

COLLEGE ADMINISTRATOR

OCASA
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The professional journal for Ontario college administrators

Green Initiatives

- INSIDE:
- Aboriginal education
 - Digital learning

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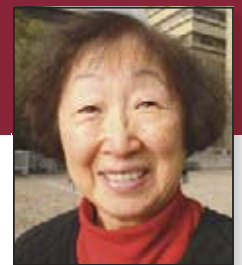
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Chris Fliesser
OCASA President

Reflecting on some of the things Jim talks about in the book makes me wonder if we are preparing ourselves for the possibility of being blindsided.

Blindsided

A highlight of my summer was the 5th Annual OCASA Professional Development Conference in beautiful Blue Mountain in Collingwood. This was the second year the conference was held there and it was our most successful ever. Some memorable things for me included: meeting new friends and being reacquainted with others; the quality of the workshops; the excellent meals; the fabulous awards banquet which included the presidents' panel; the accommodations; jogging in great surroundings; and finally our keynote presenter, Jim Harris.

Jim is the principal of Strategic Advantage, a management consulting firm specializing in strategic planning and leadership development. His presentation was stimulating and thought-provoking. All conference participants received a free copy of one of three books he has written. I picked *Blindsided*. What a good choice! The thesis of the book is that we always must be aware of what is happening around us so we can spot the next breakthrough that will change our business forever. He uses great examples in the book such as that of the 19-year-old who invented Napster. The music industry was "blindsided" by this innovation and has never been the same. The book is a great read; if you get a chance, read it.

Reflecting on some of the things Jim talks about in the book makes me wonder if we are preparing ourselves for the possibility of being blindsided. By the "we" I mean colleges in Ontario. Will local private colleges eat into our market share? Will international private colleges/universities like Phoenix be a threat? They currently have 500,000 students and are spreading their wings further and further.

Regardless of what the future brings it is important that college administrators be proactive in preparing for it. OCASA is committed to being part of that preparation and in helping each and every one of you in your development as college administrators. We are also providing professional development opportunities and accreditation for you. We are advocating on your behalf with the College Employer Council, and by lobbying government. OCASA is also an official sponsor of the CAAT Pension Plan.

Enjoy this issue of *College Administrator*. There is a feature article on the green initiatives that colleges are undertaking. There is another article on digital learning and which direction this might be headed, along with an article on Aboriginal education by Linda Croall. Of course, do not miss the pension article from Derek Dobson, CEO of the CAAT Pension Plan. [CIA](#)





Chris Fliesser
Président de l'APACO

En réfléchissant sur certains des enjeux dont Jim aborde dans son livre, je me questionne quant à nos possibilités d'être pris complètement au dépourvu.

Pris au dépour vu

Mes journées les plus ensoleillées cet été furent celles de la 5^e conférence annuelle de perfectionnement professionnel de l'APACO qui a eu lieu, pour une deuxième fois, au cœur de la beauté de Blue Mountain, Collingwood. Quel succès! La meilleure de toutes les conférences jusqu'à date. Mes rayons de soleil les plus forts incluent : la formation de nouvelles amitiés et le renouvellement d'autres; la qualité des ateliers; les délicieux repas; le fabuleux banquet pour la remise des prix, y compris le panel des présidents; le calibre de l'hébergement; l'occasion de faire du jogging dans un environnement des plus ébouriffants; et finalement, notre conférencier invité, M. Jim Harris.



Jim est le directeur principal de la société *Strategic Advantage*, un cabinet d'experts-conseils en gestion et spécialistes dans le domaine de la planification stratégique et le développement du leadership. Sa présentation était stimulante tant qu'inspirante. Tous les participants ont reçu une copie gratuite d'un des trois livres dont il est l'auteur. J'ai choisi : *Blindsided*. Quelle merveille! La thèse du livre nous sensibilise au fait que nous devons toujours être conscients de ce qui se passe autour de nous afin de pouvoir identifier la prochaine percée qui changera à jamais notre entreprise. Jim utilise des exemples frappants dans son livre, tels que celui du jeune homme de 19 ans qui a inventé Napster. L'industrie de la musique fut désagréablement prise au dépourvu par cette innovation et n'a jamais été la même depuis. Ce livre vous offre une lecture des plus motivantes. Si vous en avez la chance, je vous encourage à le lire.

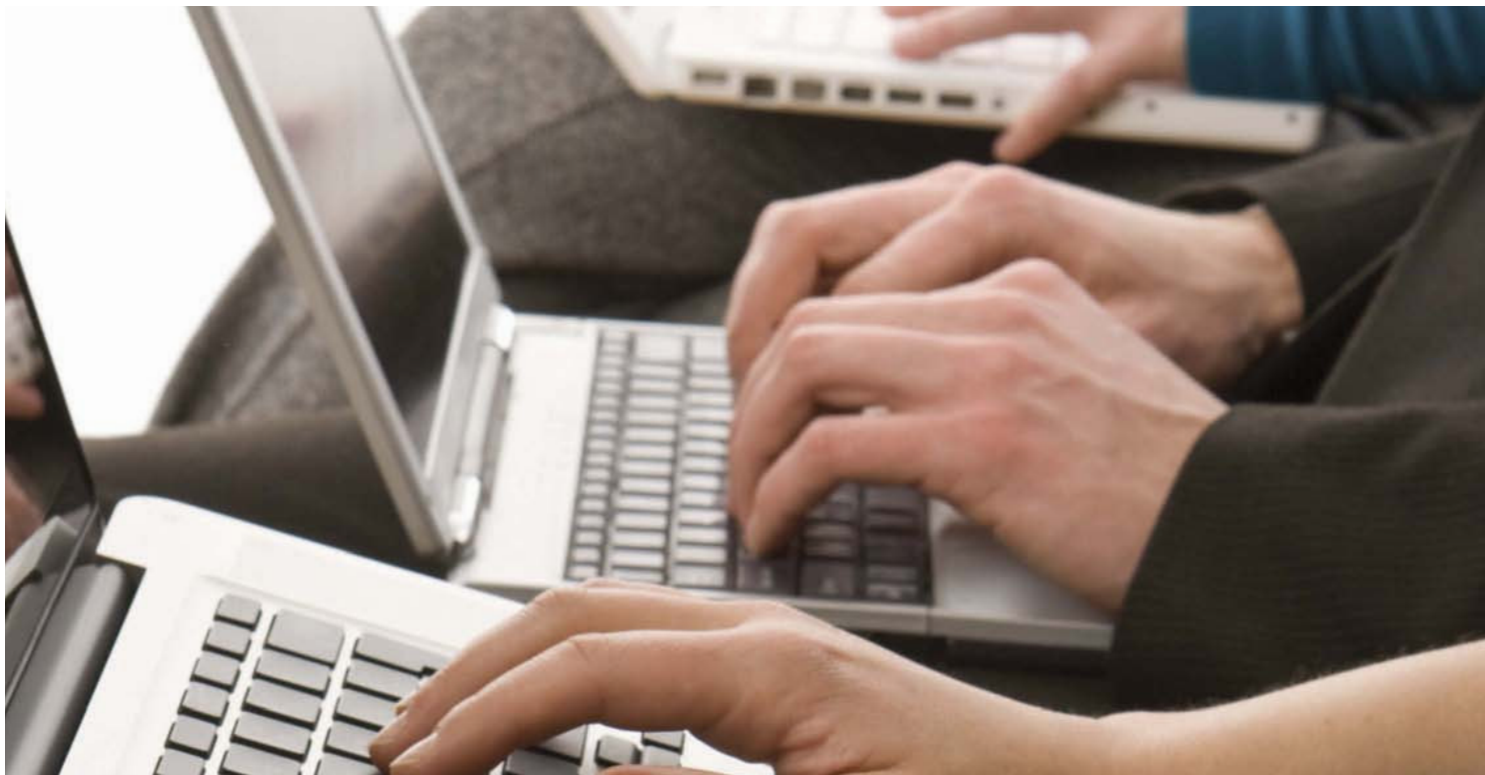
En réfléchissant sur certains des enjeux dont Jim aborde dans son livre, je me questionne quant à nos possibilités d'être pris complètement au dépourvu. Par « nous » j'entends les collègues de l'Ontario. Est-ce que les collèges privés prennent du terrain et s'emparent de notre part du marché? Est-ce que les universités et collèges privés internationaux, tels que Phoenix, présentent un défi réel? Ils ont actuellement 500 000 étudiant(e)s et continuent de déployer leurs ailes de plus en plus loin.

Indépendamment de ce que l'avenir nous réserve, il importe que les administrateurs de collèges soient proactifs dans leurs préparations envers ces défis. L'APACO est engagée à faire partie de cette planification et à aider chacun et chacune de vous tout le long de votre progrès à titre d'administrateur de collège. Nous fournissons également des occasions de perfectionnement professionnel et d'accréditation pour vous. Nous préconisons en votre nom auprès du Conseil des employeurs des collèges et menons des actions de lobbying auprès du gouvernement. En outre, l'APACO parraine officiellement le Régime de retraite des CAAT.

Profitez de ce numéro de la publication Administrateur de collège. Prenez soin de lire l'article sur les initiatives « vertes » que les collèges ont entreprises. Vous y trouverez également un article sur l'apprentissage numérique et la direction vers laquelle il se dirige, en plus d'un article sur l'éducation chez les autochtones de Linda Croall. Dernièrement, ne manquez surtout pas l'article sur la retraite rédigé par Derek Dobson, chef de la direction du Régime de retraite des CAAT. [CIA](#)

Digital dilemma

From hole-in-the-wall demonstrations of unguided learning to video streaming and online courses, the Internet is changing how education is delivered.



Digital education.
Everybody is
talking about it.
Everybody is
likely even doing
something about it.

But when it comes down to the specific details, nobody seems to know exactly where this questing beast is headed.

OntarioLearn brought some coherence to an area of some confusion to online delivery 15 or more years ago: everybody knew the future required action, but it

By Bill Swan, Contributing Editor

soon became clear that if everybody competes, nobody wins.

OntarioLearn was born out of that, led by Loyalist's Dan Holland and other visionaries across the colleges. Dan earned the OCASA Doug Light Award for that effort. As a result of the efforts of the OntarioLearn pioneers, everybody shares, everybody wins, and the future is living among us. (See the article by Alan Brady, CEO of OntarioLearn, in *College Administrator Online*, to get a picture of what OL has become.)

But to stand still in the online world will get you the same results as stationary water skiing.

In the throne speech in March of this year, the government declared a long-term plan for the post secondary sector. Included in this was the promise to form the Ontario Online Institute. Its purpose: "Your government will create the new Ontario Online Institute, bringing the best professors in the top programs at Ontario universities to the homes of those who want to pursue this new option for higher learning."

Universities were specified, but in an update to a query in September by *College Administrator* the ministry said: "The government's Open Ontario plan to create new jobs and strengthen the

economy made postsecondary education and training a key priority. Colleges and universities offer a variety of online learning options. The government wants to build on the good work that's been done to date and is now in the early stages of developing our online learning capabilities so students of colleges and universities can learn at home."

One might note the change: from top professors in top programs at universities to "colleges and universities."

To include colleges in this brave new venture is in keeping with a warning issued in June by Mohawk College President Robert MacIsaac in the Presidents' Panel at the OCASA Professional Development Conference.

"If you look at what the virtual colleges have become in the United States," he said, "we in this sector would be crazy if we didn't try to figure how we are going to deal with this. Increasingly, those private for-profit universities are going to be cutting our grass. They have already gotten so big that if we are going

to respond effectively, it should be a sectorial response here in Ontario."

The whole issue moves beyond delivery of programs online through distance education. More and more, hybrid models of instruction emerge from efforts in the standard classroom. Laptops have replaced pen and paper; wireless environment forces teachers to compete with Facebook and Twitter; and some claim that the technology with the power of social networking changes the complete dynamic in the classroom. And with both Facebook and Twitter, we have seen how quickly new dynamics can enter the scene and become the dominant force.

To catch a glimpse of the changes that might enter colleges within the next 10 years, consider some of the research being done in this area. In 1999, educator Sugata Mitra and his colleagues dug a hole in a wall bordering an urban slum in New Delhi, installed an Internet-connected PC, and left it there (with a hidden camera filming the

area). What they saw was kids from the slum playing around with the computer and in the process learning how to use it and how to go online, and then teaching others. (*Links to the TED lecture are given at the end of this article.*)

Mitra claims the Hole in the Wall project demonstrates that even in the absence of direct input from a teacher, an environment that stimulates curiosity can cause learning through self-instruction and peer-shared knowledge. What it can amount to is a powerful tool that in the hands of an expert teacher can be revolutionary. For those of us with exposure to the old one-room school, this effect may not be so surprising: children teaching children.

In the hands of anyone charged with reducing costs, of course, the same technology might be considered dangerous. Technology cannot replace teachers, although Mitra demonstrated his computer-in-the-wall to science fiction writer Arthur C. Clarke, who said: "If a teacher can be replaced by a computer, he should" – a

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Steven Zucker, Chief Information Officer & Associate Vice President of Information Technology at Durham, emphasizes that institutions which have a culture placing importance on moving the curriculum to learning management systems “over a number of years those schools will be in better shape in terms of using educational technology to support student learning.”



quip saying more about the effectiveness of marginal teachers than the power of a computer to replace teachers in general.

Digital education, of course, hits every segment: classrooms, email, computer infrastructure, registration, the book store and text books.

To get a glimpse of where the textbook industry is preparing, we interviewed Tammy Scherer, Managing Development Editor with Elsevier Canada, a publisher specializing in medical texts. In addition to standard texts, Scherer describes the challenges of interactive online resources, CDs, interactive test banks, and other developments. Publishers are now producing material in many formats, likely hoping for educators to settle into some standard usage of the technology. The history of technological applications shows that proprietary systems eventually get shaken out of the tree. See her full interview in *College Administrator* online, linked on page 9.

And that may be part of the difficulty: publishers are waiting on educators to take the lead; educational administrators are waiting for a groundswell from faculty; faculty are at various stages of adaptation but either waiting for or resisting a push from administration; and everybody is trying to figure out what today's student wants (or needs?).

The key requirement, says Steven Zucker of Durham College, is leadership. Zucker, Chief Information Officer & Associate Vice President of Information Technology at Durham, emphasizes that institutions which have a culture placing importance on moving the curriculum to learning management systems “over a number of years those schools will be in better shape in terms of using educational technology to support student learning.”

But the problem runs deeper than simply selecting a system to help organize material for students.

Dr. Margaret Haughey, Vice President, Academic at Athabasca University – an “open and distance” university which offers distance degrees in addition to online – cautions that the institution has to provide not only support but encouragement. “You have to show that you are committed; that this is important ... there needs to be tech-support and working groups.” But to make any system work in the new technology, she says, requires leadership to foster a collaborative team enterprise. The collaborative learning encouraged in the classroom – whether virtual or not – requires the same collaborative stance of faculty to bring it about.

And the role of administration? “It's better (to have resources) just in

time rather than just in case,” says Dr. Haughey. She stresses the need for a culture of inquiry around the process rather than a culture of fear.

The digital revolution does seem to be shaping up to affect every aspect of postsecondary education. It goes beyond classroom versus online. In effect, almost all classes now are a version of hybrid – a bit of both classroom and online, with at least lecture notes, assignments and some student feedback provided through online resources. The issue touches the training of teachers (and thus, alas, likely union contracts); challenges leadership both at the institutional level and that of the individual administrator; and in the eyes of some forces longer-term planning.

Zucker warns that if there is no structure or overall plan there is a tendency to spend money that may benefit a small program but does not advance the needs of the institution. This, he warns, can lead to “a technological junk yard” where hardware or software has been purchased but sits on the shelf and never gets utilized or under-utilized for whatever reason.

And, he adds, the infrastructure must not only be built to meet the needs of today. “We must understand our direction and where things are going.” He points to the network at Durham which was

To learn more:

HOLE-IN-THE-WALL: www.ted.com/talks/lang/eng/sugata_mitra_shows_how_kids_teach_themselves.html

BILL GATES: www.techcrunch.com/2010/08/06/bill-gates-education/

OCASA PRESIDENTS' PANEL: www.ocasa.on.ca/news/conference_videos (Members only.)

installed eight years ago that could be challenged in the future to provide the bandwidth placed on it by video streaming and other future application demands. "Perhaps no one thought that five years later we would need double or triple the bandwidth, so now we're not able to (meet the demand for video streaming)." The plan for the infrastructure, he says, must include plans for updating or renewing. "It's very similar to the problem we now have structure for the roads, water pipes and sewer systems where we have millions of dollars of infrastructure, but haven't invested in upgrading that infrastructure and eventually the institution is stuck with a large bill it can't afford."

The challenges are many. Writing in the *Toronto Star* op-ed page this fall, Jeff Zabudsky, President and CEO of Sheridan Institute of Technology and Advanced Learning, placed technological change as one of four challenges facing education today.

"Why penalize would-be learners who simply can't make it to class?" Zabudsky said. "Why limit capacity by excluding students who don't require personal

interaction to attain the skills they need? By broadening the horizons of online courses, we can broaden the base of people with whom we engage.

"Delivering education in new ways utilizing all available technologies is a must. It is also a rational way of achieving provincially mandated goals intended to increase the proportion of Ontario's population with postsecondary education

from 64 per cent to 70 per cent. The laptop is today's pencil and we must find more ways to get the learning out of our institutions and onto students' screens."

To emphasize his point, he quoted Bill Gates: "Five years from now on the web for free you'll be able to find the best lectures in the world. It will be better than any single university."

Or college, for that matter. [c|A](#)

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COLLEGE ADMINISTRATOR ACCESS ONLINE

Digital Dilemma

A textbook editor says the industry has been ready for 10 years:

www.ocasa.on.ca/publications

OntarioLearn

After 15 years of outstanding growth, OL is ready to advise the Ontario Online Institute, says CEO Alan Brady:

www.ocasa.on.ca/publications

Presidents' Panel

One college president warns that online postsecondary institutions soon may "be cutting our grass." OCASA members can see the video online:

www.ocasa.on.ca/news/conference_videos

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Le dilemme numérique

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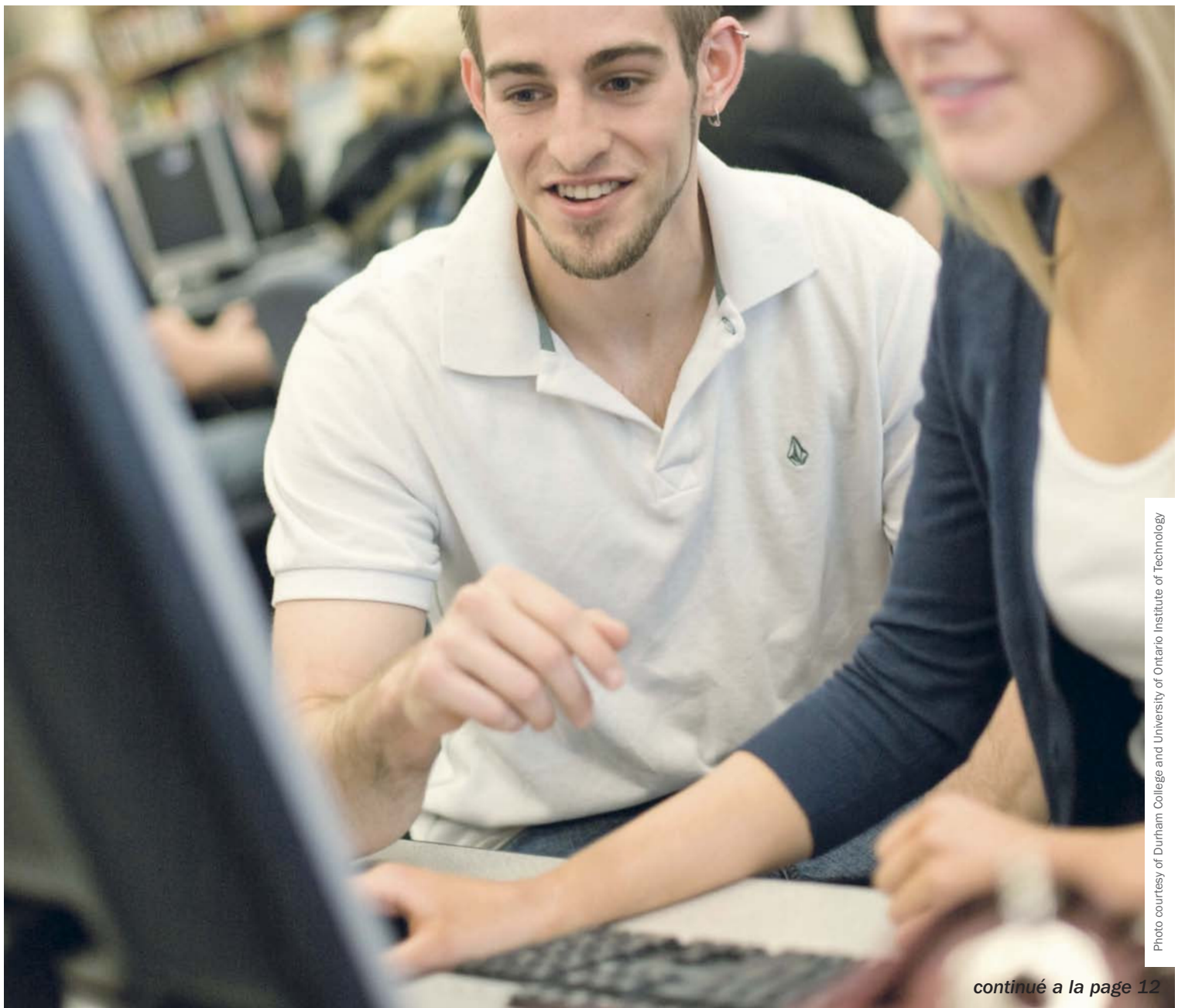


Photo courtesy of Durham College and University of Ontario Institute of Technology

continué a la page 12

Éducation numérique.

Tout le monde en parle.

Tout le monde est sans doute à faire quelque chose à ce sujet.

Mais lorsqu'en quête de détails précis, nul ne semble savoir exactement dans quelle direction cette « bête » se dirige.

Quinze ans ou plus se sont maintenant écoulés depuis que la société *OntarioLearn* conférait une certaine cohérence au domaine de l'éducation en ligne. Tandis que ce domaine se présentait muni de grande ambiguïté, tous étaient au fait des actions futures nécessaires. Nous avons par contre rapidement constaté que si tous entraient en concurrence avec l'un et l'autre, nul n'en sortirait gagnant.

C'est exactement selon cette philosophie que la société *OntarioLearn* fut établie et ce, sous la direction de M. Dan Holland du collège *Loyalist* et une équipe d'autres visionnaires de nombreux autres collèges. Dan fut attribué le prix *Doug Light* de l'APACO pour ce projet. Aujourd'hui, grâce aux efforts des innovateurs de la société *OntarioLearn*, nous profitons tous de ses avantages; nous en sommes tous gagnants; et l'avenir accompagne tous et chacun. (Nous vous invitons à lire l'article de M. Alan Brady, chef de la direction de la société *OntarioLearn*, qui figure dans le présent numéro de la publication *Administrateur de collège* afin de constater le progrès de cette innovation depuis sa conception.

Il faut par ailleurs reconnaître que le marasme dans l'environnement virtuel/en ligne nous sera aussi utile que faire du ski nautique sur place.

Dans le discours du Trône en mars de cette année, le gouvernement a dévoilé son plan d'action à long-terme pour le

By Bill Swan,
Collaborateur à la rédaction

secteur d'études postsecondaires. Ceci incluait la promesse d'établir l'Institut Ontario en ligne dont l'objectif fut précisé comme suit :

« Votre gouvernement créera le nouvel Institut Ontario en ligne pour assurer, à ceux et celles qui souhaitent avoir recours au cyberapprentissage pour leurs études postsecondaires, l'accès aux meilleurs professeurs des meilleurs programmes universitaires ontariens et ce, à partir de leur résidence. »

Comme vous pouvez le constater, les universités y étaient particulièrement précisées, mais lors d'une mise à jour faisant suite à une demande par les administrateurs de collège en septembre, le ministre indiquait :

« Le plan *Ontario ouvert sur le monde*, conçu par le gouvernement pour créer des emplois et renforcer l'économie, stipule que la formation et les études postsecondaires sont une priorité clé. Les collèges et universités offrent déjà de nombreuses options pour l'éducation en ligne. Le gouvernement planifie augmenter l'envergure de ces excellentes innovations déjà en cours et œuvre actuellement aux toutes premières étapes de développement de nos capacités dans le domaine de l'enseignement en ligne, afin de permettre aux étudiants des collèges et universités de poursuivre leurs études à la maison. »

Nous remarquons avec plaisir le changement des mentions « universités » pour maintenant inclure les collèges.

L'inclusion des collèges dans cette courageuse et nouvelle entreprise va de main en main avec les défis signalés par le président du collège *Mohawk*, M. Robert MacIsaac, en juin dernier, lors du panel des présidents à la conférence annuelle de perfectionnement professionnel de l'APACO.

« Il suffit de jeter un coup d'œil sur le succès des collèges virtuels aux États-Unis », disait-il. « Dans notre secteur d'enseignement, ce serait de la folie de ne pas planifier comment surmonter ces défis. Il n'y a aucun doute que les universités privées à but lucratif brouteront nos pâturages de plus en plus.

Elles sont devenues tellement importantes que la seule réponse efficace se doit d'être une réponse unifiée et sectorielle ici en Ontario. »

La question va bien au-delà de la prestation de programmes en ligne par le biais de télé-enseignement. De plus en plus de modèles hybrides d'enseignement émanent des efforts en salle de classe. Les ordinateurs portatifs ont remplacé le papier et le crayon; les environnements sans fil poussent les enseignants à rivaliser avec Facebook et Twitter; et certains affirment que toute technologie offrant un réseautage personnel ou social quelconque change la dynamique de la salle de classe complètement. Tant avec Facebook que Twitter, nous avons tous constaté l'arrivée en scène de nouvelles dynamiques qui sont devenues une force dominante en très peu de temps.

Pour un survol des changements qui pourraient affecter les collèges au cours des dix prochaines années, il suffit de tenir compte des recherches qui sont ou ont été effectuées dans ce domaine. En 1999, l'éducateur Sugata Mitra et ses collègues ont percé un trou dans un mur bordant un taudis à New Delhi afin d'y installer un ordinateur connecté à Internet, et ils l'ont tout simplement laissé là (avec un caméscope caché pour enregistrer l'entourage). Qu'ont-ils vu? Ils ont vu les enfants du taudis jouer avec l'ordinateur et par voie de conséquence, apprendre par eux-mêmes comment l'utiliser et comment se rendre en ligne, pour ensuite se l'enseigner entre-eux.

(Les liens pertinents aux conférences TED sont fournis à la fin de cet article, mais les renseignements ne sont malheureusement offerts qu'en anglais.)

Mitra propose que le projet *Hole in the Wall* démontre que même en l'absence de participation directe de la part d'un enseignant, tout environnement qui stimule la curiosité peut engendrer l'auto-apprentissage et le partage de connaissances entre pairs. Si vous pensez aux anciennes écoles d'une seule pièce, cet effet n'est pas surprenant : des enfants qui enseignent des enfants. Entre les mains d'un professeur expert, ce puissant outil peut devenir révolutionnaire.

Par contre, il va de soi qu'entre les mains d'une personne chargée de réduire les coûts, cette même technologie pourrait être jugée dangereuse. Bien qu'après avoir présenté son projet d'ordinateur

dans le mur à l'auteur de science-fiction. M. Arthur C. Clarke qui a dit, « Si un enseignant peut être remplacé par un ordinateur, il devrait », la technologie ne peut remplacer les enseignants. Nous interprétons la boutade de M. Clarke à en dire plus sur l'efficacité des enseignants marginaux que le pouvoir des ordinateurs à remplacer les enseignants en général.

L'éducation numérique, bien sûr, touche plusieurs segments : les salles de classe, le courrier électronique, l'infrastructure informatique, les inscriptions, la librairie et les manuels scolaires.

Pour un aperçu de la direction dans laquelle l'industrie des manuels scolaires se dirige, consultez les renseignements fournis selon notre entrevue avec Mme. Tammy Scherer, directrice de la rédaction chez Elsevier Canada, une maison d'édition qui se spécialise dans les textes médicaux (consultez l'encadré de cet article pour le lien - Le dilemme numérique). En plus des défis visant les textes habituels, Scherer décrit ceux engendrés par les ressources

interactives en ligne, les CD, les banques de données pour les examens interactifs, y compris d'autres développements. Les maisons d'édition s'affairent à produire du matériel d'enseignement dans de nombreux formats, espérant sans doute que les enseignants s'habitueront à une utilisation plus ou moins standard de la technologie. L'historique des applications technologiques démontre que les systèmes exclusifs sont éventuellement secoués de l'arbre.

Ceci est possiblement une partie des défis : les maisons d'édition attendent que les corps enseignants prennent l'initiative; les administrateurs d'établissements d'enseignement sont en attente d'une masse critique de demandes de la part des enseignants; les enseignants sont à divers niveaux d'adaptation, mais attendent ou résistent l'encouragement de l'administration; et nous sommes tous à essayer de comprendre ce que l'étudiant d'aujourd'hui désire (ou nécessite?).

L'atout clé, disait Stephen Zucker du collège Durham, est le leadership. Zucker, le dirigeant principal de l'information et vice-président associé dans le département de la technologie de l'information à Durham, soulignait que les institutions dont la mentalité perçoit l'importance de migrer le curriculum vers des systèmes de gestion d'apprentissage «... suite à un certain nombre d'années, seront beaucoup mieux positionnées relativement à l'utilisation de la technologie en vue d'appuyer l'apprentissage des étudiants. »

Malheureusement, le problème s'avère plus complexe que la simple sélection d'un système pour faciliter l'organisation du matériel pour les étudiants.

Dr. Margaret Haughey, vice-présidente académique de l'Université Athabasca – une université «libre et à distance», laquelle propose des études universitaires à distance, y compris des cours en ligne - invite les institutions à la prudence : nous

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Et quel est le rôle de l'administration? Dr. Haughey disait (qu'avoir des ressources TI) « juste à temps vaut beaucoup plus que juste au cas où ». En outre, elle soulignait la nécessité d'une mentalité de curiosité et de recherche visant le processus plutôt qu'une mentalité d'appréhension.

La révolution numérique semble se développer pour éventuellement toucher tous les aspects de l'éducation postsecondaire. L'enjeu n'implique pas uniquement les salles de classe réelles contre les salles de classe virtuelles. En effet, presque toutes les classes sont maintenant une version hybride - un peu des deux - salles de classe physiques et virtuelles, avec au minimum, avec les notes de cours, les projets et les rétroactions des étudiants fournis par le biais de ressources en ligne. La question touche la formation des enseignants (et possiblement, hélas, les conventions collectives), met en question le leadership tant au niveau institutionnel qu'au niveau de l'administrateur individuel, et aux yeux de quelques-uns, impose une meilleure planification à long terme.

Zucker prévient qu'en l'absence d'un encadrement particulier ou d'un plan global, une tendance à des déboursments qui bénéficient un petit programme sans vraiment avancer les besoins de l'institution se présente. Ceci, remarquait-t-il, peut mener à *un parc à ferraille technologique* : le matériel ou les logiciels furent achetés, mais se trouvent sur les tablettes, soit sous-utilisés ou sans jamais avoir été utilisés pour une raison quelconque.

À ceci, il ajoutait que l'infrastructure ne doit pas seulement être mise en œuvre pour répondre aux besoins d'aujourd'hui. « Nous devons bien comprendre où se dirigent les développements autant que bien saisir notre propre direction. » Il mentionnait le réseau de Durham qui fut installé il y a huit ans et qui sera à l'avenir mis au défi de fournir l'ampleur de la bande passante que lui impose la lecture vidéo en transit et autres applications. « Qui aurait pensé que cinq ans plus tard, nous aurions besoin de doubler ou tripler la bande passante? Nous ne sommes aujourd'hui nullement en mesure de le faire (de répondre à la demande pour la lecture vidéo en transit). » L'infrastructure, disait-il, doit inclure la planification de mises à jour futures ou de renouvellements. « C'est un problème similaire à celui que nous avons aujourd'hui relativement à la structure des routes, des conduites d'eau et des systèmes d'égouts, où nous avons des milliards de dollars d'investis dans l'infrastructure... mais très peu est investi dans l'amélioration de cette infrastructure. Éventuellement, l'institution se retrouve avec une facture très élevée qui est

pratiquement impossible à acquittée.

Les défis sont nombreux. Jeff Zabudsky, président et chef de la direction de Sheridan Institute of Technology and Advanced Learning, mentionnait dans son article à la page d'opinions du Toronto Star cet automne, qu'il considère les changements technologiques comme étant l'un des quatre défis de l'éducation aujourd'hui.

« Pourquoi pénaliser ceux qui veulent poursuivre des études, mais ne peuvent le faire en classe? » disait Zabudsky. « Pourquoi limiter l'ampleur de notre portée en excluant les élèves qui ne nécessitent pas d'interaction personnelle pour acquérir les compétences recherchées? En élargissant l'horizon des cours en ligne, nous pouvons agrandir le nombre de personnes avec qui nous interagissons. »

« L'éducation par voie de nouvelles méthodes, utilisant toute la technologie disponible s'impose. Ceci s'avère également un moyen logique d'atteindre les objectifs prescrits par la province visant à accroître le pourcentage de la population ontarienne munie d'une éducation postsecondaire de 64 pourcent à 70 pourcent. L'ordinateur portatif est aujourd'hui notre crayon et nous devons établir d'autres façons de migrer l'apprentissage de nos institutions vers les écrans des étudiants. »

Visant à souligner son point de vue, il a cité Bill Gates : « D'ici cinq (5) ans, sur le web et gratuitement, vous serez en mesure de trouver les meilleures cours magistraux et conférences au monde qui surpasseront toute université individuelle.

Ou d'un collège, d'ailleurs. seulement.) **CJA**

Administrateur de Collège en ligne :

Le dilemme numérique : Une éditrice de manuels scolaires (Tammy Scherer) déclare que l'industrie est prête depuis maintenant 10 ans : www.ocasa.on.ca/publications

OntarioLearn : Le chef de la direction chez OntarioLearn, M. Alan Brady, affirme qu'après 15 ans de croissance incontournable, OL est prête à conseiller l'Institut Ontario en ligne : www.ocasa.on.ca/publications

Le panel des présidents : Le président d'un collège nous prévient que les institutions d'études postsecondaires en ligne « brouteront nos pâturages » d'ici peu. Les membres de l'APACO peuvent accéder

à la vidéo en ligne : www.ocasa.on.ca/news/conference_videos

Hole-in-the-wall : www.ted.com/talks/lang/eng/sugata_mitra_shows_how_kids_teach_themselves.html

Bill Gates : <http://techcrunch.com/2010/08/06/bill-gates-education/>

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It's not easy being green

Ontario colleges display innovation in going green.



The challenges facing colleges today are many, varied, and in some cases unpredictable. A constant in recent years has been the simple one: the survival of the planet. Amid the clutter of other urgencies, how are Ontario colleges dealing with environmental issues? With this in mind, *College Administrator* has invited colleges to provide photographs of their most effective projects. The result is a series on *Green Initiatives* starting in this issue. And a word to colleges: submissions of new green initiatives is still open. We'll do our best in the coming months to display the results both here in the magazine and on the OCASA website.



Green Collar grad

At Seneca, Troy White joined the growing cadre of Green Collar workers when he was hired by Honeywell Automation and Control Solutions. The company implements and manages a wide range of energy efficiency programs and services. Troy graduated from Seneca's Mechanical Engineering – Building Sciences program at Seneca.

The wind blows in Kingston

Helped by its proximity to the largest wind farm in Ontario on Wolfe Island, St. Lawrence College became the first college in Ontario with a Wind Turbine Technician Program. Launched in fall 2009, the program produces grads, like Kiu Huang, to fill the growing wind power part of the industry.

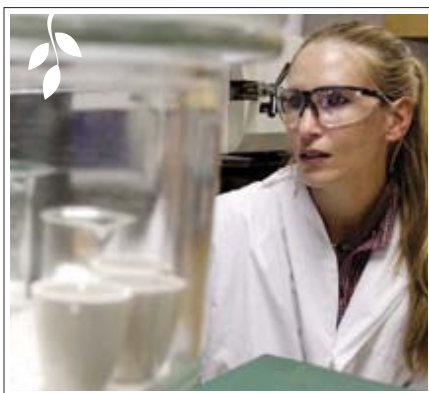


Fanshawe College installs first green roof

Fanshawe College has installed its first living “green roof” above the newly co-located Career Services and Cooperative Education offices at the London campus, where hundreds of sedum – a drought-resistant perennial ground cover – now occupy over 850 square feet of rooftop space.

Forensics at Fleming

Scientists at Fleming College work on phyto-technology – plant technology – to assist communities without the resources and finances for conventional water sanitation systems. At work in this photo is Belinda Tungatt, a graduate of the Fleming College Environmental Technician program who is now a technician working at Fleming College’s Centre for Alternative Wastewater Treatment.



Collège Boréal battles the bottle

Sudbury – As part of the 40th Anniversary of Earth Day, Collège Boréal presents a new initiative aimed at preserving the environment. New drinking fountains designed to save and provide optimal quality water were unveiled today at Collège Boréal’s main campus in Sudbury. The purpose of this initiative is to encourage bottle refills and thus, to reduce the use of bottled water and plastic bottles.

Sudbury – Dans le cadre du 40e anniversaire du Jour de la Terre qui a lieu aujourd’hui, le Collège Boréal présente une nouvelle initiative destinée à préserver l’environnement. De nouvelles fontaines spécialement conçues pour offrir et économiser une eau de qualité optimale ont ainsi été inaugurées ce jeudi au campus principal du Collège Boréal à Sudbury. L’objectif de cette initiative est d’encourager un réapprovisionnement en bouteille et ainsi, de réduire l’utilisation de contenants nuisibles à l’environnement tout en diminuant la consommation d’eau embouteillée.

CAAT Pension Plan

Making a difference



As a new school session gets under way, CAAT Pension Plan officials are very pleased with the provincial government's recent announcement of an exemption from solvency funding requirements for jointly sponsored pension plans.

The good news came as part of the government's introduction of a second package of amendments to pension law, in response to the 2008 report of the Expert Commission on Pensions and the plan's advocacy efforts.

A solvency exemption for jointly sponsored plans was one of the commission's recommendations. It agreed with the plan's view, that a valuation that assumes plan windup is unrealistic and inappropriate for jointly sponsored plans like ours – plans in which employers and members share in decisions about funding and the best means of promoting stability and generational equity.

Details of the government's proposals will not be available for some time yet. Among other things, there will be some requirements which the plan will have to meet in order to qualify for an exemption.



By Derek Dobson
Chief Executive Officer and Plan Manager, CAAT Pension Plan

Early indications are that the plan will be able to meet these conditions.

With regard to funding, plan officials are continuing the review begun early in the year. The Funding Task Force is looking for ways to ensure that a deficit elimination plan is in place for the going concern actuarial valuation which must be filed with regulatory officials next year. The valuation will reflect the plan's funded status as of January 1, 2011, and is due to be filed with the provincial regulator no later than September 30, 2011.

The task force, composed of current and former members of the Board of Trustees and the Sponsors' Committee,

meets approximately once each month. It is carefully reviewing all of the potential means of reducing a deficit: increases in contribution rates, reductions in future benefits, and changes to risk tolerance as defined in actuarial assumptions. To date, some changes to actuarial assumptions will likely be invoked, along with one or both of the other options.

The task force is also looking at a request from the Ontario College Retirees' Association that additional inflation protection be provided for service in the plan prior to 1992. This inflation protection has always been provided on an ad hoc basis. In 2001, when the plan had a notable surplus,

the decision was made to fund the inflation protection until 2014. Further funding would require additional surplus.

Decisions will be made concerning the appropriate actions to take by the end of the year. Any resulting changes will be communicated to all plan members as soon as they are finalized. There will be time to prepare for any changes before their effective dates.

While anticipating these possible changes, the plan is hard at work on other initiatives to update policies and procedures. As one example, the plan text has been amended to admit non-college employers into the plan. These employers must have a defined, college-related function, and be connected to the Ontario college system. Those admitted so far include the Ontario Colleges Library Service, the College Employer Council, and a closed group of employees from the Northern Centre for Advanced Technology. The longstanding participation of the Ontario College

Application Service has also been formalized.

A project to update the plan's transfer and service purchase provisions is also under way. A number of reciprocal transfer agreements will be cancelled, in favour of the less complex transfers permitted under the *Pension Benefits Act*. Agreements that have regular usage will be maintained. These would include plans of the federal government, OPSEU staff, CARRA (a Quebec government body), and the Major Ontario Pension Plans. The latter covers workers in Ontario's public sectors such as education, municipal government, health care, and power generation.

Under a new "open buybacks" policy to come into effect November 1, 2010, the plan will be allowing expanded purchases of service previously credited with any other Canadian pension plan. This would include, for example, service with defined contribution pension plans, and part-time service earned by members before they enrolled in the plan. These provisions

will provide enhanced portability and consolidation options for current and future members.

Plan officials fundamentally believe that the plan is of great value to members and employers. Through improved presentations to members, employer education, and other initiatives, there is a commitment to educating members on the need to plan for retirement and the important role their CAAT plan pension plays. To focus attention on this role and encourage members to engage themselves, a new brand has been developed. At the end of September, visit the plan's website at www.caatpension.on.ca to view the rearranged and enhanced content, along with a new logo and the refreshed navigation. In the coming months, all of the plan's communications and presentations will be updated, with improved content and designs that will reflect a commitment to educate and engage participants in understanding the true value the pension plan brings. [c/A](#)



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Régime de retraite des CAAT

Faire une différence



En cette nouvelle année scolaire, les responsables du Régime de retraite des CAAT sont fort heureux de l'annonce faite récemment par le gouvernement provincial d'une exemption des exigences de capitalisation du déficit de solvabilité pour les régimes de retraite à financement conjoint.

Cette bonne nouvelle s'inscrit dans le cadre de la présentation par le gouvernement d'une deuxième série de modifications à la loi sur les pensions, en réponse au rapport de 2008 de la Commission d'experts en régimes de retraite et aux interventions du Régime.

L'exemption des exigences de capitalisation du déficit de solvabilité pour les régimes de retraite à financement conjoint figurait au nombre des recommandations formulées par la Commission. Cette dernière a ainsi souscrit à l'opinion du Régime, selon laquelle l'évaluation qui suppose la liquidation d'un régime est peu réaliste et ne convient pas aux régimes de retraite à financement conjoint comme le nôtre – les régimes dans lesquels les employeurs et les participants prennent en commun les décisions sur le financement et le



Par Derek Dobson
est le chef de la direction et gestionnaire du Régime des CAAT

meilleur moyen de promouvoir la stabilité et l'équité entre générations.

Il faudra encore un certain temps avant d'obtenir des détails sur les propositions du gouvernement. Entre autres choses, elles énoncent certaines exigences auxquelles le Régime devra satisfaire pour être admissible à une exemption. Selon les premières indications, le Régime sera en mesure de remplir ces conditions.

En ce qui concerne le financement, les responsables du Régime poursuivent l'examen entrepris au début de l'année. Le groupe de travail sur le financement tente de trouver des moyens de veiller à la mise en place d'un plan d'élimination

du déficit pour l'évaluation actuarielle sur une base de continuité, qui doit être déposée auprès des responsables de la réglementation l'an prochain. Cette évaluation, qui rendra compte de l'état de capitalisation du Régime au 1^{er} janvier 2011, doit être déposée auprès de l'organisme provincial de réglementation au plus tard le 30 septembre 2011.

Le groupe de travail, composé de membres actuels et anciens du Conseil des fiduciaires et du Comité de parrainage, se réunit approximativement une fois par mois. Il examine minutieusement toutes les manières dont un déficit pourrait être réduit : hausse

des taux de contribution, réduction des prestations futures, et changements à la tolérance au risque, ainsi que le prévoient les hypothèses actuarielles. À ce jour, certains changements apportés aux hypothèses actuarielles seront probablement invoqués, ainsi que l'une des autres options ou les deux.

Le groupe de travail se penche également sur une demande de l'Association des retraités des collèges de l'Ontario pour qu'une protection supplémentaire contre l'inflation soit offerte pour le service pris en compte aux fins du Régime, antérieur à 1992. Cette protection contre l'inflation a toujours été assurée de manière ponctuelle. En 2001, lorsque le Régime faisait état d'un excédent considérable, l'on a pris la décision de financer la protection contre l'inflation jusqu'en 2014. Un financement supplémentaire nécessiterait un excédendaire supplémentaire.

Des décisions seront prises concernant les mesures qu'il convient de prendre d'ici la fin de l'année. Les changements qui pourraient en résulter seront communiqués à tous les participants au Régime dès que l'on y aura mis la dernière main. L'on prévoira une période de préparation avant l'entrée en vigueur des changements, le cas échéant.

Dans l'anticipation de ces changements éventuels, le Régime ne ménage pas ses efforts à l'égard d'autres initiatives visant à mettre les politiques et les procédures à jour. Prenons par exemple le libellé du Régime, qui a été modifié de manière que les employeurs

qui ne sont pas des collègues soient admis au Régime. Ces employeurs doivent avoir une fonction définie qui se rapporte aux collègues et avoir un lien avec le réseau collégial ontarien. Parmi ceux qui ont été admis jusqu'à présent, mentionnons le service de bibliothèque des collèges de l'Ontario, le Conseil des employeurs des collèges et un groupe fermé d'employés de Northern Centre for Advanced Technology. La participation de longue date du Service d'admission des collèges de l'Ontario a aussi été reconnue en bonne et due forme.

Le projet visant à mettre à jour les dispositions du Régime touchant le rachat ou transfert de service est aussi en cours. Un certain nombre d'accords réciproques de transfert seront annulés en faveur des transferts moins complexes permis sous le régime de la *Loi sur les régimes de retraite*. Les accords utilisés couramment seront maintenus. Ce sont notamment les régimes conclus avec le gouvernement fédéral, les employés du SEFPO et la CARRA (un organisme du gouvernement du Québec), et les principaux régimes de retraite de l'Ontario. Ces derniers s'appliquent aux travailleurs des secteurs publics de l'Ontario comme celui de l'enseignement, de l'administration municipale, des soins de la santé et de la production d'énergie.

Aux termes d'une nouvelle politique de « rachat ouvert », qui entrera en vigueur le 1^{er} novembre 2010, le Régime permettra les rachats élargis de service

crédité à tout autre régime de retraite canadien. Seraient inclus par exemple le service pris en compte aux fins des régimes de retraite à cotisations déterminées et le service à temps partiel accumulé par les participants avant leur inscription au Régime. Ces dispositions offriront des options de transférabilité et de consolidation accrues aux membres actuels et futurs.

Les responsables du Régime croient profondément en l'excellente valeur du Régime pour les participants et les employeurs. Les présentations améliorées aux participants, l'éducation des employeurs et la prise d'autres initiatives sont la preuve d'une volonté de renseigner les participants sur la nécessité de planifier la retraite et sur le rôle important que leur régime de retraite des CAAT joue à cet égard. Pour attirer l'attention sur ce rôle et encourager les participants à se mobiliser, l'on a mis au point une nouvelle image de marque. À la fin du mois de septembre, visitez le site Web du Régime à www.caatpension.on.ca pour voir la nouvelle disposition du contenu amélioré, ainsi qu'un nouveau logo et une navigation actualisée. Au cours des mois à venir, toutes les communications et les présentations du Régime seront mises à jour, et un contenu et une conception améliorés traduiront un désir de renseigner et de mobiliser les participants pour qu'ils comprennent la valeur véritable du Régime de retraite. **CA**



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Aboriginal education

Colonial mindset of administrators and educators is a major obstacle, study concludes



*In her master's degree thesis for Central Michigan University, author Linda Croall – herself aboriginal – came to some startling conclusions. Her paper is entitled, *Self-Determination Through Indian Controlled Indian Education (ICIE) at the Level of Higher Learning*.*

*By Linda Croall, George Brown College
2010 Recipient of the OCASA/CMU Award for Outstanding Research*

A major challenge for Aboriginals has been and continues to be the colonial mindset of administrators and educators that for the most part undervalue and quite often deny Aboriginal peoples their place and contribution to the larger society.

The socialization process created by the western education model excludes other paradigms of thinking and learning, entrenches dominant values, and reinforces public perceptions.

These are two conclusions that emerge from a study completed as my master's degree thesis for Central Michigan University.

The purpose of this qualitative research study was to determine the vision and expression of Indian Control of Indian Education (ICIE) as this policy applies to higher learning. The interviews revealed that there is much rhetoric around the idea of Indian Control of Education (ICIE), whereas education is critical to First Nations' self-determination.

To be inclusive of on- and off-reserve residents, 23 individuals in positions of leadership, primarily First Nations people living and working in both urban and rural communities within southern and northern Ontario, were interviewed for their perspectives on education and related issues. A major consideration of this study is the increasing numbers

of Aboriginals – 54 per cent, as revealed by Census Canada in 2006 – who now reside in, or in close proximity to, urban centres.

The consensus among participants in this study is that there is limited imagination regarding how Aboriginal peoples' perspectives might complement and contribute to mainstream education systems. Like other citizens of Canada, Aboriginal peoples need and want quality education and training so they might fully participate in the larger Canadian society and economy. Their participation involves all education systems valuing and supporting the revitalization and maintenance of their diverse cultural identities, with language recovery and maintenance being a major issue.

Education plays an important role in informing the larger Canadian society about First Nations' place in Canada: the British crown, recognizing the "sovereignty" of diverse "Indian" nations, initiated treaties with them. The expectation is that Canada, too, must honour its treaties.

Treaties include provision for quality education, as is communicated through ICIE policy. First Nations and other Aboriginal groups want to exercise their right to choose where they will go to school, even if this means entering mainstream institutions of higher learning. Others would prefer their own institutions.

But the existing education funding structure, each level of government's denial of their having jurisdiction over the First Peoples in this respect, and the provinces' inflexibility regarding the regulation of education standards that respect and honour an Aboriginal paradigm of thought and knowledge transmission, largely prevent them, particularly First Nations, from realizing the quality education they envisioned when they entered into treaties with Britain, and modern day treaties with Canada.

Interviewees anticipate that as First Nations peoples press their own issues around treaty rights, yet again, they will be left out of the nation-building process because mainstream education systems have been ineffective in communicating Aboriginal peoples' place in, and contribution to, Canadian society. Consequently, newly arrived immigrants, like their predecessors, are just as unlikely to know about the history and cultures of First Nations and other Aboriginal groups. ICIE was intended to help the First Nations to help themselves, but in order for Canada to live up to its promise of truth and reconciliation, First Nations must also play an active role in educating other Canadians about who they are.

Taking the aforementioned into consideration, this study recommends that the vision of ICIE be updated to



Photo by Linda Croall

In the shadow of the Brock monument: The day after Canada Day this summer, visitors to the Brock monument passed by this small wooden frame. The Sama (tobacco) ties are prayer offerings for native Canadians, who feel invisible and marginalized by Canada.

consider recent demographic trends identified in Census 2006, while also considering significant global trends; for example, the growing awareness about and concern for the environment; the impact of globalization economically, politically and culturally; and, the movement of people around the globe and Aboriginal peoples' migration to urban centres as worldwide phenomena.

In urban centres, Aboriginal peoples will be interacting with people from many nations. Hence, this study also recommends that both established and newly arrived Canadians be informed and educated about the First Peoples. To fast track this process it has been

suggested by the RCAP Report that there be an Aboriginal Ministry of Education that would mandate all provinces to support development and implementation of curricula that is inclusive of Canada's indigenous peoples.

To further this effort, this study also recommends that there be change to Canada's official language policy to validate and financially support the recovery and maintenance of First Peoples' languages through existing school systems. Equally important is the recovery and validation of oral traditions to prepare young people for adulthood and leadership roles.

This study further recommends leadership education for First Nations

and other Aboriginal youth involving them in a network, facilitated and expanded by existing leadership. This would enable them to work alongside grassroots communities both on- and off-reserve, drawing on the knowledge and experience of elders and different kinds of community leaders. The leaders, in turn, would contribute to designing a holistic Aboriginal Leadership Program (ALP) modeled on the clan system, while utilizing the resources and learning opportunities of established mainstream institutions in urban and rural centres.

And this model would incorporate the latest in brain-area-based (BAB) research: neuroplasticity, and assessment instruments reflecting the principles and best practices of Aboriginal peoples. Provincial standards would be observed, but the goals of the ALP would include Aboriginal education standards determined by the National Aboriginal Ministry of Education.

Clan leadership and identification with the language systems of different nation-clans would be an entry point to better understanding the issue of sovereignty, governance and self-determination, as it was discovered, through this research study, that these terms are confusing to Aboriginals and non-Aboriginals alike.

The ultimate goal of this research study is to contribute to a better informed and equitable society that, along with contributions made by various immigrant groups who call Canada their home, acknowledges and values its Aboriginal roots. Without realizing common ground and seeking mutual understanding, it is difficult to build relationships between diverse peoples who are being challenged to work together as members of a just society for the good of all. **C/A**

For more on this paper, see the OCASA website: www.ocasa.on.ca

Recommendations

- ICIE vision needs revision to reflect increasing urbanization of Aboriginal Peoples.
- Education about First Peoples is required for both established and newly arrived citizens.
- Financial support is needed for the recovery and maintenance of First Peoples' languages.
- Leadership education is necessary for First Nations and other Aboriginal youth.

Front line supervision

Surviving in the middle

One of the great beliefs in organizational perception is that the higher up you go in responsibility and accountability, the harder the jobs – and therefore the compensation is well deserved. Others say that the higher up, the closer to the door – therefore the greater risk.

However, one could make the argument that front line supervision may be one of the most difficult roles to play in the colleges. In a climate survey conducted at Sir Sandford Fleming College when I was president, we heard loud and clear that front line managers were caught in the middle and felt powerless. In fact, there was a direct linear relationship between how far managers were from the president and how impotent each felt.

Well, maybe a little different word might describe it better: middle managers felt caught in the crossfire. As one colleague described it, middle managers have two masters. First is the senior leadership, who expect you to deliver on their expectations; and second are those who report to you, and who expect you to support them in carrying their messages to senior management. These are not necessarily compatible.

The Centre for Creative Leadership describes the tension in the middle coming from three challenges:

1. Getting the top and the bottom of the hierarchy to work together.
2. Collaborating across the organization.
3. Combining a demanding job and demanding roles outside of work.

One colleague said it is a great dance trying to finesse solutions between unionized staff (faculty and support staff) and senior administrators. You become the great translator of what is possible to both.

But if senior managers want to know what is really possible, the most critical group to consult is the front line supervisors – the people who know what tactics are doable, who know the real internal challenges.



Brian Desbiens is Past President of Sir Sandford Fleming College. He is now Associate Partner, Promeus, and an Adjunct Professor OISE.

By Brian Desbiens

Recently I was speaking to a senior team at a college and said that most strategic plans sound alike. I believe that the difference between the effective and ineffective organizations is in the execution on the ground. Most people think we must get “buy in” from the rank and file to make our strategic plan work. This is correct. But if senior managers want to know what is really possible, the most critical group to consult is the front line supervisors – the people who know what tactics are doable, who know the real internal challenges. These are the leaders in an organization who will ensure that change takes place. So do colleges value them sufficiently? One colleague told me that front line managers are often “undervalued and overlooked.”

One of the critical differences between senior and middle management is in their time horizon. Senior leaders are often thinking long term and are more focused on **where** they want to take the organization and **why**. Middle managers are more in the present, focused on **who**, **how**, and **when**. This is rightly so. The two groups meet in the middle on sharing the key question of **what** needs to happen.

Good strategic and annual planning is both **top down** and **bottom up**. Senior leaders should articulate the vision-future direction and why it is important. But for real change to take place, a bottom-up approach is needed. Wise senior leaders will respect and look to their front line leadership group to define the specific goals that are achievable in the short term and help them understand how their actions fit into the systemic directions of the institution.

So what makes for a successful middle manager? I spoke with several in preparing for this article and in teaching students in the doctoral program in leadership at OISE.

My colleague at Fleming, Linda Skilton, Principal of the Frost Campus and Dean of the School of Natural Resources and Environmental Sciences, said, “I have found that if you focus your efforts on doing ‘what is best for students’ that people who report to you and your supervisor will support you.” She and many others said that the keys are: communications, relationship building, trust, soliciting feedback, and doing what is best for students.

Sound advice – but do senior managers provide the right kind of support and professional development opportunities for front line supervisors? If there ever was a role that required

conflict resolution skills it is the front line role. How about communication? Front line managers are the main translators of policy, strategies into tactics and action. When they tell senior management that the stated values of the organization are not being followed through upon at the grass roots level, are they heard? Do organizations cherish their courage or shoot the messenger?

A colleague told me once that every action that I took either builds trust or diminished it. Once you have behaved badly it takes a hundred positive actions to recoup that trust. Do senior managers support those on the front line – especially when they disagree? Are middle managers fully engaged in consultation or are they told what to do? Often I find senior managers will tell me that they consult – but when I review what they have been doing I find they have been filling the time with stakeholder groups telling, not seeking, feedback or advice.

Great organizations solve problems at their origin and therefore front line supervisors are critical. Do senior managers help the front line staff to work across lines and recognize collaborative solutions? Do they help those caught in the crossfire to meet with like-minded colleagues for support?

Does senior management empower those in the perceived least powerful positions? Organizations need to learn from them, expect them to lead, not just to be task masters. Many

organizations dump tremendous work loads on front line supervisors who have a great deal of difficulty just addressing the mountain of things already expected of them.

Personally, I cherished the fact that problems were being solved at the grassroots level. As president at Fleming I had few problems coming to me from the registrar's office. At the same time, I got complaints from human resources that the registrar's office was not doing certain management tasks. But had they not been effectively addressing thousands of transactions daily, I would have heard. At one point, the registrar's office closed their doors so they could meet to address issues and get caught up. All heck broke out. Perhaps it wasn't the best strategy – but it sure told me and others the importance of their work.

How often do senior managers celebrate the front line supervisors? Many organizations claim they want to be innovative. This is a valued characteristic, but do we enable this to take place on the front line? For me, a truly innovative organization will be characterized not just by the new creative idea or practice but by the support for things tried. Innovative organizations will learn from failures. True inspirational leadership is needed at all levels in our colleges.

If we truly want to have satisfied students and staff, then we need leadership on the front line. For me it is like an Oreo cookie. The sweet spot is in the middle. Let's celebrate that. [CIA](#)

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Canadian Council on Learning to curtail full-time activities

The Canadian Council on Learning, a national agency that has advocated for a Pan-Canadian coordination of postsecondary information, will curtail further activities, the agency announced in early October.

Dr. Paul Cappon, the Chief Executive Officer, said he will continue in his position on a voluntary basis and the volunteer board will continue, but the agency will be reduced to a one-person office working out of the University of Ottawa.

In January of this year the agency lost all funding from the federal government – \$85 million annually – and was not able to find replacement financing.

The agency will not dissolve its non-profit corporation, Dr. Cappon said in an open letter on the agency website:

“As a former CEO for eight years at the Council of Ministers of Education of Canada, I am fully aware of the obstacles, driven by parochialism, defensiveness, complacency and inertia, that would inhibit the future creation of a similar national instrument as CCL,” he said. “For this reason, it seems to me paramount that CCL remain open and ready to spring into more robust life when citizens demand it.”

The CLC had in recent years prepared a series of three reports on postsecondary education in Canada. In 2008 in an interview with College Administrator, Dr. Cappon promised to set out plans to develop a Pan-Canadian strategy on postsecondary education.

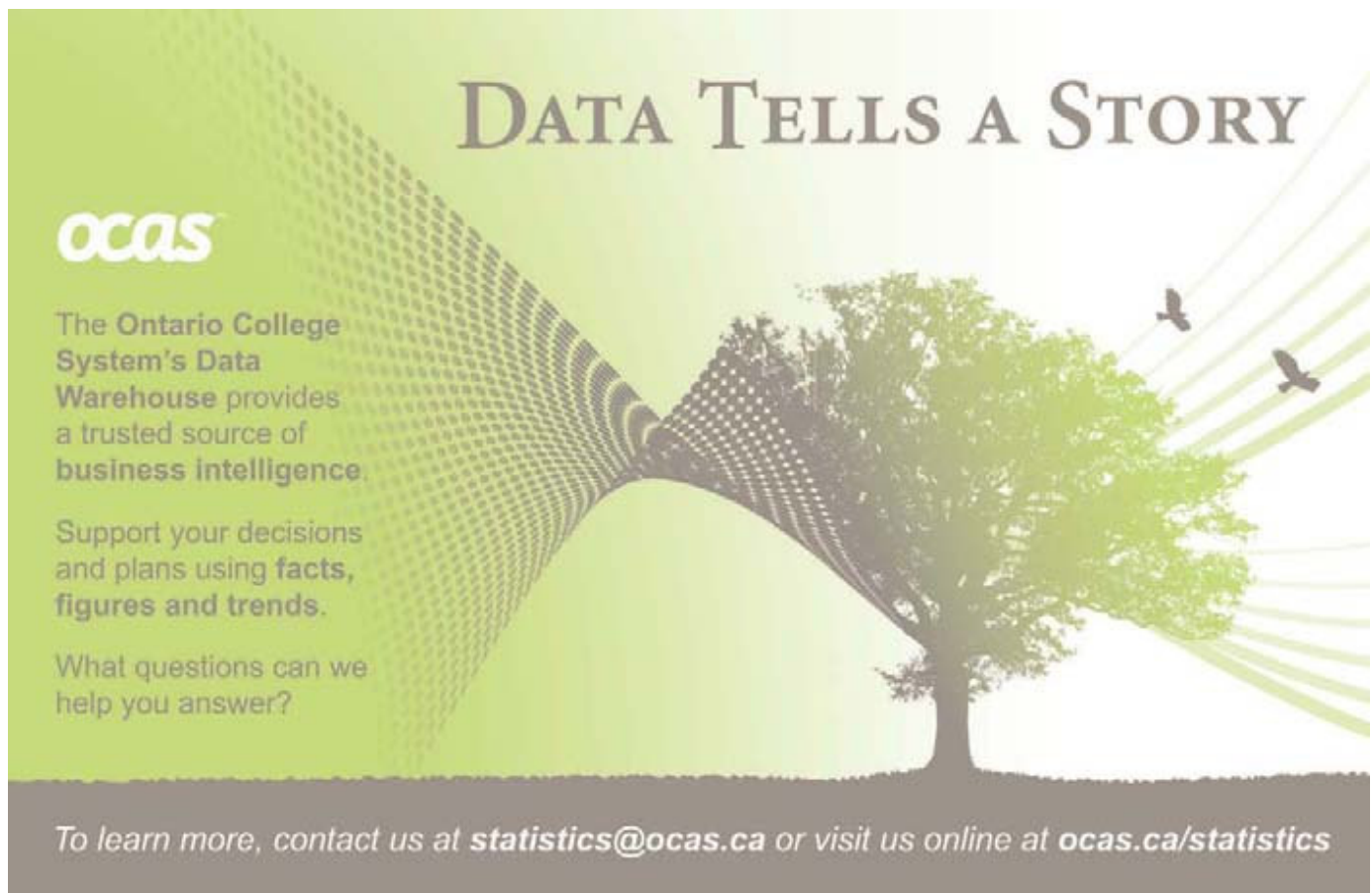
In a website summary of its latest report, the CLC said: “Without a comprehensive and clearly understood framework for categorizing post-secondary institutions and programs, it is difficult to respond to PSE questions such as:

- How are we to quantify the number of colleges and universities in Canada?
- Which institutions or programs should be listed?
- Would private universities be included in such a list?”

The plans for development of a Pan-Canadian strategy, however, ended effectively last January when the federal government cut all funding to the agency.

The CLC was formed in late 2002 as the Canadian Learning Institute when the Government of Canada proposed in the Throne Speech the creation of an institution that would “work with Canadians, provinces, sector councils, labour organizations and learning institutions to create the skills and learning architecture that Canada needs.” [CIA](#)

For more information: www.ccl-cca.ca/ccl/



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2010 OCASA PD Conference brings together Innovation and Leadership

OCASA's 5th Annual PD Conference again met the expectations of attendees: great networking, excellent professional development and a venue that offered hospitality and rejuvenation. Highlights included:

- Presidents' Panel
- Plenary speaker Jim Harris, on Innovation and New Challenges
- Workshops offering best practices and tools for the workplace
- Networking with colleagues from across the province

Conference attendees were also joined by Linda Franklin (CEO, Colleges Ontario), Don Sinclair (Executive Director, The Council), Derek Dobson (CEO & Plan Manager, CAAT Pension Plan) and, five college presidents: Robert Gillett, Algonquin College; Sylvia Barnard, Cambrian College; Tony Tilly, Fleming College; Maureen Piercy, Loyalist College; and Rob MacIsaac, Mohawk College.

With close to 100 attendees, we also celebrated successes and accomplishments during the OCASA Awards Banquet. OCASA was pleased to bring recognition to those who pursue excellence in administration, study and volunteer contributions.

Jim Harris' session challenged participants to see college competition based on a global and digital market, and to respond with innovation and new approaches that will meet future realities. Jim received praise for an inspiring session, and would be recommended to local campuses.

Video clips from the conference are available for view on the OCASA website.

Based on this year's feedback, the conference will be returning to Blue Mountain Resort for 2011. Book the dates now: June 20-June 22, 2011. The conference is open to anyone, with preferred rates being given to OCASA members.

Details of speakers and workshops will be announced on the OCASA website and through special email bulletins to members. Also, a call for workshop submissions will be made this fall. [CIA](#)



OCASA Awards celebrate excellence



Celebration, inspiration and gratitude could all describe the honours conferred on this year's deserving recipients.

Wayne McIntyre, Director of Student Services at Algonquin College, was the recipient of the OCASA Distinguished Administrator Award. A 23-year veteran, Mr.

McIntyre has been a professor since 1987 and an administrator for the past 10 years. In nominating Mr. McIntyre for the award, colleagues praised his combination of innovation, passion and charisma in support of enhancement of student life, sustainability, and support for colleagues at all levels.



Robert Bentzen, Manager of eDome at Cambrian College, received the OCASA Volunteer Recognition Award. As president of the local Administrative Staff Association at Cambrian, Robert has been instrumental in working with the Cambrian President Sylvia Barnard to expand leadership development

opportunities for administrative staff. Since joining OCASA, he has taken a leadership role in the organization both locally and provincially.

Nominations for both awards are accepted until April 30 of each year. [c|A](#)

Membership survey

OCASA's member survey confirms that OCASA is on track in providing advocacy, communications and opportunities for professional development.

In general, respondents are satisfied with OCASA's efforts at keeping them informed and feel they are getting good member value. They value advocacy most, read OCASA e-news and publications, and visit the website when prompted. Professional development is high on the list with a desire for tools and learning that can be directly applied to their workplace.

A new trend of a younger generation is just starting to emerge, with greater use of social media and lower readership of hard copy publication. But they too want tools and training for the job (including certification), and value similar member benefits with a higher emphasis on networking. They also place a higher value on being informed about best practices.

For further information, visit the OCASA website. [c|A](#)

CA invites letters to the editor

College Administrator welcomes feedback and comments on all content in this magazine. Continue the dialogue.

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

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Got 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* is welcomes submissions. If you would like to contribute an article send a brief query on the topic (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

Legal services update

The use of legal services by our members is a difficult one to describe. Files are confidential and are the privileged information of the client only. But here's what we do know:

Members who access the service are very grateful to have it.

No one ever expects that they will be calling a lawyer about an employment matter.

Members sometimes delay or hesitate in consulting legal services.

Knowing your rights and responsibilities is crucial.

In the past 12 months, 17 files have been opened with Nelligan Payne O'Brien (OCASA's legal counsel). These files dealt with matters of termination, constructive dismissal, harassment allegations, LTD and general employment matters. Some members chose to use their own legal services so we don't know the total number of related files.

Here's when you might need to consult a lawyer:

- If you are being terminated, "retired" or constructively dismissed.
- If you are named in a legislative compliance violation.
- If you are involved in a harassment allegation.
- If you are experiencing difficulty accessing Long Term Disability.

If you are unsure whether legal consultation services are warranted, or there is some other significant employment issue you are concerned about, call the OCASA office and ask to speak with Diane Posterski for a confidential conversation about your circumstances. [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 Member News updates; subscription by mail to *College Administrator*; and opportunities to continue networking and to be involved in mentoring with active members, including one position available on the Board of Directors.

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.

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.

OCASA conference will return to Blue Mountain

The 2011 OCASA Professional Development Conference will return to the Blue Mountain Resort in Collingwood on June 20-22 next year. Details of the conference will be announced by email to members and on the OCASA website. [c|A](#)

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Dr. Terry Boyd

Pro-feminist activist, OCASA pioneer, and self-taught electrician

Part of Terry Boyd's retirement project has been completed. The project is a 3,200 square foot lake house he and his family built on a former cottage property near Kincardine.

"We did a lot of the work ourselves over the past five years," he said. "I like to putter around and do carpentry and electrical work. I wired most of the house myself. We completed the basic structure five years ago but it's still not totally finished. I'd say we're 90 per cent there."

This summer, Terry retired from his career in teaching and administration at Fanshawe, where he was Dean, Faculty of Arts, Media and Design. Officially, he is Dr. Terry Boyd, having received his Ph.D. in Social and Political Thought from York in 1982. Involved in university administration at both York and the University of Western Ontario, he started at Fanshawe in 1986 as a part-time teacher and joined administration full-time in 1990.

In the mid-nineties, urged on by colleague Don Forrest, Terry found himself a member of the then-fledgling organization called OCASA. Two years later he began a three-year run as the second president of OCASA, succeeding founding president Anne Bender.



During his term, OCASA became a sponsor of the CAAT Pension Plan – a complicated legal procedure that took al-

most two years and as many lawyers. The result is OCASA's official representation on both the board of trustees and the CAAT Pension Sponsors' Committee. Prior to this, administrators had no input – that's zilch, zero, none – in the pension plan. Compare that to the veto each sponsor (including OCASA) now has over changes in the plan administration.

Terry was also a central figure in the discussions involved in development of a new *Cash Compensation Program for College Administrative Staff* which (also after almost two years of discussion and delays) was implemented on April 1, 1999 (no fooling!). This plan replaced the Hay Plan which governed administrative compensation from almost the beginning of the college system in 1967, so every step in the process was new.

The accomplishments of those pioneer days are many, (he helped create the origi-

nal OCASA website, for one thing) but Terry told *College Administrator* that his greatest pride is in the process created at the time. Terry and his group of pioneers were able to present OCASA as a professional association that identified issues and worked collaboratively to create solutions before the issues became problems.

"We had these great debates. The general feeling of the group was that we were a professional organization and wanted to be at whatever tables affected the lives of administrators in the college system.

"It wasn't so much the outcome, although the outcome was important, but it was the process that demonstrated (to) the council and the presidents involved that we were an important player on the block. That we could be an ally and a colleague. We had some really important players who played key roles in making that happen. We worked very effectively as a team."

He also has a side that may be a secret to OCASA members. "I am a pro-feminist, anti-violence person," he stressed. "I've spent a lot of my time as a volunteer with organizations that work against violence against women and children." He is a founding member of White Ribbon Campaign, (Men working to end men's violence against women); has been involved for a number of years with Changing Ways (London), an organization that works with men who have been identified as women abusers; and a founding member of Centre for Research and Education in Violence Against Women and children.

And for retirement? He plans to continue his work as a trained mediator through his consulting firm. "We'll take a bit of break, and then we'll plunge in," applying what he calls "cooperative or progressive dialogue."

And in keeping with his activism, he is now a retiree member of OCASA. Since that is a life membership, he'll always be with us. **CA**

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

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