

COLLEGE ADMINISTRATOR

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OCASA
APACO

The professional journal for Ontario college administrators

LEARNING COLLEGES

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- League for Innovation

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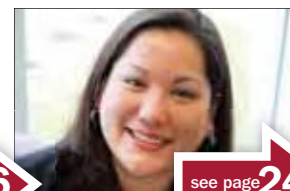
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Cover photo courtesy of Fleming College.



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Rick Helman
OCASA President

OCASA exists to meet the needs of its members. If you are not yet a member, please come aboard.

Learning and the future

This edition of *College Administrator* focuses on two concepts: learning, and the future.

Many are familiar with Dr. Terry O'Banion's 1997 book *The Learning College for the 21st Century*. In this issue, our staff interviewed Dr. Gerardo De Los Santos, CEO and President of the League for Innovation and successor in that role to Dr. Terry O'Banion – and how Ontario colleges apply the principles of *The Learning College*.

In this issue, my *real* president's report is a separate article on our updated OCASA Strategic Plan. It begins on page 20.

OCASA exists to meet the needs of its members. If you are not yet a member, please come aboard. Your involvement will help us to build on leadership, advocacy, community building, sustainability, and professional excellence. [c|A](#)

Répondre
aux besoins
professionnels
des membres est
la raison d'être
pour L'APACO.

Cette édition du CA met l'accent sur deux concepts : l'apprentissage et l'avenir.

Plusieurs d'entre vous connaissent bien le livre de Dr Terry O'Banion, *The Learning College for the Twentieth Century*, publié en 1997. Dans ce numéro, notre personnel partage les détails de leur entrevue avec Dr Gerardo De Los Santos, chef de la direction et président de la société *League of Innovation* et successeur de Terry O'Banion à ce poste, et discute en outre de la façon dont les collèges de l'Ontario appliquent les principes visés par *The Learning College*. Quant à mon *vrai* rapport ou message de président habituel, celui-ci prend la forme d'un article distinct sur le Plan Stratégique actualisé de l'APACO. Cet article se trouve à la page XX.

Répondre aux besoins professionnels des membres est la raison d'être pour L'APACO. Si vous n'êtes pas encore membre, je vous invite à le devenir. Votre participation nous aidera à bâtir et solidifier notre leadership, notre réseau professionnel et notre durabilité, ainsi qu'à défendre vos intérêts et atteindre l'excellence professionnelle. [c|A](#)

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THE LEARNING COLLEGE

Dr. Terry O'Banion's concepts
continue in the League for Innovation



By Bill Swan,
Contributing
Editor;
Director (retired),
Applied Arts,
Durham College

“Changing a college is a lot like moving a cemetery – you don’t get a lot of help from the residents,” Dr. Terry O'Banion wrote in his 1997 book *The Learning College for the 21st Century*.

It’s a good line, and we’re not the first to quote it.

In today’s fast-moving society, change is the only constant in our lives – and colleges.

O'Banion's book was one of several on the importance of focusing community colleges worldwide on one goal: learning. In O'Banion's world, learning is more than a goal. He places it as the key function of a college from which all other functions flow. Thus, the title of his book: *A Learning College for the 21st Century*.

No one has to tell college administrators about the ubiquitous nature of change. Colleges have been doing more with less for almost two decades.

The call for change pops up in new and exciting places.

U.S. President Barack Obama, in his State of the Union address earlier this year, talked about the economy (translation: jobs). He cited an example of Jackie Bray, “a single mom from North Carolina who was laid off from her job as a mechanic. Then Siemens opened a gas turbine factory in Charlotte, (North Carolina) and formed a partnership with Central Piedmont Community College. The company



Photos by Ryan Patterson of Humber College

helped the college design courses in laser and robotics training. It paid Jackie's tuition, then hired her to help operate their plant.”

President Obama's message: “I want every American looking for work to have the same opportunity as Jackie did.”

If they were not before then, community colleges in the U.S. are now playing in the big leagues.

Oh, yes, there was a condition: “Colleges and universities have to do their part by working to keep costs down.”

Said the president: “So let me put colleges and universities on notice: If you can't stop tuition from going up, the funding you get from taxpayers will go down.”

Sound familiar? Doing things differently. Doing more with less – just at the time when the economy demands more from colleges, governments say you have to make do with what you've got.

O'Banion, of course, was talking about change. His aim, from his pulpit as president and CEO of the League for Innovation until his retirement in 1999, was to foster change; to move institutions toward the idea of “a learning college.”

He promoted his philosophy through books, lectures and personal visits. (See Brian Desbiens' column CAREER CORNER on page 26). He saw every college as “a learning college.” To him that meant simply: measure each decision by its value in assisting students to learn.

Philosophically, if not in fact, the focus in the late '80s and '90s shifted to students. Student-centred activity does change the game, but Dr. O'Banion doesn't see that as enough. Students can be busy and happy, but are they learning anything?

Dr. O'Banion retired from the League for Innovation in 1999 and now holds the title of President Emeritus. Current president and CEO is Dr. Gerardo de los Santos. *College Administrator* wanted to interview Dr. de los Santos because half the colleges have affiliation with the League, and the challenges of change cross all borders.

When *College Administrator* finally caught up with Dr. de los Santos by phone, he was standing on a station platform trying to shield us from announcements on the overhead loudspeaker. Two nights before, U.S.



Photos by Ryan Patterson of Humber College

President Barack Obama had focused 1,000 words of his 7,300-word State of the Union Address on education. Specifically on community college education.

Our original interview plans were to use prepared questions to discover more of The League for Innovation and its value in Ontario. But having taken a few weeks to track down Dr. de los Santos, the prepared questions went out the window. What did he think of the president's speech?

"The president described the community colleges as a lynchpin, connecting business to help the local, state and national economies to prosper," he said. "(The president) spotlighted Central Piedmont Community College as a stellar example of how community colleges can help retrain dislocated workers into new jobs and help local economies and state economies. That was very positive."

The League and the principles of a learning college is "not simply a bandaid approach or the implementation of a new program that serves only a few students," said Dr. de los Santos. "Applying the learning colleges' principles requires that colleges use data to drive decisions that impact student learning, student success, and student completion. This is systemic work."

"Is this program, practice, or policy supporting student learning? How do we know? We're still learning how to best apply analytics and connect learning management systems to help us not just collect the data and attempt to analyze the data, but begin to help us ask the right questions."

Misconceptions? "That this work can be achieved by a few within the college; or that faculty are not at the heart of this work; or that creating a courageous culture of evidence is not essential; or that boutique programs and practices will make for sustainable, scalable success; or that this work of changing the learning culture can happen in a short period of time, or that we do not

need to keep the student experience at the nexus of this work."

In other words, becoming "a learning college" means transformation of the whole organization. Like good ideas, it requires a champion, but everyone must be on board.

For the full text of the interview with Dr. de los Santos, visit the OCASA website: www.ocasa.on.ca [C/A](#)

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Two Ontario colleges presented at mammoth Innovation Conference

Twelve of the 22 colleges in Ontario are listed as members of the League of Innovation. This includes both large and small colleges. But what does league membership provide?

A few peeks at the website of the League for Innovation (<http://www.league.org/index.cfm>) shows that there is no simple answer. The variety of material available varies from training seminars for faculty and staff to several rather large conferences each year. In fact, if there is one criticism of the League website is that it is so rich in data and information that specific items are hard to find.

This year, two Ontario colleges were to present sessions at the League's Innovation Conference in Philadelphia March 4-7. To give you some idea of the scope, the conferences lists more than 300 workshops, seminars, plenary sessions and presentations over the four days.

Judith Morris, president and CEO of Lambton College, teamed with Donna Church, Director, Learning Innovation Centre in a presentation entitled *Engaging Faculty and Students in Learning*. The official description: "The presentation will offer academic administrators and faculty an overview of a learning studio implementation project: physical plan, technology/active learning relationship, faculty professional development, and research on our students' success."

From Humber College, Melanie Sifton, Director, Humber Arboretum & Centre for Urban Ecology and Professor Leonhard Lechner presented a session *From Seed to Table: Landscape Horticulture Collaborates with Culinary Arts*. The website description: "Learn how the Landscape Technology and Culinary Arts programs combine forces with hands-on experiential learning activities, multimedia demonstrations, and interdisciplinary collaboration. Organic, hyper-local produce begets delectable cuisine."



Lambton College President
Judith Morris (left) and Donna Church

Humber is listed as one of 12 Vanguard colleges internationally. Current Humber president John Davies is a member of the League's Board of Directors. With Davies' retirement this year, CA asked Dr. de los Santos, president and CEO of the League, what this will mean.

"When John Davies retires from Humber, he will no longer be a League Board member, yet Humber will continue as a League Board member institution temporarily," he said.

"Once Humber names a new permanent CEO, then Humber will be invited to undergo a League Board membership reaffirmation process, which includes a written report and a site visitation. If Humber successfully passes review of both stages of the process, then full League Board membership will be reinstated."

For the past several years, Cambrian College has used affiliation in the League as the key part of training of new faculty. And in late 2009, Cambrian was featured in the League Member's Spotlight, where members share best practices and even ongoing projects. Professor Hadi Fergani worked with Irene Nizzero at Cambrian on a pilot project to use senior students in the Chemical Engineering Program as mentors for first-

year students. That project, although not directly tied to the League activity, is an example of the type of innovation the League tries to encourage.

Fergani said the mentorship program was created to address an issue with first semester attrition. Unfortunately, a secondment interfered, but the project has resumed. He estimates that the program needs three to four years to accumulate sufficient data to evaluate but the early indications are positive.

Coincidentally, Cambrian is considering dropping membership in the League, since the materials supplied are used largely for Teach Training program for new faculty. A Canadian source for similar material is now being used, according to Irene Nizzero, coordinator of the Cambrian College Quality Teaching Resource Centre.

Dr. de los Santos addressed that issue in response to a query from *College Administrator*. "While affiliation in the League is not essential to becoming a Learning College," he said, "League membership provides a multitude of resources and benefits that assist colleges in their Learning College journeys." He said resources included "direct access to high-impact and promising practices, research and publications that focus on the Learning College, and discounted registration to League conferences and events." **CA**

For the past several years, Cambrian College has used affiliation in the League as the key part of training of new faculty.

A COLLEGE LEARNS

Student rep sessions identify issues, solve some, and train leaders



Photo courtesy of Fleming College

By the end of January this year, Dr. Jim Drennan of Fleming College had fed a group of students and faculty pizza and pop on three occasions.

He wanted something in return: Ideas.

“Basically we have a process where student leaders are selected by fellow students to represent their interests in our learning environment,” says Dr. Drennan, Dean, School of Business, Trades and Technology at the main campus of Fleming in Peterborough.

Each class in the school names a representative, and the group meets several times in the year. The aim is to identify issues and problems (from the point of view of the students) – and to tackle those issues.

“We have about 50 or so who come to regular meetings within our school to formulate problem solving around challenges to their learning process,” Drennan says. “There is only one rule, you can’t complain about your teachers – there are other processes involved to do this.”

Working with their classmates, each student representative identifies issues of concern. This can vary from the lack of electrical outlets in public areas and

corridors of the college to frustrations getting in and out of the parking lot in time for classes.

Once the student reps have identified the issues, the first step is to codify the results. Pam Selkirk, School Operations Liaison, organizes the feedback into a simple priority list. Some issues may be unique to one class; some may be limited to one year of one program; some affect a group of programs; some are close to universal at the college.

“Each is dealt with at the appropriate level,” says Drennan. “An issue from one class or one program is forwarded to the program coordinator who can provide solutions and/or feedback to the class.”

Drennan’s system is both international and homegrown. It is a version of a system used at the Police Service of Northern Ireland Police College (where Drennan was director); the University of Ulster, Belfast Northern Ireland and is supported as a student engagement strategy by The Association of Canadian Community Colleges; the Council of Regents and ACAATO; and Rutgers University.

Once issues are identified, Drennan communicates the list to other college

Working with their classmates, each student representative identifies issues of concern.

administrators. This year, students noted concerns over college computer labs and processes. At the January meeting of the student reps, Jim Angel, Vice President of IT, attends to listen to the concerns and to provide feedback.

Students ask about wireless printing. “We are working on it,” says Angel. “We have no date for implementation yet. The problem is to make sure that a print request goes to the right printer.”

Students: “If I print two pages, I get the two pages and one blank page but am charged for three.” Angel had not heard that before. He makes notes and promises feedback.



Dr. Jim Drennan, Dean, School of Business, Trades and Technology, Fleming College

Red Keating from student services provides some perspective on counseling available at the college. Student reps tell him that some students feel they can't get to see counselors soon enough – the waiting time is too long.

"We work on appointments," Keating tells the students. "(Each semester) at the end of week one, we're booked." A student suggests that one student told of not being able to get an appointment until "late next week."

Keating replies: "In the community, that would be six weeks. Generally, in the community, if they get in within a week, it's outrageously great."

Keating's example is not unusual. Not all issues can be eliminated, but senior administrators explain the limitations, which in turn the reps can feed back to their classmates.

Joyce Manser, manager of the bookstore, hears about an OSAP issue: students apply for OSAP but receive nothing

for several weeks. In the meantime, books must be bought. It's an issue neither the bookstore nor OSAP knew about but it is now under study.

"We stress that this is not a complaint process," says Drennan. "This is a joint problem-solving process in which the students are actively involved."

While many similar projects identify issues and solve some of them, Drennan's plan goes deeper. First, the student reps are involved with their classmates in defining the issues. This is likely to catch issues that may be missed.

The key: follow-through.

By the third meeting of the representatives, the issues have been defined. That's when other administrators, Jim Angel and Red Keating and Joyce Manser mentioned above, step in and provide one of three answers to any issues raised:

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The institution has begun the process of tracking issues, some of which may surface as solutions or improvements after the current student reps graduate.

It will be done.

We can't do it (reasons explained).

The last step is crucial: student reps provide feedback to their classmates on the issues: what has been solved, what can't be solved, what can be solved only long after students graduate.

In the past, the sessions have led to changes in parking processes (insert your card to get out of the lot instead of in, reducing delays when students are rushing to class). From this year's session, the issue of electrical outlets in corridors is under study. When the college was built, who could have conceived of the need to charge laptops and smart phones?

And as a final step, a catalogue of issues and their resolution is circulated to the VP Academic and to other senior administrators. The institution has begun the process of tracking issues, some of which may surface as solutions or improvements after the current student reps graduate.

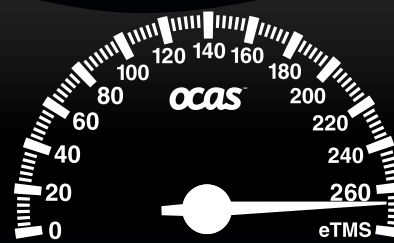
"We provide leadership development to the students as well," says Drennan. "Students receive a letter from me outlining their participation as student leaders and the contributions they have made which is great for their personal portfolio they can now share with employers."

Drennan shares a letter received from a graduate who had been involved in the process. "I truly appreciate what you taught me about leadership," says Brandon Panagopka of Little Britain. "I have gained a diversity of knowledge, developed meaningful relationships, and have grown with compassion."

All for the price of pizza and pop.

For more information on the process in place at the Fleming School of Business, Trades and Technology, contact Dr. Jim Drennan: jdrennan@flemingc.on.ca. Dr. Drennan will present a workshop on the process at the OCASA Professional Development Conference June 25-27. [c|A](#)

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The cornerstones of the CAAT Pension Plan



By Derek W. Dobson, CEO & Plan Manager, CAAT Pension Plan

Financial security in retirement is important to Canadians. If you need proof of this statement, simply look to the reaction of the recent musings by the federal government about changes to Old Age Security. Although the details are to be revealed later, pensions again have become the subject of call-in radio shows, blogs, newspaper columns, editorials, and discussions around the proverbial water cooler.

For me, this keen interest in pensions is an opportunity to explain how we're working to ensure the CAAT Pension Plan delivers excellent service to members and will remain sustainable for years to come.

At the CAAT Pension Plan, we focus on four fundamental pillars which support everything we do. These pillars are:

Controlling long-term costs

- Timely education and service
- Reduce and manage risk
- Delivering excellent value.

In the recently released 536-page report by the Commission on the Reform of Ontario's Public Services, commonly known as the Drummond Report, the CAAT Pension Plan is mentioned in a recommendation that would see one pension plan created for the post-secondary education sector. This would be similar to pension plans that serve the school system, municipalities, and most hospitals in Ontario.

This does not come as a surprise to me because CAAT already serves the post-secondary college sector and has a strong governance structure, providing equal representation and accountability to both members and employers. The CAAT Pension Plan is large enough to be efficient and cost effective, including a sophisticated investment program, yet small enough so that members and employers have a voice.

We're open to participating in the dialogue that emanates from the Drummond Report. However, change must continue to strengthen the CAAT Plan and be of value to its beneficiaries.

Controlling long-term costs

We at CAAT Plan strive to provide appropriate and stable contribution rates for the pension benefits members earn. A recent example of this is the work we're doing to enhance the existing data collection tool. This is the process in which member contribution data, your pensionable earnings and service, are provided to the CAAT Plan by each employer.

Reduce and manage risk

The Plan's funding policy and the well diversified asset mix are important ways the CAAT Pension Plan manages risk. The funding policy is a disciplined approach to altering contributions or benefits or both as the level of plan funding changes. Similarly, an investment policy that diversifies the assets of the Plan helps to mitigate the risk of loss, while maximizing returns.

During the coming year, we'll be assessing how consistently pensions are administered throughout the

college system. We want to ensure that members fully understand their options and pensions, such as the opportunity to join the plan as a part-time employee after two continuous years of working at an employer.

Timely education and service

The CAAT Pension Plan believes in transparent and timely disclosure of information to members and other stakeholders. A good example of this was the speed and thoroughness with which the Funding Task Force recommendations and subsequent decision of the Plan's Governors was communicated to members last year. Whether it was through the website, newsletters, webcast or presentations at colleges, the decision was explained and questions answered. Education is important because we know that the more our members understand their benefits and the activities the CAAT Plan is involved in, the more they value their pensions.

By now you should have received the spring issue of the newsletter and watch for the annual statement of benefits in June.

Delivering excellent value

We are dedicated to keeping the pension promise and delivering excellent value. On average, CAAT Plan members are living to age 88, about three years longer than the Canadian population. That's good news for members, but it means the CAAT Plan needs to pay pensions longer. This additional pension obligation is reflected in the recent contribution rate increase that began in January and will be fully implemented in 2014. As well, the Plan has taken the appropriate steps to recognize the sustained low-interest rate environment, providing further protection for the fund.

There is much happening in the pension world and at the CAAT Pension Plan. We're on top of these developments and are looking forward to the challenges they pose as we continue to work to ensure your pension is paid, as promised. [c|A](#)

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Les piliers du Régime des CAAT



par Derek W. Dobson,
Chef de la direction et gestionnaire du Régime de retraite des CAAT

La sécurité financière revêt une grande importance pour les Canadiens. Pour s'en convaincre, il suffit d'observer la réaction qu'ont suscitée dernièrement les réflexions du gouvernement au sujet du Programme de sécurité de la vieillesse. Même si les détails ne seront connus que plus tard, la question des retraites a fait maintenant le sujet d'émissions de radio avec appels d'auditeurs, de blogues, de journaux, d'éditoriaux et de conversations autour de la machine à café.

Quant à moi, ce vif intérêt pour la question des retraites me donne l'occasion d'expliquer comment nous nous y prenons pour offrir d'excellents services à nos participants tout en assurant la viabilité du Régime pour les années à venir.

Au Régime des CAAT, tout ce que nous faisons repose sur quatre piliers fondamentaux :

- maîtrise des coûts à long terme
- information et services rapides
- réduction et gestion des risques
- offre d'un excellent rapport qualité-prix

Dans un rapport de 536 pages que la Commission de la réforme des services publics de l'Ontario vient de publier, mieux connu sous le nom de rapport Drummond, l'une des recommandations, qui propose la création d'un régime de retraite pour le secteur de l'enseignement postsecondaire, fait mention du Régime des CAAT. Le régime proposé serait semblable à ceux établis pour le système scolaire, les municipalités et la plupart des hôpitaux en Ontario.

Cela ne m'étonne guère, car le Régime des CAAT couvre déjà le secteur collégial et possède une excellente structure de gouvernance qui donne aux participants et aux employeurs une représentation et des pouvoirs égaux. La taille du Régime des CAAT est à la fois suffisamment grande pour que

celui-ci puisse fonctionner de manière efficiente et économique – y compris un programme évolué de placement –, et suffisamment petite pour que les participants et les employeurs aient voix au chapitre.

Nous sommes prêts à prendre part au dialogue et à débattre du rapport Drummond si tant est que les changements proposés entraînent un renforcement du Régime des CAAT et soient avantageux pour les bénéficiaires.

Maîtrise des coûts à long terme

Au Régime des CAAT, nous cherchons à établir des taux de cotisation qui soient stables et adéquats en regard des droits à retraite que les participants acquièrent. À titre d'exemple récent, nous nous employons depuis un certain temps à améliorer l'outil de collecte des données, qui permet à chaque employeur de communiquer au Régime des CAAT les données sur les cotisations et sur les gains et services ouvrant droit à pension.

Réduction et gestion des risques

C'est essentiellement par le biais de sa politique de financement et de ses placements très diversifiés que le Régime des CAAT assure la gestion des risques. La politique de financement est une façon méthodique de modifier le niveau des cotisations ou des prestations en fonction des variations du taux de provisionnement du Régime. Dans le même ordre d'idées, une politique qui prévoit la diversification des placements aide à réduire les risques de perte tout en maximisant les rendements.

Au cours de l'année qui vient, nous nous attacherons à déterminer dans quelle mesure les retraites sont administrées de façon cohérente dans l'ensemble du système collégial. Nous voulons nous assurer que les participants comprennent bien les options de pension qui s'offrent à eux, telles que la possibilité pour les employés à temps partiel d'adhérer au Régime après deux années d'emploi ininterrompu auprès d'un employeur.

Information et services rapides

Le Régime des CAAT estime important de faire preuve de transparence et de communiquer rapidement l'information aux participants et aux autres parties

Le Régime des CAAT estime important de faire preuve de transparence et de communiquer rapidement l'information aux participants et aux autres parties intéressées.

intéressées. Il en a donné un bel exemple l'an dernier en communiquant aux participants, avec rapidité et minutie, les recommandations du Groupe de travail sur le financement ainsi que la décision des dirigeants qui a suivi. Que ce soit par le biais de son site Web ou des Bulletins, par des webémissions ou des exposés faits dans les collèges, il a communiqué sa décision et répondu aux questions. L'information est essentielle, car l'on sait que plus les participants sont au courant des prestations qui leur sont offertes et des activités du Régime, plus ils sont en mesure d'apprécier leur pension.

Vous êtes censés avoir reçu l'édition du printemps du Bulletin, et vous recevrez en juin votre relevé annuel des prestations.

Offre d'un excellent rapport qualité/prix

Nous avons pour mission de respecter nos promesses de pension et d'offrir un excellent rapport qualité/prix. En

moyenne, les participants du Régime des CAAT vivent jusqu'à l'âge de 88 ans, soit trois années de plus que la population canadienne. Il s'agit là d'une bonne nouvelle pour les participants, mais pour le Régime, cela signifie qu'il doit verser les pensions sur une période prolongée. Cette obligation supplémentaire explique la dernière augmentation des taux de cotisation en vigueur depuis janvier et qui atteindra son plein effet en 2014. Par ailleurs, le Régime a pris les mesures qu'il fallait pour prendre en compte la faiblesse soutenue des taux d'intérêt et se munir d'une protection supplémentaire.

Il se passe beaucoup de choses dans l'univers des retraites et au sein du Régime des CAAT. Nous sommes bien au fait des nouveaux développements et prêts à affronter les défis qu'ils posent tout en poursuivant nos efforts afin que vous puissiez toucher votre pension comme promis. [c|A](#)

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Higher Performance, Better Balance

Blue Mountain Resort, Collingwood | June 25-27, 2012

The challenge is on – improving performance, with greater balance. Join us for teaching that will stretch you – in an environment that will relax you! Excellent workshops, outstanding networking, and a rejuvenating experience. It just keeps getting better.

Networking

This is why you come. Now enjoy a networking meal and breakout session – meet with admin doing similar work or sharing interests and goals.



Keynote – Sunjay Nath MONDAY, JUNE 25



Sunjay Nath, World Renowned Speaker, Performance Coach, Author and Business Partner

Sunjay Nath travels North America sharing the 10-80-10 principle, a concept that helps individuals and teams operate at a dynamic level. 10-80-10 combines best practices with small wins to help people achieve more, and have greater balance by improving performance.

Sunjay is a world-class speaker with a brilliant mind and an engaging manner that educates and inspires audiences.

“The 10-80-10 Principle is brilliant! Every organization needs to hear and implement this concept.” *Iain Klugman, President - Communitel*

“To watch Sunjay have audiences eat out of his hand is a sight to behold. His sense of humour, intelligence and passionate love of life come shining through in his presentations. It is his character, however, that brings the authenticity to his message.” *Michael M. Suto, Leadership Consultant - Premier School Agendas*

Presidents' Panel TUESDAY, JUNE 26



Don Lovisa,
President,
Durham College



Maureen Piercy,
President,
Loyalist College



Jeff Zabudsky,
President,
Sheridan College



Chris Whitaker,
President, St.
Lawrence College



Moderated by Brian Desbiens, Past President, Fleming College; Assoc. Partner, Promeus; Adjunct Professor, OISE

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Schedule

MONDAY, JUNE 25

12:00 pm – 4:00 pm	Board Meeting with College Representatives
3:00 pm – 6:30 pm	Registration
5:00 pm – 6:30 pm	Sponsors' Networking Reception
6:30 pm – 9:00 pm	Dinner – Keynote Speaker: Sunjay Nath
9:00 pm	Hospitality & Networking

TUESDAY, JUNE 26

7:30 am – 8:30 am	Breakfast & Annual General Meeting (all members meeting)
Beach will be open! Exclusive beachfront access to conference attendees and their families.	
8:30 am – 10:00 am	Concurrent Sessions
10:00 am – 10:30 am	Refreshment Break
10:30 am – 12:00 pm	Plenary Session: Presidents' Panel
12:00 pm – 12:45 pm	Lunch
1:00 pm – 2:30 pm	Concurrent Sessions
2:30 pm – 2:45 pm	Refreshment Break
2:45 pm – 4:00 pm	Concurrent & Networking Sessions
4:00 pm	Leisure & Hospitality
6:00 pm	Awards Banquet Reception
7:00 pm – 9:00 pm	Awards Banquet & Presentations
9:00 pm	Hospitality & Networking

WEDNESDAY, JUNE 27

7:30 am – 8:30 am	Breakfast
8:30 am – 10:00 am	Concurrent Sessions
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 time slot.

Tuesday AM 8:30-10:00am	A1 Panel Discussion - Emerging Leaders	A2 Succession Planning in Today's Colleges	A3 Armed & Contagious - Model & Multiply a Conscious, Positive Focus	A4 First Year Experience
Tuesday AM 10:30-12:00pm	Plenary Session: Presidents' Panel			
Lunch				
Tuesday PM 1:00-2:30pm	B1 The Adoption of IT and eLearning: Ad Hoc or Managed Evolution?	B2 'Student Representatives Program' at Fleming College	B3 Armed & Contagious - Model & Multiply a Conscious, Positive Focus	B4 Can we all just get along?: Real Talk and Practical Strategies Towards Achieving Greater Understanding
Tuesday PM 2:45-4:00pm	Concurrent & Networking Sessions – Networking sessions will be designed according to attendee profiles. Other Concurrent options will be announced.			
Wednesday AM 8:30-10:00am	C1 New Strategies to Attract and Retain Colleges' "NEW" Students	C2 Mentoring	C3 CMU-OCASA Research Award Recipient – Making Group Work Successful	

Concurrent Workshops

TUESDAY A.M.

Panel Discussion – Emerging Leaders

Are you interested in knowing about career pathways in the college system, gaining leadership guidance, and discussing essentials for success as a college administrator? Come to this panel discussion and engage in what it takes to be an “emerging leader”.

FACILITATOR(S):

To Be Announced

REGISTRATION CODE: A1

TIME SLOT: Tuesday, June 26

A1 – 8:30 am - 10:00 am

Succession Planning in Today's Colleges

Providing an overview of today's context for succession planning, this workshop will include key elements in any succession plan: mentoring, hiring, performance review, recruiting, seconding. Expect examples of successful plans, challenges encountered in implementation, and interactive sharing of participants' experiences.

FACILITATOR(S):

Brian Desbiens, Assoc. Partner Promeus;
Past President, Fleming College

REGISTRATION CODE: A2

TIME SLOT: Tuesday, June 26

A2 – 8:30 am - 10:00 am

Armed & Contagious – Model & Multiply a Conscious, Positive Focus

Expand your leadership capacity with an easy-to-learn process that will equip you to positively influence everyone around you at work and in life. Find out why top educational institutions like The University of Waterloo and Case Western Reserve have embraced this approach for faculty development, to share best practices and to improve student success. This hands-on workshop will provide you with immediately applicable tools that will empower you to make a difference in the workplace, in your family and in your community.

FACILITATOR(S):

Robin Lee Kennedy, CPCC, PCC, Consultant - MotivatedMinds, Inc.

REGISTRATION CODE: A3 or B3

TIME SLOT: Tuesday, June 26

This workshop is being offered twice. Just select one time slot.

A3 – 8:30 am - 10:00 am

B3 – 1:00 pm - 2:30 pm

First Year Experience

New students who feel a part of the institution, engaged in their learning and having their needs met are more likely to be successful as first-year students. Often we forget about how many services we offer our students and more importantly how many of these services help build a strong learning community. The presentation will focus on the need for planning at a high level and with strong commitment from the institution. Bring your experiences as we consider our collective role in a First Year Experience Program, and how to build a successful one.

FACILITATOR(S):

Wayne McIntyre, *Retiree, Director of Student Support Services, Algonquin College*

REGISTRATION CODE: A4

TIME SLOT: Tuesday, June 26

A4 – 8:30 am - 10:00 am

TUESDAY P.M.

The Adoption of IT & eLearning: Ad Hoc or Managed Evolution?

In 2012, it is safe to say information technologies are here to stay, in the classroom and in our offices. Yet the adoption of IT tools and systems in the learning environment varies greatly among faculty, staff and administrators. How do we make sense of the rapid cultural shifts taking place in technology use? Does it matter? Do you need to manage it? Or, will the existing ad hoc evolution suffice to meet students' increasing expectations of flexibility, self-serve options and 'round-the-clock

access? Join this workshop to hear the stories of Centennial and Fanshawe, two colleges tackling this dilemma head on.

FACILITATOR(S):

Dominique Giguère & Jed DeCory, *Currents Group Inc.*; Kristi Harrison, *Associate VP Academic Excellence, Centennial College*; Lori Nemeth, *Manager, Organizational Development and Learning, Fanshawe College*

REGISTRATION CODE: B1

TIME SLOT: Tuesday, June 26

B1 – 1:00 pm - 2:30 pm

'Student Representatives Program' at Fleming College

Come and hear about this school's approach to improving the student experience through improved regular and candid discussions with student representatives in the School of Business, Trades and Technology. We have all had to deal with the challenges of communicating to students we serve but our experience in our 'Student Representatives Program' over the past three-year period has illustrated just how beneficial it can be to engage students selected to represent their student constituency in a school.

FACILITATOR(S):

James Drennan, *PhD, Dean, School of Business, Trades and Technology, Fleming College*

REGISTRATION CODE: B2

TIME SLOT: Tuesday, June 26

B2 – 1:00 pm - 2:30 pm

Can we all just get along?: Real Talk and Practical Strategies Towards Achieving Greater Understanding

This interactive session will provide practical strategies in curricular development, teaching and learning, as well as self-reflection, toward dealing with education systems home to a growing diversity of people. Particular attention will be played to the role various media sources play in exacerbating difference and encouraging misunderstanding among people of various cultures, religions and ethnicities. The theme of the session will center around a system that allows for all of us to rid ourselves of the toxins we ingest from said media sources, in order that we can achieve greater understanding and more productive classrooms and institutions. Although the topic is of a serious nature, the session will be humorous and interactive, and participants will walk away with practical strategies for use in their own institutions.

FACILITATOR(S):

Vidal Chavannes, *M.A. Ed., Manager, Program Development & Quality Initiatives, Durham College*

REGISTRATION CODE: B4

TIME SLOT: Tuesday, June 26

B4 – 1:00 pm - 2:30 pm

WEDNESDAY A.M.

New Strategies to Attract and Retain Colleges' "NEW" Students

Interested in exploring programs that can increase your enrolment and retention and engage your

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: The Gondola will be open! Enjoy a ride up the mountain and a leisurely hike. Beach will be open one day for conference attendees and their families. www.activitycentral.ca (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 or stay on Wednesday to complete the relaxation! 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.

local neighbourhoods? Three colleges share their new initiatives that might help you reach your targets: Seneca's College Opportunities Program; Durham College's Summer Warm-up Program; Centennial College's - Urban Aboriginal Programs. Panelists will profile selected initiatives which address the areas of 'new' students, pathways and best practices as they relate to the areas of recruitment, enrolment, engagement and retention within our local neighbourhoods/communities. Bonus: all demonstrate strategies that cause new internal partnerships and interdisciplinary collaborations to flourish.

FACILITATOR(S):

Leolyn Hendricks, *Chair, Workforce Development, Seneca College*; Bev Neblett, *Assoc. Dean, School of Interdisciplinary Studies and Employment Services, Durham College*; Laurie Malabar, *Chair, Career and College Transitions Programs, Centennial College*

REGISTRATION CODE: C1

TIME SLOT: Wednesday, June 27

C1 – 8:30 am - 10:00 am

Mentoring

A panel will present current practices of mentoring in the workplace. Does it improve employee engagement, productivity, satisfaction? Should we all be doing it? What does it really mean for colleges and for OCASA?

FACILITATOR(S):

To Be Announced

REGISTRATION CODE: C2

TIME SLOT: Wednesday, June 27

C2 – 8:30 am - 10:00 am

CMU-OCASA Research Award Recipient – Supporting faculty in implementing major group assignments in curriculum

Using her research and recommendations, Kara will lead a discussion on the role of administrators in supporting faculty in this area.

FACILITATOR(S):

Kara Woods, *HR Asst. to VP HR; Contract faculty, HR program, School of Business, IT and Management*

REGISTRATION CODE: C3

TIME SLOT: Wednesday, June 27

C3 – 8:30 am - 10:00 am

Registration Fees

FULL CONFERENCE

Members: \$395 (after May 18, \$445)

Non-Members: \$475 (after May 18, \$525)

MONDAY ONLY (includes reception, dinner & keynote)

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

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

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

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

Monday Evening Dinner & Keynote (Sunjay Nath): \$100

Tuesday Evening Awards Reception & Banquet: \$100

Registration information available at www.ocasa.on.ca

RETIREE RATES

OCASA Retiree members enjoy 25% discount on all conference fees!

CANCELLATION POLICY

Registration fees less a \$50.00 administration fee will be issued for cancellations received by June 1, 2012. 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.

Accommodation

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

Reservations, call: **1-877-445-0231**

Conference Code for special rates:

GRP102077 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 18. For further upgrade options inquire with Blue Mountain reservations.

VILLAGE AT BLUE SUITES:

STUDIO

\$145.00 (\$163.85/unit/night taxes incl.)

BACHELOR

\$165.00 (\$186.45/unit/night taxes incl.)

ONE BEDROOM

\$185.00 (\$209.05/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 (\$134.47/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](#).



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Looking forward

OCASA Strat Plan targets support for members



By Rick Helman,
President, OCASA;
Director, Financial
Planning &
Budgets, Loyalist
College

Grant funding is tight. Capital funding is minimal. Tuition fees are constrained by regulation, and are politically sensitive. Other sources of funding may require investment to develop and maintain, and are subject to varying levels of risk.

Government budgets have an impossible task of balancing while meeting all the demands of an aging

population, increasing health care needs, and a shifting economic and educational environment.

It's true, most of us are doing more with less – fewer resources, perhaps added responsibilities, less time to plan and strategize – all of which makes it harder to realize the satisfaction which should be inherent in what we do, and to maintain that balance between life and work.

These challenges cycle through from time to time (as noted by 30-year, career college administrators) but the expected response of administrators to be current, innovative, resourceful and informed really hasn't changed. We are the agents of change: the strategists, the business planners, the supervisors, the organizers. We need to be forward looking, anticipating future trends.

And so does OCASA. Our relevance to you, the college administrator, is as good as our services and products that support college administration, including a robust network of engaged members, fully representative of the broad administrative group.

OCASA's updated strategic plan, embraces these challenges, and sets a course that keeps OCASA relevant, engaged and sustainable. The focus of our vision – *your partner in administrative excellence* – in tandem with a mission statement that necessarily includes making colleges a better place, assures you that OCASA membership is a trusted and vital complement for you, the administrator.

The strategic five pillars – leadership, advocacy, community building, sustainability, professional excellence – formed and debated by your board members are now the basis of all planning.

Leadership is more broadly defined than helping to develop professional leaders for the system. It is also about engaging in and encouraging critical discourse on relevant issues that will positively influence the system. OCASA's commitment is to create space for important dialogue with our partners (Colleges Employment Council [CEC], Colleges Ontario [CO], the Committee of Presidents [CoP], Human Resources Coordinating Committee [HRCC]), and also with system leaders who are already embracing innovation and new practices that bring efficiencies and vibrancy to college administration and education.

As a representative body for college administrators, **advocacy** continues to be an important and valued role. OCASA's goal is to ensure the system recognizes the value and professional contributions of administrative staff at all levels. Your appointed colleagues represent your interests in regular consultations around compensation programs, insured benefits, professional development and other current matters. OCASA is also one of the sponsors of the CAAT Pension Plan, with appointments to two governing bodies there. OCASA's involvement in these arenas has helped us to build credibility, becoming a valuable voice and important partner (there's that word again). The tenor of our representation and advocacy strategy has always been consultative and collegial with a solutions-based focus.

Community building speaks to the key partnerships outlined above; but it also encompasses OCASA's presence at individual colleges, and particularly development of and support for local college ASAs. Just as OCASA is a valued and respected partner at the provincial level, so have individual college presidents found strong, active local ASAs to be valuable sounding boards and links to their college's administrative staff. At its most basic level, OCASA's community is comprised of its members and those local ASAs – to the extent we can increase and extend those communities, we can enhance our influence in the colleges

and across the system. Expanding our resource base to allow us to branch out into further areas of research, professional and career development. Membership growth is critical for OCASA to maintain and grow our presence, credibility, and ability to help shape the college system in the years ahead. To that end, we are developing a program to assist new administrators in their first year through a complimentary OCASA membership.

Membership recruitment, retention and growth are and will be key to our continuing viability and influence.

OCASA's provincial representation

OCASA has a strong history of engaging with our provincial partners in a professional manner, acting with integrity and influencing change in support of administrative excellence – for the betterment of the college system.

Sponsor of the CAAT Pension Plan

- Sponsors' Committee (Rick Helman, Loyalist)
- Board of Trustees (Mike Seeger, Loyalist)

Administrative Consultative Committee (ACC)

(Meets three times/year at Council office; provides updates from each committee representative; a forum for consultative, solutions-based discussion about issues relating to compensation program, terms and conditions of employment, professional development and any other emerging trends and issues relevant to administrators in colleges.) Membership includes representation from:

- College Employer Council (CEC)
- Committee of Presidents
- Human Resources Coordinating Committee
- OCASA (President, VP, Past-President, ED)

Admin Insured Benefits Sub-Committee of ACC

(Meets four times/year, twice in person; committee reviews financial performance of the insured benefits

plan; recommends improvements or additions to the plan when appropriate; occasionally acts as a liaison between individual employees and CEC or Sun Life to help resolve disputes; annually reviews and makes recommendations for annual premium rates adjustments when necessary.)

- College Employer Council (CEC)
- College representation (two representatives)
- OCASA: Denise Rancourt (Cambrian) & Arleen Morrin (George Brown)

CAAT Retiree Group Insured Benefits Advisory Committee

(Meets four times/year, at least twice in person; acts as an advisory body and assists CEC in ensuring the appropriate benefit design and cost effectiveness of the group insurance benefit plans available for all eligible retirees.)

- College Employer Council (CEC)
- OCASA: Catherine Peterson, Mohawk Retiree
- OPSEU Support Retiree
- OPSEU Academic Retiree

OCASA receives applications from time to time for these representative positions as they become vacant. This is a tremendous opportunity for professional and leadership development, while expanding one's network.

Sustainability is another pillar word with two flavours – one speaking to our social, economic and environmental responsibility and practices, and the other having to do with critical mass. In membership terms, if our numbers are higher, we can do a better job at the things we are currently doing, and also initiate projects that are waiting for necessary resources. We have developed some highly valued partnerships with external providers that share interests in Ontario's colleges; however, our primary source of revenue and support is from our members. Membership recruitment, retention and growth are and will be key to our continuing viability and influence.

Finally, **professional excellence** continues to drive much of what we do. As OCASA strives to demonstrate excellence, our goal is also to ensure the system also embraces such administrative excellence as

OCASA's survey to members about their interest in a mentoring program generated an overwhelming response from members interested in making it happen.

a core value – thereby providing ongoing professional development opportunities to its administrators. In response to members, OCASA is also growing its PD offerings. Our most important, most visible, and most exciting venture in support of this effort is the professional certification, Certificate in College Leadership and Administration. All online courses are instructed by experts in their field, with teaching

and/or administrative experience in colleges. As well, webinars are now running monthly on issues important to college administrators, and as noted in this issue of *College Administrator*, LEADERS & INNOVATORS, continues to grow as the annual networking event of the year, providing outstanding PD opportunities.

Without a doubt, OCASA's board recognizes the value of networking, and we are hearing from members

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that access to various networks is a priority. Interestingly, at the time of writing this article, OCASA's survey to members about their interest in a mentoring program generated an overwhelming response from members interested in making it happen. Connections have always been one of the greatest values enjoyed by OCASA members. The opportunities to network with administrators from across the system, AND from all areas of college management – academic, student services, ancillary services, human resources, IT, plant, finance – you name it.

This is the foundation of OCASA's ongoing growth, and will continue to be as we become *your partner in administrative excellence*. [c/a](#)

Have 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

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CMU-OCASA AWARD

Kara C. Woods of Durham receives award for thesis on faculty views on major group assignments

The author of a study on the use of group work in the classroom has been named recipient of the fourth annual CMU-OCASA Outstanding Research Award.

Kara C. Woods of Durham College will receive the award for her capstone paper entitled *Faculty Perceptions Of Major Group Work Assignments*. She completed the paper as part of her studies for at Central Michigan University. She was a member of a cohort from Durham and Loyalist, and received her Master of Arts Education degree with a focus on community colleges in 2011.

At Durham, Kara is Human Resources Assistant, Vice-President Human Resources and a contract professor in the School of Business, IT & Management.

She joined the Human Resources department at Durham College in 2006 as the assistant to the vice-president, human resources. She works on academic labour relations, organizational and human resources related projects.

The award will be presented at the 7th Annual OCASA Leaders & Innovators Conference June 26 at Blue Mountain, Collingwood. Kara will also present a workshop at the conference. She has been invited to present a general article on her studies in the Fall 2012 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 will be 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.



Photo courtesy of Durham College

Nominees are first selected by CMU faculty with the OCASA review panel selecting the final recipients.

Previous winners include: Michelle Cole of Durham College, 2011; Linda Croall of George Brown College, 2010; and Martha MacEachern of Georgian College, 2009.

For more information about the award, to view a copy of the research paper and to view past research papers, visit www.ocasa.on.ca (about-us/awards). [CJA](#)

Watch the Fall 2012 issue of *College Administrator* for an article detailing Kara's studies.

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As we continue to deliver valuable information through the pages of this magazine, in a printed format that is appealing, reader-friendly and not lost in the proliferation of electronic messages that are bombarding our senses, we are also well aware of the need to be respectful of our environment. That is why we are committed to publishing the magazine in the most environmentally-friendly process possible. Here is what we mean:

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- During the printing process, we use a solvent recycling system that separates the water from the recovered solvents and leaves only about 5% residue. This results in reduced solvent usage, handling and hazardous hauling.
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- Within the pages of each issue, we actively encourage our readers to REUSE and RECYCLE.
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*So enjoy this magazine...and **KEEP THINKING GREEN.***

Learning should be at the centre of every decision

One of the great learnings that came to me late in my career is the ability to distinguish between what it means to be a learner-centred institution versus a learning-centred institution.

When I first started in the 1960s at St. Clair College, we tried to make the college an effective organization for students. We learned that having services that were organized together would be helpful. We called it Student Services. For example, it made sense to put counseling and health services together.

The next stage of evolution was thinking through what was called student affairs in the '70s. The key organizer here was a philosophy of having a staff with a body of knowledge about how to serve students. So it made sense to put together student activities and athletics with counseling. Thus came about the key role of the Deans of Students in colleges.

Along with this came the body of knowledge about growth and development of students which led to the student development stage of organizing services with a clear philosophy of service. But as we continued to evolve, the age of student-centred education came upon us in the late '80s.

This age focused on customer service. It was driven in large part by the business needs of the institution to have satisfied customers. Every institution still to this day wants to be known as a student-centred institution.

But does this focus on the core mission of what colleges or educational institutions should be all about? Most enterprises want to be customer-centred: some so they can sell more products; some so they can have repeat customers; some so that they can have experiences for their customers that distinguish themselves from others. All of this is commendable. And many of us are still trying to excel at this.

Our present KPIs came from a time when customer service was the primary focus. This is why we have satisfaction outcomes as a primary focus. A satisfied customer is what we want and need to meet the expectations of many of our stakeholders. But is it sufficient and core? To our access agenda it is certainly critical. But why do people come to colleges?

It was not until the late 1990s that the shift took place from being student-centred to being learning-centred.



By Brian Desbiens

Past President Sir Sandford
Fleming College, Associate Partner
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It was not until the late 1990s that the shift took place from being student-centred to being learning-centred.

One of the great champions for this was Dr. Terry O'Banion, past-president of the League for Innovation. He challenged colleges to think about one key question in all that we do. "Does this decision/action foster learning or not?"

He said that in everything we do we should ask this question. After he wrote his first book on being learning-centred (*Teaching and Learning in the Community College*, 1994) we invited him to Canada. He first visited Humber College, which was a member of the League, and then Fleming where I was president. I had met Terry 30 years earlier and had worked with him as he helped shape the thinking around the evolution of student services to student development. He found Fleming and Humber to be doing a lot of what he felt were leading edge in being learning-centred institutions.

For example, our curriculum development focused on learning outcomes. Our applied learning experiences were embedded in a whole spectrum of applied experiences from co-op to field work to learning labs.

In his second book on the learning colleges (*A Learning College for the 21st Century*, Oryx Press) he highlighted Fleming as one of the four leading institutions in North America in being learning-focused. In large part, we may have been ahead of a few colleges, but our whole system has been based on learning outcomes and thus ideally based for such a philosophy.

But we still had and do have much to do to be truly learning-centred. O'Banion said we must ask that key question in all that we do – not just our academic activities. He believed that all of the activities of the college should foster learning.

Shortly after he visited Fleming, we found ourselves in a budget meeting. Our facilities people were making a pitch for an investment in a new parking lot. I was quiet throughout the presentation. At the end I asked O'Banion's question: how could investing in this foster better learning outcomes for our students.



There was a long pause, then the director said: “At present, students drive around for 15 minutes trying to find a spot. They get frustrated and upset. When they rush to their classrooms they are not ready to learn. We want them to be ready.”

“Sold,” I said. Later, I learned that students were not happy with our financial aid processes. In turn, the government was not happy with our financial aid default level. My first question was, how can we design our system so that it fosters learning, especially in money management and responsibility?

This philosophy elevates every person in the institution to the role of educator. Yes – all of our activities can foster learning. Students employed in the college should not only do work but

It is not just about whether we have satisfied students. It is whether we have provided them with the learning experiences to succeed as persons and in careers.

Each meeting should foster learning so that we are more capable of facing the future.

we should draw out of those experiences learning that will foster proper outcomes.

We must go beyond the KPIs as formulated, because they measure secondary effects not the essential primary learning outcomes such as problem solving or computer literacy. It is not just about whether we have satisfied students. It is whether we have provided them with the learning experiences to succeed as persons and in careers. This will be based on what they learn while at colleges.

So my question to readers is this: “What have you done today to foster learning in students?”

One of O'Banion's other questions is, “Are you a learning organization? As leaders, we should ask ourselves: What have we done for our staff to foster their learning development?” Have we thought through all of our activities from the boardroom to the classroom as to how they foster learning?

“What are the important learning outcomes from your last meeting?”

Each meeting should not be only about problem-solving and must be more than a task check-off list. Each meeting should foster learning so that we are more capable of facing the future.

New and greater challenges now face us squarely. We will undoubtedly have to redesign how we do our work with resource limitations and new technologies. But with change we must ask:

“How will this foster greater learning outcomes for our students and staff?” [c/a](#)

College Administrator welcomes feedback and comments on all content in this magazine. Continue the dialogue. Send your comments to CA@ocasa.on.ca.



OCASA Strategic Plan will provide plans for growth, services

OCASA has completed an update to its five-year Strategic Plan that will chart the growth of the organization over the next five years.

In this issue of *College Administrator*, President Rick Helman of Loyalist College presents an overview of the plan, which will be the blueprint for growth of the organization and expansion of members services.

The article by Mr. Helman begins on page 20. The full plan is available on the OCASA website in the members section. [c|A](#)



Members are invited to attend the OCASA AGM

The Annual General Meeting of OCASA will be held June 26 (7:30 a.m., breakfast) in Collingwood, during the 2012 OCASA Leaders & Innovators PD 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](#)

Leadership opportunities: Board nominations open

OCASA's 12-member board provides oversight to OCASA's strategic plan and initiatives. The board meets in person prior to the June AGM and in August followed by two or three video/teleconference meetings. Fulfilling three-year appointments, board participation offers leadership development, increased networking, and an opportunity to influence the work of OCASA across the system. Nominations are due May 25 and must be signed by two OCASA members. Four positions are open. For more information, visit the OCASA website or contact the OCASA office (1-866-742-5429, info@ocasa.on.ca). [c|A](#)

Certificate in College Leadership and Administration

New courses have been developed for Ontario's college administrators: *Conflict Resolution* (ran in January); *Innovation in Administration* (April 9-29), and *Strategic Planning & Business Planning I* (May 11-June 3). Courses continue to be developed according to member feedback. Participants may take one course as needed, or complete eight for certification. The strength of this program lies in its accessibility, system network for participants, and outstanding instructors. And it's cost effective too! Visit www.ocasa.on.ca/certification for more information. [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.

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Webinars at noon

New this year, OCASA has offered noon-hour webinars on employment matters, benefits, compensation, workplace reorganizations, and the aging employee. Watch for future webinars focusing on job-specific networks, retirement planning and more. For updated information, visit: www.ocasa.on.ca/pd/webinars [c|A](#)

Mentoring survey

OCASA conducted a survey in February exploring members' interest in a mentorship program through OCASA. About half of the 148 respondents (a total of 172 completed at least part of the survey) have previously been involved in a mentorship program, many experiencing both the mentee and mentor roles. Of these, 80% said they would be interested in participating in a program, with greatest interest in leadership mentoring. Respondents were also interested in peer mentoring (similar roles but at different colleges), role mentoring (job specific), and skilled mentoring. More than 50 respondents indicated they would be interested in helping to develop the program. OCASA's PD Committee is researching next steps in order to provide an effective, easily accessible program to members. [c|A](#)

Local ASAs add value

Local Administrative Staff Associations (ASAs) offer networking, professional development and advocacy. As such, they are the backbone of OCASA membership. Colleges with active ASAs know the true value. For more information about starting an ASA on your campus, contact the OCASA office (1-866-742-5429, or info@ocasa.on.ca). [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. This year, for the first time, retirees will receive a 25% discount on conference registrations. [c|A](#)



Student bursaries

OCASA members enrolled in a formal program of study can enter their names in a draw at the PD conference in June. Four members will receive \$500 towards any course completed in 2012. Full details are available on the OCASA website (under Member Services). [c|A](#)

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Joanne Metcalfe

uses horses as helpers



very therapeutic, and it's so rewarding to see the positive impact it has on the people we assist." Horses are very sensitive, according to Marshall. "The horse seems to sense when there is a special person on them, and seems to bring out the very best in riders."

Perhaps Winston Churchill said it best: "There's something about the outside of a horse that's good for the inside of a man." [cJA](#)

Joanne Metcalfe was casting about for a meaningful volunteer opportunity close to home when she stumbled across the perfect thing, virtually in her own backyard – The Equestrian Association for the Disabled (T.E.A.D.), located in Mount Hope, Hamilton.

Why perfect? Well, Joanne was looking for an opportunity to volunteer which might align with her role at Mohawk College as Manager of the Alternative Services Testing Centre, which caters to a range of students with both visible and invisible disabilities. Plus, she had recently re-discovered an old passion – horseback riding – and was taking lessons at a nearby stable.

Now, Joanne can be found at the T.E.A.D. stables every Saturday morning, grooming, tacking and saddling horses, and assisting riders with disabilities during their lessons.

The students range in age from toddler to octogenarian, and have a range of disabilities, from physical to developmental. There's one thing they all have in common, says Joanne. "They're all so excited when they arrive at the barn, and sad when the lesson is over."

The type of therapeutic riding offered at T.E.A.D. has been around for over 100 years, and has been shown to benefit individuals with a wide range of conditions, according to Lynn Marshall, a Para-Equestrian Development Coach. "It calms emotions and boosts the morale of children and adults, and gives a positive self image, sense of responsibility and self confidence – qualities that serve them well as they meet their challenges in life."

Joanne finds that volunteering at T.E.A.D. gives her new insight into the lives of the disabled, which improves her ability to assist the students she works with every day. "Our primary function is to provide testing and adaptive technologies for students who span the whole spectrum of disabilities," she says. "Volunteering has given me new appreciation for the challenges they face in the real world, i.e., outside the classroom."

One of the riders she works with is a non-verbal young boy, and it's her job to help him stay focused so that he keeps his balance on the horse. "It's clear to me that the movement of the horse is



By Susan Atkinson,
Manager, Media
Relations & Editorial
Services, Sheridan
College

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

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▶ Tracy Goode
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"...Everything CMU taught us has been wonderful. I could actually take what I learned Friday and Saturday, and go back to work on Monday and use it in class."

Congratulations Kara Woods!

Central Michigan University would like to congratulate Kara Woods at Durham College for winning the 2012 CMU/OCASA Outstanding Research Award for her work in *Faculty Perceptions of Major Group Work Assignments*.

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