about the college system, I see those who succeed and others who struggle. One of the keys to success is to hire the best possible people, enable them to grow and flourish. A leader who exercises too much controlling behaviour – micro-managing – can dissipate the team's capability for unique contribution.



Leadership is about articulating a clear vision and direction; but it is also about listening, learning, adapting, and having the courage to risk and try new things. But it is also about having the wisdom to know when to let others lead.

The smaller the unit or school or college, the easier it is to be coherent and form relationships. The larger the unit of responsibility the more

complex and difficult this becomes. This was very evident for many years as employee relations in the smaller colleges were significantly better than in the larger colleges. Sadly, as resources have dwindled, smaller colleges endure growing dissatisfaction among staff. Larger institutions with greater resources have been able to invest in ways that bring more satisfaction. Size and resources do matter.

But no matter what the size of the department and institution, innovation, creativity, transparency, and plain good will do win out. They did in the early years and still do today.

Today our college system is a mature system. It has outstanding programs and credibility because it has transformed so many lives of our students and staff. Our campuses have helped sustain whole communities and been a driver of the economic and social well being of Ontario.

It has been a joy to have been part of this evolution and transformation.

Certainly today's managers and leaders have great challenges but they now have a body of work to rely upon to see effective ways to lead and create change for the better. I believe that the college system is poised to make even greater contributions in the next half century. **CLA**

For more from Brian on those early days, visit COLLEGE ADMINISTRATOR online. <http://www.ocasa.on.ca/communications/college-administrator>.



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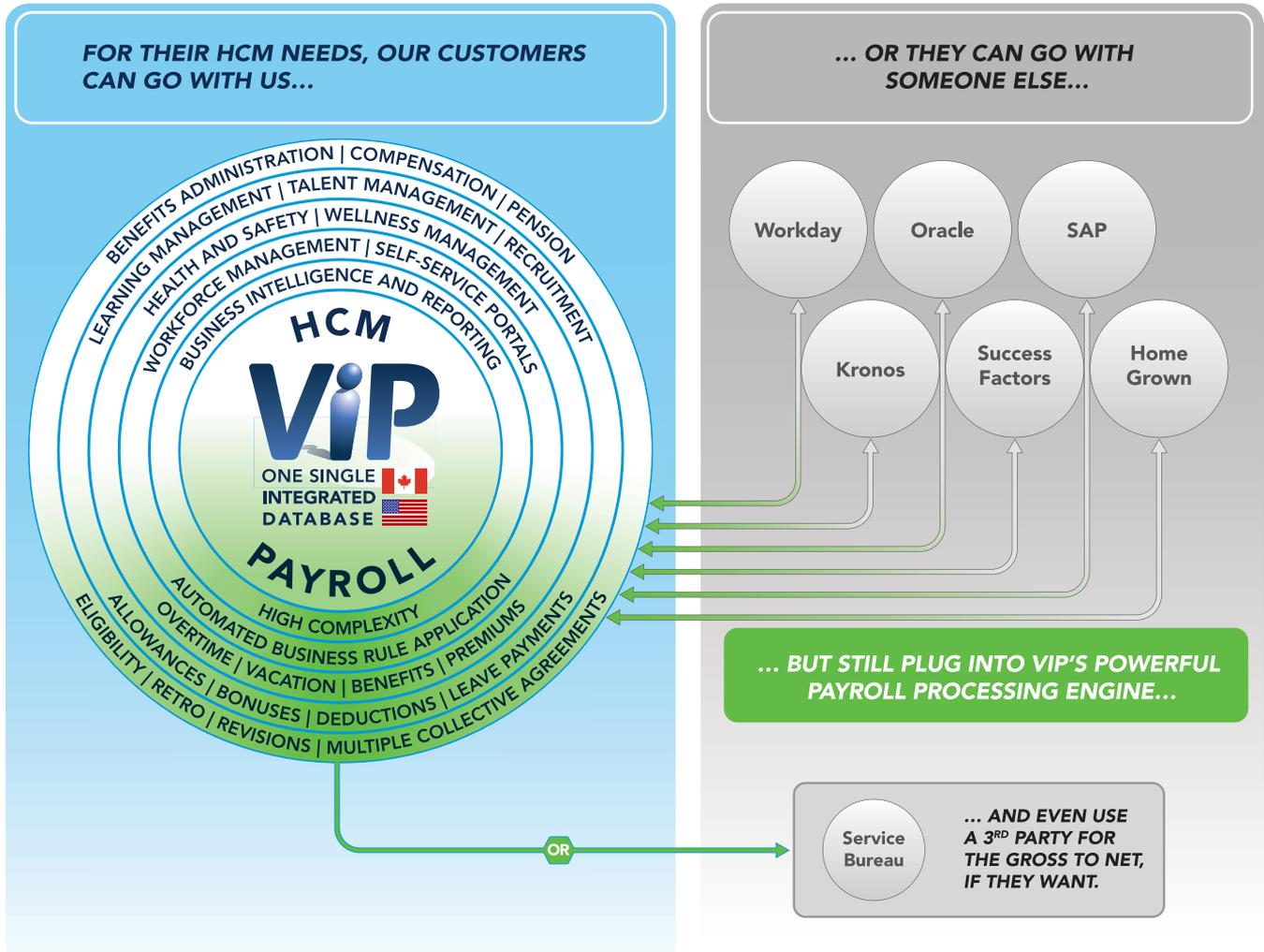
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