

# College Administrator

Our 14th year of publication

OCASA  
APACO

THE PROFESSIONAL JOURNAL FOR COLLEGE ADMINISTRATORS • VOL. 14 NO. 1 • SPRING 2019

## OCASA LEADERS & INNOVATORS CONFERENCE

*A BRIEF HISTORY*  
PAGE 7

### PRESIDENTS' PANEL 2019



Dr. MaryLynn West-Moynes,  
Georgian College



Peter Devlin,  
Fanshawe College



Dr. Fred Gibbons,  
Northern College

PM# 40065075

INSIDE

Introducing OUR JOURNEY: A column on Indigenous Education Page 17

# Central Michigan University



## A longtime partner in Ontario higher education

Since 1977, graduates of CMU's Master of Arts in Education/Community College program have found success as college presidents and administrators; college-level educators; and training and development officers in industry, the military and health care.

New cohorts are starting at Durham College, George Brown College, Georgian College, Humber College and Mohawk College.

Choose the emphasis that fits your goals:

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

## Apply today!

- » 877-268-4636 or 989-774-1586
- » [global.cmich.edu/international](http://global.cmich.edu/international)

This program is offered under the written consent of the Ontario Ministry of Training, Colleges and Universities granted for a five year term commencing on November 24, 2015. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate for their needs (e.g. acceptable to potential employers, professional licensing bodies or other educational institutions). Central Michigan University is accredited by the Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education. CMU is an AA/EQ institution, providing equal opportunity to all persons, including minorities, females, veterans and individuals with disabilities (see [cmich.edu/ocrie](http://cmich.edu/ocrie)). 3760605 2/19



COLLEGE ADMINISTRATORS NETWORK  
**Learning & Leading Together**

**OCASA Mission**

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

**OCASA Executive 2018/19**

**PRESIDENT**

**Sara Budd**

Manager, Degree Program Partnerships, Georgian College

**VICE PRESIDENT**

**Ryan Dearing**

Manager of Admissions, Cambrian College

**VICE PRESIDENT**

**Michelle Cole**

Director, Academic Quality, Centennial College

**SECRETARY**

**Janine Foster**

Manager, Alumni Relations & Annual Giving St. Lawrence College

**TREASURER**

**Bill Trochimchuk**

Manager, Financial Reporting and Budget Confederation College

**PAST PRESIDENT**

**Krista Pearson, PhD**

Registrar Algonquin College

**Editorial Board**

**CHAIR:**

**Laine Atkins**

Associate Executive Director, OCASA

**Greg Yantz**

Chair, Woodstock/Oxford Regional Campus, Fanshawe College

**Gregory Murphy**

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

**Rachel MacDonald,**

Communications Coordinator, Sault College

**Agnes Gajewski, PhD**

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

**Bill Swan**

Contributing Editor

**2019 OCASA Leaders & Innovators Conference**

The annual OCASA conference began in 2006 and was specifically intended as professional development organized for administrators by administrators..... **7**

**French as a Second Language**

At Boréal, it is a family affair ..... **12**

**Le français langue seconde**

Chez Boréal, c'est une affaire de famille..... **12**

**Our Journey**

Reconciliation in Ontario's college system requires transparency, accountability and commitment ..... **17**

**CAAT Pension**

Innovation ensures the CAAT Pension Plan remains strong and relevant..... **20**

**Régime de retraite des CAAT**

Une récente innovation garantit que le Régime demeurera pertinent et robuste ..... **20**

**Career Corner**

Guest columnist Jordene Lyttle shares interview secrets ..... **23**

**Legal Column**

How a harassment case is handled leaves a lasting impression..... **26**

**Member Profile**

New OCASA President is a Sheridan College graduate..... **28**

**Regular Features**

President's Message .....	5	Member News .....	29
Career Corner.....	23	Advertiser Information Centre .....	30



Cover photos of the members of the Presidents' Panel at the 2019 Leaders & Innovators Conference courtesy of Georgian College, Fanshawe College and Northern College.

**EXECUTIVE DIRECTOR**

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

**ASSOCIATE EXECUTIVE DIRECTOR**

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

**CONTRIBUTING EDITOR**

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

OCASA  
65 Overlea Blvd., Suite 210  
Toronto, ON M4H 1P1  
Phone: 1-866-742-5429 Fax: 1-866-742-5430  
Email: [info@ocasa.on.ca](mailto:info@ocasa.on.ca) [www.ocasa.on.ca](http://www.ocasa.on.ca)

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

Published by



Third Floor - 2020 Portage Avenue  
Winnipeg, Manitoba R3J 0K4  
Tel: 866-985-9780 Fax: 866-985-9799  
[www.kelman.ca](http://www.kelman.ca) [info@kelman.ca](mailto:info@kelman.ca)

Managing Editor: Andrée-Anne Boisvert  
Design/Layout: Kiersten Drysdale  
Advertising Sales: Jeff Kutny  
Advertising Coordinator: Stefanie Hagdiakow

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





# Mining for Efficiency

Sudbury-based **Rock-Tech**, a manufacturer of equipment for underground mining, developed a semi-autonomous rockbreaker system that gives the company a competitive advantage and will help Rock-Tech realize its goal of commercializing a first-of-its-kind, fully autonomous system. The system increases productivity by allowing one worker to operate multiple rock breakers at once and minimizes losses due to product damage, while making it safer for operators.

Rock-Tech partnered with **Cambrian College** to develop the main component of its semi-autonomous rock breaking system, a customizable grizzly screen that can better handle rocks of various sizes. The project was funded by OCE's Voucher for Industry Association (VIA) program, offered in partnership with the Ultra-Deep Mining Network (UDMN), managed through the Centre for Excellence in Mining Innovation (CEMI). In 2016, two students, Emma Tugwood and Justin Midena, were engaged to develop the grizzly screen, taking the lead on all aspects from design to welding. Upon completing the project, the students had gained enough welding

experience to become Level 2 apprentices, making them significantly more employable.

The grizzly screen now forms the centrepiece of Rock-Tech's product testing and showcase centre. The company's semi-autonomous rock breaking system, which has already garnered interest from large mining companies in Canada and abroad, is currently in the commercialization stage. Now the company is building on its R&D efforts to begin development of a fully autonomous rockbreaker.

A fully autonomous rockbreaker system will be a game changer for underground mining operations - eliminating the need to send workers underground to operate the equipment and enabling the most efficient pattern of movements, saving time and money while increasing safety.



Ontario Centres of  
Excellence

Where Next Happens

For further information visit  
[oce-ontario.org](http://oce-ontario.org) or call 1-866-759-6014

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





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

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

## LEADERS AND INNOVATORS: WHERE YOU WANT TO BE

No one is more surprised than me that I am sitting down right now to write the President's Message for *College Administrator*. It is not exactly what I thought would be in my future when I became Vice President of OCASA in June.

But events unfold sometimes on their own schedule.

First, I want to emphasize what I suppose is the obvious: my enthusiasm for both OCASA and the colleges. I sensed some of that as a student – I am graduate of Sheridan College's Social Services Worker program – and it became clear to me early in my career as a college employee that working with college students was where I wanted to be.

I soon learned that an OCASA membership was significantly valuable and I have grown proud of being part of such an engaged network of professionals. On that note, here's a nudge: if you are not a member of OCASA, join now. If you are a member, urge your colleagues who are not to join. OCASA has accomplished so much for administrators in 23 years, and there is more to do. We need your help as we progress forward.

In that regard, whether you are a member or not, consider attendance and participation at the 14th annual OCASA professional development conference. I have attended several times and this year's version promises to match past successes – and I can tell you from experience that the workshops, speakers and networking are unmatched.

Some of the flavour of that is given in this issue. The article "Leaders & Innovators" on page 7 gives an informative account of how the annual conference grew out of OCASA's tenth anniversary and how this magazine was born out of those same celebrations.

Jordene Lyttle, Partner at Promeus Inc., steps in as guest columnist for this issue. In Career Corner she provides some sound advice on how to prepare for that all-important interview and gives a few hints on how to put your best foot forward.

We also are proud in this issue to launch the first of a regular column on Indigenous education (see page 17).

If you've ever considered trying to become fluent in a second language, be sure to read Bill Swan's article on French

## CHEFS DE FILE ET INNOVATEURS : LÀ OÙ VOUS VOULEZ ÊTRE

Je suis la première surprise d'être assise ici à rédiger le rapport de la présidente pour *College Administrator*. Ce n'est pas vraiment l'avenir que je m'imaginai lorsque je suis devenue vice-présidente de l'APACO au mois de juin.

Toutefois, les choses se déroulent parfois selon un ordre qui leur est propre.

Je voudrais tout d'abord souligner ce que je crois être évident, c'est-à-dire mon enthousiasme à l'égard de l'APACO et des collègues. Je suis diplômée du Programme de travail social du Collège Sheridan et cet enthousiasme est quelque chose que j'ai ressenti lorsque j'étais encore aux études. Tôt dans ma carrière d'employée collégiale, il m'était évident que je voulais travailler avec les étudiants de ces établissements.

Au début de ma carrière collégiale, j'ai compris qu'être membre de l'APACO était quelque chose de très important. Je suis maintenant fière de faire partie d'un réseau de professionnels aussi impliqués. Un petit conseil pour vous à ce sujet : si vous n'êtes pas membre de l'APACO, n'attendez pas pour vous inscrire ! Si vous êtes membre, encouragez vos collègues qui ne le sont pas à se joindre à nous. En 23 ans, l'APACO a accompli tant de choses pour les administrateurs. Il y a encore du travail à faire et nous avons besoin de votre aide pour aller de l'avant.

À ce propos, que vous soyez membre ou non, songez à vous joindre à nous et à participer à la 14e conférence annuelle de perfectionnement professionnel de l'APACO. J'y suis allée à plusieurs reprises et l'édition de cette année promet d'être à la hauteur des succès des années précédentes. D'expérience, je peux vous affirmer que les ateliers, les conférenciers et le réseautage sont sans pareils.

Ce numéro de *College Administrator* vous mettra au parfum de la conférence de cette année. L'article « Chefs de file et innovateurs » qui se trouve à la page 7 explique bien comment la conférence annuelle est née du dixième anniversaire de l'APACO et de quelle façon ce magazine a été créé par ces mêmes célébrations.



“Early in my college career, it became clear that an OCASA membership was significantly valuable and I have grown proud of being part of such an engaged network of professionals.”

as a second language (page 12). The article describes a grandfather's attempts to keep up with a four-year-old and learning how extensive French classes are in the colleges.

So, get yourself a cuppa and carve out a few minutes for this issue of the magazine. It is for administrators by administrators, and you'll gain either inspiration or information or both in the pages that follow. If you have more than a few minutes, get a second cup and go online. The OCASA website provides links to all 24 previous issues of *College Administrator*. It is a treasure trove of articles and insights. [cA](#)

Dans ce numéro, Jordene Lyttle, Associée chez Promeus Inc., prend la parole à titre de chroniqueuse invitée. Vous trouverez ses conseils judicieux sur la façon de vous préparer pour les entrevues cruciales, ainsi que quelques trucs pour vous aider à partir du bon pied dans la rubrique Carrières.

De plus, dans ce numéro nous sommes fiers de lancer une chronique régulière sur l'éducation autochtone. Voir la page 17.

Si vous avez déjà songé à parler une deuxième langue couramment, ne ratez pas l'article de Bill Swan à propos du français langue seconde à la page 12. Dans cet article, un grand-père tente de rattraper les compétences linguistiques d'une enfant de quatre ans et réalise à quel point les cours sont poussés au niveau collégial.

Alors, versez-vous une bonne tasse de thé et prenez quelques minutes pour lire ce numéro. Il est produit pour les administrateurs par des administrateurs. Dans les pages qui suivent, vous trouverez de l'inspiration, de l'information, ou les deux. Si vous avez plus que quelques minutes, versez-vous une deuxième tasse et allez faire un tour en ligne. Le site Web de l'APACO offre des liens menant vers les 24 numéros antérieurs de ce magazine de l'APACO. C'est une cache aux trésors d'articles et de renseignements. [cA](#)

## Did you know?



When measured against individual implementation, OCAS' centralized application service saves Ontario's colleges over \$77 million each year.

**And that's only the beginning  
of what we do.**

**Learn how OCAS' technologies and services are  
making the college system even stronger.**

[www.ocas.ca](http://www.ocas.ca)



By Bill Swan  
Contributing Editor

# LEADERS & INNOVATORS

14th OCASA personal development conference continues tradition with workshops, speakers and Presidents' Panel

OCASA's annual professional development Leaders & Innovators Conference will be held again at the Kingbridge Conference Centre in King City on June 24-25, 2019.

The conference has become a staple for Ontario college administrators and is unique in that it is professional development organized for administrators by administrators specifically to meet the needs of administrators.

This year's conference is the fourteenth OCASA professional development conference. The first was held in 2006.

Confirmed participants for the ever-popular Presidents' Panel are Dr. MaryLynn West-Moynes, President of Georgian College; Dr. Fred Gibbons, President of Northern College; and Peter Devlin, President of Fanshawe College.

Since the very first OCASA conference in 2006, the Presidents' Panel has been a frank discussion of both issues in the colleges and the individual views of three different presidents on how these issues affect colleges and how they should be handled.

Keynote speakers this year include David Fulford, Vice-President, Research and Policy at Colleges Ontario; and Dale Curd, host of the CBC show



Dr. Paula Gouveia, Vice-President Academic, Cambrian College, receives the OCASA Distinguished Administrator Award from Dr. Krista Pearson at the 2018 Leaders & Innovators Conference.

*Hello, Goodbye*, who engages strangers in conversations as they prepare to greet or see loved ones off at Toronto's Pearson Airport. The show is scheduled to begin its third year.

In addition, the conference will include the usual two days of workshops, invaluable networking with a wide variety of participants and social events to facilitate networking.

The conference will include OCASA's AGM, which will feature the election of officers, appointments to designated committees and the annual report of the OCASA CAAT Pension Corporation.

The Leaders & Innovators conference grew out of perceived needs of OCASA members and the workshops and speakers for each

---

**“The 2019 Presidents' Panel includes Dr. MaryLynn West-Moynes (Georgian), Dr. Fred Gibbons (Northern) and Peter Devlin (Fanshawe).”**

---



Photo courtesy of OCASA.

## “The Leaders and Innovators Conference grew out of perceived needs of OCASA members.”

conference spring from the work of volunteers.

OCASA itself grew out of the recognition by administrators that a professional association could provide mutual support throughout the system. The opportunity grew out of the social contract hammered out in the 90s by the Bob Rae government, from which a few college leaders were able to wrestle a promise of a vote on a professional association. The vote was held and the concept of an association earned strong support from administrators. Shortly thereafter the social contract

flew off into history – but in 1996 OCASA was hatched.

The first few years were taken up by establishing the foundations of OCASA: incorporation, the formation and incorporation of the OCASA CAAT Pension Corporation and establishment of support mechanisms for members. This was all done by teleconference and twice-annual gatherings of college reps – all volunteers, one from each college, supported part-time by Don Forrest, a recent retiree from Fanshawe College. The OCASA Pension Corporation gives administrators a voice on the design and sustainability of the CAAT Pension through appointment to the CAAT Pension Board of Trustees and representation on the Sponsors’ Committee. Previous to the formation of OCASA, both support staff and academic faculty, through the Ontario Public Service Employees Union, enjoyed representation on the both boards, but administrators had none.

This was all accomplished – as it still is today – by volunteers who

took time from their schedules to accomplish a variety of tasks, from serving on the OCASA Executive; the selection committee for OCASA awards, including the Doug Light Award for Lifetime Achievement; and this magazine’s Editorial Board. OCASA continues to be a member-driven, volunteer-led organization, with office services provided by Zzeem, including the Executive Director role filled by Erin Roberts.

OCASA Past President Terry Boyd, the second president of the organization, recalls that professional development grew from the need for team-building in those small gatherings. “We would bring in facilitators to build a group of college reps into a focused group with common expectations,” he said. “We brought in speakers to highlight what we sought in an organization, and then tried to build those values into the organization from the ground up.”

By the time OCASA hired Diane Posterski as Executive Director in



2006, the pieces were in place. It was now possible to bring more focus to professional development activities. It was at OCASA's 10th annual meeting, held on June 26-28, 2006 at the Nottawasaga Inn Resort and Convention Centre, that the first Leaders & Innovators Conference was launched. The theme was *Illuminations: Lighting Our Path to the Future*, complete with hand-held LED flashlights in a darkened conference room.

"The thrust of the meeting [...] is to showcase professional development," Diane said at the time. "As a professional association, OCASA became increasingly aware of the request for professional development from members."

Workshop topics included rules of engagement, talent management, budgeting, conflict resolution and work-life balance.

Said then-President Gladys Rangaratnam: "Much of the first ten years were spent in development of the structure of the organization and in establishment of representation on committees, creation of vehicles such as the newsletter and website for communication." She said it was then time "to add functions that [would]

assist members in meeting the growing challenges of the future."

Also launched at that tenth-anniversary celebration was a magazine called *Lumière*, named after the conference's theme of illumination and originally conceived as a one-off birthday gift to the organization. The magazine, complete with an interview with Bill Davis, who was Minister of Education when the colleges were formed in 1967, was well-received and the experience was repeated again in 2007. In 2008 the magazine, renamed *College Administrator*, doubled its publication frequency to twice a year. The issue you are reading now (volume 14, issue 1) is the 25th issue of the magazine. (All back issues are available online on the OCASA website [[www.ocasa.on.ca/communications/college-administrator/back-issues/](http://www.ocasa.on.ca/communications/college-administrator/back-issues/)]; check out the interviews with Bill Davis, Bob Rae and many other organizational and political leaders.)

In subsequent years, the conference moved about: 2007 in Niagara, 2008 in Ottawa, then 2009 to 2012 at Blue Mountain Resort in Collingwood. Since 2013 the conference has been held at the Kingbridge Conference Centre in King City, where it will be held again this year, its seventh.

---

**"OCASA became increasingly aware of its members' request for professional development."**

---

The conference is a unique opportunity to network, meet a variety of colleagues from across the province and to refresh and recharge in a professional setting.

It is all tied to the value OCASA brings to the colleges as a professional association.

In 2010, OCASA President Chris Fliesser put it this way in his opening remarks: "Without OCASA, we wouldn't have this professional development conference for college administrators; no *College Administrator*, the magazine for Ontario colleges; no website; no awards for administrators; no recognition for academic research. There's only one way I can sum this up: We're here to be proud. Proud of the job we do. Proud of the professional colleagues who excel. Proud of Ontario colleges." 

---

**"We're here to be proud. Proud of the job we do. Proud of the professional colleagues who excel. Proud of Ontario colleges."**

---



OTIP RAEO



## 20 bucks can't be wrong.

Find out why your colleagues have chosen OTIP as their car and home insurance broker. Great rates and service are just the beginning!  
You can't go wrong.

**Get a car or home insurance quote & receive a \$20 gift card!\***  
**[OTIPinsurance.com/OCASA](http://OTIPinsurance.com/OCASA)**

\*Restrictions apply. See details. Visit [OTIPinsurance.com/OCASA](http://OTIPinsurance.com/OCASA) for full terms and conditions.

# 2019 OCASA Leaders & Innovators Conference

THRIVING THROUGH CHANGE – BETTER, FASTER, STRONGER

OCASA's 2019 *Leaders & Innovators Conference* is a two-day event that provides highly relevant information, new practices and meaningful networking that is uniquely designed for you, the college administrator.

## TOP REASONS TO ATTEND

Whether you are new to the role of administrator or in a senior role, the OCASA conference provides refreshingly relevant, inspiring and practical experience. This is not just “another” conference. **This is the ONE that matters!**

- **Learn:** Engage in two days of presentations and workshops to expand on your knowledge, find solutions to challenges and consider new perspectives, strategies and approaches that can impact your career.
- **Network:** Expand your community and connect with professionals and leaders from across the system in a forum that allows you to share best practices and learn from others in a relaxed, collaborative setting.
- **Grow and challenge yourself:** Strengthen your focus and learn beyond your field of interest.

Kingbridge Conference Centre,  
King City • June 24-25, 2019

## SPONSORED BY:



## ABOUT THE EVENT

**Monday, June 24**  
**Keynote Presentations**

“Current Political Atmosphere and its Consequences for Colleges Ontario”

### David Fulford

Vice-President, Research and Policy,  
Colleges Ontario

“Leadership through Empathetic Listening”



### Dale Curd

Host, Hello Goodbye,  
CBC Television

**Tuesday, June 25**  
**Presidents' Panel**

Learn from three leaders who will share honest, insightful and inspiring stories.



### MaryLynn West-Moynes, PhD

President & CEO  
Georgian College



### Fred Gibbons, PhD

President  
Northern College



### Peter Devlin

President  
Fanshawe College

## Keynote Presentation

“How Much Change Can and Should You Take?”



### Ella Forbes-Chilibeck

Founder and Lawyer  
Forbes-Chilibeck  
Employment Law

## CONCURRENT WORKSHOPS

Concurrent workshops take place over two days of the conference that focus on the conference theme – *Thriving Through Change – Better, Faster, Stronger* – and provide insight into leadership and emerging trends and issues.

The conference workshops are designed to facilitate meaningful dialogue in addition to relevant learning take-aways. For details about the workshop, please visit [www.ocasa.on.ca/events/2019-leaders-innovators](http://www.ocasa.on.ca/events/2019-leaders-innovators).

## THE CHAIR STREAM

Back by popular demand, this series of highly interactive workshops offers chairs the unique opportunity to “dig deep” into distinct leadership challenges and practices through meaningful discussions, shared learnings and pooled experience with peers who have similar experiences, aspirations and goals.

## LEISURE AND FACILITIES

During your time at the conference, be sure to enjoy the Kingbridge Conference Centre's incredible facilities and leisure opportunities. Take advantage of:

- Over five kilometers of nature trails through forested terrain and rolling hills.

## REGISTRATION

	Member	Non-member*
<b>Full conference with accommodation</b> (includes all sessions, meals, the gala and accommodation)		
Single occupancy	\$795.00 + HST	\$995.00 + HST
Double occupancy	\$710.00 + HST	\$910.00 + HST
<b>Full conference without accommodation</b> (includes all sessions, meals and the gala)		
	\$595.00 + HST	\$795.00 + HST
<b>Day rate</b> (includes all sessions and meals on that day)		
Monday	\$350.00 + HST	\$595.00 + HST
Tuesday	\$350.00 + HST	\$595.00 + HST

\* OCASA members save money! Find out more about OCASA – The College Administrator Network – Learning and Leading Together. Visit [www.ocasa.on.ca/membership](http://www.ocasa.on.ca/membership) or call us at 1-866-742-5429.



- A unique 200-metre indoor running track suspended roughly seven feet above the ground and fully climate controlled.
- 24-hour access to the fitness room with strength building stations, free weights and cardio equipment.
- Indoor and outdoor swimming, whirlpools and sauna.
- Outdoor tennis and basketball courts.
- Sports court to play basketball and floor hockey.
- Two 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).

### CANCELLATION POLICY

Conference fees will be reimbursed up to **May 17, 2019**, less a \$50 administration fee (includes HST). NO REFUNDS WILL BE ISSUED AFTER MAY 17, 2019. If you are unable to attend, you may substitute someone in your place. All cancellations and substitutions must be received in writing (email is accepted). Refunds will be processed after the conference.

### ACCOMMODATION

OCASA will make all accommodation arrangements on your behalf. **For full information about guest rooms, visit [www.kingbridgecentre.com/facilities/guest-rooms](http://www.kingbridgecentre.com/facilities/guest-rooms).**

### FOR MORE INFORMATION

Contact the OCASA office at 1-866-742-5429 or email [info@ocasa.on.ca](mailto:info@ocasa.on.ca).

### VOLUNTEERS

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

- Registration and 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. [C/A](#)

### SCHEDULE OF EVENTS (subject to change)

Monday, June 24 – Registration and Information Desk open 9:00am-6:30pm			
9:00am-6:30pm	Registration Open		
9:30am-10:00 am	OCASA "Jeopardy" game By Turning Technologies		
10:00am-11:45am	Conference Opening David Fulford, Vice-President, Research and Policy, Colleges Ontario <i>Current Political Atmosphere and its Consequences for Colleges Ontario</i>		
11:45am-12:00pm	Refreshment Break		
12:00pm-1:15pm	Luncheon and Awards Ceremony		
1:30pm-3:00pm	Concurrent Workshops (A1, A2, A3)   <a href="#">Learning Rooms 10, 12, 13</a>		
	CHAIR STREAM Challenges and Opportunities for Academic Managers: <i>Sharing Solutions</i>	LEADERSHIP Leadership Competency and Change <a href="#">Lori Nemeth</a>	BEST PRACTICE/ EMERGING ISSUES/ TRENDS Beyond International Students: <i>How to Move Towards a More Comprehensive and Inclusive Internationalization in Colleges</i> <a href="#">Paul Brennan</a>
3:00pm-3:30pm	Networking Break   Refreshments		
3:30pm-4:30pm	Plenary Dale Curd, Host of Hello Goodbye, CBC <i>Leadership Through Empathetic Listening</i>		
4:30pm-6:30pm	Leisure Time   CMU Reception (optional)   Chair Massages (draw)		
6:30pm-7:00pm	Pre-dinner drinks (one free drink)		
7:00pm-9:00pm	Dinner   <a href="#">Connections Dining Room</a>		
9:00pm	The OCASA Games Night and After-hours Networking: Trivia Game by Turning Technologies		

Tuesday, June 25 – Registration and Information Desk open 7:30am-12:00pm			
7:30am	Breakfast   <a href="#">Connections Dining Room</a>		
8:30am	OCASA Annual General Meeting		
9:00am-10:30am	Concurrent Workshops (B1, B2, B3)   <a href="#">Learning Rooms 10, 12, 13</a>		
	CHAIR STREAM Cultivate Academic Quality Champions: <i>Motivating Faculty</i>	BEST PRACTICE/ EMERGING ISSUES/ TRENDS Coaching and Career Building for Administrators: Staying nimble when conditions change <i>Off-script but not off the rails</i> <a href="#">Rebecca Sutherns</a>	BEST PRACTICE/ EMERGING ISSUES/ TRENDS Indigenous Education: <i>"Blanket Teaching": An Overview</i> <a href="#">Monique Lafond</a>
10:30am-10:45am	Networking Break   Refreshments		
10:45am-12:00pm	Concurrent Workshops (C1, C2, C3)   <a href="#">Learning Rooms 10, 12, 13</a>		
	CHAIR STREAM What's Next on Your Career Journey: <i>Strategies for Success for Academic Leaders</i>	BEST PRACTICE/ EMERGING ISSUES/ TRENDS Mindfulness Practice: <i>How to Master the Moment</i> <a href="#">Julie Hayden</a>	BEST PRACTICE/ EMERGING ISSUES/ TRENDS Change and Social Innovation <a href="#">Speaker TBC on website</a>
12:15pm-1:45pm	Luncheon and Presidents' Panel Dr. West-Moynes (Georgian); Dr. Fred Gibbons (Northern); <a href="#">Peter Devlin (Fanshawe)</a>		
2:30pm-3:30pm	Keynote Speaker Ella Forbes-Chilibeck, Founder and Lawyer, Forbes-Chilibeck Employment Law <i>How Much Change Can and Should You Take?</i>		



By Bill Swan  
Contributing Editor

Par Bill Swan  
Conseiller de rédaction

# FRENCH AS A SECOND LANGUAGE

At Boréal, it is a family affair

**M**y entanglement with the French language is complicated. It began some many years ago, in the ninth grade, and we broke up, or so I thought, after that twelfth-grade debacle of a hold-your-nose grade of 50 (D).

Fast forward some many, many, many years – OK, 63, but who is counting? – and add a granddaughter who entered junior kindergarten last fall at a French school.

Not just French immersion: a *French* school.

This *grand-père* made a decision: to learn with *sa petite fille*, he enrolled in a French class at the Barrie campus of Collège Boréal, a half-hour drive from home.

Which brings us to lesson one: it is not possible for a grandfather to keep up with a four-year-old in language acquisition. For one thing, I cannot sing the alphabet song. I have many excuses: my granddaughter is exposed to the language five days a week for almost seven hours a day; *Grand-père* has one three-hour class on Wednesday evenings, plus half an hour a day (well, some days) of review and drill in which a patient spouse participates.

My most frequently used phrase: *Je ne sais pas*. Or, as we say more in conversation, *Je sais pas*. Second to that: *Je ne comprends pas*. Or: *Je comprends pas*.

That latter is one that my teacher, Pierre Marceau, accepts as a correct answer to almost any question he may throw at us. He gets that answer a lot, not just from me but from the dozen or so cohort of French beginners. I am mastering once again the exquisite expression of dumb looks.

It is an interesting mixture, this class. One surprise to me lay in the variety: language-impooverished anglophones, knowing only one tongue, are in the minority. Included in my class are native speakers of Portuguese, Spanish, Tamil; one who spoke French until the age of six and then lost it to the dominance of English; one who speaks three other languages, including Quechua, the Inca native language from his home in South America; and yet another who speaks her native Polish to her daughter while her francophone spouse speaks to her in French – while the couple themselves communicate in English.

It is enough to intimidate any unilingual anglophone.

Julie Nadeau, Director of Workforce and Business Development at Collège Boréal, says there are multiple reasons why people want to learn French: learning to speak French will

# LE FRANÇAIS LANGUE SECONDE

Chez Boréal, c'est une affaire de famille

**M**a relation avec le français n'a rien de simple. Notre histoire a commencé il y a bien longtemps, alors que j'étais en neuvième année. Nous nous sommes quittés en 12<sup>e</sup> année après le désastre d'une note minable de 50 (D).

Ou, du moins, c'est ce que je croyais.

Bien des années plus tard (bon, d'accord, 63 ans plus tard, mais qui tient le compte ?), une petite-fille est entrée, à l'automne, à la prématernelle d'une école française.

Pas une école d'immersion en français : je dis bien une école *française*.

Alors *Grand-père* a pris la décision d'apprendre avec sa petite fille. Il s'est inscrit à un cours de français au campus Barrie du Collège Boréal, à une demi-heure de voiture de la maison.

Voilà donc la première leçon : il est impossible pour un grand-père de suivre une enfant de quatre ans en ce qui concerne l'apprentissage d'une langue. Pour commencer, je n'arrive pas à chanter la chanson de l'alphabet. J'ai plusieurs excuses, quand même. Ma petite-fille est exposée à la langue cinq jours par semaine pendant presque sept heures par jour. *Grand-père*, lui, a un cours de trois heures les mercredis soir, plus une demi-journée (parfois) de révision et d'exercices à laquelle participe sa patiente épouse.

La phrase que j'utilise le plus souvent : « Je ne sais pas ». Ou, comme on le dit plus souvent lorsqu'on discute : « Je sais pas ». Ma deuxième phrase la plus utilisée : « Je ne comprends pas », ou : « Je comprends pas ».

Pierre Marceau, mon professeur, accepte cette phrase comme étant une bonne réponse à presque toutes les questions qu'il nous lance. C'est une réponse qu'il entend bien souvent, pas seulement de moi, mais d'une cohorte d'environ 12 débutants en français. Je maîtrise une fois de plus l'expression raffinée du regard niais.

La composition de cette classe est intéressante. J'ai été surpris de constater la variété de langues. En effet, les anglophones limités, c'est-à-dire qui ne parlent que l'anglais, sont en minorité. Parmi les étudiants dans ma classe se trouvent des gens dont la langue maternelle est le portugais, l'espagnol, le tamoul, une personne qui parlait français jusqu'à l'âge de six ans et qui en a perdu l'habitude à cause de la prédominance de l'anglais, une personne de l'Amérique du Sud qui parle trois langues dont le quechua, la langue natale des autochtones incas, sans parler de



Pierre Marceau, Collège Boréal in Barrie.  
Pierre Marceau, Collège Boréal à Barrie.



French as a Second Language classes are offered at Collège Boréal campuses across the province.

enhance skills to allow individuals to become more employable, some want to learn the language for travel since French is a major language of international communication, and some will enroll in the courses out of cultural appreciation.

“With the increased popularity of French immersion programs, many parents will enroll in FSL [French as a Second Language] classes with the simple goal of developing their capabilities to help their children with homework,” adds Nadeau. “And seniors often have French on their bucket list and learn it just because they can. They know the benefits of speaking a second language: enhancing their cognitive function or improving their memory.” And sometimes, she adds, it becomes a social activity where they meet new people.

From my experience, high school French does go a little way, and a few of those verb tenses and conjugations you laboured over in the tenth grade will stick with you: they pop out magically from portions of your brain, brushing off cobwebs – but only if you don’t stop to think about it.

At this writing we are now at Level 2 and have been introduced to the future tense – and I will learn this, particularly: *pouvoir*; *vouloir*; *devoir*: can, want, must. *Je vais apprendre à parler français*: I will learn to speak French. I missed the lesson on past tense, the one that *Professeur Pierre* says is the single most important lesson this term, in order to attend a scotch-sampling dinner in honour of Robbie Burns, with whom I share a birthday. *Je n’ai pas parlé de mal de tête*. (Something about headaches.)

Monsieur Pierre Marceau, a retired Information Technology specialist, now teaches four evening classes a week and a fifth on Saturday morning. All his classes are at the first three levels of the ten-level program designed to create oral mastery of everyday conversation. Pierre’s expertise in computer programming shows in the class materials he has prepared to ease the struggle with a new language. These include his handy

cette femme qui parle sa langue maternelle, le polonais, à sa fille, alors que le père est francophone et que le couple se parle en anglais.

N’importe quel anglophone unilingue aurait raison d’être intimidé.

Julie Nadeau, Directrice du développement des affaires au Collège Boréal, explique que les gens veulent apprendre le français pour plusieurs raisons. Apprendre à parler français est une compétence de plus, augmentant ainsi la valeur des travailleurs sur le marché de l’emploi. D’autres attendent de connaître cette langue pour voyager, car le français est une langue très utilisée dans les communications internationales. Certaines personnes s’inscrivent à ces cours tout simplement pour leur aspect culturel.

« Comme les programmes d’immersion en français sont de plus en plus populaires, bien des parents s’inscrivent à des cours de FLS [français langue seconde] pour aider leurs enfants avec leurs devoirs, ajoute-t-elle. Les personnes plus âgées ont bien souvent l’apprentissage du français sur leur liste de choses à faire tout simplement parce qu’elles ont le temps pour le faire. Elles connaissent les avantages de savoir parler une deuxième langue : cette compétence améliore leurs fonctions cognitives et leur mémoire ». Et parfois, renchérit-elle, les cours deviennent une activité sociale où ces gens peuvent rencontrer d’autres personnes.

D’expérience, le français que l’on enseigne à l’école secondaire peut servir. Certains des temps de verbe et des conjugaisons avec lesquels vous vous êtes cassé la tête en dixième année resteront dans votre mémoire. Ces connaissances ressurgissent comme par magie de certaines parties de votre cerveau, soulevant la poussière – mais seulement si vous ne vous arrêtez pas pour y penser.

Au moment de la rédaction du présent article, nous en étions au niveau 2. Nous avons commencé à voir la conjugaison au futur, et je vais tout particulièrement apprendre *can*, *want*,





Entirely online FSL conversation workshops will be offered at La Cité starting in April 2019.

French teacher's start-up verb kit (where I am learning all about Dr. Mrs. Vandertramp) and the simplified French verb handbook (*frenchverbbandbook.com*), which the Barrie campus makes available to its students as a complement to its own material.

What's happening in Pierre's class is not a one-off. In Ontario, FSL and education in French is growing and strengthening.

This begins at the elementary and high school levels in French immersion. Canadian Parents for French – Ontario (CPF Ontario), part of a national group that advocates for French immersion education, cites figures for Ontario. CPF Ontario says that 978,091 children were enrolled in Core French, Extended French or French Immersion programs in publicly-funded, English-language school boards in Ontario in 2014-2015.

Of these, "274,579 students, representing 14.4 percent of students enrolled in the English school boards, were doing more French than the Ministry of Education requires (students in French Immersion, Extended French, and Core French from Grades 10 to 12)."

In addition to French immersion, however, elementary and high schools are served by eight French Catholic school boards and four French public school boards. These boards provide education in which the primary language is French. The French Catholic school boards, for example, offer French education in 249 elementary schools and 62 high schools.

The Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) is the umbrella organization representing the four French-language public school boards in Ontario.

*must* : pouvoir, vouloir, devoir. *I will learn to speak French* : je vais apprendre à parler français. J'ai raté le cours sur la conjugaison au passé, celle qui, selon notre professeur Pierre, est la plus importante de toute la session. Je l'ai manquée pour assister à un repas avec dégustation de scotch donné en l'honneur de Robbie Burns, avec qui je partage la même date d'anniversaire. Je n'ai pas parlé d'un mal de tête.

M. Pierre Marceau, spécialiste des technologies de l'information à la retraite, enseigne maintenant à quatre classes du soir par semaine et à une cinquième classe le samedi. Toutes ses classes sont dans les trois premiers niveaux d'un programme de dix niveaux conçu pour que les étudiants puissent maîtriser les conversations de tous les jours. L'expertise de Pierre dans le domaine de la programmation informatique est reflétée dans le matériel du cours qu'il a préparé pour surmonter l'obstacle que pose l'apprentissage une nouvelle langue. Ce matériel comprend sa trousse de départ de verbes français, avec laquelle j'apprends tout ce qu'il y a à savoir au sujet de la Dre Vandertramp, ainsi qu'un livre simplifié sur les verbes français (*frenchverbbandbook.com*). Ce livre est offert à tous les étudiants du campus de Barrie comme complément à son propre matériel.

Ce qui se produit dans la classe de Pierre n'est pas un cas isolé. En Ontario, le français langue seconde et l'éducation en français sont en croissance et s'affirment.

C'est un phénomène qui commence au niveau des écoles primaires et secondaires d'immersion en français. Canadian Parents for French – Ontario (CPFO), qui fait partie d'un

Its mandate is to help its members ensure the sustainable development and vitality of Ontario's French-language public education system. Included in this group is the board that operates École élémentaire La Source in Barrie, which my granddaughter attends.

“There is still some confusion between French-language education and French immersion programs,” says Anne Gerson, ACÉPO's Communications Coordinator. “We offer French-Language education (French as a first language) to students who have the right to instruction in French – the language of the official language minority.”

“On average, our four boards report the strongest student registration growth in the province, with a 73% increase since 1998. As of 2018 they included 33,500 students and 129 schools.”

The growth comes not without some issues. A report by the federal Office of the Commissioner of Official Languages warns that French immersion classes are sometimes staffed by teachers whose skills are not much beyond those of the students they teach. The French public board does not have this problem, says Ms. Gerson, but “the shortage of qualified French-speaking teachers is a big issue for our school boards. But contrarily to the immersion programs, all of our teachers are French-speaking.”

Ms. Gerson says the main focus of the public boards is to provide the best possible education for students and to sustain the rights of the francophone minority to education in French. In addition, students who are not rights holders may still apply for admission to a French-language school. The application is reviewed by an admission committee at the local school board.

The growth is also felt at the college level. At Collège La Cité, face-to-face beginner, intermediate and advanced courses are offered at the main Ottawa campus and online conversational workshops are offered at the intermediate and advanced levels.

Pascale Montminy, Manager of Communications and Public Relations at Collège La Cité, says that La Cité also offers tailor-made courses for employees of the Government of Canada at both the main campus and in the workplace.

She estimates that for the 2017-2018 academic year, as many as 15,000 students were enrolled. Ms. Montminy says this number has been increasing since the government made bilingualism compulsory for many federal public servants.

Collège Boréal offers a ten-level FSL certificate program at ten campuses across the province: Sudbury, Timmins, Kapuskasing, Hearst, Nipissing, Barrie, London, Hamilton, Toronto, Windsor and New Liskeard, when requested.

Julie Nadeau of Collège Boréal says the courses are offered face-to-face or online, and on campus or in the workplace. “We also offer customized FSL courses to meet the specific needs of our clients,” she adds. “Each campus and access centre offers the courses based on demand.”

“Collège Boréal is a French college,” Nadeau says. “Classes focus on conversation and the acquisition of verbal skills. It's all about learning while having fun. Students quickly learn that allowing mistakes, not being afraid of speaking, forgetting perfection and having a strong sense of humour creates a learning environment in which each student feels comfortable doing just that.”

groupe national de promotion de l'enseignement en immersion française, souligne quelques données pour l'Ontario. CPFO indique qu'en 2014-2015, 978 091 enfants ont été inscrits à des programmes de français de base, de français enrichi ou d'immersion en français dans les écoles anglophones publiques des commissions scolaires de l'Ontario.

Parmi ces enfants, « 274 579 élèves, c'est-à-dire 14,4 % des élèves inscrits dans les commissions scolaires anglophones, faisaient plus de français que ce qui est demandé par le ministère de l'Éducation (élèves en immersion francophone, en français enrichi ou en français de base, 10e à la 12e année) ».

En plus de l'immersion en français, les écoles primaires et secondaires sont desservies par huit commissions scolaires francophones catholiques et quatre commissions scolaires francophones publiques. Ces commissions scolaires offrent des cours donnés principalement en français.

Les huit commissions scolaires francophones catholiques de la province offrent des cours en français dans 249 écoles primaires et 62 écoles secondaires.

L'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) est un organisme-cadre qui représente les quatre commissions scolaires francophones publiques de l'Ontario. Son mandat est d'aider ses membres à assurer le développement durable et le dynamisme du système d'éducation francophone public de l'Ontario. La commission scolaire qui chapeaute l'École élémentaire La Source de Barrie, l'école de ma petite-fille, se trouve dans ce groupe.

« Il règne encore une certaine confusion entre l'éducation en français et les programmes d'immersion en français », explique Anne Gerson, Chargée des communications de l'ACÉPO. « Nous offrons de l'éducation en français (le français comme langue maternelle) aux enfants qui ont le droit d'être instruits en français – la langue de la minorité linguistique officielle ».

« En moyenne, nos quatre commissions scolaires signalent la plus grande croissance d'inscription de la province, avec une augmentation de 73 % depuis 1998. En 2018, nous comptons 129 écoles et 33 500 élèves ».

Cette croissance apporte son lot de problèmes. Un rapport provenant du Commissariat aux langues officielles du Canada indique que les classes d'immersion en français sont parfois données par des enseignants dont les capacités ne sont pas beaucoup plus élevées que celles de leurs élèves. La commission scolaire francophone publique ne souffre pas de ce problème, indique Mme Gerson, mais « le manque d'enseignants francophones qualifiés est un gros casse-tête pour nous. Cependant, contrairement à ceux des programmes d'immersion, tous nos enseignants parlent le français ».

Mme Gerson indique que l'objectif principal de la commission scolaire publique est d'offrir la meilleure éducation possible aux élèves et de maintenir les droits concernant l'éducation en français de la minorité francophone. De plus, les élèves qui ne disposent pas de ces droits peuvent tout de même faire une demande d'admission dans une école francophone. La demande est examinée par un comité d'admission de la commission scolaire régionale.

La croissance se fait aussi sentir au niveau collégial. Le Collège La Cité offre des cours en personne de niveau débutant, intermédiaire et avancé à son campus d'Ottawa, ainsi que des



In our Barrie classes, Pierre goes out of his way to do just that. Still, my challenges of learning a second language continue. Even in retirement, the greatest obstacle is finding time – or is it the same discipline I lacked in Grade 9? – for daily study. Pierre is ever patient.

His classes are for beginners at the first three levels of the ten-level program. “I enjoy teaching beginners,” he says. “That’s where I get my greatest thrill – starting at ground zero and seeing people begin to create sentences.” He shows great empathy and patience with his adult students: “Treat them like adults but teach them like children.” Some of this may come from his own experience of learning English as an adult, starting when he was 19.

“At first I felt stupid,” he says. “I was convinced I could not do this. But then I discovered that I was not stupid, that this was part of learning.”

His philosophy: “You have to break the ice,” he says. Students are each given a new name, a French name; they have to shed their old identity and allow themselves to make mistakes.

In doing so, he creates a new family with each cohort.

Two days before our deadline for this article, two of our classmates made announcements: one, that she again became a grandmother that day, and another that *Je suis enceinte* (I am pregnant).

As we said, it’s a family.

“That’s learning,” says Pierre. [C|A](#)

## BORÉALENLIGNE

RÉALISE TES RÊVES À TON RYTHME

À TEMPS PARTIEL OU À TEMPS PLEIN

### BORÉAL T’OFFRE :

- Des expériences d’apprentissage authentiques
- Un contact régulier avec tes professeurs et tes collègues de classe
- Un accès à de l’aide financière

**COLLÈGE BORÉAL**

borealengline@collegeboreal.ca



ateliers de conversation en ligne pour les niveaux intermédiaire et avancé.

Pascale Montminy, Gestionnaire en communications et relations publiques au Collège La Cité à Ottawa, indique que le Collège offre aussi des cours sur mesure pour les employés du gouvernement du Canada à son campus principal, ainsi qu’en milieu de travail.

Elle estime que jusqu’à 15 000 étudiants se sont inscrits pendant l’année scolaire 2017-2018. Elle dit que ce nombre est en croissance depuis que le gouvernement a rendu le bilinguisme obligatoire pour plusieurs fonctionnaires fédéraux.

Le Collège Boréal offre un programme de certificat de dix niveaux en français langue seconde dans dix campus de la province : Sudbury, Timmins, Kapuskasing, Hearst, Nipissing, Barrie, London, Hamilton, Toronto, Windsor et New Liskeard (sur demande).

Julie Nadeau, du Collège Boréal, indique que ces cours sont offerts en personne ou en ligne, aux campus ou en milieu de travail. « Nous offrons aussi des cours de FLS sur mesure afin de répondre aux besoins particuliers de nos clients », ajoute-t-elle. « Chaque campus et chaque centre d’accès offre ces cours sur demande ».

« Le Collège Boréal est un collège francophone », explique Mme Nadeau. « Les cours sont orientés sur la conversation et l’acquisition des aptitudes verbales. Il s’agit d’apprendre en s’amusant. Les étudiants apprennent rapidement que faire des erreurs, ne pas avoir peur de parler, oublier la perfection et avoir un bon sens de l’humour crée un environnement d’apprentissage qui permet à tout le monde d’absorber la matière à son aise ».

Dans notre cours donné à Barrie, Pierre fait des pieds et des mains pour arriver à ce résultat. J’ai tout de même des problèmes à apprendre une deuxième langue. Même à la retraite, mon plus grand problème est de trouver le temps pour l’étude quotidienne... Ou s’agit-il du même manque de discipline dont je souffrais en neuvième année ?

Heureusement, Pierre, lui, ne manque jamais de patience. Ses cours sont destinés aux débutants dans les trois premiers niveaux d’un programme qui en compte dix. « J’aime enseigner aux débutants », dit Pierre. « C’est ce que je trouve de plus emballant – commencer à zéro et voir les gens former leurs premières phrases ». Il fait preuve de beaucoup d’empathie et de patience avec ses étudiants adultes : « Traitez-les comme des adultes, mais enseignez-les comme des enfants ». Cette patience découle peut-être, en partie, de sa propre expérience avec l’apprentissage de l’anglais, une langue qu’il a commencé à apprendre à l’âge adulte de 19 ans.

« Au début, je me sentais stupide », explique Pierre. « J’étais convaincu que je n’y arriverais pas. J’ai ensuite compris que je n’étais pas stupide, que ça faisait partie de l’apprentissage ».

Sa philosophie ? « Il faut briser la glace ». Tous les étudiants reçoivent un nouveau nom, un nom français. Ils doivent se débarrasser de leur ancienne identité et se permettre de faire des erreurs.

Ce faisant, il crée une nouvelle famille avec chaque cohorte.

Deux jours avant la date de remise de cet article, deux personnes de notre classe avaient une annonce à faire. La première a annoncé qu’elle était maintenant grand-mère de nouveau, et la deuxième a déclaré, « Je suis enceinte ».

Mais c’est normal, nous sommes une famille.

« C’est ça, apprendre », affirme Pierre. [C|A](#)





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



**By Leslie MacGregor**  
Indigenous Peoples Education Circle;  
Associate Dean, Learning Resources  
Division, School of Access and  
Success, Confederation College

# RECONCILIATION IN ONTARIO'S COLLEGE SYSTEM

In December 2015, the Truth and Reconciliation Commission of Canada (TRC) completed its six-year mandate with the release of a six-volume final report documenting the history and legacy of residential schools in Canada. With the release of the TRC Calls to Action in June 2015, the final report reiterated the need for all levels of government to work collaboratively in the implementation of these Calls in order to change the policies and programs needed to address and repair the harmful legacies caused by the residential school system and to move forward with reconciliation efforts.

Indigenous peoples have had a long, distrustful and destructive past with educational institutions over the past 150 years and it is critical that our institutions meaningfully and purposefully move forward demonstrating a significant commitment to the reparation and honouring of our renewed relationships with Canada's First Peoples. Indigenous culture, knowledges and practices need to be part of our institutional fabric and responsibility.

*Every support and initiative are a valuable resource, but there is still lots of work to be done and I look forward to the day when educational institutions are filled with Indigenous people and perspectives in such a way that their input is a recognized and valued asset to the academy.*  
(Indspire, 2018)

For the past three years, the Ontario college system has been actively working



Mohawk College hosted the 3rd Truth and Reconciliation Gathering in February 2019.

toward truth and reconciliation in education. Most recently, it facilitated the province's 3rd Truth and Reconciliation Gathering in February 2019, hosted by our friends and colleagues at Mohawk College.

Recognizing the important role of education in addressing truth and reconciliation, Colleges Ontario initiated an annual report, *Addressing Truth and Reconciliation*, to summarize the sector's efforts to addressing the TRC's 94 Calls to Action each year (Colleges Ontario, 2018). The fact that Ontario colleges are now willing and dedicated to evaluating their own individual progress toward reconciliation is an important and promising practice. As a provincial college sector, we are proud that 22 of Ontario's 24 colleges are now signatories to Colleges and Institutes Canada's national Indigenous Education Protocol.

How did this happen? These efforts have been the result of a renewed collabora-

orative relationship between Indigenous and non-Indigenous educators within the province. They recognized the importance of relationship building, ongoing dialogue and capacity building as critical factors in the work that we are trying to undertake.

A bit of background: facilitated by Colleges Ontario, in September 2016 the Chairs of the Coordinating Committee of Vice-Presidents Academic (CCVPA), the Coordinating Committee of Vice-Presidents Students (CCVPS), the Chairs of the CCVPA and the Indigenous Peoples Education Circle (IPEC) met collectively for the first time to begin discussions as to how we could most effectively work together to provide a provincial system response to the TRC Calls to Action that would also further augment and support the work currently taking place at each of our respective institutions. This meeting proved to be a pivotal turning point for Indigenous education in Ontario.



In order to support a shared vision of Ontario as a national leader in Indigenous education, it was recognized that the involvement of all 24 colleges would be critical to our work moving forward. With the release of Colleges and Institutes Canada's national Indigenous Education Protocol in December 2014, the Ontario college system had an opportunity to collectively demonstrate its public commitment to Indigenous education by signing this aspirational document – a foundational component to begin addressing truth and reconciliation and for which IPEC strongly advocated.

Based on the scope of the issues discussed, two additional recommendations were brought forward from this initial meeting of Colleges Ontario, CCVPA, CCVPS and IPEC: 1) the development of a provincial framework to collect information on current practices and initiatives that are already underway at our institutions in relation to Indigenous education and student success and 2) the facilitation of a joint provincial meeting to forward the dialogue related to a shared approach to the TRC report.

In March 2017, Humber College hosted the first provincial college gathering dedicated to truth and reconciliation. With the intent of specifically engaging three key stakeholder groups, CCVPA, CCVPS and IPEC, this initial gathering provided an opportunity for round-table discussions about the realities, opportunities, challenges and system supports required to advance truth and reconciliation efforts in education.

In addition to the identification of a number of wise practices, key messaging included the importance of discussing what reconciliation looks like as an outcome of these conversations and the



The Two-Row Wampum Belt Treaty. Photo courtesy of Mohawk College.

concept of reciprocity as the imperative for moving forward. Recognizing the importance of continuing these system conversations, in 2018 Seneca College hosted the 2nd Truth and Reconciliation Gathering, continuing the dialogue that began in 2017.

Beginning to narrow our area of focus, four key themes were identified as areas of priority discussion: Community Engagement, Indigenous Student Persistence, Curriculum Enhancement/Indigenous Learning Outcomes and Hiring/Human Resources. When asked to evaluate how each session impacted their knowledge and understanding of the requirements needed to advance Indigenous education, participant response was overwhelmingly positive.

Participants strongly supported the continuation of the provincial gatherings. Based on participant recommendations

from 2018, this year's event focused on providing a meaningful learning experience and sharing best practices involving faculty, staff, academic leaders, Elders and Traditional Knowledge Keepers.

The 3rd Truth and Reconciliation Gathering specifically focused on the college sector's academic commitment to participating in Indigenous knowledge, curriculum and learning in relation to the following six themes as a foundational approach: Indigenous-focused Programs and Courses in the Areas of Health, Justice and Community Services, Access and Pathways, Indigenous General Education and Electives, Indigenous Learning Outcomes and Professional Development Opportunities for Faculty and Staff. Sharing resources, practices and policies toward fulfilling the TRC was infused into every aspect of the conference setting, workshops and keynote speakers. College leaders, faculty and representatives participated together, allowing these conversations and opportunities to serve as a foundation to continue the dialogue and momentum needed to do this work authentically.

As a result of these collaborative efforts, CCVPA, CCVPS and IPEC have a strengthened working relationship, one based on transparency, accountability and commitment. As a college system we are beginning to make greater strides in the advancement of Indigenous education. However, we know that systemic change will take time. As we continue on this path together, it will be important to remind ourselves that reconciliation between

**The TRC definition of reconciliation:** "Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour."

Source: "Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada," p. 6.

**Reconciliation:** "An end to a disagreement and the start of a good relationship again; the process of making it possible for two different ideas, facts, etc. to exist together without being opposed to each other."

Source: Oxford Dictionary.

Indigenous and non-Indigenous people must be based on the following underlying principles, as identified by the TRC, if we are truly to going to effect change:

1. The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is the framework for reconciliation at all levels and across all sectors of Canadian society.
2. First Nations, Inuit and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, Constitutional and human rights that must be recognized and respected.
3. Reconciliation is a process of healing relationships that requires public truth sharing, apology and commemoration that acknowledge and redress past harms.
4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Indigenous peoples' education, cultures, languages, health, child welfare, the administration of justice and economic opportunities and prosperity.
5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health and economic outcomes that exist between Indigenous and non-Indigenous Canadians.
6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.
7. The perspectives and understandings of Indigenous Elders and Traditional Knowledge Keepers of the ethics, concepts and practices of reconciliation are vital to long-term reconciliation.
8. Supporting Indigenous peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols and connections to the land into the reconciliation process are essential.
9. Reconciliation requires political will, joint leadership, trust building, accountability and transparency, as well as a substantial investment of resources.
10. Reconciliation requires sustained public education and dialogue,

including youth engagement, about the history and legacy of residential schools, Treaties and Indigenous rights, as well as the historical and contemporary contributions of Indigenous peoples to Canadian society.

By adhering to these principles, Ontario's college system will truly be well on its way to becoming a national leader in truth and reconciliation efforts. We look forward to the journey.

#### REFERENCES

- Colleges Ontario. (2018). *Addressing truth and reconciliation: Summary report of Ontario's colleges*. Retrieved from [www.collegesontario.org/outcomes/accountability/Colleges%20Ontario%20TRC%20Summary%20Report\\_Revised%20Feb%2027.pdf](http://www.collegesontario.org/outcomes/accountability/Colleges%20Ontario%20TRC%20Summary%20Report_Revised%20Feb%2027.pdf)
- Indspire. (2018). *Truth and reconciliation in post-secondary settings: Student experience*. Retrieved from [www.indspire.ca/wp-content/uploads/2018/11/JMGD\\_003\\_IND\\_TR\\_REPORT\\_FINAL\\_V3\\_NOV15\\_V3.pdf](http://www.indspire.ca/wp-content/uploads/2018/11/JMGD_003_IND_TR_REPORT_FINAL_V3_NOV15_V3.pdf)

## 2019 CMU/OCASA Outstanding Research Award

**Congratulations to Mary Pierce, Dean, Faculty of Business, at Fanshawe College for her work titled "Student Perceptions of, and Attitudes Towards, Academic Integrity Intervention."**

Conduct valuable research and advance your career with the Master of Arts in Education/Community College from **Central Michigan University**.

This program is offered under the written consent of the Ontario Ministry of Training, Colleges and Universities granted for a five year term commencing on November 24, 2015. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate for their needs (e.g. acceptable to potential employers, professional licensing bodies or other educational institutions). CMU is an AA/EQO institution, providing equal opportunity to all persons, including minorities, females, veterans and individuals with disabilities (see [cmich.edu/ocrie](http://cmich.edu/ocrie)). 3760605 3/19



**Apply today and take your courses at one of our Ontario partner colleges!**

877-268-4636 | [cmuglobal@cmich.edu](mailto:cmuglobal@cmich.edu)  
[global.cmich.edu/international](http://global.cmich.edu/international)



**OCASA  
APACO**



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

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

## LATEST INNOVATION ENSURES THE PLAN REMAINS STRONG AND RELEVANT

The CAAT Pension Plan was created in 1967 to provide valuable pension benefits to help attract the talent needed to build the then-emerging Ontario college system. Innovations over the last 50 years have made the Plan fundamentally stronger.

- Joint governance (1995): The Plan became jointly sponsored, strengthening governance representation by giving members and employers an equal voice. It was at this time that OCASA was delegated to make appointments to the CAAT Plan Board of Trustees and Sponsors' Committee.
- Funding Policy (2006): The Funding Policy was established to balance the costs and risks between members and employers.
- Solvency funding exemption (2010): The Ontario government granted the Plan a permanent exemption from solvency funding, recognizing its ultra-low probability of windup, its multi-employer structure and size. This allows the Plan to focus on long-term health.
- Growing and diversifying membership (2016): The Plan's merger with the Royal Ontario Museum was approved. It was the first of its kind. Growing and diversifying the membership strengthens the Plan by enabling it to better manage longer-term demographic risks to keep benefits secure. Specifically, growth:
  - o further increases the likelihood the Plan will remain in a surplus funded position, improving its ability to withstand adverse economic conditions;
  - o continues to improve the likelihood of making conditional benefit improvements, including paying inflation protection, now and in the future;
  - o increases the likelihood that reductions to stability contributions will be possible; and
  - o improves efficiencies through further pooling of administration costs.

These past few months have marked another historic innovation: the introduction of DBplus.

DBplus operates as part of the CAAT Plan, sharing the same joint governance structure, funding policy, investment fund and pension management expertise as the Plan's original design, DBprime.

## UNE RÉCENTE INNOVATION GARANTIT QUE LE RÉGIME DEMEURERA PERTINENT ET ROBUSTE

Le Régime de retraite des CAAT a été fondé en 1967 dans le but de fournir des prestations de retraite précieuses afin d'attirer les talents nécessaires à la mise en œuvre du nouveau système collégial ontarien. Les innovations apportées au cours des cinquante dernières années ont renforcé le Régime de façon fondamentale.

- Gouvernance paritaire : en 1995, le Régime est devenu une initiative conjointe visant à renforcer la représentation en matière de gouvernance en permettant aux participants et aux employeurs de faire entendre leur voix. C'est à ce moment-là que l'APACO a été chargée de procéder aux nominations au Conseil des fiduciaires et au Comité de parrainage du Régime des CAAT.
- Politique de capitalisation : en 2006, une politique de capitalisation a été établie pour équilibrer les coûts et les risques entre les participants et les employeurs.
- Dispense de capitalisation du déficit de solvabilité : en 2010, le gouvernement de l'Ontario a accordé au Régime une dispense permanente de capitalisation du déficit de solvabilité, reconnaissant ainsi la très faible probabilité de liquidation du Régime, sa structure interentreprises et sa taille. Cette dispense permet au Régime de se concentrer sur sa santé à long terme.
- Croissance des adhésions et de la diversité de celles-ci : la fusion du Régime des CAAT avec le régime de retraite du Musée royal de l'Ontario en 2016 était la première du genre dans la province. La croissance et la diversification du nombre de participants renforcent le Régime en lui permettant de mieux gérer les risques démographiques à long terme pour assurer la sécurité des prestations. Plus particulièrement, la croissance a les avantages suivants :
  - o Augmente la probabilité que le Régime demeure entièrement capitalisé, améliorant donc sa résilience face aux chocs économiques.
  - o Augmente la probabilité d'accorder les augmentations conditionnelles, y compris la protection contre l'inflation, maintenant et à l'avenir.
  - o Augmente la probabilité de la réduction des cotisations de stabilité.

## “DBplus helps strengthen the CAAT Plan by enhancing the value of pensions for a changing workforce and by supporting the growth and diversification of Plan membership.”

The innovative design of DBplus delivers secure lifetime retirement income at a fixed contribution rate. Its other features include a survivor benefit, conditional inflation protection and an early-retirement benefit. Contributions are made and benefits accrued on all earnings to cover evolving types of compensation in the postsecondary and other sectors. The benefit calculation uses a percentage of contributions based on all earnings rather than a service calculation derived from hours of work. Member contributions are matched by the employer, reflecting the CAAT Plan principles that members and employers share Plan costs and decisions. The design of DBplus also simplifies communication and administration, increasing value for employers.

The introduction of DBplus helps strengthen the CAAT Plan by enhancing the value of pensions for a changing workforce and by supporting the growth and diversification of Plan membership.

DBplus also provides more flexibility to accommodate the needs of employees and employers from sectors beyond the college system. The Plan welcomed the Torstar Corporation as its first employer and members to the DBplus design on October 1, 2018. The overwhelming 97% endorsement from Torstar members demonstrates that DBplus is relevant to members beyond the college system.

I believe DBplus is a thoughtful innovation that will make the Plan stronger, and so do other pension experts. Robert L. Brown, retired Professor of Actuarial Science at the University of Waterloo and Director of the Institute of Insurance and Pension Research, says he’s “thrilled” by DBplus. Brown goes on to describe CAAT as “one of the most respected plan administrators in Canada” and adds, “I hope you are overwhelmed by the success of this wonderful venture.”

The CAAT Plan won the prestigious Innovation in Plan Design and Reform Award at *Pensions & Investments*’ 2018 World Pension Summit in The Hague, Netherlands on November 1, 2018. The award, which recognized the Plan’s introduction of DBplus design, was one of only four Innovation awards presented.

The CAAT Plan also won the Pension Performance Award as part of Benefits Canada’s 2018 Workplace Benefits Awards in October 2018. The CAAT Plan was recognized in part for its growing Plan membership strategy, which includes the launch of DBplus.

Growing membership, either through enrolment of more part-time employees or through mergers with organizations

o Augmente l’efficacité de la gestion des pensions en regroupant davantage les coûts administratifs.

Ces derniers mois ont marqué une autre innovation historique : le lancement de DBplus.

DBplus fonctionne dans le cadre du Régime des CAAT et partage la même structure de gouvernance paritaire, la même politique de financement, le même fonds de placement et la même expertise en matière de gestion des pensions que la conception originale du régime, nommée DBprime.

La conception novatrice DBplus offre un revenu de retraite viager sûr à un taux de cotisation fixe. Ses autres caractéristiques comprennent une prestation de conjoint survivant, une protection conditionnelle contre l’inflation et une prestation de retraite anticipée. Les cotisations sont versées et les prestations sont constituées sur tous les revenus afin de composer avec l’évolution de la rémunération dans le secteur postsecondaire et au-delà. Le calcul des prestations est effectué en employant un pourcentage des cotisations versées sur tous les revenus plutôt qu’en fonction du service et de la durée du travail.

Les employeurs versent des cotisations de contrepartie équivalentes à celles des participants, conformément aux principes du Régime des CAAT selon lesquels les participants et employeurs partagent les coûts et les décisions du Régime. La conception DBplus simplifie également la communication et l’administration, augmentant ainsi la valeur ajoutée pour les employeurs.

Le lancement de DBplus renforce la vigueur du Régime des CAAT en augmentant la valeur des prestations d’une main-d’œuvre en évolution ainsi qu’en appuyant la croissance et la diversification des participants.

DBplus offre également la flexibilité nécessaire pour répondre aux besoins des employés et des employeurs en dehors du système collégial. Le 1er octobre 2018, le Régime a accueilli la Torstar Corporation à titre de premier employeur participant à la conception DBplus. L’approbation massive de 97 % des participants Torstar démontre que DBplus est pertinent au-delà du système collégial.

Je crois que DBplus est une innovation réfléchie qui renforcera la vigueur du Régime. D’autres experts en matière de régimes de retraite sont du même avis. Robert L. Brown, professeur émérite d’actuariat à l’Université de Waterloo et directeur de la Institute for Insurance and Pension Research se dit « enchanté » par DBplus. M. Brown décrit le Régime des CAAT comme « l’un des administrateurs de régimes de retraite les plus respectés au Canada » et ajoute : « Je vous souhaite le meilleur des succès dans cette merveilleuse entreprise ».

Le Régime de retraite des CAAT est fier d’être le lauréat du prix de l’innovation en matière de conception et de réforme des régimes de retraite, qui a été remis le 1er novembre 2018 à La Haye aux Pays-Bas lors du World Pension Summit, une conférence organisée par *Pension & Investments*. Ce prix reconnaît le lancement de la conception DBplus et représente l’un de seulement quatre prix en matière d’innovation décernés en 2018.

Le Régime des CAAT a également remporté un prix de rendement en matière de régimes de retraite dans le cadre de la 2018 Workplace Benefits Awards de Benefits Canada. Le Régime a été reconnu pour sa stratégie de croissance du nombre de participants, qui comprenait le lancement de DBplus.



## “DBplus enhances the value of pensions by supporting the Plan’s growth and diversification.”

such as the Royal Ontario Museum, makes the CAAT Plan stronger and more secure.

Continued growth will help the Plan to achieve these goals for the benefit of current and future Plan members. Growing Plan membership and the introduction of DBplus are exciting changes rooted in the Plan’s long history of adapting to improve benefit security.

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

### Governance primer

As participants in a jointly sponsored pension plan, members and employers have equal say in Plan decisions through their representatives on the Plan’s two governing bodies: the Board of Trustees and the Sponsors’ Committee. The governors are appointed by the three Plan Sponsors: the College Employer Council on behalf of the college boards of governors, the Ontario College Administrative Staff Association and the Ontario Public Service Employees Union.

As governors of a jointly sponsored pension plan, the Board of Trustees is ultimately responsible for overseeing the administration of pensions and the investment of Plan assets. Trustees, as fiduciaries, act in the best interests of the Plan and its members. The Board works closely with the Sponsors’ Committee, which determines how to best balance the use of contribution rates, funding reserves and benefit design to keep the Plan meaningful, stable and sustainable over the long term.

#### Features of a Modern Defined Benefit plan

- Independent, with the singular purpose to deliver pension benefits.
- Not-for-profit trust structure brings fiduciary alignment.
- Jointly governed by members and employers – decisions and costs are shared 50/50.
- Expertly managed on a full-time basis.
- Multiple employers allows for cost-effective benefit security separate from a single employer’s financial health.

Formal funding policy that uses reserves, contributions and conditional benefits to protect benefits over the long term considers intergenerational equity.

La croissance du nombre de participants, accompli soit par le recrutement d’employés travaillant à temps partiel ou par la fusion avec d’autres organismes comme le Musée royal de l’Ontario renforce la vigueur du Régime de retraite des CAAT.

Le Régime des CAAT a une longue tradition d’adaptation face aux besoins changeants de ses participants dans le but de maximiser la sécurité des prestations. L’accroissement des adhésions au Régime et le lancement de la conception DBplus en sont deux nouveaux exemples.

Si vous ne l’avez pas déjà fait, inscrivez-vous à *Mon InfoLien sur la pension* pour recevoir des nouvelles par courriel directement du Régime, dès qu’elles se produisent. [c|A](#)

### Gouvernance du Régime

Puisqu’il s’agit d’un régime conjoint, les participants et les employeurs participent sur un pied d’égalité à la prise de décisions par l’entremise de leurs représentants siégeant aux deux organes décisionnels du Régime, à savoir le Conseil des fiduciaires et le Comité de parrainage. Les dirigeants sont nommés par les trois promoteurs du Régime : le Conseil des employeurs des collèges au nom des conseils d’administration des collèges, l’APACO et le Syndicat des employées et employés de la fonction publique de l’Ontario.

En sa qualité de régime conjoint, le Conseil des fiduciaires est chargé en dernière analyse de superviser l’administration des pensions et l’investissement des actifs du Régime des CAAT. Les fiduciaires sont tenus par la loi d’agir dans l’intérêt de l’ensemble des participants du Régime. Le Conseil travaille en étroite collaboration avec le Comité de parrainage qui détermine la meilleure façon de concilier l’utilisation des taux de cotisation, les réserves de capitalisation et la structure des prestations afin que le Régime reste avantageux, stable et durable à long terme.

#### Les caractéristiques d’un régime de retraite à prestations déterminées moderne :

- Indépendant, ayant comme seul objectif de verser les prestations de retraite.
- Structure axée sur les participants – fiducie à but non lucratif.
- Géré conjointement par les participants et les employeurs. Les décisions et les coûts sont partagés également.
- Géré à temps plein par des experts.
- Régime interentreprises : le Régime est rentable et la sécurité des prestations n’est pas liée à la santé financière d’un seul employeur.
- Politique de capitalisation formelle qui emploie les réserves, les cotisations ainsi que les prestations conditionnelles pour protéger les prestations à long terme et pour assurer l’équité entre les générations de participants.



By **Jordene Lyttle**  
Partner, Promeus Inc.

# UNDERSTANDING AND MASTERING THE INTERVIEW AND SELECTION PROCESS

**Y**ou've learned and contributed as much as possible in your present position. You are ready for a new challenge, either internally or at another college.

This column offers some advice on how to get on the recruiter's radar, master the selection committee interview and, win or lose, some insights on how to leverage the experience for your future success.

Seeking a job with more responsibility is not a one-off; it does not start with just a job posting but is part of an overall career planning process.

With this in mind, the first step – getting on the recruiter's radar – starts before you see any interesting job posting. It begins with networking: the more you are known by a variety of people – not just the recruiter – the more likely you are to end up on the recruiter's radar.

Equally important, find opportunities to assume leadership roles in the system. In general, the more people in the system know you, the better your chances. Seek out opportunities to work on cross-college committees; people you meet can become additional sources of information or even references. Gather information. Sign up for seminars, webinars and workshops on job search. Sign up for professional development conferences and take advantage of workshops, networking and face-to-face contacts.

And one point that is often overlooked: use every opportunity to

serve on interview committees in your present position across the college. The experience of being on a panel will serve you well when you are the one being interviewed.

When the time is right, you don't have to wait for a job posting. Let people know that you are looking for an opportunity.

Send us your resumé – but make sure it is up to date (see the sidebar below). At Promeus we typically recruit at the dean, director, vice-president and presidential levels, and sometimes the associate dean level as well. Keep that in mind. Make sure your LinkedIn profile is also up to date – that is the first place most recruiters will look. It is an online resumé, so make sure it speaks to who you are.

When a position comes up, you might reach out to us and say, "I'm really interested in this position." Ask for the position profile and send us your resumé. At that stage we will set up a screening call. These screening interviews happen for everybody as we prepare a long list for the hiring committee.

Each interview requires its own specific preparation. The screening interview is no different. Find out about the organization, study the candidate profile, read the strategic plan and the mission and values. Review public documents on news and issues in the organization. Prepare your questions. Reach out quietly to your contacts to find out more about the organization.

---

**“Don't wait for a job posting. Let people know you're looking for an opportunity.”**

---

Those who conduct the screening interviews will know who has prepared really well and who has not.

Be prepared to explain why you want this role, how it fits in your career path and how both you and the college will benefit.

You may be asked about your gaps – areas where you need to grow. This can show your self-awareness. Also, know your present position: the budget, how many direct and indirect reports you now have.

Often the screening interview will take place by phone or Skype. Find a quiet place and keep distractions to a minimum. In my experience, doing a phone interview while driving is a bad idea. First impressions count! Remember, the interview is a two-way street; make sure you understand the job search process.

But now let us suppose you've made it through that initial screening interview and you've been selected to attend the shortlist interview with the selection committee. Congratulations!

It is essential that you understand what is involved in this next step –



and the steps beyond – so that you can prepare accordingly.

The first thing I would suggest is that you book a “prep” call with the executive recruiter before the panel interview. The recruiter should be able to give you some good feedback that's going to be helpful to you.

This may include some coaching on what you did well in the screening, things you might expand on, or maybe the things you didn't do so well on, some tips about what the panel might be wondering about and gaps that you might explain more. She might indicate potential “elephants in the room,” hot buttons that could trigger negative reactions and should be able to answer any questions you might have.

Use this opportunity to seek as much advice and feedback from the recruiter as possible so that you can put your best foot forward. As recruiters, we know you, and we know your competition in this process; we also know the organization and the client really well. You can utilize this knowledge to your advantage.

As well, do your homework. Try to find out who is on the interview panel so that you can research them in advance. The recruiter should be able to give you a list of who's going to be on the panel and their titles. The real

savvy candidates will know who these people are and during the interview will tailor their answers and their own questions accordingly.

It is possible that the questions are provided in advance. At Promeus, we recommend that our clients bring candidates in approximately ten or 15 minutes ahead of time. The candidate is given the list of interview questions so that they can preview them and get a sense of what the questions will be. This can take some of the stress and the pressure out of the interview and gives candidates a chance to strategically organize their thoughts.

---

### “Made the shortlist? Find out who is on the interview panel and research them.”

---

I encourage candidates to make sure that they get a clear understanding about the interview format. Know how much time you're going to have. Will there be multiple parts to the interview? Clearly understand the structure of the

interview. Will it be formal or informal? Will it be a structured question-and-answer style? Will it take the form of a discussion, or will it be a flipped interview where the candidate is put in the driver's seat and the panel probes with follow-up questions?

Will you be required to make a presentation? If so, know how much time you have and stay within the time limits. Do they want you to use technology? Your own or do they provide it? Can you give handouts? And beware: technology can fail. Be prepared!

And a word of advice: DO. NOT. EVER. READ. YOUR. PRESENTATION.

It doesn't connect with the panel; people lose interest very quickly. I recall one president who said they wished that the candidate had sent their presentation notes 15 minutes ahead so that they could have saved themselves the entire hour of interviewing!

Remember to interview for the job you're applying for – not for the job you already have. Explanations, examples and discussions should be done as if you are putting yourself in the new role.

And, lastly, recognize that the selection interview process can take a couple of different steps. There could be a first round, a second round or even a third round of interviews, and each of these is very different. The first interview involving five or six candidates is often a comparison of experience and skills. The second round would mean that you've made the first cut and the interview would be a deeper and more mutual exploration of fit and may take the form of a dialogue.

The second round might be with the original panel, but it might be with some different stakeholders. The questions will likely be different. The format might be different. Again, the recruiter might be able to give you a sense of what to expect and help prepare you with some valuable feedback about how you did in the first round so that you can translate that into success at the second or third stage.

I highly recommend that you try to get all of your questions answered

### Your resumé helps sell you

The resumé is your chance to present yourself in the best light.

Two key points are essential: does it highlight your achievements and have the impact you want? Is it clear and easy to read?

There are a variety of resumé styles available. Select one that suits you, but use clean fonts and formats that show your professionalism.

Basic advice is always worth noting: avoid typos. (You would be surprised how often these occur.) Always have someone review it for you – another pair of eyes will often spot problems with the format or typos and can offer other suggestions for content clarity.

The cover letter: the old rule of keeping it to one page isn't relevant here. Use what you need as long as it will help the hiring committee understand your interests, skills, abilities and experience.

A special note: convert the document to PDF format before you send your resumé electronically (now the norm). A PDF will retain the formatting as you created it. A Word document may open on the recipient's computer and look much different.



## “Do your homework. Research the role in the organization and the people. In the interview stage, practice, practice, practice!”

before the second interview. Sometimes candidates haven't had all their questions answered before they're notified as the successful candidate.

We can't underestimate the importance of being well-prepared and ready. Do your homework. Research the role in the organization and the people. In the interview stage, practice, practice, practice! Do mock interviews. Ask people who are in the job already the types of questions they might have been asked during their own interviews and seek their advice.

Find a good coach. Ask people you trust to give you some candid feedback on what you do well and where you could improve your interviewing skills.

And, finally, be prepared for success. Before you learn that you are the successful candidate, make sure that all your questions have been answered, including those within your personal life. There is nothing worse – and it does happen – than the process going

quickly and the people who go through the interview steps are not ready to say yes. They haven't thought it through; they haven't even had the conversation about a new opportunity around the dinner table yet.

Tidy up issues: how and when are you going to inform your current employer? How much notice do you need to give? Are there pension issues to clarify? These are all things that you need to think about well ahead of the final stage.

If you are the winner, be gracious. Thank everyone. Acknowledge others, especially internal candidates. If you did not get the position, congratulate the winner. If you didn't this time, there will be future opportunities. Consider your application experience as preparation for your next advancement opportunity.

*Please visit the OCASA website to read this article in French. [CIA](#)*

## References

References are absolutely critical and often a part of the job search process that people underestimate. Make sure you get permission from anyone you want to use as a reference.

You also need to know that your references are ready and available. A prime reference who is unavailable and doesn't respond to calls or messages might have a costly impact on your candidacy.

Give your references a copy of your resumé and the job profile. Perhaps discuss with them the strengths that you're hoping they will emphasize and help them understand some of the areas of concern that might have been raised or that they see.

Make sure you have a sense of what each reference will say about you. We have seen some occasions when a reference has not said the most glowing things. Make sure there are no surprises.

Once your references have been contacted, follow up to find out how the call went and to see if anything else needs to be addressed.

And be sure to thank them.



The OCASA Leaders and Innovators Conference provides top-level keynote speakers, opportunities for networking and a variety of workshops, all in the inviting setting of the Kingbridge Conference Centre in King City, ON. In this photo, a workshop is in progress.



By **Ella Forbes-Chilibeck**  
Founder and Lawyer, Forbes-Chilibeck Employment Law

# WORKPLACE INVESTIGATIONS

How a harassment case is handled leaves a lasting impression

Workplace culture continues to evolve and in recent years there has been a greater focus on creating healthy workplaces in an attempt to not only create a more positive work experience, but also in an effort to curb the rising number and length of disability leaves and reduce employee turnover. In conjunction with the legislative amendments to the Ontario *Occupational Health and Safety Act*, employers and employees are experiencing a rising number of complaints regarding harassment in the workplace. What does this mean for the parties involved?

By the time an individual gets to the point where they are deciding whether or not to submit a formal harassment complaint, the workplace has already been severely affected, whether the employer is able to admit it or not. The prudent employer will be proactively working to avoid allegations of harassment in their workplace. An employer must educate its employees on harassment, know what is and what is not appropriate behaviour in the workplace and hold people accountable when and if they engage in questionable workplace conduct. Turning a blind eye may only make things worse.

In most circumstances, workplace harassment does not involve just a single incident. It is often what I refer to as “death by a thousand paper cuts”: repeated incidents that individually may look like innocent acts or oversights but over time the cumulation of these incidents leaves a nasty residual aftertaste and creates a pattern of offensive and unwelcome behaviour targeting certain individuals or a class of individuals.

## SO, WHAT IS WORKPLACE HARASSMENT?

Ontario’s provincial legislation defines workplace harassment as when a person engages in a course of vexatious comment or conduct against another worker in a workplace that is known or ought reasonably to be known to be unwelcome.

The most common response I hear when I am interviewing someone alleged to have engaged in harassment is, “But it was just a joke!” Everyone, including myself, has their own unique and often irreverent style of humour. What you need to ask yourself is:

- “Is this a joke or a comment I would make to a four-year-old?”
- “Would I feel awkward making this comment to my grandmother?”
- “Am I acting professionally?”

If your comments pass that litmus test, you may have a lesser likelihood of being the named respondent in a harassment investigation.

## WHAT IS NOT WORKPLACE HARASSMENT?

Reasonable management action taken in a reasonable way is not workplace harassment. While there are lots of awkward and somewhat inept managers in workplaces, this does not automatically mean that these individuals are necessarily harassing their employees. A manager or supervisor may take reasonable management action to effectively direct and control the way work is carried out. It is reasonable for managers and supervisors to allocate work and give feedback on their employees’ performance. These

---

“In most circumstances, workplace harassment does not involve just one incident.”

---

actions are not harassment if they are carried out in a lawful and reasonable way. A manager exercising their legitimate authority at work may result in some discomfort for a worker.

Differences of opinion and disagreements are generally not the same thing as workplace harassment. People can have differences or disagreements in the workplace that would not typically be characterized as harassment, although both parties may have passionate opinions on a certain subject. However, in some cases conflict that is not managed may escalate to the point where it becomes workplace harassment.

## WHAT IS THE IMPACT OF WORKPLACE HARASSMENT?

People are generally reticent to accuse a co-worker or employer of intentionally trying to cause them distress or humiliation. Oftentimes the individual who is the target of the harassment will condone the questionable behaviour or even make excuses for the person, sometimes for years. Victims of harassment are concerned that they may be ridiculed, marginalized or their career will be dead in the water if they talk about

their concerns – they do not want to be the one to cause any trouble. 40% of harassed individuals never tell their employers and 62% of employers who are told ignore the problem, hoping that it will stop on its own, not knowing what to do or normalizing this damaging behaviour (CMHA, 2015).

What is always surprising to me is the extent to which other people are aware of the harassment even when the victim has not talked about it directly. During investigations, witnesses regularly describe how they could not believe the target employee “put up with that.” Witnesses will often talk about feeling uncomfortable by the harasser’s actions or attitude, but uncertain as to how to respond or how to correct the harasser in the moment. They describe not wanting to get involved – not wanting to inadvertently make the victim’s humiliation public. It is that age-old quandary: do I tell my friend about the state of his zipper or the green stuff in his teeth? Will it make it better or worse if I shine a light on this? Will he be upset if I point out the situation? Often people choose to say nothing. Perhaps as Canadians we are just too used to being *nice*.

Being nice has had a significant effect on many Canadian workplaces. 40% of Canadian workers report experiencing bullying on a weekly basis. In the U.S., the experience is not all that different: in a more recent 2014 survey conducted by the Workplace Bullying Institute, just over one-quarter of adult Americans (27%) said they directly experienced abusive conduct at work (WBI, 2014).

While the best way to deal with harassment and bullying in the workplace is the subject of much debate, one school of thought is that the only way to effectively manage harassment in the workplace is to nip it in the bud, before it becomes an acceptable and often contagious negative influence in the workplace. One way to achieve this is to teach people to learn to recognize it and encourage others to step up when they see harassment or a pattern of behaviour that would reasonably be known to be unwelcome.

## “Teach people to recognize harassment and to step up when they see it.”


In the alternative, employers must take their obligations under the *Ontario Occupational Health and Safety Act* seriously and conduct unbiased investigations to shed light on concerns raised by workers. Even the best of investigations will have an impact on the workplace. Parties may become polarized and conflicting interests and opinions can become sticking points. Oftentimes, despite everyone’s best efforts, a lengthy or involved investigation can leave scorched earth in its wake. To avoid this where possible, here are some key points when commencing an investigation are:

- 1. Ensure procedural fairness**  
You need to ensure the investigation is fair to both sides and the findings are unbiased. All parties involved must be aware of the allegations and all relevant evidence and must be given every opportunity to defend themselves.
- 2. Select investigators carefully**  
Ensure the investigator you choose will eliminate any appearance of bias or conflict of interest. They may bring a fresh perspective.
- 3. Don’t delay**  
All complaints, whether formal or informal, must be treated seriously and acted upon in a timely manner. While some delay is reasonable, employers should be acting within 90 days of any concern.
- 4. Follow all internal policies and procedures carefully**  
Human Resources, employees and investigators must understand and ensure that investigative procedures are clearly stated and followed closely.
- 5. Protect against bias or an apprehension of bias**  
The neutral investigator must have no connection to any of the parties and the employer must always ensure the investigation is unbiased. The employer must

define the mandate and direction of the investigation in advance and in writing.

- 6. Gather all relevant information**  
All relevant witnesses must be interviewed and all relevant documents must be provided.
- 7. Guard confidentiality and privacy**  
Consider everything to be confidential. Individually brief the parties and immediately address any possible disclosures.
- 8. Document investigation and findings**  
Proper documentation is essential to ensure accurate evidence. Take notes to document witness and party interviews.
- 9. Protect against retaliation toward either the complainant or others**  
Ensure there is no retaliation, no matter how subtle, against complainants or anyone else co-operating with the investigation.
- 10. Advise of the outcome and take remedial steps**  
Inform both the complainant and respondent in writing whether or not the allegations have been substantiated and, where appropriate, what steps, if any, are being taken to avoid further complaints of this nature.

### REFERENCES

1. Canadian Mental Health Association (CMHA). (2015, February). *Harassment, violence, bullying and mobbing*. Retrieved from [www.wmhp.cmhaontario.ca/workplace-mental-health-core-concepts-issues/issues-in-the-workplace-that-affect-employee-mental-health/harassment-violence-bullying-and-mobbing](http://www.wmhp.cmhaontario.ca/workplace-mental-health-core-concepts-issues/issues-in-the-workplace-that-affect-employee-mental-health/harassment-violence-bullying-and-mobbing)
2. Workplace Bullying Institute (WBI). (2014). *2014 WBI U.S. workplace bullying survey*. Retrieved from [www.workplacebullying.org/multi/pdf/WBI-2014-US-Survey.pdf](http://www.workplacebullying.org/multi/pdf/WBI-2014-US-Survey.pdf) 



# SARA BUDD

New OCASA President is a Sheridan graduate and manages degree partnerships at Georgian

A college graduate who now manages degree program partnerships at Georgian College is the new president of OCASA.

Sara Budd, a native of Caledon and a graduate of Sheridan College, has moved from Vice President to President this past winter.

“When I first started work at Humber College in 2002 I knew that the college system spoke to me,” Sara said. “I liked dealing with students and I knew right away that I wanted to make my career in the college system.”

She moved to Simcoe County 13 years ago and in 2009 she joined Georgian College in Barrie, where she is now Manager of Degree Program Partnerships.

Sara’s enthusiasm for colleges extends to OCASA. “I joined OCASA shortly after I started at Georgian in 2009,” she said in an interview with *College Administrator*. “It was through an unofficial mentorship with Linda Trott

---

“Sara views OCASA as an invaluable tool in networking in the system and finding contacts who can support each other, noting that administrators are increasingly more mobile within the college system.”

---

(a former member of the OCASA Board), and I immediately saw the value. Soon after that I began attending the annual conference and eventually knew I wanted to contribute more. Last year I served as co-chair of the Conference Committee, and then served on the Board as Vice President.”

She views OCASA as an invaluable tool in networking in the system and finding contacts who can “support each other,” noting that administrators are increasingly more mobile within the college system.

“And having a mentor to talk things out, people who likely know some of the history of the colleges, is invaluable,” she said. The key to that, she insists, is the annual OCASA Leaders & Innovators Conference, which encourages networking with those from other colleges, provides informative and useful workshops and offers an unmatched opportunity to gain overview and insight into the operation of Ontario colleges.

At home, Sara admits to her passion for refurbishing furniture – finding old and sometimes discarded items

and refinishing and refurbishing them. “Often these are old pieces that on occasion I make look even older,” she said. For those pieces requiring repair or structural support, she calls in the help of her father, “an expert woodworker.” Many of her rescues are displayed in her home. Others she has gifted to friends and relatives.

Sara’s diploma from Sheridan College as a Social Service Worker helped land her first position in the colleges at Humber and, later, at the University of Guelph-Humber and York University. She completed her degree in Social Development Studies at the University of Waterloo and she completed her Master’s degree in Education through Athabasca University in 2014.

She has led diploma and degree studies, academic advising, academic partnerships, health sciences continuing education, corporate training and healthcare simulation.

In addition to refinishing furniture, Sara enjoys decorating, vegetable gardening and spending time with her children Ella, Liam and Isla and her husband Oliver. [CJA](#)



Sara has a passion for refinishing and refurbishing old or discarded items.

## Fanshawe Dean receives CMU-OCASA award

Mary Pierce of Fanshawe College received the 2019 CMU-OCASA Outstanding Research Award. She will receive the award on June 24 in King City at the OCASA Leaders & Innovators Conference. The award is sponsored jointly by Central Michigan University (CMU) and OCASA.

Mary is the Dean of Business, Information Technology and Part-time studies at Fanshawe. Her capstone paper on academic integrity intervention was completed as a requirement for her M.Ed. degree through CMU's Ontario partnerships.

Mary was Chair of the provincial ONCAT transfer project for business programs in Ontario and Past Chair of the Ontario Heads of Business. She has been a leader in the development of online education, international exchange programs for students, pathway opportunities and community partnerships. She holds a BA (Hons) in Economics from the University of Toronto and an M.Ed. from CMU. In 2015 she was recognized with a National Leadership Excellence Award by Colleges and Institutes Canada.

Prior to her career in education, Mary had a senior-level career in business with Procter and Gamble, S.C. Johnson Wax, The Blackburn Group and Citigroup International. Mary has extensive community involvement and enjoys spending time with her family at the Beaver Valley Ski Club and spends time with her two young grandchildren whenever possible.

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



## OCASA members qualify for Central Michigan University discounts

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

The tuition discount for members is 5% and the application and graduation fees are waived for those maintaining OCASA membership. For more information, visit the OCASA website: [www.ocasa.on.ca](http://www.ocasa.on.ca).

## OCASA Pension Corporation meets annually

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

Full details on the AGM and the conference will be posted on the OCASA website under "Events." For more information, visit the OCASA website ([info@ocasa.on.ca](mailto:info@ocasa.on.ca)) or contact the OCASA office (1-866-742-5429).

## Three new OCASA Board directors to be elected

The OCASA AGM will be held on June 25, 2019 in conjunction with the Leaders & Innovators Conference, which will take place on June 24-25 at the Kingbridge Conference Centre in King City. The AGM will allow OCASA to fill three open positions on its Board of Directors. All positions are for three-year terms. For details, see the OCASA website: [www.ocasa.on.ca](http://www.ocasa.on.ca). Nominations were requested by March 31, 2019.

The 12-member Board provides oversight to OCASA's strategic plan and initiatives. The Board meets in person in June prior to the AGM, followed by two or three video/teleconference meetings. Nominations must be signed by two OCASA members. All nominators and nominees must be OCASA members.

Following the AGM, the newly elected directors will join the Board to elect the Executive Committee, made up of the President, Vice President, Secretary and Treasurer.

## OCASA's 14th annual Leaders & Innovators Conference June 24-25

The keynote speaker at the annual OCASA Leaders & Innovators Conference will be David Fulford, Vice President, Research and Policy at Colleges Ontario. The conference will take place on June 24-25 at the Kingbridge Conference Centre in King City.








Taking part in the popular Presidents' Panel will be Dr. MaryLynn West-Moynes, President and CEO of Georgian College; Dr. Fred Gibbons, President of Northern College; and Peter Devlin, President of Fanshawe College.

The plenary speaker will be Dale Curd, host of the acclaimed CBC documentary television show *Hello Goodbye*, in which he engages strangers in conversations as they prepare to greet or see off loved ones at Toronto's Pearson Airport.

The full lineup of workshops and registration details are available on the OCASA website and in the online member news.

# Advertiser Information Centre

Support our advertisers

	COMPANY NAME	PAGE	PHONE	WEBSITE
	Central Michigan University	2, 19	877-268-4636	<a href="http://www.global.cmich.edu/international">www.global.cmich.edu/international</a>
	Collège Boréal	16	800-361-6673	<a href="http://www.collegeboreal.ca">www.collegeboreal.ca</a>
	DLGL Technologies Corporation	32	450-979-4646	<a href="http://www.dlgl.com">www.dlgl.com</a>
	Ontario Centres of Excellence	4	416-861-1092	<a href="http://www.oce-ontario.org">www.oce-ontario.org</a>
	Ontario College Application Service	6	888-892-2228	<a href="http://www.ocas.ca">www.ocas.ca</a>
	OTIP	9	800-267-6847	<a href="http://www.otip.com">www.otip.com</a>
	Vretta	31	866-522-9228	<a href="http://www.vretta.com">www.vretta.com</a>

## OCASA APACO

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

**Jeff Kutny**, Marketing Manager

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



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





# YOU WOULDN'T BUILD A HOUSE ON A WEAK FOUNDATION.



## SO WHAT ABOUT AN EDUCATION?

Foundational math skills are vital for students to succeed in any academic program or professional career.

## FIND OUT HOW TO HELP YOUR STUDENTS BUILD THEIR FOUNDATIONAL MATH SKILLS

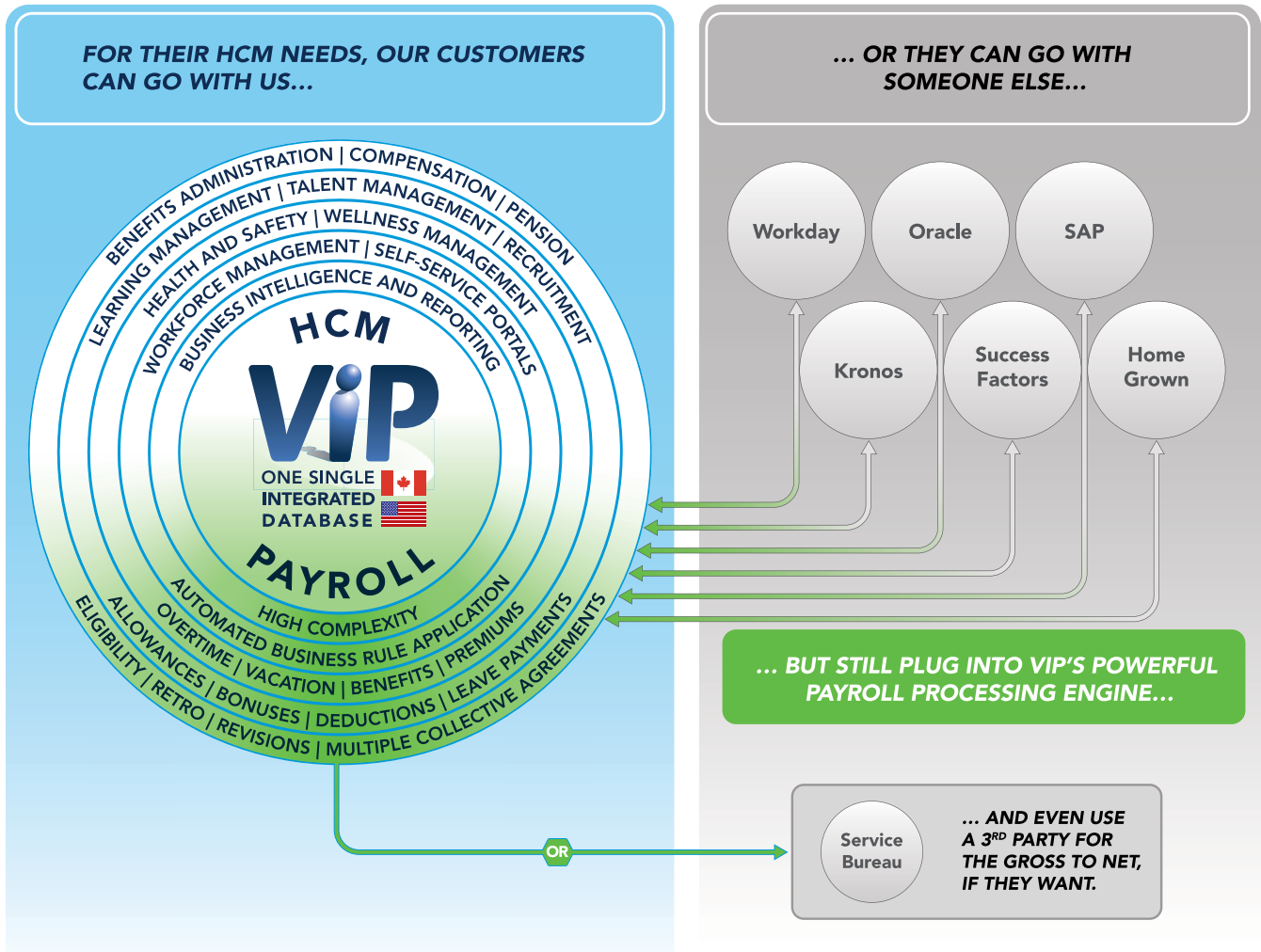
✉ [info@vretta.com](mailto:info@vretta.com)

☎ 1 (866) 522-9228

🌐 [vretta.com](http://vretta.com)

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

VIP's Ultra HCM Configurability is the answer.



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

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

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

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

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

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

[www.dlgl.com](http://www.dlgl.com)



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

