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From idea
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Managing projects
in a changing world

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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.

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David Belford
OCASA President
Président de l'APACO

The best of the best

La crème de la crème

What do you see as your future in the Ontario college system? If you are a new administrator, it is likely that you will have a long, fascinating, and rewarding career ahead of you, full of change. If you are already an experienced administrator, you have experienced many changes where you have worked. Looking ahead, you can foresee more changes in an atmosphere of restrained funding, increased competition for students, and changing student preferences and learning needs.

How can OCASA assist you as you plan your future? If you are a new administrator, and OCASA member, you are part of a network of dedicated and talented peers. I am sure that you want to take advantage of professional development and networking opportunities. The networking can start within your own college where OCASA members can come together in local administrative staff associations. If your college does not have a local ASA, or if your ASA is looking for new ideas to enrich the networking experience, please contact Diane Posterski for our ASA Guide.

The ultimate OCASA networking experience is attendance at our annual Leaders & Innovators conference. A follow-up survey this year showed 100% support for continuing the conference, and satisfaction levels of 96.8% (Very Satisfied (71.4%) or Satisfied (25.4%). Based on conference feedback, we're staying with Kingbridge Conference Centre, King City. Please make plans now to attend next year, and invite your colleagues to join you – June 22 & 23, 2015.

Comment voyez-vous votre futur au service du système collégial de l'Ontario? Certes, à titre d'administrateur ou d'administratrice récemment attiré, vous anticipez une longue et merveilleuse carrière dotée de changements intéressants et gratifiants. Si vous êtes un administrateur ou une administratrice chevronné, vous avez sans doute vécu plusieurs changements dans les collèges où vous avez travaillé. Tenant compte des préférences et besoins académiques changeants des étudiants, de la concurrence considérable entre les établissements pour attirer les étudiants et des subventions de plus en plus restreintes, vous anticipez vraisemblablement d'autres changements à l'avenir.

De quelles façons l'APACO peut-elle vous aider à planifier votre avenir? Si vous êtes un nouvel administrateur ou une nouvelle administratrice et êtes également membre de l'APACO, vous faites partie d'un réseau de collègues dévoués et talentueux. Je ne doute surtout pas que vous souhaitez profiter d'occasions de perfectionnement professionnel et de réseautage tout au long de votre carrière. Le réseautage peut commencer tout de suite au sein de votre propre collège où les membres de l'APACO peuvent se réunir au titre d'une association du personnel administratif locale (APA). Si votre collège ne dispose pas d'une APA locale, ou si votre APA se voit à la recherche de nouvelles idées pour enrichir l'expérience de réseautage, prenez soin de communiquer avec Diane Posterski pour obtenir notre Guide APA.

THANK YOU

from the Fanshawe College Administrative Staff Association (FASA) to all Fanshawe College administrators for the work they do to benefit the organization.



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Our annual Leaders & Innovators conference follow-up survey showed ... satisfaction levels of 96.8%.

Le sondage de suivi concernant notre Conférence annuelle sur le leadership et l'innovation indique... un niveau de satisfaction de 96,8 %

As one long-time member of OCASA said to me at the 2014 OCASA conference, in his opinion the members of OCASA are amongst the “best of administrators” in the Ontario college system. The kind of administrators who are leaders and care about what they are doing, and are always looking to improve their skills and knowledge, but also to share what they have learned with colleagues at events such as the conference. If you are a member of OCASA, you are that kind of administrator.

Have a great 2014-15 academic year! **clA**

La participation à notre conférence annuelle sur le leadership et l'innovation est une expérience de réseautage incomparable. Selon le sondage de suivi effectué cette année, 100 % des participant(e)s appuient la continuation de cette conférence pour laquelle le niveau de satisfaction s'élevait à 96,8 % (Très satisfait à 71,4 %) (Satisfait 25,4 %). Selon les rétroactions sur le succès de la conférence, la prochaine sera au même endroit, soit au Centre de Conférence Kingbridge à King City. Planifiez y participer l'an prochain et invitez vos collègues à vous joindre – le 22 et le 23 juin 2015.

Comme disait un membre chevronné de l'APACO lors de la conférence 2014; à son avis, les membres de l'APACO sont parmi les meilleurs administrateurs et administratrices du système collégial de l'Ontario. Ils et elles sont des leaders intéressés à ce qu'ils font qui ne cessent de chercher des façons de rehausser leur expertise et leurs connaissances; des gens qui se font un plaisir de partager avec leurs collègues tout ce qu'ils découvrent en participant à une conférence comme celle-ci. Si vous êtes membre de l'APACO, vous êtes sûrement un administrateur ou une administratrice de haut calibre.

Je vous souhaite une année académique 2014-15 épâtante! **clA**

David is the Dean, Faculty of Science, Fanshawe College. His role as President is a volunteer one, also serving as Chair of the 12 member, volunteer Board of Directors.

David est le doyen de la Faculté des sciences à Fanshawe College. Son rôle à titre de président est un poste bénévole, et il est également le président du conseil d'administration qui est composé de 12 membres bénévoles.



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Bill Swan
Contributing Editor

From idea to reality:

Managing projects in a changing world



Photo courtesy of Seneca College.

We've all seen the magic of construction: one day we hear the announcement of Project Such-and-Such. What seems like a few days later, we walk the halls and see the bustle of students, the hustle of faculty, the pride of administrators.

In reality, of course, it takes two years, three years, and multiple juggling acts, but what most of us see is the illusion, as though someone had waved a wand, flapped a cape, and poof!

But with huge projects – and at many colleges today the projects are by any

standards HUGE – who are the magicians who make this happen? How do most colleges go from idea to reality, within budget, on time?

How are such projects created, and what lessons can be applied to any project, large and small?

Angelo Miranda, Director of Major Projects at Seneca College, says that each project is different.

“Facility planners gather technical and strategic input from various college stakeholders and synthesize these inputs to create an overall facilities plan.”

The tricky part can be trying to match the funding available to the real needs of a college. Angelo cites the Building A

“

At the end of the day
you have to be somewhat ruthless...
You can't come in with a wish list
that you haven't got any validation for.

”

From new kid on the block to mentor in 5½ years



Five-and-a-half years ago, Angelo Miranda joined Seneca College as Director of Facilities. In that time he has morphed from new kid on the block to senior statesman.

What change has he seen? “Changes happen at a much faster rate than when I first started,” he said. “Technology, demographics, and partnerships, etc. are all extremely dynamic and constantly changing.”

He’s even seen a change in students who “aren’t the same as we used to see in the past. You see people coming back for retraining in their 40s 50s 60s. (They are) much more diverse; in planning facilities you can’t just think of 17- to 20-year-olds.”

His three proudest accomplishments?

The Newnham Campus transformation. “Our KPIs went up 10 points after that building opened.”

The Peterborough Aviation Facility, “opened on time and on budget.”

Building the team in facilities “people who have the drive and the ambition and the energy to get things done.”

“(Seneca) is a very dynamic place,” he said. “There are no post-retirement jobs here; you better be prepared to work every day. We’re very results oriented.”

On the provincial level, Angelo has served as chair of OCFMA (Ontario College Facility Managers Association) and sees the change as system-wide. More than 80 per cent of the directors of facilities have turned over in the past two or three years. For new people coming in, “it is an adjustment; it is a very dynamic situation.”

project at Seneca’s Newnham campus that was opened in September 2011. The real need of the college was to replace a 1969 building at the main (Finch) campus with a modern building that met the technical requirements of the 21st century and present a suitable image for one of the largest colleges in Canada.

“It was the most congested college in the province,” he said; the existing building “did not meet the teaching and student requirements of a modern post-secondary educational facility.” When the \$25 million from provincial funding was not sufficient, “we were able to convince the board to put in another \$35 million so we could create a project that had an impact. We created a gateway building to the campus so you can walk into a place that is welcoming.”

The funding adjustment is an example of one element necessary for every project from idea to the finished project: Flexibility. Funding is always a challenge, everyone admits, and flexibility is also needed to manage the cost realities that strain every project.

Dave Cotie, Director, Facilities Operations, Canadore College and Chair of OCFMA, sees the need for that flexibility in planning, execution and even maintenance after the fact. “If your kid was born after 2003, they’ve never known a world without certain technologies. We were all designing space a few years ago for laptops. Well, that’s sort of petering

out; now the technology is about iPads and cell phones.”

There is always a need, he says, to reconfigure space five, ten, or more years later. Who knows the need in a changing world?

But the flexibility required in the planning and post-construction is nothing compared to the need to be light on the feet in managing the actual construction.

Angelo Miranda cites an example using the Newnham Building A project. The main sanitary line ran through the center of the construction site and at every meeting the contractor brought this up as an issue and a potential extra cost as a result of working around it. The team decided to move the line, but since the new sanitary line was not connected, the sewage was

routed into holding tanks that were then pumped out twice a day. This solved the issue and allowed the construction to continue in a much more efficient manner.

Cotie agrees, saying cost must often be controlled through a thousand minor cuts. “In the end you have to do a lot of cutting.” If the funds available are \$25 million, he said, and the costing comes out at \$26.5 million, “it’s the ability to take out the little bits.

“If you cut out \$4,000, he said, “many will say, ‘What does that mean?’ But if you do that 100 times, you have \$400,000. You really have to look at every option possible.”

“At the end of the day you have to be somewhat ruthless,” said Angelo. “We act as the agent for the executive and



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“ Moving into downtown means going into a building that is at least 60 to 70 years old and possibly much older. ”

for the board of governors. You can't come in with a wish list that you haven't got any validation for.

"I'll give you a good example. In every building you have glass and people use blinds or some sort of shading. Today we have glass technology that automatically changes depending on light intensity (like tinted eyeglasses). But the cost of that technology is substantial.

"That's (the type of) general trade-off that you're always making. I can get the same effect by putting in blinds. It's not as sexy but (by saving) \$25,000 we could maybe pay for AV technology for a couple of rooms."

Riley Burton, Chair, School of Engineering Technology and Trades at Confederation College and a certified Project Manager, sees communication as the key to a successful project – and stresses that projects can include everything from major construction to program planning. All start with the consultation process.

How much consultation? "I don't have a clear answer. It depends on the scope of the project. The larger the cost

and impact of the project typically the greater the consultation should be," Riley says.

In planning it is not only important to hold sessions with stakeholders. It is equally important that the stakeholders have a clear understanding of the process and understand that compromises are almost always required.

"It's always a struggle for every project leader to consult. But to what level to what depth do we go to before the costs just become insurmountable?" He sees that as a balancing act.

"If the cost of setting up a program is small, then maybe you don't need to spend a whole lot of time on consultation," said Riley. He cited academic projects – the creation of a program as an example. Compared with multi-million dollar construction projects, the cost of program development is small (and often will be internal). Still, he said, he has seen academic consultation that supports the need for a program, but once offered, no students registered.

Increasingly, many colleges are expanding their search for funding and alliances.

When Seneca faced the closing of the Buttonville Airport, the Aviation program lost its flight training centre. The resulting search ended up in Peterborough – in the backyard of Fleming College.

Peterborough had just spent \$30 million in upgrading runways and other facilities.

Seneca's need fit nicely with Peterborough's 2011 expansion of the airport.

Since 1967, the college had leased space at Buttonville. At Peterborough, Angelo said, the college "built our own building for the aviation faculty – a modern, state of the art building dedicated to aviation schooling." The facilities include eight flight simulators, classrooms, a student lounge, washrooms, a kitchen, and room for the 18 aircraft belonging to the Seneca flight school. The building opened in January of this year, home to 170 students and 50 staff. Fleming College provides ancillary services and some elective courses. Along the way, the flight school doubled the use of the airport.

Sometimes, though, plans for alternate funding and partnerships hit snags. Early this year, bolstered by a \$20 million commitment from the city, and another \$6 million from the province, Fanshawe opened the Fanshawe Centre for Digital and Performance Arts – a 50,000 square foot multi-storey building named after retired President Howard Rundle.

But the second phase of the project hit a political snag (see the sidebar: *Sometimes, a hiccup in the best plans...*) which only shows that the unpredictable

Sometimes, a hiccup in the best plans...

The second stage of Fanshawe College's downtown campus has been an on-again, off-again adventure that didn't become on-again once more until early September.

Invited by the city to be "big and bold" in moving into the downtown, Fanshawe began a two-stage project that on completion would bring in 2,000 students. Earlier this year, Fanshawe had opened stage one with the Centre for Digital and Performance Arts in the Howard Rundle Building. For this, the city had donated \$20 million.

The second stage was to be the Kingsmill project: a hefty \$66.6 million project that required a further \$10-million from the city.

But election years can alter the best plans. In July, the city voted down (by a 7-7 tie) the \$10-million contribution needed to complete the deal.

Then the Downtown Business Association stepped in and offered \$1 million. Council reconsidered, one councillor changed her vote, approving the \$9 million to allow Fanshawe to proceed.

"Fanshawe is very pleased that London City Council voted to provide the college with an additional grant to help us expand our downtown campus in the Kingsmill building," said Fanshawe President Peter Devlin.

"In the next few years, we will look forward to seeing 2,000 students in downtown on a daily basis. This is a unique opportunity to fundamentally change the character and face of Dundas Street and the college is excited to play an important role in that transformation."

can interfere with even the most meticulous planning.

Increasingly, both colleges and universities have staked out partnerships to move into downtown areas. In Oshawa, UOIT has led the way in transforming the urban area. In Whitby, Durham converted a chocolate factory into a bright campus overlooking the 401 Expressway. Brantford's downtown boasts as many as six postsecondary institutions, including both Mohawk College and Fanshawe College. In Woodstock, a proposal is pending provincial approval for a French-language campus in a partnership of the University of Ottawa and La Cité Collégiale. Mayor Pat Sobeski sees this as an opportunity to revitalize the downtown and bring balance to a "city under-served in postsecondary services."

The Woodstock project would make use of a downtown landmark taken over by the city for lapsed taxes, "gutted and stripped down, the asbestos removed."

That restructuring is often the downside for institutions looking for downtown locations. "In most cases moving into downtown means going into a building that is at least 60 to 70 years old and possibly much older," says Dave Cotie.

"You get into all of the adventures in that such buildings quite often have hazardous materials like asbestos and lead, as well as structural issues. They may not be up to current codes and quite often have significant challenges around accessibility – (older buildings) simply don't have the room to accommodate ramps and the required things for accessibility."

The costing of revitalizing downtown buildings can be unpredictable. Some readers may recall the Fram oil filter TV

commercial of a few years ago. "You can pay me now, or you can pay me later."

Retrofitting older buildings is by definition construction management: like Forrest Gump's box of chocolates, you never know what you're going to get.

One of the more popular construction delivery processes is design-build — that is, to design, cost and construct the project with a contractor who takes on the

design risk. This means that the design team (engineers and architects) work for the contractor not the owner. In design-build the contractor takes on more risk and is ultimately responsible for the design and the construction, not just the construction as is the case in a traditional stipulated sum contract.

Even so, sometimes even that can leave small holes in the specs. →



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Photo courtesy of Fanshawe College

“ Have the right stakeholders identified from the outset and then plan the frequency to connect with them. ”

Angelo recalled one project which called for full coverage of Wi-Fi throughout the building. The contractor said he had it covered – and showed a plan with six wireless hubs. “But that’s not going to give us the kind of coverage we need,” Angelo said. “Students often have three devices, a laptop, one (or sometimes two) phones and an iPod. He (the contractor) says six hubs and we say 80. We have to compromise.”

But the detail required for design-build takes time, and often time is not available. Often capital submissions come with a time deadline. In such cases, the process rolls out in what Angelo refers to as construction management: construction and design are running together

as the project proceeds. This delivery methodology can be much faster but the owner carries more risk due to the higher possibility of rework.

Expansion at Seneca College’s King campus is being completed through Infrastructure Ontario’s Alternate Finance and Procurement methodology. This is a design-build with a financing component and is known as design-build finance. “There is significantly more cost up front,” he added. “It is a very rigorous methodology” that tries to limit as much risk as possible.

For Riley Burton, the communication involved is at the heart of any project. He says it is important to “have the right stakeholders identified from the

outset and then plan the frequency to connect with them, and knowing specifically what information each stakeholder needs.”

At the end of the day there is that dreaded word: deferred maintenance.

Dave Cotie: “You have to look at upkeep costs. (This means) making decisions around energy efficiency and carpeting or equipment and looking at what the expected lifetimes are and focusing on long-term costs. Capital can be hard to come by but operating costs are just as hard if not harder these days.”

But that’s just one of the extras to keep in mind in any major project – whether in construction, repurposing of a building, or any project for that matter.

Each project requires consultation, planning, and communications. How much of each? “I don’t think there’s a clear answer,” said Riley Burton. “That decision is based largely on the scope of the project.”

In other words, hard technical skills of any project are dependent on the art – the magic – of an administrator. **CA**



Photo courtesy of Seneca College.



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Andrew Thornton
Freelance technical writer and journalist
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In the 20-plus years since completing my B.A., I have graduated from three full-time post-graduate community college programs and numerous part-time ones. In that time, I have witnessed the evolution of community colleges, and I have first-hand experience of the “credential creep” that has been infused into the faculty requirements at all levels. Where Ph.D. faculty were once rare, today’s community colleges are teeming with them.

Albert Bandura defined self-efficacy as the core belief that one has the power to produce desired results or forestall undesired ones by the intentional actions one takes. What might it mean to a Ph.D.’s sense of self-efficacy, according to Bandura’s definition, if he or she is teaching in a system that is often regarded as less prestigious, where there may be fewer opportunities for research, or where students are seen as less intellectually engaged or academically skilled? What effect might such perceptions have on the decisions faculty make moving forward, and how might they influence institutional culture? What about the Ph.D. graduate’s sense of buy-in to the mission of a community college?

Indeed, are these increasingly academically oriented institutions upholding the public trust that was envisioned for them by Education Minister Bill Davis in 1965?

Might Ph.D.s question whether a possible disservice is being done to students who do not seek higher academic credentials when there are so many Ph.D.-educated professors facilitating courses, possibly at a level that exceeds student needs? Does the professor’s sense of self-efficacy wane if there is a significant gap in student-professor attitudes towards academics? In short, are the academic credentials that are being required of college professors too rigorous for a system originally intended as an *alternative* to university? There is scant research in this area, virtually none of it Canadian, so I sought interviews with Ph.D.-holding community college professors to understand how they felt about their place in Ontario’s community college system.

I found six research candidates, three men and three women, who held full-time teaching positions at three community colleges in southern Ontario, and were quite forthcoming. To protect their anonymity, pseudonyms were assigned to each. The men I identified as “Jeffrey,” an expert in social studies, “Don,” an expert in technical programs, and “Ahmed” an expert in computer engineering. The women I identified as “Joan” an expert in science and nursing, “Catherine,” an expert in math and bio-sciences, and “Consuela” an expert in recreational and leisure studies.

Recurring key words and phrases, similar or identical answers to specific questions, and the consistent introduction of certain ideas led to the development of themes which were collated and grouped under broad headings.

To better define these themes, I established categories related to the professor’s sense of vocation, their credential, and their institutional satisfaction.

My first questions explored why they taught at community colleges.

Five of the six participants cited the pleasure they derived from teaching as the single most important factor. Variations on “enjoyment” recurred frequently, as did “happy.”

“I really like teaching,” Jeffrey said. “I enjoy teaching more than I enjoy research. You get more opportunity to teach in a more meaningful way at college than you do at university.”

The participants indicated that “giving back” was an important aspect of being in college. Don said, “Colleges give students skills that result in high-paid work, skills they can take into the world and, hopefully, benefit society because they’re out there. We’re training people to do real work and we’re giving them the skills to do the work that’s needed. It’s good for them and it’s good for the community.”

Joan shared a similar sentiment: “I keep doing it because there is that idealistic sense that I’m contributing something that is sustaining.”

Noting that he is more “in touch” with the work itself and the interaction with industry, Ahmed expressed his deep satisfaction and increased self-efficacy at being able to see the product of his research being put to use immediately by industry. Consuela expressed a similar sentiment,

“ I enjoy teaching more than I enjoy research. You get more opportunity to teach in a more meaningful way at college than you do at university. ”

saying, “I like having that association with industry and providing that practical part of the equation to my students.”

My next questions explored their sense of self-efficacy as community college professors. In one way or another, autonomy figured prominently in their answers.

Jeffrey said, “I think it’s that capacity to watch and ask, ‘Now should I do this, or should I do that?’ that gives me a sense of self-efficacy. I can decide how to proceed on my own best judgement.”

“My freedom is unconstrained by time, money and bureaucracy,” Don said. “Within the bounds of the classroom, I have a great deal of freedom. I like that a lot.”

For Ahmed, it was the college’s latitude on giving professors the freedom to branch out into other areas. “University puts you in the position of having to teach the same types of courses each year, but college gives you the opportunity to teach different types of courses. I like to grow in all areas, and I make it a target for myself to teach a new course each year.”

Joan’s response was explicit: “In the classroom, self-efficacy and autonomy are connected. In the classes I teach I get to choose the readings and the way I present certain concepts. When I teach

someone else’s course, I am more confined and tend to feel less self-efficacy.”

Consuela said, “I have a high sense of self-efficacy because I have the autonomy to redesign the courses to meet what I believe are the expectations from industry.”

My next line of questions related to the relevance a Ph.D. brings to the community college system.

Noting that the Ph.D. gave him more confidence to speak with greater expertise, Jeffrey said, “I can advocate better for students because of the Ph.D. I understand colleges, and have a much better sense of education globally than a lot of my non-Ph.D. peers.”

Citing the “access” that the credential provides, both Don and Ahmed mentioned that as Ph.D. holders they had increased confidence to speak with committees or discuss issues with administrators while prior to obtaining their Ph.D.s they might have held back.

Joan noted the profound change her Ph.D. produced in her ability to do research. “Now I’m confident to speak up, and I can advocate for more difficult programs.”

Catherine and Consuela, however, cited the credential’s lack of “relevance” to student advocacy. Consuela said, “I lack the industry experience to make a valid case with our business partners and the Ph.D. does not help me do that.”

Catherine cited the credential as not only irrelevant, but an actual liability to students, saying, “It definitely does not help. Ph.D.s live in an ivory tower. We do not, as Ph.D.s, meet the student at his own level. In fact, it’s detrimental. You need to be able to see every man in every student. I’m sorry, but Ph.D.s don’t do that.”

There was a similar break in consensus when it came to whether or not Ph.D.s were better teachers, this time the responses falling heavily on the negative.

“
Now I’m confident to speak up, and I can
advocate for more difficult programs.
”



Photo courtesy of Niagra College

“

If they're really interested in teaching and less concerned with research, then college is the place to be.

”



Photo courtesy of Fleming College

Jeffrey and Joan said having a Ph.D. made them better teachers. Each spoke of their broader knowledge base as Ph.D. holders, as opposed to non-Ph.D. professors who, they felt, would be more limited in their abilities to teach. Jeffrey also cited his increased enthusiasm for the content he taught as a result of studying it more deeply at the Ph.D. level.

But the remaining four participants questioned the relevance of the Ph.D. for the purposes of teaching college students, emphasizing its highly specialized nature.

“Having a Ph.D. does not make for better teaching ability,” Don said, “particularly when the Ph.D. doesn’t have industry experience.”

Catherine said the Ph.D. was “far too specialized” and did not improve teaching ability, while Consuela said it was “too theoretical” and “not good for college students” because the Ph.D. professor tended to speak “over students’ heads.”

“Ph.D.s live in a lofty world of theory,” Catherine said. “Why does a college student need that? Where’s the advantage for them?” Don echoed the sentiment, calling the degree “too theoretical” and “beyond the student’s needs,” while Consuela said the theoretical approach was “far too abstract” and “not good for the step-by-step learner.”

The final series of questions were designed to explore participants’ feelings of self-efficacy with regard to working within the community college system. They were asked if they would advise Ph.D. candidates to pursue a teaching career at a community college once they have graduated. Five of the six participants answered in the affirmative with the caveat, as Jeffrey put it, “If they’re really interested in teaching and less concerned with research, then college is the place to be.” Ahmed and Consuela added the practicum aspect, noting, as Ahmed put it, “[college] is a great place to be for hands-on projects.”

Only Joan answered the question in the negative. “I wouldn’t recommend it, frankly, unless you don’t care about research,” she said. “But if you’ve gone through the process to get your Ph.D., how can you not care about doing research? The real effort in scholarship, the real pleasure, I think, is taking on new research projects, creating new knowledge.”

Finally, the participants were asked if there were any institutional factors that

could improve or hinder their sense of self-efficacy as community college instructors.

On this question their answers were most prolific. Discussions of hindrances carried the conversations in every case, while discussions of factors that could improve self-efficacy were virtually non-existent.

“The college does not reward or encourage research,” Jeffrey said. “They simply don’t place that much value on it.” Joan had a similar response, saying, “You start thinking that a research project would be really interesting, but you can’t do it because there’s no time and the college doesn’t support it.”

“The college administration is not collegial,” Don said. “They don’t put money into professional development.”

Joan replied similarly, “We support the college when they want us to go out into industry or go to student fairs, but they don’t support us. They just give us bigger and bigger classes to run and expect us to work things out on our own.”

For the women, the issue of “autonomy” recurred forcefully with this question. As Catherine said, “The college does not put enough emphasis on faculty autonomy in how we create and conduct our courses and if that piece goes missing, the system will fail.”

Consuela noted, “I’m optimistic about the changes I’ve made, but the college is constantly changing. The administration is changing and the colleges are becoming more like universities. A shift in philosophy can change how much control we get at the departmental and classroom levels.”

A cross section of opinions found among the members of any distinctive group is bound to reveal answers that fall outside the norm, and there were clear instances of distinctive outlier opinions. But for the most part, self-efficacy was most strongly tied to the themes of enjoyment and autonomy. The only area in which the participants were uniformly in agreement was in their perception that there were significant institutional hindrances to their sense of self-efficacy. Clearly more research is needed.

Andrew Thornton is a faculty member at Seneca College and a freelance technical writer and journalist. In June, his qualitative research on college professors with Ph.D. credentials was awarded the OCASA/CMU Award for Outstanding Research. 

“

Ph.D.s live in an ivory tower.
We do not, as Ph.D.s, meet
the student at his own level.
In fact, it’s detrimental.

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Project management a valued skill for managers



Brian Desbiens
Past President
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Project management, once seen as simply a task that needed to be done, has become a field of study and core to many full-time jobs in the colleges.

In the founding years, colleges simply did not have the in-house expertise to staff the projects of significant magnitude. Building projects or new functionality were contracted out to engineering, computing or consulting firms to research and conduct appropriate planning and implementation.

As the college system has evolved there has been a systematic increase in the need for people with project management skills.

The growth of continuing education and distance learning, the establishment of contract training centres, the sophistication and penetration of digital applications, the development of more complex strategic plans, the expansion of physical facilities – and the demand for graduates who can manage such expansion – have all led to the hiring of people with these special competencies.

Continuing education has always been a place where new courses and short programs have been developed. Often courses were offered as a testing ground before new, more extensive, diploma programs were created. Staff in this area always had to be able to develop a concept into new course or certificate program. Often both the staff and faculty are still part-time.

Administrators in this area are often more marketers than their more tradition-

bound postsecondary counterparts, and possibly less bureaucratic. Thus, con ed is frequently organized to make it more responsive to the marketplace. When policy and practices start to deviate and cause conflict, the area tends to be brought under a postsecondary dean structure to ensure policy and process conformity.

I personally have reorganized continuing education several times. I also have had to support and train leaders in this area. But I must say I greatly appreciated

We have full programs dedicated to project management – not just in the manufacturing-related program areas but also in business, such as in Event Management.

the vibrancy of con ed, the commitment to customer service and willingness to change and try out new ideas.

Distance learning also often began in colleges as projects assigned to staff who had a bent for the new technologies or new learning modalities. Often those who had the innovativeness and technical know-how were asked to lead projects to establish new approaches to learning and open up new markets. More recently, with the advent of hybrid courses and programs, this has been brought into the mainstream.

Contract training is created to assist business and industry with specialized needs. Most staff are hired on short-

term contracts and work on very specific needs and often have been instrumental in bridging the public and private sector.

IT has evolved in size and the scope of its importance to colleges. But even in large departments the list of projects each year requiring tech application development is a major planning and frequently inter-departmental priority struggle. Colleges still farm out many of these projects to the computer specialists in the private sector – often to our own graduates.

When first asked to develop strategic plans, senior management asked major consulting firms like Deloitte to conduct such studies. In the '90s the college system started training their senior executives in strategic planning. Today, with Strategic Management Agreements (SMA) required by the province, colleges must have in-house expertise, planning officers and even associate VP roles dedicated to

planning have been created, especially in large colleges. Essentially these roles are sophisticated project management functions. Often these people are also asked to lead research and innovation.

Construction projects have long been project management initiatives. Of course every year the building maintenance staff take on projects that have to be geared to have minimum effect on instructional delivery and the comfort and wellbeing of staff. This work clearly requires great competencies in critical path planning and delivering.

One summer when I was at Fleming, facilities staff moved two-thirds of the faculty. That was a project that could have

For colleges to remain vibrant, those who take on risky roles, who are innovative, will be the agents of that change.

gone off the rails! How many startups have been affected by incomplete facilities? Today one of the most difficult positions to fill is the building maintenance management role. I often

hear that the incumbents in these roles are invaluable due to their knowledge of what is where and how it was constructed. Secondly they get things done in short and tight time frames.



Photo courtesy of Fleming College

Where does all this lead in a column on careers?

Project management is now more formalized. While the skills have always been part of our more advanced diploma programs, now we have full programs dedicated to project management – not just in the manufacturing related program areas but also in business, such as in event management. Of course, building maintenance programs are essentially project management roles.

These complex skills are needed today more than ever, requiring greater research capabilities, and often as ongoing essential competencies. Colleges still contract out to the private sector but more often these are seen as essential skills for middle and senior management leadership. My advice for those who aspire for more responsibility is to get engaged in areas that are project and entrepreneurial based to gain skills, exposure and variety. If a frontline manager wants to be seen as having the potential for greater responsibilities they should volunteer for project teams or even project leadership roles. They should ask for project management training. This is often available right at their own college.

Project management roles have always been a pathway for people to join the colleges, and for staff to prove their value by taking on projects. They are ideal for support staff to show potential for faculty or admin roles, for faculty to test their wings at administrative projects, for front line managers to demonstrate broader skill sets. I have often used projects to test out people with potential.

Sadly, sometimes colleges have used projects to move non-performers out of roles. This is bound for failure for the individual and for the project. If you are having difficulties personally, get the help you need to be successful in your present job. Don't take on another role in which you may fail. If you have a staff member having difficulties, give them the help to be successful in their present job or change them to a job in which they can be successful. Sometimes projects can be re-invigorating, but they also can be seen as shoving people to the side. Today most projects require not only excellent planning and implementation skills, but



My advice for those who aspire for more responsibility is to get engaged in areas that are project and entrepreneurial based to gain skills, exposure and variety.

also communication and team-building competencies due to the complexity and need to cross the boundaries in organizations.

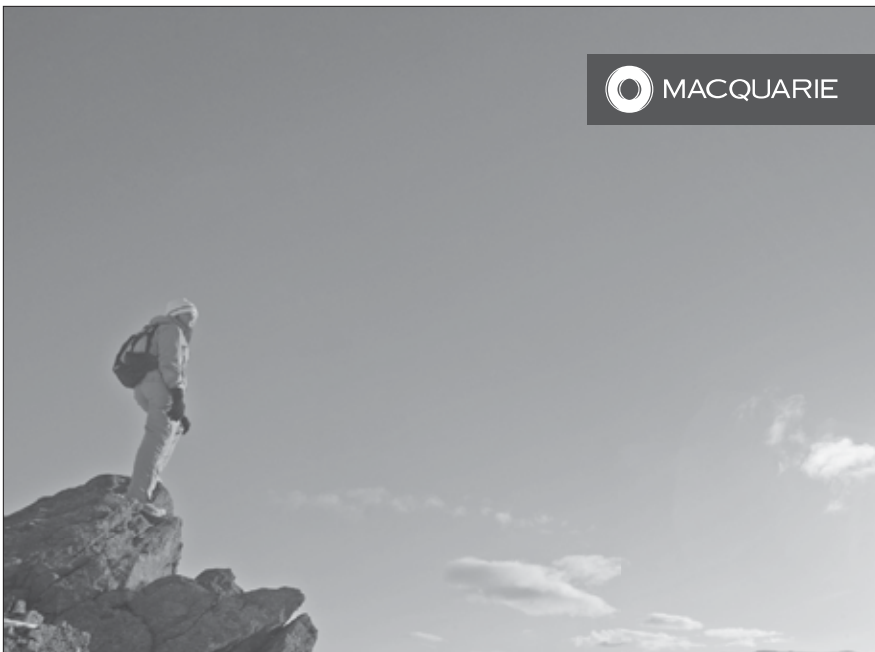
People can get pegged as only project-capable because they have no line responsibilities. I have recently seen how very capable staff have been selected to fill staff roles full of exciting projects, but when they apply for more senior positions they are not seen as prime candidates because they have not had full line portfolios. Perhaps we should be using short-term secondments more often. Mohawk College has a Project Managing Officer out of the Educational Resource area who has a team of faculty – one each seconded from each college school. The team then works on the top academic priority projects. This is a smart way to tap into expertise and develop across the academic area project management competencies.

For colleges to remain vibrant, those who take on risky roles, who are innovative, will be the agents of that change.

Personally, I always loved having a project that I could volunteer for in my college. Projects often cross institutional silos. They are a great way to know and be known. You always learn something new on a project; plus projects have a beginning and end. If successful there is a great sense of achievement. And hey! It looks good on your résumé. **CA**



Photo courtesy of Seneca College



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How to minimize the impact of workplace change

Ontario colleges struggle these days to meet the increasing programming demands of students within the financial limits currently imposed by the provincial government funding limitations. As a result, many administrative staff find themselves being asked to do more and take on additional roles and responsibilities.

Often the extra responsibilities are to be accomplished using the same or even fewer resources, and with no increase in pay or benefits. These types of amendments to the terms and conditions of one's employment often have a profound impact on the employee and require careful advice and consideration to effectively minimize the potentially negative impact of these changes.

Your employer can amend the terms and conditions of your employment within reason. However, once past a certain threshold, these modifications may amount to a *constructive dismissal*. Constructive dismissal is the legal term used to describe when fundamental changes to an employee's position are imposed by the employer. As set out by the Supreme Court in *Farber v. Royal Trust Co.*, the imposed change or changes must be considered a substantial departure from the employee's previous employment, such as unilateral amendments to the employee's responsibilities, status, geographical location, or compensation in order to meet the threshold required to establish a constructive dismissal.

The employer has two options when it substantially changes the terms and conditions of your employment. It can either:

I. Provide reasonable notice in writing of the changes and invite the employee to accept the changes once they take effect.

Constructive dismissal is the legal term used to describe when fundamental changes to an employee's position are imposed by the employer.

II. Make the changes immediately, compensate you in lieu of reasonable notice, and perhaps offer you the new position. When facing changes of this nature, there are a number of options available to employees which are set out by Justice Gray in the 2010 *Russo v. Kerr Bros. Ltd.* decision.

- First, the employee may accept the change in the terms of employment, either expressly or implicitly through apparent acquiescence, in which case the employment will continue under the altered terms.
- Second, the employee may reject the change and sue for damages if the employer persists in treating the relationship as subject to the varied term. This course of action would now be termed a "constructive dismissal," as discussed in *Farber*, although this term was not in use when *Hill* was decided.
- Third, the employee may make it clear to the employer that he or she is rejecting the new term. As Mackay J.A. so aptly put it [in the Court of Appeal decision *Hill v. Peter Gorman Ltd.*, (1957) O.J. No. 188, 9 D.L.R. (2d) 124 (C.A.)]: "I cannot agree that an employer has any unilateral right to change a contract or that by attempting to make such a change he can force an employee to either accept it or quit."

That being said, if you would prefer to preserve the positive employment relationship while unilateral changes of this nature are taking place, a fourth option may be considered – the parties may implement a fixed-term trial period in the new role before making a decision to accept or not. A six-month or longer assessment period may allow the parties to decide whether or not the new position is appropriate in terms of your skill set, the employer's expectations, and to ensure that the new role is properly compensated and appropriately resourced. Any trial agreement should also contemplate reasonable notice and include appropriate exit provisions in the event that one of the parties perceives the trial period to have been unsuccessful.

If you are going to enter into negotiations of this nature, it is important that any agreement is explicit to ensure there is no misunderstanding between the parties. If you are perceived to have accepted a change and continued working, you may inadvertently forfeit your right to claim damages for constructive dismissal later. This principle is called "condonation" and occurs when one party has tolerated and accepted the conduct with which it later takes issue. Therefore, it is important to object to a relevant change in a timely manner and propose





a reasonable alternative where possible while maintaining your rejection.

Unfortunately, there are times when the employer's decision to change certain aspects of the employment contract may be motivated by a desire to pressure the employee to resign from their employment and thereby limit any entitlement to a termination package. Where this can be established, it may be considered to be bad faith conduct, and the concurrent toxicity in the workplace may render it impossible for the employee to remain

in their employment, even for a trial period. Evidence of dishonest or bad faith conduct may be associated with the employer's actions but is not a necessary requirement to establish a claim of constructive dismissal. Instead, the court will assess all of the circumstances surrounding the changes to the terms and conditions of employment, including the relationship between the employer and the employee, the length of employment, the manner in which the change was effected, as well as, any bad faith conduct.

For employees who believe they may have been or may soon be constructively dismissed, it is important to discuss your situation with an employment lawyer as soon as possible to assess the merits of your case, determine the legal steps you should take and consider any potential damages that you may be entitled to.

If you have questions regarding this or other employment law matters, please do not hesitate to contact Ella Forbes-Chilibeck or other experienced lawyers at Raven, Cameron, Ballantyne & Yazbeck, OCASA's recommended law firm. [C|A](#)

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Comment répondre aux changements dans le milieu du travail



Raphaëlle Laframboise-Carignan
Avocate
RAVEN, CAMERON,
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Avocats et Notaires

Le portrait du milieu du travail au Canada a changé de façon importante depuis quelques années, surtout à la lumière de nouveaux standards au travail, l'âge plus tardif de la retraite ainsi que les changements organisationnels implantés dans plusieurs lieux de travail à travers la province sous la pression des compressions budgétaires. Les collèges en Ontario sont directement affectés par les limites financières imposées par le gouvernement provincial.

Ces changements dans un milieu de travail sont souvent inévitables. Certains peuvent être positifs. Il y a néanmoins des changements qui sont imposés de façon unilatérale par un employeur et qui peuvent changer les conditions de travail d'un employé. Cela peut constituer un moyen pour un employeur de tranquillement inciter un employé à quitter son emploi sans devoir lui remettre un préavis raisonnable auquel il aurait droit s'il était congédié.

De façon générale, un employeur peut, de manière raisonnable, faire des modifications à un contrat emploi. Par contre, cela doit être fait dans des limites raisonnables en fonction du type d'emploi et ne peut dépasser un certain seuil de paramètres.

Il est maintenant accepté que des changements fondamentaux à un contrat d'emploi puissent constituer un congédiement déguisé. Une rétrogradation importante des responsabilités, la modification aux heures de travail, un transfert géographique, voir même la modification de la rémunération, peuvent tous constituer des exemples de congédiement déguisé.

Comme l'a indiqué la Cour Suprême dans l'affaire *Farber c. Compagnie Trust Royal*, [1997] 1 RCS 846, le ou

les changements au contrat d'emploi doivent être considérés comme une dérogation importante aux termes de l'emploi précédent de l'employé, comme des modifications visant les responsabilités de l'employé, son statut, son lieu de travail, ou sa compensation, pour établir le seuil requis pour un congédiement déguisé.

L'employeur a deux options quand il modifie substantiellement les termes et conditions de l'emploi d'un employé. Il peut soit:

- I. donner un préavis raisonnable par écrit précisant les changements qui seront imposés au contrat d'emploi et inviter l'employé à accepter les changements une fois qu'ils entreront en vigueur; ou
- II. apporter les modifications immédiatement et fournir à l'employé un préavis raisonnable. Par la suite, l'employeur peut réembaucher l'employé aux termes des nouvelles conditions.

Un employé possède quelques options pour faire face à des changements de cette nature, tel qu'identifiées dans *Russo c. Kerr Bros. Ltd.*, 2010 ONSC 6053.

- Premièrement, l'employé peut accepter le changement aux conditions d'emploi soit de façon explicite ou implicite par acquiescement, auquel cas l'emploi se poursuivra sous les conditions modifiées.

- Deuxièmement, l'employé peut refuser les changements au contrat d'emploi. Si l'employeur insiste pour que l'employé accepte ce changement, ce dernier peut tenter un recours pour congédiement déguisé contre son employeur.
- Troisièmement, un employé peut clairement indiquer à son employeur qu'il ou elle rejette le changement. Comme le juge Mackay a si bien dit [à la Cour d'appel dans l'arrêt *Hill c. Peter Gorman Ltd.*, [1957] 9 DLR (2d) 124 (CA)]: «Je ne peux pas accepter que l'employeur a tout droit unilatéral de modifier un contrat ou qu'en essayant de faire un tel changement, il peut contraindre un employé à l'accepter ou démissionner».

Si un employé ne s'oppose pas à un changement et qu'il ou elle continue à travailler avec le nouveau changement en place, il pourrait être implicitement entendu que l'employé ait accepté la modification à son contrat d'emploi. Il est donc important pour tout employé de s'opposer au changement dans un temps raisonnable s'il ou elle n'accepte pas les modifications de son travail.

Cela étant dit, une quatrième option pour un employé qui fait face à cette situation, est de considérer une période d'essai avant d'accepter ou non le ou les



Il est maintenant accepté que des changements fondamentaux à un contrat d'emploi puissent constituer un congédiement déguisé.



changement(s) au contrat d'emploi de façon formelle. Une période de six mois ou plus pourrait permettre à l'employé de voir si le nouveau poste lui convient.

Si un employé pense accepter ce genre d'entente, il est important que cette entente soit explicite et que les termes soient mis par écrit. Il est important de noter qu'une telle entente devrait prévoir une clause quant à une période de préavis raisonnable dans le

cas où le nouvel emploi ne fonctionnerait pas.

Dans un cas comme dans l'autre, si votre employeur modifie les conditions de votre contrat d'emploi, qu'elles soient positives ou négatives, il est impératif que l'intention des parties soit bien décrite par écrit pour éviter toute confusion. Si vous pensez qu'une telle situation vous soit arrivée, il est important de consulter un avocat spécialisé en droit de l'emploi dès

que possible pour évaluer le bien-fondé de votre cas. Notons qu'en cette matière, il vaut toujours mieux prévenir que guérir.

Si vous avez des questions à ce sujet ou d'autres questions par rapport à votre situation d'emploi, s'il vous plaît n'hésitez pas à vous mettre en contact avec Raphaëlle Laframboise-Carignan ou l'un(e) des autres avocat(e)s au cabinet recommandé par APACO, Raven, Cameron, Ballantyne & Yazbeck LLP/s.r.l. CIA

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Derek W. Dobson
CEO and Plan manager
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A recent study by the consulting company Towers Watson¹ underscores what we've known for years – members value their pensions and pensions provide employers with a competitive advantage to attract and retain top talent. The results of our 2013 Stakeholder Engagement Survey yielded similar evidence and both studies highlight a great opportunity for members and employers to derive more value from the plan without increasing costs.

Secure pension dwarfs pay increases

One indication of the value of a workplace pension is the trade-off employees are willing to make. Given the choice between a bigger pay increase and a stronger pension, almost three times as many employees surveyed by Towers Watson would select the pension. Of Canadian workers surveyed, 14% would take the bigger pay increase, while 39% would opt for the stronger pension guarantee. The rest are neutral.

Attraction and retention benefits

Our Stakeholder Engagement Survey results found pensions are important to attracting and retaining employees of the college system – 65% reported that pension benefits were an important or very important consideration in their decision to join their college employer, and 90% reported the pension would be an important or very important consideration in continuing to work in the college system.

Working with the colleges, we have created pension communications to support their recruitment efforts. The plan's policy to allow transfers from any registered pension plan in Canada removes a potential sticking point to hiring great talent by ensuring pension portability. As workplace pensions become less common in the private sector, the CAAT Plan can be a key advantage for colleges when its value



The more members understand about their pension, the more they value it.

Plus les participants au Régime des CAAT en apprennent au sujet de leur régime de retraite, plus ils lui accordent de la valeur.

Une récente étude effectuée par la société d'expertsconseils Towers Watson¹ confirme une chose que nous savions déjà depuis des années – les participants attachent de l'importance à leur régime de retraite, et celui-ci offre aux employeurs un avantage concurrentiel pour ce qui est d'attirer et de maintenir en poste les employés les plus compétents. Des conclusions similaires sont ressorties de notre sondage de 2013 auprès des parties intéressées, et les deux études indiquent qu'il y a d'excellentes possibilités pour les participants et les employeurs de tirer une valeur accrue du Régime sans augmentation des coûts.

Le régime de retraite l'emporte sur les augmentations salariales

Le compromis que sont disposés à faire les employés est une indication de la valeur rattachée à un régime de retraite d'employeur. Lorsqu'on leur a demandé ce qu'ils feraient s'ils devaient choisir entre une augmentation salariale plus importante et une pension accrue, les employés interrogés par Towers Watson ayant répondu qu'ils choisiraient cette dernière option ont été près de trois fois plus nombreux que les autres. De tous les travailleurs canadiens interrogés, 14 % ont dit qu'ils opteraient pour l'augmentation salariale plus importante, contre 39 % ayant répondu qu'ils choisiraient les prestations accrues garanties. Les autres répondants sont demeurés neutres.

Avantages au titre du recrutement et du maintien en poste

Notre sondage auprès des parties intéressées a révélé que les régimes de retraite jouent un rôle important pour ce qui est d'attirer et de maintenir en poste des employés dans le réseau collégial – 65 % des répondants ont dit que le régime de retraite était un facteur important ou très important de leur décision de travailler pour un collège, et 90 % ont mentionné que le régime de retraite constituerait un facteur important ou très important de leur décision de continuer à travailler dans le réseau collégial.



Plus les participants en apprennent au sujet de leur régime de retraite, plus ils lui accordent de la valeur.



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En collaboration avec les collègues, nous avons créé des communications en matière de pension pour soutenir leurs efforts de recrutement. La politique du Régime consistant à autoriser les transferts à partir de n'importe quel autre régime de pension agréé au Canada élimine un obstacle potentiel à l'embauche d'employés très compétents, car elle garantit la transférabilité des pensions. Tandis que les régimes d'employeurs sont de moins en moins courants dans le secteur privé, le Régime des CAAT peut constituer un avantage clé pour les collègues, lorsque sa valeur est communiquée de manière adéquate et que les cotisations de retraite sont vues comme un investissement dans l'avenir au lieu d'un simple prélèvement salarial.

L'incidence sur le maintien en poste dans les collèges est considérablement plus importante que ce qu'indique l'étude de Towers Watson, dans le cadre de laquelle sept travailleurs canadiens sur dix participant à un régime de retraite à prestations déterminées (PD) se sont dits d'accord ou fortement d'accord avec l'énoncé suivant : [traduction] « Le régime de retraite de mon entreprise est une des raisons importantes pour lesquelles je resterai au service de mon employeur actuel. » Nous croyons que nos efforts concertés en vue d'informer les participants au sujet des avantages du Régime des CAAT ont contribué au résultat plus élevé en matière de maintien en poste.

Il est possible d'en faire plus

Les participants au Régime des CAAT attachent de l'importance à leur régime de retraite, même s'ils ne connaissent pas tous les avantages que celui-ci leur offre. Dans le cadre de notre sondage auprès des parties intéressées, bien que 43 % des participants aient mentionné ne pas bien connaître les avantages associés à

is properly communicated and pension contributions are seen as an investment in the future rather than a payroll tax.

The retention effect for colleges is markedly higher than the findings of the Towers Watson study where seven out of 10 working Canadians with a defined benefit (DB) pension plan agreed or strongly agreed with the statement: “My retirement plan is an important reason I will stay with my current employer.” We believe our concerted effort to educate members about the value of the CAAT Pension benefits has contributed to the higher retention number.

An opportunity to do more

CAAT Plan members value their pension, even if they are not entirely familiar with the benefits. The results of our Stakeholder Engagement Survey shows that although 43% of members reported not being familiar with their pension benefits, a huge majority or 94% of members said their CAAT Pension is a very important or important part of their financial plans for retirement. These results present an opportunity because the more members understand about their pension, the more they value it. We can enhance their understanding without increasing costs.

Do younger members care about pensions?

What might surprise many is that the retention impact of pensions is consistent among younger, mid-career, and older employees – age groups: 20 to 39 (65%), 40 to 49 (68%), and 50-plus (70%) respectively. It shatters the perception that younger members do not care about pensions. We believe the impact of the increased awareness of pensions at every age group and the difficulty in finding an employer that offers a workplace pension are key drivers of this trend.

Free services are good

Upon request, we're available to visit your campus and a present a 90-minute pre-retirement seminar. The only requirement is organizers at the college need to ensure an audience of at least 25 members. The session, presented by one of our expert pension analysts, is free to members and employers. And in times of austerity at the colleges, free is good.

The exit surveys from these sessions consistently show members value their pension more after the sessions than they did before the presentation. Explaining pension benefits and pension related issues is an effective way to help members better understand and appreciate the value of their pension benefits.

Stay informed about important pension issues

Our award-winning Communications Department does an excellent job of explaining pensions in a way that is accessible and clear. The CAAT plan website is informative and easy to navigate and we've recently added a series of short, helpful videos. We provide a free email notification service through, *My Pension NewsLink*, so that members can be among the first to receive newsletters and news releases. As college leaders, consider signing up for *My Pension Newslink* to ensure you stay up to date on the increasingly important issues concerning your pension plan. You can sign-up via our website at www.caatpension.on.ca. [C|A](#)

leur régime, une très grande majorité de répondants (94 %) ont indiqué que la pension que leur versera le Régime des CAAT est très importante ou importante pour la planification financière de leur retraite. Ces résultats indiquent qu'il existe une occasion d'améliorer les choses, car plus les participants en apprennent au sujet de leur régime de retraite, plus ils lui accordent de la valeur. Or, nous pouvons faire en sorte que les participants comprennent mieux leur régime.

Les jeunes s'intéressent-ils à la question des régimes de retraite?

Certains seront peut-être surpris d'apprendre que les régimes de retraite ont incidence comparable sur le maintien en poste chez les jeunes, les employés en milieu de carrière et les travailleurs âgés, l'impact étant de 65 % chez les employés âgés de 20 à 39 ans, de 68 % chez les employés âgés de 40 à 49 ans, et de 70 % chez les employés âgés de 50 ans ou plus. Cela vient contredire l'idée selon laquelle les jeunes participants ne se soucient pas de leur régime de retraite. Nous croyons que les principaux facteurs de cette tendance sont la connaissance accrue concernant les régimes de retraite chez tous les groupes d'âge et le fait qu'il est difficile de trouver un employeur qui offre un régime de retraite.

Les services gratuits sont une bonne chose

Sur demande, nous pouvons nous rendre sur votre campus pour y présenter un séminaire de 90 minutes sur la préretraite. Notre seule exigence est que les organisateurs au collège s'assurent de la présence d'au moins 25 participants. La séance, présentée par l'un de nos analystes des pensions, est gratuite pour les participants et les employeurs. En cette époque d'austérité dans les collèges, la gratuité est une chose appréciable.

Il est toujours ressorti des enquêtes menées à la fin de ces séances que les participants attachent une importance plus grande à leur régime de pension après la présentation qu'avant celle-ci. Le fait d'expliquer les avantages des régimes de retraite et les questions relatives à la pension est un moyen efficace d'aider les participants à mieux comprendre et à apprécier davantage la valeur de leur régime.

Demeurez au fait des questions importantes relatives aux régimes de retraite

Notre Service des communications, lauréat de nombreux prix, effectue un excellent travail pour ce qui est de fournir des explications claires et accessibles sur les prestations du Régime. Le site Web du Régime des CAAT est instructif et convivial, et nous y avons récemment ajouté une série de courtes vidéos très utiles. Nous offrons gratuitement le service d'avis *Mon InfoLien sur la pension*, grâce auquel les participants figurent parmi les premières personnes à recevoir les bulletins et les communiqués. Les dirigeants collégiaux devraient envisager de s'inscrire à *Mon InfoLien sur la pension* pour s'assurer de demeurer au fait des questions toujours plus importantes qui entourent leur régime de retraite. Vous pouvez vous inscrire en visitant notre site Web, à l'adresse www.caatpension.on.ca. [C|A](#)

¹ The Towers Watson Insider, *The Strategic Value of Retirement Benefits: A Global Focus* (August 2014)

¹ The Towers Watson Insider, *The Strategic Value of Retirement Benefits: A Global Focus* (aout 2014)

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For administrators looking to strengthen their leadership and management skills in the college sector, OCASA is excited to announce an enhanced collaborative certificate:

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Robin Hicks, Associate Dean, St. Lawrence College

For more information, contact Diane Posterski, Executive Director, OCASA.
1-866-742-5429 ext. 102
diane.posterski@ocasa.on.ca

OCASA Board reaching out to stakeholders – fall 2014

The OCASA Board of Directors has approved a project to help understand OCASA partners and stakeholders in the college system.

The Stakeholder Engagement Research Project will be executed during the fall of 2014. The research will look at the values, perceptions and assumptions of stakeholders relating to OCASA's role. As well, it will review the resource and services gaps in the college system and the professional and career

development of college administrators. Based on feedback, OCASA will evaluate and consider its future strategic priorities.

Stakeholders invited to participate will include representatives from Colleges Ontario, College Employer Council, OCAS, college executive leadership and college administrators not currently enrolled as OCAA members. Both online surveys and interviews will be used for the research.

OCASA partners with CHERD to forge a national college certificate

CHERD and OCASA have joined two distinct programs to create a focused college leadership stream for all sectors across Canada.

OCASA's Certificate in College Leadership & Administration (administered by CHERD, University of Manitoba) will merge with CHERD, using some of the CUCA leadership certificate program courses.

Students enrolled in OCASA's current certificate will find the transition seamless, but will now enjoy opportunities to learn from other sectors, while maintaining the requirement to apply learning to their unique college situation.

CHERD's CUCA certificate program has offered a higher education focus, which at times has maintained a university focus. Recognizing the need to better serve college administrators, CHERD invited OCASA into a partnership, which builds on the strength of OCASA's college leadership program, while offering additional courses known to the CUCA program.

This new program will begin in the fall 2014. For more information, visit www.ocasa.on.ca/certification.

Mentoring Matters growing

OCASA's Mentoring Matters program continues to grow. Through the program, members are matched with an experienced administrator as a mentor. The program offers an opportunity for those new to a position to goal-driven learning, access to approaches and thinking outside of their own college, and a broader view of the college system. Mentors gain experience, and a chance to share their experiences. Colleges benefit through employee satisfaction and engagement. For more information, visit the OCASA website www.ocasa.on.ca.

New hires get complimentary membership

New administrative hires at all Ontario colleges will continue to receive complimentary OCASA membership for their first year. The program is part of a program to introduce new administrators to OCASA as a professional association that can provide opportunities for networking and, professional growth.

Sector-based online orientation resources will continue to grow as will live, interactive webinars aimed at bringing together those newer to the system.

OCASA Award recipients

Recognizing the efforts of college administrators has always been a priority for OCASA. Consider who you might nominate from your college, or within your college network.

2014 Recipients:



Distinguished Administrator Award: Dave Belford, Dean, Faculty of Business, Fanshawe College



Emerging Leader Award: Gina Marshall, Director Academic Quality, Centennial College



Volunteer Recognition Award: This year three OCASA members were recognized for their contribution provincially, and at their local college. Rick Helman, Director Financial Planning & Budgets, Loyalist College; Grant Meadwell, Director, Counselling & Learning Support Services, Fleming College; Michelle Squire, Operations Manager, Centre for Research & Innovation, Fanshawe College.

For more details about all our award winners, visit www.ocasa.on.ca/about-us/awards

Mark your calendars for 2015

Leaders and Innovators, the 2015 OCASA Professional Development Conference will be held June 22 and 23, 2015.

The program planning team has begun work; details will follow early in the new year. In past years the program has included workshops and speakers, a presidents' panel, and sharing sessions with Colleges Ontario and The College Employers Council.

A follow-up survey this year showed 100% support for continuing the conference, and satisfaction levels of 96.8% Very Satisfied (71.4%) or Satisfied (25.4%).

Based on conference feedback, we're staying with Kingbridge Conference Centre, King City. Attendees in 2014 liked the easy access, outstanding facilities, and a professional learning environment.



Presidents on leadership: know when to let go

The Presidents' Panel at the OCASA PD Conference provided some down-to-earth views on leadership.

Ann Buller, Centennial President, said that leadership is not having all the answers, and “unless you look good in the outfit, don't try to be Wonder Woman.”

Peter Devlin, President of Fanshawe College, said that administrators need to be leaders of change, with emphasis on student services and access. Don Lovisa, President of Durham College, said that leaders need to understand how to serve employees.

Added Buller: “We have to figure out what to stop doing. Everyone is open to change until it comes to our turn and we have to learn to let go.”



Ann Buller



Peter Devlin



Don Lovisa

The Presidents' Panel has been a regular feature at the conference in recent years. [CJA](#)

Credit transfer an issue whose time has come: Franklin



In what has become an annual address to the OCASA PD Conference, Linda Franklin says online education and transferability of credits to be two issues high on the priority list. Peer pressure on institutions from other institutions will encourage change “more quickly” than in the past.

Franklin, CEO of Colleges Ontario, addressed the plenary session at the annual conference in June. Her hour-long address provided an insider look at issues facing colleges in the near future.

She also stressed the importance of dealing with issues of mental health. She said practitioners working with have cited growing challenges in mental health. “We have to do something about this.”

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Building pathways in the community

Leolyn Hendricks has a passion: working collaboratively with community-based organizations in the “hard to serve” – that is, “racialized” – communities across Toronto.

Her goal: to improve access to post-secondary opportunities of community members.

She believes that together colleges and community members can create new pathways through initiatives which address specific barriers to access which many face.

“Many community organizations operate well outside the ambit of colleges and universities,” she says. “As such, they are traditionally not on the radar of these institutions.”

Hired as the first black female program chair at Seneca College in 1995, Leolyn has led the college’s academic programming and community development initiatives in the Jane/Finch community at the York Gate Campus. Over the years, her program responsibilities have included employment and skills training programs for youth and adults and access and bridging initiatives. Under her leadership, Seneca’s Academic Upgrading program has grown to five sites across the GTA, serving upwards of 600 full-time and part-time students annually.

Leolyn has focused her efforts on reaching out to and engaging groups and bringing a college presence to many community planning tables spanning settlement, youth justice, literacy and neighbourhood action.

“My goal is to empower individuals and communities to effect change in the nature of the relationship between postsecondary institutions and communities,” she says.

To this end, Leolyn has supported a variety of community-driven initiatives. Most recently, she led Seneca’s involve-

ment in a partnership with Delta Family Resource Centre where newcomer youth and families developed essential skills and physical literacy skills, through their involvement in a variety of hands-on experiences in various sports and outdoor recreation activities. Through this partnership, community members were galvanized to undertake leadership, advocacy and mentoring roles in their local communities in the lead-up to the 2015 Pan/Para Pan Am Games in 2015.



Leolyn Hendricks

Working first, as a history and geography teacher at an all-boys school in Kingston, Jamaica and later as an education counsellor and then Director of Educational Services at Harambee Child and Family Services, and currently as Chair of the School of Workforce Skills Development at Seneca College, Leolyn’s responsibilities have straddled education, social services and community advocacy.

At Harambee, she collaborated with TDSB, TCDSB and other educational partners in the delivery of educational

support services to newcomer children and families in Jane Finch, Lawrence Heights and Don Mills/Finch areas. This intervention became the model for agencies like Children’s Aid, in its design and delivery of culturally appropriate and supportive interventions for newcomer youth in families struggling to manage issues related to re-unification. The results were evidenced by the healing and strengthening of critical linkages between home, school and community.

Throughout her many years of involvement in OCASA and the Seneca Association of Black Educators, Leolyn has mentored new administrators as well as new faculty and support staff of African and Caribbean heritage and has collaborated with Seneca’s Advancement office to cultivate internal and external donor interest in supporting economically challenged students with scholarships and bursary.

Leolyn’s abiding commitment to community service is demonstrated by her volunteer activities on the Board of Directors of Adventure Place, a children’s mental health centre and Toronto Centre for Community Learning and Development, a Regent Park based literacy and community development focused organization and Success Beyond Limits, a youth-focused initiative engaged in improving educational outcomes and supporting youth in the Jane Finch community.

She dedicated 12 years of Saturday mornings to Project ’90, a tutorial program for under-achieving students from Africa and the Caribbean, where she helped organize cultural events and for several years coordinated the project’s education advocacy and parent empowerment program. [CJA](#)

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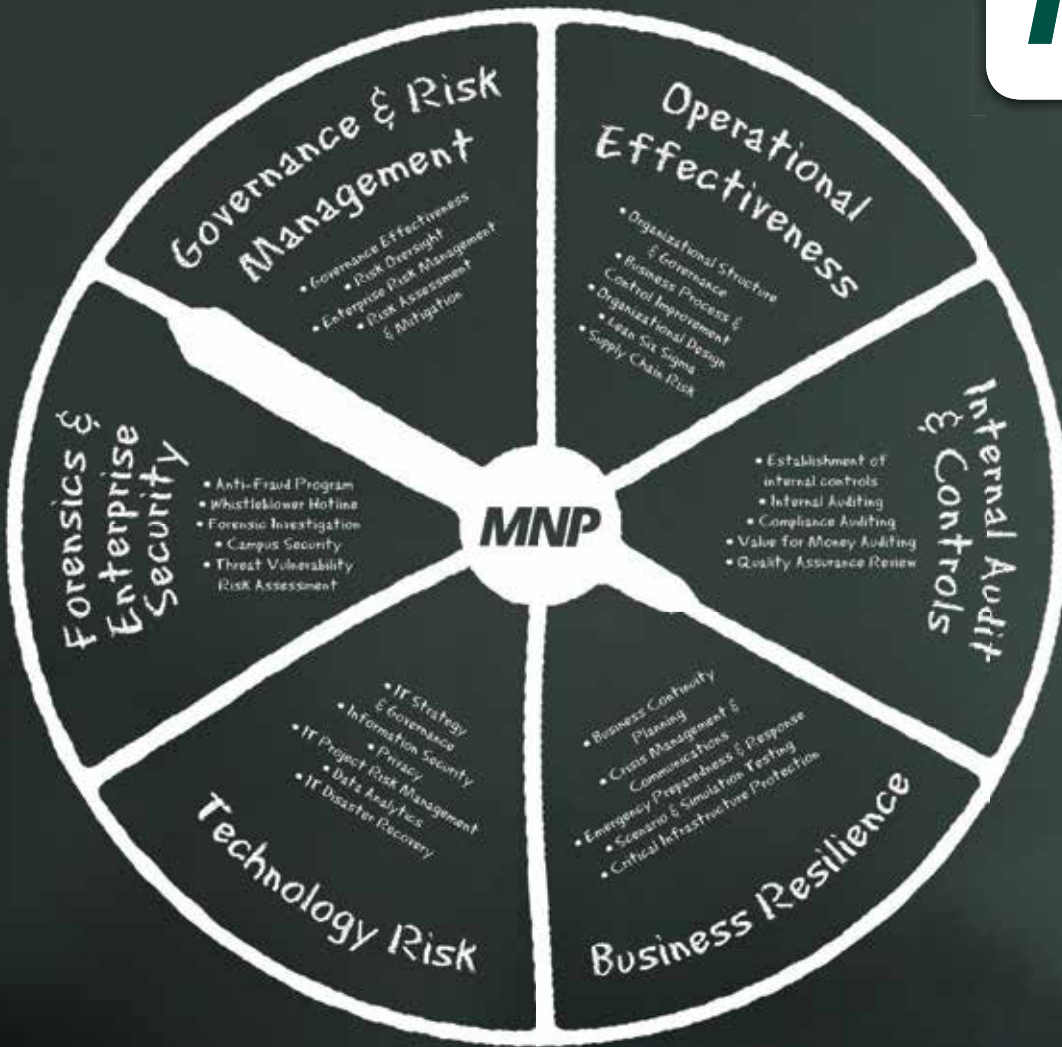
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