

# COLLEGE ADMINISTRATOR

OCASA  
APACO

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The professional journal for Ontario college administrators

## Managing change

*in an accelerated  
culture*

**INSIDE:** \* Quality Assurance Process Audit  
\* Second Career



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Steve Robinson  
OCASA President

“These issues also illustrate the diversity and complexity of administrative roles in our system – roles that are constantly evolving to reflect the changing nature of the environment we work in.”

## Exciting changes at OCASA

Colleges, by nature as well as mandate, do a good job of reflecting the priorities of the world around us. In this issue of *College Administrator* we explore several issues that are having a significant impact not only on colleges, but on society.

Following the inaugural edition of *College Administrator*, readers provided overwhelmingly positive comments. We are delighted that you like the new style, content and direction of the publication. *College Administrator* is the vehicle through which we explore issues and ideas that are pertinent to our colleges and to our leadership roles.

In this issue, **Tom Pickard** from Fanshawe provides us with an overview of the Second Career initiative and helps explain what this program has meant for the colleges as the Ontario economy continues to change. Now in its third year, the Ontario College Quality Assurance Service process involves and impacts many college administrators and **Tim Klassen** from the Ontario College Quality Assurance Service and **Cam McEachern** of St. Lawrence College share their insights as well as lessons learned in an era of increased accountability and taxpayer expectations. With the help of Loyalist's **Ken Hudson** we explore the demanding environment of the IT world in accelerated change; we learn from Colleges Ontario guest columnist **Linda Franklin** about how Ontario Colleges are positioning themselves to deal the Province's impending skills shortage; we get pre-retirement advice from **Gwyn Thompson**, and much, much more.

These issues also illustrate the diversity and complexity of administrative roles in our system – roles that are constantly evolving to reflect the changing nature of the environment we work in. As philosopher Eric Hoffer once put it, “In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.” To thrive (not just survive) in this dynamic environment requires each of us to be in a continuous learning mode, and OCASA is striving to be your key resource for professional development. This past June, many OCASA members gathered in Ottawa to learn from experts as well as each other on a wide range of topics including building leadership capacity, succession planning, fostering a respectful working and learning environment, leading through conflict, trends and issues in diversity, and more. OCASA's professional development mandate does not end with the annual PD conference, however, and we are working diligently to expand the range of professional development available to our members through strategic partners, and you can count on OCASA to bring you new timely and meaningful learning opportunities in the near future.

*College Administrator* serves as an important communication vehicle between OCASA and you, yet it is just one component of our evolving communication strategy. We are excited to announce that we have begun work on re-vamping the OCASA website and in the months ahead you can expect to see not only an updated look but more importantly increased functionality, with the goal of providing easier access to key information and resources as well as an opportunity to connect and interact with your peers and colleagues.

College representatives are another critical aspect of OCASA, vital for communications, networking, awareness building, local advocacy, and membership development. Our research indicates that colleges that have strong local ASAs (administrative staff associations) tend to have greater administrator participation and activity and are more likely to be involved with the provincial association. College reps are the backbone of OCASA, and I ask that you not only offer them your support, but that you also get involved. There is much to be done, and many opportunities to play a role either locally or provincially, so why wait to be asked? Give your college rep a call and indicate you want to be a part of OCASA's future. We will all be glad that you did. [c|A](#)



Steve Robinson  
Président du OCASA

“Ces problèmes illustrent la diversité et la complexité des rôles administratifs dans notre système – des rôles qui sont constamment en évolution pour représenter la nature changeante de l’environnement dans lequel nous travaillons.”

## Des changements stimulants a l’APACO

Les collègues, dans leur nature et leur mandat, brossent un bon tableau des priorités du monde dans lequel nous vivons. Dans ce numéro de *College Administrator*, nous explorons plusieurs questions ayant des répercussions importantes sur les collèges ainsi que sur les sociétés.

Suite à l’édition inaugurale de *College Administrator*, les lecteurs ont formulé des commentaires extrêmement positifs. Nous sommes enchantés de constater que vous appréciez notre nouveau style, notre contenu et l’orientation de la publication. La revue *College Administrator* est un véhicule par lequel nous exposons les problèmes et réfléchissons sur les idées qui ont rapport à nos collègues et à nos rôles de leadership.

Dans ce numéro, **Tom Pickard** du collège Fanshawe nous présente un aperçu de l’initiative Seconde carrière et tente d’expliquer ce que ce programme signifie pour les collèges tandis que l’économie de l’Ontario continue de se transformer. Présentement à sa troisième année, le processus d’évaluation de la qualité de l’éducation postsecondaire rejoint et influence plusieurs administrateurs de collège et **Tim Klassen** du Service de l’assurance de la qualité des collèges de l’Ontario et **Cam McEachern** du collège St-Lawrence partagent leurs idées ainsi que les leçons apprises dans cette époque où la responsabilisation et les attentes des contribuables sont accrues. À l’aide du loyaliste **Ken Hudson**, nous explorons l’environnement exigeant du monde des TI en lisant *Transformation accélérée*; nous apprenons de **Linda Franklin**, journaliste invitée de *Colleges Ontario*, la façon dont les collèges de l’Ontario se positionnent pour faire face aux manques imminents de main-d’œuvre qualifiée dans la province; nous obtenons les conseils sur la pré-retraite de **Gwyn Thompson** et plus encore.

Ces problèmes illustrent la diversité et la complexité des rôles administratifs dans notre système – des rôles qui sont constamment en évolution pour représenter la nature changeante de l’environnement dans lequel nous travaillons. Comme l’a si bien dit le philosophe Eric Hoffer, « Dans une période de changement drastique, ce sont les apprenants qui héritent de l’avenir. Ils se retrouvent généralement préparés à vivre dans un monde qui n’existe plus. » Pour prospérer (et non seulement survivre) dans cet environnement dynamique, nous devons être en mode d’apprentissage continu et l’APACO souhaite être votre ressource principale en ce qui concerne le développement professionnel. En juin dernier, plusieurs membres de l’APACO se sont réunis à Ottawa pour profiter du savoir des experts et partager entre eux à propos de plusieurs sujets tels que le renforcement de la capacité de leadership, la planification de la relève, la promotion du respect dans les milieux de travail et d’apprentissage, la gestion des conflits, les tendances et les problèmes reliés à la diversité, etc. Cependant, le mandat de développement professionnel de l’APACO ne s’arrête pas à la conférence annuelle sur le développement professionnel. Nous travaillons avec diligence pour élargir la gamme d’offres de perfectionnement professionnel à nos membres grâce à des partenaires stratégiques et vous pouvez compter sur l’APACO pour vous offrir des possibilités d’apprentissage pertinentes et opportunes dans un avenir prochain.

*College Administrator* est un véhicule de communication important entre l’APACO et vous, mais il ne représente qu’un élément dans notre stratégie de communication en pleine évolution. Nous sommes fiers de vous annoncer que nous avons commencé la reconstruction du site Internet de l’APACO. Dans les mois à venir, vous pourrez bénéficier d’une nouvelle présentation ainsi que des fonctionnalités accrues qui auront l’objectif d’offrir un accès plus facile aux renseignements et aux ressources clés, ainsi que la chance de vous connecter et d’interagir avec vos pairs et vos collègues.

Les représentants des collèges sont un autre aspect essentiel de l’APACO, indispensable pour les communications, le réseautage, la sensibilisation, la défense des intérêts locaux et le recrutement de membres. Nos recherches nous indiquent que les collèges ayant de bonnes Associations de personnel administratif locales ont tendance à avoir une plus grande participation des administrateurs et sont plus susceptibles d’être impliqués dans l’association provinciale. Les représentants des collèges sont l’épine dorsale de l’APACO. Je vous demande de leur offrir votre soutien ainsi que de vous impliquer. Il y a beaucoup de travail à faire et plusieurs occasions à saisir pour jouer un rôle au niveau local ou provincial, alors pourquoi attendre que quelqu’un vous sollicite? Téléphonnez à votre représentant de collège et mentionnez-leur que vous voulez prendre part à l’avenir de l’APACO. Nous serons tous très contents que vous l’ayez fait! **CA**



# PEA-KAPPA

## Program Quality Assurance Process Audit

By Tim Klassen, Ontario Colleges Quality Assurance Service

**From** its beginning as an unfunded mandate from government that the Ontario colleges develop a “self-regulatory mechanism”, the Program Quality Assurance Process Audit (PQAPA – or “pea-kappa” as it has become known around the colleges) has developed into an institutional-level quality assurance and improvement model that is consistent with global best practices in higher education. This is a process that positions Ontario’s colleges at the forefront of quality assurance in higher education.

One of the biggest challenges facing the management board and the staff of the OCQAS is how to engage in a

process of continuous improvement with our audit process while at the same time being able to offer an equality of experience to all colleges in the process. While we have identified where changes and improvement have been made, these changes have been implemented in a manner that ensures colleges are not advantaged or disadvantaged by their place in the schedule of review.

### **BACKGROUND**

With the introduction of the *Colleges of Applied Arts and Technology Act, 2002*, the public colleges in Ontario were granted more autonomy and

authority over their programs of instruction in return for developing and implementing a self-regulation system that would address quality assurance and improvement (QA&I) at the program level as well as at the institutional level. This began with the implementation of the Credentials Validation Service (CVS) on February 1, 2005 to ensure QA&I for all new and revised programs offered by the colleges.

At the same time, a working group of senior academic officers from the colleges began working on the development of an institutional-level QA&I model. After months of research

into other quality assurance models in higher education around the world our discussions with the Committee of Presidents (COP) produced a set of guiding principles. Using these principles a model was developed and presented to the COP, through the Co-ordinating Committee of Vice-Presidents, Academic (CCVPA). This model, which became known as the PQAPA, met the guiding principles as established, and was approved for implementation as a one-year pilot project.

In October 2006, following the pilot implementation with five colleges, the model and the pilot project was evaluated by Dr. William Massy, who concluded that the PQAPA met its stated goals, and was consistent with global best practices. Dr. Massy, founder of The Jackson Hole Higher Education Group, is a world-renowned expert in the area of quality assurance and improvement in higher education. Following this evaluation some changes to the implementation model were approved by the management board.

The management board also committed itself to a continuous improvement approach to the process and the model. These reviews may result in PQAPA practices being refined from year to year.

With the support of the CCVPA, the COP approved full implementation of the model. At about the same time, the management board, who oversees the operations of the CVS and the PQAPA, adopted a new identity for the overall QA&I service and it became known as the Ontario College Quality Assurance Service (OCQAS).

#### IMPLEMENTATION

As full implementation of the PQAPA was rolled out, colleges were contacted and asked to indicate (volunteer) when they would be ready to be part of the audit process, from 2006-07 through 2009-10, knowing the plan was to conduct five audit reviews each year. Shortly after this call went out, a schedule was established and posted. The five colleges which had participated in the pilot project would

be considered the first round of audits and would be eligible for audit again in 2010-2011.

As of September 2008, three rounds of audits have been completed at 14 colleges. For each audit, an audit panel is selected from a pool of trained auditors and panel chairs. A list of possible panel members is sent to the college, which is asked to comment on/select the panel members with which it would be comfortable. Panel chairs are selected from a pool of trained people experienced with the model, the QA&I process, the Ontario college system, and who are currently not employed by the college system. Other members of the audit panel are also selected from the pool of trained auditors and may, or may not, be currently employed by a college in the system.

#### LEARNINGS

One of the first refinements made to the implementation of PQAPA was to assist the colleges in preparing the self-study report. During the pilot

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round, colleges were merely asked to send in their documented evidence of their quality assurance mechanisms in the college. This proved to be an onerous task for the colleges and for the audit panels, as the type and amount of material submitted was not consistent and at times difficult to manage. Since that time the process has been refined and colleges are assisted in developing a more succinct self-study report. This self-study requires the college to evaluate the extent to which it believes its own policies, practices, and/or procedures ensure that the five established quality

criteria are met. For each rating, the college must be able to identify and provide specific evidence which supports their findings.

The real importance of this self-study is to help the college undergo an honest and open appraisal of its current systems against the quality criteria, identify where it believes it is doing well, and also to identify areas where it needs to make changes and improvements.

The staff at OCOAS are available to provide an orientation to each college prior to the writing of the self-study report. This is proving to be a worthwhile investment of time for the colleges. In

addition, some ongoing consultation is available to the colleges as they progress through the early stages of the development of the self-study report.

In the feedback received to date, it is becoming clear that on many levels the development of the self-study report is one of the most helpful and instructive parts of the entire PQAPA process.

Colleges are asked to have their self-study report completed and ready for distribution to the panel six to eight weeks before the scheduled site visit. This allows the panel members to review the report and the supporting documentation, and request clarification or addition materials and documents.

The panel arrives the afternoon before the actual site visit, and is available for introductions, tours, or other activities necessary to orient the panel to the specific and unique nature of the college. The site visit includes meetings with key stakeholder groups: students, faculty, administrators, student government, the board of governors, and program advisory committees. The panel focuses on the impressions and knowledge of the QA&I mechanisms. In effect, while the self-study has made an evaluation of the extent to which a criterion is met, the panel wants to know the depth and level or “penetration” of this across the college.

Following the interviews, which are conducted over a full day, the panel gathers the information and compares notes on the findings against the findings of the self-study report. They then meet with the college in an exit interview to provide their impressions about what a final audit report might contain.

The final report contains three areas of feedback for the college. The first is the panel’s own rating of the college’s QA&I mechanisms against the quality criteria. In any areas deemed to be “partially met” or “not met”, the panel provides comments and evidence to support their findings.

The second area of feedback provided by the panel is that of commendations, affirmations, and recommendations. In brief, commendations are underscoring and calling out areas of best practice as noted by the panel; affirmations are supporting statements related to areas requiring improvement as identified by the college in their own self-study report; and, recommendations are suggestions made to assist the college





“The most important point for colleges to comprehend is that this is not a pass-fail situation; rather, it is about being able to clearly articulate the extent to which the college is currently approaching full attainment of the quality criteria.”

in its continuous improvements.

The third area for the panel to comment is a categorization of the college’s overall quality assurance processes as falling within one of five categories of maturity ranging from minimal effort to mature effort. (The categories of maturity used are based on similar categories adapted by Dr. William Massy from the “capability-maturity theory” developed at Carnegie-Mellon University. For details see the *Orientation Manual*.)

These three areas of feedback are shared, in a preliminary way, with the college during the exit interview. The intent is to provide the college with a sense of what the panel has found and what it is likely to say in the final report. The college is not expected to respond at this point as it is required to provide a written and formal response to the audit report once it has seen a draft copy, which is made available within 30 days of the site visit. The college response forms part of the final audit report that goes to the management board for final approval and release.

I believe that there are a few key points for college administrators to consider as their college prepares for an audit. Without intending to be either prescriptive or exhaustive, let me suggest the following considerations:

**1.** The self-study report is the key to the entire process. It needs to be done in a comprehensive, open, and honest manner to ensure the college paints a clear picture of the current state of its quality assurance processes. *The most important point for colleges to comprehend is that this is not a pass-fail situation; rather, it is about being able to clearly articulate the extent to which the college is currently approaching full attainment of the quality criteria.*

**2.** The audit panel’s main task is to audit what the college has found (and said) it is doing in the area of quality assurance. The panel is attempting to validate the findings of the college and to understand the college’s approach to quality assurance and improvement and the evidence the college provides to support its findings.

**3.** Colleges need to provide clear and solid evidence to support their findings.

One of the reasons that it is important to have the PQAPA in place is to move beyond the “trust me” approach to quality programs and quality institutions, and to provide an evidence-based document that supports the findings of the college and of the panel. This will have much more sustainability and credibility for Ontario colleges in the future.

#### **ADDITIONAL INFORMATION**

For full details of the PQAPA model and the results and evaluation of the pilot project please see the *Orientation Manual* at [www.ocqas.org](http://www.ocqas.org) c|A

#### **ADDITIONAL READING**

- *Academic Quality Work: A Handbook for Improvement* (Massy, Graham, Short. Anker Publishing Company Inc. 2007)
- *Educational Quality Improvement: A Handbook for the Academic Audit* (Tennessee Board of Regents, 2007. [www.tbr.state.tn.us](http://www.tbr.state.tn.us))
- *Exploring Options For Institutional Accreditation in Canadian Post-Secondary Education* (Oldford, Stephanie A. [www.bccat.bc.ca](http://www.bccat.bc.ca))



# PQAPA

## A learning experience at St. Lawrence

By Cam McEachern, Director, Research & Planning, St. Lawrence College

**Summer** 2007 at St. Lawrence College saw college-wide preparation for an external audit of the academic quality assurance process. The review was conducted in October that year by a Provincial Quality Assurance Process Audit (PQAPA) team – in the inaugural year of the Ontario college system’s new five-year audit cycle.

Some natural nervousness at outset was assuaged as participants realized PQAPA did not scrutinize every daily college task for quality; rather, the PQAPA process examines and assesses the college’s own regular quality assurance measures. Put another way, as a subsequent Gr8 Learning

workshop participant summarized, “PQAPA doesn’t tell us the weather, it tells us how reliably we know the weather.”

First, in May and June 2007, a self-study was performed. PQAPA criteria were distributed to college managers and comments were sought by e-mail and in face-to-face meetings as to how the college basically respected the criteria. From this feedback, a digest was created which depicted the college’s attention to the criteria. This version was again shared with managers for feedback which again arrived by e-mail and through face-to-face meetings to clarify certain points. The version was refined into a self-study which

forthrightly explained the strengths and recognized weaknesses of the college’s quality assurance processes to date. The self-study recommended several improvements and assigned these goals to specific managers.

Noteworthy strengths cited in the self-study were a comprehensive program review process and annual self-audit process which enjoyed broad-based support. A noteworthy weakness was the need to ensure the college’s various quality assurance processes linked to one another to facilitate a more coherent picture of overall quality of the learning experience, and to facilitate effective follow-through on program and service improvements.

In August, the self-study was sent to PQAPA and the PQAPA criteria and the self-study were again circulated to managers so they could prepare for an interview with PQAPA auditors. A PQAPA internal team was formed to prepare and welcome the external PQAPA audit team visit. An early October date was set for the PQAPA audit. Through communication with the external team, certain documents were prepared to share with the team and an agenda was created for representative college process stakeholders to meet them.

On arrival, the external team reviewed all documents the late afternoon and evening before a day of campus meetings. Documents included copies of quality assurance policies, samples of a program review and of a few self-audits. Some general knowledge about the college was traded between internal team members and the external team over a pleasant meal at the college's model dining room, "Essence". The following day, the external team interviewed senior executives, service managers, quality assurance staff, a sample of faculty,

and a sample of students, asking insightful questions about policies and processes in an hour-long session each time. Representatives from all three of St. Lawrence's campuses took part through video-conferencing. The external team seemed to be impressed with the college's dedication to ongoing quality assurance, and offered helpful observations on possible improvements. They retired for an evening together to compare notes and assemble thoughts.

Next morning, approximately 50 managers, support staff and faculty gathered in the college's board room to hear the external team's draft summary of findings. There was a lot of positive energy all around. Some college staff offered observations which both confirmed and qualified the stated findings. With heartfelt exchanges of thanks, the external team left the college and staff returned to work more confident than ever of their priorities and successes.

A final audit report arrived days later to which the college responded with no changes, and this was sent to PQAPA. St. Lawrence did not rush to implement

recommendations for improvements in mid-stride of its annual review processes by then well under way. However, the spring self-audit saw adjustments to the form, seeking more linkages among college processes, and this year's program review process will be more inclusive of support service elements, in line with PQAPA recommendations. A progress report will update PQAPA on St. Lawrence's quality assurance improvements by March 2009.

The legacy of PQAPA's first audit at St. Lawrence is that of a friendly, informed guide for the college, along with other sources of best practices, conferences, literature searches, and good old experience. Importantly, the PQAPA audit has also served to help normalize the quality assurance processes, building acceptance and interest for them by advertising their essential, positive impact. Not least, the PQAPA audit experience reminded and assured staff and faculty there is a larger community of professional people like us, and a rational way to check how we are doing, to take heart, and aim well. [c|A](#)



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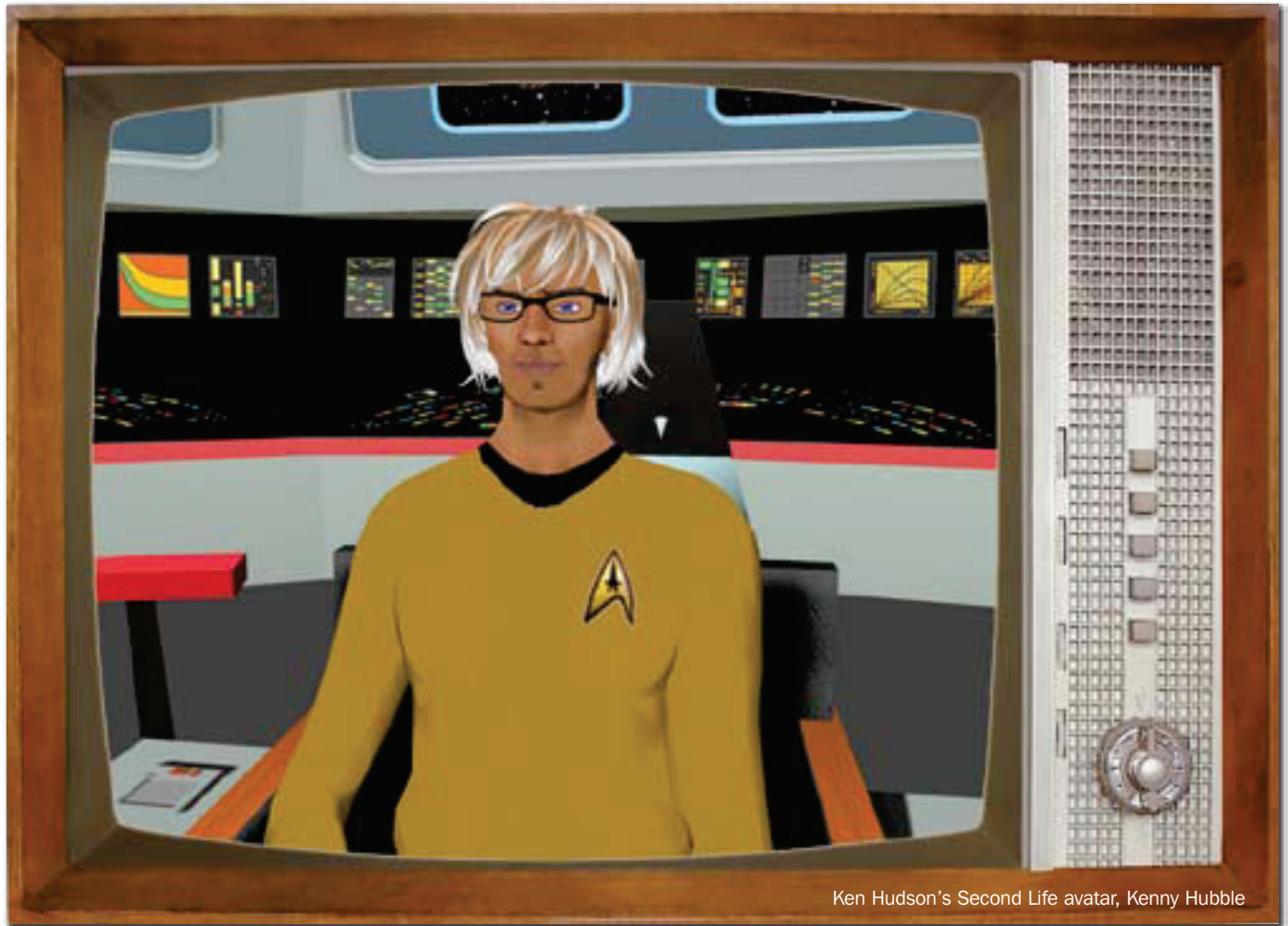
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# Managing technological change in an accelerated culture

Today's student comes to college with more computing power than the Apollo Mission that took men to the moon -- and we wonder why those those students resent outdated equipment.



Ken Hudson's Second Life avatar, Kenny Hubble



By Ken Hudson

Manager, Academic  
and New Media Services,  
Virtual World Design Centre,  
Loyalist College

Today's technological world changes at an unprecedented rate and we all experience this accelerated pace of our culture.

While older people have more experience with technological changes, it is the young people of our society who are wired for the new pace of technological change. By virtue of their experiences, they are comfortable with the rapid pace of advancement. They have small technological change horizons, and not only do they expect advances, they adopt them quickly, and anticipate with excitement the next generation of enabling media.

A popular example of our expectations for advancement may be drawn from the television show *Star Trek*. When this show first aired in the sixties, the notions that it presented about technology were considered science fiction. The show was set 300 years in the future, and the technology they employed were distant dreams.

At the time the show was produced, computers took up whole rooms, and the television sets we watched with were flickering (sometimes colour) devices which were more furniture items than displays. The crew of the ship had flat screen monitors, mini disc drives, even a computer that spoke and recognized voice commands. Access to this computer was available from anywhere, with all the human record instantly retrievable from workstations or via mobile devices.

The premise and setting aside, the crew of the Enterprise used technology as the course of their day-to-day actions and interests. Books existed in the setting, but as antiques, cherished artifacts from an earlier cultural period, not as the primary mode of interaction.

The world of *Star Trek* and our own technological uses are not so much different than one another, and in many ways, the star “tech” has been realized, which is a wonderful accomplishment. The dramatic impact occurs in our culture when instead of 300, those advances took only 40 years.

Even 15 years ago, with clunky CPUs and gigantic CRT displays, a dial-in Internet, and basic email, the world of 2300 seemed a distant dream. Most adults alive today became used to a certain pace of change: relative change. They became used to a linear progression of advancement that was eclipsed by the exponential growth in our digital, networked, world.

### Exponential change

Ray Kurzweil, author of *The Singularity is Near*, notes that our whole experience as a species could not anticipate the acceleration in the development of technology that new technology would enable. He cites the human genome project initiated in 1990 with a 15-year goal to map the entire genome. Critics decried the project when after several years of work the group had managed to only complete 1/10,000 of the work.

In fact it took several years to sequence the first one per cent of the human genome, and the project continued on its sluggish pace through the first decade. It was only as the project neared expiration, that the majority of work was completed, and the project delivered on time.

The reason behind the late success of the human genome project is that planning included the speed of

innovation, and calculated that by the later years of the project, they would be able to utilize more rigorous computing technologies to complete more data more quickly. Kurzweil and colleagues understood and utilized the future potency of exponential technological innovation.

Kurzweil’s work predicts with uncanny accuracy the exponential rate of technological change, and then using those calculations to forecast, again, very accurately, how various aspects of our media will perform in the foreseeable future. Valuable algorithms exist that suggest the speed of these changes, such as IT technologies double their capacity every year, or the rate of adopting new ideas doubles every decade; and the speed they suggest is fast – very fast. Furthermore, as technology accelerates, this new technology further accelerates the invention of even newer technologies.

In the future, change will occur even more rapidly than it does today. In this change, young people have the advantage.

A recent television commercial for Verizon wireless communication depicts this role. In the advertisement, parents are departing for a vacation and their children explain to them how to keep in touch with their mobile phones, explaining how to text message and otherwise use the device to communicate their safe arrival. The commercial ends with the parents driving away in a taxi while the children turn to one another and say, “I am so proud of them.”

There is nothing new about younger people adopting media that their elders do not understand. In many respects, the so-called “generation gap” of the sixties was as much a “technology gap” as anything else, with the youth adopting television contra older forms such as newspaper and



*“The challenge of keeping up to date with our students is a boon that may be capitalized upon, if it is recognized as such, and not just as an inconvenience and an annual steeper learning curve – which it is also.”*



radio. The speed of television, and its instantaneous qualities, led to a drastically different pace of cultural participation.

Today, someone who is primarily a television person will not only have a different mode of interacting with the culture than someone who is involved in the Internet, their cultural reference points will be altogether different.

#### **Impact on colleges**

One of the greatest challenges before us is how to facilitate communication between those defined modes. In the educational systems, this is of primary importance, as instructors and students may have modalities that are several generations apart. Imagine the scale of the cultural gap in the sixties had it been between youth and their great-great-grand-parents, and the landscape of this challenge becomes more vivid.

With the understanding that the pace of technological change is more dramatic now than at any other time in human history, how can we strive to minimize the impact of this state on our lives, and specifically, on our workplace environments? The college system invests significant resources in technological infrastructure, equipment, and software to keep pace with these changes. But fundamentally, those making the decisions regarding adoption of new media continue to be influenced by a linear pacing of change. Is it possible to forecast the most salient changes upon us and keep our system up to date as best we can?

Yes and no. Yes, we can attempt to keep pace with the changes, understanding that they will occur much faster than we anticipate. However, because the new technologies foster the rapid development of even newer

technologies, we are likely to be several years and multiple innovations behind from now on. Many of the advancements that are to come are beyond the visible horizon and dependent upon technologies that have not yet been invented.

For many, there is no life outside the Internet. Yet, as a network, the Internet that has revolutionized our entire culture has its roots at MIT in 1962 in an idea of a “galactic network.” This concept led directly to the DARPA project, a secured network for military and government applications, and the ARPANET, which finally evolved into the framework for today’s public Internet.

While the Internet framework had existed for several decades as a practical computer application for the remote storing and retrieval of information, it was not until 1994 that the Internet blossomed into a consumer application with the advent of Mosaic, a graphical browser interface that spawned the Windows and Macintosh browsers that are common today. From 1994 onwards the Internet exploded into a kaleidoscope of applications and uses.

While there are many ways to use the basic Internet, the content of the new form retrieved earlier content from other established media. Movies, news, weather, email, information indexing, and so forth, brought into this one platform many tools that had been separate up until then. We were able to use our computers to carry out many tasks at once. The information, however, was static in many ways, and unidirectional; I could obtain information, but I could not alter, participate, or create new resources.

After only a few years of the static Internet, or Web 1.0 as it is now referred, developments occurred both in computing and in high speed connectivity to allow dynamic content

to flow in multiple directions. These Web 2.0 applications continue to propagate, with the now familiar names like Blog, Wiki, Podcast, Youtube, Flickr, Facebook, Myspace, and many more new platforms each month.

We see the developments in this new virtual space occurred within the course of a single decade, with Web 2.0 technologies emerging in approximately 1999. To underscore this point, it took almost 40 years from the onset of a global network, to a common and popular consumer global system. It took only five years from that revolution until the next stage was introduced. This exponential growth, once again for emphasis, is unprecedented in the whole of human history.

And, of course, the development has not stopped there. From integrated 3D virtual environments like Second Life, to life-logging via GPS enabled devices, the Web 3.0 universe has already been introduced circa 2003, and will continue to develop alongside the earlier, still persistent stages. They each represent primary modes of interaction, from Informational (Web 1.0), to Social (Web 2.0), to Environmental (Web 3.0), and even in the most general sense, those modes demarcate our primary biases succinctly.

While we generally consider computer technologies as desktop applications, most new media technologies are also available in mobile form, from smaller and faster devices that eclipse one another with yearly developments. Rapid technological changes are upon us; this is our culture. How we respond as individuals and organizations determines how we will live and interact in the foreseeable future.

Television, for example, created an economic, social, international visual

connectivity. As soon as we all had a television, we started to understand what would make it better. All of those innovations, cable TV, HD, VCR, DVD, home theatres, were generated out of a single new medium.

Organizations may position themselves and anticipate those changes, and the economic benefits of delivering first. For the college system, these new media open up the opportunity for course and program offerings that we completely impossible even several years before. The challenge of keeping up to date with our students is a boon that may be capitalized upon, if it is recognized as such, and not just as an inconvenience and an annual steeper learning curve – which it is also.

### Technology threads

Colleges must delineate these new media advancements in order to mine the opportunities that they present. There are three main technological threads that impact the college system. They are: Institutional Technologies, Academic Technologies, and Student Technologies.

The institutional technologies affect everyone in an organization. They run the basic networks, email, and accounting software. This is the slow pace of technological change, where platforms migrate and finally percolate into general usage.

Academic technologies are focused on content delivery, and while they are, for the most part, lodged somewhere between Web 1.0 and 2.0, those platforms transform relatively faster in response to student or instructional needs.

It is the student technologies, however, where the most gains may be made in the college system, if we can bend to welcome the yearly innovations that our students bring with them to the post-secondary content. One startling observation is that students carry with them more computing power in their mobile devices than existed for the Apollo lunar missions. Literally wired with star “tech”, our students’ entire culture is focused into the ever-changing future. We wonder why they resist or resent older technologies, slower computers, or outdated modalities, yet, this attitude is understandable when we account for their milieu.

The technological power that students will bring with them to class will massively increase each year until, in the very near future, student tech will be significantly more potent than any of the technology the institution makes available. This shift, from only 20 years ago when colleges and universities had enabling media unavailable to the general public, to now when scant budgets renders them archaic next to faster, smaller, mobile consumer devices that every student owns, is another symptom of our accelerating present.

Additionally, the next generation advances already on the foreseeable horizon will transform the media landscape more profoundly in the next five years even more than in the past 20.

The challenge now for our colleges is to strive to keep step with these advances, so that their dangers may be mitigated, and, more importantly, so that the opportunities the new media generate may be recognized and capitalized upon. Colleges have an invaluable resource for staying current to the accelerated pace of technological advancement in our students. The youth culture of today is the future culture of tomorrow. By adopting a willingness to change with our times, colleges will continue to be reservoirs of contemporary thought and institutions that will persist, helping us all comprehend the massive changes that are before us. [c|A](#)

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### **Ken Hudson, Virtual World Design Centre, Loyalist College**

*Ken designs and coordinates Loyalist College’s Second Life projects. He works directly with educators and institutions to create environments and experiences that leverage the strengths of emerging platforms to augment and enhance communication and learning. His leadership in virtual worlds for education earned Loyalist College the Colleges Ontario Innovation Award for 2008. He was educated at the University of Toronto and at the Institute for the Psychological Study of the Arts (UF).*



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**YOUR  
NEW  
CAREER**



# Second Career

## New program presents a cultural shift, and challenge, for colleges

By Tom Pickard  
Manager, Workforce Development  
Fanshawe College

**Second Career**, a new initiative of the Ministry of Training, Colleges and Universities, puts Ontario Colleges on the verge of a major cultural shift. As such, it has challenges for administrators at all levels in each of the colleges.

The program, announced in June of this year, is targeted toward supporting recently laid-off workers in returning to school to upgrade their skills. A laid-off worker can receive up to \$28,000 to help cover the cost of tuition, books and other direct expenses related to school as well as to help cover other costs such as day care and travel.

Right away, we can easily see the potential for a demographic shift in students. But to get an idea of the potential impact, let's examine the initiative in more detail.

The key differences between this program and the existing Ontario Skills Development training program which also supports the unemployed are:

- The worker needs to have been laid off within the previous 12 months.
- The worker does not need to be in receipt of Employment Insurance benefits.
- The program of choice must fall under the National Occupation Code "B" (most college programs fall into this category).
- The program must be six months to two years in duration (two years means 24 months in school so most three-year college programs could still qualify).

What does this mean to the colleges? It creates a new source of potential students at a time when many regions across the province are seeing declining numbers of students due to changes in the high school demographics (i.e. the baby boom echo has worked its way through the system).

What do we need to do to appeal to this group? First we need to maintain our strong linkages with our communities and the agencies which serve the unemployed. In order to access the funding support, the laid-off worker must seek the services of your local Employment Assessment Centre. It is the gateway to provide employment counselling services and to help access the funding support. Their employment counselors need to be familiar with our programs, our graduation rates and of course job placement stats. Our KPIs can help with this. These are not numbers we have created; they are third-party generated resulting in greater reliability and confidence in their accuracy.

In addition we need to make sure our programs are readily accessible to this client group. No laid-off worker who loses his or her job in February wants to wait until September to start a training program. Colleges need to create new programs and modify existing programs to allow for more frequent intakes throughout the year. Three intakes a year is good, more is better. Think about the days, not too long ago, when we had retraining programs and campuses with block purchases and continuous intake programs. Can we go there again? Why not? We have access to technology that didn't exist before that can only make it easier to maintain our standards and deliver more flexible programs while at the same time meeting the growing demands of our students.

We also need to take a hard look at our entrance criteria for our programs. Is that requirement for Grade 12 technical math there because the program requires it or do we use it to screen students out? If students can succeed without that prerequisite why not eliminate it? Have we looked seriously at our existing programs and verified our own course pre and co-requisites? Keep them if they are really needed but take the time to confirm that they are necessary or think about program restructuring to minimize or eliminate where we can. The end result is that everything we do to make our programs more accessible for mature students also makes them more accessible for



our traditional students who come to us straight from high school. Everybody wins.

As I said in the opening paragraph, this puts us on the verge of a major cultural shift in our post secondary institutions. We can be dragged kicking and screaming or we can check the water and dive in head first. Either way we end up in the same place – only we have more control over the outcome if we take the leap willingly.

What does this mean for administrators? In the long run it means more work of course. So what's new? The academic managers will be busy restructuring programs and developing

new ones, the registrar's office will be sorting out innovative ways of registering and tracking these students who don't fit into traditional semesters, our marketing managers will be identifying creative ways to reach this new market and facilities managers will be working overtime to create more flexible spaces.

However, we have a choice: we can work harder trying to deal with declining enrolments and the resulting budget problems this creates or we can work harder renewing our programs and services and serving our communities and the people in them. Take your pick. [c|a](#)

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Steve Robinson, M.A.  
Director, International  
Education & Training,  
Georgian College;  
OCASA President

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same for me.”*

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# Skills Shortage

## Amid job losses, why is it hard to find a plumber?

By Linda Franklin  
President and CEO, Colleges Ontario

**You're on the phone,** on hold, watching a news story about hundreds of job losses due to another manufacturing plant closing down.

But you feel vaguely confused due to the task you've been trying to complete for the past hour: desperately seeking a plumber.

It seems to be a stunning inconsistency. Ontario is experiencing enormous job losses at the same time as it faces a significant skills shortage.

In fact, this apparent contradiction can be explained by the changing economy and demographics. In today's economy, there is no question that layoffs in some areas mean job losses. However, as the baby boomers retire, many other sectors are struggling to find qualified people to fill vacant positions. Not every person looking for work – whether it is a young person who has left school or a middle-aged person who was recently laid off – is necessarily qualified to fill that job.

The skills shortage is partly due to a skills mismatch – the people looking for work don't always have the appropriate skills and training to fill vacant positions.

"There were 100,000 jobs going begging in Ontario last year and they tend to be more highly skilled jobs," Premier Dalton McGuinty said recently.

In fact, by 2025, Ontario could face a shortage of 364,000 employees, according to a Conference Board of Canada report commissioned by Ontario's Workforce Shortage Coalition. This shortage is predicted to rise to more than 560,000 employees by 2030.

Ontario's Workforce Shortage Coalition, an organization started

by Colleges Ontario, represents 100,000 employers and millions of the province's employees. It is one of many businesses, associations, and trade councils calling for a comprehensive strategy to address the skills shortage.

At the federal level, there is now a new Canada-wide labour shortage coalition, including the Association of Community Colleges of Canada, called Investing in Skills. It describes the labour shortage as a crippling economic force that is causing many small- and medium-sized businesses to ignore potential growth opportunities.

Currently, Ontario could have 300,000 more people employed in the province if more people had completed postsecondary education.

As well, many individuals with international training face more problems finding jobs in their field than they did a decade ago. Everyone knows a story of a medical technician flipping burgers or an engineer driving a cab.

While that is a lot of bad news, there are many opportunities for a different end to this story. Many groups which have been traditionally left out of the postsecondary educational system – and subsequently the labour market – could break this cycle and take a new path that begins with Ontario colleges.

For instance, groups traditionally underrepresented in postsecondary education could benefit from the need for more highly skilled workers.



Colleges will be the settings for them to learn the skills they need to end up inside the workforce instead of outside of it.

But the work needs to begin immediately to change the ending. Ontario's Workforce Shortage Coalition has identified a number of areas that need to be addressed, including:

- Bringing together stakeholders to develop new ways of improving immigration attraction, settlement, skills enhancement and employment. In other words, plan for the needs and supports for immigrants' careers before they arrive.
- Supporting all career pathways. This involves transforming the curriculum from kindergarten through postsecondary education so that it integrates theory with hands-on learning and science with applied technology. Guidance counsellors must be more fully aware of the careers offered by colleges and opportunities in skilled trades.
- Developing and offering more flexible programs to accommodate different learning styles and address the needs of under-represented groups such as aboriginals, those with disabilities and new Canadians.
- Modernizing an antiquated apprenticeship system so that it can meet the needs of students and employers today and in the future. This includes ensuring that apprenticeship is clearly the third pillar of postsecondary education, with laddering to other postsecondary programs.

All of this highlights the need for educators, employers, trade unions and government to join in a concerted effort to solve the skills shortage. The Ontario government has started to answer this call, with a budget in 2008 that clearly focused on skills, and a significant investment in college capital projects focused on labour market training.

But much more is needed. It is an economic and social imperative. Not to mention that it really is difficult to find a plumber. Not to mention an electrician, an x-ray technician, a construction engineer, a carpenter...

It is a very long list of challenges and opportunities, and the Ontario college system is well positioned to take the lead in addressing these critical issues. [c|A](#)



## Un certaine confusion s'installe en vous; depuis une heure, vous tentez désespérément de trouver un plombier

Par Linda Franklin  
Présidente et chef des opérations,  
Colleges Ontario

**Vous êtes au téléphone** — on vous a mis en attente — et votre regard se tourne vers la télé : on y annonce une autre fermeture d'usine et des centaines de pertes d'emploi.

L'incohérence de la situation vous saute aux yeux : d'une part, l'Ontario fait face à des pertes d'emploi massives alors que, d'une autre part, la province fait face à une importante pénurie de main-d'œuvre.

En fait, cette apparente contradiction

peut s'expliquer par d'importants changements économiques et démographiques. Dans l'économie d'aujourd'hui, il n'y a pas de doute que les mises à pied se traduisent par des pertes d'emploi dans certains secteurs. Toutefois, nombre d'autres secteurs ont de la difficulté à trouver des personnes qualifiées pour remplir les postes vacants, alors que les baby-boomers prennent leur retraite. Toutes les personnes à



la recherche d'un emploi ne sont par nécessairement qualifiées pour les postes disponibles – qu'il s'agisse d'un jeune qui vient de quitter l'école ou d'une personne d'âge moyen qui vient d'être mise à pied.

Bref, la pénurie de main-d'œuvre est due en partie à un déséquilibre des compétences; autrement dit, les personnes à la recherche d'un emploi ne sont pas forcément dotées des compétences et des connaissances nécessaires pour combler les postes vacants.

À ce chapitre, le premier ministre Dalton McGuinty déclarait récemment que l'an dernier, en Ontario, l'on a compté pas moins de 100 000 emplois vacants – en règle générale, des postes qualifiés – qui n'ont pas pris preneur.

En réalité, d'ici à 2025, l'Ontario pourrait faire face à une pénurie de 364 000 employés, selon un rapport du Conference Board of Canada commandé par l'Ontario Workforce Shortage Coalition. L'on estime que ce nombre pourrait passer à plus de 560 000 d'ici à 2030.

L'Ontario Workforce Shortage Coalition, une organisation créée par Collèges Ontario, représente 100 000 employeurs et des millions d'employés de la province. Il s'agit de l'une des nombreuses organisations (dont des entreprises, des associations et des conseils commerciaux) qui exigent l'élaboration d'une stratégie globale visant à contrer la pénurie de main-d'œuvre.

Au niveau fédéral, il existe désormais une nouvelle coalition pancanadienne de lutte contre la pénurie de main-d'œuvre – dont l'un des membres est l'Association des collèges communautaires du Canada, intitulée Investing in Skills. La coalition qualifie la pénurie de main-d'œuvre de force économique débilite, l'estimant responsable du grand nombre de petites et moyennes entreprises qui ignorent leur potentiel de croissance.

À l'heure actuelle, l'Ontario pourrait compter 300 000 employés de plus, si plus de diplômés de niveau postsecondaire avaient été formés.

Qui plus est, un grand nombre de personnes formées à l'étranger ont plus de difficulté à trouver un emploi dans leur domaine d'études qu'il y a dix ans. Tout le monde a entendu parler d'un spécialiste en médecine qui travaille comme cuisinier ou d'un ingénieur qui conduit un taxi.

Les nouvelles ne semblent pas bien bonnes, certes, mais la situation peut s'améliorer à bien des égards. De nombreux groupes qui, traditionnellement, ne tirent pas profit du réseau éducatif postsecondaire – et, par conséquent, du

marché du travail – sont en mesure de briser ce cycle et de choisir une nouvelle voie, grâce aux collègues de l'Ontario.

Par exemple, les groupes traditionnellement sous-représentés au chapitre des études postsecondaires pourraient tirer profit du besoin accru de main-d'œuvre qualifiée. Les collègues représentent le milieu tout indiqué où ils sont en mesure d'acquérir les compétences nécessaires qui leur permettront de surmonter leur exclusion et d'intégrer ainsi la population active.

Il faut mettre en branle dès maintenant le processus qui permettra de changer la donne. L'Ontario Workforce Shortage Coalition a identifié un certain nombre de domaines d'intervention, y compris :

- Rassembler les parties prenantes, afin d'élaborer des nouvelles stratégies visant à améliorer l'attraction et la rétention des immigrants, ainsi que leurs compétences et leurs chances d'emploi. Autrement dit, il faut un plan visant à combler les besoins des immigrants en matière de cheminement de carrière, et ce, avant leur arrivée au pays.
- Soutenir tous les cheminements de carrière. Pour ce faire, il faut transformer l'ensemble du curriculum, soit de la maternelle jusqu'aux études postsecondaires, de sorte à intégrer la théorie à l'apprentissage pratique et les sciences à la technologie appliquée. Les conseillères et les conseillers en orientation doivent être au fait des possibilités de formation professionnelle et des occasions de métiers spécialisés offertes par les collègues.
- Élaborer et offrir des programmes plus

flexibles afin d'accommoder divers styles d'apprentissage et de répondre aux besoins des groupes sous-représentés, y compris les Autochtones, les personnes handicapées et les néo-Canadiens.

- Moderniser un système d'apprentissage vétuste, permettant ainsi à ce dernier de combler les besoins des étudiants et des employeurs d'aujourd'hui et de demain. Pour ce faire, il faut, entre autres, s'assurer que l'apprentissage soit clairement identifié en tant que troisième pilier des études postsecondaires, avec la possibilité d'accéder aux autres programmes postsecondaires.

Tout cela fait ressortir le besoin d'un effort concerté de la part des éducateurs, des employeurs, des syndicats et du gouvernement, afin de résoudre la pénurie de main-d'œuvre. Le gouvernement de l'Ontario a commencé à répondre à l'appel, son budget de 2008 mettant clairement l'accent sur les compétences, avec un investissement important dans les projets d'immobilisations des collègues pour la formation liée au marché du travail.

Mais il en faut beaucoup plus, car nous sommes aux prises avec un impératif économique et social. Sans oublier que les plombiers – et les électriciens, et les techniciens en radiologie, et les ingénieurs en construction, et les menuisiers, et j'en passe – se font de plus en plus rares.

Il s'agit d'une longue liste de défis et d'occasions et le réseau collégial de l'Ontario est bien placé pour diriger les efforts visant à résoudre cette importante question. [CJA](#)

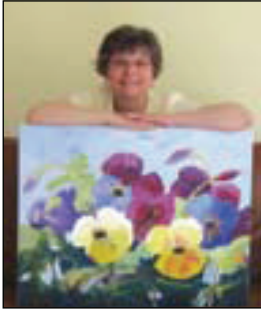


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Ontario's college graduates play an essential role in strengthening the province's economy and in providing people with opportunities to succeed. We can all be proud of the success of Ontario's colleges and of the graduates we produce.

Thank you for all the work you do in Ontario's 24 colleges.

Best wishes for continued success!



# Enjoying retirement

A retiree's view on preparing for THAT day: don't sweat the money

By Gwyn Thompson

**On November 30, 2006,**

I locked the door to my office, said goodbye to my friends and colleagues, and left Loyalist College forever. The next day I caught a plane to Victoria, B.C., to start my new life as a Retired Person. There were no regrets, no second thoughts.

Six months earlier, my husband and I had presented our financial planner with details of expenses, pensions and RRSPs. After the necessary calculations, she announced that we could afford to retire NOW. I cried. Retirement is something you think about as somewhere in the future; being presented with its reality is a shock at first. It took me some time to re-tool my brain, but by the time the Big Day arrived, I was there.

Of course, as administrators, it is our nature to plan. I had taken a part-time job as accountant for a small not-for-profit, helping straighten out a very messy set of books. I would be occupied, paid, but still have some free time to pursue other interests. After six months, it was getting a bit boring, and two free days a week just wasn't enough. Besides which, it just wasn't the same as working at Loyalist. So we parted company and my real retirement began.

Since then, I have let my interests run far and wide. I have discovered that I have an artistic side – I've taken painting and drawing lessons – and have several of my paintings hanging on our walls. I sold women's clothing for four months and really enjoyed the interaction with the customers. However, the pay sucked, and I'd rather work for free than for minimum wage. I volunteer at the Craigdarroch Castle Gift Shop once a week (I run a mean cash register) and as a Downtown Victoria Ambassador twice a week. I am having fun!

**So here's my retirement advice for you:** Don't sweat the money. After years and

years of saving, it is actually time to use that money you have been tucking away. Thus is a very hard lesson to learn, but worth it. It truly does cost less when you don't work. If you didn't live extravagantly before, you won't live extravagantly in retirement.

Throw away all of your suits except your favourite two (one for summer and one for winter) to wear at weddings and funerals. Trust me on this. You'll never wear them anywhere else; besides which, they won't fit you anyway in another year. We sold our car and walk everywhere. I've lost 15 pounds and haven't worn pantyhose since I left Loyalist. Buy casual pants and good walking shoes (they delay the need for orthotics).

Kill the BlackBerry. You DO NOT need it. You will start to plan days rather than hours, leaving lots of empty spaces on the calendar for spontaneity. However, leave your college email account active for a year if they'll let you; it eases the withdrawal pains. In the beginning you'll check your email religiously for news of the college, but after a few months you'll wonder why

they think anyone reads those press releases anyway.

You may find that part-time consulting isn't as satisfactory as you hoped and planned. It's hard to take a great job with lots of responsibility and authority and translate it into the part-time market. So, try new things: sell cars, paint houses, get a newspaper route, anything you think might be interesting or fun. And if you don't like it, QUIT! Ah, the joys of quitting without worry or guilt . . .

Don't be surprised if some of your college friends drop by the wayside. This is okay. They still like you, but as the months go by, you'll have less and less in common with many of them. You'll still keep the best ones, and now you'll have time to meet others who know nothing about the college and could care less.

Most of all, have fun! It's time; you've earned it. And if you ever get to Victoria, give me a call. [CIA](#)

*Gwyn Thompson is a past president of OCASA. She retired from Loyalist College, where she was Director, Financial Services.*



# New legislation grants collective bargaining for part-time employees

Legislation passed this fall extending bargaining rights to part-time college employees now requires only Royal Assent before becoming law.

The act, *Colleges Collective Bargaining Act, 2008* gives part-time and sessional college workers the right to bargain collectively for the first time in Ontario. A media release from the ministry says the Act also “modernizes collective bargaining processes in colleges for the first time in 33 years, bringing them more in-line with those in most other Ontario workplaces.”

And of course, it will affect college administrators who work with and apply the details of the act.

“OCASA supports the rights of part-time employees to join a bargaining unit,” said Steve Robinson, president of OCASA. “OCASA believes that it is essential that whatever emerges from the new legislation, the changes be implemented in a way that will not impair the ability to deliver a program, or to disadvantage students in any way.”

In August 2007, the Ontario government announced its intent to extend collective bargaining to part-time college employees. Kevin Whitaker, Ontario Labour Relations Board Chair, was selected to conduct a review of the *Colleges Collective Bargaining Act* with input from stakeholders, including OCASA.

OCASA made a presentation to Whitaker, noting some of the



implications. “And it will be college administrators who implement the changes that happen as result,” Robinson said.

He also noted that Ontario colleges receive the lowest per-student revenues in Canada, and need additional resources to meet the demands of students, employers and colleges.

The move to grant part-timers bargaining rights followed a Supreme Court of Canada decision in June 2007 recognizing collective bargaining as a human right in Canada. It also followed a ruling in favour of part-time workers by the Geneva-based International Labour Organization.

Whitaker released his report last February. In addition to extending collective bargaining to part-time workers, the proposed legislation would amend bargaining processes at colleges, making them more consistent with the *Labour Relations Act*. Some of the changes include:

- Creation of a certification process allowing part-time workers to choose their bargaining agent. The process would allow for two new bargaining units for colleges, one for part-time and sessional academic staff and one for part-time support staff.
- Establishment of a new employer bargaining agent to represent all colleges. This responsibility is currently held by the College Compensation and Appointments Council, a government-appointed agency.
- Allow the Minister of Labour to appoint a conciliation officer or mediator during contract negotiations, as is the practice under the *Labour Relations Act*.
- Change the collective bargaining process for the sector, giving the parties more ownership over the process.

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## Helpful links

### Media release from the Ministry of Training, Colleges and Universities:

<http://www.edu.gov.on.ca/eng/document/nr/08.10/nr1001.html>

### The full text of the Whitaker report can be viewed at:

[http://www.thecouncil.on.ca/files/pdfs/CollegesReportFeb08\\_E.pdf](http://www.thecouncil.on.ca/files/pdfs/CollegesReportFeb08_E.pdf)

### For a transcript of John Miloy’s statement to the legislative assembly:

<http://www.edu.gov.on.ca/eng/document/nr/08.06/hs0610b.html>



# Une nouvelle loi accorde aux employés à temps partiel le droit à la négociation collective

La loi adoptée cet automne accordant des droits de négociation aux employés à temps partiel dans les collèges doit maintenant obtenir une sanction royale avant de devenir acte législatif.

La *Loi sur la négociation collective dans les collèges* accorde aux travailleuses et travailleurs à temps partiel et trimestriels des collèges le droit de négocier collectivement pour la première fois en Ontario. Un communiqué de presse du ministère énonce que la Loi « modernise les processus de négociation collective dans les collèges pour la première fois en 33 ans, le faisant ainsi cadrer davantage avec celui qui existe dans la plupart des autres milieux de travail en Ontario ».

Et bien sûr, les administrateurs des collèges seront ceux qui mettront en œuvre les changements qui découleront de cette Loi.

L'APACO soutient les employés à temps partiel dans leurs droits de se joindre à une unité de négociation », a mentionné Steve Robinson, président de l'APACO. « L'APACO croit qu'il est important que les changements qui pourront ressortir de la nouvelle loi soient mis en œuvre de manière à ne pas avoir d'incidence sur la capacité d'offrir un programme ni entraîner de désavantages pour les étudiants. »

En août 2007, le gouvernement de l'Ontario a annoncé son intention d'accorder des droits de négociation collective aux employés à temps partiel. Kevin Whitaker, président de la Commission des relations de travail de l'Ontario, a été choisi pour passer en revue la *Loi sur la négociation collective dans les collèges*, à l'aide d'autres intervenants, dont l'APACO.

L'APACO a fait une présentation à Whitaker précisant certaines répercussions. « Les administrateurs des collèges seront ceux qui mettront en œuvre les changements qui en découleront » a mentionné Robinson.

Il a également signalé que les collèges de l'Ontario reçoivent les revenus par étudiant les plus bas au Canada et ont besoin de ressources additionnelles pour satisfaire aux demandes des étudiants, des employeurs et des collèges.

La décision de donner des droits de négociation aux employés à temps partiel arrive à la suite d'une ordonnance rendue par la Cour suprême du Canada en juin 2007 reconnaissant la négociation collective comme un droit de la personne au Canada. Elle suit également la décision en faveur des travailleurs à temps partiel rendue par l'Organisation internationale du Travail à Genève.

Whitaker a publié son rapport en février dernier. En plus de donner le droit à la négociation collective aux employés à temps partiel, la loi proposée modifierait les processus de négociation dans les collèges, les rendant plus conformes à la *Loi sur les relations de travail*. Voici certaines modifications :



- La création d'un processus de certification permettant aux travailleurs à temps partiel de choisir leur agent négociateur. Le processus prévoirait la mise en place de deux nouvelles unités de négociation dans les collèges : une pour les employés du corps professoral à temps partiel et saisonniers, l'autre pour les employés de soutien à temps partiel.
- L'établissement d'un nouvel agent négociateur du côté de l'employeur pour représenter tous les collèges. Cette responsabilité est actuellement entre les mains du Conseil de la rémunération et des nominations dans les collèges, un organisme nommé par le gouvernement.
- Permettre au ministre du Travail de nommer un conciliateur ou un médiateur pendant les négociations contractuelles, tel qu'il en est convenu en vertu de la *Loi sur les relations de travail*.
- La modification du processus de négociation collective pour le secteur, donnant aux parties une plus grande participation au processus.

## Liens utiles

### Communiqué de presse du ministère de la formation et des collèges et universités:

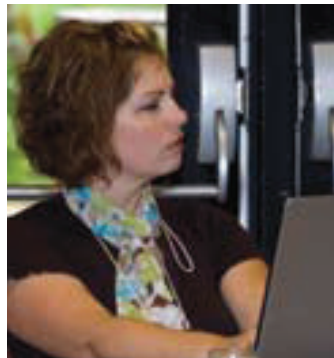
<http://www.edu.gov.on.ca/fre/document/nr/08.10/nr1001.html>

### Le texte intégral du rapport Whitaker se trouve à:

[http://www.thecouncil.on.ca/files/pdfs/CollegesReportFeb08\\_F.pdf](http://www.thecouncil.on.ca/files/pdfs/CollegesReportFeb08_F.pdf)

### Pour une transcription de la déclaration à l'assemblée législative de John Miloy:

<http://www.edu.gov.on.ca/fre/document/nr/08.06/hs0610b.html>



# LEADERS AT WORK

Professional Development Conference, Lord Elgin Hotel, Ottawa, June 23-25, 2008

This year's conference in Ottawa at the Lord Elgin Hotel proved to be a valuable event for OCASA members. It included a chance for valuable networking for administrators from a variety of disciplines across the college system in the beauty of the nation's capital.

The program included plenary sessions addressing leadership, making work meaningful, legal matters, and relevant workshops which scanned topics from virtual classrooms to improving value to clients to building leadership capacity to diversity, to name a few.

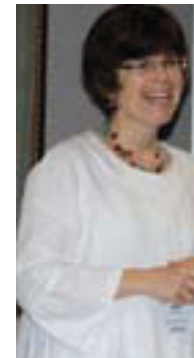
An awards banquet was held Tuesday evening honouring and celebrating distinguished administrator and volunteer recognition. Teresa Quinlin, Director of Financial Services at Niagara College received the OCASA Distinguished Administrator Award. The

award honours a college administrator who combines leadership, professionalism, effectiveness and support for the objectives of OCASA. In her position at Niagara College as Director of Financial Services, Ms. Quinlin has elevated the professionalism of the department, improving performance to provide more complete and fuller monthly financial reports. At the same time, she provided leadership by example, completing her MBA with honours through Niagara University.

Linda Trott, the OCASA representative for Georgian College for the past seven years, was awarded with a 2008 Volunteer Recognition Award. The award pays tribute to administrators within an Ontario College, who have made a significant contribution to the work of OCASA at

the local, regional and/or provincial level. Linda, Manager, Continuing Education and Workforce Development, Engineering Technology at Georgian, has been an administrator at Georgian for 20 years, and a member of OCASA since its inception. She has been president of the Georgian College Administrative Staff Association since 2001, and served on the OCASA executive for two years as the Central Region Director. She has organized several professional development functions, including a Retiree Benefits Workshop, and has been instrumental in building OCASA membership at Georgian to more than 50 per cent. [c|a](#)

Watch [www.ocasa.on.ca](http://www.ocasa.on.ca) for information on next year's conference, in June 22-24, 2009.



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## Membership approves incorporation of OCASA

OCASA membership has voted to approve the incorporation of OCASA by an overwhelming majority.

Final results of the voting were presented to the Fall General Meeting of the Committee of College Representatives on October 20, and the association (made up of one representative of each college) gave final approval.

OCASA has run as a not-for-profit professional association since 1995/96. The main role at its inception was to provide advocacy for college administrative staff, particularly on matters of compensation and benefits.

Since that time, volunteers have provided strategic and policy direction for the association through the Committee of College Representatives and the Executive Committee. OCASA has also enjoyed the services of various consultants on a contract basis, including policy, communications and administration.

In 2006 a full-time executive director and a part-time administrative assistant were hired and a permanent OCASA office was established. Shortly after, in the same year, OCASA launched an annual PD conference and a professional journal (LUMIÈRE) which has now become a semi annual publication, College Administrator. This is now outsourced to a publishing company.

With increased activities, a growing budget and a regular payroll, there was concern that OCASA's exposure to risk might also be increasing. Although OCASA carried relatively low risk, the membership as a whole carried that risk. It was therefore decided at the Fall General Meeting in 2007 that OCASA should explore incorporation with legal counsel.

At the Annual General Meeting held in June 2008, a draft bylaw was presented to the Committee of College Representatives. It was recommended that a resolution be taken to the membership that: 1. amends the current constitution to allow for dissolution of the existing association; 2. that a non-share capital corporation be incorporated under the Ontario Corporations Act; and 3. that the assets and liabilities of the association transfer to the new corporation. The incorporation takes effect immediately, with all assets and liabilities to be transferred by January 1, 2009.

## 2009 OCASA Doug Light Award nominations due by Dec. 1

Nominations for the prestigious OCASA Doug Light Award for Administrative Excellence are invited.

The award honours a college administrator who best exemplifies administrative excellence at the regional, provincial or international level through leadership, contribution to others, contribution to OCASA, and outstanding performance.

The award is named after Doug Light, who served the college system in several capacities over 26 years. Mr. Light had been president of both Centennial College and George Brown College. He had been supportive during the formative years of the Administrative Staff Association and throughout the Social

Contract period when the Administrative Staff Consultative Committee, the forerunner of OCASA, was established.

Any OCASA member is eligible for nomination; nominees must also be OCASA members. The award is normally presented at the Colleges Ontario Conference each year. For more details and nomination forms, visit the OCASA website (under AWARDS): [www.ocasa.on.ca](http://www.ocasa.on.ca). Deadline for nominations is midnight Dec. 1, 2008.



Teresa Quinlin

## Niagara Finance Director wins OCASA Distinguished Administrator Award

An administrator from Niagara College who was praised by her colleagues for her proactive leadership style and creative problem-solving was named winner of 2008 OCASA Distinguished Administrator Award.

Teresa Quinlin, Director of Financial Services at Niagara College, received the award June 24 at the Awards Banquet at the 2008 OCASA Professional Development Conference in Ottawa.

The OCASA Distinguished Administrator Award pays tribute to an administrator at an Ontario College who has demonstrated distinguished administrative performance at the local or regional level.

Jeanine Buss, Registrar at Fanshawe College prior to her subsequent retirement, was named for an honourable mention for the award.



Linda Trott

### **Volunteer Recognition Award presented to Georgian administrator**

An OCASA Volunteer Recognition Award was presented to Linda Trott, Manager, Continuing Education and Workforce Development, Engineering Technology, and the OCASA representative for Georgian for the past seven years.

Linda, who at the time of the award was Manager, Part-Time Studies & Corporate Training, has been an administrator at Georgian College for 20 years, and a member of OCASA since its inception. She has been president of the Georgian College Administrative Staff Association since 2001, and served on the OCASA executive for two years as the Central Region Director.

The OCASA Volunteer Recognition Award pays tribute to administrators within an Ontario College, who have made a significant contribution to the work of OCASA at the local, regional and/or provincial level.

### **2007 administrative salary stats released by The Council**

Statistics showing administrative salaries in Ontario Colleges were released by The Colleges Compensation and Appointments Council earlier this year. The guidelines from The Council are available in the Members Only section of the OCASA website: [www.ocasa.on.ca](http://www.ocasa.on.ca)

### **Third CLC report expected soon**

The third annual report on post-secondary education by the Canadian Council on Learning will be released later this year, and

is expected to offer some insights into how a national strategy might be created.

In both 2006 and 2007, the CCL produced reports showing the need for common terminology and data collection to provide an overview of what is happening in post-secondary education.

In an interview for the Spring 2008 Edition of College Administrator, Dr. Paul Cappon, President and CEO of the Canadian Council on Learning, said: "We haven't caught up with the fact that post-secondary education is national and international, although other people have. If you provide information only locally and parochially, then your solutions will be local and parochial."

In its 2006 report, Canadian Post-secondary Education: A Positive Record – An Uncertain Future, warned that without a clearly articulated plan for post-secondary education, the country's long-term productivity and continued prosperity are at risk. The report concluded that Canada does not have the structures, practices and mechanisms to maximize the PSE sector's social and economic contributions – and is being left behind developments in the international arena.

The third report, due for release in late November or early December, promises to outline plans for the creation of a Pan-Canadian policy. On release of the report, OCASA will provide members with an infobulletin with web links.

For more information on CLC and post-secondary education go to the CLC website: <http://www.ccl-cca.ca/>

# Thank You

We would like to thank all of our dedicated members for their hard work and support, as well as welcome any new or prospective members.

*Administrative Staff Association  
Fanshawe College*



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# Marrying interests

**Celina Cacciotti** has managed to marry her interests, so to speak. Aside from her job as manager of alumni relations at Cambrian College, she works as a wedding officiant.

"I've always been interested in becoming a wedding officiant, and one day two years ago, a coworker mentioned how she was one, so I began the process to get registered right away," says Cacciotti.

The first marriage she performed was two years ago for a Cambrian colleague. "I caught the bug," she says. "It's a nice experience, a lot of fun, and you get to meet all kinds of people."

Weddings have seen their share of trends, and with the rise in demand for interfaith and secular ceremonies, Cacciotti has been kept busy. Although she has to be registered through a church, the majority of ceremonies she's performed have been non-religious. "This gives people an alternative. Plus many want their weddings at their homes or cottages, or other meaningful places, so this allows them that freedom."

Cacciotti has managed to "marry" her two professions as well. She has an upcoming wedding at the student centre at Cambrian, where the bride is a Cambrian alumna. It will take place on Halloween, in full costume. The couple has asked Cacciotti to dress as the Grim Reaper. "I'm a Halloween buff, so it's perfect. I already have the costume."

Next summer she has another ceremony scheduled at the student centre for two alumni who are friends of Cacciotti.



Celina Cacciotti

"I'm also a Cambrian grad, so it's really kind of special."

Cacciotti studied computer science at Cambrian, and after that went into teaching part-time. When a full-time administration position opened up, she jumped at the chance. She has found a good balance between her two vocations, and wouldn't change a thing. "I love my job, and the people." [c/a](#)

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