



COLLEGE ADMINISTRATOR

OCASA
APACO

Vol.4 No.2
Fall 2009

The professional journal for Ontario college administrators

Leadership development:

How do colleges develop tomorrow's leaders?

- INSIDE:**
- Key performance indicators
 - Online learning

WHAT IF?

You could **communicate special events** around Campus in **real time**?

Offer the Student Union a way to **communicate with the student body** without the need for print?

You could **reduce student stress** related to missing dates?

You could also **deliver a Campus wide alert** in cases of emergency?

What if this solution **didn't cost anything** to implement?

The solution actually paid the school?



Hi-RiSE

S O L U T I O N S

Delivering Hi-Impact Communications

Toronto: 905-480-9184 Ottawa: 613-742-6341 Email: info@hirise.ca

www.Hi-RiSE.ca
1-866-234-5335



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

Executive 2009/10

PRESIDENT

Chris Fliesser
 Dean, Area Campuses
 Fanshawe College
 519-633-2030 ext. 227
 cfliesser@fanshawec.on.ca

VICE PRESIDENT

Sheryl Furlonger
 Project Manager
 Confederation College Foundation
 807-475-6201
 sheryl.furlonger@confederationc.on.ca

SECRETARY

Mary-Lou Rainville
 Dean of Access, General Studies &
 Human Services
 Canadore College
 705-474-7600 ext. 5244
 rainvilm@canadorec.on.ca

TREASURER

Rick Helman
 Director, Financial Planning
 Loyalist College
 613-969-1913 ext. 2460
 rhelman@loyalistic.on.ca

PAST PRESIDENT

Jim Whiteway
 Chair, Schools of Business and
 Management Studies, Bioscience,
 Centre for Justice Studies
 Loyalist College
 613-969-1913 ext. 2329
 Jwhitewa@loyalistic.on.ca

REGIONAL DIRECTORS

EAST

Judy Spring
 Dean, School of Business, School of
 Information Technology, School of
 Integrated Studies
 Durham College
 905-721-3111 ext. 2150
 Judith.Spring@durhamcollege.ca

CENTRAL

Alan Hare
 Manager of School Operations
 School of Community and Health Studies
 Centennial College
 416-289-5000 ext. 8080
 ahare@centennialcollege.ca

NORTH

Denise Poivesan
 Director, Learning & Support Services
 Collège Boréal
 705-560-6673 ext. 2050
 denise.piovesan@borealcol.on.ca

WEST

Neil Chartrand
 Dean, Business & Entrepreneurship Division
 Niagara College
 905-641-2252 ext. 4126
 nchartrand@niagarac.on.ca



6

Leadership development

With 70 per cent of college administrators falling into the baby boomer category, how can colleges prepare for the looming mass retirements? This topic was a significant part of the panel discussion last June at the OCASA Professional Development Conference held in Collingwood.

11

Développement du leadership

70 % des administrateurs et des enseignants dans les collèges de l'Ontario sont issus de la génération du baby-boom. Le développement du leadership a été un sujet de première importance dans la discussion entre spécialistes à la conférence de perfectionnement professionnel de l'APACO, qui s'est tenue en juin dernier à Collingwood.

15

Key performance indicators

The annual performance review has Ontario colleges faring well in the standings. But how valuable are KPIs for colleges, and what do the ratings mean?

18

Career Corner

In this special column, Brian Desbiens discusses how leaders can balance the needs of individuals who are accountable to him or her as well as the needs of the organization, and be able to analyze how these intersect.

Regular Features

President's Message 4
 Chris Fliesser
 Guest Column 21
 Ruth Hickey
 Guest Column 24
 Martha MacEachern
 Membership News 27
 Membership Profile 30
 Anne-Marie McAllister
 Advertiser Information Centre 30

EXECUTIVE DIRECTOR

Diane Posterski
 1-866-742-5429 info@ocasa.on.ca

CONTRIBUTING EDITOR

Bill Swan
 1-866-742-5429 bill.swan@ocasa.on.ca

Publication Mails Agreement #40065075
 Return undeliverable Canadian addresses to:
 OCASA
 P.O. Box 263, Napanee, ON K7R 3M4

OCASA MISSION STATEMENT

OCASA is the voluntary association that supports and promotes the interests and needs of the province's community college administrators. On behalf of its members, OCASA advocates professionalism, excellence, and learning for the betterment of the community college system.

Published by



Third Floor - 2020 Portage Avenue
 Winnipeg, Manitoba R3J 0K4
 Tel: 866-985-9780 Fax: 866-985-9799
 www.kelman.ca info@kelman.ca

MANAGING EDITOR: Cheryl Parisien, cheryl@kelman.ca

DESIGN/LAYOUT: Theresa Kurjewicz

ADVERTISING SALES: Al Whalen

ADVERTISING COORDINATOR: Lauren Campbell

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



Chris Fliesser
OCASA President

“We are helping to create the workforce for tomorrow. The leaders for tomorrow will emerge from what we do today.”

Painting a picture of leadership

How do you paint a picture of leadership? The editorial team of *College Administrator* tells me it was difficult to select the cover art for this edition of the magazine with its focus on leadership.

What is leadership and how do you find a picture of it for a magazine cover? Sure, we all “do” leadership every day and we demand it of others. But what is it, exactly, and how do we develop individual and collective skills in providing leadership?

In this edition of *College Administrator*, we focus on leadership for two reasons. The first is that in June, at the OCASA Professional Development conference held at the Blue Mountain Resort in Collingwood, a panel of college presidents challenged OCASA to continue involvement in creating the leaders required by the college system in the next decade. The second reason has to do with the challenges we face in the dynamic system we work in: dealing with a growing enrolment, more diverse student population, rapid technological changes, and a struggling economy. We are helping to create the workforce for tomorrow. The leaders of tomorrow will emerge from what we do today.

The history of the Ontario college system has been one of unprecedented challenges and unbridled growth. The leadership for the system came from outside and from within the college system. The system has matured and changed and so has our leadership. We propose to build on this solid history. Through leadership development, OCASA is dedicated to bring the change we wish to see.

In this issue of *College Administrator* in the article entitled “Leadership” (see page 6), we provide some insights on the topic. We also try to answer the question of how OCASA can help turn this focus on leadership and professional development into action that will further shape the process. In addition, Career Corner columnist Brian Desbiens provides some insights in developing your own leadership skills (see page 18).

Also in this issue is an article on key performance indicators and their role in helping colleges improve performance.

In addition, there is another venture that OCASA has undertaken, of which I am very proud. Past President Jim Whiteway turned his own interest in professional development to help develop the CMU-OCASA Outstanding Research Award. In this edition, Martha MacEachern, a faculty member from Georgian and the first recipient of the award, shares the insights of her research, on the orientation of part-time faculty. Ruth Hickey, director of e-learning at Humber, also provides valuable comments about who takes online learning and what they find most useful.

OCASA welcomes comments both on this magazine and any other enterprise we’re involved in. I urge you to contact any of us involved with OCASA for your input. All the best in this academic year and remember to keep dreaming – because you must be the change you wish to see in the world. [cIA](#)





Chris Fliesser
Président de l'APACO

« Nous contribuons à former la main-d'œuvre de demain, et les leaders de demain émergeront de ce que nous faisons aujourd'hui. »

Brosser un tableau du leadership

Comment brosser un tableau du leadership? L'équipe de rédaction d'*Administrateur de collège* me dit avoir eu de la difficulté à choisir une illustration pour la couverture du présent numéro, axé sur le leadership.

Qu'est-ce que le leadership et comment peut-on l'illustrer sur la couverture d'une revue? Bien sûr, nous exerçons un leadership tous les jours et nous l'exigeons des autres. Mais de quoi s'agit-il exactement et comment pouvons-nous développer les compétences individuelles et collectives qui assurent le leadership?

Si nous avons choisi le leadership comme thème du présent numéro d'*Administrateur de collège*, c'est pour deux raisons. La première découle de la conférence de perfectionnement professionnel de l'APACO, tenue en juin dernier au Blue Mountain Resort à Collingwood, où une tribune de présidents de collège a lancé à l'APACO le défi de participer à préparer la mise en place des leaders dont le réseau des collèges aura besoin au cours de la prochaine décennie. La deuxième raison tient aux défis qui se posent dans le réseau dynamique dans lequel nous travaillons : augmentation des inscriptions, diversification de la population étudiante, rapidité des changements technologiques, ralentissement de l'économie. Nous contribuons à former la main-d'œuvre de demain, et les leaders de demain émergeront de ce que nous faisons aujourd'hui.

Tout au long de son histoire, le réseau des collèges de l'Ontario a connu des défis sans précédent et une croissance ininterrompue. Son leadership est venu tant de l'extérieur que de l'intérieur du réseau. Le réseau a évolué et mûri, tout comme notre leadership. Nous proposons de faire fond sur ces solides réalisations. L'APACO est résolue à apporter, par le développement du leadership, les changements qui nous paraissent souhaitables.

Dans l'article intitulé « Développement du leadership » du présent numéro, nous proposons quelques réflexions sur le sujet. Nous tâchons également de voir ce que l'APACO peut faire pour concrétiser cet intérêt pour le leadership et le perfectionnement professionnel dans une action qui façonnera davantage le processus. De son côté, Brian Desbiens, qui signe la chronique « Le coin des carrières » offre des idées sur les moyens de développer les compétences individuelles en leadership.

On trouvera également dans ce numéro un article sur les indicateurs clés du rendement et leur utilité pour voir ce que nous pouvons améliorer.

Il est aussi question dans le présent numéro d'une initiative de l'APACO dont je suis particulièrement heureux. Le président sortant, Jim Whiteway, motivé par son propre intérêt pour le perfectionnement professionnel, avait travaillé à instituer le Prix d'excellence en recherche CMU-APACO. Martha MacEachern, première récipiendaire de ce prix et professeure au Collège Georgian, partage les résultats de sa recherche sur l'encadrement des enseignants à temps partiel. Pour sa part, Ruth Hickey, directrice de l'apprentissage en ligne au Collège Humber, donne de précieux renseignements sur la composition et les préférences de sa clientèle.

L'APACO est toujours heureuse de recevoir vos observations sur la revue ou ses autres activités. N'hésitez pas à communiquer avec l'un des responsables de l'APACO pour nous en faire part. Je profite de l'occasion pour vous souhaiter beaucoup de succès au cours de la nouvelle année scolaire et vous rappeler qu'il ne faut jamais abandonner ses rêves – parce que vous devez être les agents du changement que vous souhaitez voir. [c|A](#)



Leadership development:

As baby boomers near retirement, how do colleges develop tomorrow's leaders?



The demographics are daunting: 70 per cent of administrators and faculty in Ontario colleges are baby boomers.

Take that one step further, and you face a reality just as alarming: 40 per cent of the workforce in the college “could retire any day.”

The question looms: if large numbers of college staff were to retire in a short period of time, what happens to the leadership in the colleges?

It’s the prospect that gives night sweats to those responsible for succession planning.

The topic of leadership development was a significant part of the panel discussion last June at the OCASA Professional Development Conference held in Collingwood.

The problem, of course, is not what happens *if* staff retire, but what happens *when* they retire.

“It is going to happen,” Ann Buller, President of Centennial College, told the 90 or more administrators at the OCASA Conference. “A bigger question for me is: who is going to lead? We don’t talk enough in this country (about the fact

that) one of the major skill shortages is not managers but leaders.”

The distinction is not always clear in everyone’s mind. Leaders are so much more successful than managers in harnessing people power: management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done.

And which is more important?

Jim Clemmer, a Kitchener-based author of several books on leadership, has a deft answer.

“That’s like asking which wing of the airplane is more important,” he said in an interview with *College Administrator*. “A large majority of organizations and individuals focus on management. To continue with the airplane analogy, it’s like flying a plane with a 50-foot wing on the management side and a 10-foot wing on the leadership side. And it’s not going to work.”

The distinction between management and leadership is increasingly important to a college sector that began life with a mandate to offer a range of programming to meet the needs of

all types of students not wishing to go to university. The original legislation stipulated there would be academic programs, skills training programs and some academic upgrading programs. Over the past 40 years colleges have managed not only their original mandate but at the same time discovered areas in which colleges could provide leadership.

Dr. Dan Patterson, President of Niagara College, points out that colleges have evolved to now being a solution to problems faced by government. “Our economic development mission is more important than ever,” he said as part of the Presidents’ Panel referred to earlier. “Communities are turning to the colleges to help deal with skill shortages, new clusters, interactive media and others. I think politicians are recognizing that we are more on their radar screen as a solution to the problems in the economy.”

Which, if you think about it, is a significant development in 40 years.

Jim Clemmer stresses that this aspect of leadership – of helping to change the direction of a society rather than simply

“If leadership is defined as the capacity to influence, and one tracks the evolution over the years, the learning and leadership capacity of these Ontario community colleges is remarkable.”

– Joan Homer, retired CEO of ACAATO (Colleges Ontario)



implementing orders from higher up the food chain – has become even more important for colleges. Governments provide significant amounts of funding (never enough, of course, as most involved in the system readily point out). Also at stake is the image of the colleges with the public.

Clemmer, sees this problem clearly. “How (do) we get teachers in high schools and guidance counsellors and parents to believe that a trade or a certificate from college is just as valuable or more valuable than a general degree from a university. We have this societal (view) that the degree is more valid or

desirable (than a diploma).”

Clemmer is a leadership developer who has acted as a consultant to several colleges. He has written extensively on leadership and management. His latest book is *Growing @ the Speed of Change*.

Much has been done over the past 40 years to change this perception, but most agree that more needs to be done. Such issues need even more leadership at all levels.

Clemmer also insists that societal changes have re-tooled the emphasis on management and leadership. “Through the sixties and seventies,

management trumped everything,” he said. “Administration and management and rational thinking and good planning and analysis (were) seen as the major skill set. We were living in a society that was much more stable, and a whole lot more predictable. We don’t live in that era any more.”

Joan Homer, former CEO of ACAATO (now Colleges Ontario), notes that Ontario’s colleges have been centres of leadership development for over 40 years and create unlimited opportunities through environment/culture, structure, policy and processes to build leadership capacity. “Students, faculty, support staff



Master of Arts degree in **Education**

*Community College concentration from
Central Michigan University in Ontario*

Meeting the needs of Canadian students

For over 30 years, Central Michigan University has had a robust master’s degree program for Canadian educators.

- Taught by Canadian faculty at local Ontario colleges
- Designed to address a Canadian perspective of education
- Qualifies you for acceptance into Ph.D. or Ed.D. programs

The **MA degree in Education with a Community College concentration** is currently offered in an adult-friendly format at several Ontario colleges. **Cohorts** – a group of 25-30 students who follow a set schedule of courses together from start to finish – **are scheduled to begin at the times listed below:**

- Durham College – *starting Spring 2011*
- George Brown College – *starting Fall 2010*
- Georgian College – *starting Spring 2011*
- Humber College – *starting Fall 2010*
- Loyalist College – *starting Fall 2010*

We make it possible. CMU in Ontario.
Call 877-268-4636 today!
cel.cmich.edu/international
cmuoffcampus@cmich.edu



CENTRAL MICHIGAN
UNIVERSITY

IN ONTARIO

This program is offered under the written consent of the Minister of Training, Colleges and Universities granted for the period from August 3, 2004 to August 3, 2009. An application of renewal of the consent has been submitted and the current consent remains in effect until a decision on the renewal application is made. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to 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 of the North Central Association of College and Schools. CMU is an AA/EQ institution (see www.cmich.edu/aaeo). 23301c 10/09

“OCASA has an increasingly powerful role to play in the development of advanced leaders across our college system in Ontario.”

– Barbara Taylor, President, Canadore College



and administration have continuous opportunities to learn leadership skills and gain leadership experience.

“As Kouzes and Posner (in their book *The Leadership Challenge*) say: leadership is not the private reserve of a few charismatic men and women. It is a process that ordinary people use when they are bringing forth the best from themselves and others.”

Homer adds: “If leadership is defined as the capacity to influence, and one tracks the evolution over the years, the learning and leadership capacity of

the Ontario community colleges is remarkable.

“Note particularly: 1) the quality of graduates; 2) their impact in the workforce and communities; 3) the resourcefulness of college people to continuously improve student access and success in an long era of declining funding and increasing competition; and 4) the high percentage of staff who contribute their talents to college workplaces for decades when other sectors are experiencing loss of ‘loyalty’.

“A number of experts support the theme that leadership development is the process of helping people discover the leader within themselves. I have found that colleges, especially in challenging times, have found low cost, high-yield opportunities for several well-regarded leadership development processes, including coaching, mentoring, secondments, new roles, personal professional development plans and collaborative projects. In addition, of course, to formal leadership skill-building programs and self-development courses on and off-campus.”

Which points out what may not be obvious: that colleges have grown from astute managers of a limited mandate to an organism that has evolved into an entity capable itself not only of leadership but of *developing* leadership. And that within each job, in particular at all levels of administration, each one of us balances between management and leadership in a fine dance.

On another note, Clemmer says the danger of implementation of any plan without a solid theoretical foundation. An example is the role of continuous improvement programs and its impact on leadership and management styles. He cites a failure rate of continuous improvement initiatives of 50-70 percent.

“The main reason for that failure rate is (that) people just take one piece, and run with that piece without recognizing that it is interconnected to something much bigger.

“Continuous improvement in my mind is three main parts,” he said. “It’s focusing on the customer; involving employees and using participatory management approaches; and good discipline and process and data analysis.

“Two of these three parts are clearly leadership issues. But the third part, which is the statistics and analysis, is management. We need all three together.

“But what tends to happen is that somebody zeros in on one or two of those three parts, (without) the other two. Within 16-18 months to two years (the program of continuous improvement) basically just dies out.”

In other words, too much leadership or too much management brings us back to the airplane with the 50-foot wing on one side. “Peter Drucker said years ago that there is nothing worse than doing things efficiently those things that we should not be done at all,” Clemmer said.

As we said at the beginning of this article, the Presidents’ Panel in June noted the potential for loss of a high percentage of the work force over a short period of time. This raises the question: how do colleges develop the leadership needed – in a society rapidly changing itself?

For leadership positions, does a college promote from within or hire from outside? Hiring from outside, some say, can provide renewal and fresh viewpoint.

“I would debate that a little bit,” says Clemmer. “I’ve known quite a number of very effective organizations that have (an) extremely small number of people from outside.”

“An outside-facing culture will be very tuned into what’s going on the

Great Meetings Begin with the Site!



KEMPFELT
CONFERENCE CENTRE, BARRIE

Great Meetings Begin with the Site!

www.kempenfelt.com



A “Professional” Meetings & Training Facility
just a little ‘above’ Toronto!

- *Delicious meals
- *Lakeside accommodations
- *All inclusive pricing!

South of Barrie, off Hwy. 400 on Lake Simcoe!
3722 Fairway Road, Innisfil, Ontario L9S 1A5
Phone: 705•722•8080
info@kempenfelt.com

GEORGIAN
YOUR COLLEGE • YOUR FUTURE

Visit our Web Site for Hot Dates/Hot Rates!

www.kempenfelt.com

market place and constantly renewing themselves.

“Where we get into trouble with this myth (of hiring from outside) is that we build static culture and static organizations where people are chasing this illusive point of stability. That’s a dangerous goal to have. We will never in our lifetimes hit a point of absolute stability, and if we do hit that point, beware. Atrophy and death and decay are not far away. Because life demands constant renewal and constant rebirth and growth and renewing and that very few organizations are really set up with that sort of ethic or culture or belief.”

His conclusion? “Hiring from outside would be a sign that leadership development is weak.”

That said, a system that could lose 40 per cent of its leaders – both faculty and administration – in a relatively short period of time, may come eyeball to eyeball with that significant problem in leadership development.

“What this system needs,” said Ann Buller, “is passionate committed people who are driven by the college agenda who want to lead it. If you are somebody who gets excited by what you do, who feels you can make a difference in your community and your institution, then start thinking about what those next steps look like. Because we desperately need you in a huge way. We have missions, and I think the bigger approach to this battle is leadership and mission and passion and vision.”

Meaning: for anyone with “fire in their belly” the challenges are exceeded only by the opportunities.

And the challenges? Barbara Taylor, President of Canadore College, says that when she started out in administration as a chair 22 years ago, “You could make a mistake occasionally. (There was) room for development. As the system has become leaner and in some ways meaner, God help you if you’re an administrator who makes a mistake. . . . There’s an expectation that administrators must be perfect at all times.”

So how do the colleges – and individual administrators – prepare for the challenge of this leaner world and still maintain the passion Ann Buller declares necessary?

University courses are one avenue. Central Michigan University has played a dominant role in advancing credentials of more than a thousand leaders in the colleges. Both Queen’s University and the Ontario Institute for Studies in Education provide postgraduate studies. Seminars and workshops are available, but coordinating these to individual and college needs is difficult.

The National Community College Chair Academy (The Chair Academy) offers certification specific to community colleges. In past years, the Management Development Institute provided a week-long workshop for emerging leaders. (See *Career Corner* by Brian Desbiens on page 18.)

OCASA has, of course, taken initiative in professional development, not least of which is the annual OCASA Professional Development Conference. OCASA was also involved with the College Committee on Human Resource Development (CCHRD) in organizing of the College Leader PD Program, set up to respond to requests from colleges.

Administrators have been among those noting the need to deal with succession planning, mentoring, leadership development. OCASA had some time ago expressed concern about the inconsistencies across the system and the need for a concerted effort to coordinate a variety of programs, and has been working in recent years to fill in the gaps.

Chris Fliesser, OCASA President, said administrators as a group, “are all too aware of the looming retirements as we manage people and budgets in our efforts to meet the college mandate.”

No one individual or group has one magic solution to the problem. The magnitude of the problem undoubtedly requires a variety of solutions for the wide variety of ways the problem will manifest itself.

Says OCASA Executive Director Diane Posterski: “OCASA recognizes its role, as a professional association, to support, encourage, and actively develop professional development for administrators. OCASA is committed to partnering with the system in these efforts, to model and develop leadership in the college system.”

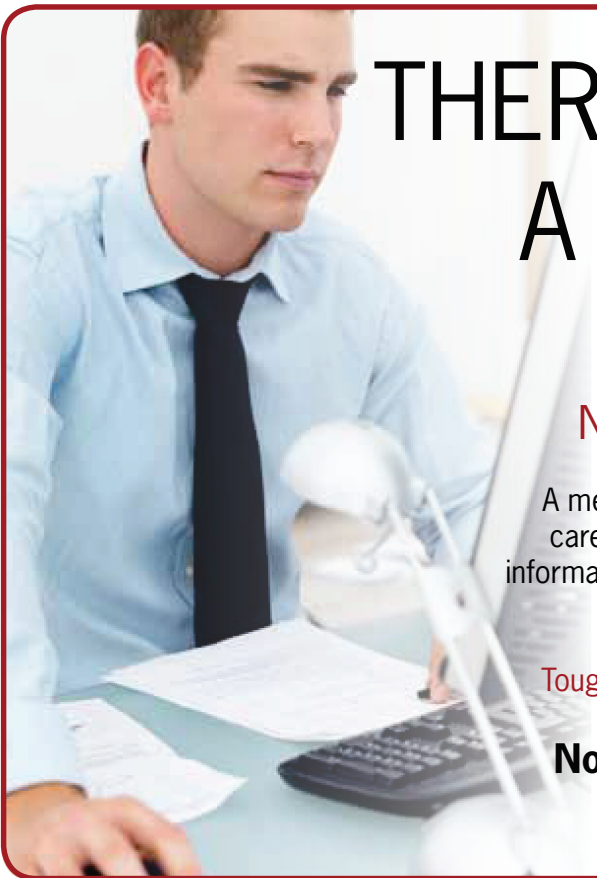
Among other things, Barbara Taylor of Canadore noted the value of mentoring and mutual support that OCASA provides members across the system.

“OCASA has an increasingly powerful role to play in the development of advanced leaders across our college system in Ontario,” she said. “I urge my fellow presidents to continue to support the work of OCASA to bring you together to talk about those leadership issues.” [C/A](#)

“We will never in our lifetimes hit a point of absolute stability, and if we do hit that point, beware. Atrophy and death and decay are not far away.”

– Jim Clemmer, leadership developer and author





THERE'S NEVER BEEN A BETTER TIME

to join OCASA.

Now more than ever you need:

A mentor, networking, support, professional pride, career and professional development, pertinent information, and a voice that is respected and listened to at many tables.

Tough times? Yes. But we'll get through it together.

Not an OCASA member? Join now.

www.ocasa.on.ca/join



MORE FOR YOU AT HUMBER

Lead. Innovate. Succeed.

At Humber, we work as a team to provide our administrators, students and staff with an inspiring, innovative and energetic environment.

For more information on Humber and our programs please visit humber.ca

polytechnic

Business | Community Services | Health | Hospitality | Media | Technology | The Arts

Développement du leadership

À l'approche de la retraite de la génération du baby-boom, comment les collèges peuvent-ils préparer les leaders de demain?



Les données démographiques sont des plus préoccupantes : 70 % des administrateurs et des enseignants dans les collèges de l'Ontario sont issus de la génération du baby-boom.

Non moins alarmant est le fait que 40 % des membres du personnel des collèges pourraient prendre leur retraite « du jour au lendemain ».

Une question incontournable se pose : si les membres du personnel des collèges *devaient*, en grand nombre et sur une courte période, partir à la retraite, qu'advierait-il alors du leadership dans les collèges?

C'est là une perspective qui enlève le sommeil aux responsables de la planification de la relève.

Le développement du leadership a été un sujet de première importance

dans la discussion entre spécialistes à la conférence de perfectionnement professionnel de l'APACO, qui s'est tenue en juin dernier à Collingwood.

Le problème, bien entendu, est de savoir ce qui arrivera non pas *si*, mais bien *quand* ces employés prendront leur retraite.

« C'est évidemment inévitable », a fait valoir Ann Buller, présidente du Collège Centennial, à la centaine d'administrateurs qui assistaient à la conférence de l'APACO. « Une question plus importante à mes yeux est de savoir qui exercera le leadership. Nous ne parlons pas assez du fait que les compétences qui nous manquent le plus ne sont pas celles de gestionnaires mais de leaders. »

Cette distinction n'est pas toujours claire dans l'esprit de tous. Le

leader réussit beaucoup mieux que le gestionnaire à canaliser la capacité des gens. La gestion consiste à obtenir que les gens fassent ce qui doit être fait, alors que le leadership consiste à obtenir qu'ils veuillent faire ce qui doit être fait.

Lequel des deux est le plus important?

Jim Clemmer, de Kitchener, auteur de plusieurs livres sur le leadership, a une réponse habile.

« C'est comme si l'on demandait laquelle des deux ailes de l'avion est la plus importante, a-t-il dit dans une interview accordée à *Administrateur de collège*. Organismes et particuliers, dans une large majorité, insistent sur la gestion. Pour reprendre l'analogie de l'avion, c'est de tenter de voler avec une aile de 50 pieds du côté gestion et une aile de 10 pieds du côté leadership. Ça ne décollera pas. »

« Le développement du leadership est le processus qui consiste à aider les gens à découvrir le leader qui sommeille en eux. »

– Joan Homer, ancienne PDG de l'ACAATO (maintenant Collèges Ontario)



La distinction entre la gestion et le leadership revêt une importance grandissante dans le secteur des collèges qui, à l'origine, avait pour mandat d'offrir une gamme de programmes devant répondre aux besoins de tous les étudiants qui ne souhaitaient pas aller à université. La loi initiale prévoyait qu'il devait y avoir des programmes de formation générale, des programmes de formation professionnelle et certains programmes de recyclage scolaire. Au cours des 40 dernières années, les collèges ont réussi non seulement à remplir leur mandat originel, mais aussi à trouver des domaines dans lesquels les collèges pouvaient exercer un leadership.

Dan Patterson, président du Collège Niagara et participant à la tribune des présidents mentionnée plus haut, a souligné que les collèges ont évolué au point de représenter aujourd'hui une solution aux problèmes qui se posent au gouvernement : « Notre mission de développement économique n'a jamais été plus importante. Les communautés se tournent vers les collèges pour relever les défis que posent les pénuries de compétences, les nouvelles grappes industrielles, les médias interactifs et d'autres problèmes. [...] Je pense que les politiciens en viennent à prendre conscience que nous représentons une solution aux problèmes de l'économie. »

Cela constitue, lorsqu'on s'arrête pour y songer, une évolution notable sur une période de 40 ans.

Jim Clemmer insiste que cet aspect du leadership – celui de contribuer à changer l'orientation de la société plutôt que de simplement exécuter les ordres venant de plus haut dans la hiérarchie – a pris une importance accrue pour les collèges. Les gouvernements consacrent des fonds publics considérables aux collèges (jamais assez, bien sûr, s'empresseront de dire la

plupart de ceux qui y travaillent). L'image des collèges aux yeux du public est également en cause.

Clemmer, qui a travaillé comme consultant auprès de plusieurs collèges, voit ce problème clairement : « Comment convaincre les enseignants et orienteurs dans les écoles secondaires et les parents qu'un certificat de formation professionnelle ou un diplôme d'études collégiales vaut autant, sinon davantage, qu'un grade universitaire général. Nous avons une perception sociétale qui veut que le grade universitaire soit plus valable ou souhaitable que le diplôme collégial. »

Beaucoup a été fait depuis 40 ans pour changer cette perception, mais il reste encore beaucoup à faire de l'avis de la plupart des observateurs. De telles questions nécessitent un plus grand leadership à tous les niveaux.

Clemmer insiste également sur le fait que les changements sociétaux ont modifié l'importance relative de la gestion et du leadership. « Tout au long des années 60 et 70, la gestion primait tout, explique-t-il. Administration, gestion, pensée rationnelle, planification et analyse étaient vues comme constituant l'ensemble maître de compétences. Nous vivions alors dans une société beaucoup plus stable, beaucoup plus prévisible. Ce n'est plus le cas de nos jours. »

Joan Homer, ancienne directrice générale de l'ACAATO (maintenant Collèges Ontario), signale que les collèges de l'Ontario ont été des centres de développement du leadership pendant plus de 40 ans et offraient des occasions sans nombre pour développer la capacité de leadership grâce à leur environnement et leur culture, leur structure et leurs politiques et processus. « Les étudiants, le corps enseignant, le personnel de soutien et les administrateurs tirent sans cesse profit d'occasions d'acquérir

les compétences et l'expérience du leadership. »

« Selon Kouzes et Posner (dans leur ouvrage *The Leadership Challenge*), le leadership n'est pas la chasse gardée de quelques hommes et femmes charismatiques. Il s'agit plutôt d'un processus par lequel des gens ordinaires font ressortir le meilleur d'eux-mêmes et des autres. »

Elle ajoute : « Si on définit le leadership comme la capacité d'exercer de l'influence et si on examine l'évolution des collèges au fil des ans, leur capacité d'apprentissage et de leadership devient manifeste. »

« Relevons en particulier : (1) la qualité des finissants; (2) leur impact sur le marché du travail et dans les communautés; (3) l'ingéniosité manifestée par le personnel des collèges pour améliorer sans cesse l'accès et la réussite des étudiants au cours d'une longue période de financement à la baisse et de concurrence à la hausse; (4) le pourcentage élevé de membres du personnel qui continuent pendant des décennies à prodiguer leurs talents dans les collèges alors même que la "fidélisation" s'érode dans d'autres secteurs. »

« Bon nombre de spécialistes sont d'avis que le développement du leadership est le processus qui consiste à aider les gens à découvrir le leader qui sommeille en eux. J'ai constaté que les collèges, tout spécialement pendant des périodes difficiles, ont réussi à trouver des possibilités, à faible coût et à haut rendement, de mettre en place plusieurs processus de développement du leadership, notamment le coaching, le mentorat, les détachements, les nouveaux rôles, les plans individuels de perfectionnement

« L'APACO aura un rôle de plus en plus puissant à jouer dans le développement du leadership avancé à travers tout le réseau des collèges de l'Ontario. »

– Barbara Taylor, présidente, Collège Canadore



professionnel et les projets coopératifs, auxquels s'ajoutent, évidemment, les programmes structurés de développement des compétences en leadership et les cours d'autoperfectionnement offerts sur le campus et à l'extérieur », a-t-elle poursuivi.

Tout cela met en lumière une réalité qui n'est peut-être pas apparente à première vue, à savoir que les collèges, de gestionnaires habiles avec un mandat limité qu'ils étaient, ont évolué pour devenir des entités elles-mêmes capables non seulement de leadership, mais encore de *développer* le leadership et que, dans le cadre de chaque poste et à tous les niveaux de l'administration, chacun d'entre nous doit louvoyer au plus près entre la gestion et le leadership.

Sur un autre plan, Clemmer souligne le danger de mettre en œuvre un plan quel qu'il soit sans un solide fondement théorique. Un bon exemple est le rôle des programmes d'amélioration continue et de ses effets sur le leadership et les modes de gestion. Il signale un taux d'échec de l'ordre de 50 à 70 % pour les initiatives d'amélioration continue. « Ce taux d'échec est dû principalement au fait que les gens en prennent un seul élément et l'appliquent sans se rendre compte qu'il doit s'intégrer dans un ensemble beaucoup plus vaste. »

« À mon sens, l'amélioration continue est constituée de trois composantes majeures : d'abord la priorité reconnue à la clientèle, ensuite l'engagement des employés et l'adoption de méthodes de gestion participative et, enfin, une bonne discipline et l'analyse des processus et des données. »

« Deux de ces trois composantes sont de toute évidence des questions de leadership. Mais la troisième, qui concerne les statistiques et l'analyse, est du domaine de la gestion. Il nous faut les trois ensemble. »

« Cependant, ce qui tend à se produire c'est que quelqu'un s'empare de l'une de ces composantes [...] sans s'occuper des deux autres. Dans ces cas, le programme d'amélioration continue s'éteint ordinairement de lui-même au bout d'une année et demie ou de deux ans. »

En d'autres termes, un excès de leadership ou un excès de gestion nous ramène à l'avion aux ailes d'inégale longueur. « Il y a longtemps, Peter Drucker a dit qu'il n'y avait rien de pire que d'accomplir avec efficacité des choses qui ne devraient même pas être accomplies », a ajouté Clemmer.

Comme nous l'avons dit au début de l'article, en juin la tribune des présidents a signalé la perte éventuelle d'une grande proportion du personnel sur une courte période. Ce qui soulève la question de comment les collèges préparent le leadership nécessaire, et ce dans une société qui est elle-même en évolution rapide?

Pour occuper les postes de leadership, le collège privilégie-t-il la promotion interne ou l'embauche externe? Le recrutement externe, de l'avis de certains, peut apporter un renouvellement et une optique neuve.

« Ça, il y aurait lieu d'en débattre, affirme Clemmer. J'ai connu un bon nombre d'organismes très efficaces qui avaient très peu de gens recrutés à l'extérieur. »

« Une culture tournée vers l'extérieur [...] sera très au courant de ce qui se passe sur le marché du travail [...] et sera continuellement en train de se renouveler. »

« Là où ce mythe (du recrutement externe) pose problème, c'est qu'on crée une culture et des structures statiques dans lesquelles les gens sont à la poursuite d'une stabilité illusoire. C'est un danger puisque nous n'arriverons

jamais de notre vie à atteindre un point de stabilité absolue. Et si nous devons l'atteindre, attention! L'atrophie, le dépérissement et la mort ne seraient pas loin. C'est que la vie nécessite sans cesse un renouvellement, une renaissance, une croissance et que [...] bien peu d'organismes sont réellement façonnés par cette sorte d'éthique, de culture ou de valeur. »

Sa conclusion? « Le recrutement externe serait un signe de la faiblesse du développement du leadership. »

Cela étant dit, un réseau qui peut perdre 40 % de ses leaders – enseignants et administrateurs – sur une période relativement courte risque de se retrouver aux prises avec un important problème de développement du leadership.

« Ce qu'il faut au réseau, fait valoir Ann Buller, ce sont des gens engagés, motivés par la mission des collèges et qui veulent y jouer le rôle de leader. Si vous êtes de ceux qui se passionnent pour ce qu'ils font, qui sentent qu'ils peuvent contribuer à leur communauté et à leur institution, il est temps de songer à la forme que prendront les prochaines étapes. Cela parce que nous avons désespérément besoin de gens comme vous. [...] Nous avons des missions à remplir, et je crois que notre plan général de bataille doit reposer sur le leadership, le sens de mission, la passion et la vision. »

En clair, cela signifie que quiconque a « du cœur au ventre » trouvera que les défis ne sont pas au-delà des occasions d'agir qui s'offrent.

Et qu'en est-il des défis? Barbara Taylor, présidente du Collège Canadore, se souvient qu'à ses débuts en administration il y a 22 ans, « on pouvait se permettre, à l'occasion, de se tromper, le perfectionnement étant vu comme un processus toujours en marche. Mais à mesure que le réseau s'émaciait et, à

« Nous n'arriverons jamais de notre vie à atteindre un point de stabilité absolue. Et si nous devons l'atteindre, attention! L'atrophie, le dépérissement et la mort ne seraient pas loin. »

– Jim Clemmer, auteur et consultant en leadership



certain égard, devenait plus dur, les administrateurs n'avaient plus droit à la moindre erreur. [...] Aujourd'hui, il est attendu des administrateurs qu'ils soient à tout moment parfaits. »

Comment alors les collèges – et les administrateurs individuels – peuvent-ils se préparer à relever le défi d'un monde plus contraignant tout en entretenant la passion qu'Ann Buller dit être nécessaire?

Les cours universitaires en sont un moyen. L'Université de Central Michigan a joué un rôle de premier plan en établissant un programme qui a permis à plus d'un millier de leaders dans les collèges d'ajouter à leurs titres de compétences. Tant l'Université Queen's que l'Institut d'études pédagogiques de l'Ontario offrent des programmes de deuxième cycle. Des séminaires et ateliers sont aussi disponibles, bien qu'il soit difficile

de coordonner leur offre avec les besoins des particuliers et des collèges.

La National Community College Chair Academy offre un programme de certificat conçu expressément pour les collèges communautaires. Ces dernières années, l'Institut de développement en gestion a organisé des ateliers d'une semaine à l'intention des leaders en émergence. (Voir la chronique « Le coin des carrières » de Brian Desbiens dans le présent numéro.)

Bien entendu, l'APACO a pris des initiatives en matière de perfectionnement professionnel, sa conférence annuelle de perfectionnement professionnel n'étant pas la moindre. L'APACO a aussi participé au Comité des collèges pour le développement des ressources humaines (CCDRH) en organisant le programme de PP des leaders de collège, créé en réponse aux demandes des collèges.

Les administrateurs sont parmi ceux qui constatent le besoin de s'occuper de la planification de la relève, du mentorat, du développement du leadership. Il y a déjà quelque temps, l'APACO avait exprimé ses préoccupations quant aux incohérences à l'intérieur du réseau et à la nécessité d'un effort concerté pour coordonner les divers programmes; ces dernières années, elle a travaillé à combler les lacunes.

Chris Fliesser, président l'APACO, affirme que les administrateurs en tant que groupe « ne sont que trop conscients, dans leur travail de gestion du personnel et des budgets en vue de remplir le mandat des collèges, de l'imminence de nombreux départs à la retraite ».

Nul particulier ni groupe n'est en mesure d'apporter une solution miraculeuse. L'ampleur même du problème exigera sans aucun doute une diversité de solutions répondant aux multiples formes par lesquelles le problème se manifestera.

Selon la directrice générale de l'APACO Diane Posterski, « l'APACO reconnaît que son rôle, en tant qu'association professionnelle, consistera à soutenir, à promouvoir et à élargir activement le perfectionnement professionnel des administrateurs. L'APACO s'est engagée à travailler en partenariat avec le réseau des collèges dans ces efforts afin de modeler et de développer le leadership dans les collèges. »

Barbara Taylor, du Collège Canadore, a souligné, entre autres, la valeur du mentorat et du soutien réciproque que l'APACO offre à ses membres dans l'ensemble du réseau. « L'APACO aura un rôle de plus en plus puissant à jouer dans le développement du leadership avancé à travers tout le réseau des collèges de l'Ontario, a-t-elle fait valoir. J'exhorte mes collègues présidents à continuer de soutenir les efforts déployés par l'APACO pour nous réunir afin de discuter de ces questions de leadership. » **C|A**

i love summer

We look forward to welcoming OCASA in June 2010

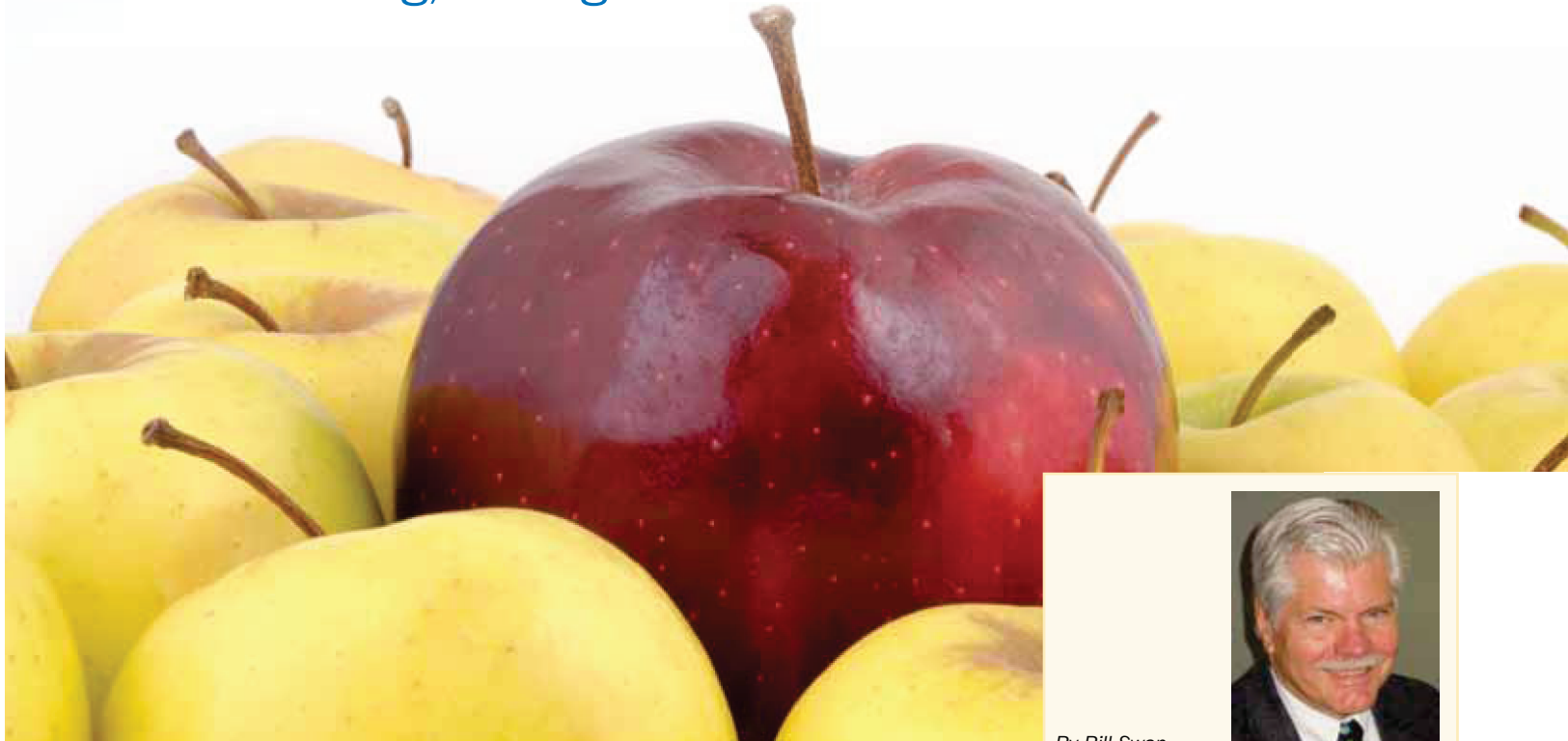
Walk through the lively pedestrian Village bustling with shopping, dining & events. Enjoy 18 holes of Monterra Golf, our private beach, open-air gondola, hiking & biking, spa retreats and more!

877.445.0231 www.bluemountain.ca

BLUE MOUNTAIN

KPIs

Overall, the results are impressive. But if everybody's best at something, what gets lost in the translation?



By Bill Swan
Contributing Editor

Sault College has the highest graduate satisfaction rate: 87%.

Confederation College has the highest employer satisfaction: 97.8%

La Cité collégiale has the highest student satisfaction rate: 84.6%.

Conestoga has the highest student graduate employment rate: 94%.

You have to face it, the KPIs of Ontario colleges are nothing if not impressive.

As one wit has phrased it, "Everybody's best at something. Some college, somewhere, has the best lockers."

The satisfaction figures would be the envy of any industry – graduates with the training they received, the employers with the quality of graduate they hired, both hovering around the 90 per cent mark.

The auto service shop which does the lube job on your car and rotates the tires would love to have such rates

– and often will throw in a free car wash to pump the figures.

Yet if everybody's best at something, and everybody's actually quite good at everything, what, if anything do the KPIs tell?

The KPIs, (Key Performance Indicators) are the annual performance review produced by the Ontario Ministry of Training, Colleges and Universities.

Martin Hicks, Director, Postsecondary Accountability Branch of the Ministry of Training, Colleges and Universities, told *College Administrator* that the KPIs "measure a successful job done by colleges."

"This is a really good example of a successful public sector performance management scheme. I think it is successful because it measures the right things; the data and methodology

are robust; and because it is a partnership between the institutions and government. It's not government 'doing it' to the institutions."

The original concept of KPIs grew out of an interest of a previous government in developing a model of "outcomes-based funding." That part of the initiative can still be seen in the \$16.4-million funding that is distributed for KPI performance. Although no college is left out, those who score higher on graduate employment rate, employer satisfaction and graduate satisfaction get more – even after weighting for student population.

"It's not moving a lot of dollars around," said Hicks. "It's more symbolic. I think it is a good way of saying these things are important enough to have funding consequences."

Feature

The value for the colleges, of course, may vary. Bill Summers, Vice President, Research & Policy of Colleges Ontario, sees the value in the improvement of college programs and services. “The colleges now have many, many years of data to look at trends,” he said. “It is a very important tool for providing information to colleges, faculty, administrators and staff as a basis for continuous improvement of program and services.” Given the upward trend in most indicators, this part of the program has to be seen as a success.

The value of the KPIs to prospective students is one seemingly obvious to almost everyone. Summers sees the basic information about student and graduate perceptions “useful for future students to make decisions about which programs and institutions to attend.”

To aid in the use by students in making program choices, Colleges Ontario facilitates the distribution of the information. Basic data on the key

elements are posted on the websites of Colleges Ontario and the Ontario Ministry of Training, Colleges and Universities.

At the college level, the temptation to use the data for promotion seems to be a natural step, but may be one that leads to applications of the data that were never intended.

For use by the public (students and parents) the posting of the data on the Colleges Ontario website carries a warning:

PLEASE NOTE: College-to-college comparisons (ranking) could produce misleading results, because of college size, local employment conditions, program mix and graduate demographics. The data from each college should be considered on its own.

In itself, this appears to be a clear message – largely ignored by many colleges in their annual promotional blitz for incoming students.

Henry Decock, Associate Vice-President, Academic at Seneca, says the

use of the data for promotion was not the intended purpose of the collection of the data. “Comparing large urban colleges with small colleges is inherently unfair,” he said. The differing needs and expectations of the student population do not lead to facile comparisons, he said, and if you add the variant of ethnicity, larger colleges suffer.

Marjorie McColm, Associate Vice-President, Academic at George Brown College, agrees, saying that student population in the inner city is more diverse; new Canadians tend to congregate in large cities. McColm says that the robust growth that accompanies this adds to the challenges of improving program and service satisfaction numbers. How do you keep abreast with services, equipment, and even the training of staff, she asks. Like Decock, she said that smaller colleges, with a more stable population base, may have a significant advantage.

DATA TELLS A STORY

ocas

The Ontario College System's Data Warehouse provides a trusted source of business intelligence.

Support your decisions and plans using facts, figures and trends.

What questions can we help you answer?

To learn more, contact us at statistics@ocas.ca or visit us online at ocas.ca/statistics

The advertisement features a large tree silhouette on the right side, with a grid of dots forming a curved path that leads towards the tree. The background is a light green gradient. The OCAS logo is in the top left corner. The text is arranged in a clean, professional layout.

“It would be very simple for an institution to look at data and areas where they are not doing well and say, ‘We’ve heard what you said and here are our plans’.”

– Tyler Charlebois, Director of Advocacy, Ontario Student Alliance



If the difficulty of comparing graduation rates and student and graduate satisfaction rates from college to college is a challenge, then a similar comparison with universities becomes even more difficult. Internationally, Canada has been castigated for its inability to report on the postsecondary sector in a seamless manner. Developing detailed reporting mechanisms, suggested by the Dr. Paul Cappon of the Canadian Council on Learning, may take some time.

“In a global economy you have to do that internationally,” said Martin Hicks of MTCU. “But we always build those things from the basement up, and not from the sky down. And as soon as a single jurisdiction has built up a system for itself, there is always somebody above them going, ‘No, that’s no good, you need a different number that you can share with the next layer.’”

Given the constitutional constrictions – education is a provincial responsibility – and dreams of a national reporting structure become if not insurmountable, at least difficult.

Tyler Charlebois, Director of Advocacy for the Ontario Student Alliance, would settle for a valid comparison in one province: “A goal for the future for Ontario would be to combine our KPI data for both colleges and universities to get an overall perspective on postsecondary education.”

He points out that in Europe, the Bologna Process has unified credit recognition across institutions “in 46 countries, some of whom have been at war and who speak different languages. Surely we could do that in one province.”

Both Martin Hicks at MTCU and Tyler Charlebois see the value of the data for incoming students.

“Imagine yourself as a possible perspective student,” said Hicks. “You’re going to commit one to four years and a whole lot of money and foregone income to this education. What would I like to know? Well, for one thing I’d like to know

that that experience is going to be a satisfactory one, and that’s the student satisfaction survey.

“(I’d like to know I) have a pretty good opportunity to actually get through the program – that’s the grad rate one.

“I’d like to know what my prospects are of getting a job, which is primarily why people go to college – that’s the grad employment survey. I’d like to know that looking back on it that it was a great experience – that’s the graduation satisfaction survey.

“And what the labour market the perspective employers feel about graduates – that’s the employment satisfaction survey. Put together, that’s a good story to tell.”

Charlebois sees the information more important at the program level. “We know there are two drivers that contribute to students’ success: perceived program value and career clarity,” he said. When colleges use the survey results to promote a high placing in one area, “students don’t get the full data” needed to make program and institutional choices.

Even though the information is made available, “I don’t think the results have been fully explored from a student perspective,” Charlebois said.

Marjorie McColm agrees that the most important improvements have to be made at the program level. Yet she points out that it is at the program level that the data begins to lose its accuracy, particularly in programs of relatively small enrolment. Henry Decock cites an anomaly passed to him by an Australian colleague: If you want to improve student satisfaction levels, he said, remove questions about parking and food services from the survey.

Other improvements? Decock would like to add another level to the graduate employment level. The current survey provides a snapshot of employment six months after graduation; Decock would like to do a follow-up after two years, as is done in a survey of universities.

Charlebois does see positive use being made from the data. He has the advantage of watching the process over eight years since his student days at Cambrian College. But he sees a lack of clear communication to students from colleges on the use of KPI information. Colleges do act on the survey data to make changes, “but students don’t see the changes being made. Students have survey fatigue; they’re tired of filling our surveys and nothing being done. Why do we only talk about the good things?”

“It would be very simple for an institution to look at data and areas where they are not doing well and say, ‘We’ve heard what you said and here are our plans.’” He said he was not aware of a college doing that, even at the program level.

“Anyone can be number one on any topic,” he said. “More important is: Do you listen to your students? Do you make changes and communicate those changes to the students?”

So are the KPIs nothing more than a search for the best lockers in the province?

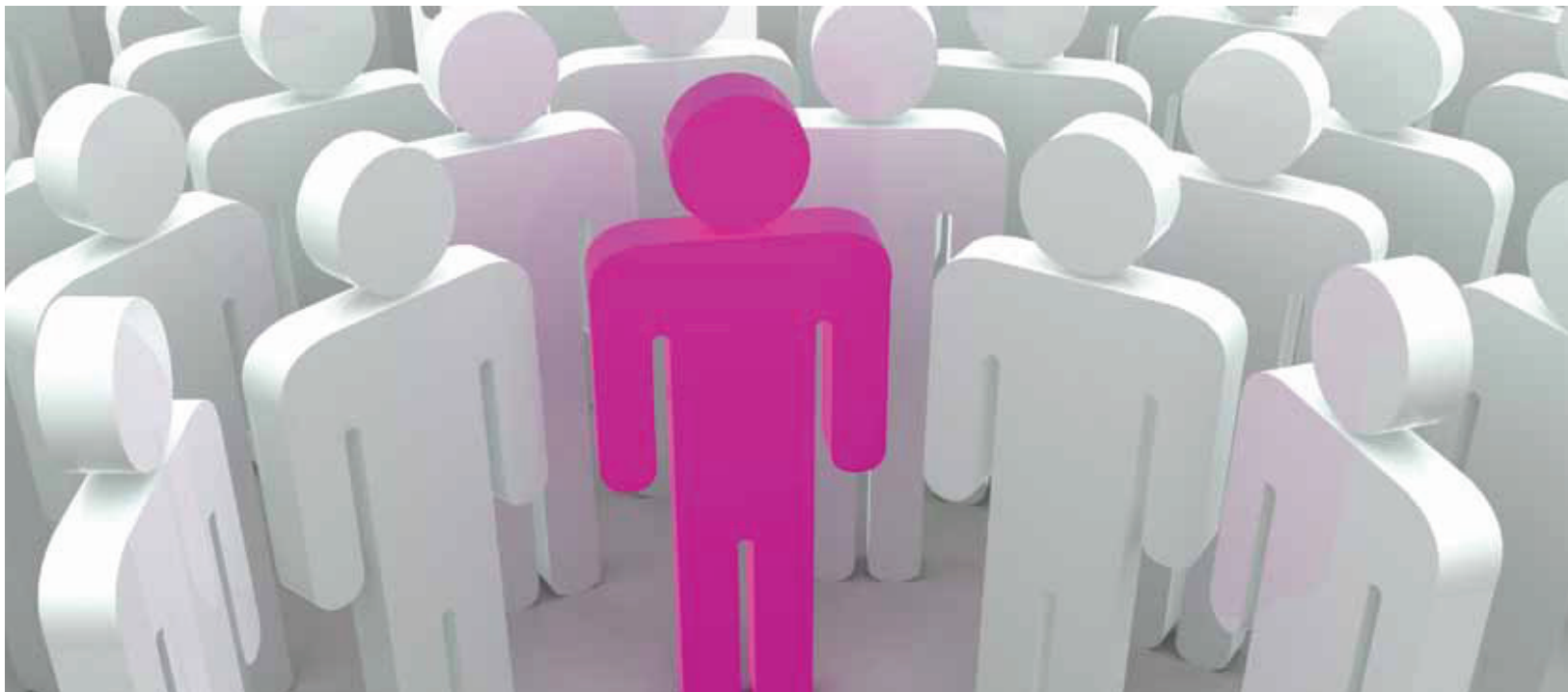
Martin Hicks confirms that from the point of the view of the ministry, the KPIs are “a successful program” – clearly reporting to government on a job well done.

Decock and McColm see the data as important for colleges in making changes at the college and program level.

If there is a criticism of KPIs, it may be the use of data for purposes not intended – that is, the use for promotion, eventually leading to the spotlight being placed on an individual question that likely by itself has little meaning.

And at the program level – which provides the portal through which most successful students enter college – the use of KPIs may be exceeded only by their potential. At this level, students would prefer more clarity in the information received, and what colleges are doing with it. [CIA](#)

Leaders must understand the needs of those they lead



Brian Desbiens is an Associate Partner, Promeus Executive Search, and Past President of Sir Sandford Fleming College. He began his career in 1968 as a counsellor at St. Clair College in Windsor. To comment on this column, or offer suggestions for future columns, you can contact Brian at brian.desbiens@persona.ca or 705-799-6777.

By Brian Desbiens

Given the extraordinary demands and changing context for colleges, there should be no doubt that every college needs leadership at every level of their organization. Not just sound management of tasks and processes, but real leadership of people and of visionary planning.

Personally, I like the simplicity of the needs-based theory of leadership. Simply put, it consists of the following:

- To be a leader you need followers.
- To follow a leader, you must believe the leader will meet your essential needs.

Thus, the leader must determine the needs of the individuals who are accountable to him or her as well as the needs of the organization, and be able to analyze how these intersect.

This concept of leadership implies an emphasis on reciprocal communication.

Both followers and leaders must develop the ability to articulate their needs and to ask critical questions to determine the needs of others. It amazes me how often we forget to ask students or staff what *they* believe is needed.

In my coaching of senior college staff at the beginning of a school year, I ask individuals to define their plan of engagement. This challenges them to think through their strategy in communicating with students, staff, and community. What I really want them to do is demonstrate that they care about others, listen to them, and are ready to organize their work to meet their needs,

When studying to be a counsellor, I had to develop my abilities: first to help individuals; second to work with groups/teams; and third to manage environments. Good leaders have to develop superior skills in each of these areas. Anyone taking on more responsibilities works increasingly with groups.

At the most senior levels, a person spends a considerable amount of time and energy on environmental concerns. Some of this is in developing policies and processes.

At lower levels of an organization, the focus is more on specific tasks. Leaders at this level are expected to provide expertise on tasks. Process skills are needed here to determine most effective and efficient ways to do tasks, of course. But it is when one is given the responsibilities for more complex and larger scale areas of responsibility that process skills grow in importance.

Besides communication competencies, a real leader has to hone capabilities to intervene at the individual, group, or cross-institutional levels. How do we learn these skills?

During the 1990s I had the privilege of being a part of the Management Development Institute of ACAATO (now Colleges Ontario). Individuals with high potential were nominated by their colleges to participate in a week-long program which utilized a case study group-based approach focusing on strategic planning capabilities for emerging college leaders.

The case study method forced the group to analyze the facts presented, develop a plan, and strategize on how to present it. Group-based activity was used because senior leadership is all about activating teams. Strategic planning developed the larger context of thinking about the whole institution and how all the elements of a college need to be considered.

Unfortunately, today we do not have such an institute as MDI in our colleges. So where can people develop these leadership skills?

For a small fortune you can go to one of Ontario's University Business Schools and study strategic planning and development. But why do that when at home in your own college you could be looking for opportunities to serve on college committees, task forces, strategic planning groups, and so on – all of which help hone one's skills and build an internal college network? I have always found such working groups to be excellent places to develop skills.

But remember: development comes not from just being a member but from taking on leadership responsibilities. By serving on the executive you can learn a tremendous amount.

Local community and professional associations also provide skill-building opportunities for a person aspiring to senior leadership. The United Way is an excellent place to develop not only fund-raising skills but also board and strategic planning competencies. It also is perhaps one of the best places to learn how to assess community and to learn to work with all types of organizations and people. Many may find church-related organizations or recreational groups as a place to develop leadership skills.

When we at Promeus Executive Search review a résumé as part of our screening process, we look carefully not only at what employment positions a person has held but also what leadership roles the person has taken on or been selected to lead. Often such volunteer community group experiences may also be sources of references. These external responsibilities confirm the credibility of a person's leadership capabilities.

Besides communication, planning, and team building, what else does one look for when selecting a leader? Personally, I want someone who will take the initiative: People who are self-starters and problem solvers, with a perspective on the future.

Leaders pull us to that future, and see a bigger picture of what is possible. But they also must know how to be a change

agent. They see the reasonable concrete steps that can progressively take us into that future state. They are able to communicate clearly where followers fit in and what/why it is necessary/important to do the tasks needed.

Are you a change agent or a regulator in your role?

Do you have a clear picture of the future state you want achieved by your work unit?

Does each member of your team know how they fit into this picture and the importance of their contribution to the outcome?

Do you require constant supervision?

Do you provide solutions or only problem identification to your supervisor?

Can you articulate your staff and your personal needs to your supervisor?

Are you considered a person of influence in your college, not by virtue of your title but in how you get things done?

To be a leader implies leading to somewhere. What is that somewhere to you? Do you know how you fit into and what you need to do to see that this picture is accomplished?

Leadership is often exhausting because it takes a lot of up-front work. But it is also exciting to see staff develop and a dream come true. Real leadership inspires others by caring about their well being. Extraordinary leadership in education helps lift those they touch to foster learning in students and the entire college community. [CIA](#)

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*



**FANSHAWE
COLLEGE**

www.fanshawec.ca

GROUP HOME AND AUTO INSURANCE

PROTECTION MADE EASY... GROUP RATES MADE EASIER!

TD Insurance Meloche Monnex offers to members of select professional, university and college alumni associations home and auto insurance through preferred group rates, while enjoying high-quality insurance products and outstanding service.

Request a quote
and you could



MelocheMonnex.com
1 866 269 1371
(Monday to Friday, 8 a.m. to 8 p.m.)

TD Insurance
Meloche Monnex



The TD Insurance Meloche Monnex home and auto insurance program is underwritten by SECURITY NATIONAL INSURANCE COMPANY and distributed by Meloche Monnex Insurance and Financial Services Inc. in Québec and by Meloche Monnex Financial Services Inc. in the rest of Canada.

Due to provincial legislation, our auto insurance program is not offered in British Columbia, Manitoba or Saskatchewan.

*No purchase required. Contest ends on January 16, 2010. Skill-testing question required. Odds of winning depend on number of entries received. Complete contest rules available at MelocheMonnex.com. Meloche Monnex® is a trademark of Meloche Monnex Inc.

TD Insurance is a trade-mark of The Toronto-Dominion Bank, used under license.

Complete your bachelor's degree online with Davenport University

Davenport University has developed a unique program that allows students to transfer credits towards a **bachelor's or master's** degree.

Due to generous transfer credits, many graduates with a 3-year diploma can complete a bachelor's degree with just 10 Davenport classes (30 credit hours).

Benefits to an online degree from Davenport University:

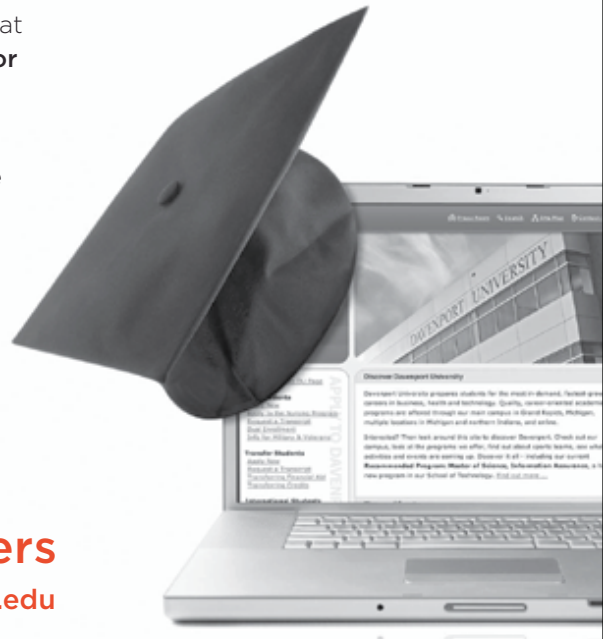
- > **NO VISAS** Earn your degree completely online.
- > **24/7 AVAILABILITY** Take classes any time, work around scheduled commitments.
- > **AFFORDABLE** Scholarships are available, as well as partnership tuition rates.

Contact us at:

www.davenport.edu/capartners

1-800-866-1600 email: partnerships@davenport.edu

 **DAVENPORT UNIVERSITY** BUSINESS | TECHNOLOGY | HEALTH





Online learning

Research shows that the teacher and content are still key, but it is not digital natives who most use it

By Ruth Hickey, Director, e-Learning, Humber College

Ruth Hickey received Honourable Mention in the 2009 CMU-OCASA Outstanding Research Award.

Online learning is not likely to replace the teacher. In fact, if my research is correct, a perceived positive online learning experience is dependent upon the skills of knowledgeable teachers who are able to interact freely with students.

My CMU Capstone project revealed other insights:

- 1) “Digital immigrants”(those between the ages of 25 and 44) are more likely to register in a fully online course.
- 2) Women tend to outnumber men.
- 3) Asynchronous interaction with a teacher, and strong content, are more important to mature on-line students than interaction with classmates.

There is no disputing that technology and societal change are two of the biggest influencers of the transformation of distance education over the past 20 years. Distance education was originally defined by the geographical distance between the instructor and the student.

The original print-based correspondence format was found to be isolating and was perceived to be less academically rigorous than on-campus delivery. In the mid-1990s, after the introduction of the World Wide Web, Internet-based instruction quickly became the fastest growing educational delivery mechanism for postsecondary institutions. Not exempt from the unprecedented rate of technological change, today’s Internet is far more advanced than the static World Wide Web of the early 1990s. As a result, current online course offerings will most likely take place in an interactive, highly collaborative environment with a qualified instructor guiding the learning.

The 2008 Distance Education Survey conducted by the Instructional Technology Council in the U.S. found that on average there was an 11 per cent growth in distance education activities in U.S. postsecondary institutions.

You do not have to look too far to find evidence to support this fact in the Canadian education system. A recent Stats Canada report indicated that a quarter of Canadians who had access to the Internet in their homes were using it for academic purposes, with a sizable group noting they were completing online courses.

Postsecondary institutions are doing their best to be responsive to the increased credentialing requirements that have become a condition of meaningful employment and advancement. As the current labour force responds to the “credential creep”, schools must develop or modify existing programs to ensure a high standard of academic rigor that can be delivered in a flexible format. This may be seen as a high expectation, but it is a logical progression to ensure the viability of the institution.

This leads to the question: Is the change in preferred delivery mode driven by the need for a postsecondary credential; society’s increased use and dependence on technology; or, our culture of convenience?

Mark Prensky describes the generation of students we encounter on our campus today as having grown up digital, unlike some of the teachers in the system who are described as digital immigrants. Some “digital natives” would go so far to base the quality of their educational experience on the amount and variety of technology employed by their teachers versus the level of expertise the faculty member has in his/her discipline. Whether this is founded or not is certainly up for debate; however, it is clear that it is very important to identify meaningful ways to engage students in the learning process by using technology effectively – not for the sake of being current and trendy. In other words, use of technology does not guarantee receptivity. The Canadian recommended e-learning guidelines clearly states that the

“From reviewing the data it was clear that the majority of respondents preferred interacting with the teacher and/or content versus interaction with their classmates.”

use of technology must foster active learning and enable active engagement in the construction of knowledge to be effective.

A variety of online learning reports clearly indicate that the online student is not the typical student found on our campuses, while I would be remiss to not state that there is an increase in this demographic in the online environment. The online learner is more likely to be an adult who is prone to barriers while in pursuit of higher education. A recent Statistics Canada report on trends in adult learning noted that the lack of time and busy work schedules as the biggest barriers to the pursuit of education and training. This should be no surprise for seasoned practitioners in higher education. Even less of a surprise is how the increased use of educational technology and the development of online courses is helping to minimize these barriers.

Current literature highlighting the demographic characteristics of distance learners shows this group as a complicated entity. Women are more likely to participate in a technology-based learning environment versus men. The majority of distance learners fall within the age group of 25 to 44, and almost half of the group hold some level of a postsecondary credential.

To add to this already diverse student group, today's middle-class students are quickly becoming disadvantaged as they now need to work to supplement the funding needed to cover rising tuition fees. A 2006 Stats Canada study found that salary from employment is the second largest source of funding for a student in Canada's postsecondary system. This means it is more likely that students who are enrolled in a full-time program of study will look to online opportunities to free up their schedule so they can work more to offset their educational expenses.

Research shows that the predominant rationale for registering in an online course is the lack of time to commit to coming to a campus to complete a program of study. Bates and Poole in their book *Effective Teaching with Technology in Higher Education*, state that busy learners who have experienced the on-campus learning environment value the flexibility and convenience technology-based learning provides.

So, with a clearer picture of the rationale for why students choose to learn online, academic institutions can now critically review their course development standards and practices to ensure that the online learning opportunities made available are responsive to student needs and academically relevant.

The goal of my research was to establish a relationship between three types of interaction used in online course delivery and the learner's perception of a positive learning experience. In doing so, I compared responses to preferred methods of interaction based on specific criterion, notably age, academic experience and previous online experience. The types of interaction studied were student-to-content; student-to-student; and student-to-instructor.

From reviewing the data it was clear that the majority of respondents preferred interacting with the teacher and/or content versus interaction with their classmates. It was less obvious which preference ranked highest, as in almost all cases the two types received comparable scores – no matter the criterion used. Not surprising was the almost unanimous preference for asynchronous interaction versus synchronous.

One of the more interesting findings to come from the study was the differentiation between the perceived value of interacting with classmates when the respondents were broken down by the noted criterion. For example, statistically



To reach administrative professionals in Ontario's colleges through *College Administrator* magazine and its targeted readership, please contact me at

Al Whalen
1-866-985-9782
awhalen@kelman.ca



it was evident that with an increase in online learning experience there was less value placed on interacting with other students. However, younger respondents tended to value all three levels of interaction and interestingly ranked interaction with peers higher than the more mature learner. This can likely be attributed to the fact that they are millennials and a part of the social networking generation.

There was an obvious expectation from all groups that the teachers should have an obvious presence in the course site. In the anecdotal responses provided in the study, a positive online learning experience is consistently described with the characteristic of a responsive faculty member who provides timely and meaningful feedback. This qualitative data can be used to help dispel the antiquated argument of technology replacing the teacher. If anything, it reaffirms the notion that students want the presence of a qualified content expert to build opportunities for critical analysis and reflection on the content while actively guiding them through the learning process.

The study supports a constructivist view in that it is clear that the online learner values variety in the types

of interaction used and sees interaction as an important element of a positive online learning experience. With this information, the challenge now is for faculty and instructional designers to come up with innovative teaching strategies using new technologies that move students from passive to active learning.

The simplest recommendation I can make based on this research is that colleges should encourage and support the development of interactive and high quality content while being mindful of the type of student the program may attract.

Teachers should also learn how to effectively interact with their students in the online environment by taking advantage of a variety of instructional technology. They should not get caught up in the game of “technology chase”, but make informed decisions on the types of technology they can use to remove barriers and make the learning experience more valuable and relevant to the student.

The full text of Ruth Hickey's Capstone paper An Online Student's Perception of Interaction in an Online Course is available to OCASA members on the OCASA website: www.ocasa.on.ca. CIA

“The online learner is more likely to be an adult who is prone to barriers while in pursuit of higher education.”

ONTARIO COLLEGES .CA

Starting Fall 2010, the Ontario College Reference Guide will only be available online. This will provide users with the most up-to-date information and help save our environment.

**UP-TO-DATE
CONVENIENT
ECO-FRIENDLY**

It's not only their future, it's your future too.



Nurturing part-time faculty Orientation to both the program and the college helps adjunct faculty maintain ‘that magic’

By Martha MacEachern, Faculty, Tourism Management, Georgian College

*Martha MacEachern was the 2009 recipient of
the CMU-OCASA Outstanding Research Award.*

Part-time faculty bear an increasing role in both classrooms and online courses at Ontario Colleges, but the training and nurturing of this important cohort varies considerably.

The experience across North America seems to be that part-time (or adjunct) faculty are hired for their expertise in a subject area – and then given little orientation or guidance, left, as one put it, “to sink or swim.”

While pursuing a Master of Arts Degree in College Education through Central Michigan University, I had the opportunity to take a close look at the treatment and training of part-time faculty. My capstone paper focuses on the impact that effective orientation programs could have on the teaching practice of part-time college faculty.

Based on my review of the literature and interviews, I recommend that part-time faculty:

- Receive the technological and communication tools and training to deliver instruction.
- Be provided with formal mentoring to connect them to the institution and its aims.
- Receive guidance and direction on college policies and procedures to help them balance administrative and student expectations.

I make these recommendations knowing that doing so is in itself a statement – most colleges do not provide a strong orientation to the college, the program, and the changes in program delivery that the electronic revolution has handed us.

In the light of full disclosure, I taught part-time before joining Georgian College full-time faculty. In this, I may be a minority, since the numbers of part-time faculty are growing faster than full-time. The American Federation of Teachers claims the growth of part-timers from 1971 to 1986 grew by 133 per cent – at a time when full time faculty increased by 22 per cent. By 2004, national figures from the U.S. showed fully two-thirds of faculty at two-year colleges being part-time.

The trend does not stop at the border. By 2007, part-time faculty in Ontario Colleges had reached 17,000. Between 1991 and 2004, one Ontario college more than doubled the part-time faculty (179 to 457). During the same period, full time faculty declined from 303 to 245 – a 20 per cent drop.

My paper cites literature showing that despite the increasing reliance on part-timers, only a few pour resources into making them a welcomed part of the college community. (For those who are interested in pursuing further details, and would like to see full citations, the full thesis is available for OCASA members on the OCASA website.)

The main problem I identified is the significant growth in reliance on part-time faculty, in most cases without accompanying resources for orientation and training.

Across North America, part-time faculty generally receive lower wages, (as much as one-third the equivalent of full-time, without benefits) and have significantly different working conditions than full-time faculty. Amenities such as a computer, office space, keys or codes, and library and photocopying privileges are not necessarily accessible to adjunct academics.

The problem perhaps is best indicated with a brief quote from an interview I performed with a part-time teacher who told me: “I have no idea what the background of my students is. I don’t even know what courses they have taken before me. [This] has huge implications to what I am teaching.”

In another case, a teacher indicated that a photocopier code wasn’t available until week seven of a 10-week contract.

Another, citing needs for familiarity with the college policies and procedures, told me that near the end of the semester a plagiarism incident emerged. “I was told to go to the policy and procedure handbook. But I needed more specific answers and so I am still very up in the air about how that process works and who handles what.”

But despite the variation in orientation and training, part-timers tend to provide stability to the system. The American Federation of Teachers suggests that adjunct faculty exhibit relative longevity averaging seven years in their current position. The Canadian experience may be similar.

More importantly, R. Lyons, writing in *Academic Leader*, cites research that indicates no significant difference between the quality of instruction presented by adjunct faculty versus instruction delivered by their full-time counterparts.

Grounded in their industry experience, part-time instructors provide a credible, real-world perspective that can enhance and enrich instruction. Students appear to appreciate that. Given that a student entering college today is more likely to be taught by a part-time instructor than by a full-time faculty member, it is imperative that educational institutions cultivate effective orientation and professional development opportunities that will help adjunct faculty adapt and adjust to their educational environment and succeed in their positions.

However, developing a culture of inclusion involves more than providing adjunct faculty with a campus tour. Integrating and engaging contingent faculty through formal orientation programs, mentoring opportunities, involvement in department and institution decision making, and professional development programs requires departmental and central administration support. Due to the very nature of their part-time status, adjunct faculty may be less involved or may not be as knowledgeable as their full-time colleagues about student support services, technology help desks, library services, and other helpful tools and campus services.

Teaching is a complex business that requires communication, collaboration, flexibility, and passion. In *Practical Magic: On the Front Lines of Teaching Excellence*, J.E. Roueche (with coauthors M.D. Milliron and S.D. Roueche) describe teaching as an art which has the greatest impact when it is performed by capable, engaging, and dedicated artists.

How do you create – and maintain – that magic in part-timers?

In recent years, an increasing number of colleges have introduced faculty orientation and development programs geared to part-time instructors. In 1996, Indian River Community College in Fort Pierce, Florida, initiated a comprehensive, yet inexpensive, adjunct faculty development program. This four-session “Instructor Effectiveness Training” program is delivered on consecutive Saturday mornings and is a requirement for new part-time instructors before or concurrent with, their first contact with students in a formal classroom setting. Participants receive essential information for successfully implementing their courses and they also develop a network of peer support.

Humber College Institute of Technology and Advanced Learning in Toronto, Ontario, offers a Teaching Effectiveness Certificate Program specifically for non full-time faculty. Offered over a period of five Saturdays each semester, this certificate program provides an important link between the college and its part-time faculty.

Additionally, the college now embraces part-time faculty and welcomes them to attend most professional development workshops, departmental meetings, or other information and communication opportunities offered at Humber. In prior years attendance had been restricted to full-time faculty only, but Humber today appears to support the concept presented by Roueche et al that “part-time faculty should have the same advantages and opportunities to improve their teaching as do full-time.”

In Washington State, the competition to be selected as one of 20 participants in Tacoma Community College’s Adjunct Faculty Institute is fierce. To be eligible for the 10-week learning experience – and the \$500 stipend received upon successful completion of the program – candidates must complete an application process and be scheduled to teach at least one course while attending the Institute. Tacoma Community College has found that those who participate in their Adjunct Faculty Institute are more likely to remain with the college.

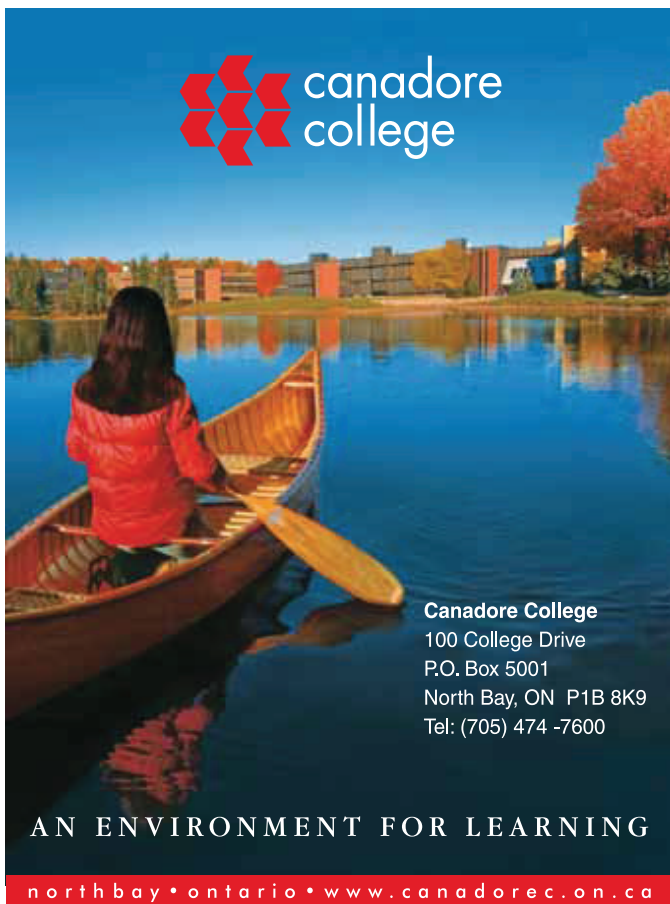
Outside of the Adjunct Faculty Institute, Tacoma Community College also provides ongoing support to all members of the part-time faculty in numerous other ways. Adjunct instructors receive financial support to attend conferences, have access to all full-time faculty training initiatives, and are invited to attend a day-long adjunct gathering that concludes with a formal evening dinner, prior to the start of the semester. As further acknowledgment of their role, part-time instructors who attend the adjunct faculty gathering are compensated for their participation, a recognition of the importance of the time and commitment to the college and their students.

Rio Salado College in Tempe, Arizona, with a high reliance on adjunct faculty, represents one of the most progressive examples of integration highlighted in the literature. Inspired by business and industry and employing the concepts of total quality management and continuous improvement, Rio Salado College has developed support processes that are aligned across all departments and disciplines. This systems approach ensures adjunct faculty have the tools and support networks necessary to allow them to focus on their primary duties as instructors in the classroom rather than becoming mired in operational challenges and concerns.

“Research indicates no significant difference between the quality of instruction presented by adjunct faculty versus instruction delivered by their full-time counterparts.”

In contrast to many other institutions, adjunct faculty at Rio Salado College are “not left alone to navigate through the semester after being handed the instructor’s edition of the textbook,” according to V.C. Smith, writing in *New Directions for Community Colleges*. Supporting both students and faculty the technology help desk at the college is available on a 24-hour basis and is accessible by phone, Internet, or in person. While ongoing communication and mentoring is provided by full-time faculty chairs in each department or discipline, faculty developers direct formal development activities at the college.

“Amenities such as a computer, office space, keys or codes, and library and photocopying privileges are not necessarily accessible to adjunct academics.”



canadore college

Canadore College
100 College Drive
P.O. Box 5001
North Bay, ON P1B 8K9
Tel: (705) 474 -7600

AN ENVIRONMENT FOR LEARNING

northbay • ontario • www.canadorec.on.ca

Teaching and learning activities include ongoing orientation for new faculty, online professional development workshops, and annual and semi-annual faculty events. Every year Rio Salado recognizes outstanding adjunct faculty for their contribution to the college and to their discipline by honouring them at the annual all-faculty learning event.

Surveys completed in 2003 revealed that 80 percent of adjunct faculty at Rio Salado College felt highly valued and respected by the college. They also praised the college for providing infrastructure and services that effectively support their growth and learning while allowing them to focus on their passion for teaching.

My study indicates that orientation efforts must include elements of integration and professional development in order to provide part-time faculty with a greater sense of connection to the institution. Welcoming new part-time faculty with a comprehensive orientation program sets the stage for ongoing support and development.

In *Practical Magic*, Roueche (and company) assert that institutional practices critically affect the quality of instruction. Therefore, more effort needs to be made at the college level to ensure that the support functions available to full-time faculty are just as accessible to part-time faculty. Cultivating effective orientation and professional development opportunities will help part-time faculty adjust and adapt to their educational environment and succeed in their positions.

As I said at the beginning, I recommend that part-time faculty be given:

- Access to key resources such as technology and communication tools, and training in the use of those tools, in order to effectively deliver instruction.
- Formal mentoring opportunities to ensure they feel valued and supported in their role and connected to the larger institution.
- Guidance and direction regarding college policies and procedures in order to effectively balance and manage administrative and student expectations.

Incorporating these elements into a formal structured orientation program will help build confidence for those new to the profession. Providing this type of support can also strengthen the sense of unity and community and ultimately foster a greater sense of loyalty to the institution. Cultivating effective orientation and professional development opportunities can expand and enhance the teaching capacity of part-time educators.

I recommend that senior level college administrators work more closely with departmental deans and coordinators to synchronize orientation efforts and that all colleges require new part-time faculty to participate in orientation programs prior to, or concurrent with, their initial teaching assignment.

The full text of Martha MacEachern's capstone paper, Impact of Structured Orientation Programs on the Teaching Practice of Part-Time Faculty in the Ontario Community College System, is available to OCASA members on the OCASA website: www.ocasa.on.ca c1a

2009 OCASA PD Conference provides Great Work, Great Challenges

Did you *Find Your Great Work*?

Participants in the 2009 OCASA Professional Development Conference did. They also were challenged by a panel of college presidents to accept the challenge of leadership development. They also:

- Honoured two award recipients with standing ovations.
- Heard a presentation on liability insurance by Lily Yu of Marsh Canada.
- Participated in workshops on online learning and executive skills.
- And much, much more.

All were only part of three days of a conference at the Blue Mountain Resort in Collingwood June 22-24 of this year.

Throw in unlimited networking opportunities, great meals, and a setting in the Collingwood's ski country which proves that you don't need snow to have great geography, and the mix was ideal – so ideal that participants had one recommendation for OCASA staff: hold the 2010 OCASA PD Conference in the same resort. Thus, next year's conference, June 21-23, will return to Blue Mountain.

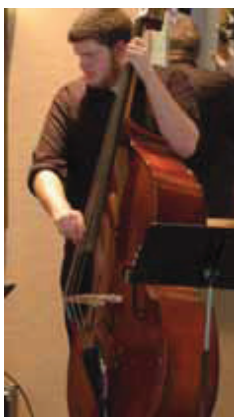
The panel discussion by college presidents was part of the opening dinner of the OCASA PD Conference. Presidents taking part included Don Lovisa, President of Durham College; Ann Buller, President and CEO of Centennial College; Dr. Dan Patterson, President of Niagara College; Barbara Taylor, President of Canadore College; and Brian Tamblyn, President of Georgian College.

(This edition of *College Administrator* includes a feature story about leadership that was inspired by the challenge that came from this panel. See page 6 in this issue.)

Michael Bungay Stanier, who provided a keynote workshop, challenged the participants to "Find Your Great Work™" – a challenge which most found invigorating simply by the perspective it provided on their daily workload.

Although OCASA members receive preferred rates in registering for the conference, attendance is open for non-members and guests. For professional development next year, members are reminded to keep the OCASA PD Conference in mind. Pencil in June 21-23 in your calendar now.

Details of speakers, workshops, and special guests will be announced on the OCASA website and through special email bulletins to members. [c|A](#)



Nine colleges break OCASA 50% mark

The secret to OCASA membership, it seems, is the formation of an Administrative Staff Association.

Of the nine colleges with OCASA membership of more than 50% of those eligible, eight have an active ASA at the college.

Three colleges now boast OCASA membership of more than 60% of eligible administrators. Algonquin College, with 91 OCASA members, tops the list with the largest number of members – 64% of all eligible. La Cité collégiale has 32 members or 65% of all those eligible. Tops in participating level, at 68%, is Confederation College with 45 out of 66 members.

OCASA is a voluntary professional association of college administrators in the 24 colleges of applied arts and technology. All administrators are eligible for membership with the exception of college presidents. Faculty members, and support staff are also not eligible.

In addition to Algonquin, La Cité collégiale and Confederation, the nine colleges with membership at 50% or more include: Loyalist; St. Lawrence; Cambrian; Northern; Georgian; and Fanshawe Colleges. [c|A](#)

OCASA awards win standing ovations

The banquet hall crowd came to their feet for standing ovations twice on June 23, to show appreciation of both recipients of the OCASA 2009 Distinguished Administrator Awards.

Both Judy Robinson, Academic Vice-President of Durham College, and Dr. Jim Elliott, a dean at Lambton College, brought the audience to their feet as they were introduced as award recipients this year.

Ms. Robinson was named Vice-President at Durham earlier this year. Her academic career has included classroom work as a professor at Durham and an appointment as adjunct associate professor at the University of Ontario Institute of Technology.

Dr. Elliott began his 35-year career at Lambton as a teaching master in the business division. He has served as sessional faculty at both Brock University and the University of Windsor. He has been president of a political party riding association, and chair of the Lambton Police Services Board. He is currently chair of the Bluewater Health Hospital Board.

The OCASA Distinguished Administrator Award is presented annually. Deadline for nominations for 2010 is April 30. [c/a](#)



Jim Elliott



Judy Robinson

OCASA announces new law firm

OCASA has announced that Nelligan O'Brien Payne LLP, lawyers, patent and trade-mark agents, have been engaged as a member resource for employment issues as well as corporate advice for OCASA as an association.

OCASA members have access to two billing hours (per issue, per year) for various employment matters. More information about Nelligan O'Brien Payne is available on the resources page of the OCASA website: www.ocasa.on.ca/resources [c/a](#)

Retirees may join OCASA for life

OCASA membership for life is available for retiring members. For a single one-time payment of \$100, members may continue their membership in OCASA. For more information, contact the OCASA office: info@ocasa.on.ca or call 1-866-742-5429.

Retiree members retain access to all OCASA information to members, including access to the members-only section of the website; all infobulletins; subscription by mail to *College Administrator*; and opportunities to continue networking and to be involved in mentoring with active members.

As a plan sponsor, OCASA has a direct voice on the CAAT Pension Plan through representatives to both the CAAT Pension Plan Sponsors' Committee and the CAAT Pension Plan Board of Trustees. As well, OCASA appoints an additional representative to the Board of Trustees through rotation with two OPSEU reps. This position is named by OCASA for three years out of every nine, and may be held by a retiree. OCASA's turn begins January 1, 2010.

Through the Sponsors' Committee membership, OCASA has a veto on some issues concerning the plan. OCASA membership is the only direct voice in the CAAT Pension Plan available to administrators. [c/a](#)

CA invites letters to the editor

College Administrator welcomes feedback and comments on all content in this magazine. If you disagree with any of our writers, or would like to expand on the topic, write a letter to the editor so we can share your thoughts with other readers.

Of course, you don't have to disagree with anyone to write a letter. If you agree with a writer, or would like to add to the topic, write to us then, too.

Send your comments to CA@ocasa.on.ca.

Doug Light Award nomination process changed

The OCASA Doug Light Award for Administrative Excellence – the premier award to Ontario College Administrators – has been changed for the year 2010.

Deadline for nominations for the award will be April 30 at midnight. The award will be presented at the Colleges Ontario conference in November 2010.

The award honours an administrator who best exemplifies professionalism through leadership, excellence of performance, and commitment to others – at a provincial or national level. The award is named after the late Doug Light, who served as president at different times of both Centennial College and George Brown College, and who in the early 1990s chaired a committee from the ministry that led to the formation of OCASA in 1995.

In 2010, the OCASA Doug Light Award will be run in conjunction with the OCASA Distinguished Administrator Award. One nomination form will cover both awards, with the awards committee directing the nominations to the appropriate consideration.

The OCASA Doug Light award is offered for contribution on a provincial or national level. The Distinguished Administrator Award honours a similar contribution at the local college or regional level.

The OCASA Distinguished Administrator Award, along with the OCASA Volunteer Recognition Award, will be presented at the 2010 OCASA Professional Development Conference June 21-23. [c|A](#)

Have a suggestion for a CA article? Let us know

College Administrator welcomes queries and suggestions for future articles. If there is a particular topic you believe would be of interest to administrators on Ontario colleges, write us a brief note about the topic. If you have developed some background information on the topic you could share that with us and suggest one or more people who you believe might be best suited to write such an article.

If you're really well versed on an issue and would like to share your knowledge, *College Administrator* welcomes submissions. If you would like to contribute an article send a brief query (200 words or so) outlining the topic. The query helps editors review the suitability for publication before you've committed the work involved in producing the article and helps avoid duplication of effort.

Send all queries and suggestions to: CA@ocasa.on.ca [c|A](#)

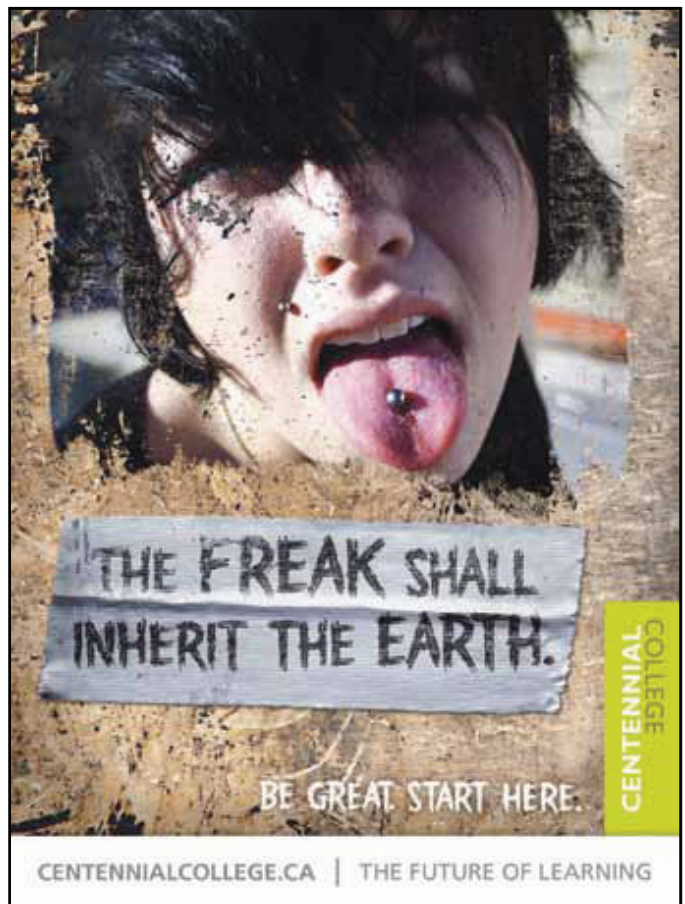
Future features: CA looks at physical plant

Everyone complains if the room is too hot, or too cold, or if the circuit breaker trips while you're at the photocopier. The spring 2010 issue of *College Administrator* will take a look at the physical plant of colleges through the eyes of the staff given the job of bringing 1960s electrical service up to today's standards, while at the same time adjusting the heating-cooling requirements of the two latest wings in balance with the original 40-year-old building. Oh, and did we mention that this all has to be as green as green can be?

Also in the spring edition: readers write; a special guest columnist; and details of the 2010 OCASA PD Conference, which returns once more to Blue Mountain Resort, Collingwood, June 21-23. [c|A](#)

OCASA conference will return to Blue Mountain

The 2010 OCASA Professional Development Conference will return to the Blue Mountain Resort in Collingwood on June 21-23 next year. Details of the conference will be announced by email to members and on the OCASA website in February and March next year. [c|A](#)



Anne-Marie McAllister

As the Manager of Organizational Learning at Georgian College, Anne-Marie McAllister has “endless possibilities” to release her inner radiance. Her role enables her to facilitate and lead workshops, plan events, and guide healthy workplace initiatives. In her unique position, she has opportunities to connect with Georgian staff in professional development that she delivers with a passion that is both energetic and engaging.

In her spare time Anne-Marie loves to belt it out. Encouraged to sing in church at a young age, she honed her craft at weddings, religious services and community events. Her breakthrough came when she competed and won a local contest as a teen. Performing in the *Gord Bastian Variety Show* each year with fellow Georgian staff, Anne-Marie has been able to extend her singing talents to encompass “acting” roles as well.

Performing with *Sweet Adeline's* for the past two years has delivered the vocal training she was craving. Singing a *capella* in four-part harmony with 60 other women fostered her ability to focus and work effectively as a team member. Recently, Anne-Marie had the privilege of singing back-up for Kenny Rogers as her youngest son sang with him at centre stage.

Soon Anne-Marie will be recording with her chorus. This spring they travelled to New York state, bringing their voices to compete with others from around North America. Musical energy is encoded in her family genes with her four sons playing guitar, bass and piano. They love to entertain their sister who has mastered the iPod. [CIA](#)

In each issue, *College Administrator* profiles one OCASA member with out-of-the-ordinary hobbies or activities. If you know someone who might qualify, send your suggestion to info@ocasa.on.ca



Advertiser Information Centre

COMPANY	PAGE	WEBSITE	PHONE
Applied Electronics	OBC	www.appliedelectronics.com	905-625-4321
Blue Mountain	14	www.bluemountain.ca	877-445-0231
Canadore College	26	www.canadorec.on.ca	705-474-7600
Centennial College	29	www.centennialcollege.ca	800-268-4419
Central Michigan University	7	www.cel.cmich.edu/international	877-268-4636
Davenport University	20	www.davenport.edu	866-925-3884
Fanshawe College	19	www.fanshawec.ca	519-452-4430
George Brown College	IBC	www.georgebrown.ca	800-265-2002
Hi-Rise Communications	IFC	www.hirise.ca	866-234-5335
Humber College	10	www.humber.ca	416-675-5000
Kempfenfelt Conference Centre	8	www.kempfenfelt.com	705-722-8080
OCAS	16, 23	www.ocas.ca	866-647-6227
TD Insurance Meloche Monnex	20	www.MelocheMonnex.com	866-269-1371



CONTINUOUS LEARNING

INTERNATIONAL & IMMIGRANT EDUCATION

PREPARATORY & LIBERAL STUDIES

ARTS & DESIGN

COMMUNITY SERVICES & EARLY CHILDHOOD

HEALTH SCIENCES

HOSPITALITY & CULINARY ARTS

CONSTRUCTION & ENGINEERING TECHNOLOGIES

BUSINESS



It only makes sense that the place known for getting you the job is a great place to have a job.



georgebrown.ca



When "Old School" Just Won't Do

The right technology enhances the learning process.

Applied Electronics has the solutions to transform your classroom experience.

SMART BOARDS

SMART Board™
interactive whiteboard

Turn distractions into interactions with the next generation SMART Board™ interactive whiteboard systems. These integrated multimedia systems energize and encourage students to participate, making them a powerful focal point for learning. Discover how SMART products open the door to different styles of learning.



HD PLASMAS AND PROJECTORS

Panasonic
ideas for life

Visual solutions adaptable to any learning environment.

HD PLASMA Displays
New Design with 15,000:1 Contrast Ratio and 100,000 Hour Service Life.



LCD & DLP Projectors

With Daylight View technology, Panasonic LCD projectors deliver superior brightness and picture quality for greater visual impact. Large venue DLP projectors offer Detail Clarity Processor to give extremely realistic textures and up to 12,000-lumen brightness for performance and reliability.



APPLIED ELECTRONICS CLASSROOM SOLUTIONS

- Sales & Consultation •
- Systems Design •
- Integration •
- Service & Support •

Contact us at: (905) 625-4321
AELinfo@appliedelectronics.com
www.appliedelectronics.com

- TORONTO • 905.625.4321
- MONTREAL • 514.333.3324
- CALGARY • 403.291.5143
- EDMONTON • 780.462.8275
- VANCOUVER • 604.439.7228

CRESTRON FAMILY OF TOUCHPANELS

CRESTRON

With distinctive features for every application, Crestron's broad range of over 100 touchpanels delivers maximum value. Crestron touchpanels enable advanced automation and control of audio, video, computer and environmental systems. From 3.6" to 17" widescreen displays to handhelds, FlipTops, wall mounts and tiltcase designs - there's a Crestron touchpanel for every room and every budget.



Applied Electronics Limited
Your Complete Technology Partner

AUDIO VISUAL SYSTEMS:

EDUCATIONAL AND TRAINING FACILITIES • VIDEO CONFERENCING FACILITIES • AUDITORIUMS AND BOARDROOMS
PUBLIC DISPLAY ENVIRONMENTS • LEGISLATURES AND COUNCIL CHAMBERS • COMMAND AND PROCESS CONTROL CENTRES