

COLLEGE ADMINISTRATOR

OCASA
APACO

The professional journal for Ontario college administrators

Vol.6 No 1
Spring 2011



Michelle Cole

recipient of
CMU-OCASA Research Award

- INSIDE:
- Student identity
 - Digital learning
 - PD Conference

yourfreedom
YOU**RTO/ERO**

Teachers, school and board administrators, educational support staff, university & college faculty

Connect with the
RTO/ERO
community
and join us for...

- Access to excellent group health plans
- Bilingual services
- Active peer community
- Group travel program
- Dependable pension support
- Advocacy on social and political issues
- Member magazine

Sign up for a Retirement Planning Workshop near you.

1.800.361.9888

www.rto-ero.org

Follow us on:



Marjorie Blake
Member since
2001

Charles Binkley
Member since
2002

Fran Wren
Member since
2001



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

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

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

yourfuture
YOU**RTO/ERO**



Your partner in administrative excellence.

OCASA MISSION STATEMENT

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

Editorial Board

Robert Bentzen, Chair

Cambrian College

Joanne Metcalfe

Mohawk College

Gregory Murphy

Durham College

Sally Ritchie

Colleges Ontario

Richard Webb

Sault College

OCASA Executive 2010/11

PRESIDENT

Chris Fliesser

Dean, Faculty of Technology
Fanshawe College

VICE PRESIDENT

Sheryl Furlonger

Manager, Confederation College Foundation
Confederation College

SECRETARY

Mary-Lou Rainville

Dean of Access,
General Studies & Human Services
Canadore College

TREASURER

Rick Helman

Director, Financial Planning
Loyalist College

PAST PRESIDENT

Jim Whiteway

Chair, Schools of Business and
Management Studies, Bioscience,
Centre for Justice Studies
Loyalist College



6

Digital guidelines

As Ontario Online Institute gains guidelines (page 6), Dr. Tony Bates (page 8) suggests Ontario look to B.C. for some ideas.

13

CMU-OCASA Research Award

Recipient of the third annual CMU-OCASA Outstanding Research Award is Michelle Cole of Durham College.

14

Paybands 5-8

In a recent survey by OCASA, members in the lower paybands said they are now working longer hours, dealing with more demanding and complex challenges, but their job descriptions and pay scale have not kept pace.

16

Professional development conference

Register now! The 2011 OCASA PD Conference June 20-22 at Blue Mountain Resort in Collingwood promises to be bigger, bolder, and better.

20

Student identity

Bonnie Jasper examines how learning students' names enhances the learning experience for students, teachers – and administrators.

24

Career Corner

Brian Desbiens discusses the value of administrative assistants, and how they are often the ones really running the colleges.

26

Parlons Carrière

Brian Desbiens discute de la juste valeur du plus grand atout dont les collèges bénéficient; les compétences en gestion des adjoint(e)s administratifs.

Regular Features

President's Message 4
 Membership News 28
 Member Profile 30
 Advertiser Information Centre 30

Cover photo: CMU-OCASA Outstanding Research Award recipient Michelle Cole (story on page 13). Photo by Melanie Vincent, a graphic designer at Durham College, Marketing and External Relations.

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

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

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

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

Published by 

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

MANAGING EDITOR: Cheryl Parisien, cheryl@kelman.ca
DESIGN/LAYOUT: Stacia Harrison
ADVERTISING SALES: Al Whalen
ADVERTISING COORDINATOR: Lauren Campbell

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





Chris Fliesser
OCASA President

The PD conference, the OCASA/CHERD certification program, and this journal are just three of our efforts to serve members by fostering pride and professionalism in all we do as college administrators.

Did I mention bragging rights?

One of the perks of being president of OCASA is this: twice a year I write the president's message for *College Administrator* magazine. That may not sound like much, but note this: each time I can boast about some new and exciting venture undertaken by OCASA to serve members.

This time, writing from Germany, I can tell everyone about the OCASA/CHERD Certificate in College Leadership & Administration. This is a series of online courses, created uniquely for Ontario college administrators, offered through the University of Manitoba's Centre for Higher Education Research and Development, designed to serve the needs of college administrators. Available only to OCASA members, the program offers a certificate on completion of eight courses. (Individual courses may also be taken on an ad hoc basis.) OCASA chose University of Manitoba because of their vast experience in providing certification programs for higher education administrators. Their existing infrastructure allowed OCASA to start up quickly.

The program is one more step in OCASA's efforts to provide effective PD for members. Most are familiar by now with the annual OCASA PD Conference (again this year: Blue Mountain, Collingwood, June 20-22). Highlights include broadcaster Jesse Hirsh, an Internet strategist, researcher, and broadcaster based in Toronto, (www.jessehirsh.com/blog). See conference details in the centre spread of this issue.

The PD conference, the OCASA/CHERD certification program, and this journal are just three of our efforts to serve members by fostering pride and professionalism in all we do as college administrators. Can we do more? Sure – and we will. You can help by talking up OCASA's strengths with anyone who is not a member. And if you yourself are not a member – join. We all benefit from OCASA's activities, and the more members OCASA has, the more that can be done.

This organization is about ideas, pride, and professionalism. I don't think you can have too much of any of those. [CIA](#)





Chris Fliesser
Président de l'APACO

Pour l'APACO, ce programme est une occasion opportune de solidifier ses efforts en vue de fournir des choix de perfectionnement professionnel efficaces à ses membres.

Me permettriez-vous un peu de vantardise?

L'un des avantages liés à mon poste de président de l'APACO est que deux fois par an, je rédige le message du président pour votre publication professionnelle, *Administrateur de collègue*. Cet honneur n'a possiblement pas la même importance pour tous, mais quant à moi, c'est un privilège auquel j'ajoute l'occasion de partager ma fierté envers tous les fabuleux et nouveaux projets mis en œuvre par l'APACO en vue de mieux servir ses membres.

Rédigeant le présent message alors qu'en Allemagne, je profite du moment pour mettre tous et chacun au fait du Programme d'Accréditation APACO/CHERD en Administration et Gestion des Collèges (*OCASA/CHERD Certificate in College Leadership & Administration*). Ce dernier consiste d'une série de cours en ligne conçue particulièrement pour les administrateurs des collèges de l'Ontario et est offert par le biais du *Centre for Higher Education Research and Development*, à l'Université de Manitoba. Offert exclusivement aux membres de l'APACO, ce programme offre un certificat d'accréditation suite à la validation de huit modules d'enseignement (des cours individuels sont également offerts, selon ce qui convient à la situation). L'expertise de l'Université de Manitoba en matière de programmes d'accréditation pour les administrateurs d'établissements d'études postsecondaires est ce qui l'a distinguée des autres pour en faire l'université de choix pour l'APACO. Par ailleurs, l'université disposait d'infrastructures existantes permettant à l'APACO de lancer le programme sans trop tarder.

Pour l'APACO, ce programme est une occasion opportune de solidifier ses efforts en vue de fournir des choix de perfectionnement professionnel efficaces à ses membres. La conférence annuelle de perfectionnement professionnel (PP) de l'APACO (prévue cette année du 20 au 22 juin et encore une fois, à Blue Mountain, Collingwood) approche et nous aurons tous le plaisir d'entendre le conférencier M. Jesse Hirsh; un stratège, un chercheur et un journaliste Internet établi à Toronto, Ont. (www.jessehirsh.com/blog). Voir les détails de la conférence à la double page centrale de ce numéro.

La conférence de PP, le programme d'accréditation APACO/CHERD et la présente publication ne représentent que trois des nombreux avantages d'être membre de l'APACO. Ces outils encouragent la fierté et le professionnalisme dans tout ce que nous faisons à titre d'administrateurs de collèges. Pouvons-nous faire mieux? Certainement – et nous le ferons! Je vous invite à y prendre part et de nous aider en vantant les prouesses de l'APACO auprès de quiconque n'en n'est membre. Si vous-même n'êtes pas encore membre, adhérez. L'union fait la force et nous bénéficions tous des activités de l'APACO. Plus qu'il y aura de membres, plus grandes seront l'ampleur et l'étendue des réalisations de l'APACO pour ses membres.

Vous, ensemble, êtes l'APACO; une société axée sur l'innovation, la fierté et le professionnalisme – trois atouts dont on ne se plaint pas souvent d'en avoir trop. **clA**



Digital guidelines

The Ontario Online Institute shows promise – mixed with a few challenges



By Bill Swan
Contributing Editor

After almost a year of silence, the Ministry has released guidelines for the development of the Ontario Online Institute. Awaited patiently at both colleges and universities across the province, the guidelines offer few surprises.

The full guidelines are available to OCASA members on the OCASA website. Two or three key points stand out:

The 2010 Ontario Throne Speech and Budget promised that an Online Institute would be established to “bring the best professors from Ontario’s postsecondary institutions into the homes of those who want to pursue higher learning.” Now that it is here, what does it mean?

- Maxim Jean-Louis, president of Contact North, has been named as special advisor to the minister regarding the Ontario Online Institute (OOI);
- The institute will not grant degrees, diplomas or certificates on its own;
- The institute will be a single portal through which access to all online course offerings can be accessed;

- The institute will not deliver courses itself but will work through existing colleges and universities.

These are, of course, guidelines, and as such could be changed. More details are expected in a report by Jean-Louis later this spring; given the provincial election this fall, Jean-Louis is expected to consult with stakeholders quickly.

The possibilities, of course, are endless. Not included are what some see as key to the development of online courses: the seamless transfer of credit across institutions. This would be an enormous step for universities, and could open possibilities for colleges.

Two major players are obvious from the beginning: Contact North, and OntarioLearn. Contact North is a 25-year-old combination of distance education

which has morphed into the go-to place for college and university online education throughout Northern Ontario (see sidebar page 11). OntarioLearn, as most should know, is a 15-year-old consortium of 22 colleges that provides access to online offerings from any college. A detailed article on OntarioLearn is available on the OCASA website in an article written by Alan Brady, CEO of OntarioLearn.

Any venture by the Ontario Online Institute will undoubtedly spring from the seeds sown by these two pioneering groups. Brady indicated OntarioLearn's commitment to participate in the process. The appointment of Jean-Louis as special advisor on the project speaks for itself.

But the recognition of credit could be the most significant accomplishment, one some would see as a significant adjustment in postsecondary education in Ontario.

Credit transfer "seems to be a bigger barrier in Ontario than in the West," Dr. Tony Bates said in an interview with *College Administrator* from his home in British Columbia. "We have a long

history of articulation between colleges and universities, particularly in British Columbia but also in Alberta. That makes developing partnerships much easier." (See the accompanying article by Dr. Bates on what Ontario can learn from BC; an additional sidebar on BCcampus provides a more detailed overview.)

What the institute will not lack is advice, much of it already available through presentations that have been forwarded to the ministry from a variety of agencies. The Ontario Confederation of University Faculty Associations, the Canadian Union of Public Employees – Ontario, the Ontario Public Service Employees Union, and the Canadian Federation of Students – Ontario recommended increased funding to improve broadband capabilities, and cautioned against the use of online education as cost-saving measures (while at the same time predictably advocating for reduction of tuition fees for all postsecondary ventures).

A proposal last August from the Council of Ontario Universities suggested the

“Credit transfer ‘seems to be a bigger barrier in Ontario than in the West’.”

–Dr. Tony Bates

institute could, among other things, help the province meet the goal of creating a workforce 70 per cent of which will have postsecondary credentials, and as well provide an effective system for credit transfer among universities for students.

Not mentioned in the guidelines, but a factor that would be central to the building of a stronger online offerings, is funding. If the institute can convince the ministry that online courses require funding equivalent to full-time courses, significant resources would be available for course development.

Stay tuned. [c/a](#)



more for you at
Humber

Lead. Innovate. Succeed.

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

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

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

Looking West

Ontario Online Institute could 'borrow' from B.C.

Ontario is, if not the centre of the universe, certainly the centre of Canada economically, and in terms of size. Its population at over 13 million, is 3.5 times that of British Columbia, and it contributes 38 per cent of Canada's GDP, compared to British Columbia's 13 per cent. There is a tendency for Ontarians to see British Columbia, hidden behind the Rockies, perched on the Pacific Rim, and three hours behind Toronto, Canada's financial capital, as being at the fringe of the country.

We have also seen that Ontario has a thriving postsecondary e-learning environment. It has more online enrollments, courses and programs than any other province. It has a very successful collaboration between the colleges, OntarioLearn, where 22 colleges share over 100 courses. Contact North provides services in rural and remote areas of the province that support the

online courses and programs from Ontario universities and colleges.

However, there are still some lessons that Ontario can learn from B.C. What Ontario currently lacks is a system view of e-learning, and mechanisms that allow for collaboration and sharing of online content, courses and programs that results in coherent, province wide learning opportunities for students, particularly at a university level. Despite the wide range of online distance courses available from Ontario institutes, no less than 40 per cent of Athabasca University's students are from Ontario (Athabasca is an Alberta-based distance teaching university).

To address some of these shortcomings, and to push Ontario to the leading edge in online learning, the Ontario government is creating the Ontario Online Institute. It could do worse than to look at the success of BCcampus in developing a system approach.



By Dr. Tony Bates
CEO, Tony Bates
Associates

The following is re-printed with permission from a blog posted March 3, 2011 by Dr. Bates. Dr. Bates has acted as a consultant to Contact North.

Program development

In a blog (see link below), Paul Stacey, who has been the main administrator of BCcampus's Online Program Development Fund (OPDF), sets out the eight-year history of this fund (which comes on an annual basis from the B.C. provincial government), and its achievements. From this fascinating account, I draw the following conclusions:

- Setting aside a relatively small amount of money each year to address gaps

enjoy
peace
of mind

... with exceptional home and auto insurance coverage.

www.johnson.ca/ocasa

1.800.563.0677

(Please provide your Group ID code: FY)



Proud to be One of Canada's Top 100 Employers for 2011.

Home and auto insurance is available through Johnson Inc., a licensed insurance broker. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson Inc. share common ownership. LRP.02.11.

Profitez de la
tranquillité
d'esprit

... conférée par des assurances habitation et automobile exceptionnelles.

www.johnson.ca/ocasa

1.800.563.0677

(Précisez votre n° d'identification de groupe : FY)



Fier d'être parmi les 100 Meilleurs Employeurs au Canada pour 2011.

Les assurances habitation et automobile sont disponibles par l'entremise de Johnson Inc., un courtier d'assurance autorisé. Les contrats sont essentiellement souscrits auprès de la société Unifund, Compagnie d'Assurance (Unifund). Johnson Inc. et Unifund sont des filiales apparentées. LRP.02.11.

in the system and to encourage collaboration can have a very big pay-off (amounts have varied year by year, down from \$1.5 million in the early years to \$750,000 in 2010).

- Central funding with conditions enables the development of a wide range of sharable open educational resources. All institutions receiving OPDF funding have the option of either a province-wide or Creative Commons license. In other words, once created, these materials can be used by any public institution in the province, and increasingly proposals are coming forward to build on such resources.
- Collaboration between institutions enables students to access a wider range of credentials across the whole province. The OPDF has led to the development of 47 different credentialed programs that are unlikely to have existed without such central funding. All the public sector postsecondary institutions have participated in OPDF funding, and often institutions have partnered with up to

20 other provincial partners. Many partners are not just postsecondary institutions, but school boards, NGOs and from the private sector.

- Collaborative programming has been helped tremendously by a comprehensive system of pre-agreed credit transfers between institutions through the BC Council on Admissions and Transfer (BCCAT) transfer guide.

These initiatives are all over and above the contributions from individual institutions in BC, which while not having as many online courses and programs as Ontario, nevertheless has an equally flourishing e-learning scene.

Conclusion

Provincial is a word often used for an attitude that focuses on petty local issues that miss the big picture. There is a tendency often to look into the far distance, to countries such as the US, Australia and the United Kingdom for inspiration, and there is nothing wrong with that.

But often what we are looking for is closer to home. I'm not arguing that the Ontario Online Institute should copy or imitate BCcampus. It should take the best ideas and build something new and even better. However, if something works and has a proven track record – and the BCcampus OPDF certainly has that – it would be foolish not to learn from both its successes and its failures.

I urge everyone interested in open educational resources, system-wide approaches to online learning, and those wanting to get the best bang for the buck in online learning, to read Paul's detailed and compelling post: especially policy-makers in Ontario. [c|A](#)

Useful links:

Paul Stacey's blog on BCcampus:

<http://edtechfrontier.com/2011/02/28/evolution-of-an-oeer-initiative-an-eightyear-retrospective/>

Tony Bates Associates:

www.tonybates.ca/

TRANSFERRING CAN BE EASY.



W.A. LETTINGA CAMPUS IN GRAND RAPIDS, MI



Complete your bachelor's degree with Davenport University.

Davenport University has developed degree completion partnerships that allow you to transfer credits toward a **bachelor's or master's degree**.

Due to generous transfer credits, many graduates with a three year diploma can complete a bachelor's degree with as few as 10 Davenport classes.

Benefits of an online degree:

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

www.davenport.edu/capartners

1-800-203-5323 partnerships@davenport.edu

BUSINESS | TECHNOLOGY | HEALTH
www.davenport.edu



BCcampus:

Sharing resources reduces postsecondary costs

BCcampus is a publicly funded organization that uses information technology to connect the expertise, programs, and resources of all BC postsecondary institutions under a collaborative service delivery framework.

With a goal to connect, collaborate and innovate, we provide valued services to institutions, ensuring BC learners, educators, and administrators get the best, most effective technologies and services for their learning and teaching needs. We are continually developing B.C.'s learning capacity by providing services and leadership.

With our partners, we identify, acquire, develop and implement innovative technologies and services that facilitate system-wide connection points for student services and provide collaborative educational models for faculty and instructors.

As a business-to-business organization, our commitment is to our stakeholders, the postsecondary institutions, working closely with them as partners in this process to define and then deliver the best educational technology and distance learning services possible.

Through our consultations, environmental scans and research on emerging trends in the field of educational technology and flexible learning, BCcampus has developed three key areas of focus.

Student services

Our goal is to create a secure and trusted data network among B.C.'s postsecondary institutions for real-time student information transfer, with links to online

By Tori Klassen
Manager, Communications and Stakeholder Relations, BCcampus

learning resources and information provided by postsecondary system partners. Our largest service is the Postsecondary Application Service of BC (PASBC, which will change its name to ApplyBC in June 2011), which handles over 100,000 student registrations per year.

Our data exchange systems benefit both students and institutions: they streamline student transfers between institutions and eliminate duplicate databases. They also let institutions generate up-to-date reports on recruitment, application and learning resources by accessing real-time data on students and business.

Partnerships

Our goal is to foster and support the formation of collaborations and partnerships between institutions that leverage knowledge, reduce costs and generate benefits for students. By sharing services, we can help reduce overall costs for the postsecondary sector.

Collaborative programs: We promote collaboration between two or more institutions which consolidate courses and offer them as one program; meaning a student can take courses from a number of institutions all leading to one credential. We currently have three programs offered under the Collaborative Program model, with more on the way.

Shared services: BCcampus finds ways to consolidate educational technologies (like learning management systems or web

conferencing) and offer them cost-effectively to many institutions. We can do together what one institution may find difficult to do alone. With our partners, we acquire innovative technologies and services for teaching and learning, and provide collaborative educational models for faculty and instructors.

Curriculum development

Our third focus is to provide educator support through online communities of practice, re-usable tools and resources, professional development strategies, technology training, and online program development.

Academic growth supports the development and sharing of teaching and learning practices and supports several collaborative community networks. Our group creates infrastructure for online communities, threaded discussion tools for members to collaborate on projects or engage in dialogue, and RSS feeds.

BCcampus administers the annual Online Program Development Fund (OPDF) funds development of curriculum in the form of credit-based academic, online courses and resources and professional learning resources. Annual funding from the government of British Columbia supports the OPDF. Since 2003 the OPDF has made 145 grants worth \$9 million.

For more information, see our website at www.bccampus.ca. [C/A](#)

Contact North:

26,000 registrations in 1,300 courses in 2009-10

With local access centres in 112 Ontario communities, Contact North/elearnnetwork.ca, Ontario's distance education and training network, has become a world leader in the field of online and distance education since its creation in 1986.

This year marks the organization's 25th anniversary of successfully facilitating access to the education and training opportunities from Ontario's 24 publicly assisted colleges, 20 publicly assisted universities, and 250 publicly assisted literacy and training organizations.

Serving an area of over one million square kilometres, the network helps

By Louise Gaudrault
Marketing & Communications Coordinator, Contact North

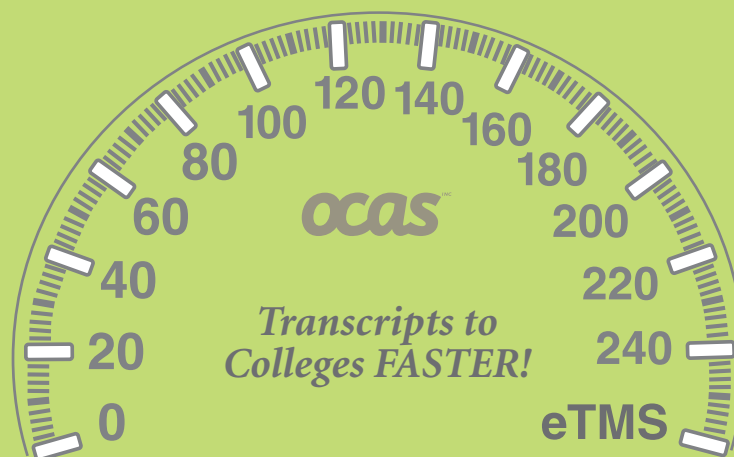
Ontarians in small, rural, and remote areas and Aboriginal and Francophone communities achieve their education and training goals by continuing to improve access to formal education and training. Web conferencing, videoconferencing and audioconferencing technologies support the delivery of programs, courses, and training, to students.

With services available in English and French, it facilitated over 26,000 registrations in more than 1,300 synchronous courses in 2009-2010.

More than half of the students are enrolled in full-time studies. Students can also now access a wide range of programming, including 10,000 courses in over 1,000 programs through the Ontario Online Learning Portal (www.click4onlinelearning.ca).

Approximately 85 per cent of students who utilize Contact North/elearnnetwork.ca's services live outside of Ontario's major metropolitan areas. By remaining in their communities while continuing their education, these students contribute to

eTMS - Electronic Transcript Management System



Helping colleges make more offers.

etms@ocas.ca



Photo courtesy: Seneca College

the economic and social development of their community while at the same time, save money, and reduce the stress of having to travel long distances.

The organization works closely with its college, university, and literacy and training partners to promote their online and distance programs and recruit students. A guide with information on the available courses is published three times a year with 160,000 copies distributed throughout the province each semester; it is also made available at www.contactnorth.ca. As well as marketing and recruitment, we also provide training to instructors, providing a sound knowledge base on the features of our three technology platforms, and offer exam invigilation services to our education and training partners.

Contact North/elearnnetwork.ca strives to keep its finger on the

pulse of technological innovations in online and distance education. Training, briefings, beta testing, demonstrations and updates by leading experts on emerging technologies are offered for instructors, faculty, IT personnel and academic administrators of Ontario's education sector.

Thanks to the continued support from the government of Ontario, the network has experienced steady (and at times explosive) growth in the number of course registrations supported for its education and training partners throughout the years.

As Contact North/elearnnetwork.ca celebrates its 25th anniversary in 2011, it plans to continue to enhance the services it provides to students, prospective students, and its education and training partners, Ontario's publicly assisted colleges, universities, literacy, and other training providers. **CIA**

Accessibility Office | *Changing the way we think about accessibility*



ALGONQUIN
COLLEGE

Algonquin College: Meeting AODA Web-accessibility and Reporting Standards for Client Services

Algonquin College's Accessibility Office is pleased to announce the launch of its new Microsoft SharePoint® portal for meeting the Customer Service Standards of the Accessibility for Ontarians with Disabilities Act (AODA).

The new portal provides a cost-effective solution for addressing mandated AODA requirements. It includes an integrated service set for automating AODA tracking and reporting. The solution uses SharePoint, leveraging its ease of use, extensive set of website management tools, built-in workflow and e-form capabilities to automate business-process flows and report generation for AODA reporting to the Ontario Government.

The new site:

- Offers an exceptional client-service feedback tool, compliant with AODA requirements
- Provides timely notification of service disruption on campus that may impact people with disabilities
- Service disruptions announcement sent out by twitter
- Leverages Microsoft SharePoint 2010, providing the potential for adding further collaborative projects and outsourcing/hosting responsibilities
- Delivers latest in tracking and reporting capabilities
- Meets web-accessibility standards, branded and configured to Algonquin's standards

For more information contact:

Karen Coffey, AODA Advisor - Human Resources C425
613.727.4723 ext. 7058 - karen.coffey@algonquincollege.com

To see the site in action, go to: accessalgonquincollege.com

Follow us on Twitter: twitter.com/ACaccessibility

Michelle Cole:

Executive Assistant at Durham College named recipient of CMU-OCASA Research Award

Recipient of the third annual CMU-OCASA Outstanding Research Award is Michelle Cole of Durham College.

Michelle, Executive Assistant to the Office of Vice-President, Student Affairs at Durham, will receive the award for her capstone paper entitled *Student Perceptions of Faculty Classroom Practices that Influence Student Persistence*. She is completing her studies at Central Michigan University for her master of arts degree in education this spring as part of the Durham/Loyalist cohort.

Michelle began her career at Durham five years ago in the Office of the President following an administrative career in both public and private sectors. This included two years as administrative assistant to a local member of Parliament. She lives in Whitby with her husband Mike and two children, Téa and Harrison.

The award will be presented at the OCASA PD Conference June 21 at Blue



Mountain, Collingwood. Michelle will be a presenter at a workshop seminar at the conference, and has been invited as guest columnist in the Fall 2011 edition of *College Administrator*.

The award is sponsored jointly by Central Michigan University (CMU) and Ontario College Administrative Staff

Association (OCASA) to recognize the high quality of research being conducted in Ontario by CMU graduate students that impact the development of the colleges. This Outstanding Research Award is presented annually to Ontario students in CMU's master of arts degree in education, with a community college concentration, for conducting outstanding research related to community colleges in Ontario. Nominees are first selected by CMU faculty with the OCASA review panel selecting the final recipients.

Previous winners include: Martha MacEachern of Georgian College, 2009; and Linda Croall of George Brown College, 2010.

Members may access more information about the award, view a copy of the research paper, and review past research papers on the OCASA website: www.ocasa.on.ca (member_services/awards). [CIA](#)

Ontario College Administrative Staff Association



Online education for OCASA members

Providing online education that addresses professional development needs of Ontario's college administrators in reaching administrative excellence.

Benefits

- High-level learning with immediate application
- Networking through online community
- Increased cross-campus experience and awareness
- Content designed and developed in consultation with Ontario college administrators
- Flexible delivery and cost effective

Certificate in College Leadership and Administration (Ontario)

Who will benefit from this program?

Administrators who are:

- Interested in increasing their effectiveness as managers and leaders
- Needing development in specific areas
- Newer to college administration and needing immediate learning and application

Who may enroll in the program?

Presently, only OCASA members may enroll in the program. OCASA membership application can be completed online. Visit www.ocasa.on.ca/membership for further information.

Courses being offered in 2011

- Performance management (March 7)
- Developing leadership capacity (April 11)
- Finance for the non-financial manager (May 9)
- Innovation in administration (October 17)
- Strategic planning (November 14)

Not sure about your needs?

Take one course as needed, without enrolling in the full program. Start with any course, as courses will be offered again on a rotation basis.

Completion of 8 courses will complete the certificate requirements.

For full information:

visit www.ocasa.on.ca
call 1-866-742-5429

Register now!

**Your partner in
administrative
excellence.**

Paybands 5-8

OCASA survey shows they love their jobs despite working more

Administrative staff in Paybands 5-8 love their job challenges, but many feel their efforts are not fully appreciated and opportunities for career advancement are missing.

In a recent survey by OCASA, members in the lower paybands said they are now working longer hours, dealing with more demanding and complex challenges, but their job descriptions and pay scale have not kept pace.

While a majority reported that opportunities for professional development, and funding for it, was readily available, only 19 per cent believe that there are advancement opportunities given their current education. Slightly more than half (55 per cent) believe that there are no advancement opportunities.

While not statistically valid, the survey provides indicators about issues and trends, and provides OCASA with information on which to base advocacy efforts. According to the College Employers Council, about 294 employees across the province are rated in Paybands 5-8. For the survey, 49 individuals – a combination of OCASA members and non-members – completed the survey.

Overall, the most consistent theme was compensation and, more specifically, the pressure on the compensation scheme from increased responsibilities and longer hours. Concern over the compression in compensation with support staff was common.

Generally, respondents said they enjoy the challenging work environment, particularly the interactions with people, the variety of work experiences, and helping students.

Several respondents said their daily work has become more complex, requiring them to assume greater responsibility; however, their compensation and job descriptions have not kept pace with these changes.

- 57 per cent did not feel their job was in the right payband.
- 57 per cent disagreed or strongly disagreed when asked if they thought they were paid fairly relative to their qualifications, experience and responsibilities compared with other positions at their college.
- 53 per cent were satisfied that they were moving through the range of their payband in a reasonable time frame.

The survey indicates that less than half (41 per cent) do not understand how compensation is determined and administered and half (51 per cent) felt uncomfortable asking about the compensation policy.

When asked to be more specific about compensation, respondents focused on perceptions of inequity for workers in lower paybands. Participants in the survey said their concerns in this area also included:

- A perception that they are underpaid relative to others in their profession;
- Concerns about salary compression with college support staff;
- There is no recognition for overtime or added responsibilities, including work done on special projects;

- Inherent inequities (e.g., the wage freeze) disadvantage those in lower paybands;
- The job evaluation process lacks transparency, consistency and fairness;
- Job fact sheets are either not reviewed, or if so not regularly;
- Paybands and job titles are outdated.

Generally, respondents said they enjoy the challenging work environment, particularly the interactions with people, the variety of work experiences, and helping students. Most expressed satisfaction with their job, and two-thirds said they felt as satisfied or more satisfied than they did three years ago. Most generally feel their efforts are appreciated and recognized by their supervisors and by their college.

The survey suggests that for staff in Paybands 5-8, the pace and volume of work has increased in jobs that are becoming increasingly complex and more demanding.

About 38 per cent of respondents reported working more than 45 hours per week, including 14 per cent who are working more than 50 hours per week.

The greatest reason for extra hours was “keeping up-to-date with daily tasks,” followed by college committee meetings or special events after regular business hours where attendance was required. Some said they are working more hours during peak periods to cover vacancies in their department.

Working extra hours without overtime or lieu time was a common theme.

Slightly more than one-third (37 per cent) felt their college could keep them better informed about matters affecting their work. Several noted that because of their classification, their employer does not always provide them with access to the kinds of information they need to perform some of the new demands being placed on them.

Keep balance

Two-thirds of respondents said they were satisfied with the balance between their work and personal life. However, only slightly more than half believe their department or office is adequately staffed (54 per cent) or their work volume is reasonable (55 per cent).

One in three said they did not feel comfortable discussing their workload situation with their supervisor.

According to the survey, the top three factors influencing work engagement for these employees are enjoyment of work, compensation and benefits, and recognition of performance.

Professional development

Overall, 83 per cent said they hold a college diploma or certificate, and 23 per cent hold a university degree (either in conjunction or alone). However, only 19 per cent believe that there are advancement opportunities given their current education. Slightly more than



half (55 per cent) believe that there are no advancement opportunities.

Two-thirds felt that their college provides adequate resources (funds, training, work majority (82 per cent) said professional development is encouraged or sometimes is encouraged in their workplace and most (92 per cent) said funding is or sometimes is available.

Respondents showed a strong interest in taking courses in topics such as leadership, budgets, conflict management, and motivating people, as well as in attending conferences that would provide interaction with peers.

Some believe there are fewer resources available for training, and even less opportunity for advancement. Others say shrinking budgets or rising work volumes have limited their access to training opportunities.

Results of the survey have been shared with the Administrative Consultative Committee and form a foundation for OCASA advocacy in this area. Already, OCASA is planning on sessions at the Annual PD Conference to be more inclusive of this membership group, meeting some of their specific professional development needs. [CIA](#)

TD Insurance
Meloche Monnex

“My group rates saved me a lot of money.”

– Miika Klemetti
Satisfied client since 2008

YOU COULD
WIN **1 OF 2 MINI COOPER CARS OR \$30,000 IN CASH!***

See how good your quote can be.

At TD Insurance Meloche Monnex, we know how important it is to save wherever you can. You can enjoy preferred group rates and other exclusive privileges. At TD Insurance, we believe in making insurance easy to understand so you can choose your coverage with confidence.

Get an online quote at
www.melochemonnex.com
or call **1-866-269-1371**
Monday to Friday, 8 a.m. to 8 p.m.
Saturday, 9 a.m. to 4 p.m.



The TD Insurance Meloche Monnex home and auto insurance program is underwritten by **SECURITY NATIONAL INSURANCE COMPANY**. The program is distributed by Meloche Monnex Insurance and Financial Services Inc. in Quebec and by Meloche Monnex Financial Services Inc. in the rest of Canada. Due to provincial legislation, our auto insurance program is not offered in British Columbia, Manitoba or Saskatchewan.
*No purchase required. Contest ends on January 13, 2012. Each winner may choose the prize, a 2011 MINI Cooper Classic (including applicable taxes, preparation and transportation fees) for a total value of \$28,500, or a cash amount of \$30,000 Canadian. Odds of winning depend on the number of eligible entries received. Skill-testing question required. Contest organized jointly with Primum Insurance Company and open to members, employees and other eligible persons belonging to all employer groups, professional groups and alumni groups which have an agreement with and are entitled to group rates from the organizers. Complete contest rules and eligibility criteria available at www.melochemonnex.com. Actual prize may differ from picture shown. MINI Cooper is a trade-mark, used under license, of BMW AG, which is not a participant in or a sponsor of this promotion.
©The TD logo and other trade-marks are the property of The Toronto-Dominion Bank or a wholly-owned subsidiary, in Canada and/or other countries.



Leading for Tomorrow

Blue Mountain Resort, Collingwood
June 20-22, 2011

What will leadership look like in the next five years? How does the role of technology and innovation shape what we do? Come and join us as we engage one another through **workshops, think tanks** and **networking**. This is the only place where you can network across all colleges and all disciplines.

Keynote – Jesse Hirsh MONDAY, JUNE 20



The Problem of Speed and the Importance of Critical Thinking

Seemingly the only constant when it comes to technology is change. The pressures of living in an accelerated culture mean that we rarely have the time to stop and reflect on how technology impacts our lives. Yet when it comes to education the need to be critical is more important than ever, as we are constantly evaluating and contemplating how new tools and

environments will impact learning and collaboration. Technology is never neutral, but always carries within it an embedded culture and set of effects that must be understood if we are to modify or engage them. What are the virtues and vices of web culture that will challenge education and classroom environments? What should we champion, and what should we actively criticize as we move further down the path of a connected and real-time culture? As a society we are at a cross roads where the moral and ethical decisions we make today in defining our relationship with technology will greatly influence the opportunities or tragedies we face in the near future. Therefore it is even more crucial that we take the time in the here and now to think carefully about where we should go next.

“Jesse Hirsh has a unique feel for the new media and what is happening. He is the “go to” guy on technology and its uses and abuses.”

– Hon. Bob Rae, P.C., O.C., O.Ont, Q.C.

Innovation Panel TUESDAY, JUNE 21



Robert Luke, Ph.D.
Asst. VP, Research & Innovation,
George Brown College



Dr. Mary Preece,
Senior VP, Academic and Research,
Sheridan College



Laurel Schollen,
Assoc. VP, Academic Excellence,
Seneca College

REGISTRATION FEES FULL CONFERENCE

Members:
\$395 (after May 15, \$445)
Non-Members:
\$475 (after May 15, \$525)

MONDAY ONLY (includes exhibits, reception, dinner & keynote)

Members: \$150
Non-Members: \$200

TUESDAY ONLY (includes breakfast and lunch, and all day PD sessions)

Members: \$250
Non-Members: \$300

COMPANION RATES (already included in full conference fee for registrants)

Monday Evening Dinner & Keynote (Jesse Hirsh): \$100

Tuesday Evening Awards Reception & Banquet: \$100

Registration information available at www.ocasa.on.ca

Cancellation Policy –

Registration fees less a \$50.00 administration fee will be issued for cancellations received by June 1, 2011. **No refunds will be issued after this date.** If you are unable to attend, you may substitute someone in your place. All cancellations and substitutions must be received in writing (email is accepted). Refunds will be processed after the conference.

CONFERENCE SPONSOR



Schedule

MONDAY, JUNE 20

12:00 pm – 3:00 pm	Board Meeting
3:00 pm – 5:30 pm	Exhibitors Showcase & Registration
5:30 pm – 6:30 pm	Exhibitors Showcase & Welcome Reception
6:30 pm – 9:00 pm	Dinner with Keynote Speaker: Jesse Hirsh
9:00 pm	Hospitality: Mosaic Hospitality Suite

TUESDAY, JUNE 21

7:30 am – 8:30 am	Breakfast
7:45 am – 8:15 am	Annual General Meeting (all members meeting)
8:30 am – 10:00 am	Concurrent Workshops
10:00 am – 10:30 am	Networking Break
10:30 am – 12:00 pm	Concurrent Workshops
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	Innovation Panel
2:15 pm – 3:45 pm	Think Tank Sessions
3:45 pm	Refreshment Break with Leisure & Hospitality
6:30 pm	Awards Banquet Reception
7:00 pm – 9:00 pm	Awards Banquet & Presentations
9:00 pm	Hospitality: Mosaic Hospitality Suite

WEDNESDAY, JUNE 22

7:30 am – 8:30 am	Breakfast
8:30 am – 10:00 am	Concurrent Workshops
10:00 am	Conference Closes

Concurrent Workshops

Workshop schedules might be adjusted according to final registration information. Your selection helps us to plan better. You will be able to make your final selection during registration at Blue Mountain Resort.

TIME SLOT	WORKSHOP SCHEDULE				
	You may choose one workshop per timeslot.				
Tuesday AM 8:30–10:00am	A1 Welcome to the Social Media Revolution	A2 Planning for Retirement	A3 10 Keys to Preparing and Managing Your Budget	A4 World Café: Rekindling Creativity and Motivation in Learning	
Tuesday AM 10:30–12:00pm	B1 Welcome to the Social Media Revolution	B2 Embracing Change, Ready to Act: The Algonquin College Strategic Programs and Services Project	B3 Managing Transitions – Getting Ready for the Work Challenges of Retirement	B4 Developing Leadership Capacity as a College Administrator	B5 Nurturing Academic Leaders Who Inspire
Lunch					
Tuesday 1:00–2:00pm	Innovation Panel				
Tuesday PM 2:15–3:45pm	Think Tank and Networking Sessions				
Wednesday AM 8:30–10:00am	C1 Renewable Energy for You and Your College	C2 CAAT Job Evaluation: An Orientation	C3 ABCs of Action Based Communication	C4 CMU-OCASA Research Award	

Concurrent Workshop Descriptions

Welcome to the Social Media Revolution: How Digital Communication is Transforming the College Landscape

The social media phenomenon is revolutionizing the way college administrators communicate with faculty, students and key partners on a daily basis. Are you up-to-speed on this vital shift in digital communication? This session will familiarize participants with three key social media tools (LinkedIn, Twitter and Foursquare) and their collective impact on the college environment.

FACILITATOR(S):

Kerry Ramsay, Professor & Co-ordinator, Post-Graduate Public Relations Program, Loyalist College

REGISTRATION CODE: A1 or B1

TIME SLOT: Tuesday, June 21

This workshop is being offered twice. Just select one timeslot.

A1 – 8:30 am - 10:00 am

B1 – 10:30 am - 12:00 pm

Planning for Retirement

A secure retirement is a goal for many, yet few have a plan or a good understanding of what is needed to be ready. Being prepared for retirement requires a personal review of financial and non-financial needs. In this session, we will explore the key areas of retirement planning. The session will also describe how your CAAT Pension Plan pension, government programs, and personal savings interact to make your retirement more financially secure.

FACILITATOR(S):

Derek Dobson, CEO & Plan Manager, CAAT Pension Plan

REGISTRATION CODE: A2

TIME SLOT: Tuesday, June 21

A2 – 8:30 am - 10:00 am

10 Keys to Preparing and Managing Your Budget

Learn how to prepare accurate estimates of income, costs and benefits to be achieved; assess alternative courses of action; encourage team members to contribute to the budget; identify benefits; state your assumptions; allow for contingencies, check your budgets with others; present your budget clearly and concisely; prepare to give a fuller explanation; learn from your budgeting experience.

FACILITATOR(S):

Joe Peterson, President, Peterson & Associates Inc.

REGISTRATION CODE: A3

TIME SLOT: Tuesday, June 21

A3 – 8:30 am - 10:00 am

World Café: Rekindling Creativity and Motivation in Learning

Some educational leaders have suggested that creativity and motivation are lacking in today's learning systems, that we don't do enough to prepare learners for a world the likes of which we've never seen before (facing issues such as globalization, climate change, faltering economic systems). In World Café style, participants in this session dialogue and brainstorm ideas to reinvigorate learners in order to captivate their interest, creativity and imagination. Come with an open mind and prepared to share and collaborate!

FACILITATOR(S):

Larry White, *School of Public Safety, Underwater Skills, Recreation and Environmental Studies, Faculty of Applied Arts and Health Sciences, Seneca College*

REGISTRATION CODE: A4

TIME SLOT: Tuesday, June 21

A4 – 8:30 am - 10:00 am

Embracing Change, Ready to Act: The Algonquin College Strategic Programs and Services Project

Algonquin College has been engaged in a process of strategic exploration and direction-setting over the past several years. In 2009, Algonquin launched its Strategic Programs and Services Planning (SPSP) Project—a massive undertaking to examine and prioritize every one of its programs and services and identify the areas of greatest need and opportunity for the future. Attend this workshop to learn about Algonquin College's experience with this strategic and innovative initiative.

FACILITATOR(S):

Duane McNair, *Acting Vice President, Administration, Algonquin College*

REGISTRATION CODE: B2

TIME SLOT: Tuesday, June 21

B2 – 10:30 am - 12:00 pm

Managing Transitions – Getting Ready for the Work Challenges of Retirement

Participants are engaged in focussed discussion and exercises to actively plan their work post-retirement. The session begins with an explanation of the stages of transitions according to William Bridges' Model. Participants build an action plan for working in retirement including: Assessing the satisfactions and challenges of their current work; Imagining what their future work could look like; Taking stock of their skills and training needs; Planning interest or exploratory interviews.

FACILITATOR(S):

Maxine Laine, *Chair, School of Community Services, George Brown College*; Andrea Vechter, *Consultant*

REGISTRATION CODE: B3

TIME SLOT: Tuesday, June 21

B3 – 10:30 am - 12:00 pm

Developing Leadership Capacity as a College Administrator

Using a variety of learning activities, the concepts of leadership and personal leadership development within the college context will be examined. This session explores the activities that leaders have found to be most meaningful

in influencing the development of their personal, interpersonal, and organizational leadership capacities. Participants will examine a leadership development model based on the findings of a study of college leaders in Canada, and, will begin the process of reflecting upon and charting their own developmental journeys.

FACILITATOR(S):

Holly Catalfamo, *Coordinator/Professor, Human Resources Programs, Niagara College*

REGISTRATION CODE: B4

TIME SLOT: Tuesday, June 21

B4 – 10:30 am - 12:00 pm

Nurturing Academic Leaders Who Inspire

This workshop will present the experience of a pilot project, "Nurturing Academic Leaders Who Inspire", conducted at George Brown College between 2007-2010. The results of the pilot will be presented from three perspectives – Senior Management and the overall vision for the position, Literature Review and what has been written about the position, and On the Ground experience of a Chair in the Pilot.

FACILITATOR(S):

Crystal Kotow-Sullivan, *Chair, Liberal Arts and Sciences, George Brown College*; Georgia Quartaro, *Dean, Preparatory and Liberal Arts, George Brown College*; Susan Toews, *Chair, Work and College Preparation, George Brown College*

REGISTRATION CODE: B5

TIME SLOT: Tuesday, June 21

B5 – 10:30 am - 12:00 pm

Leisure Activities

The Blue Mountain Resort offers a variety of leisure activities on and off-site. Come early, stay late – bring your family – to take advantage of these activities.

SUMMER ACTIVITIES AT BLUE MOUNTAIN: OCASA will book the Gondola exclusively for conference registrants on Tuesday afternoon during the leisure break. Plan on a ride up the mountain and a hike at the top! www.blueactivities.com/summer/index.html (note: some summer activities do not begin until July)

Call for further information about activities: **1-800-955-6561**

LE SCANDINAVE SPA: No reservations required, great value. Come early Monday and relax before the conference begins. Contact the spa directly for an appointment for other specialized spa services. www.scandinaveblue.com

MONTERRA GOLF COURSE: Tee Times and Info: **(705) 445-0231** or **1-877-445-0231**.

Call golf course directly to book tee times before or after the conference. Tell them you are part of the OCASA PD Conference. <http://bluemountain.ca/golf.htm#3>

Volunteers

Volunteering at the conference is a great way to quickly connect with your colleagues from across the province. Make new connections and old acquaintances.

Here are some options available:

[Registration & Information Table](#)
[Workshop Host](#)
[Greeting New Attendees](#)
[Session Greeters](#)
[Door Prize Coordinators](#)

If you are interested, simply check off your interest in volunteering on the registration form, and we'll contact you.

Renewable Energy for You and Your College

Want to know what the buzz is about the Green Energy Act and the Feed-in-Tariff program in Ontario? Are there opportunities for you and your college? Don Young, Dean, Faculty of Applied Science at St. Lawrence College will introduce you to the new technologies and opportunities. St. Lawrence College is a leader in Renewable Energy Programming with their Energy Systems Engineering, Wind Turbine Technician and Geothermal Engineering Technician programs.

FACILITATOR(S):

Don Young, *Dean, Faculty of Applied Science, St. Lawrence College*

REGISTRATION CODE: C1

TIME SLOT: Wednesday, June 22
C1 – 8:30 am - 10:00 am

CAAT Job Evaluation: An Orientation

This presentation will be of interest to OCASA members who are new to job evaluation in general, and the CAAT Compensation Program in particular. Topics will focus on: 1. Overview of the Job Evaluation Principles and Practices, 2. The CAAT Evaluation System for Administrative Staff, 3. Overview of Compensation Principles and design of the CAAT Salary Structure, and 4. Completing the Job Fact Sheet – considerations and requirements.

FACILITATOR(S):

Judy Kroon, *Partner, KMAC Consulting*

REGISTRATION CODE: C2

TIME SLOT: Wednesday, June 22
C2 – 8:30 am - 10:00 am

ABCs of Action Based Communication

Short messages that get things done. If you can't say it in six words you're likely still trying to find your message. From subject lines of email to short, to-the-point messages, this workshop can help you get the most out of your communication time. Headline writing tricks, combined with the magic of structure, can produce any-length reports that people can understand – and know what action is required of them.

FACILITATOR(S):

Bill Swan, *Communications Consultant, OCASA*

REGISTRATION CODE: C3

TIME SLOT: Wednesday, June 22
C3 – 8:30 am - 10:00 am

CMU- OCASA Research Award

REGISTRATION CODE: C4

TIME SLOT: Wednesday, June 22
C4 – 8:30 am - 10:00 am

Join us for OCASA's best networking event of the year!

- Networking
- Relevant Workshops
- Think Tanks
- Awards Banquet
- And the great outdoors of Blue Mountain

Enjoy a gondola ride up the mountain side, a stroll through the village, or the nearby Scandinavian spa.

Register for 2011 Annual Professional Development Conference online at www.ocasa.on.ca.



Accommodation

All registrants must book their own accommodation through Blue Mountain Resort.

Reservations, call: **1-877-445-0231**
 Conference Code for special rates: **CRES1113385** or **OCASA Annual PD Conference** (*Phone-in reservations only*) For full information about guest rooms, visit www.bluemountain.ca

Rooms are available on a first-come, first-served basis with availability guaranteed until **May 20**. For further upgrade options inquire with Blue Mountain reservations.

VILLAGE AT BLUE SUITES:

STUDIO
 \$140.00 (\$157.08/unit/night taxes incl.)
BACHELOR
 \$165.00 (\$185.13/unit/night taxes incl.)

BLUE MOUNTAIN INN (these are located a short drive/walk from the village, and are in the older, renovated facility):
RESORT DOUBLE OR QUEEN HANDICAP
 \$119.00 (\$133.52/night taxes incl.)

BLUE MOUNTAIN CANCELLATION POLICY: all changes to reservations require 7 days notice (including early departure, change in dates or cancellation). Additional fees may apply. For Conference Cancellation Policy, see **Cancellation Policy**.



Student identity

Learning names enhances learning experience for students, teachers – and administrators



Students have a more valuable learning experience and feel better about themselves if their teacher takes the time to know them better. It is the small gestures which make a remarkable difference.

Revolutionary? Not really, but this observation can help set a foundation for teachers, administrators, and institutions. As part of my master's degree thesis with Central Michigan University, I interviewed students to explore how faculty honoured their identity in the classroom. The narratives were emotional and very powerful, exposing how teachers contribute to student development not only intellectually, but personally, socially, and emotionally.

What I found, not surprisingly, confirms the instincts that most teachers carry with them from the first day they walk into a classroom.

During the research interviews, students shared personal and passionate stories of



By Bonnie Jasper
Chair Health and
Wellness Studies,
Centennial College

Bonnie Jasper
received Honourable
Mention in the
2010 CMU-OCASA
Outstanding
Research Award.

how important it was to have the teacher recognize them, acknowledge them, and remember them.

Students shared what they have experienced and what they would like to see happen in the classroom to honour a student's identity. The suggestions are easy to implement for the most part, and are within the teacher's role, and most likely a part of what we already do. Hopefully, being more aware of the impact,

a more concerted effort can be put forth to do what we already do, better.

Students do not choose to attend college for education and job preparedness alone; they expect a life experience and to feel they belong. All members of the college community have a role, but teachers are the key.

Faculty are experiencing expanded roles and responsibilities. Their work is dynamic and is becoming increasingly challenging as the student profile is becoming more diverse. My research focused on student identity within the concept of diversity. It is valuable to understand how identity and diversity are defined and how they provided the framework for student interview questions and research analysis. The research revealed the complexity of these terms and the many layers of perception.

Most conceptualize diversity in the context of culture, race and ethnicity, but we have to consider the many issues of

diversity that include, but are not limited to, race, ancestry, family status, socio-economic status, citizenship, receipt of public assistance, record of offence, world view, sexual orientation, gender, language and disabilities/abilities. The dictionary defines diversity as anything different or distinct, which really opens the door to any variable of difference. For my research, the descriptors used to define diversity were unrestricted and included any word a student recognized as belonging to him/herself that differentiated them from others. The list was extensive and included all of the above issues of diversity and more, demonstrating that students do perceive themselves as different in comparison to others.

The term identity appears to have evolved from human development theory, with components of personal, ethnic, racial, social and student identity. Identity is not static and is constantly changing with our many experiences that impact and influence us. Students appeared less familiar and knowledgeable with the term identity, as compared to diversity, which was not surprising considering it is so complex and multifaceted.

Although identity and diversity were distinct variables in the research, they are intertwined and very closely related and often used interchangeably. The college environment is a natural setting and ideal opportunity for students to experience diversity and develop identity. Faculty play a critical role and contribute to student development in many ways. Faculty can provide positive classroom and one-on-one experiences for students which foster a respectful, inclusive environment where diversity is valued. Diversity experiences have an impact and can make for lasting attitude change.

Contributing to student development and student identity is the responsibility of the entire college community and as administrators and teachers, we can foster that behaviour through each of the identified themes that evolved from the research.

Learning names

Students suggested several ways that this could be supported that included: calling out names when giving back tests; having

smaller classes so names can be learned; wearing name tags until everyone knows each others' names; addressing students by name when asking them a question; and by taking attendance. Students felt that teachers knowing their name set the tone for two-way communication and did not portray the teacher as an authority figure but a facilitator. As a result, students feel they are "being seen and

the teacher knows who they are if their names are known." If the class size is large, students do not expect the teacher to learn names, but they do expect the teacher to still make an effort to know the student.

Know the student

Greeting a student by giving eye contact, smiling or simply acknowledging their

CHERD
The Centre for Higher Education Research and Development

Professional Development Opportunities for University and College Administrators

Annual Programs

CHERD offers a number of residential programs each year. These programs are designed to meet the needs of administrators in a variety of levels.

***NEW* Institute on the Student Experience (ISE)**
May 8 – 11, 2011 (Mississauga, Ontario)
ISE is designed to provide delegates with the knowledge and skill to return to their campuses with a more strategic, integrated and collaborative approach to delivering an exceptional student experience.

Senior University Administrators Course (SUAC)
June 10 – 17, 2011 (Banff, AB)
An advanced management course for senior administrators, SUAC offers a unique opportunity to work intimately with participants and course leaders on the personal and institutional challenges associated with university leadership.

University Management Course (UMC)

UMC Banff
May 13 – 20, 2011 (Banff, AB)

UMC Niagara
June 3 – 10, 2011 (Niagara-on-the-Lake, ON)

UMC is an intensive, interactive management course for administrators of academic and administrative units. The course is designed to address the unique concerns of administrators working in a university environment.

For more information and to register, visit our website at www.umanitoba.ca/cherd

www.umanitoba.ca/cherd

The Centre for Higher Education Research and Development (CHERD)
Telephone: 204-474-8309 Fax: 204-474-7607

UNIVERSITY OF MANITOBA

Next time you buy a coffee or have your office cleaned, address the person by name, acknowledge their service and observe the reaction.

should randomly choose students to answer questions. If all students have the chance to participate and contribute, it sets a ground rule for equal voice and gives students the confidence they need to share their views. Classroom management strategies including ground rules for which there is consensus, and a respectful environment where all views are welcome, contribute to a learning environment that is rich, inclusive and learner-centred.

Working groups

It does not matter whether students or the teacher organize the groups, whether it is random or organized selection; it just needs to happen. Student comments: “Each member of the group brings something different to the table, which makes it interesting;” and “I learned more when I was with other cultures and it is more satisfying.” Facilitation of group work that results in changes in group membership may not be readily accepted by students, since they tend to form groups within their comfort level, but in time will be valued. We need to remind ourselves that the best learning occurs when we are outside our comfort zones. Teachers need to know how to balance comfort levels to ensure students feel safe but also are challenged to think beyond their view and terms of reference. Both teachers and students need to be intuitive and realize what defines their comfort zones, with the onus on the teacher to facilitate the balance.

In lab settings, group dynamics need to be considered and students need to be placed in a group where they will learn best, combining students who are strong and can mentor students who are feeling challenged. Educators must intentionally structure opportunities for students to leave the comfort of their homogeneous peer groups and build relationships across the diverse student communities in the classroom and on campus.

What can we do?

Through my research, students highlighted interaction with their

presence by saying hello is viewed as very important and makes a difference. There are many ice-breaker activities that can be used to share something about each other, an activity the teacher can participate in as well, not just facilitate. Teachers need to provide the opportunity for students to self disclose to the point where they are comfortable, always respecting the student’s space, which will help the student be identified in the classroom. The ideal is for the teacher to guide the student but know “when to leave them to themselves.” Students also see value in meeting the teacher outside of class to discuss workload, personal and academic challenges.

Although it is hard to do with large classes, teachers need to know who their students are, and not just by name or by what they contribute in class since student’s answers do not define who they are. It is more than just knowing a student’s name and recognizing them. Student identity affects how they learn and how they interact in the classroom, “the teacher needs to know about the student.” Students feel more respected, appreciated, confident and motivated while establishing a student-teacher connection.

Teacher availability

Because there is not always time just before the class starts or during break to approach teachers with questions, students value having office hours available and an opportunity for dialogue. Teachers need to be perceived as being approachable in order for the students to take the initiative to meet. Even if students do not need or use the office hour time, it is considered a positive outcome to know the time is available if needed. Students also

appreciate teachers’ availability by email and phone.

Office hours for outside-of-class assistance need to be posted and communicated to students as an announcement on the learning management system, on the course outline, and/or in a binder at a reception area near the faculty area that students can refer to. These hours need to occur when students are not in class and are available.

Student feedback

Feedback ranges from immediate feedback on assignments and tests to midterm progress meetings with a preference for face-to-face interaction for this feedback. During group work, students want the teacher to walk around and provide feedback during that exercise rather than waiting for groups to report to the plenary group. Students demand feedback on their evaluation but also want to provide feedback on the classroom environment, through activities like “stop, start and continue” where they can comment on what they want stopped, started and what they want continued. Students also want to see evidence that the feedback is considered and facilitates change.

Equal voice

There needs to be opportunity in class for students to ask for further explanation or clarification. When there is no opportunity given during the class, students tend to bombard the teacher during break time, which does not provide equal opportunity. During class discussion, all students need to feel they have the same opportunity to ask questions and it be assumed “there is no right or wrong.” To avoid the same students answering the questions all the time, the teacher

teachers as fundamental to their identity. These critical interactions may enhance student development, success, and their learning experience and more generally, improve the education and learning experience. The number of ethno-cultural minority students pursuing a college education is not only currently increasing but also likely to continue to increase over the years. As a result, college affairs professionals and college counselors have to continue refining their awareness, knowledge, and skills to more competently work with a diverse student population.

The identified themes need to be shared with the academic community, the college and its organizational culture, with equal responsibility. Educational policies which support diversity, the daily interactions of students with diverse peers, and encourage curricular requirements for multicultural education have shown to be integral in developing the student's ability to explore more complex viewpoints. An inclusive campus environment is associated with philosophical changes in student views, an indicator of the powerful impact colleges may have.

As administrators, it is our role to ensure we provide support to faculty and have directed discussion to ensure student identity is honoured in and outside the classroom. These discussions should be ongoing and not deferred to performance reviews or reflective practice alone. Opportunities for sharing best practices need to be established to highlight and showcase strategies for effective teaching, learning and student relationship building. We need to look at our own interactions with students and model the strategies suggested, even if the interaction is grade appeals, student complaint discussions or classroom visits. I have attempted to be more visible to the students through participation in orientation and recruiting events. I am always amazed how they remember me, sometimes months later, in the halls and cafeteria.

There is a fine line between the role of teacher and counselor. Issues of a personal nature do affect learning and it is often difficult to separate the two. Faculty may need guidance in



defining the advising role. It is obvious that many of us already implement diverse experiences and honour student identity, but we need to acknowledge their importance and impact on student development so that we can continue to enhance our best practices, while mentoring and motivating colleagues.

Administrators, too

Administrators need to look at systemic barriers to the process including class sizes, scheduling, workload, and professional development opportunities. To facilitate dialogue with students, teachers need to be provided with

office or workspaces, with access to a closed space if needed for confidential and private discussion. There needs to be open dialogue to address these operational needs and how they affect learning, supported by faculty meetings and one-on-one discussions.

Campus climate plays an important role in student success. Honouring a student identity is not a one-time act, but must be embedded in the organizational culture including the classroom, the cafeteria staff, the cleaning staff, the registrar's office, security and support staff. You can set the tone by fostering collegial relationships with the entire college community, not just those you manage. Next time you buy a coffee or have your office cleaned, address the person by name, acknowledge their service and observe the reaction.

An administrator can work within the college's management team to develop strategies and initiatives for the college as an institution and culture. The values for identity and diversity need to be embedded from the top down, from the mission statement to the services provided. For authentic student development to occur, strategies need to be supported by all members of the college community. The classroom is a powerful forum and teachers play a critical role but a more inclusive context is required to honour a student's identity.

A recommendation for future study would be to ask the same question to other members of the college community, "How can you honour a student's identity?" [c|A](#)

As administrators, it is our role to ensure we provide support to faculty and have directed discussion to ensure student identity is honoured in and outside the classroom.

How colleges are really run by administrative assistants

When I retired in 2004 I missed the people, particularly the students, faculty, and administrative colleagues. But after having a secretary or administrative assistant for more than 30 years, it was this role I missed the most and found most troubling. The support of terrific, dedicated people had made me a fully functioning person. In their absence I became a bumbling idiot.

For example, my scheduling skills were practically non-existent. Many times I either double-booked or forgot appointments. Yikes! For a guy who saw himself as very responsible, I was appalled at my incompetence. I had three scheduling systems going and it was chaos. I was asked to do an international assignment but would have to do all the clerical work myself. I recognized I just could not do that. I declined the opportunity.

In my initial management position as a director of counseling, I needed a very skilled person to welcome students and staff, put them at ease, and prioritize what was an emergency and who could be scheduled at a later date. Another major role was in communications, whether it be in person, by phone, in writing, or just maintaining a critical network of people who were essential to me getting my job done. A third role was the clerical duties of dealing with correspondence, meeting minutes, filing, researching needed information, and keeping up on the policies, process, practices of the college.

A fourth role was the problem-solving needed to keep our team working smoothly and providing answers to the many dilemmas posed to me.

Most important was keeping track of the details on the various projects for which I had responsibility or had volunteered. My assistant also managed the department budget. She saw that we were under control and I had the required resources. My secretary solved the issues for many walk-ins. I never had to see them.

Later, as president, I realized that most administrators were surrounded by this type of efficient assistant. In many ways the day-to-day operations of our college were being run by administrative assistants.

The administrative assistant today is often a full member of management teams, not just a minute-taker.



By Brian Desbiens

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

This is not unique. In graduate school I discovered exactly where to go to get things done: the graduate school secretary, not my assigned faculty advisor. I suspect it is still the same for college students and staff.

So how have things evolved over the past two decades? Several experienced administrative assistants and a couple of human resource people shared their thoughts on this.

Today, they said, the positions have greater autonomy and responsibility, and have become more managerial. Routine tasks have become more complex in areas such as report writing, document tracking, interpretation and development of administrative policy and procedures. Increased involvement internationally requires more sensitivity to cultural differences. Political acumen has been heightened both internally and externally.

The administrative assistant today is often a full member of management teams, not just a minute-taker. As management problem-solvers, they bring research and follow-up competencies essential to attaining resolutions. Many senior leaders assign their administrative assistant to represent them and even the division on college or community bodies.

Administrative assistants point out that technology has eaten into their down time and has invaded their private time. That's common for most of us. Perhaps we can deal with this in a future column.

Tact and discretion are now key requirements, they say. By the time a person or issue gets to them there is often an intensity and sensitivity that requires competencies far beyond the routine. Part of their role is not only to deal with the crisis of the moment, but to anticipate the needs of others whether they be of their administrator or their team or board/advisory group.

Increasingly, administrative assistants have supervisory responsibilities and must manage others, define roles, and prioritize tasks. One challenge is the clash between the historically strong detail organizational skills required of admin assistants and the collaborative demands of teamwork.

The most effective organizations know that often these positions are occupied by long-time staff who know the history of the organization. These are the people who know what has

worked and what has failed; why things work and who made that happen; or conversely, who put up barriers. In short, they know the history of the organization, its culture, and how to navigate them.

The increased competencies required for the positions have made it more difficult to find replacements. Historically there was a clear hierarchy in a college. A person could begin as a clerk receptionist or secretary in a small department and over time be promoted to more senior secretarial positions. Today, the most senior positions are often recruited from outside the colleges from other organizations where a person has already been in a senior executive assistant role. This lack of continuity can lead to differences of perception of roles and conflict. On the other hand, they can bring new perspectives and competencies to the college.

The administrative assistant continues to play a very critical role in providing personal responses to those in need. Anyone doing a re-organization should not only address the off-loading of the detail burdens of administrators to assistants, but should maximize the person-to-person encounters needed by those stakeholders who encounter their offices. I relied on my administrative assistant to sort, prioritize, and resolve issues before they reached me.

As one HR person said, "Admin assistants must be excellent communicators, flexible, technically skilled, current

Increasingly, administrative assistants have supervisory responsibilities and must manage others, define roles, and prioritize tasks.

and a team player; juggle multiple demands, connect to the business strategies, exercise judgment in emergency situations; have tact and diplomacy, superior organizational skills, work independently; and happily respond to any request. And ..."

The admin assistant position is sophisticated management. Increasingly, thank goodness, the position has been rewarded with better compensation and recognition. Let's continue to give these roles the respect they deserve and the professional development needed to keep our organizations working effectively. [cJA](#)

DATA TELLS A STORY

ocas

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

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

What questions can we help you answer?

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

D'accord ou non, les collèges sont effectivement gérés par les adjoint(e)s administratifs

J e dois avouer que depuis ma retraite en 2004, il y a bien des gens qui m'ont manqué et me manquent toujours, notamment les étudiants et mes collègues du corps enseignant autant que du corps administratif. J'ai par contre conclu qu'après avoir bénéficié de l'assistance d'une secrétaire ou adjointe administrative pendant plus de trente ans, c'est l'absence de cette collaboratrice qui m'a le plus influencé et dont le rôle, selon moi, est des plus pragmatiques. L'assistance inébranlable de ces personnes est ce qui me permettait de fonctionner à pleine capacité. En leur absence j'étais totalement perdu.

J'ai promptement réalisé que je ne disposais que de minimes compétences en matière de planification. Plus souvent que non, il m'arrivait de fixer deux rendez-vous à la même heure ou d'en oublier les dates. Ma foi! Pour quelqu'un qui se croyait responsable, mon incompétence m'était grandement déconcertante. J'essayais de fonctionner avec trois systèmes de planification à la fois; quel chaos. Conscient de mes difficultés, j'ai dû décliner une occasion de combler un emploi international parce que ce dernier nécessitait la gestion de toutes les tâches de bureau.

Dans mon premier poste de direction en tant que directeur des services d'orientation, j'avais besoin d'un individu muni de très bonnes aptitudes pour recevoir les étudiants et le personnel; les mettre à l'aise. Ceci incluait faire le « triage » entre les situations d'urgence et celles pouvant être fixées à l'horaire pour une date ultérieure. Une autre de ses tâches importantes impliquait les communications; que ce soit en personne, par téléphone, par écrit ou encore, le maintien du réseau de personnes essentielles à l'accomplissement de mon travail. En troisième lieu, il y avait les tâches de bureau telles que le suivi de la correspondance, la rédaction du compte rendu des réunions, le classement des dossiers, la recherche des informations nécessaires, en plus de demeurer au fait des politiques, procédés et pratiques du collège.

La résolution des différends en vue de maintenir un bon esprit d'équipe lui était également confiée, y compris apporter des réponses pertinentes aux divers enjeux m'étant présentés.

En plus de nécessiter son aide pour ces rôles et responsabilités, mon plus grand besoin reposait sur les détails des divers projets dont j'étais responsable ou pour lesquels je m'étais porté volontaire. Mon adjointe avait également la charge de gérer le budget de la direction. Elle s'assurait que nous fassions l'objet de contrôle et que les ressources nécessaires nous étaient disponibles. Ma secrétaire ou adjointe administrative gérait de nombreuses situations imprévues, les visites sans rendez-vous et sans que j'ais à m'y impliquer.



Par Brian Desbiens
Président sortant,
Collège Sir Sandford Fleming

Partenaire associé,
Promeus Executive Search

Nommé au poste de président quelques temps plus tard, j'ai vite conclu que la plupart des administrateurs sont entourés d'une telle efficacité. Plusieurs aspects du fonctionnement quotidien de notre collège sont gérés par les adjoint(e)s administratifs.

Ceci n'est pas un cas unique. Alors qu'en cours d'hautes études, j'ai découvert exactement à qui je devais diriger toutes mes demandes : la secrétaire de l'établissement et non le conseiller pédagogique affecté à mes côtés. Je me dis qu'il en est probablement de même aujourd'hui pour les étudiants et le personnel du collège.

Les choses ont-elles évoluées au cours des deux dernières décennies? Un certain nombre d'adjoint(e)s administratifs chevronnés et certains préposés aux ressources humaines ont partagé leurs opinions sur la question.

De nos jours, selon eux, ces postes ont acquis une plus grande autonomie. Ils impliquent des responsabilités de plus grande étendue et sont de plus en plus intégrés à des rôles de gestion. Dans le cadre des aspects administratifs tels que la rédaction des rapports, le suivi des documents, l'interprétation et l'élaboration des politiques et procédures administratives, les tâches auparavant routinières sont devenues aujourd'hui beaucoup plus complexes. En outre, le contexte de la mondialisation exige une sensibilité particulière aux différences culturelles et un niveau d'acuité politique plus approfondie tant à l'interne qu'à l'externe.

L'adjoint(e) administratif fait aujourd'hui partie intégrante des équipes de la direction, et n'est surtout plus la/le secrétaire des ans passés. Dans le cadre de la gestion et à titre de responsable de la résolution de différends, elle/il met à contribution ses compétences en matière de recherche et de suivi, lesquelles sont essentielles à ladite résolution. De nombreux cadres supérieurs chargent les adjoint(e)s administratifs de les représenter ou encore de représenter le secteur collégial en question auprès des divers comités du collège ou autre groupe communautaire.

Les adjoint(e)s administratifs remarquent que la technologie entame et les prive de leur temps personnel et de loisir. Ceci est malheureusement le cas pour la plupart d'entre nous. Cette question devra certainement faire l'objet d'une future chronique.

Ils mentionnent également que le tact et la discrétion constituent des qualités de grande importance. Il va habituellement de soi qu'une fois le différend arrivé au bureau d'un cadre supérieur, la résolution de la question en jeu requiert souvent des compétences qui vont au-delà de la routine. Le rôle ne consiste pas uniquement à gérer la crise actuelle, mais d'anticiper les besoins des autres, qu'ils soient ceux de leur administrateur, de leur équipe de gestion ou du conseil d'administration/comité consultatif.

Les responsabilités de supervision sont de plus en plus fréquemment confiées aux adjoint(e)s administratifs qui doivent gérer le personnel, définir les rôles et établir l'ordre des priorités. L'une des difficultés majeures qu'ils rencontrent est de concilier les compétences organisationnelles requises des adjoint(e)s administratifs et les exigences de collaboration qu'implique le travail d'équipe.

Les sociétés les plus efficaces reconnaissent que les postes d'adjoint(e)s administratifs sont comblés par des membres du personnel qui connaissent l'historique de l'établissement. Ces employés sont au fait des projets réussis autant que ceux qui ont échoués; ils connaissent les processus qui fonctionnent bien et qui en est responsable; ou encore, d'où proviennent les obstacles. En un mot, ils connaissent vraiment l'établissement, sa culture et comment naviguer sa synergie.

L'excellence des compétences qu'exigent ces postes fait en sorte qu'il soit difficile d'y trouver des candidats. Auparavant, les profils de carrière étaient clairs au sein des collèges. Il était possible qu'un individu recruté en qualité de commis réceptionniste ou de secrétaire dans un petit département puisse être offert ou affecté à un poste supérieur de

secrétariat grâce à l'expérience acquise. De nos jours, les cadres supérieurs sont le plus souvent recrutés en dehors des collèges, auprès d'autres organismes où le candidat a déjà occupé des postes supérieurs dans ce secteur. D'une part, ce manque de continuité peut facilement engendrer des différences dans la perception des rôles et parfois des conflits. D'autre part, il peut offrir au collègue de nouvelles perspectives et compétences.

L'adjoint(e) administratif continue de jouer un rôle essentiel qui consiste à apporter une solution personnalisée à ceux qui en ont besoin. Quiconque se lance dans une restructuration organisationnelle devrait non seulement se préoccuper du transfert de la charge des détails des administrateurs aux adjoint(e)s, mais aussi maximiser les rencontres personnelles sollicitées par les parties intéressées qui fréquentent leurs bureaux. J'ai toujours su compter sur mon adjointe administrative pour trier, classer par ordre de priorité et résoudre les problèmes avant qu'ils ne me parviennent.

Comme un expert en ressources humaines l'a dit, « Les adjoint(e)s administratifs doivent être d'excellents communicateurs, flexibles, munis de compétences technologiques et de connaissances courantes, y compris être prêts à travailler en équipe. Ils doivent jongler plusieurs demandes à la fois, demeurer au fait des stratégies commerciales et être capables de bon jugement dans le feu de l'action. Ils doivent posséder beaucoup de tact et de diplomatie, des aptitudes organisationnelles supérieures et la capacité de travailler indépendamment. Surtout, ils doivent répondre à cœur joie à quelle que demande que ce soit. Et ... »

Le poste d'adjoint(e) administratif nécessite des capacités managériales sophistiquées. De plus en plus – et avec grand remerciement! – le poste est rémunéré à sa juste valeur et bénéficie d'une certaine reconnaissance. Continuons d'accorder à ces fonctions le respect qu'elles méritent et les occasions de développement professionnel nécessaires qui permettront à nous tous de toujours gagner en efficacité. **CJA**

Your partner in administrative excellence.



OCASA MEMBERS ENJOY

- Advocacy
- Professional development
- A professional network
- Access to information and resources, including legal services
- Awards and student bursaries
- Representation on the CAAT Pension Plan



OCASA is your professional association.

Join today. Visit www.ocasa.on.ca/membership to apply online.

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



Four positions open for nomination on OCASA board of directors

Four positions on OCASA's 12-member board of directors are open for nominations. The board provides oversight to OCASA's strategic plan and initiatives.

The three-year appointments – or election if necessary – will be made as part of the AGM June 20, held prior to the OCASA PD Conference at Blue Mountain, Collingwood.

Board participation offers leadership development, increased networking, and an opportunity to influence the work of OCASA across the system. The board meets in person twice: once prior to the June AGM and again in August. Additional meetings, as needed, are by video conference.

Nominations are due May 20 and must be signed by two OCASA members. For more information, visit the OCASA website or call Diane Posterski, Executive Director: 866-742-5429 ext. 2. The current board of directors is posted on the OCASA website. [c|A](#)

Local ASAs spark interest

Support for local Administrative Staff Associations (ASAs) continue. This winter, Diane Posterski, OCASA Executive Director, has been supporting this work with recent college visits to George Brown, Georgian, Mohawk and Lambton.

Diane also met with the executive committee at Sheridan College, where the formation of an ASA was endorsed. Local ASAs add to OCASA membership by offering enriched opportunities for networking, PD, and advocacy.

Anne Sado (President, George Brown College) and Brian Tamblyn (President, Georgian College) both openly encourage administrative staff to join OCASA, recognizing the value of a provincial association that provides input at the local level and works collaboratively with college partners, including the Committee of Presidents, and the College Employer Council. [c|A](#)

Retirees join

Administrative retirees – and those about to become such – are reminded that retiree membership in OCASA is an ideal way to keep in contact with colleagues, continue networking, and enjoy administrative interest in colleges. Details are available on the OCASA website. Life memberships are available. [c|A](#)

Thank You

We would like to thank all of our dedicated members for their hard work and support, as well as welcome any new or prospective members.

*Administrative Staff Association
Fanshawe College*



www.fanshawec.ca

Got a suggestion for a CA article? Let us know

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

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

Send all queries and suggestions to: CA@ocasa.on.ca

To reach administrative professionals in Ontario's colleges through *College Administrator* magazine and its targeted readership. Contact Al Whalen.

awhalen@kelman.ca

1-866-985-9782

Certificate in College Leadership & Administration

The second course in OCASA certificate College Leadership & Administration (CHERD/OCASA) is now under way. OCASA is offering this online learning opportunity to fill perceived gaps that members have identified in professional development opportunities for administrative staff.

The online courses were specifically developed for Ontario college administrators to meet the professional development needs of Ontario college administrators. Based on needs identified by members, OCASA developed the course working with the Centre for Higher Education Research and Development (CHERD), University of Manitoba.

Ideal for newer administrators, particularly those coming from faculty, these courses are timely for learning and application to day-to-day demands. *Finance for the Non-Financial Manager* will be offered starting May 9.

Courses are offered on a cyclical basis as required. Enrolment limits apply to all sessions. Applicants are advised to register early while space permits. For full information, visit the OCASA website or call the OCASA office. [c|A](#)

OCASA membership hits new high

OCASA membership continues to grow, setting a record of 740 members at the end of February. Despite increasing retirements, total membership has continued to increase over the past year.

The board of directors has set a goal of reaching 1,000 members over the next three to five years. That level of participation would represent more than 50 per cent of all administrative staff, and would also allow the association to offer much more in member services, including expanded professional development. All members can be active in recruiting their colleagues.

OCASA membership is open to any full-time, part-time or contract administrator in the 24 Ontario community colleges. For more information on membership, or for membership application, visit the OCASA website: www.ocasa.on.ca. [c|A](#)

CA invites letters to the editor

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

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

Student bursaries

OCASA members enrolled in a formal program of study are eligible for prizes worth \$500 toward any course to be completed this year. If you are enrolled in diploma, degree or certificate course, submit your name to be included in a door prize draw the OCASA PD Conference in June. Four members will receive \$500 towards any course completed in 2011. Full details are available on the OCASA website (under Member Services). [c|A](#)

Members are invited to attend the OCASA AGM

The Annual General Meeting of OCASA will be held June 21 (7:30 a.m., breakfast) in Collingwood, during the 2011 OCASA Professional Development Conference. The board of directors will meet the previous day prior to the conference.

The OCASA Pension Corporation will also hold its Annual General Meeting at the conclusion of the board of directors' meeting. Reports from OCASA's appointees to the CAAT Pension Plan will be received at that time.

Full details about all of these meetings will be posted on the OCASA website. [c|A](#)

WHAT DID YOU WANT TO BE?

It's not too late. We have over 250 programs to help you become what - and who - you always wanted to be. Check them out at centennialcollege.ca

CENTENNIAL COLLEGE
THE FUTURE OF LEARNING

Don Young

At home and at school, Don Young aims at getting Canada off fossil fuels

Don Young's first venture into solar energy, almost 30 years ago, ended in failure. Or at least, he says, "Like many of the world's firsts – it didn't work."

The project was a solar collector; the time, 1982. The inspiration: a book about solar energy that Don read "in the late 1970s."

Fast forward to 2011: In his position as Dean of Applied Sciences at St. Lawrence College, Don appears to have fulfilled the goal of American poet Robert Frost "to unite my avocation and my vocation."

At St. Lawrence, Don has developed several programs aimed at furthering the renewable energy industry and the training and education required to sustain it.

Earlier in his career, Don was an officer in the Air Force and a helicopter pilot, a role that gave him little opportunity to apply his education as an engineer. But joining St. Lawrence about 10 years ago,

"allowed me to get involved in renewable energy in a significant way."

Under his department, St. Lawrence boasts of being the leading college in renewable energy in Canada. He oversees programs to produce technicians for wind, solar and geothermal energy applications. They are also installing the largest solar PV project on any postsecondary institution in Canada. Another project through the Association of Community Colleges of Canada, now in its final year, will provide a set of courses dealing with Solar Hot Water systems and solar photovoltaic systems free of charge to any of the 150 ACCC member colleges across Canada. Translation: a national footprint.

And outside of school? He is chair of SWITCH, a community based not-for-profit that incorporated in 2002, to make Kingston a leading centre for renewable energy. SWITCH now has 140 paid members including almost



50 businesses. The open meetings are the go-to place to find out everything that is going on in renewable energy in Kingston and in the province (<http://switchkingston.ca/about.php>).

"I try to walk the talk," he says. "I have had my house energy audited to improve efficiency. I have a solar hot water system at my house and I am now on the second version of my solar-powered pedal boat."

And unlike his first solar idea, today's projects show results. [c1A](#)

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

Advertiser Information Centre

Support our advertisers

COMPANY	PAGE	WEBSITE	PHONE
Algonquin College	12	accessalgonquincollege.com	613-727-4723
Applied Electronics Limited	OBC	www.appliedelectronics.com	905-625-4321
Blue Mountain	19	www.bluemountain.ca	877-445-0231
Centennial College	29	www.centennialcollege.ca	800-268-4419
Central Michigan University	IBC	cel.cmich.edu/international	800-950-1144 ext. 7345
CHERD	21	www.umanitoba.ca/cherd	204-474-8309
Davenport University	9	www.davenport.edu	800-203-5323
Fanshawe College	28	www.fanshawec.ca	519-452-4430
Humber	7	www.humber.ca	416-675-5000
Johnson Insurance Inc.	8	www.johnson.ca/ocasa	800-563-0677
OCAS	11, 25	www.ocas.ca	866-647-6227
Retired Teachers Association of Ontario	IFC	www.rto-ero.org	800-361-9888
TD Insurance	15	www.melochemonnex.com	866-269-1371



International Programs

Central Michigan University Off-Campus and Online Programs

Over 30 Years of International Program Development Experience

For more than thirty years, Central Michigan University has collaborated with international partners to provide programs that build professionalism, confidence, and skills that meet the needs of the global workforce.

CMU is currently seeking partners to build international education programs, such as double degrees and articulation agreements. CMU is able to deliver programs face-to-face, online, or in a hybrid manner and in a variety of settings. Please contact CMU today for more information and to obtain a full list of degree programs offered through CMU.

Bachelor's Degree Programs

- Bachelor of Science degree
 - Major in Administration
 - Major in Information Technology
 - Major in Integrated Leadership Studies
 - Major in Psychology
 - Option in Community Development

Master's Degree Programs

(* degrees have multiple concentrations)

- Master of Business Administration*
- Master of Science in Administration*
- Master of Arts in Education*
- Master of Arts in Sport Administration
- Master of Arts in Educational Technology

Congratulations, Michelle Cole!

CMU would like to congratulate Michelle Cole for winning the 2011 CMU/OCASA Outstanding Research Award for her work in *Student Perceptions of Faculty Classroom Practices that Influence Student Persistence*.



We make it possible. CMU in Ontario.

Call 1-800-950-1144, ext. 7345 today!
cel.cmich.edu/international brun1m@cmich.edu



SMART Board™
interactive whiteboard



Interactive Learning

SMART BOARDS

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



APPLIED ELECTRONICS CLASSROOM SOLUTIONS

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

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

TORONTO • 905.625.4321
MONTRÉAL • 514.333.3324
CALGARY • 403.291.5143
EDMONTON • 780.462.8275
VANCOUVER • 604.439.7228

Applied Electronics provides technical consultation, design, supply, and integration services – specializing in conferencing systems, projection technology, display and audio systems. We provide all Audio/Visual system components for educational/training rooms, executive boardrooms, corporate auditoriums, legislative and council chambers, surveillance and control facilities, video conferencing facilities, and public display environments.

 **Applied Electronics Limited**
Your Complete Technology Partner

AUDIO VISUAL SYSTEMS:

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