

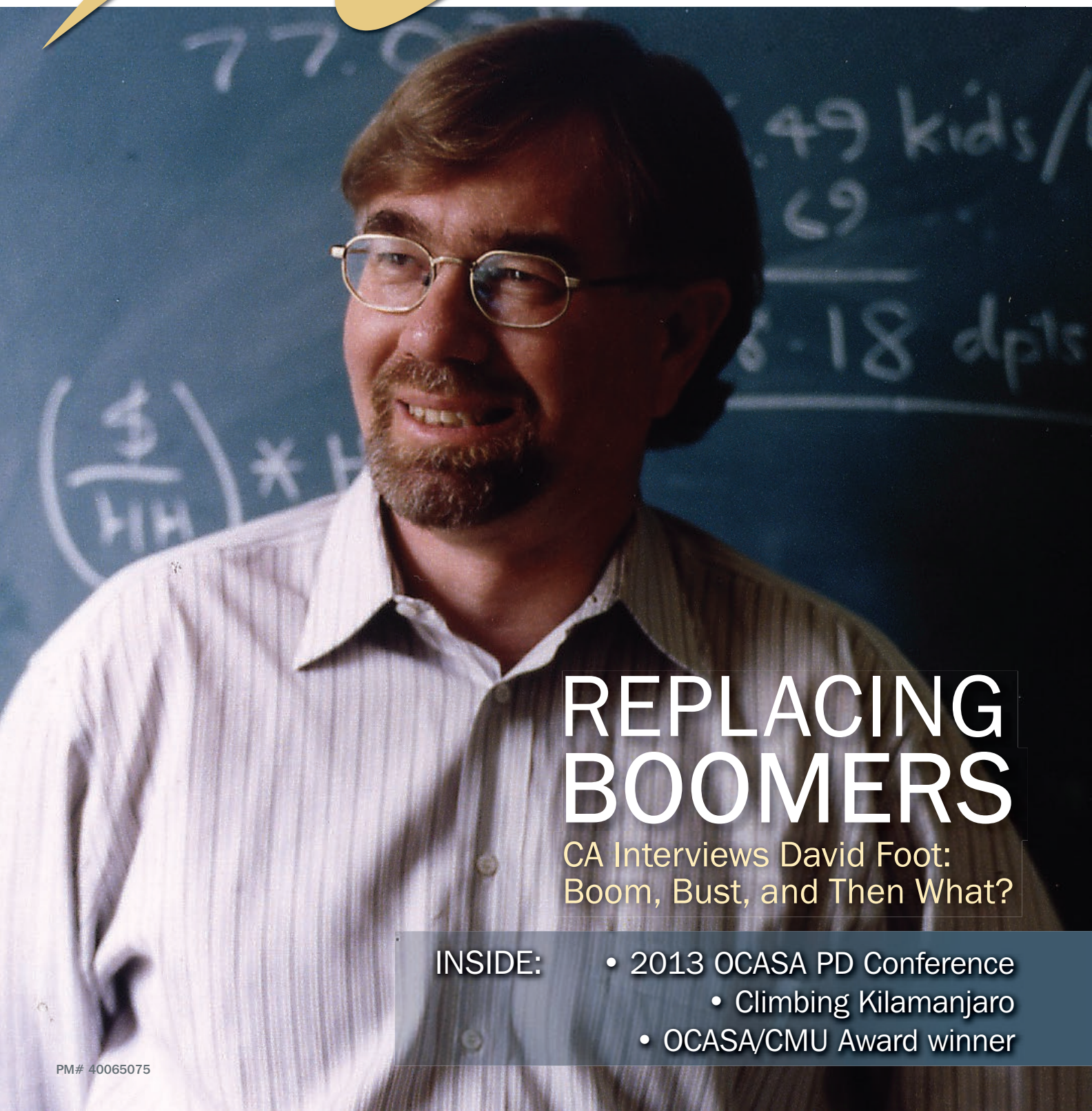
COLLEGE

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ADMINISTRATOR

The professional journal for Ontario college administrators

OCASA
APACO



REPLACING BOOMERS

CA Interviews David Foot:
Boom, Bust, and Then What?

- INSIDE:
- 2013 OCASA PD Conference
 - Climbing Kilimanjaro
 - OCASA/CMU Award winner

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OCASA's Leaders
& Innovators
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June 25-26 at
the Kingbridge
Conference
Centre & Institute
offers a full
professional
development
agenda in a
tighter format.

The challenge of demographics

Here's a fact: half of the administrators in Ontario colleges are 55 years of age or older. This means that the Boomer generation is being replaced by new talent and energy, but whose aspirations, expectations, and loyalties may be very different. We need to understand what motivates and drives these new and talented players.

What does this shift mean for leadership – of companies, of professional organizations like OCASA, and for colleges and other public institutions? To explore this topic, Nancey Adamson, a doctoral student at Ontario Institute for Studies in Education (OISE), presents an article on the reality of the demographics. *College Administrator* has interviewed noted demographer David Foot and respected economist Jim Stanford. In *Career Corner*, columnist Brian Desbiens weighs in as well on demographic diversity. These differing perspectives share one message – it's a new world in the workplace.

As well, we offer a legal perspective on workplace issues facing managers from Ella Forbes-Chilibeck. The CAAT Pension Plan continues to keep us all informed about pension news.

Finally, please note OCASA's Leaders & Innovators PD Conference. Scheduled for June 25 and 26 at the Kingbridge Conference Centre & Institute in King City, we offer a full professional development agenda in a tighter format. The conference theme, *Adapting Leadership*, focuses on trends and forces shaping college leadership now and in the future. Watch for OCASA's Mentoring Matters program, an online program that finishes up at the conference.

Leaders & Innovators is open to all college administrators – not just members. In these days of ever-more-constrained budgets, the OCASA PD Conference offers unmatched value, and a unique opportunity for college leaders from all portfolios to engage and network with others; to build cross-system relationships; to learn about effective solutions from colleagues; and to renew their commitment to the Ontario Colleges' mission. [CJA](#)





Rick Helman

Président de l'APACO

Directeur, Planification
financière et budgets
Collège Loyalist

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pour le leadership
et l'innovation,
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Le défi démographique

Une réalité irréfutable : la moitié des administrateurs qui gèrent les collèges de l'Ontario sont maintenant âgés de 55 ans ou plus. Il n'est donc surprenant de constater que les « baby-boomers » se voient remplacer par le talent et le dynamisme d'une nouvelle génération dont les aspirations, les attentes et la loyauté peuvent différer considérablement. De ce fait, nous nous devons de comprendre la dynamique de ces nouveaux collègues et ce qui suscite leur motivation.

Que signifie ce changement pour le leadership des entreprises ou des organismes professionnels comme l'APACO, et pour les collèges et autres institutions publiques? Cette question est abordée par Nancey Adamson, une étudiante au doctorat à l'établissement scolaire *Ontario Institution for Studies in Education OISE*, dans un article sur la réalité de la démographie changeante. Cette édition de la publication *Administrateur de collège* met également en vedette une entrevue avec le démographe expert David Foot et une autre avec l'économiste réputé Jim Stanford. Quant à la populaire rubrique *Parlons Carrières*, le chroniqueur Brian Desbiens partage ses points de vue sur la diversité démographique. Peu importe la source et les nuances des points de vue sur le sujet, le même message résonne en unisson – le milieu de travail d'aujourd'hui est un « monde tout nouveau ».

En outre, Ella Forbes-Chilibeck nous offre l'aspect juridique de certaines questions que les gestionnaires doivent aborder au sein du milieu de travail, et le Régime de retraite des CAAT nous tient au courant des développements portant sur la pension.

Enfin, prenez soin de mettre votre calendrier à jour pour y inclure la prochaine Conférence de l'APACO sur le perfectionnement professionnel (PP) pour le leadership et l'innovation. Prévues pour le 25 et le 26 juin prochains, au *Kingsbridge Conference Centre & Institute* à King City, cette conférence offre un programme complet de développement professionnel, présenté selon un format plus court et plus intense. Le thème de la conférence, *Adaptation du leadership*, vise les tendances et les forces qui façonnent le leadership collégial d'aujourd'hui et de demain. Surveillez le programme de l'APACO, *Le Mentorat Importe*, soit un programme en ligne qui prend fin à la conférence.

La conférence est ouverte à tous les administrateurs de collèges et non seulement aux membres de l'APACO. Tenant compte des budgets touchés par de plus en plus de réductions, la Conférence de l'APACO sur le PP offre une valeur inégalée et une occasion unique pour l'ensemble des administrateurs et dirigeants de collèges de communiquer et de partager davantage entre eux; de bâtir des relations intercollégiales; d'en apprendre davantage sur les solutions efficaces de leurs collègues; et de renouveler leur engagement envers la mission de l'ensemble des collèges de l'Ontario. [c|A](#)



Replacing Boomers

CAATs and the demographic shift



By Nancy Adamson, Manager Employee Engagement, Humber Institute of Technology and Advanced Learning.

Nancy is a PhD candidate at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Her dissertation will focus on the Millennial generation that is currently working at Ontario CAAT.

The Ontario Colleges of Applied Arts and Technology (CAATs) are experiencing an interesting demographic shift. For the first time there are four generations working together to meet the needs of students.

Using data provided by the CAAT Pension Plan (at December 31, 2011), the following describes the makeup of these four generations. The oldest generation is referred to as the Traditionalists, born between the years 1922-1945 and there were 334 members as of December 2011.

The next generation, and the largest in number, is the Baby Boomers. The Boomers were born between 1946-1965. There were 11,631 registered in the CAAT pension plan.

Following the Baby Boomers, there are the Gen Xers who were born between 1965-1980 and there were 6,908 enrolled in the CAAT pension plan.

Finally, there is the Millennial generation who are the youngest working cohort. They were born between 1981 and 2000. As of December 31, 2011, the oldest Millennials were 31 years of age and the youngest are 12 (obviously not working in the CAAT

as yet). There were 1,133 registered in the CAAT pension plan. The graph below breaks these four generations in the three employee categories at CAATs, namely, faculty, support and administration.

The focus of this article is on the youngest generation of full-time and part-time employees at Ontario CAATs, the Millennials.

Timely topic

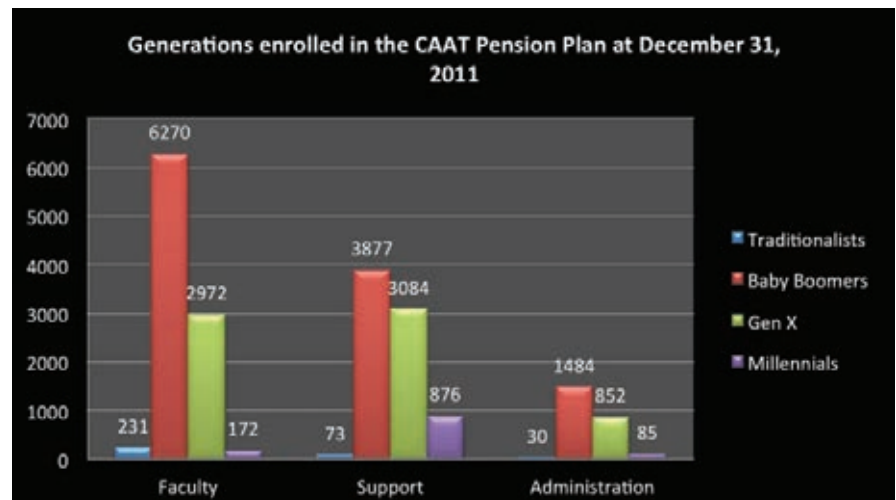
Although there has been extensive exploration of the four generational cohorts and there has been very specific research conducted on the Millennial generation, first as students in the postsecondary sector and then as employees in corporate America. I found little in the literature regarding the human resources programs and policies that would keep Millennials engaged within the postsecondary context and more specifically in the Ontario college sector. For these reasons, I feel that this topic is particularly important to explore at this time.

My research will explore the current terms and conditions of employment at Ontario CAATs, including collective

agreements for support staff and faculty, the terms and conditions of employment for administrative staff, benefit and pension plans, professional development and other programs. These programs will be compared to the findings of two surveys: one with a group of Millennial employees currently working in the CAAT system and one with the HR leaders of the CAAT system. The data and results of the comparison will allow me to determine where, as a system, we are on the mark and where there are gaps that we should be considering. (Please note that the study has been approved by the University of Toronto Research Ethics Board, but I have not yet received ethics approvals from the CAATs who will be invited to participate. Approvals are anticipated by April 2013).

Current labour market

Canada's current population is around 34.5 million and the median age is 39.9 years (Statistics Canada, 2011). Those aged 65 years and older account for approximately 14.4%. In addition, the oldest Baby Boomers born between 1945-6 have turned 65 and have just started to retire. It is projected



Graph generated from data received from CAAT Pension Plan.

that by 2031 all Baby Boomers will be 65 or over and even if they don't retire immediately (mainly due to lost retirement investments) they will probably do so in the five to seven year timeframe afterward. The CAAT pension plan also stipulates that members must start drawing their pension by age 71. Ontario's prime working population (aged 16-64 years) is expected to decline dramatically from 70% in 2010-11 to 61% in 2030 and 59% by 2050. It is argued that the demand for skilled labour will exceed the supply not only because of the aging population, but also the progressing knowledge economy.

Several researchers, including the Conference Board of Canada and Miner and Associates (2010) predict that by the year 2020 there will be a labour shortage of 1 million workers in Canada and projected shortfalls of 190,000 in Ontario rising to 364,000 by 2025 and 564,000 by 2030. Miner cited Ontario Ministry of Finance data that projected a

Colleges will be competing with industry to attract faculty, administrative leaders, and support staff.

shortfall of workers between the ages of 15 and 64 to be as high as 1.8 million by 2031 as a worst-case scenario.

These projected shortages will arise in many occupations that require skilled, educated labour, including: senior management, engineers, technicians, geologists, mechanics, equipment operators, surgeons, nurses, pharmacists, financial planners, accountants and undertakers. Miner also predicts that some of these job shortages will be in jobs that exist now, but many will be in jobs that do not even exist at this time. He also states that

according to a 2007 report from Human Resources and Skills Development Canada, as of 2013 80% of all new jobs in Canada will require skilled workers. In addition, Miner predicts that, "we will need to train, retrain, or recruit some 1.73 million workers, which translates into an increase of 78,636 postsecondary graduates per year (p. 7)."

At December 31, 2011, in the CAATs the Traditionalists and Baby Boomers (employees over the age of 46) made up about 60% of the total employee

Continued on page 8

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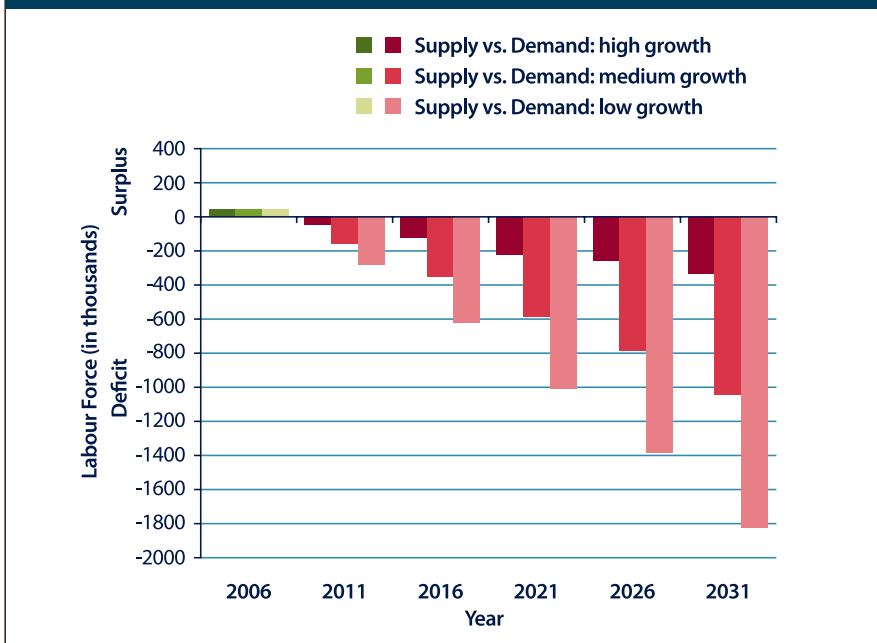
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Figure 5. Ontario Labour Force Supply and Demand: High, Medium and Low Population Growth Projections



Credit: Rick Miner, PhD, Miner and Miner Associates

population enrolled in the CAAT Pension Plan. Over the next 18 years most of these 11,965 employees will have or will be eligible to retire, and an additional 5,579 are projected (among employees currently under age 47, plus projected future new hires who subsequently become retirement-eligible). In addition,

there could be another 12,335 positions created over the next 18 years through growth (3%) and additional positions via attrition.

If we accept the argument that there will be many shortages in skilled, educated labour and the focus of colleges is to provide the knowledge

and skills necessary to educate those workers it becomes apparent that colleges will be competing with industry to attract the faculty needed to teach the programs, to attract administrative leaders to provide the leadership for the colleges, and to attract the support staff who are increasingly being required to have more complex technological skills and higher levels of education.

College mandate

The province of Ontario is committed to providing quality postsecondary experiences for students as well as to increasing the number of seats available to ensure that any qualified student has the opportunity to attend postsecondary education (Province of Ontario, 2010). Without qualified, engaged employees working at the Ontario colleges, this commitment will not be realized. The findings of my research study may suggest some action items for college leadership to consider to better meet the employment needs of the Millennial generation in order to carry out their goals/mandate, namely human capital development.

An educated workforce leads to a more productive workforce and increasing workforce productivity is one of the most important economic issues facing Ontario, particularly in the new global economy. In addition, human capital development is strongly supported in Ontario because it is believed it will reduce unemployment, especially in populations that have a high risk of living in poverty, such as high school dropouts, single mothers, persons with disabilities, recent immigrants, and Aboriginal people (The Institute for Competitiveness & Prosperity, 2011).

Ontario CAATs are well positioned to provide the human capital development needs of the province. Every year, the college system in Ontario educates and trains over 200,000 full-time students and 400,000 part-time students and clients. This student body is very diverse and as such the students have very diverse needs. Colleges Ontario

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(2011) reported that 17% of the college applicants surveyed indicated that they were not born in Canada; 25% of college applicants' household income was less than \$30,000, and 54% had incomes less than \$60,000; 41% had previous postsecondary education; and 12% of students used "Special Needs/Disability Services." In 2007/2008, 40% of the college systems' student body was under 21 years of age and 14% were 31 years of age or older. Almost 15,000 international students were enrolled in Ontario colleges in 2010, representing a 48 per cent increase over 2009.

Current fiscal challenges

The Ontario government is facing significant fiscal challenges over the next five to six years and, if action is not taken through spending reform, these fiscal challenges will only increase exponentially over the next couple of decades. This fiscal restraint comes at a time when the costs of operating a college will be greater than increases to its operating funding and capital funding is expected to be drastically cut or completely eliminated. Therefore it will be important for colleges to look for ways to become more efficient.

Drummond (2012) credited Ontario's postsecondary system as being of high quality. He also stated that "institutions, particularly universities, compete not only for students, but also for the best faculty to maintain excellence in the sector" (p. 239). Although he did not mention colleges specifically, many colleges, particularly those that offer degree programs, will be competing for the same employees that universities are trying to attract to their institutions. If individuals can obtain good jobs (due to a strong market demand) will they continue their education as the forgone earnings of good salaries may outstrip the desire to obtain credentials higher than what is minimally required to obtain employment? This may also narrow the talent pool, particularly for PhD

Continued on page 10

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Source: Adapted from Buhane & Kovary (2007), p.83

prepared faculty.

Now is a good time for CAATs to look at their recruitment and retention policies and practices so that they can effectively compete for employees.

Retaining employees

At a minimum, if there is no growth or attrition in the Ontario CAATs over the next 18 years, there will still be a need to replace 17,544 employees due to retirement. That means that 6,161 support staff, 2,210 administrators and 9,173 faculty will have to be recruited. The Ontario college sector has a fairly robust benefits package and a defined pension plan, (which is becoming rare outside of employment in government institutions). Both of these programs are helpful in attracting employees, but may not be enough to persuade a Millennial to come to work at a college. Wages are another matter. As a result of the fiscal challenges the provincial government is facing, the wage increases that all CAAT employee groups have enjoyed in the past are diminishing.

Many research studies have been conducted that have identified the key strategies that organizations can adopt to attract and retain the

Millennial generation. Some of these key strategies or programs suggested are: providing Millennials with constant challenges; providing opportunities to socialize both in person and online; providing regular feedback and mentoring; work life balance and flexibility in their work schedules; and efficient onboarding experience.

To provide insight into the types of rewards/programs that may attract and retain Millennial employees, my research will use Buhane and Kovary's framework which identifies both tangible financial rewards consisting of all types of compensation such as base pay; benefits; long- and short-term disability payments; pensions and stock options, and intangible or non-financial rewards that are grouped into four categories: recognition; skill development; career development; and quality of work/life. Based on this framework over 60 "rewards" are presented in my surveys and the

Millennial employee participants will also have an opportunity to provide other suggestions.

By identifying the needs of these, the largest group of future employees at the colleges, and then addressing those needs, colleges can create an environment conducive to attracting, positioning and retaining the best faculty, support staff and administrators. They will then be able to provide the exceptional experiences that so many of the colleges strive for to meet the needs of both their students and the employers who will employ them.

I anticipate completing my research over the summer of 2013 and finishing my thesis over the fall. Upon completion of my thesis, I will be sending a summary of the findings to the human resources departments of all the participating Ontario CAATs and the complete thesis will be available in the University of Toronto library. [c/a](#)

The Ontario government is facing significant fiscal challenges over the next five to six years.

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DAVID FOOT

Demographer, scholar, and author of *BOOM BUST AND ECHO: Profiting from The Demographic Shift in the 21st Century*



CA: Our first warm-up question about the colleges and their formation. I'm one of the people old enough to remember when they were formed and that was in response to emerging Baby Boomers.

David: Exactly. The first Baby Boomers were born in 1947 and they reached college-age in 1966. And guess when the college system was born?

CA: The Chamber of Commerce says that there is a frightening skills shortage coming up.

David: First of all, it is in the interest of business to take this line. Business doesn't want to have to pay higher wages so they want to argue that there is some sort of shortage (and) bring lots of immigrants in to take the pressure off wages.

Back in the 1990s the Canadian Federation of Independent Business and the Chamber and the Conference Board came out with a study saying that we're going to have a huge labour shortage in the new millennium. And I said, "Where are you guys coming from? All of the children of the Boomers are about to enter the workforce." The beginning of the Echo boom born in 1980 and reached age 19 in 1999 so over the last decade all the kids of the Boomers have been entering the workforce. That's why the unemployment rate never went down. So in fact these organizations have been chattering on about this for almost 15 years and it hasn't happened; the unemployment rate is still above 7%.

There is never going to be a labour market shortage until 2016 at the earliest. We've got enough overhang now from the recession so I doubt there will even be a shortage until 2020 because of the overhang of the current situation.

The first echo reached (the age of) 19 in 1999, so over the last decade we've had all the children of the Boomers

pouring into Canada's postsecondary education institutions; enrolments have been skyrocketing up to 2011 and 2012. (This) has nothing to do with the quality of postsecondary education or the attractiveness of postsecondary education. It has simply has to do with numbers of echo children of the boomers moving through their life.

By about 2010-2011 everyone was saying that both colleges and universities were stretched to the seams, that class sizes were skyrocketing. The need to hire independent contractors to deliver courses was at an all-time high, so that many on the courses were taught by itinerant faculty, particularly in universities.

When the government announced at the end of the decade that they were going to have infrastructure money for ground-ready projects, I started telling the colleges and universities, "Don't build any new buildings. You're not going to need them. Use this money to green your existing buildings so they are much more efficient."

Those words fell on deaf ears. Everybody said, "What's this guy talking about? We're stretched to the limit. The classrooms are full. Class sizes are at an all-time maximum. We need new space." I just retreated and shrugged and said, "Well, let's wait and see." And guess what? Peak of the Echo born in 1991 reached 18 in 2009 and 19 in 2010. So the peak of the Echo was coming through postsecondary education in the entry class around 2009-2010 and were in the system at a maximum around 2011 or 2012.

Now, the number of births plummeted over the 1990s, so you know 20 years later postsecondary education enrolments are about to plummet. . . The only way you'll be able to fill seats over the next decade is to define your programs of excellence and go overseas to recruit to those programs.

You've got to send your recruiters to countries that have huge amounts of young people in their teens and 20s and who don't have a well-established postsecondary education system

or have a system that what will value overseas training.

CA: Would India fit there?

David: Only because it's simply a very large country, like China, and they have lots of people. But only a very, very small part of India is wealthy enough to send their kids overseas. You can't just go to India to recruit – you have to target the rich people in India, because India is going to remain in poverty. It's having too many kids. . . The drop-off from China is going to occur dramatically because of the one-child policy is now kicking in. The other countries I recommend: about 80 million people in Turkey and Vietnam; 200 million people in Brazil. Mexico is 110 to 115 million people (with) lots of young people in the late teens and twenties and increasing per capita income. I don't see any coordinated actions in place that indicate colleges are thinking about this in a rational manner.

CA: Half of college administrators are 55 or older.

David: Three points: One: We just can't assume because people are retiring they need to be replaced. If you've got a much slower growing economy you may not need to replace them. If enrolment starts to go down do we need as many administrators? I have a sneaking suspicion that a number of administrative staff that we currently have represents the huge growth we saw over the last decade as we accommodated the Echo generation through our colleges and universities. They will not need to be replaced, in which case this becomes a much less important problem.

Secondly, what role does technology play? Both in the delivery of our courses but also in the management of resources, our records and all the rest of it. Increasingly this can all be done online. Surely technology should be used to replace some of the people who are retiring. Now you need people to manage the technology, too, so I'm not the least bit suggesting that technology works on its own.

Number three: life expectancy has been going up two years a decade. Someone who is 50 today, life

expectancy has gone up 10 years over their lifetime. And we have not raised the retirement age marker – we left it at 65. We chose the marker age at 65 back in the 1920s when life expectancy was around 60. A lot of people today around 60 who are really effectively around 50 in terms of where they are their lifespan. They've got another 10 to 15 years of good work ahead of them so these people don't have to retire at 65. In fact most of them will want to keep working.

You can go to my website and see my latest publication *The Long Goodbye* and you can download it. What I'm saying is there's a whole bunch of aging Boomers and who might like to work half-time for half salary. If you get a 60-year-old to work half time, the half salary of the 60-year-old pays the full salary of a 25-year-old so you can actually get workforce renewal without any increase in the salary bill.

When you do a careful analysis, the skills shortage evaporates. It's manageable. And when you do careful analysis of the colleges and universities succession planning, it's very, very manageable. It's not a crisis.

CA: Now this last question: that young people don't want to work that the way we did.

David: That's a total myth. They don't want to work like we wanted to work for the salaries we offer them, with the conditions you're offering. I have a good friend who is a contract teacher, teaching at three different postsecondary education institutions and barely eking out a \$50,000 salary to live in downtown Toronto. You expect them to be committed? You need dedication from the employer to get dedication from the employee. And if dedication from the employer disappears – namely you put them on short-term contracts – don't expect dedication from the employee. It's a two-way street.

The idea that the young people are not dedicated and willing to work is a total myth that's been generated by the 50+ generation. In fact, most of people who say this are parents of the very kids they're complaining about. **CA**

Edited from a telephone interview with Bill Swan, Contributing Editor



JIM STANFORD

CBC panellist, Economist with the Canadian Auto Workers and author of *Economics For Everyone*

CA: Now with the demographics that we're facing and the skills shortage: is there such a thing?

Jim: I don't think there is a shortage of workers – not remotely. We still have in Canada by my estimate about 2 million effectively unemployed people. When employers complain about the shortage of workers in specialized skill areas – that may be true in some cases, (but) that reflects their own failure to invest in labour force development and on-the-job training. Employers have been spoiled by the experience of the last couple of decades when labour markets were chronically weak. They have come to expect to be able to attract the right person, to recruit the right person with the skills at the right time at the right price without doing any systematic long run skills development.

CA: Would a skills shortage result in higher pay? Let the market decide?

Jim: If labour were truly scarce then the price of labour would be going up. In real terms the price of labour hasn't changed in the last 30 years – which is astounding when you think of about new technology and improved productivity.

CA: In the paper *10 Barriers to Competitiveness*, the Chamber of Commerce gives one sample they use is a coffee shop in Newfoundland who couldn't find enough workers to expand.

Jim: At \$10 an hour, in that type of setting, without any type of reliable hours. It's irregular part time – you are kept on call basically and told (to come in) whenever they want. Employers are going after temporary foreign workers to come in to fill those jobs – with the goal

of depressing wages rather than filling a genuine labour shortage.

I want to stress – I'm not opposed to immigration at all, we need more of it. But bringing them in as second-class citizens where their very status depends on keeping the boss happy at any point in time – that's not immigration. That's a form of exploitation.

CA: What changes would you like to see in the way colleges operate?

Jim: There is potential for more active cooperation between colleges and employers around trade training and placement opportunities. In Germany and elsewhere colleges and employers work very closely together to not just train people with skills but to make sure that they've got a job when they graduate. That requires employers to pony up and make a commitment to people.

In the machining and tool sector in Ontario St. Clair College has done similar things. I'd like to see that more broadly. Right now in Canada it's more like a lottery – you pay your money and you take your chances.

CA: We haven't done a good job in apprenticeships, have we?

Jim: We don't invest collectively. We set each company out on their own, sort of survival of the fittest. Instead of investing (each company) tries to

poach a trained worker when they need one. But mostly they sit around wringing their hands about why aren't there more trained workers. We need some kind of a model where employers have to pay a levy toward training, even if they don't do their own in-house training, and that would give them an incentive to do it right and keep their own people.

CA: Back to the issue of demographics: College administrative staff – there may not be enough people to replace those who do retire.

Jim: In something like college administration you generally need lots of years of on-the-job experience and institution-specific knowledge that you build up over time. You can't just expect to snap your fingers; you have to be to be developing people, promoting them, nurturing them over time. Colleges, of course, have been juggling their own budget pressures so that they have been reluctant to invest in workforce development just like most private employers have been. But it is still their own fault.

There is no reason in the world why you should concretely face a shortage of potential administrators. College administration is a job a lot of people would love to do.

Edited from a telephone interview with Bill Swan, Contributing Editor. CA

College Administration: You have to be developing people, promoting them, nurturing them over time.



OCASA members can be found in the most interesting places. **Jennifer Dayl-Cyr** of Algonquin stands on the roof of Africa. See Member Profile, Page 30.

Visit www.ocasa.on.ca/news to find more links about Jennifer's volunteer work involving mountain climbing.

OCASA
APACO

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Presidents' Panel
MONDAY, JUNE 24



JIM MADDER
President,
Confederation College



JUDY MORRIS
President,
Lambton College



**DR. DAN
PATTERSON**
President,
Niagara College



**MODERATED BY
LINDA FRANKLIN**
CEO & President,
Colleges Ontario

Afternoon Plenary MONDAY, JUNE 24



**Prospective challenges facing
Colleges (CAAT/ITAL) in the future**

LANE D. TROTTER, ED.D.
Senior Vice President, Academic
Fanshawe College

Afternoon Plenary TUESDAY, JUNE 25



**Dodging the Perfect Storm:
Leadership Strategies for Student
Success**

PETER DIETSCHKE PH.D.
Wm. G. Davis Chair in Community College
Leadership Assistant Professor, Higher
Education Department of Leadership, Higher
and Adult Education OISE/University of Toronto.

Conference Sponsored by:



Schedule

MONDAY, JUNE 24

10:00 am – 6:00 pm	Registration Open
12:00 pm – 1:00 pm	Lunch @ Connections
1:15 pm – 1:45 pm	Conference Welcome • OCASA Excellence Awards
1:45 pm – 2:30 pm	Plenary Session: Dr. Lane Trotter, VPA, Fanshawe College
2:30 pm – 3:00 pm	<i>Networking Break</i>
3:00 pm – 4:30 pm	Concurrent Sessions
4:30 pm – 6:30 pm	Rejuvenation & Networking time
6:30 pm – 7:15 pm	Dinner @ Connections
7:30 pm – 9:00 pm	Presidents' Panel
9:00 pm	<i>Hospitality</i>

TUESDAY, JUNE 25

7:30 am – 8:30 am	Breakfast @ Connections
8:30 am – 9:00 am	Annual General Meeting (all members meeting)
9:00 am – 10:30 am	Concurrent Sessions
10:30 am – 11:00 am	<i>Networking Break</i>
11:00 am – 12:30 pm	Concurrent Sessions
12:30 pm – 1:30 pm	Lunch @ Connections
1:45 pm – 3:15 pm	Plenary Session: Dr. Peter Dietsche, William Davis Chair, OISE Conference Closing
3:15 pm – 3:30 pm	CONFERENCE CLOSING

Concurrent Workshops

MONDAY P.M.

The changing landscape: A system overview

Linda will provide an overview of the political/government landscape in 2013. Join her to discuss future implications, government relations, PSE in Ontario and how this might impact your work.

FACILITATOR(S):

Linda Franklin CEO & President, Colleges Ontario

REGISTRATION CODE: A1

TIMESLOT: MONDAY, JUNE 24
A1 – 3:00 PM - 4:30 PM

Academic front line leadership: What got you here may not get you there

The competencies of a Chair/Assoc. Dean

Suitable also for Managers that interact with or aspire to these roles. For full outline, visit ocasa.on.ca/events/annual-pd-conferences/2013

The competencies that characterize a successful Chair/Associate Dean may not be the same as those of a successful faculty or manager in the corporate sector. There is an opportunity for Chairs and Associate Deans to raise their knowledge of the competencies they should possess, raise their self-awareness of their strengths and begin to reflect on their own professional development plans.

FACILITATOR(S):

Dr. Dominique Giguère & Jed DeCory, The Currents Group

REGISTRATION CODE: A2

TIMESLOT: MONDAY, JUNE 24
A2 – 3:00 PM - 4:30 PM

Mentoring matters: The mentoring relationship

This three-part practicum series is offered for those already enrolled in the Mentoring Matters course through OCASA's online education.

For more information about this program and to enroll, please contact the OCASA office (info@ocasa.on.ca; 1-866-742-5429).

FACILITATOR(S):

Steven G. Robinson, teacher, trainer, consultant, freelance writer/developer

REGISTRATION CODE: A3 or B3 or C3

TIMESLOT: MONDAY, JUNE 24/TUESDAY, JUNE 25
A3 – 3:00 PM - 4:30 PM
B3 – 9:00 AM - 10:30 AM
C3 – 11:00 AM - 12:30 PM

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 Kingbridge Conference Centre & Institute.

TIME SLOT | WORKSHOP SCHEDULE You may choose one workshop per timeslot.

TIME SLOT	WORKSHOP SCHEDULE			
Monday PM 3:00 – 4:30 pm	A1 The changing landscape: <i>A system overview</i>	A2 Academic front line leadership: <i>What got you here may not get you there</i>	A3 Mentoring matters: <i>The mentoring relationship 1</i>	
Tuesday AM 9:00 – 10:30 am	B1 Leadership through transitions	B2 Academic front line leadership: <i>So much to do, so little time</i>	B3 Mentoring matters: <i>The mentoring relationship 2</i>	B4 Navigating workplace complexities: <i>A legal perspective</i>
Tuesday AM 11:00 – 12:30 pm	C1 Leadership through transitions	C2 Academic front line leadership: <i>Getting out of the weeds</i>	C3 Mentoring matters: <i>The mentoring relationship 3</i>	C4 Learning from training new faculty in outcomes-based learning

TUESDAY A.M.

Leadership through transitions

This interactive session will describe the challenges associated with role transition of the “NEW” Leader in the postsecondary (CAAT) system. Based on Jason’s experience of transitioning into the Dean’s role, this presentation will offer practical strategies and useful tips for those in the CAAT system contemplating vocational mobility and/or career change. Specifically, this presentation will offer strategies to mitigate the challenges associated with assuming a leadership role in a postsecondary institution, and will be transferable to many leaders assuming “new” roles within the CAAT system.

FACILITATOR(S):

Jason Powell, Dean, School of Health Sciences, Humber College

REGISTRATION CODE: B1 or C1

TIMESLOT: TUESDAY, JUNE 25

This workshop is being offered twice.

B1 – 9:00 AM - 10:30 AM

C1 – 11:00 AM - 12:30 PM

Academic front line leadership: So much to do, so little time

Managing multiple roles and responsibilities through Academic Leadership

Suitable also for Managers that interact with or aspire to these roles. For full outline, visit ocasa.on.ca/events/annual-pd-conferences/2013

Chairs/Associate Deans juggle multiple tasks and can often feel pulled in many directions at once. On paper, the expectations for the Chair’s role can even look like an unmanageable scope of responsibilities and workload. Between recruiting and managing faculty, liaising with industry, sitting on college committees, managing budgets, dealing with student issues and developing curriculum, the role of the Chair/Associate Dean is one of constant prioritization.

There is an opportunity for Chairs and Associate Deans to learn how to leverage curriculum development as an enabling tool to efficiently deliver on multiple responsibilities: Quality assurance, SWFs, student success, just to name a few.

FACILITATOR(S):

Dr. Dominique Giguère & Jed Corey, The Currents Group

REGISTRATION CODE: B2

TIMESLOT: TUESDAY, JUNE 25

B2 – 9:00 AM - 10:30 AM

Navigating workplace complexities: A legal perspective

To assist administrators in making informed decisions, Ella will provide an overview, from a legal perspective, of key trending issues affecting college administrators, including: discrimination and harassment in the workplace, performance management, access to benefits, pension considerations and constructive dismissal. This will be an interactive session designed to answer your questions.

FACILITATOR(S):

Ella Forbes-Chilibeck, Lawyer
Nelligan Payne O’Brien, LLP

REGISTRATION CODE: B4

TIMESLOT: TUESDAY, JUNE 25

B4 – 9:00 AM - 10:30 AM

Academic front line leadership: Getting out of the weeds

Using strategic directions to enable operations

Suitable also for Managers that interact with or aspire to these roles. For full outline, visit ocasa.on.ca/events/annual-pd-conferences/2013

Based on their workload, it is easy for Chairs/Associate Deans to get pulled in the “weeds” and get caught up in the reactive “fire fighting” game. This is not a rewarding or efficient way for Chairs/Associate Deans to achieve results or fulfill their objectives. Meanwhile, the executive team and Board of Governors often invest significant efforts in the development of a strategic plan for the college. Yet the two worlds are not often bridged effectively and the various college documents remain underutilized.

There is an opportunity for Chairs and Associate Deans to learn how to leverage and translate the college’s strategic plan into clear and compelling operational plans that enable everyone in the school to problem solve and contribute to continuous improvement. By better balancing strategy and operations, the Chair/Associate Dean can be more leader than manager, and effectively influence performance and change.

FACILITATOR(S):

Dr. Dominique Giguère & Jed Corey, The Currents Group

REGISTRATION CODE: C2

TIMESLOT: TUESDAY, JUNE 25

C2 – 11:00 AM - 12:30 PM

Learning from training new faculty in outcomes-based learning

Susan will present an interactive workshop based on her findings contained in her capstone paper entitled, *Learning from Training New Faculty in Outcomes-based Learning*. This phenomenological study investigated the extent to which mandatory training in Outcomes-based Learning promotes, supports, and sustains a shift towards learner-centred practice in new faculty at a community college in Ontario.

Susan is the 2013 recipient of the CMU-OCASA Outstanding Research Award.

FACILITATOR(S):

Susan Heximer, Faculty Facilitator, Staff Development, George Brown College

REGISTRATION CODE: C4

TIMESLOT: TUESDAY, JUNE 25

C4 – 11:00 AM - 12:30 PM

Accommodation

All registrants must book their own accommodation through Kingbridge Conference Centre & Institute.

Reservations, call:

Local: 905-833-3086

Toll Free: 1-800-827-7221, under group ID: OCASA Professional Development Network

For full information about guest rooms, visit kingbridgecentre.com/facilities/guest-rooms/

Rooms are available on a first-come, first-served basis with availability guaranteed until May 17.

Kingbridge Cancellation policy:

Kingbridge Conference Centre has a “**NO CANCELLATION**” policy for guest room bookings **AFTER May 24**. However, substitutions are permitted if a colleague is able to take your place. Call the OCASA office for further information for emergency situations

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.



Registration Fees

Full Conference

Members: \$449
(after May 17, \$499)

Non-Members: \$549
(after May 17, \$599)

Monday: Full Day

(includes Lunch, Keynote, concurrent session, dinner, presidents' panel)

Members: \$300
Non-Members: \$350

Monday: Dinner & Presidents' Panel

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

Tuesday Only:

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

Members: \$300
Non-Members: \$350

Registration information available at www.ocasa.on.ca

CANCELLATION POLICY

Conference fees will be fully reimbursed prior to May 24, 2013. **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.

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

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George Brown faculty member awarded CMU-OCASA Outstanding Research Award



A long-time faculty member of George Brown College has been named recipient of the 2013 CMU-OCASA Outstanding Research Award.

Susan Heximer will receive the award for her thesis, *Learning from Training New Faculty in Outcomes-based Learning*. The capstone paper was selected by staff at Central Michigan

University from a cohort of students in the Masters of Education program.

In June, she will present a workshop based on her studies at the OCASA Professional Development Conference. The study investigated the extent to which mandatory training in Outcomes-based Learning promotes, supports, and sustains a shift towards learner-centred practice in new faculty at a community college in Ontario.

Susan has been a faculty member at George Brown since 1985, during which time she has taken on a number of additional roles.

In recent years she has been heavily involved in leadership development, once chairing a cross-college steering committee on commitment to organizational change, during which time she worked collaboratively with college leaders. She has chaired and co-chaired a number of college committees and helped develop curriculum for and launch new programs.

For 18 years she served as a counsellor and coordinator in Redirection Through Education, a support program for adults with mental health histories, and has been actively involved in both federal and provincial mental health issues. This included design and facilitation of a program for the Department of Justice Canada for marginalized women, and support for the inaugural World Mental Health Day conference at George Brown in 1999.


As well, she has co-written articles and a textbook chapter on supported education, and developed innovative curriculum in the college's augmented education program.

Since 2008, Susan has worked as a Faculty Facilitator in

the Office of Organizational and Staff Development to support faculty in teaching and learning.

The CMU/OCASA award is sponsored jointly by Central Michigan University (CMU) and Ontario College Administrative Staff Association (OCASA) to recognize the high quality of research being conducted in Ontario by CMU graduate students that 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. Nominees are first selected by CMU faculty with the OCASA review panel selecting the final recipients.

The OCASA PD Conference will be held June 24-25 at the Kingbridge Conference Centre & Institute in King City. [c|A](#)



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to signs of mental disorder, even where an employee has not provided medical evidence confirming the need for accommodation. Tribunals have the power to award damages and to require employers to draft policies and provide sensitivity training. Wise employers will avoid such imposed obligations by preparing, implementing and monitoring the application of policies that ensure a psychologically safe workplace.

The employment contract is no longer perceived as contemplating only the exchange of labour for wages. The employment relationship now encompasses implicit terms for the psychological protection of employees. Generally, employers have a duty to behave in a fair and reasonable manner in the course of the employment relationship as well as at the time of dismissal.

Finally, employees may seek compensation for mental injury with a

The employment contract is no longer perceived as contemplating only the exchange of labour for wages.

claim for intentional infliction of mental suffering. In determining damage awards of this nature, courts consider the “foreseeability” of the damage caused: would an employee of ordinary fortitude suffer serious psychological injury because of the employer’s act or omission? Although the amounts awarded by Canadian courts are modest compared to the damage awards in American cases, it is prudent for employers to take every reasonable precaution to avoid acting in a way that a reasonable person could see would cause harm to their employees’ mental health.

What should employers and employees take away from this? With

a broad range of monetary and non-monetary remedies available under various legal regimes, employees are increasingly demanding their right to be treated with respect in their employment, both during the employment relationship and at the time of dismissal. Employers who fail to provide or maintain a psychologically safe workplace do so at their peril. [CJA](#)

OCASA members have access to two hours free legal consultation for employment matters. Nelligan O'Brien Payne provides this consultation service to OCASA.



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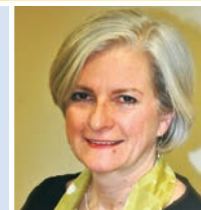
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George Brown College

CMU and Ontario colleges work together to develop online pathways and articulation agreements for bachelor degree completion.

Congratulations, Susan Heximer!

Central Michigan University would like to congratulate Susan Heximer at George Brown College for winning the 2013 CMU/OCASA Outstanding Research Award for her work in *Learning from Training New Faculty in Outcomes-based Learning*.



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This program is offered under the written consent of the Minister of Training, Colleges and Universities granted for the period from August 3, 2004 to August 3, 2009. An application of renewal of the consent has been submitted and the current consent remains in effect until a decision on the renewal application is made. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g. acceptable to potential employers, professional licensing bodies or other educational institutions). Central Michigan University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. CMU is an AA/EQ institution (see cmich.edu/aaeo). 33961 3/13

Survey says... that members value CAAT pension



By Derek W. Dobson

CEO & Plan Manager, CAAT Pension Plan

The best way to find out what CAAT Pension Plan members are thinking is to ask them. That's what we did last summer when we conducted our first online member survey.

We had nearly 1,000 respondents complete the 22 questions, including providing comments. This was an impressive number given we didn't have member email addresses to send the questionnaire directly and respondents needed to visit the CAAT Pension Plan website and use an access code to complete the survey.

So, what did we learn? Plenty.

The survey results show that members value their pension, they have confidence in the management of the Plan and that they are pleased with the quality and frequency of the information we provide to them. Let's look at each of these three areas in more detail.

Perception of value

The overwhelming majority of members reported getting value from their participation in the CAAT Pension Plan. A total of 92.5% said they receive excellent, good or reasonably good value from being a member of the Plan.

We also learned that pension benefits factor prominently in people's decisions to work in the college system. Nearly 80% of respondents indicated that the

workplace pension was an important or somewhat important factor in their decision to join their employer. This is consistent with other studies I've seen that indicate a workplace pension is valuable to employers looking to recruit and retain the best employees.

Confidence in Plan management

Respondents also reported confidence in the management of the CAAT Pension Plan. Nearly 73% agreed or strongly agreed with the statement "I believe the CAAT Pension Plan has the expertise to manage the Plan effectively and prudently over the long term." However, almost one-fifth of those surveyed said they had no opinion. For me, this indicates that we need to better explain our top quartile investment performance – this year's preliminary investment returns are 11.8% – our governance structure, which serves as a model for many other pension plans, and our surplus position on a going-concern basis.

Quality communications

When it comes to pension benefit information, we received a strong endorsement of our communications program. Overall, 91.2% of respondents reported being very satisfied, satisfied or somewhat satisfied with CAAT Plan

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brochures, newsletters and other printed material.

In addition, 90.9% reported being very satisfied, satisfied or somewhat satisfied with the quality of information they received, while 89.7% reported being very satisfied, satisfied or somewhat satisfied with access to information on the website.

Respondents also told us that when they need information about pension benefits, they are most likely to turn to their personal Annual Statement of Benefits. The next most likely source for pension benefit information is our website, followed by their human resources department.

Perhaps the most telling indicator of quality pension benefit communications is that 83.7% of respondents rate their understanding of what they will receive from the CAAT Pension Plan as excellent, very good or somewhat good.

We're in the trust business

The survey showed that 53% of the respondents reported that they believe the Plan is well-funded and sustainable, while another 32.8% said they were somewhat confident about the Plan's funded status. Representative comments included: "Well administered and sound," and, "Not totally confident about the future

83.7% of respondents rate their understanding of what they will receive from the CAAT Pension Plan as excellent, very good or somewhat good.

of any pension but feel that our pension plan is good. Thanks.”

We recently received kudos from the actuarial firm, Mercer. In a report commissioned by Colleges Ontario the authors concluded, “...we believe that the CAAT Pension Plan stands out as a proven leader demonstrating that risk-shared defined benefit plans can be sustainable even under very difficult economic circumstances.”

The results of our inaugural member

survey are encouraging and we intend to regularly gauge member perceptions about the Plan. I am confident we will build on our solid reputation by continuing to deliver excellent value, provide timely education and service, reduce and manage risk, and control long-term costs.

We want to hear from you! I hope you participate in the 2013 member survey which will be launched on our website by June 30. [c/a](#)



Rick Helman, president of OCASA since 2011, has announced he will not seek re-election at the Annual General Meeting in June. See Member News, Page 29.



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Fostering demographic diversity

When it came time for me to join the workforce, I was one of those fortunate Baby Boomers who had a socio-economic wave pushing me forward, churning up lots of opportunities along the way. The college system itself was created in response to not only the changing labour market, but also the booming population. My graduation coincided with the launch of the college system and the ensuing surge of new management positions. So demographics were for me (as for the Echo generation), a massive blessing. But it was not just the sheer numbers that provided opportunity. I was also a Caucasian male – the right race and the right gender. We were the largest demographic going on to postsecondary education and snatching up all those juicy new management jobs. Women were just starting to enter postsecondary studies and the workforce in large numbers, and still trying to work out the multitasking roles which were so unfairly asked of them. So it was pretty easy sledding for the men.

Looking back, much has changed demographically in our college system. Gender distribution across the postsecondary student body has flipped so that today, 60% of students are female. Young professional women graduating from colleges and universities want to go to work; not for a while, but for the full breadth of a career. The two-income family is the norm. Getting married is no longer the priority of single females; they want work, entry-level management positions and pathways to leadership opportunities.

The rise in gender equity has been one of the most significant changes in the college system. While still not fully represented at the presidential level where only six of 24 college presidents are women, women do hold such a critical mass of other administrative level positions that one has to believe opportunities for women will be sustainable.

In the executive search processes I am engaged in, qualified female candidates often outnumber the males. But since mobility is one of the major factors in landing these jobs, many very capable women are still held back. Men just seem to be more able or willing to move than women. Two thirds or better of the successful candidates come from outside the posting

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By Brian Desbiens

Past President, Fleming College,
Associate Partner Promeus
Executive Search

institutions. Being promoted internally is a major challenge. Unfortunately, women tend to desire to stay more local due most likely to their wanting to sustain family stability. Perhaps we need a better attitude toward promoting equitably from within our institutions.

There are other demographic factors at play such as age and ethnicity. With the elimination of mandatory retirement at 65, we have seen a significant number of senior leaders stay well beyond the normal age of retirement. In some cases, this precludes the next generation of leaders from obtaining opportunities. There is a stacking phenomenon where good people are in suspension waiting for things to open up.

At the senior level a significant turnover of about 30-50% every five years is still expected. So if you are able and willing to move, there are many opportunities across Ontario and Canada. Given this and a real need for a more diverse base of qualified candidates, one would expect to see a greater representation of visible minorities and First Nations peoples. While this is happening at the junior level with an exciting cadre of ambitious, highly qualified people, it has yet to filter up to the senior level. What these young professionals need are opportunities and some excellent role models who will help them break through.

The Maytree Foundation is playing a key role in helping institutions connect with visible minorities for greater representation on boards and senior management teams. But once the connection is made, it is up to us to provide – indeed, create – opportunities that will foster a more diverse college system.

When qualified female candidates were struggling they were helped by progressive, open-minded leaders who recognized their talents and encouraged them to come forward. These men and women were willing to be more than just colleagues; they acted as mentors and change agents who were not afraid of changing the composition of their teams and organizations.

Just as enlightened leaders have helped women move into executive roles, so too must they provide encouragement, mentoring, and professional development opportunities for First Nations peoples and those visible minorities who so enrich our communities. As we reach out to better meet the needs

As we embrace more international students from South America, Africa, the Middle East, Asia, and around the world, we must encourage this same diversity within our staff.

of our First Nations students, we need First Nations staff to be an integral part of our college communities. As we embrace more international students from South America, Africa, the Middle East, Asia, and around the world, we must encourage this same diversity within our staff. As we strive to be more accessible to people with disabilities, we must let professional opportunities be equally accessible to those whose unique experiences stand to contribute so much.

Each of our colleges has distinct diversity challenges within its student body and staff. We should therefore be asking ourselves: does our staff reflect the demographic makeup of both our internal and external communities? If not, then we must establish proper action plans. For example, we use advisory panels to keep our programs relevant, so why not do

the same in our human resource planning? Many colleges have Aboriginal Councils, but do we have sufficient commitment to diversity to establish Community Councils? The New Canadian Associations in our local communities can be very helpful in meeting our diversity goals.

As we approach the 50th anniversary of Ontario's college system, we should celebrate what we have achieved in improving student access. But let us not stop there. If you are a young manager, make the day of a respected colleague: ask them to mentor you. If you are a seasoned administrator, identify a person with potential and offer them your time and expertise. Better yet, seek out someone from an underrepresented group. If you are unable to find one today, then hire one tomorrow. [CIA](#)



MENTORING MATTERS

Taking leadership to the next level

A blended learning program of online and in-person learning, designed for the experienced college leader to increase leadership capacity and competency through mentoring training.

Starts **April 12** with two online modules. Wraps up with sessions at the **Leaders & Innovators Conference** (June 24 & 25). See centre spread in this issue.

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Visit www.ocasa.on.ca/mentoringmatters for more information.

Eligibility for the Certificate in College Leadership & Administration offered by OCASA in partnership with CHERD.



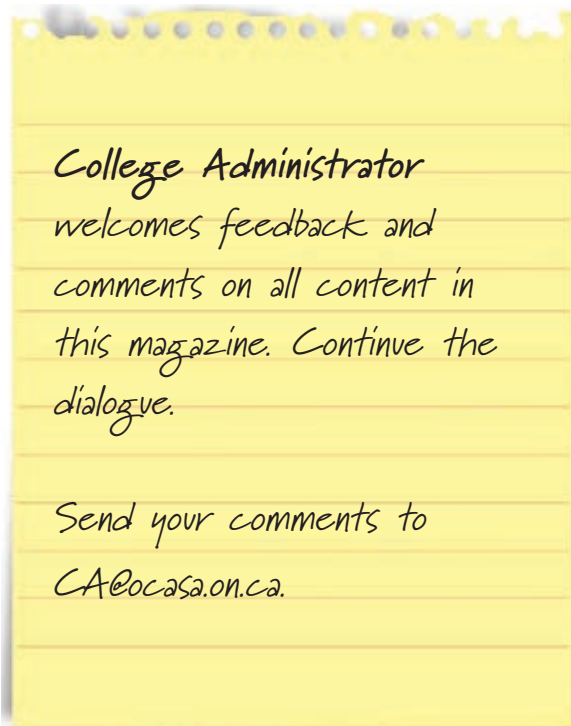
Mentoring Matters: OCASA offering course for experienced administrators to train as mentors



Experienced administrators wanting to expand their leadership capability and capacity through mentoring training can now do so through OCASA's new offering.

The program, lead by Steve Robinson (pictured), a past president of OCASA, is designed for experienced administrators to be trained as mentors. The first two modules are being offered online in April and May (10-15 hours a month) with the completion module offered face-to-face at the OCASA PD Conference in June.

The course is designed for those with a minimum of 10 years of administrative experience at the manager, dean, director, or vice-president level (or some combination) in the Ontario college system, or complementary experience in another sector. Registration details are available on the OCASA website. [c|A](#)



Administrative Staff Association active at George Brown

OCASA leaders at George Brown College have focused their efforts on enhancing the college's professional network, supporting professional development and building greater awareness about the benefits of a local ASA.

In the fall of 2012, the local ASA held an event to allow OCASA members and non-members to meet the two new Senior Vice Presidents, Laura Jo Gunter and Dan Wright, entitled Around the Water Cooler with Dan and Laura Jo. Hospitality students provided assistance to the guests and a door prize featured a one-night stay in a downtown hotel, donated by one of the college partners. Fifty people enjoyed this networking opportunity.

This March another event will have been held at the new Waterfront Campus entitled, The Administrators' Guide to the Research Galaxy, featuring local expertise Dawn Davidson of their Research Department offering a primer about how to get involved in research – the dos & don'ts. A George Brown College graphics student will map out the research projects on a "galaxy map" for participants to take with them. Interested parties will stay on at one of the Waterfront campus restaurants to continue networking.

These events are supported by the local ASA leadership team: Cynthia Carey, Dianne Diniz and Marilyn McNeil-Morin. Local Administrative Staff Associations (ASAs) provide the best member value for OCASA membership. Offering networking, PD, and advocacy, 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, info@ocasa.on.ca) or visit <http://www.ocasa.on.ca/about-us/administrative-staff-association>. [c|A](#)

Join OCASA as a retiree for a lifetime connection

If you are joining the ranks of retirees, don't forget to sign up for OCASA Retiree Membership. A lifetime membership ensures you remain connected to your pension voice, college news, and perhaps the opportunity to give back. Details are available on the OCASA website. [c|A](#)



Leadership opportunities: Board nominations open

Rick Helman, president of OCASA for the past two years, has announced that he will not seek re-election. Helman, Director of Financial Services at Loyalist College, will continue involvement with the 12-member board as past president.

At the Annual General Meeting in June (held in conjunction with the OCASA PD Conference June 24-25) four nominations to the board are open. The three-year appointments offer opportunities for leadership development, increased networking, and an opportunity to benefit Ontario colleges through the work of OCASA across the system. The 12-member board, which provides oversight to OCASA's strategic plan and initiatives, meets in person in June prior to the AGM and in August followed by two or three video/teleconference meetings. Nominations are due May 24 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](#)

\$500 Student bursaries available to OCASA members

OCASA members are eligible for a \$500 bursary to support degree, diploma and certificate studies. Any member enrolled in such a program may submit his or her name. Four members will receive \$500 towards any course completed in 2013. 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 25 (8:30 a.m.) in King City during the 2013 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 meetings will be posted on the OCASA website. [c|A](#)

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Jennifer Daly-Cyr

Climbing Kilimanjaro to ‘roof of Africa’

Each year, over 20,000 people attempt to climb Mount Kilimanjaro in Tanzania, the world’s highest free-standing mountain, also known as the “roof of Africa.” Only half of those who set out actually reach the summit, as many turn back due to injury, altitude sickness or lack of fitness. The mountain stretches close to six kilometres into the sky, and it typically takes five to seven days to reach the top.

In 2009, Jennifer Daly-Cyr along with 18 companions from Ottawa, including faculty and a student, was one of those who set out to reach the summit and build a girls’ dormitory. The Director of Strategic Programs and Services Planning at Algonquin College was part of the college’s Small World Big Picture project, which aims to give the Algonquin community the opportunity to experience different cultures while contributing in meaningful ways to communities in need. One of the many ways Algonquin connects students with its community.

Daly-Cyr’s motivation for joining the quest was simple – “I had always wanted to climb that mountain” – but she couldn’t anticipate the impact the

experience would have on her. First, she had to prepare for her first high altitude experience, which included lengthy hikes of 12-20 km in distance, each time carrying a progressively heavier backpack to help mimic the effect of working at higher altitudes where the air contains less oxygen.

Accompanied by a team of guides and porters and led by an experienced mountaineer, her group climbed for six days to reach Kibo Huts – the launch base for the final push to the summit – where they spent a day acclimatizing. They set off for the peak at 11:30 p.m. and climbed through the night, dealing with darkness, high winds and rugged terrain. All of Daly-Cyr’s training and hard work paid off hours later, as she watched the sun rise over the mountains of Kenya – “a sight I’ll never forget,” she says. Mission accomplished, the group retraced their steps down the mountain, where another life-changing task awaited them: building a female dormitory for students at Awet Secondary School. Each member of the team had fundraised to meet the target of \$50,000 to finance the build. “We hear



about the challenges facing third world countries, but seeing it firsthand truly makes you appreciate what we have,” says Daly-Cyr. “It also made me realize that whatever we can do to help, no matter how small, can have a huge impact.” **cja**



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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