

COLLEGE ADMINISTRATOR

OCASA
APACO

The professional journal for Ontario college administrators

Vol.8 No 2
Fall 2013

Dr. Howard Rundle: From rocket man to college president



- INSIDE:
- What you need to know about Outcomes-based Learning
 - What HR pros say about preparing for that interview
 - OCASA Leaders & Innovators Conference highlights

University and College faculty...



À votre service...pour le soin de votre avenir.

THE RETIRED TEACHERS OF ONTARIO
LES ENSEIGNANTES ET ENSEIGNANTS
RETRAITÉS DE L'ONTARIO

Here for you now ... Here for your future.

your retirement starts here



- ✓ Comprehensive health plans
- ✓ Member discounts and opportunities
- ✓ Customized travel
- ✓ Pension and political advocacy
- ✓ Volunteer and job opportunities
- ✓ Our award-winning *Renaissance* magazine
- ✓ Guaranteed travel coverage at no additional cost

Join the RTO/ERO community

Sign up for a **Retirement Planning Workshop** near you.

www.ero-rto.org/rpw-schedule-list
1-800-361-9888



www.ero-rto.org/college-and-university-faculty

**All photos of RTO/ERO members.



Win your
dream holiday
with Merit Travel!

Join RTO/ERO* by
December 15th,
2013 for your
chance to win.

merit
...for the experience

*Based on membership eligibility



Your partner in administrative excellence.

OCASA MISSION STATEMENT

OCASA is a voluntary, professional association which supports and advocates for Ontario's community college administrators, while building and promoting administrative excellence for the betterment of the college system.

OCASA Executive 2013/14

PRESIDENT

David Belford

Dean, Faculty of Business
Fanshawe College

VICE PRESIDENT

Chantal Thiboutot

Director, Academic Support and Innovation
Centre, La Cité Collégiale

SECRETARY

Riley Burton

Chair, School of Engineering Technology
and Trades

TREASURER

Alanna McDonell

Marketing and Conference Services Manager
Algonquin College

PAST PRESIDENT

Rick Helman

Director, Financial Planning & Budgets
Loyalist College

Editorial Board

CHAIR:

Diane Posterski,

Executive Director, OCASA

Susan Atkinson,

Manager, Media Relations
& Editorial Services, Sheridan College

Louise Chatterton Luchuk

Associate Director, Learning & Development
St. Lawrence College

Gregory Murphy

Dean, School of Media, Art and Design
Durham College

Richard Webb

Director, Human Resources
Sault College



see page 28



see page 30

6

Dr. Howard Rundle

In university he built rockets. Now retired after 41 years at Fanshawe has some advice for new (and not-so-new) administrators.

10

Outcomes-based learning

Susan Heximer discusses her capstone research project exploring how mandatory training in Outcomes-based Learning promotes a paradigm shift from content-driven instruction to learner-centred practices.

14

Collaboration on insurance services saves \$500,000

Colleges save \$500,000 in insurance costs by centralizing broker services with the help of Ontario Educational Collaborative Marketplace (OECM).

17

Do your research

HR professionals in two Ontario colleges shed light on how to best prepare for an interview.

20

Career Corner

Brian Desbiens and Jordene Lyttle offer their advice on what to do — and not to do — in an interview.

23

Moving jobs?

Lawyer Ella Forbes-Chilibeck provides advice in making sure your benefits move, too.

25

Changez-vous d'emploi?

Ella Forbes-Chilibeck, avocate, vous offre des conseils sur la protection de vos avantages sociaux.

Regular Features

President's Message 4
 Member News 27
 Member Profile 30
 Advertiser Information Centre 30

EXECUTIVE DIRECTOR

Diane Posterski
1-866-742-5429 ext. 2 info@ocasa.on.ca

CONTRIBUTING EDITOR

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

OCASA

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

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

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: Kristy Unrau

ADVERTISING SALES: Al Whalen

ADVERTISING COORDINATOR: Stefanie Ingram

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



THINK GREEN

This document is printed on paper certified to the standards of the Forest Stewardship Council® (FSC®).

Cover photo by John Sing, Photographer, Fanshawe College. John also took the photo of Dr. Howard Rundle on page 6



David Belford
OCASA President

The President of OCASA chairs the 12-member volunteer OCASA Board of Directors.

OCASA provides professional and career support through online courses, webinars, an annual PD conference and networking opportunities.

OCASA provides support for building your career

It is my great honour and pleasure to act as the President of OCASA for 2013-14. I'm the third administrator from Fanshawe to be OCASA President; Terry Boyd, now retired, held the post from 1998-2000, and Chris Fliesser (also now retired) from 2009-2011. And as you will learn from the interview with Dr. Howard Rundle, the tradition preceded OCASA. Dr. Rundle was chair of a similar organization that preceded OCASA.

Before OCASA, many of the opportunities we take for granted did not exist. For example, administrators were not represented on the CAAT Pension Plan, nor on terms and conditions of employment which were decided provincially until 2003. Administrators had little voice in issues that affected their own careers.

Today, OCASA provides continued representation, plus opportunities for dedicated administrative professionals to network with colleagues across the college system, to gain new skills through professional development, and to access important tools for building their careers:

- 1) OCASA provides professional and career support through online courses, webinars, an annual PD conference and networking opportunities.
- 2) OCASA provides representation for administrators about emerging employment and professional matters through consultation with:
 - College Employer Council
 - Colleges Ontario
 - Committee of Presidents
- 3) OCASA is a sponsor of the CAAT Pension Plan, with representatives on the
 - Sponsors' Committee
 - Board of Trustees
- 4) OCASA provides members with access to knowledgeable legal support for legislative compliance and employment matters.
- 5) OCASA sponsors awards to honour the exceptional leadership of administrators.

One of the strengths of an organization with more than 700 members is the support we can provide to each other. Become more involved in OCASA to reap the benefits of membership:

- Plan to attend the OCASA annual PD conference (June 23-24, 2014) for great learning and networking.
- Take an OCASA online course designed uniquely for Ontario college managers.
- Join our monthly noon-hour OCASA webinars – free for all members.
- Contribute an article to *College Administrator*.
- Share a new or innovative practice by delivering a presentation or workshop for the 2014 OCASA conference.

OCASA is a volunteer organization. Get involved. Help build our provincial network. Become an OCASA college representative. Meet with other OCASA members. Mentor or be mentored. Champion new ideas. OCASA is the vehicle for helping identify emerging challenges, and helps members become better managers and leaders.

And most important, promote the benefits of membership in OCASA to others, particularly new administrators. We're here to help each other. [c|A](#)



David Belford
Président de l'APACO

Le président de l'APACO préside le Conseil d'administration de l'APACO qui se compose de 12 Membres bénévoles.

L'APACO favorise l'avancement professionnel en offrant des cours en ligne, des webinaires, une conférence annuelle sur le perfectionnement professionnel et de nombreuses occasions de réseautage.

L'APACO/OCASA n'est votre voix que si vous vous exprimez

I est à la fois un honneur et un grand plaisir d'agir à titre de président de l'APACO pour l'année 2013-14. Je suis le troisième administrateur du collège Fanshawe à accepter le poste de président de l'APACO. Terry Boyd, qui est maintenant à la retraite, fut président de 1998 à 2000; et Chris Fliesser (également à la retraite) le fut de 2009 à 2011. En outre, vous constaterez par l'entrevue avec Dr. Howard Rundle que cette « tradition » précède même l'APACO. Dr. Rundle présidait un organisme semblable avant l'établissement de l'APACO.

Nous tenons pour acquis de nombreux avantages qui n'existaient pas avant l'APACO. Par exemple, les administrateurs n'avaient aucune représentation quant aux enjeux concernant le Régime de retraite des CAAT ou les conditions d'emploi, ces dernières ayant été établies au niveau provincial jusqu'en 2003. Les administrateurs avaient peu de contrôle sur plusieurs questions ayant une influence considérable sur leur propre carrière.

Aujourd'hui, l'APACO assure une représentation continue pour les administrateurs professionnels et non seulement facilite le réseautage entre collègues à travers le système collégial entier, elle offre également l'accès à des outils importants à l'avancement de leur carrière et plusieurs occasions d'acquérir de nouvelles compétences par voie de perfectionnement professionnel.

- 1) L'APACO favorise l'avancement professionnel en offrant des cours en ligne, des webinaires, une conférence annuelle sur le perfectionnement professionnel et de nombreuses occasions de réseautage;
- 2) L'APACO représente les administrateurs sur les questions relevant de l'emploi et autres enjeux professionnels et ce, en consultation avec les organismes suivants :
 - Conseil des employeurs des collèges,
 - Collèges Ontario,
 - Comité des Présidents;
- 3) L'APACO parraine le Régime de retraite des CAAT et est représentée auprès du :
 - Comité de parrainage,
 - Conseil d'administration;
- 4) L'APACO offre l'accès à des services d'assistance juridique pour les questions portant sur l'emploi et la conformité législative;
- 5) L'APACO parraine de nombreux prix de reconnaissance pour honorer l'excellence en gestion administrative.

Un des plus grands atouts de notre organisme de plus de 700 membres est l'appui de ces derniers – les uns envers les autres. Bénéficiez de tous les avantages de votre adhésion à l'APACO en vous impliquant davantage dans votre Association :

- Profitez de l'occasion d'évoluer vos connaissances et de réseauter en participant à la conférence annuelle de l'APACO sur le perfectionnement professionnel (le 23 et 24 juin 2014);
- Inscrivez-vous à un cours en ligne offert par l'APACO et conçu particulièrement pour les administrateurs de collèges ontariens;
- Participez à un des webinaires midi de l'APACO – ils sont offerts mensuellement et sont gratuits pour tous les membres;
- Contribuez un article pour la publication *Administrateur de Collège*;
- Animez une présentation ou un atelier à la conférence de l'APACO 2014 et partagez une nouvelle pratique innovante.

L'APACO est un organisme bénévole. Impliquez-vous. Participez au développement de votre réseau provincial. Devenez le représentant de l'APACO de votre collège. Rencontrez d'autres membres de l'APACO. Devenez un mentor ou une personne mentorée. Évoluez de nouvelles idées. L'APACO est le véhicule idéal pour assister à l'identification des nouveaux défis et à l'atteinte d'un niveau de succès supérieur à titre de leader et de dirigeant.

Et pour l'œuvre la plus importante, prenez soin de bien promouvoir les avantages d'être membre de l'APACO, particulièrement aux nouveaux administrateurs. Il importe de s'entraider. [c|A](#)

Dr. Howard Rundle

In 1972, he didn't know about colleges.
He stayed around to help redefine them.



Photo by John Sing, Fanshawe College



By Bill Swan
Contributing
Editor

Forty-one years ago Dr. Howard Rundle, 30 years old with a fairly new PhD, spotted an ad in the *Globe and Mail*: Fanshawe College sought a chair for the math and science department.

He didn't know what a community college was. But his contract position at York University had provided an opportunity to teach a class in Science And Society that no one else wanted to teach, and he had discovered he loved teaching.

His PhD in physical chemistry had given him research skills, but more important the opportunity to discover that he enjoyed working with people.

Now with a young family, he was looking for more stable employment than non-tenure contracts. London was a city high on his preference list.

He applied for the job.

The interview went well, he thought, and the job sounded interesting. But then he got the call: sorry, the job has been filled internally.

"For me, in 1972, for images of the college, there weren't any," he told *College Administrator* in an interview in his office at Fanshawe. "If there was an image, it was

of lower level education for students who weren't very bright and who wouldn't go on to university. It was a pretty low image."

His university career had fed his fascination with rocketry and science, but he had discovered he was not enamoured of the university system at the time. "I was doing research but discovered it was not a real passion. I loved teaching. I loved learning about science and teaching it to other people."

His rejection for the chair's job was a disappointment, but the college president wanted to meet with him and talk about a different opportunity.

There followed a lunch in Toronto, some persuasion from the president, and the offer of a full-time job: Director of Planning and Development, Fanshawe College. Would he be able to teach, he asked? Although the position was administrative, he was assured that he would. He accepted. The year: 1972.

At the end of August this year, Dr. Howard Rundle – Howard, to most who

"I've always said that the skills to be a great administrator are the same as the skills to be a great teacher."

know him – retired. Forty-one years at one college is notable, but even more impressive is his 17 years as president.

In those 41 years he helped set up financial planning systems, plan the growth of the college, and witness the transition of colleges from the original low image to that of an equal but different part of the postsecondary parcel. If he had a chance, what message would he like to whisper into the ear of the 30-year-old who first arrived at Fanshawe?

"This may not apply to anyone else," he said. "What I liked about the planning role was bringing science and evidence-based process to planning and budgeting. (I felt) budgeting should be highly specific and almost scientific:

we budgeted \$67.47 so why didn't we spend \$67.47?"

"What I learned is that management resource planning can never be that precise. I saw the world as controlled by the laws of gravity in a precise Newtonian world."

To his much younger self, "I would have whispered that it is a quantum not a Newtonian world. Don't get tied to Newtonian precision and think that's the way management of a whole group of people should work."

(For non-science people, Newtonian physics suggests that if you know the speed and position of every particle in the universe you should be able to predict both the past and the future

Continued on page 8



without limit, since the effect of gravity can be calculated rather precisely. Quantum physics, on the other hand, suggests that the universe is built on probabilities, and each atom can be unpredictable.)

The science references are not unexpected in someone who to this day reads *Scientific American* from cover to cover, and whose hobby in university was building model rockets.

As in much of his accomplishments, Howard seems as proud of the learning process involved as in the final result. The first rockets – this is in the '60s when space flight was in its infancy – were built of aluminum. He and his university buddies soon discovered that although aluminum was easy to work with, it melts. Eventually, "although sometimes things went wrong," they produced steel-jacketed rockets up to a metre in length complete with a pre-packed parachute to ease the return to earth. Two of those rockets now hang from the ceiling in his basement to the fascination of his grandchildren. One is the mangled result of a launch that blew up on the launch pad not unlike to the fate of the first Vanguard rocket by NASA. The other is a finished version of one that never was launched.

At Fanshawe, Howard's teaching was itself a learning experience. Almost from the first day, he found himself in the



Dr. Rundle with Les Stroud, a 2011 Distinguished Alumni.

math lab. One day he would be helping someone whose fundamental problem was basic arithmetic "and the next day I'd be helping someone solve second order equations in calculus that I didn't learn until I was in second or third year university. That's quite a range."

But despite his love of teaching, Howard's main involvement revolved around his main administrative job. Eventually he began to look for other opportunities at the college, and expressed an interest in the position of academic vice-president. It was suggested that he lacked the experience in academic administration. To solve that issue he soon thereafter accepted a position as an acting dean for 10 months before returning to his regular duties.

"The thing about the acting dean's

job was that it gave me a wider view of the whole organization. That was I got to interact with more of the college people than just one group.

"When the VP academic job came open sometime later I got it and the president told me 'You got it because you did an amazing job as an acting dean and we could see you could do the academic job.' So I always told people, don't pass up an opportunity."

The experience coloured his approach as a senior administrator to hiring.

"I like the 'acting' thing and we use it a lot at this college. If someone leaves or retires, we don't instantly replace them if we can get by without (doing so) immediately." He said the acting role allows the college to give a person with perceived potential a chance to gain experience

That usually is an opportunity for someone within the organization. Although he admits that early in his career he sought "the silver bullet for hiring," it was disappointing. "It used to be that credential-checking was a silver bullet" but often even the best references can mean that "someone really wanted to get rid of the person." Psychological testing, practice session, none met all the needs, although "statistically we made fewer mistakes when we hired inside people than with outside people because you tend to know them far better as people." And college, he insists, is about caring for people.

In the mid-'80s, all Ontario colleges were shut down for three and a half weeks by a faculty strike. Common talk at the time blamed Fanshawe for being a hotbed of radical views.

"Someone should write a book about that strike," he said. Some of the difficulty "probably goes right back to when unions and associations were first created."

Issues arose "because of personalities in both the management and union. I don't want to say that they made mistakes, but they did do things you wouldn't do today and created a bad union-management relationship." The strike, he said, was a highly antagonistic period.

What he found surprising was the persistence of "highway memory": "People changed on both sides: union changed, management changed but the memory survived."

Resolve

Our employment law lawyers create solutions that are sensible, sensitive and cost effective. We assist clients at every stage of the employment relationship including recruitment and hiring, contracts, dismissal and layoff, harassment issues, retirement compensation, access to disability benefits, human rights complaints and more.

We can help you.

Contact Ella Forbes-Chillbeck, 613-231-8200
ella.forbes-chillbeck@nelligan.ca

Nous pouvons vous aider.

Communiquer avec

Danielle Leon Foun Lin

613-231-8369

danielle.leonfounlin@nelligan.ca

nelligan | o'brien | payne

Lawyers/Patent and Trademark Agents
Avocats/Agents de brevets et de marques de commerce

nelligan.ca

It was, perhaps, a turning point for the college system, a maturing that might be likened to teenage angst. "It was frustrating, and time consuming," said Howard. When he became academic vice-president, "I could see mistakes my predecessors made on the management side," he said. "And although I had pretty good union support coming into that job, I lost it during that time."

But from that first strike came results. The standard workload formula (SWF), which he readily admits is not perfect, did provide a pattern for comparison of perceived work and inter-department jealousies.

The workload itself, he says, is one almost completely of perception. "Both teaching and administrative work are very much self-assigned," he said. "How much time does a faculty member spend preparing for a class? How much time do I spend evaluating what they have done? As a teacher, that's what I decide. As an administrator, I have a budget report, say, to prepare. I can do that in 10 minutes or 10 hours. It is me who decides.

"That's why I love these kinds of jobs in faculty and administration. In many ways we are our boss in terms of effort and workload."

The strikes, perhaps, were the first salvos in changes that decentralized the control of colleges. Unlike universities, which each had its own charter, colleges were kept on a tight rein. "When I started at Fanshawe, to open a new building, plant staff would have to go to Toronto with architectural plans." Civil servants would review the plans, in some cases say, "This hall is too wide and this hall is too narrow; you will have to move this ... That's the way it always was done by government institutions."

But while centralized control limited local initiatives in some cases, in others the effect was the opposite. From early in his career, Howard was a supporter and member of the Fanshawe Administrative Staff Association, at one time becoming president. "I joined the association because I liked working with people. We were able to collectively bring forward problems or issues. We were paid attention to. This is just a wild guess, but it was because we were pretty careful what we brought forward.

We weren't advocating for individuals.

"In those days there were a dozen colleges that had reasonably active ASAs, and we started to get together informally just to compare notes. That led to the realization that things are quite different from one college to another."

As well, it became apparent that some issues were dictated provincially. "In those days, a college had no individual choice in many matters (such as terms and conditions of employment)." With this came the realization that in order to have some influence on provincial authorities a provincial organization was needed.

This led to the formation of PASA (Provincial Administrative Staff Association). PASA initiated some of the first professional development initiatives for administrators.

"My advice to people: if you've got a sense of humor, use it."

"One of the first sessions we had was constructive dismissal," Howard said. "There was all kinds of interest, even in colleges that didn't have ASAs. There was all kinds of stuff that we didn't know." Even for many HR directors of the time, this was new territory. "I remember being quite fascinated by really understanding the employment relationship, that there was such a thing as constructive dismissal."

From 1983 to 1986, Howard Rundle served as president of PASA, and has the gavel to show it, proudly shown in a display case in his president's office. The organization did not achieve the full recognition across the system that it sought, but in the early '90s was the one force available to add some pressure to the government of the time which was involved in what was a social contract (eventually to result in Rae Days). Spurred on by Doug Light, then president of George Brown, administrators were able to gain not only a seat at the table in the discussion of the social contract, but also

to earn the right to a vote on the establishment of a fully recognized administrative staff association. The vote was overwhelming, and OCASA was born.

"If it were not for PASA, I don't think OCASA would exist," said Dr. Rundle. "What really happened, of course, in reality was an evolution."

And after 42 years, what advice does he have for other administrators?

He sees his love of teaching and administration to be a natural progression. He enjoys administrative work, which he sees as helping others find the resources to their jobs, and he loved teaching which is "motivating people to see the value of something.

"I've always said that the skills to be a great administrator are the same as the skills to be a great teacher. The jobs are very different things, but the skills to be really great at one are very similar to the skills to be really great at the other."

"I hope you are doing something you really love doing," he said. "Something I see today that didn't exist when I started: at a very early stage, people care about their careers.

"Life is too short to spend half of your waking hours doing something you really don't care about doing, especially when you have the option of doing something you can be passionate about.

"I didn't come here thinking I'm going to be president some day. That notion never entered my head in the first ten years. I never wanted to do anything but what I was doing."

But when you do see a position you think is a fit, he advises building the experience that will help get you there.

And leadership? "As a leader you need to be confident that the problems of the future can be solved by you and your team. People need to see that in you all the time.

"It doesn't matter if the government is cutting (funding) by 18%; it doesn't matter if there is a riot on Fleming Drive. I've faced both of those, and I don't think that anybody ever saw that I wasn't confident we can solve these things. We can and we will. You've got to have that in yourself. You can't fake it."

"And the final thing, my advice to people: if you've got a sense of humor, use it." [c|A](#)

OUTCOMES-BASED LEARNING

Research shows that new faculty, students benefit
Here's what administrators need to know



By Susan Heximer

Faculty Facilitator, Organizational and Staff Development, George Brown College

Just over a year ago I was analyzing data to complete my capstone research project to fulfill requirements for my MA program through CMU. I was seeking answers to my research questions to determine if mandatory training in Outcomes-based Learning completed by new faculty during their probation promotes a paradigm shift from content-driven instruction to learner-centred practices. As it turns out, it does, which matters to me a great deal as I work closely with new faculty to provide training and support to adopt this approach.

Writing an article for this publication gives me the unique opportunity to convince you of the merits of my findings and invite you to consider a question that emerged for me in the process and lingers one year later: As a college administrator, what can you do to support a learner-centred paradigm?

The training, one of several learning requirements for new faculty at a large urban college during their 24-month probation, consisted of four modules: an overview of OBL principles; writing effective course outcomes; developing authentic outcomes-based assessments that evaluate the learner's ability to demonstrate, not just memorize, what they have learned; and, developing effective lesson plans.



The term learner-centred underscores the changed paradigm in which the focus is on the “learners and the kinds of instructional strategies that support their efforts to learn” or, more simply, “how much and how well students learn” (Weimer, 2013, p.iv) in contrast to the traditional teaching paradigm in which instruction is the focus. Producing learning is the goal rather than producing instruction.

The training materials state that Outcomes-based Learning is a learner-centred approach to education. Curriculum development, course and lesson planning, assessment

and delivery all focus on learner-centred outcomes. An outcome is a specific, achievable, and measurable statement of learning that learners will demonstrate as a result of the learning. These learning outcomes emphasize the application of the skills, knowledge and attitudes and recognize the importance of research, problem-solving, critical thinking, and reflection. The focus of OBL is what learners can do as a result of the learning, not just in their courses but in the real world where they will transfer the learning and skills to other contexts.

An outcome is a specific, achievable, and measurable statement of learning that learners will demonstrate...

Landry et al. (2008) use learner-centred and outcomes-based interchangeably as they are part of the same approach; learner-centred is used when emphasis is on the student, while outcomes-based is used when the emphasis is on the learning outcomes and their assessment.

The study revealed that the training provided a guiding framework of particular value to new faculty without a background in education, and supported a paradigm shift to learner-centred practices. In the words of two study participants, “coming from a non-teaching background... it gave parameters to the work” and “it allowed me to focus on how the students experience the classroom and the classroom teaching; how they are viewing it, how they are feeling it.”

Without OBL training, “I would have adopted the university model – stand in front of a room and bark.”

Without formal training as educators or a framework for teaching and learning, faculty are likely to default to teach as they were taught, and use a model of instruction that relies on content transmission.

College faculty as dual-professionals bring a wealth of expertise from their primary profession. However, they are rarely trained as teachers. The mass retirements of faculty present a pressing challenge to select the most suitable candidates for a wide range of programs, professions and disciplines. Industry knowledge and networks are vitally important to the college; decisions will need to be made about how much teaching experience is needed and how much training and support can be provided to nurture new faculty

to adopt a learning paradigm. The growth of applied degree programs in the college system has informed selection and hiring of new faculty with PhDs who face transitional tensions from academia to applied learning environments.

When asked how teaching might have been without OBL training, one participant replied, “I think probably I

would have adopted what I perceive to be the university model – stand in front of a room and bark.” A further comment from a study participant reflects eager adoption of OBL as a framework: “... needed a model; hungry and desperate for that model for lack of any other direction.” OBL offers a unifying pedagogy to faculty for teaching and

Continued on page 12



**Nouveaux programmes!
New opportunities!**

**SEPTEMBRE
2014**

- Gestion culinaire
~ *Culinary Management** (2 years)
- Techniques de l'architecture
~ *Architectural Technician** (2 years)
- Technologie de l'architecture
~ *Architectural Technology** (3 years)
- Conseillère/conseiller en préarrangements funéraires ~ *Funeral Preplanner** (1 year)
- Représentante/représentant commercial(e) d'un service de transfert
~ *Transfer Service Sales Representative** (1 year)

En plus des 78 autres choix de programmes postsecondaires et d'apprentissage.

* All courses offered in French.

COLLÈGE BORÉAL
LE CHOIX!
postsecondaire.

learning that can promote success in their roles and address student learning (Evers, et al., 2009).

One study participant made changes to a course based on student feedback by “focusing on those things that they need to know [and apply] when they’re in industry [which] made it more engaging for them and more relevant” and added that use of class time changes to a focus on developing the skills related to course aims and outcomes as theory alone was not enough. Another noted the influence of the training in effecting a change from content-driven instruction, textbook and delivery, to an approach that reflects OBL and a learner-centred approach: “it’s not about telling them what they need to know, it’s about empowering them to perform, to complete certain outcomes and really help them find ways that they’re able to meet those outcomes.”

Two comments that stand out in their singularity are of particular interest to administrators:

- The desire for a lived commitment to OBL at the leadership level to support innovative practice and authentic learning and assessment.
- Time to discuss teaching and learning informed by OBL with the department academic chair.

A more pervasive adoption, not just by faculty but by college administrators would be welcomed and may be needed to sustain the approach. College administrators may benefit from training in OBL to support this aspiration, understand resource implications, and commit sufficient resources to its implementation. And institutional support is needed to engage seasoned and contract faculty in OBL to resolve inconsistent practices.

Study participants committed tremendous energy to the development of meaningful assessments, and viewed assessment as learning, not just a measurement of it. They noted it as an area of challenge; it is

time intensive to create tools that assess the demonstration of skills meaningfully rather than superficially. They want further training and support to develop assessment tools and methods that mirror the skills that their learners will need to apply. Growing class size impacts volume and places limits on the degree of innovation. Without time to design and grade authentic assessments, faculty are apt to revert to efficient assessment tools such as multiple choice tests, which tend to evaluate superficially if not designed to assess the application of skills. This may require changes to workload calculations for use of authentic assessments and the accompanying evaluation time.

Institutions stand to benefit from faculty’s use of a framework that is outcomes-based and learner-centred.

“Unless I give them the tools and resources, and the *desire* to capture that knowledge, I’ve not really done anything.”

Learning is likely to be enriched, and the graduates’ roles in industry will be aligned with the skills and expectations of their discipline. This fits well with the anticipated skill set needed to adapt to a knowledge-based and information-age economy and will be increasingly important to mitigate the dire shortage of highly skilled workers forecast in the Miner Report of 2010.

Developing active learners from passive ones is a challenge for faculty, some of whom are concerned about how they will be rated by their students, particularly during probation. The literature confirms students’ lack of readiness to accept

increased responsibility for their learning. Some students dislike changes to traditional teaching methods that require them to change from a passive learner to an active participant; learning by lecture does not require the same degree of preparation as participation in an active-learning classroom.

Administrators can encourage faculty to persist with the approach and remind them of its value. Administrators can support faculty to rethink the role of content and use of in-class time to include time for the students to work with the concepts, ask questions, and reflect on the implications of what they are learning. One study participant said, “the feedback that I get from the students in the SFQ [Student Feedback Questionnaire], even just informal feedback, thank-you notes and various other methods, it’s clearly what the group wants now and what they need and they definitely seem satisfied.” Said another: “(C)ontent is so widely available now that more information than I could possibly give the students in a three-hour class is available to them online. So unless I give them the tools and resources, and the *desire* to capture that knowledge, I’ve not really done anything.”

The thought, care, and time required to develop lesson plans using OBL could be a barrier to its sustained use, unless recognized and valued by administrators. When asked what the value was in continuing with a time-consuming approach, a study participant indicated that the time for practice of skills in class produced better results in assessments: “It works in terms of learning.” Beyond its value as an effective pedagogy, changing allocation of time for course preparation and evaluation factors may convey recognition of its value and support its continued adoption.

OBL is not new and it is gaining traction. Ontario was an early adopter of a qualifications and outcome framework, through PEQAB

in 2001, identifying outcomes of all postsecondary credentials from apprenticeship to doctoral degrees. One study participant: “It’s the kind of system that we’re working in right now. All of our...courses...are built around these objectives and outcomes and if you’re even going to understand how that’s relevant, then you have to take it back to... developing the outcomes in the first place.”

Faculty need to see evidence of an institutional commitment to OBL, and want to talk about the iterative nature of teaching and learning in a common language and framework, with colleagues and academic leaders. The literature on communities of practice for OBL indicates that they support institution-wide commitment and help sustain adoption.

The stories and examples that study participants shared reflected changes in thinking, approach,

Institutional support is needed to engage seasoned and contract faculty in OBL.

and practice underpinned by a reorganization of thought and a changed perspective. Their stories will stay with me for a long time. I will conclude with a story of my own.

In mid-June I heard CBC’s Metro Morning radio host talking about having been “doored” by a driver while bicycling. As a commuter cyclist who was doored many years ago, I was especially attentive. A listener sent an email about the

practice of training learning drivers in the Netherlands to reach across their laps to open the door, rather than opening the door with their door-side hand, which requires them to look behind for oncoming traffic. As an experienced driver, the shift in focus helps me, too, and I’ve started to use this method to resolve the blind spot.

I see this as analogous to a paradigm shift that resonates with OBL. OBL relies on backward planning, keeping the end in mind, while teaching forward to the attainment of clearly articulated outcomes. As with learning drivers, instilling this practice early on with new faculty, will help them look in a different direction and remember the vital role of outcomes in backward planning. Like seasoned drivers, faculty with years of experience and college administrators can benefit from shifting focus, too, to a learner-centred paradigm supported by OBL. [CIA](#)



more ways to grow

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

For more information please visit humber.ca



Business Community Services Health Hospitality Media Technology The Arts



Photo courtesy of Loyalist College

Collaboration with OECM on insurance saves \$500,000, improves services

So here's the problem: all colleges require insurance. When you require insurance, tradition says you go through a broker.

The same tradition also says that the broker earns money by taking a slice of the premiums.

There's nothing wrong with that model. It's likely how you buy your car and house insurance.

But it also has a flaw: the broker earns more by selling you more.

Take that same philosophy to the college level and multiply that by the all of the colleges in Ontario, and the flaws add up: more than a million dollars in total.

This was the problem facing the Colleges Ontario Finance Officers Joint Insurance Committee (JIC): how do you harness

the collective buying power of the colleges, meet the individual needs of each, and still shave pennies?

The JIC called the Ontario Education Collaborative Marketplace (OECM).

OECM was established in 2006 by the provincial government to provide strategic sourcing support to the Ontario Broader Public Sector.

John Fleming, Manager, Financial Services at Fanshawe who chaired the task force, estimates the savings as "roughly 52%" from \$1.2 million in commissions down to about \$500,000.

Fleming also says, "I think we have a much more attentive broker now, willing to work on even more initiatives."

Cost savings came as a result of going through a formal competitive procurement process, along with the change from

commission to fee-for-service. This was achieved only after a major examination of the individual and collective insurance needs of the colleges.

The project originated from committee of college finance vice presidents, working through the Administrative Services Coordinating Committee. The task force, a sub-group of the JIC, had been given the task of reviewing the college consortium's insurance program and making appropriate recommendations for the future.

John Fleming: "Never having worked with OEMC previously, I was impressed with their procurement process. They are not subject matter experts by any means but they're very good on the procurement side. Their process is clear and transparent. The outcomes stand on their own."

Sanjay Puri, Director, Financial Services & Planning and Chair, JIC: "I don't want to give the impression that there has been no collaboration at the colleges prior to this. This simply just expedited it. ...There's more willingness to collaborate because some other institution has done the heavy lifting."

OECM's mission is to provide consistency and accountability for procuring goods and services in the education sector, including school boards, universities and colleges. This was to be done by establishment of consistent procurement practices, open, fair and transparent processes, and accountability, all to maximize the value that organizations receive from the use of public funds.

"The whole process is very thorough and very transparent as well. It does take time but it is time well spent."

One limitation for the JIC was time. Said Puri: "We all have our day jobs," he said, and serve basically as volunteers. OEMC brought the proper resources to the job, he said, working with the task force by first hiring an insurance expert to examine the existing insurance and risk management programs and framing common services on which to base a request for proposals. The process also was ideal for spotlighting best practices across the participating colleges.

When the dust had settled, an agreement was signed with Aon, global provider of risk and insurance management services.

With some limitations, the colleges (originally 19, now 20) on board with the program share the risks. "There may be some nuances," said Sanjay Puri. "For example there are some colleges that are nearer water. . . . There are some adjustments made to the risk but when it's all put together it goes to one insurance underwriter who can take the whole consortium into consideration as well."

For the next three years, with an option for two one-year extensions, Aon will provide insurance broker services for all colleges now participating in the consortium, working primarily on a fee-for-services basis. For this, the firm will help each college adjust coverage as needed, help with claims settlement,

and work with colleges in the possible premium reduction by arranging an increase in retention of risk (or deductible).


The new insurance program as arranged using OEMC now is available for adoption by other colleges, universities, school boards and other Broader Public Sector entities.

But OEMC is looking for other areas of savings, particularly in the financial sector, including banking and merchant services.

Mike Seeger, Director of Financial Services at Loyalist College, was a member of the JIC task force. He said one of his staff was also involved with the merchant services task force and he sat in on some of the sessions. "I was very impressed with how thorough they were. Even though we work with this every day, we were not always familiar with all of the details," he said. "They (OECM) sat down with the working group to help structure what we need to create a list of all of the services."

John Fleming agreed: "The whole process is very thorough and very transparent as well. It does take some time but it is time well spent."

For OEMC, working with the college finance directors was an ideal opportunity to showcase their collaboration model. Karen Owen, Director, Sourcing and Relationship Management at OEMC, sums it up: "OECM's goal is to enhance further partnership within colleges and other broad sector organizations to deliver maximum value for money, efficiencies and innovative approach." [c|A](#)



**Choice.
Savings.
Compliance**
For your College in

**Finance, HR & Marketing
Information Technology
Facilities & Operations**

OECM offers a wide choice of competitively priced products and services.

Get easy access to our marketplace at www.oecm.ca and check out why all colleges take advantage of it.

For more information contact:
luba.medvedeva@oecm.ca • 416-847-0677



NEW ADMINISTRATIVE HIRES

Congratulations! And welcome to a dynamic work environment. To help get you started, COLLEGES 101 is designed for you.

COMPLIMENTARY ONE-YEAR OCASA MEMBERSHIP (\$290 value)* with full member privileges, including:

- ✓ Networking
- ✓ Online learning/Certification
- ✓ Webinars
- ✓ Advocacy
- ✓ Awards

*Complimentary membership is offered to administrative staff hired June 1, 2012 or later. Offer valid for six months following hire date.



OCASA provides networking connections both at my own college and provincially with administrators who share similar experiences. I highly recommend joining!
Alanna McDonnell, Marketing and Conference Services Manager, Algonquin College

Join today and receive your complimentary membership!

www.ocasa.on.ca/colleges101

CMU's Global Campus understands education in Ontario



Master of Arts degree in Education – Community College

CMU's quality education degree program offers an adult-friendly format, career-focused content, and flexible classes that can help you succeed.

- 33 credits
- No entrance exams required
- Taught face-to-face
- Weekend classes
- Compressed terms

New cohort starts in 2014 at George Brown College & Georgian College.

Degrees to power your career at Central Michigan University's Global Campus in Ontario. Call toll-free 877-268-4636, ext. 2357 for details. global.cmich.edu/international



When this educational opportunity came along from CMU, we had the opportunity to maintain our busy lives and at the same time complete a CMU degree. It has had an enormous impact on both my personal life and my professional life, and I thank you.

Patricia Lang,
former President
of Confederation
College

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 Colleges and Schools. CMU is an AA/EQ institution (see cmich.edu/aaeo). 33961 10/13

To provide an article on preparing for that big interview, we asked some HR professionals about the preparation required and the mistakes often made by candidates.

The following article is condensed from replies received. Participating from Confederation College was Christine Bates, Executive Director, Strategic Planning & Organizational Development. Replies from Algonquin College were provided by Leah-Anne Brown, Manager, Organizational Effectiveness, working with her team of Andrea Barton, Recruitment/Succession Planning Officer, and Nigel Parker, HR Consultant.

For more on preparing for the interview, see Career Corner on page 20.

THE BIG INTERVIEW

Be prepared, be on time
Know the college, know the job

How do administrative candidates need to better prepare themselves for the job searching process within the college system?

Christine Bates:

- Get to know the college. Be prepared to show how your strengths and energy are a fit.
- Know the issues facing the communities the college serves: geographically, economically, socially. Know the “lay of the land” municipally, provincially and federally – what pressures are being put to bear on the college?

Algonquin Team:

- Keep your résumé simple, clear, concise and current.
- Tailor the cover letter and résumé for every position.
- Check and double check for spelling, grammatical and formatting errors.
- Utilize a chronological résumé.
- Provide references only upon request.

What mistakes do candidates commonly make when applying and interviewing for a job? (i.e., the don'ts)

Christine Bates:

- Not being prepared (see above).
- Not really understanding the roles

and responsibilities of the job they've applied for.

- Underestimating their qualifications and letting their nerves get the better of them.

Algonquin Team:

- Missing the competition closing date deadline.
- Not preparing for the interview.
- Submitting a cover letter and résumé with spelling, grammatical or formatting mistakes.
- Stretching the truth on their résumé or during the interview.
- Not respecting the allotted time frame for the interview.
- Assuming that the hiring committee already knows you are capable of doing the job.
- Speaking unfavorably about current and/or former employers.

What are the three key dos?

Christine Bates:

- Know the job inside out (what department is it in, who is the leader).
- Know the college inside out (president's name, most recent college news).
- Come prepared and on time.
- Bring a résumé, list of references.
- Be organized. Be confident.

Algonquin Team:

- Research: The strategic plan of the college, vision, mission, core values, culture, the manager, and the position.
- Review: The job fact sheet, posting, résumé; develop potential interview questions and answers based on the competencies of the position.
- Rehearse: Behavioural interview questions and answers; key accomplishments as they relate to the position; and your answers out loud.

What do the best interviewees do or say in an interview that makes them stand out?

Christine Bates:

- Listen to the question and succinctly answering it. Don't ramble.
- Give relevant examples to illustrate a skill or strength. Use different examples to show different capabilities rather than using one example over and over again.
- Engage the whole interview team using eye contact and body language.
- Relax. Be genuine.

Algonquin Team:

- Arrive at least 10 minutes early.
- Make eye contact, smile, show enthusiasm.
- Respect the time frame of the interview.
- Provide clear, concise, and comprehensive answers.
- Ask intelligent questions that demonstrate knowledge of the college, department and position.
- Thank the committee for their time.

What do you consider to be necessary for the interview preparation? What questions must everyone be prepared to answer?

Christine Bates:

- Look closely at the job description and posting/advertisement. The clue to the questions is contained in those documents.
- Be prepared to answer questions about experience with students, communication, conflict resolution, budgeting, supervision, legislation such as human rights and health and safety, and team building.

Algonquin Team:

- Develop and rehearse your answers for the difficult types of

questions. Rehearse your accomplishments until you know them inside out and backwards.

- Rehearse your accomplishments until you know them inside out and backwards. Be able to highlight your skills and competencies.
- To prepare interview answers, use the STAR formula: Situation, Task, Action and Result. How did you add value? What actions did you take? What was the outcome? Provide facts, figures, dates, and elaborate on where, when, and how.
- Be prepared to answer questions pertaining to team building, conflict resolution, leadership competencies, student success and finally trends in postsecondary education.

What has changed in the last 10 years for career mobility (e.g., competition, experience, skill set) that might surprise emerging candidates?

Christine Bates:

- Importance of lifelong learning.
- As the baby boomers retire there will be less competition and fewer internal candidates.
- Evidence of a work/life balance is important as a leader.
- Soft skills will always trump hard skills. How we treat each other, our students and our competitors is the most important attribute as a leader.
- We all have to be subject experts but informed about the college-wide issues.
- Initiative and flexibility are paramount.

Algonquin Team:

- There is now a requirement to compete for all positions and to be a life-long learner. Higher credentials have become a necessity.
- It is very important to build networks both internally and externally.
- Social media is also changing the recruitment landscape. Many administrative employees now have a LinkedIn profile where they can engage with their professional network.
- Change is constant; hence, being able to adapt to change is definitely a must. [CJA](#)

Résoudre

Nos avocats spécialistes du droit de l'emploi aident les clients à chaque étape de la relation d'emploi – recrutement et embauche, contrats, licenciement et mise à pied, questions de harcèlement, retraite, accès à des prestations d'invalidité, plaintes relatives aux droits de la personne et autres – en leur offrant des solutions créatrices, adaptées et efficaces au regard des coûts.

Nous pouvons vous aider.

Communiquer avec Danielle Leon Foun Lin
613-231-8369
danielle.leonfounlin@nelligan.ca

We can help you.

Contact Ella Forbes-Chilibeck
613-231-8200
ella.forbes-chilibeck@nelligan.ca

nelligan | o'brien | payne

Lawyers/Patent and Trademark Agents
Avocats/Agents de brevets et de marques de commerce

nelligan.ca

OUR CONCERN FOR THE ENVIRONMENT IS MORE THAN JUST TALK

This magazine is printed on Forest Stewardship Council® (FSC®) certified paper with vegetable oil-based inks. Please do your part for the environment by reusing and recycling.

 **THINK GREEN** 

Home and Auto Insurance

... with special discounts
for OCASA members.



Above and beyond extensive coverage, here are a few of the other ways we'll take care of you:

- Savings and discounts
- 24/7 live customer support

1-800-563-0677 | www.johnson.ca/ocasa

Group ID code: FY

Call
for a free
quote.

JOHNSON 

Home & Auto Insurance

Home and auto insurance is available through Johnson Inc., a licensed insurance intermediary. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson Inc. share common ownership. Eligibility requirements, limitations and exclusions may apply. CAT.01.2013

Assurances habitation et automobile

... offertes avec des rabais
spéciaux aux membres
de l'APACO.



Soucieux de bien s'occuper de vous, nous proposons des garanties étendues et dotées d'avantages tels que :

- Des économies et rabais
- Un service de vive voix - 24 heures sur 24; 7 jours sur 7

1 800 563-0677 | www.johnson.ca/ocasa

Code d'identification de groupe : FY

Téléphonez
pour une
soumission
gratuite

JOHNSON 

Assurances habitation
et automobile

Les assurances habitation et automobile sont disponibles par l'entremise de Johnson Inc., un intermédiaire autorisé en matière d'assurance. Les contrats sont essentiellement souscrits auprès de la société Unifund, Compagnie d'Assurance (Unifund). Johnson Inc. et Unifund sont des filiales apparentées. Des critères d'admissibilité, des restrictions et exclusions pourraient s'appliquer. CAT.01.2013

Complete a bachelor's with just 10 DU classes.



We Honor Your Credits Toward a Degree

Complete your bachelor's degree in 1 - 2 years! Davenport has partnerships with Canadian colleges that allow you to transfer credits toward a bachelor's or master's degree. Many graduates with a three-year diploma can complete a bachelor's degree with as few as 10 DU classes.

Get your degree online

- **No visas.** Earn your degree completely online.
- **Classes 24/7.** Take classes any time. Fit your schedule.
- **Reduced tuition.** 20% partnership discount or scholarships up to \$4,000.
- **Transfer Friendly.** Credits from your diploma can completely transfer toward a Davenport degree.

davenport.edu/capartners | **800-686-1600**

 DAVENPORT
UNIVERSITY

Get where the world is going

Landing the life-changing job: dos and don'ts

The decision to explore a new career venture is significant, and NOT to be made lightly.

Know why you're applying

The first question in an interview is almost always, "Why are you interested in this position?" The way you respond to this question can make or break you. If you aren't sure if or why you're ready for the position both personally and professionally, then don't apply.

One of the most frustrating things for a search consultant is to get applications for several positions from the same person. "Perennial" applicants are simply not credible. The search consultant becomes desensitized to their requests and their chances of being taken seriously as a candidate are markedly diminished. So be sure the position you're applying for is the one you want, and that you're a high prospect who can meet the organization's needs, not just your own. Having misplaced motives settles things right away. Be sure to think through your reasons for applying, and role play in order to get feedback from others.

Know your strengths

It's amazing how many candidates fail to sell themselves well in an interview. You'll undoubtedly be asked what key strengths distinguish you as a candidate, so you should have thought through a clear, strategic response. Don't just repeat what the job ad asks for – everyone does that. Present what is unique about your experience. What value can you add to the job and institution? What makes you exceptional? Distinguishing yourself from the pack will get you to the short-list interview stage.

See it through

Search processes are not short and sweet. They can take weeks or months to complete. Before applying for a position, make sure you can commit to the process and its timeline.

It's amazing how many candidates fail to sell themselves well in an interview. You'll undoubtedly be asked what key strengths distinguish you as a candidate...



By Jordene Lyttle
Founding Partner, Promeus



By Brian Desbiens
Past President, Fleming College,
Associate Partner, Promeus
Executive Search

Reread your application

It's amazing how many people make themselves hard to reach by failing to provide clear contact information in their application or neglecting to respond promptly when contacted. The most tragic misstep, however, is submitting a letter or résumé that contains errors, gaps, and dates that don't add up. Cover letters and résumés make up the first impression, so present yourself as professional and polished by ensuring your résumé is clear, concise, accurate, and free of typos. Also, be sure your cover letter is addressed to the right person and institution. We've had several cases of letters ending up in the discard pile before being read due to these types of seemingly small errors.

Understand the role of the consultant

Search consultants work closely with the hiring institution in developing the ideal candidate profile. You need to read and understand this information carefully. Engage the consultant as you would the hiring manager; they will be pre-screening and assessing candidates and presenting a long list up to 8 or 10 people. How they present your case will make a big difference as to whether or not you make the cut.

Be eager – but not too eager

Another turnoff is harassing the search consultant and HR staff for too-frequent updates on your candidacy or other information that you could easily obtain yourself. Search consultants can be a great source of information, but don't expect them to do your homework for you. Know the timelines and boundaries for the search and respect them. Focus any questions you have on the job, not just the process.



Also, don't prematurely negotiate in an interview. Discussing salary and perks within the first five minutes of an interview is guaranteed to leave a bad taste in the consultant's mouth. While compensation is important, it shouldn't take precedence over dialogue dedicated to your fit for the role. You should, however, enquire with the consultant about the salary range before the end of the interview, as it's important to avoid any unpleasant surprises if you are ultimately made an offer.

Consider where you're coming from

If you're an internal candidate, don't assume that you're a known quantity. It's critical that internal candidates help the search consultant or hiring manager to envision you in the role they are filling, as they may have trouble picturing you in any role other than your present one! You have to think about, prepare for, and project a clear picture of you in the role. For external candidates, it's crucial that you be clear about what competencies and experience you have that will reassure the hiring committee that you can transition into their institution seamlessly. Read up on and even visit the campus if you're able. Do your homework; talk to people in your network and be prepared to talk not only about your present job or institution, but about the role being filled and the future of the new institution. You can do this most effectively by conveying, via concrete examples, how your experiences have prepared you to fit into the strategic and business direction of the institution.

Practice moderation

Too often candidates either say too little or try to answer everything. As recruiters, we have seen five-page letters, 35-page résumés, and 25-minute answers to the first ice-breaker question. We've also seen some candidate and search committee interviews finish in under 30 minutes, leaving us wondering why the person showed up for the interview when they were clearly in a hurry to get it over with. If you have to ask, "Did I answer your question?" too often, perhaps you didn't.

Consider your audience before submitting your letter and résumé. Is it the right length and level of detail? Are your answers forcing the interview panel to give you non-verbal cues that it's time to move on? Make eye contact and pay attention to your interviewers' reactions.

Be your enthusiastic self

Fill the room with energy. You'd be surprised at how your energy level will dictate not only how people respond to you, but also what they choose to hear. Show your excitement at the opportunity. If you don't seem excited about it, why should they give it to you? That said, trying to be someone you aren't is a recipe for disaster. You have to be yourself. You want them to hire you – not someone you've pretended to be only for the hour-long interview.

Continued on page 22

Don't burn bridges

Nurture excellent references who really know what your present job entails and have a high estimation of your capabilities. You'd be surprised how many references are either distant, former colleagues, or too recently involved with the candidate to really have a grasp on what they do or how they do it. Be sure they understand the job you're being considered for and have a copy of your résumé handy so that they can respond accurately. Consultants must seek permission before calling any reference, and confidentiality must remain a priority. That said, don't be surprised if you're asked to provide additional references, such as your current boss, before being made an offer.

Consider the potential impact on your life

If you must relocate for the position, what type of impact will this have on your family? Are they ready to move, too? Be sure you've discussed this possibility with your family and know how they feel before coming to the interview.

Show your gratitude

Lastly, be thankful for having had the opportunity to be interviewed. It is a privilege to be considered. You may not get the job, but being positive and learning from the process could set the stage for the next one. Leave on a high note, with the search consultants, institution and those involved in the process wanting to learn more about you and to work with you in the future. [cIA](#)



...be thankful for having had the opportunity to be interviewed. It is a privilege to be considered.

Bringing learning to life.

Over 250 programs at CentennialCollege.ca
See where experience takes you.

CENTENNIAL COLLEGE

NOVEMBER 17-18
FAIRMONT ROYAL YORK HOTEL, TORONTO

2013
HIGHER EDUCATION SUMMIT
SOMMET DE L'ÉDUCATION SUPÉRIEURE

Register for Colleges Ontario's 26th annual conference

Featured speakers:

Alan Alda	Sir Ken Robinson	Chantal Hébert	Bob Rae

Join us on Monday, Nov. 18 to celebrate the Premier's Awards for outstanding college graduates.

2013 Premier's Awards

To register, visit highereducationsummit.ca



Considerations when making a career move



By Ella Forbes-Chilibeck,
Lawyer,
Nelligan,
O'Brien Payne,
LLP

Employees frequently move around within the college sector. If you are considering an internal move or a move to a different college, there are some legal issues that you should keep in mind while you are still employed in your current position.

Continued access

Before accepting a position elsewhere, it is important to understand the impact the move may have on your current level of group health benefit insurance, life insurance and critical illness insurance. Administrators moving to another college which offers CAAT benefits will have continued coverage on their group insured benefits plan, provided there is not more than a six month gap between leaving their current CAAT college employment and starting employment with the other college. The previous employer will be asked to provide a copy of the original enrolment form

to the new college. Life insurance may be transferable to another CAAT covered college, but only at the level of your current policy. With respect to Critical Illness Insurance, care must be taken to ensure transferability as different rules may apply.

If you have developed a health condition for which you received treatment during your current tenure, movement to an employer that does not offer CAAT benefits could jeopardize continuation of your existing level of coverage. A move outside the college system will mean a new benefits plan, and new rules according to that particular contract. In either case, staying in CAAT or moving out, where this is a concern, it is important to have legal counsel review your current entitlements and provide advice with respect to the implications of the move.

Feature

Consideration required

Any time you are being presented with a new or amended employment agreement, you should always have a lawyer review it before you sign it.

If you are about to start a new position, you need to ensure that you understand the full implications of signing a new agreement and be satisfied that you are making an informed decision.

For a contract to be enforceable there must be three elements: Offer, Acceptance and Consideration. "Consideration" is something each party must give in order to create a binding contract. The basic exchange in an employment relationship is money in exchange for your services.

If you are transferring within your college (that is, already working for the college) "fresh consideration" (if the form of a salary increase, for example) will be required.

The vast majority of courts, however, have implicitly and explicitly rejected the idea that "continued" employment is sufficient consideration or have restricted the applicability to very narrow circumstances.

In a 2004 Court of Appeal decision, *Hobbs v. TDI Canada Ltd.*, 2004 CanLII 44783 (ON C.A.), Allan Hobbs was actively recruited by TDI Canada Ltd. There was some back and forth between the parties regarding the terms and conditions of his new position. Hobbs started employment. TDI then presented him with a "non-negotiable" agreement. It told him that if he wanted to be paid the commissions he had already

earned, he had "no choice" but to sign the agreement. The Court of Appeal confirmed an earlier 1994 decision, *Francis v. Canadian Imperial Bank of Commerce*, 120 DLR (4th) 393, stating:

The law does not permit employers to present employees with changed terms of employment, threaten to fire them if they do not agree to them, and then rely on the continued employment relationship as the consideration for the new terms.

Any time you are being presented with a new or amended employment agreement, you should always have a lawyer review it before you sign it.

A 2008 Ontario Court of Appeal decision in *Clarke v. Insight Components (Canada) Inc.* 2008 (O.C.A.) 207 is also relevant to college employees. Clarke commenced employment in July 1995. The employer instituted a company-wide policy in December 2000, which stated that all senior management levels would be subject to a termination clause that stipulated statutory minimums only.

However, because the change was made without additional consideration, the employer could not rely on its policy. But in 2001, Clarke was promoted with an enhanced compensation package and asked to sign a written memorandum regarding the terms and conditions of employment, including the restrictive termination provision. The trial judge found that the enhanced remuneration and promotion constituted fresh consideration for the written agreement.

Reasonable notice

When you have found a new position and are committed to making the move, it is important to provide your employer with adequate notice of your resignation. While there is no statutory requirement for employees to give notice in Ontario, some employment agreements contain specific provisions requiring notice of resignation.

In the absence of such provisions, you could be found liable for damages if your employer could prove that it suffered a financial loss as a result of your failure to provide notice.

What constitutes reasonable notice generally reflects the time it would take for an employer to hire and train your replacement. This will take longer for senior positions in highly skilled, competitive and specialized markets.

As with any legal document, it is a good idea to review any offer of employment with an employment law lawyer. [c|A](#)



OCASA APACO

OCASA Leaders & Innovators Conference

Exceptional learning, incredible networking.

June 23 & 24, 2014
Kingbridge Conference Centre & Institute
King City (20 minutes north of Pearson Airport)

*Mark your calendars now...
details coming soon.*



Considérations importantes lors d'un changement de carrière



Par Ella Forbes-Chilibeck,
Avocate,
Nelligan, O'Brien
Payne, LLP

Le personnel du secteur collégial se déplace fréquemment d'un poste à l'autre et d'un collège à l'autre. Que vous envisagiez un changement de poste à l'interne ou dans un autre collège, vous devez tenir compte de certaines questions juridiques alors que vous détenez votre poste actuel.

Accès continu aux prestations actuelles de votre régime d'avantages sociaux

Avant d'accepter un autre poste, il faut envisager que ce changement pourrait affecter vos garanties d'assurance au titre du régime collectif d'avantages sociaux des CAAT (ci-après « avantages sociaux CAAT »), telles que les prestations pour soins médicaux, pour l'assurance vie et/ou l'assurance maladies graves. Les administrateurs

qui acceptent un poste avec un autre collège qui offre les avantages sociaux CAAT continueront de bénéficier de ces derniers, dans la mesure où le nouveau poste avec l'autre collège débute dans les six mois suivant la cessation de leur poste actuel avec un collège CAAT. L'employeur précédent sera tenu de fournir au nouveau collège de l'administrateur, une copie du formulaire initial d'adhésion aux avantages sociaux CAAT. L'assurance vie peut être transférable à un autre collège faisant partie des CAAT, mais seulement au niveau de protection actuel. En ce qui a trait à l'assurance maladies graves, vous devez vous renseigner davantage afin d'établir si elle peut ou non être transférée, car des règles différentes pourraient s'appliquer.

Si vous souffrez d'une affection médicale pour laquelle vous avez reçu des traitements au cours de votre emploi actuel, accepter un poste avec un employeur qui n'offre pas les avantages sociaux CAAT pourrait mettre en jeu votre niveau de protection actuel. Un changement d'emploi hors du réseau collégial signifie un tout nouveau régime d'avantages sociaux qui propose des prestations différentes en fonction de ce secteur particulier. Peu importe la situation, que votre changement d'emploi implique un autre collège CAAT ou non, il importe qu'un avocat examine vos droits actuels en vue de vous offrir les meilleurs conseils possibles concernant votre changement d'emploi.

Une contrepartie est essentielle

Tout nouveau contrat de travail ou toute modification à un contrat de travail actuel devrait être examiné par un avocat avant de signer.

Si vous vous apprêtez à commencer un nouveau poste, vous devez prendre soin de bien comprendre toutes les implications de signer un nouveau contrat et être confiant que vous prenez une décision éclairée.

Un contrat exécutoire doit comporter trois éléments essentiels : une offre, une acceptation de l'offre et une contrepartie. Cette dernière constitue ce que chaque partie au contrat doit donner à l'autre afin de transiger un contrat qui est valide. La contrepartie principale dans une relation de travail est habituellement une rémunération monétaire en contrepartie de vos services.

Même si le changement de poste est au collège où vous travaillez déjà, une nouvelle contrepartie (ex. : une augmentation de salaire) est requise.

La grande majorité des tribunaux ont rejeté, de façon implicite et explicite, l'idée que le fait d'assumer un poste et/ou de maintenir une relation de travail continue constitue une contrepartie suffisante, ou ont restreint sa portée à des circonstances considérablement limitées.

Dans le cas de *Hobbs v TDI Canada Ltd*, 2004 CanLII 44783 (ON CA),

Allan Hobbs avait été recruté par TDI Canada Ltd. Les dispositions de son nouveau poste furent discutées entre les parties et Hobbs a commencé son nouvel emploi. Par la suite, TDI lui a présenté une entente « non négociable », lui précisant que s'il désirait recevoir les commissions qu'il avait jusqu'à date gagnées, il n'avait aucun choix, autre que de signer l'entente. En 2004, la décision de la Cour d'appel pour ce cas a confirmé une décision antérieure de 1994 concernant un autre cas, soit celui de *Francis v la Banque Canadienne Impériale de Commerce*, 120 DLR (4th) 393, en déclarant :

*... la loi ne permet pas aux employeurs de présenter des changements aux conditions d'emploi de ses employés et de les menacer de congédiement s'ils ne les acceptent pas, pour ensuite se fier sur une relation de travail continue à titre de contrepartie desdites nouvelles conditions d'emploi.**

Tout nouveau contrat de travail ou toute modification à un contrat de travail actuel devrait être examiné par un avocat avant de signer.

Une décision de la Cour d'appel de l'Ontario en 2008, dans le cas de *Clarke v. Insight Components (Canada) Inc.* 2008 (O.C.A.) 207, s'avère également pertinente pour le personnel des collèges. Clarke fut engagé en juillet 1995. L'employeur a introduit une nouvelle politique pour l'ensemble du personnel en décembre 2000, laquelle stipulait que les postes de tous les niveaux de cadres supérieurs feraient maintenant l'objet d'une clause de cessation

d'emploi qui ne précisait aucune compensation autre que leurs droits aux prestations de cessation d'emploi minimales requises par la loi.

Toutefois, le changement ayant été effectué sans contrepartie supplémentaire, l'employeur ne pouvait se fier sur sa nouvelle politique. En 2001, Clarke a accepté une promotion avec une rémunération globale rehaussée et a signé un contrat de travail portant sur les nouvelles conditions d'emploi, y compris la clause de cessation d'emploi restreinte. Le juge de première instance a conclu que la promotion et la rémunération améliorée constituaient une nouvelle contrepartie valide pour le contrat signé.

Préavis raisonnable

Après avoir accepté un nouveau poste, vous devez fournir un préavis raisonnable de votre démission à votre employeur. Bien qu'aucun délai légal ne soit prescrit à cet effet pour les employés de l'Ontario, certains contrats de travail contiennent des dispositions précises qui stipulent l'exigence d'un préavis de démission.

En l'absence de telles dispositions, vous pourriez être tenu responsable de certains dommages si votre employeur peut prouver qu'il a subi des pertes financières en raison de votre défaut de fournir un préavis raisonnable.

On entend par préavis raisonnable, le temps qu'un employeur nécessite pour le recrutement et la formation du nouvel employé qui vous remplacera. Les postes de direction touchant les marchés hautement qualifiés, compétitifs et spécialisés exigent souvent un délai de préavis plus long.

Comme pour tout autre document officiel, il n'est que sage d'examiner les détails de toute offre d'emploi avec un avocat dans le domaine du droit du travail et de l'emploi.

* Traduction non officielle de l'extrait – reportez-vous à la version anglaise au besoin. [C/A](#)

David Belford of Fanshawe elected OCASA President



David Belford of Fanshawe College was elected President of OCASA at the annual meeting in June. He succeeds Rick Helman of Loyalist who now becomes Past President.

Chantal Thiboutot of La Cité collégiale is Vice-President; Alanna McDonell of Algonquin is Treasurer; and Riley Burton of Confederation is Secretary.

Members of the board of directors include: Jane Cooper of Mohawk; Bridget Woodcock of Humber; Gregory Murphy of Durham; Krista Pearson of Sault, Kristi Harison of Centennial; Celina Mantler of Cambrian and Kelly Murray-Scott of Lambton. For more details visit the OCASA website: <http://www.ocasa.on.ca/about-us/board-directors> [c|A](#)

Change has become a constant: Dr. Lane Trotter



Although colleges are now offering degrees, we still need to focus on the community college mandate of skills development, according to Dr. Lane Trotter, Academic Vice-president of Fanshawe

College.

In a talk to at the OCASA Leaders & Innovators Conference, Dr. Trotter said that the massive change over the past 12 years will continue. "Ontario colleges must be nimble," he said, in a future that may see continued decline in public grant money, more competition, and cost shifting to users.

He said that in these days of rising tuition, students will expect more – at a time when competition with other colleges, universities and career colleges is increasing. He predicted this will require more focus on pedagogy, with stress on internships, research, increased use of social media and online learning, and the redefining of how we deliver curriculum.

He said that in Ontario, the credit transfer and portability has changed little since 1965. He said better pathways are needed, and will likely require the elimination of course duplication, suggesting that the Bologna Accords in Europe, which have enhanced the portability of credits in postsecondary institutions across Europe, might be a model that bears study. [c|A](#)

Innovation is the key to colleges' future: Franklin



Ontario colleges must continue to innovate, focusing on skills development through among other initiatives, a more vigorous role in apprenticeships, Linda Franklin says.

Franklin, CEO of Colleges Ontario, said the colleges should "expand the availability of pre-apprenticeship programs and college co-op programs to improve pathways to apprenticeship for more students."

Addressing the OCASA Leaders & Innovators Conference and Annual General Meeting in June, Franklin said that the colleges can take a lead in administering apprenticeship, making it a clearer part of the postsecondary structure. "This is not a role government needs to play," she said.

She also said that some areas of study will lend themselves to new three-year degrees which are now "anomalies in the world." She said this will require a new process for degree approvals "using the well-established college quality assurance model as base along with a more flexible admissions policy to improve access."

Some OCASA Conference presentations are available online: <http://www.ocasa.on.ca/events/2013-annual-pd-conference/post-conference-review/session-presentations> [c|A](#)

Faculty member wins OCASA/CMU research award



A senior faculty member of George Brown College has been named recipient of the OCASA/CMU Distinguished Research Award for 2013.

Susan Heximer was presented with the award at the OCASA Leaders & Innovators Conference in June. She earned the award for her master's degree thesis, *Learning from Training New Faculty in Outcomes-based Learning*.

The CMU/OCASA award is sponsored jointly by Central Michigan University (CMU) and Ontario College Administrative Staff Association (OCASA) to recognize the high quality of research being conducted in Ontario by CMU graduate students that impacts the development of the colleges. See her article on page 10. [c|A](#)

Member News

98% rate OCASA conference good to excellent

How satisfied were participants at the 2013 OCASA Innovators and Leaders Conference? In one word: very. Responses to a post-conference survey indicated that 98% of attendees rated the conference as excellent (63%) or good (35%). Almost half were first-time attendees at the conference.

This year for the first time the conference was held at Kingbridge Conference Centre in King City (just off Highway 400). Overwhelmingly, participants are delighted with the annual conference and gave the new facilities a solid endorsement: 90% are either likely (24%) or very likely (66%) to return next year, and two-thirds will encourage colleagues to attend next year. And of all the conference attractions, what was the star? Networking. [c/a](#)



Brenda Pipitone receives OCASA Doug Light Award



Brenda Pipitone, Dean, Academic Services and Student Affairs at George Brown was awarded the OCASA Doug Light Lifetime Achievement Award.

The OCASA Doug Light Lifetime Achievement Award pays tribute to an administrator within an Ontario college who has demonstrated administrative

excellence, provincially and/or nationally through leadership, contribution to others, and outstanding performance.

Doug Light served as president of both Centennial College and George Brown College. [c|A](#)

Fanshawe manager named Distinguished Administrator



Corinne Campbell, Manager, Purchasing and Accounts Payable, at Fanshawe, was awarded the OCASA Distinguished Administrator Award for her 23 years of “integrity and strong commitment to high standards.”

The OCASA Distinguished Administrator Award recognizes administrators who have demonstrated distinguished administrative

performance, showing outstanding leadership, consistent professionalism and overall effectiveness. [c|A](#)

George Brown manager 2013 Emerging Leader



Cindy Gouveia, Senior Manager, Industry Liaison, Partnerships and Academic Operations, at George Brown College received the 2013 OCASA Emerging Leader Award.

The award recognizes Ontario college administrators who have been managers for five years or less who provide positive leadership to the college. [c|A](#)

OCASA offers webinar encores from PD Conference

OCASA continues to provide a series of professional development seminars and webcasts for members.

Colleges Ontario President and CEO Linda Franklin provided an encore on October 23 of The Changing Landscape – a system overview. This discussion was originally presented at the OCASA Leaders and Innovators Conference in June.

On November 28, Lane Trotter, Senior VP, Academic at Fanshawe provides a presentation Prospective Challenges facing Colleges in the Future – also an encore presentation from the PD Conference in June. [c|A](#)

Webinars and communications courses offered

During November, OCASA is offering an online certification course in Organizational Communications facilitated by an OCASA past-president Steven Robinson, now a teacher, trainer and consultant. Also this fall, a series of legal webinars was offered by Lawyer Ella Forbes-Chilibeck of Nelligan O'Brien Payne, the last of these will be held December 5. For more information, visit the OCASA website: www.ocasa.on.ca/pd/webinars [c|A](#)



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

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

Carolyn Hepburn

Changing lives, one at a time

Carolyn Hepburn was a young mother who decided that education had to be the route to a secure future. She decided to do something about it.

After lining up family and community support, she enrolled in the Native Community Workers Addictions Program at Sault College.

After graduation, instead of following her original plan “to move to southern Ontario for employment” she was hired by the college directly out of the program.

Today, as Director, Native Education and Academic Upgrading, she heads that same program, and has a mission to improve even more on the support and encouragement she received as a student.

“I was an absolutely incredible experience,” she says of her days as a student. “From our classroom to the curriculum, faculty members – the entire college experience really fitted in making me successful at my studies and I came to develop a lot of self-confidence.”

A member of the Fort Albany First Nations, Carolyn was adopted at the age of six by a non-native family and grew up in Sault Ste. Marie, Ont. It was “a wonderful childhood, absolutely incredible, but aboriginal identity was

not part of my growing up. So when I came to the college, the program was a catalyst ... I learned about the history and the culture of our people. This really instilled a sense of pride in terms of our resiliency and the beauty of our culture and our language.”

Now, in addition to her role in the college with, she says, “a foot in both worlds,” she also has taken a leadership position in the community: member and past president of the Women in Crisis (Algoma) Inc.; currently chair of the Algoma Community Legal Clinic; currently vice-chair of the Indigenous Peoples’ Educational Circle; member of the Sault Ste. Marie Zonta Club (“looking to improve the political, physical health and well-being of women and girls around the world”); and member and past president of the United Way of Sault Ste. Marie.

Earlier this year, she was one of six Sault residents honoured by the Business and Professional Women (BPW) Club of Sault Ste. Marie for improvement and promotion of the interest of women. Her role at the college from student to director included jobs in various areas: native education, financial aid, registrar’s office, student life centre, and teaching. Through the aboriginal teachers education program she



gained elementary teaching experience and was able to attend classes on Manitoulin Island and earn her diploma from Queen’s University. A year as acting director led to her present position.

The future?

“We want to increase our aboriginal student population here at Sault College,” she says, from the current 20 to 25 per cent. “We want to be the pre-eminent choice for aboriginal learners. We want to see youth coming through our doors; we want to see our elders coming through the doors; we want to see the community members coming.” Earlier this year, the college implemented an elders-in-residence program. In an interview with *College Administrator* for this profile, her enthusiasm is evident. College for her “was a life-changing experience” that she wants to share: “one day at a time, one student at a time.” **CA**

Advertiser Information Centre

Support our advertisers

COMPANY	PAGE	WEBSITE	PHONE
Adaptive Planning	OBC	www.adaptiveplanning.com	800-303-6346
Centennial College	22	www.CentennialCollege.ca	
Central Michigan University	16	global.cmich.edu/international	800-950-1144 ext.7345
College Boreal	11	www.collegeboreal.ca	800-361-6673
Colleges Ontario	22	www.collegesontario.org	647-258-7670
Davenport University	19	www.davenport.edu/capartners	800-686-1600
Fanshawe College	7	www.fanshawec.ca	519-452-4430
George Brown College	IBC	www.georgebrown.ca	416-415-2000
Humber	13	www.humber.ca	416-675-5000
Johnson Insurance Inc.	19	www.johnson.ca/ocasa	800-563-0677
nelligan/o'brien/payne	8, 18	www.nelligan.ca	613-231-8200
OECM	15	www.oecm.ca	416-847-0677
Retired Teachers Association of Ontario	IFC	www.rto-ero.org	800-361-9888



CONTINUOUS LEARNING

INTERNATIONAL &
IMMIGRANT EDUCATION

PREPARATORY &
LIBERAL STUDIES

ARTS & DESIGN

COMMUNITY SERVICES
& EARLY CHILDHOOD

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

Transform Your Business with Cloud CPM and BI Solutions

Adaptive Planning, the worldwide leader in cloud-based business analytics solutions, provides finance and management teams with an integrated suite for consolidations, planning, reporting, data visualization, and analysis to drive better business decisions.

Learn how Adaptive can help you:

- Dramatically reduce budgeting and forecasting cycle times—by up to 90%
- Easily visualize data on dashboards and scorecards for real business insight
- Deliver rolling forecasts and perform what-if analysis
- Provide self-service reporting and analysis to all business users
- Achieve faster and more accurate close and reporting cycles
- Make faster, more informed, and better business decisions

The screenshot shows the Adaptive Planning software interface. At the top, it says "Adaptive Planning" and "Your Company Name". Below that are navigation tabs: Discovery, Dashboards, Workflow, Sheets, Assumptions, Formulas, Import, Export, Reports. Underneath are more tabs: Overview, Personnel, Operations Summary, Expenses, Travel Detail, Prepaids, Capital, Product Sales, Locals. The main area is a spreadsheet titled "Product Sales". The columns represent months from Jan-2013 to Aug-2013. The rows list products: Product A (A1, A2, Total), Product B (B1, B2, Total), and Product C (C1, C2, Total). The data shows sales figures for each product over time.

Product by Time	Jan-2013	Feb-2013	Mar-2013	Apr-2013	May-2013	Jun-2013	Jul-2013	Aug-2013
Product A								
Product A1	50	60	60	75	100	60	60	60
Product A2	50	50	50	50	50	50	50	50
Total	100	110	110	125	150	110	110	110
Product B								
Product B1	60	60	60	60	60	60	60	60
Product B2	55	55	55	55	55	55	55	55
Total	115	115	115	115	115	115	115	115
Product C								
Product C1	60	60	60	60	60	60	60	60
Product C2	60	60	60	60	60	60	60	60
Total	60	60	60	60	60	60	60	60
Total	275	285	285	300	325	285	285	285



To learn more about Adaptive Planning visit us online at www.adaptiveplanning.com

Adaptive
Planning