



# College Administrator

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Spring 2008

## Library's FUTURE

**INSIDE:** \* Professional Development  
Conference June 23-25, Ottawa  
\* Interview with Dr. Paul Cappon

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 ahare@centennialcollege.ca

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 Confederation College  
 807-475-6201  
 sfurlong@confederationc.on.ca

**WEST**

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 Director, Student Success Division  
 Lambton College  
 519-542-7751 ext. 3428  
 dave.gotts@lambton.on.ca



**7**  
**College Coach**

Using principles he noted in his pro baseball career and coaching, Dr. Roy Giroux sees patterns in college leadership – and has been Pied Piper leading 1,200 or more to advanced degrees.

**10**  
**La Cité collégiale planifie la relève**

Le Collège prépare son avenir en matière de ressources humaines en proposant un plan d'action dynamique qui vise à assurer une relève de qualité.

**12**  
**Library's Future**

The increasing gallop to digitization has led some to predict that the bricks and mortar of today's library are a thing of the past. But at the same time, collaborative and group learning needs have forced the creation of bright, modern happening places where no one dares to say, "Shh!"

**16**  
**Professional Development Conference**

**LEADERS AT WORK**  
 Lord Elgin Hotel - Ottawa, June 23-25, 2008

**19**  
**Job Evaluation and Compensation**

Job evaluation is a topic that emerges often amongst administrative staff. This article provides general principles supporting job evaluation programs.

**21**  
**From Student to President**

A look at two Ontario college presidents who began as college students.

**25**  
**Falling Behind**

Canada's post-secondary sector is falling behind internationally because we don't know where we're going, don't know which direction we're heading, and have neither a map nor compass to guide the journey if we did.

**Regular Features**

President's Message ..... 4  
 Guest Column ..... 28  
 Member News ..... 29  
 Advertiser Information Centre ..... 30

**EXECUTIVE DIRECTOR**

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

**COMMUNICATIONS CONSULTANT**

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

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 Return undeliverable Canadian addresses to:  
 OCASA  
 P.O. Box 263, Napanee, ON K7R 3M4

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 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:** Jackie Vitug

**ADVERTISING SALES:**

Linda Johnson, linda@kelman.ca

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Jim Whiteway

“This first issue of *College Administrator* addresses many of the issues facing us in our day-to-day activities. It not only picks up where *LUMIÈRE* left off, but like OCASA, it too has grown.”

## Time Stands Still for No College Administrator

If you are anything like other OCASA members, you will agree that the typical “admin-to-admin” greeting is usually prefaced with the same question. Asking ourselves if we are busy seems almost redundant in our roles as *Leaders at Work*. With that challenge in mind, OCASA continues to move ahead with a renewed focus on providing the tools that will assist all college administrators. Time is certainly not standing still in the Ontario College Administrative Staff Association.

This first issue of *College Administrator* addresses many of the issues facing us in our day-to-day activities. It not only picks up where *LUMIÈRE* left off, but like OCASA, it too has grown. Our new publication will be produced two times a year, providing insight and opportunities to support us as we prioritize our activities and bring balance to our work and lives. We look forward not only to your feedback but also your contributions as our magazine unfolds.

This spring, OCASA is also very proud to announce it is building on the theme of *Leaders at Work*. Mark your calendars and be sure to register for the Annual PD Conference June 23 -25 at the Lord Elgin Hotel in downtown Ottawa. Those who attended last year's conference will highly recommend you make time for yourself and your colleagues at this excellent opportunity to network, share, and learn. I hope to see all of you there.

During my four years in OCASA, I have enjoyed being part of the changes our association has undergone. We continue to advocate for the betterment of the college system and moreover we have clearly defined our direction as one of providing development opportunities and support for all college administrators. This change has been welcomed by our membership, but it does not stop there. The future of OCASA depends on the continued support of its existing members and equally as important the recruitment of greater numbers from all colleges. As we move into financially and demographically challenging times, the need for renewed enthusiasm continues to grow.

It has been an honour to serve as the OCASA president for the last two terms and I look forward to being involved for many years to come. It is, however, time to let new voices and ideas move our mandate into the future and so I invite you all to take part in the nominations and elections of a new executive for the 2008-2009 academic year. [cJA](#)





Jim Whiteway

« Ce premier numéro d'*Administrateur de collègue* porte sur beaucoup des problèmes auxquels nous sommes confrontés dans nos activités courantes. Cette nouvelle revue, qui succède à *LUMIÈRE*, est, comme l'APACO, en plein essor. »

## Le temps ne s'arrête pas pour les administrateurs de collège

**Si** vous ressemblez un tant soit peu aux autres membres de l'APACO, vous aurez remarqué que les salutations entre administrateurs ont ordinairement pour préliminaire la même question : « Êtes-vous bien occupé? » Vu le rôle des administrateurs comme *leaders au travail*, cette question peut paraître oiseuse. Bien consciente de cette situation, l'APACO poursuit et précise ses efforts pour fournir des outils qui aideront tous les administrateurs de collège. Le temps ne s'arrête certainement pas à l'Association du personnel administratif des collèges de l'Ontario.

Ce premier numéro d'*Administrateur de collègue* porte sur beaucoup des problèmes auxquels nous sommes confrontés dans nos activités courantes. Cette nouvelle revue, qui succède à *LUMIÈRE*, est, comme l'APACO, en plein essor. Elle sera publiée deux fois par année et donnera de l'information et des moyens susceptibles de nous aider à établir une échelle de priorité dans nos activités et un équilibre entre notre travail et notre vie personnelle. À mesure que notre revue prend son envol, nous espérons recevoir non seulement vos commentaires, mais aussi vos contributions.

L'APACO est aussi très heureuse d'annoncer qu'elle axera, ce printemps, ses efforts de perfectionnement professionnel sur le thème de *leaders au travail*. Notez dans votre agenda la conférence annuelle de PP, qui se tiendra du 23 au 25 juin à l'hôtel Lord Elgin, au centre-ville d'Ottawa, et inscrivez-vous sans tarder. Je suis sûr que ceux qui ont assisté à la conférence de l'année dernière ne manqueront pas de vous inciter vivement à prendre le temps, pour vous-même et vos collègues, de profiter de cette excellente occasion de réseautage, de partage et d'apprentissage. J'espère vous y voir nombreux.

Au cours de mes quatre années à l'APACO, j'ai eu à prendre part aux changements qui ont marqué notre association. Tout en continuant de promouvoir l'amélioration du réseau des collèges, nous avons redéfini clairement notre orientation de façon à assurer un soutien et des possibilités de perfectionnement à tous les administrateurs de collège. Ce changement a été bien accueilli par nos membres, mais il ne constitue pas une solution définitive. L'avenir de l'APACO dépend du soutien continu de ses membres actuels, mais tout autant du recrutement de nouveaux membres dans tous les collèges. À mesure que nous abordons les défis financiers et démographiques des prochaines années, le besoin d'un engagement renouvelé se fait de plus en plus sentir.

Ce fut pour moi un honneur d'assurer la présidence de l'APACO pour deux mandats, et je compte maintenir mon engagement pour de nombreuses années encore. Cependant, le temps est venu de laisser la place à de nouvelles voix et à de nouvelles idées pour diriger les destinées de l'APACO, et c'est pourquoi je vous exhorte à participer à la nomination et à l'élection des membres de son nouvel exécutif pour l'année scolaire 2008-2009. **clA**



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# College Coach

Using principles he noted in his pro baseball career and coaching, Dr. Roy Giroux sees patterns in college leadership – and has been Pied Piper leading 1,200 or more to advanced degrees.

**When Dr. Roy Giroux** looks at education, he sees patterns. Some of the patterns come from the world of sports – he started adult life as a professional baseball player – where coaching development plays a significant role.

One observation identified not only the importance of coaching in the development of players, but in the development of coaches to enhance player development. The second observation was the importance of a coherent pattern for team development. In other words, you do not develop a

great team by arranging block-buster trades for superstars but by attracting very good players to improve team weaknesses, and by developing younger players over time.

Those early lessons stuck. They became the foundation and were integrated into his core values as he went through advanced studies both at Master's and Doctoral level.

He carried the same principles into leadership roles first at St. Clair College in Windsor and later as Vice-President at Humber in developing staff (now retired) – and now boasts to having trained more

than 1,200 graduates from Masters programs through Central Michigan University and OISE. He initiated more than four PhD programs at Humber. In 1995-96 OISE-UoT honoured him with an education leadership award. In 2004 he was awarded an honorary doctorate by CMU for that work.

Much of what happens in the colleges, Dr. Giroux says, is traceable to the history of post-secondary education in the province and in each individual institution.

"It's like a trampoline," he says. "Each president builds on what the previous



## “The universities, coming from an elite background, did not want this strange step-sister, and colleges were built on a parallel but separate system.”

president has created.” This can lead either to bounding high enough to see the future clearly – or to awkward falls.

While he praises the accomplishments of the college system, he says the policies and practices of the past hamper the system and reduce many of its highest accomplishments “as one-off items” which limit change.

Among the “one-off items” he includes the transfer and credit agreements from college to college and college to universities – all wonderful accomplishments, he argues, but each hammered out in isolation without a governing policy to guide the whole system.

“In Toronto there are about 27 projects, in university-college transfers but they’re all one-offs. The policy-makers say it’s a success, and colleges say we’ve got a success,” but these are not partnerships, he says; they are dead ends – there is no guiding principle that might apply to all colleges and all universities in the province.

“This is mainly because we inherited an elitism system,” he says. The mindset of education, up to the 1980s, he attributes to the British influence, perhaps an outgrowth of an industrial society which had more need of untrained workforce and room only for

a limited number of highly educated people. The theory, he says, was “Graduate the best and shoot the rest.”

But even when most staff in the colleges recognized the need for a more engaging philosophy, no central guidelines emerged to take its place. “So you had college presidents who were pretty well left to do as they pleased.” In the hands of innovative presidents, this has led to accomplishments not dreamed of 40 years ago.

Dr. Giroux compares the creation of the community college system in Ontario with the experience in the United States, “where the university presidents were involved in the creation of Junior Colleges.” The result was predictable: since universities helped plan the system, the development of transfer credits became part of the system. In Ontario, the original planning was different. Community colleges were built on the foundation of the old Institutes of Technology. The universities, coming from an elitist background, did not want this strange step-sister, and



colleges were built on a parallel but separate system where ne'er the twain shall meet. As a result, he says, even today the province has no overriding policy regarding transfer credits. The origins help explain why transfer agreements with American universities initially were easier to develop than with Canadian universities.

Dr. Giroux expresses some concern over "creeping credentialism". He was part of the discussion that developed the concept of the Learning College ("An idea ahead of its time," that is still hampered by the restrictions from the past). "(The elitist system) still dominates in the policy ground. It doesn't dominate in the college. You can have a college that is very learning centred because of the president, but the policies they have to work with are not learning centred."

"How do you get a Learning College? You hire the best faculty. (But) how do you get the best faculty patterns when the dominant quality assessment board says you have to have PhDs ... That has nothing to do with learning."

He talks about an economy that is short 360,000 skilled people. "We have

immigrants who are going to assist in re-creating our society," he says, but to help outfit immigrants you do not need a PhD. He sees the needs for "language training, and (the building tools for) the reconstruction of their lives. This may not require a PhD."

The drive toward paper qualifications may simply be that these are the easiest to measure. While Dr. Giroux bemoans the tendency for advanced degrees where they are not needed, he insists that life-long learning should be the hallmark of everyone in a college – including the senior administration.

"If you had money and invested it at 12 per cent, in six years your money would double," he said. "If you had a faculty member, and (his field of expertise) changed 12 per cent a year for six years, and the guy stepped up for six years, in six years he would be a different person. This is not the faculty member who came into the job. On the other hand, if he didn't do a thing for six years he would be totally out of it."

The key, he says, is staying current; but in addition he sees the need for college leadership to focus the energies of faculty and staff. "It's not that you

don't work hard, it just that you don't work hard in the job. You work hard in the community, you work hard with your employee, you work hard for your students, you work hard for your field, but it has nothing to do with advancing a common anything. I think you see a lot of that."

Not only allowing but encouraging staff to be involved in consulting is important. "It's not about money," he says. "It's about staying current. You don't do consulting if you don't stay current."

His secret for developing programs and culture where none existed, he says, is to identify and use the existing pieces first and then "to recognize the green lights and run to them." That is, to find those who will champion a cause and support it.

The real test of accomplishment, he says, is in re-creating old patterns and inventing new ones that become part of an institution, part of the way people do their jobs. "That's what continuous improvement is all about," he says. "When you advance from a position or move from the institution, your real accomplishments are what continue to grow and develop without you." **CLA**

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## La Cité collégiale planifie la relève

Si la retraite se planifie, il en est de même pour la relève. La Cité collégiale l'a bien compris et c'est pourquoi, le Collège prépare son avenir en matière de ressources humaines en proposant un plan d'action dynamique qui vise à assurer une relève de qualité, prête à occuper les postes administratifs qui deviendront disponibles, d'ici les cinq prochaines années.

Le plan de relève de La Cité collégiale veut assurer la continuité du leadership dans les positions clés et encourager l'avancement individuel. Ainsi depuis 2005, le secteur des ressources humaines a entrepris un processus rigoureux de consultations internes et a sollicité l'appui d'un expert pour rédiger le plan stratégique portant sur le développement des compétences. Ce plan précise l'orientation de l'organisation en matière de ressources humaines et comprend le profil de

chaque poste administratif. Ces profils détaillés sont définis sous forme de responsabilités greffées à sept compétences incontournables pour le poste ainsi que des compétences complémentaires (analyse, stratégie, leadership, gestion de soi et relations avec autrui).

Les membres du personnel administratif se sont familiarisés avec ce nouvel outil par le biais d'ateliers. Au cours de la dernière année, tous ont été conviés à construire leur bilan personnel avec l'appui de leur gestionnaire dans le but de dégager les différents niveaux de compétences atteints jusqu'à présent et ce, afin d'établir un plan de perfectionnement professionnel personnalisé.

Pour le directeur des ressources humaines de La Cité collégiale, Patrick La Ferté, ce processus est garant de succès individuels et organisationnels.

« Cette démarche permet au Collège de mieux cerner les besoins de ses employés et de préparer un plan organisationnel de relève répondant aux besoins de l'organisation. Pour plusieurs employés, le plan de perfectionnement professionnel les aidera à migrer vers un poste supérieur ».

Le secteur des ressources humaines de La Cité collégiale prévoit déposer un plan organisationnel de perfectionnement professionnel d'ici la fin de 2008. Enfin, mentionnons que l'établissement des profils de compétences pour les postes administratifs est maintenant utilisé comme outil de recrutement pour les postes administratifs du Collège. **c|A**



*Lise Frenette  
Experte-conseil  
Secteur Initiatives stratégiques  
La Cité collégiale*



# SECURITY

## legislation now in effect

Legislation that requires registration of organizations providing security services and the licensing of security personnel took effect August 23, 2007. An article in LUMIÈRE (2007), focused on campus security in a changing society, and had made reference to the new legislation.

The legislation and its regulations apply to colleges, universities, hospitals, and other public institutions providing in-house security services. All security personnel, whether in-house or from private agencies, will be required to meet testing and training standards set by the Ministry of Community Safety and Correctional Services.

Organizations providing services, and all security personnel, must complete registration by August 23 of this year. A spokesperson for the Ministry indicated that details of regulations applying the legislation are ongoing, and that new regulations and pertinent deadlines would be announced through the Ministry website. For more information: <http://www.mcscs.jus.gov.on.ca> c|A

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# Library's FUTURE

By Bill Swan

The increasing gallop to digitization has led some to predict that the bricks and mortar of today's library are a thing of the past. But at the same time, collaborative and group learning needs have forced the creation of bright, modern happening places where no one dares to say, "Shh!"

**You** may have heard it many times by now: the library is no more. The bricks and mortar are gone, another victim of the electronic age. At first blush it sounds plausible: the increasing number of online resources, combined with the ability and drive to digitize documents of all kinds, will put every piece of human knowledge online.

This would mean that in addition to the library as a place for books and information literacy services, students and faculty can connect with any single piece of knowledge at home at 3 a.m.

So who needs a library building full of all those books?

While it is true is that the library use is changing rapidly – like every other part of today's college from the classroom to security and everything in between – the change is due partly to the electronic revolution and partly due to societal changes that re-write all rule books. As with many of the forces altering the concept of a college, the changes in the library function challenge the professional dedication and

creativity of all administrators. Traditionally, the library has served to work with academic faculty and administrators, and that partnership continues to develop in this brave new world. Increasingly, the library continues to develop tag-team activity with IT, finance, and student service as Learning Commons and Learning Centre activities fall more and more into the orbit of the library. All that activity changes both the atmosphere and the architecture of the bricks and mortar rather than dissolve it.

Remember the days of the library as a place of quiet? The aim, one supposes, was to allow people to concentrate on reading documents and books, all laid out on library tables before them in the somnambulant afternoon sun.

No longer.

Today, you are more likely to hear “Shh!” in a movie theatre than in today’s library. College libraries in particular re-write the blueprint as learning centres, social centres, with meeting rooms, seminars, group pods, and computer commons all converged in a “happening, dynamic place,” says Martie Grof-Iannelli, Manager, Library and Media Services, at Fanshawe College in London. Gladys Watson, Director of Learning & Resource Centres at Centennial College, agrees. “In an academic environment we still have a place, a need, for people to come together to exchange, to discuss and also to work on assignments. So what we’re seeing is a change in the nature of the way the assignments come forward,” she says.

“For example, we have a bachelor of science of nursing program here. Learning in that program is evidence-based; the whole curriculum is evidenced-based. Nursing students have to seek out information, go for the evidence, look at

the documentation, and ask, ‘How was it done before, what worked, what didn’t, what worked in this situation, what didn’t work in that situation.’ In other words, they have to find the information and evaluate it. It is not just reading the textbook anymore.”

Increasingly, information is being digitized and accessed through desktops, laptops, wireless connections, and hand-held devices that also colour-code and sort your laundry. Why do we need libraries when everything is available on the Internet?

Watson says that rather than eliminating libraries, the electronic age is simply redefining our expectations.

“Assignments very frequently require (students) to work together as teams,” she says. For today’s students, “teamwork is where they are going. Working with others is important to them. They are not particularly worried about memorizing or learning content because it is all at their fingertips. They like being able to work together with others.”

To accommodate team study or work groups places a different demand on the bricks and mortar. “As college libraries redesign or expand their facility they’re putting in more group study spaces,” says Lynne Bentley, Director of Library Services at Humber College. In a college atmosphere at least, the library function has expanded far beyond borrowing books and reading periodicals. “We don’t lack for people walking through the door,” says Bentley. “They may be coming in to sit down and quietly study, to use the photocopier, they may be coming in to ask a reference question, borrow a book, use our computer databases.”

“A lot of public libraries and academic libraries are putting cafés into their libraries,” adds Martie Grof-Iannelli. “People

## Congratulations!

Colleges Ontario shares OCASA's commitment to producing the highly skilled workforce that is essential to Ontario's prosperity, and to an Ontario with opportunity for all. Thanks and congratulations to all OCASA members for the invaluable role you play in making the colleges such a vital part of Ontario's growth and success, and to helping fulfil the aspirations of Ontario college students.



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“Students consistently say they value the online databases the most. But conversely, they appear to appreciate the building – the presence of a library.”

are using libraries. They are not taking individual books off the shelf, but using it as space to get work done, to ask a question, be guided to a resource, be taught how to use the resource and maybe never have to take out a book.”

Beyond that, she adds, online access and wireless environments transform the whole concept. “The database resources are always being used. We operate in a wireless environment and (students) hook into the system and do their work. They do not have to be here.”

Students consistently say they value the online databases the most. But conversely, they appear to appreciate the building – the presence of a library – so they can “network and use the staff as resources.”

In an academic setting, the function of the library provides three separate services: the content, which can include the books and the online databases; the facilities, which contain the group study rooms, common study areas, cafés in some cases, and computer-dominated learning commons; and a third service in expertise of librarians in helping sort through the plethora of information; finding not just information but the right information.

“We are info mediators,” says Grof-Iannelli. “We provide information and guide them to learn how to become users themselves. Critical users. How to find the information they need.”

“We organize the information in a way that helps provide access. We do a lot of literacy sessions, one on one, or in classrooms, partnerships with faculty so students can learn to use the information critically and to communicate the information.”

Lynne Bentley at Humber sees other parts of the library operation. “Even with our book collections, to merchandise it the same way book stores merchandise their collections. (We) make it inviting, make it interesting so it is less of a warehouse.”

And if the change of the past decade has altered the library, what is in the future? For some, says Bentley, this means the expansion of the information commons – a large collection of computers embedded in the library. Already, many colleges have gone down that road. Many others have separate computer commons, but in a wireless age and with connections through a library, does it really matter where the commons is physically located?

What should a library look like? “I’d like to redesign this space so it’s more of a destination,” says Bentley. “(Students) feel differently if they can do (assignments) in

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Photos courtesy Humber College

an environment that encourages learning – independent and collaborative learning, the sense of exploring, browsing and finding stuff independently. If there is an opportunity to linger and look at other collections, and encourage a love of learning.”

“The libraries of 20 or 30 years from now are going to be quite different. They will be primarily about providing support to users who move around and access what they want in a digital context. It’s going to be not so much about bricks and mortar, although when you look on campus there will still be a need for places where people can meet for a social learning exchange,” says Watson.

Writing in *The Journal of Academic Librarianship*, (Vol. 32 #1) Scott Bennett cites the planning now under way for the Welch Medical Library at John Hopkins University, which

is based on the belief that all information resources will be available in digital form. “The planning model assumes there will be very little walk-in demand for library,” writes Bennett. “Instead, library staff – called informationists – work in and from ... suites as consultants, collaborators, and trainers.”

The change will undoubtedly continue over the next decade. “I think that what we have happening is a significant change, but I don’t know that our change in library is anything different than the change that is happening in our society. Print and book collections won’t entirely disappear but we will be gaining information in all kinds of digital formats. Library as place will still be important along with online social networking; library space will be enriched through the changes. I just see it as gain, gain, gain,” says Watson. [c|A](#)

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# 2008 OCASA

## Professional Development Conference



### LEADERS AT WORK



#### Program

##### MONDAY, JUNE 23

3:00 pm	Registration Open
5:30 pm	Welcome Reception: first time attendees and new OCASA members
6:00 pm	Welcome Reception: all attendees
6:30 pm	DINNER <b>Welcome from Robert Gillet, President, Algonquin College</b>  Keynote Speaker: SCOTT BROUGHTON <b>Leaders at work: Schemers or Dreamers?</b>

##### TUESDAY, JUNE 24

8:30 am - 10:00 am	<b>Concurrent Workshops</b>
10:00 am - 10:30 am	BREAK
10:30 am - 12:00 pm	<b>Concurrent Workshops</b>
12:00 pm - 1:00 pm	LUNCH <b>Address: Mr. James Knight</b> President & CEO, Association of Canadian Community Colleges (ACCC)
1:00 pm - 2:30 pm	<b>Plenary Session</b> Keynote Speaker: Lise Leduc, Sack Goldblatt Mitchell LLP <b>Leaders at Work: Rights &amp; Responsibilities</b>
2:30 pm - 6:00 pm	LEISURE TIME
6:00 pm	Awards Banquet Reception
6:30 pm	<b>Awards Banquet</b> Keynote Speaker: Julia Moulden <b>Leaders at Work: The New Radicals</b>

##### WEDNESDAY, JUNE 25

9:00 am - 10:30 am	<b>Concurrent Workshops</b>
10:30 am - 10:45 am	BREAK
10:45 am - 12:00 pm	<b>Concurrent Workshops</b>
12:00 pm	CLOSING LUNCH



## Plenary Speakers



**SCOTT BROUGHTON**  
Senior Assistant Deputy Minister,  
Emergency Management and National  
Security at Public Safety and Emergency  
Preparedness Canada

**Leaders at Work:  
Schemers or Dreamers?**



**LISE LEDUC**  
Employment Lawyer,  
Sack Goldblatt Mitchell, LLP

**Leaders at Work:  
Rights & Responsibilities**



**JULIA MOULDEN**  
Author, Coach

**Leaders at Work:  
The New Radicals**

## Workshops

(Watch the website for more workshops)

### TUESDAY, JUNE 24

- Algonquin College: Improving Value to Our Clients
- Pathways to Learning: Practical guidance for full-time staff looking at advanced studies
- Second Life: Virtual Worlds and the Extended Campus
- Retirement Planning for the Boomer Generation
- Centennial College: Implementation of Student Survey Reporting Software
- Pathways to Leading: Building Leadership Capacity

### WEDNESDAY, JUNE 25

- Confederation College: Respect – A Collaborative College-wide Campaign
- Succession Planning: Making Pathways
- Job Evaluation: An Orientation for Administrative Staff about the Job Evaluation System
- Leading through Conflict
- Diversity: Trends & Issues
- Group Insurance - The Unsung Compensation Hero

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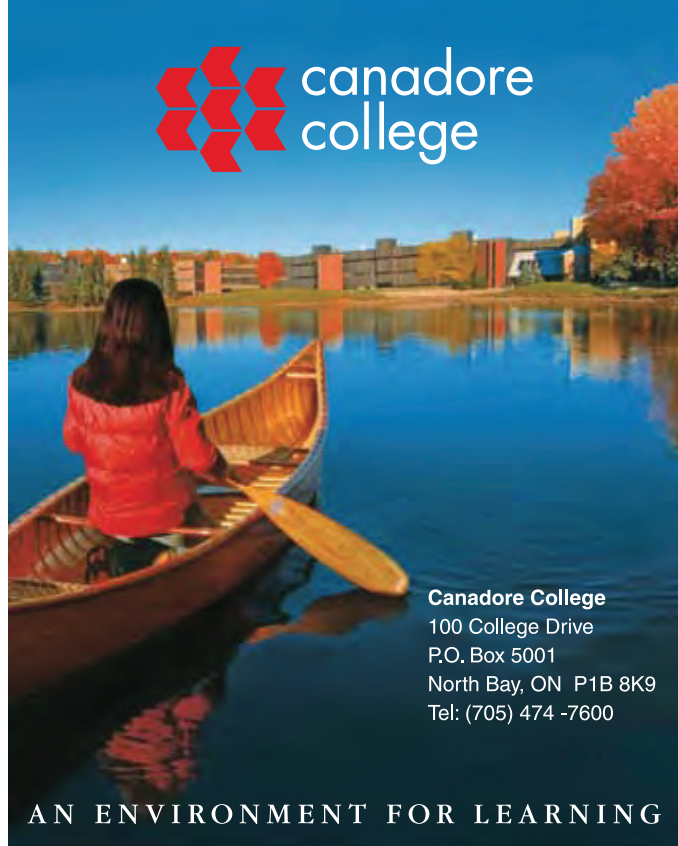



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# The New Dynamics of Retirement

The “Boomer” generation in Canada (those born between 1946 and 1964), can expect to participate in a retirement unlike any other.

Retirement used to be the beginning of the last stage of life. A person aged 65 in 1901 could expect to live to 76; by 2001, a 65-year-old could be expected to live to 85. Instead of an anxiety-provoking end stage, most people entering retirement view it not as a singular event but a transition between a full-time career and an active retirement. With a longer retirement, there are continually increasing opportunities for more varied and enjoyable lifestyles.

Retirement can have many stages, often broken down by age groups 65-74, 75-84 and 85 and over. Each of these groups has some distinctive characteristics, especially related to health.

We are living longer and are healthier than ever before, but we need to consider that living longer means that there is longevity risk and health care expense risk, and the two are so strongly related that they must be considered together. It is essential that a financial plan in retirement includes a component for personal health care.

The health and income relationship is complex but real and most important in retirement because we are often without employer benefits and have potentially more health-related issues to think of, especially in later years. Having more income available increases options and this will become more important as the aging population continues to strain insured, government paid, health services.

A retirement financial plan that includes a health and long-term care component will add peace of mind and allow for as healthy and wealthy a retirement as possible.

The great news these days is that people entering, or about to enter retirement have a much greater range of enjoyable opportunities. Whether continuing to work, opening a new business, volunteering or simply doing more of what you want to do, it's an exciting time and with careful planning, having a truly rewarding and stress-free retirement should be well within reach.

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## Job Evaluation and Compensation

By Judy Kroon

Job evaluation is a topic that emerges often amongst administrative staff.

This article provides general principles supporting job evaluation programs.

**Judy Kroon**, Partner, The Avalon Group Limited is a consultant to the College Compensation & Appointments Council on matters of compensation and job evaluation for administrative staff. Judy will also be providing a job evaluation workshop for administrators at the OCASA Annual PD Conference, June 23-25, in Ottawa.

Job evaluation is alive and well in the broader public sector, with many larger organizations having and maintaining contemporary compensation programs that emphasize **internal equity** and **market competitiveness**. These are two key principles that should not be confused when talking about job evaluation.

Internal equity is based on the principle of equal pay for work of equal value.

Internal equity is achieved when all jobs that are “substantially similar” in terms of their total value are paid within the same salary range. By “substantially similar” we mean that there may be some differences in the composite of skill, effort, responsibility and working condition requirements, but on an aggregate basis these are not considered significant enough to warrant a difference in pay treatment. Internal equity focuses its comparisons entirely within the organization, since the purpose is to determine the internal value hierarchy. Job evaluation is the mechanism for achieving internal equity.

Market competitiveness is about how an organization’s pay practices compare to an external labour market.

There is no one single labour market that is universally defined by organizations (such as “all Ontario”). Rather, each organization defines its labour market based on who it competes with for resources and who influences its salary practices. Public sector organizations tend to avoid comparisons with private sector organizations because of fundamental differences in pay philosophy. That is, public sector tends to focus on security through higher base salaries, attractive benefit plans and defined benefit pensions. Private sector tends to focus on performance and pay-at-risk with lower base salaries but higher total cash compensation opportunities, more limited benefit plans and defined

“Job evaluation is about job content as defined by the organization; it is not about individual employee performance or contribution.”

contribution pensions. The market for community colleges in Ontario is defined as “broader public sector”, comprised of municipalities, school boards, universities, hospitals, large not-for-profits and the Ontario Public Service.

Compensation tools are used to assess this market and align the CAAT Paybands at or around the median (50th percentile) of the market. What this means is that we look at the salary range maximums for the administrative salary schedule and ensure these are positioned around the middle of the broader public sector market.

Job evaluation is a methodology for determining the relative value of jobs within an organization, using a set of measures that assesses responsibilities, knowledge, skills and other work-related demands.

These measures are called “compensable factors” because they look at aspects of work that an organization values and pays for. All jobs within a defined group (such

as administrative staff at the colleges) are evaluated using the same measures, with the assumption that the employees in the jobs are performing at a fully proficient level. Job evaluation is about job content as defined by the organization; it is *not* about individual employee performance or contribution. Job evaluation is the basis for determining the appropriate payband for a particular job. Employee performance influences how quickly an individual moves through the salary range assigned to that payband and whether they are eligible for an annual incentive award. This can be a difficult notion for employees to fully grasp, but job evaluation must be as neutral/objective as possible and not be biased by how well or poorly an employee performs the various responsibilities to which they are assigned.

The internal value hierarchy that is arrived at through job evaluation is often not perfectly aligned with the external market.

Sometimes jobs that are valued highly within an organization are not valued as highly externally, and vice versa. Certainly within the broader public sector, the internal value hierarchy typically prevails; that is, jobs are not downgraded because the external market may compensate at a somewhat lower rate. The exception occurs with jobs that are said to be “market sensitive”. From time to time, certain job functions experience a skill shortage in the market and it becomes challenging to ensure qualified resources are recruited and retained (remember Y2K?). In this case, it may be necessary for an organization to respond to pressure from the market by applying special compensation practices that are beyond what is provided for through the job evaluation/internal equity process. There are a variety of mechanisms that are available to address this type of compensation issue, and there are advantages and disadvantages to each. What we do not recommend is that organizations address market pressures by inflating the job evaluation results so that the job moves to a higher payband. Ultimately, this will create greater inequities within the organization and compromise the integrity of the job evaluation program.

No one model of job evaluation works in all organizations.

In terms of best practice, there are a variety of processes that appear prevalent in broader public sector non-unionized environments. While a representative employee committee continues to be one option, organizations are seeking other ways to ensure they maintain their job evaluation program. These include the use of a dedicated HR specialist to carry out the day-to-day work, with a vetting and approval process that may involve the use of an employee review committee. Some organizations outsource some or all of their evaluations to a third-party consultant. Regardless of the approach, we recommend that it be documented and communicated to affected staff, and that there is also a process in place for resolving issues related to job evaluation outcomes.

There is no doubt that job evaluation continues to be a core human resources program in the broader public sector. It may take different forms, depending on organizational needs, but the objective is always the same, to ensure fairness and consistency in how employees are compensated for the work they do. c|A

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# From Student to President

Two of the presidents of Ontario Community Colleges are graduates of the colleges. They've worked in the trenches of administration, but bring a perspective that focuses on those we all serve – the student.



## ANN BULLER

First-generation learner, a graduate of Humber's public relations program, and now as president she is turning Centennial into a Learning College.

Ann Buller first became an administrator while still a student. Enrolled in public relations at Humber College, she solved her financial needs by working as an administrative assistant to the student association.

It was the first step in a career in the colleges which led to her current post as president of Centennial College – one of two presidents who have graduated from an Ontario college.

She also is a pioneer in another area: the first in her family to become a college graduate.

These two factors may help explain her focus on the concept of Learning Centred College – a concept she sees as a journey rather than a destination. She sees a Learning Centred College as an opportunity for students to push themselves in new and exciting ways. For staff? "Some (teachers) rightly say,

'This is the way I have taught for 30 years, it's not new.' Others ask, 'Are you talking anarchy – are you giving all the power to the students?'

"But we're not. This is not student-centred learning; this is a Learning Centred college. It's not about what is best for the student or the faculty per se, it's about what's best for learning. It's changing how we do things," says Buller.

"Teaching is a very powerful craft and an amazingly noble profession. To do it well doesn't mean I just stand at the front of the room and talk. In a Learning Centred college the role of the teacher is more about how do I engage the learners rather than how do I give them information."

This philosophy also challenges administrators.

"I have a senior administrator who is taking a course on teaching adults. That is terrific. (In a Learning Centred college)

he has to understand what teaching and learning are all about. I want him to be in the classroom when the light bulbs blow or the projector doesn't work and have him realize that the reports he signed or didn't sign six months ago have a very real effect."

Her days as a student, and her early career working with the student association at Humber, (where she also did her placement) and later Niagara College and Sheridan College provided a solid foundation for her first move to Centennial in student recruitment.

"Somewhere along the way ideas began to grow. (I began to realize that) we could really use student government as a leadership training ground, and give (students) more opportunities to capture and quantify what they've done, to build better resumes, and to use leadership skills in all aspects of their lives."

After 11 years at Centennial in a variety of positions, Buller moved to Nova Scotia Community College as Vice-President Academic and Chief Learning Officer. She describes this time as “life-changing,” expanding her understanding of leadership while providing the opportunity to explore the boundaries of learning.

Her focus on students and learning is evident. She ruminates about student retention – how graduating all of the students who enrolled at a college would have an enormous effect on any institution.

“But the goal can’t be to keep every student. We all have students who are in programs because someone convinced them that it was a good idea. We need appropriate ways to help them find the path that matches their skills and talents.”

She sees a Learning Centred institution giving the students the tools to decide what is right for them and research how best to follow their dreams.

the institution had that the best and brightest made it. (But) as a student it made two impressions: If I’m here at Christmas I’m one of the best and brightest. But if you had any weaknesses at all you said, ‘It’s me, I’m not going to be here.’

“Those moments have stayed with me. I think it really takes courage for many people to go to college. Remember we ask them to be courageous, we ask them to change; we challenge them to change in ways they were not expecting. Many don’t know if they can do it.”

Her experience as a first-generation college student helped shape her educational philosophy. It is also why she applauds government efforts to support first-generation learners, whom she sees as requiring support in many intangible ways.

In the changing role of colleges in a rapidly changing world she has some qualms, such as credentials.

“We set ourselves up in some

were accountant. I want you to take this second craft, teaching, and learn it as you did your first. (This is) more important than rhyming off the pieces of paper you have.”

Closely related in her mind is the tendency toward the creation of polytechnics. “I worry that the move to polytechnic is for prestige or moving up the evolutionary ladder – to offer degrees because they are sexier and more attractive to some students,” often when the credentials are not needed for entry to practice.

“There needs to be a great deal of discussion on the impact of this on college education in general,” she said. “I do not want us to do what has been done in other countries. In the UK, they created polytechnic institutions. They got away from colleges, and later spent millions re-creating colleges.

“College grads are fuelling the economy. I do think we are getting more and more college grads in positions of power so we can use a bully pulpit to try to change some minds and some hearts. But it is a slow, slow, slog.”

She sees this as a tension between providing what the market seems to be demanding – more degrees – and doing what is right for society. “This is one of the fundamental things facing our system right now. We had best be thoughtful about how we approach it.”

She relates a story about applying for a job at a college where she was asked: ‘You are bright and articulate. Why did you go to a college?’

“I’m pretty sure that wouldn’t happen today,” she says. “But that was a question in an interview for a job at a college, for a college graduate. Even within our system we looked down upon what we did.

“There is this prejudice that quality education means university. As long as that is unchallenged, then we are always going to have a little of the shadow over us. As long as we (colleges) are perceived as second class or second choice, we are going to face barriers. I think this is one of the few prejudices allowed to exist unchallenged. We whisper when our sons or daughters go to college. It appals me.

“I have a college diploma. I’d like to hang it on the wall and know that it will always have worth and value.”

**“A senior administrator ...has to understand what teaching and learning are all about. I want him to be in the classroom when the light bulbs blow or the projector doesn’t work, and have him realize that the reports he signed or didn’t sign six months ago have a very real effect.”**

“We have sent students from Centennial to George Brown because they wanted to be chefs. They came here to hospitality management (perhaps) because they thought that management part sounded great. But when we sat them down, they really wanted to be chefs. They really wanted to do that. It’s not just keeping them at your institution – it’s getting them to where they can succeed.”

One interview question cited the old cliché about retention – the dean who welcomed students this way: Look to your left, look to your right. One of you won’t be here by Christmas. How would this go over in a Learning College?

“That’s exactly what they did at my orientation,” she said. “The notion was that the best and brightest made it and there was sense of pride that

ways (when) we put credentials that are required in a job posting because it helps keep the rating of the job up.” For many positions, both administrative and academic, degrees and advanced degree requirements may hamper the ability of colleges to do what colleges do best. “I worry every day that we will somehow lose great faculty, great teachers, or not even be able to hire them full-time because we are hung up on what we have been fighting all your lives – that you must have this kind of degree and this kind of degree to come and teach what you know how to do. I’d rather someone have an advanced degree in education. If I’m hiring you as accounting faculty because you are this fabulous accountant I want you to be as fabulous as teacher as you



## MAUREEN PIERCY

With university degree in hand, she earned a Print Journalism diploma at Loyalist – and returned there to become a second-generation college president.

Maureen Piercy is an anomaly. She is a college president in a community in which she has lived for 20 years. She is a university master's graduate and has completed most of a doctoral degree – but has a passion for practical learning.

And while much focus these days recognizes the special needs of first-generation college students, Piercy is a second-generation college president – her father, Ron Doyle, was president of Sault College from 1980 to 1991.

Going one better, she is president of Loyalist College in Belleville, where she graduated in 1979 from the Print Journalism program. That makes her unique in Ontario at least.

“As president, having had the experience of being a college student is a very helpful one because it is such a different type of experience,” she said in an interview with *College Administrator*. She had finished an honours undergraduate degree at Queens University in Psychology, complete with a thesis and an oral defence but still remembers the shock of her application to the Loyalist Print Journalism Program. The coordinator asked her to write a few hundred words about why she wanted to be a journalist. “I was left in a newsroom full of typewriters. When he came back, he asked ‘Why did you write this out in long hand?’” recalls Piercy.

She realized then that she was in a different world from university.

“What was so wonderful about Loyalist was the expertise of staff and faculty and their absolute commitment to helping you become a good journalist and have a good experience at college. That’s still our philosophy to this day – the focus is on the individual.

“There is something about the college system that is very caring about the development of the full individual.” She stresses that this is beyond just the development of skills and the applied learning; it is an essential quality of

the learning model and the college environment.

Formal post-secondary education may see a student writing a term paper or a lab report, and that is satisfying, says Piercy. “But when you have *The Pioneer*, a weekly newspaper produced by journalism students, in your hand every week (where) if you make a grammatical error; or you misquote someone; or you took a crummy picture – it was right there, the evidence, good or bad. If you covered a story that someone felt was unfair there was a lot of fairly immediate feedback.”

That practicality, cobbled together by the first generation of college administrators and faculty out of their own practical experience and good instincts, created an atmosphere that challenges her ability to articulate. “It’s a very caring, humane model and that works very well for a lot of our students. It’s something that many haven’t found anywhere else in their education.”

She came to Loyalist “without a lot of practical skills,” she says. “Two years later I went to work in the editorial department at Canada’s weekly newsmagazine, *Maclean’s*.” It is still the role she sees as key for today’s college. “We take students with not a lot of practical skills, and in many cases not a lot of academic success in their background, and help them develop the skills to go out into the world and do meaningful work with confidence. Our graduates make important contributions to the skilled work force.”

There are challenges. “It is people-intensive work. We are working to create student success for many learners who are first generation, who are aboriginal or from other under-represented groups. That is intensive work in terms of student support.”

She quotes the African proverb about it taking a village to raise a child. “To educate a student, it takes a college.

Learning takes place in many ways in addition to in the classroom, lab, or clinical setting. Learning is supported by the admissions staff, the recruitment staff who help students choose their program, it is the contract training staff who are out in our communities liaising with employers and industry, and the advisory committee members who bring the knowledge back to the college to help keep us all current and relevant.”

But not all challenges are internal. “We continue to face the ongoing challenge of significant underfunding. The work colleges do to contribute to the province’s prosperity needs to be supported appropriately. Our students deserve it. Our communities deserve it, and need it.”

Colleges, she adds, are the key to individual fulfillment and potential and helping people becoming productive taxpaying citizens of Ontario. This is obviously critical for the future prosperity of our province.

“If we don’t improve some of the innovation and productivity in a wide range of applied skill areas, then we don’t train the next generation,” she says.

“Our colleges train skilled workers in a wide variety of fields from media to health care to child care, and for every kind of business, as well as technology and science. College graduates are extremely important to the Ontario workforce. More graduates will be needed for the future prosperity of the province. We continue to advocate for resources to ensure that we have the best possible staff and learning environments to meet that need.” [c|A](#)

*Maureen Piercy, President of Loyalist College, is a university and college graduate with a love of practical and lifelong learning. In 2007 she was recognized as one of the Top 30 of the Past 30 Graduates of Brock University, where she earned her Master’s in Education degree.*

# Retirees have a pension voice in OCASA

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Retiree membership in OCASA is open to any retired administrator for a one-time fee of \$100. For more information on retiree membership, visit [www.ocasa.on.ca](http://www.ocasa.on.ca) [c/a](#)



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# Falling Behind

By Bill Swan



Canada's post-secondary sector is falling behind internationally because we don't know where we're going, don't know which direction we're heading, and have neither a map nor compass to guide the journey if we did.

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**Dr. Paul Cappon** is on a mission: to see Canada develop a clear, articulate, national goal for post-secondary education, and to organize a data collection system to help assess progress toward those goals.

This sounds simple. But administrators who have worked at any time over the past 20 years to develop articulation agreements between just one college and one university know first-hand the uphill struggles involved. Working out national goals may seem only a distant dream.

Dr. Cappon, President and CEO of the Canadian Council on Learning, admits that the goal does require "a lot of slogging." But data collection has been developed internationally by the Organization of Economic Co-operation and Development (OECD) that allows easy comparison and benchmark evaluation not only from within a nation but comparison across many nations.

That is where the whole issue gets sticky. Compared to 40 other nations – including all of Europe, Australia, United States among others – Canada fails miserably. Last year, Canada could provide information on only 39 of the 96 categories requested by OECD for its annual report *Education at a Glance*. In its ability to provide information, Canada stood 40th out of 40 nations.

“We haven’t caught up with the fact that post-secondary education is national and international, although other people have,” Dr. Cappon said. “If you provide information only locally and parochially, then your solutions will be local and parochial.”



And, according to Dr. Cappon, this lack of data even limits the debate about post-secondary education. “Most of the debate in post-secondary education in Canada is about tuition because we have more information about that,” Dr. Cappon told *College Administrator* in a telephone interview earlier this year. “Tuition is easier to count. But (we have) very little debate about deeper questions that will decide the social and economic outcomes of the country.”

What kind of information is needed? “There are so many we hardly know where to start. For example, what happens to students who don’t finish, of which there are possibly 50 per cent in the first two years of post-secondary education. We actually don’t know what happens to those people. We don’t know if they go from university to college or college to university or change programs or go into the labour force. We really don’t know what happens to 50 per cent of our investment.”

Dr. Cappon says Canada does not report the data internationally (to the OECD) for three reasons. In some cases, Canada does not collect the information at all on a national basis; sometimes the data are collected but not harmonized with OECD’s reporting to an international standard; and often the data is reported late or not systematically.

Reporting data for the sake of reporting data may be a statistician’s dream, (and an administrator’s nightmare) but might only improve Canada’s image with the OECD. Having the data and comparing it to other countries could improve the level of debate politically and professionally, but data is, after all, only data. To be really useful, it must measure performance against articulated goals and objectives – a set of navigational tools to show where we are and the direction we are going and at what speed.

Which gets back to Dr. Cappon’s main point. Nationally, we have never set goals and objectives, and have no mechanism for doing so. Without goals, there would neither will nor reason to collect data.

“We haven’t caught up with the fact that post-secondary education is

national and international, although other people have,” Dr. Cappon said. “If you provide information only locally and parochially, then your solutions will be local and parochial.”

Where does Canada’s post-secondary performance stand internationally? “We have a strong college sector, (but) that does make up for part of the shortfall. In terms of the participation our early lead has evaporated and we’re falling into a group of countries that have rapidly increased their rates of participation, particularly among young people,” says Cappon.

“As far as we know, we’re among the leaders among expenditures in post-secondary. But when it comes to outputs ... we are certainly falling behind in some key areas particularly in science and engineering, adult literacy, and the amount of training that is provided in the workplace which is related to the capacity of institutions and their relationships between institutions.

“The easiest example is the issue of expenditure on research and development. The EU has a goal of three per cent by 2012 by GDP should be on research and development. That’s what’s important – innovation and productivity. Canada spends 1.91 per cent of its GDP on research and development, but we have no goal. Some years ago the then-minister of Finance Paul Martin said that Canada should move from 15th to fifth in expenditures as a percentage of GDP. We reported in 2007 that Canada is still 15th, because we don’t know what we’re aiming for.

“(We need) national goals and objectives and the means of studying and setting those goals,” Dr. Cappon said. This he calls Pan-Canadian program for post-secondary education, accompanied by a common method of gathering information to assess progress. But right now that is a boot-strap operation. “We have no mechanisms for setting those goals,” says Dr. Cappon. “Other federal states do.”

But Dr. Cappon says other federal jurisdictions – Australia, Germany, United States are examples – have been

able to harmonize data collection to a meaningful level and set national goals. "In Europe, countries are harmonizing their sectors with respect to post-secondary education, so that a degree means the same thing from one province or one state or country to another. (This) means that students are terrifically mobile from one country to another. It is very easy to do a year's study in another country and get credit for it."

The Bologna Process, he said, harmonizes transfer of credits and workplace education and training across Europe (for more information on the Bologna Process, see links below). With a political system similar to Canada's, Australia has developed federal and state cohesion for post-secondary education. "They have five-year goals, ten-year goals that require cooperation between levels of government." And informally, Australia has agreed to join the Bologna Process in Europe.

Work toward national goals (and the data collection to navigate by) Dr. Cappon sees coming from two directions: from the top down as senior levels of government and national organizations articulate goals and objectives; and from the bottom up, as colleges and universities continue to develop and harmonize articulation agreements between themselves and with industry.

"This can't be done by governments working in isolation," said Dr. Cappon. "You have to have the people around the forums who actually deal with this on a day-to-day basis just as your (OCASA) members do. We need the insights and experience and knowledge (of administrators) to set priorities and act on them. There is a lot of slogging work. The countries that have gone into this have not done so overnight. You just don't declare one day you are going to have a strategy and presto, it appears."

The role of the Canadian Council on Learning is to report on what is being done in post-secondary education and

to analyze that information. To that end, CCL has produced two annual reports on education. The first, in the fall of 2006, was entitled *Canadian Post-secondary Education: A Positive Record – An Uncertain Future*. It warned that without action, the country's long-term productivity and continued prosperity are at risk. In the fall of 2007, CCL produced another report: *Post-secondary Education in Canada: Strategies for Success*, which concludes that Canada does not have the structures, practices and mechanisms to maximize the PSE sector's social and economic contributions. Between the two (both reports are available on the CCL website) the reports draw a clear picture of the need for a "Pan-Canadian" strategy on post-secondary education.

The specific immediate recommendations were defined in Canadian Council on Learning's second annual report on post-secondary education:

- The development of a national framework with the participation of PSE partners across Canada.
- The development and implementation of a national data strategy.
- The development of a series of benchmarks that measure Canadian progress through the efforts of the sector.

One might get the feeling that this is a terribly Canadian problem: education is a provincial responsibility and the needs are national. Could this lead to federal-provincial conferences and more conferences and more conferences still, perhaps all leading to an educational Meech Lake?

Agreeing on what must be done is one thing; inventing the whole process by which agreements and goals and targets can be hammered out is another. CCL's mandate is descriptive only. How does the country create a mechanism for developing a national strategy?

"You'll have to stay tuned," said Dr. Cappon. "The 2008 report will focus on how we can achieve these goals." **CJA**

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#### LINKS

##### **Bologna Process:**

[http://ec.europa.eu/education/policies/educ/bologna/bologna\\_en.html](http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html)

##### **Canadian Council on Learning:**

<http://www.ccl-cca.ca/CCL/>

##### **Organization of Economic Co-operation and Development:**

<http://www.oecd.org/home/>

##### **Education at a Glance:**

[http://www.oecd.org/document/30/0,3343,en\\_2649\\_39263294\\_39251550\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/30/0,3343,en_2649_39263294_39251550_1_1_1_1,00.html)



Don Sinclair

## In the Spirit of Leading

**Working** in colleges or academic institutions provides the opportunity for many unique and rewarding career paths. We have the good fortune to work with experts in an environment that will shape the lives of the people we serve, namely our students.

What has struck me about working with experts is that those of us in administration are really in the business of leading leaders. We hire subject experts for our faculty and highly knowledgeable and skill-oriented support staff. In essence, we hire smart, talented individuals, who among all their attributes have strong opinions, not only about the expertise they bring to the organization but on just about everything.

Our students see our faculty and staff as leaders.

So how do you go about leading leaders? There is no magic pill but there is help if we care to seek it.

This past year I have been reading a book by Jeswald Salacuse titled *Leading Leaders*. It was released in 2006 and has been of great value in articulating guidelines for all managers to follow in successfully leading leaders.

To really enjoy the advice that Salacuse provides, we must embrace the ideology that the role (challenge) of the college administrator is, in fact, to lead leaders.

Here are a few nuggets I have gleaned from his book that may serve as an appetizer for those that wish to further pursue this subject and our reality. Throughout his book, Salacuse says that there are a number of building blocks in what he describes as “leadership relationships”. While the following may not appear to be rocket science or you might say “I have heard that song and dance before,” it all lies in your belief system as a leader and in your ability to execute.

Trust in the leader is the necessary element, and communication is your fundamental tool in building relationships.

Salacuse states that the basis of leadership is your relationship with the persons that you lead. Trust in the leader is the necessary element and communication is your fundamental tool in building those relationships. Effective communications is only the first building block necessary for an effective leadership relationship; three others are noted throughout his book:

### Commitment.

Good leaders clearly convey to their followers that they are working to help them advance their interests. The willingness and genuine interest in supporting direct reports in achieving their career goals is paramount in leading the new generation of employees. “Commitment, however, is more than a mere declaration by a leader that I am on your side.” Faculty and staff will judge whether a leader has genuine commitment on the basis of the leader’s behavior over the course of the relationship.

### Reliability.

Reliability in a leadership relationship means essentially that a leader keeps his/her promises and commitments to other persons. Once colleagues start to doubt a leader’s reliability, the relationship will begin to erode and with it the leader’s ability to lead.

### Respect.

Effective leadership requires leaders to have respect for their team as persons. We have to demonstrate that respect if we expect our colleagues to follow us. As I indicated earlier, we have colleagues who have strong opinions. We can demonstrate respect by listening to their diverse opinions, by valuing perspectives that may be different from our own, and whenever possible, by actioning their ideas.

Notwithstanding the foregoing, a leader of leaders must acknowledge and give appropriate credit to the leadership capacity/contribution of his or her team. It is through acknowledging leadership in others, committing to and supporting their growth, respecting employees as people, and demonstrating consistent reliability that leaders will inspire leaders to follow.

Holding a leadership position is very rewarding and challenging. If I have piqued your interest, the book is a good read, reinforcing a lot of things that we individually know about leadership, but framed in the context of leading those who share the capacity to act as leaders.

Salacuse, Jeswald W. *Leading Leaders How to Manage Smart, Talented, Rich and Powerful People*. New York: NY. American Management Association, 2006. [CIA](#)

*Don Sinclair is the Executive Director, College Compensation and Appointments Council, a provincial agency whose mission is to support Ontario’s Colleges of Applied Arts and Technology through best practices in responsible collective bargaining and effective governance.*

## Magazine changes name

Welcome to the first edition of COLLEGE ADMINISTRATOR. This publication, which continues the pioneering steps of LUMIÈRE, is the professional voice for college administrators in Ontario.

Published by OCASA/APACO, COLLEGE ADMINISTRATOR focuses on professional issues of college administrators with publication each spring and fall.

LUMIÈRE was first conceived as a special publication to mark the 10th anniversary of the founding of OCASA in 2006. The success of that issue encouraged OCASA to continue with LUMIÈRE 2007 and this year under its new name that will more accurately reflect the content.

COLLEGE ADMINISTRATOR will be distributed to all administrators in Ontario's 24 community colleges, members of the boards of governors, and other groups.

## Contributions to this magazine are invited

COLLEGE ADMINISTRATOR invites contributions from college administrators in all areas. In particular, the magazine seeks articles that deal with inter-department activities for serving students, improving efficiency, or just making your college a more interesting place to work.

Administrators involved in advanced studies who have new insights on college operation would be especially welcome as contributors.

Or on a personal note, the magazine would also like to feature stories on administrators with unusual hobbies or backgrounds.

If you would like to contribute, or have a suggestion on what you would like to see in future editions, contact Bill Swan, OCASA Communications, at [bill.swan@ocasa.on.ca](mailto:bill.swan@ocasa.on.ca) or call 1-866-742-5429

## Awards



### Doug Light Award for Administrative Excellence

2008 Recipient:  
Elizabeth (Betty) Freelandt,  
H.B.Comm., M.Ed, FCMA  
Vice President, Student Services and  
Strategic Initiatives

In forwarding her nomination, colleagues praised her leadership: "Betty has been instrumental in creating a strong and forward thinking division and is responsible for implementing many important and diverse directives that guides the various departments within the division."

The award was given during the Awards Luncheon at the Colleges Ontario Conference held in London, February 11.

The full story: [www.ocasa.on.ca](http://www.ocasa.on.ca)

## Awards Nominations

Nominations are now open for the 2008 Spring Awards:  
**OCASA Distinguished Administrator Award**  
**OCASA Volunteer Recognition Award**

Applications are now being received for the 2008 Student Bursary Award.

**Nomination packages and applications are available on the website.**

## Membership Survey

OCASA members value member benefits of advocacy, information/communications and PD. 80% of respondents are satisfied with their job and career, but workload and compensation issues continue to raise concerns.

**Complete survey report available at [www.ocasa.on.ca](http://www.ocasa.on.ca).**

## Become involved...

Nominations are now open for executive positions on the OCASA Executive Committee. President, Vice President, Secretary and Treasurer will be elected at the Annual General Meeting June 22/23, 2008 in Ottawa (Algonquin College).

**Contact the OCASA office for more information.**

## Meeting with the Minister, MTCU

OCASA representatives met with the Hon. John Milloy, Minister, MTCU following the release of the Whitaker report: *A Review of the Colleges Collective Bargaining Act*. As a stakeholder in the original consultation, OCASA was invited to comment on the report.

**Full details are available at [www.ocasa.on.ca](http://www.ocasa.on.ca).**

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