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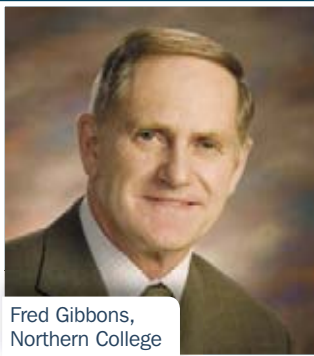
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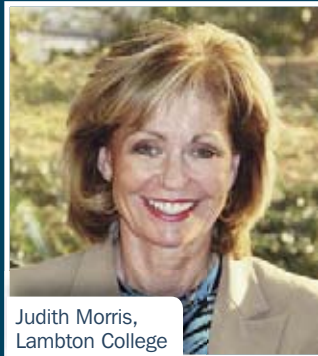
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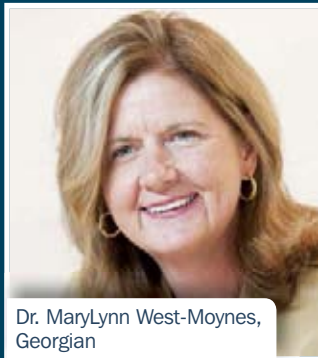
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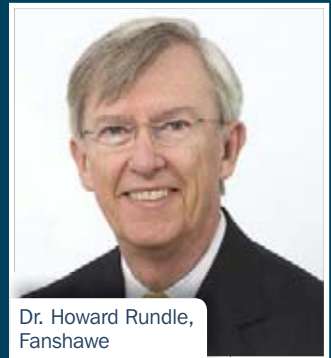
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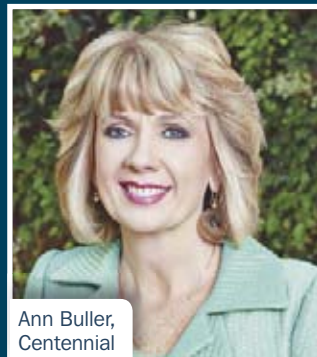
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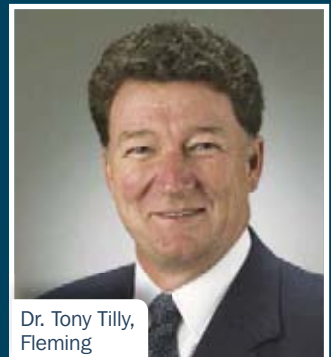
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- Dealing with ethnocultural diversity in higher education
 - Group work study reveals some truths
 - OCASA PD Conference

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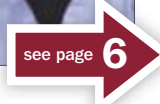
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Photo credit for the cover of our last issue (Spring 2012, Volume 7, Issue 1) was printed in error. It should be: Tammy Fiegehen for Sault College

Thank you to Sault College for sharing this photo with us, and we apologize for the oversight.

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Rick Helman
OCASA President

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The President of OCASA
chairs the 12-member
volunteer OCASA
Board of Directors.

Leadership in changing times

Welcome back to a new academic year, and welcome to the fall edition of *College Administrator* magazine.

Much has happened in recent months, with wage and salary restraint initiatives of various kinds; our minister's new transformation agenda and vision for PSE in Ontario; the province's examination of public-sector pension plans, including the CAAT plan; and the familiar and ongoing challenges we all deal with as the key managers of the colleges' progress, innovation, and strategies.

As your association, OCASA is at the table and involved in all of those areas, and more. We are the voice of college administrators, and we are welcomed and heard at discussions around all of these topics and more, at the provincial and at the individual college level.

The focus of this issue is *Leadership in Changing Times*, in all its aspects, but especially as it relates to the leadership provided by college administrators. We have an article about the College Employer Council's *Leadership Capacity Framework*, which identifies and inventories essential leadership skills in the college setting. We have a piece by regular Career Corner columnist Brian Desbiens, whose knowledge of and extensive experience with the colleges, and support for OCASA, are valued resources.

We also have an article by CMU/OCASA Research Award winner Kara C. Woods, about her award-winning research project.

Our newest College Management 101 online course on Strategic Planning Fundamentals is underway this fall with instructor Dr. Dominique Giguere, Ph.D. More details are elsewhere in this issue of the magazine. Feedback on all of our course offerings in the College Management 101 program has been resoundingly positive – participants have found that they are able to apply their learnings immediately in their professional lives, and that the courses have helped them successfully navigate many of the challenges we all face as college administrators.

Finally, let me remind you to mark your calendars now for June 24 and 25 for the 2013 OCASA PD Conference. This year's conference will be offered in a new, shorter, more intensive format, at Kingbridge Conference Centre & Institute in King City, just north of Toronto.

I hope to have the chance to meet many of you over the coming year, during college visits, at the PD Conference in June, or in other venues. [c|A](#)

Mark your
calendars now
for June 24
and 25 for the
2013 OCASA PD
Conference.





Rick Helman
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financière et budgets
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Le président de
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Enfin, permettez-moi de vous rappeler de mettre votre calendrier à jour tout de suite pour y inclure la prochaine Conférence de l'APACO sur le perfectionnement professionnel.

Leadership en temps de changements

Bienvenue à la nouvelle année académique et à l'édition d'automne de votre publication professionnelle, *Administrateur de collège*.

Les derniers mois n'ont pas été sans événements tumultueux. Parmi ceux-ci nous comptons les initiatives destinées à restreindre les salaires et l'ensemble de la rémunération; le nouveau programme de transformation du ministre et sa vision pour les études postsecondaires en Ontario; l'examen des régimes de retraite du secteur public, y compris celui des CAAT; et les défis quotidiens de notre travail à titre de dirigeants clés au progrès, à l'innovation et aux stratégies des collèges.

L'APACO, votre association, ne se gêne pas de s'asseoir à la table et de s'impliquer dans tous ces secteurs d'activités et davantage même. Nous représentons la voix des Administrateurs de Collèges et nous sommes non seulement bien accueillis aux réunions pertinentes, mais également bien entendus lors des discussions sur tous ces sujets et ce, à l'échelle provinciale autant qu'à l'échelle locale.

Cette édition met l'accent sur le *leadership en temps de changements* dans tous ses aspects, mais particulièrement en ce qui a trait au leadership que démontrent les administrateurs de collèges. Nous avons inclus un article sur « l'Encadrement du programme de développement des aptitudes de leadership » du Conseil des employeurs des collèges, dans lequel les compétences de leadership jugées essentielles au milieu collégial sont identifiées et répertoriées. Et à ne pas oublier, prenez le temps de lire la rubrique Parlons Carrière rédigée par notre chroniqueur chevronné Brian Desbiens. Son soutien des initiatives de l'APACO, ses connaissances sur les collèges et la grande étendue de son expérience dans le milieu collégial sont pour nous d'incroyables atouts.

Nous sommes en outre heureux d'inclure un article touchant sur le projet de recherche primé de Kara C. Woods, lauréate du prix de reconnaissance CMU/APACO.

Le programme Gestion des collèges 101 (*College Management 101*) se poursuit et notre plus récent volet de formation en ligne sur les Principes de planification stratégique est maintenant en cours cet automne avec Dr Dominique Giguère, Ph.D. Des renseignements supplémentaires sont fournis à l'intérieur de cette édition. À date, les rétroactions sur l'ensemble des cours du programme Gestion des collèges 101 ne sont que positives. Les participant(e)s ont indiqué avoir été en mesure de mettre en application les nouvelles compétences acquises immédiatement, et que les cours ont facilité la réussite de leurs efforts à surmonter les nombreux défis inhérents aux responsabilités des administrateurs de collèges.

Enfin, permettez-moi de vous rappeler de mettre votre calendrier à jour tout de suite pour y inclure la prochaine Conférence de l'APACO sur le perfectionnement professionnel (PP). Elle aura lieu le 24 et 25 juin 2013 au *Kingsbridge Conference Centre & Institute* à King City, juste au nord de Toronto. Cette prochaine conférence sera d'un nouveau format, soit plus court et plus intense.

J'espère avoir le plaisir de rencontrer plusieurs d'entre vous au cours de l'année à venir, que ce soit lors de mes visites aux collèges, lors de la Conférence sur le PP en juin ou ailleurs. c|A



Dealing with ethnocultural diversity in higher education



By Vidal Chavannes

Vidal Chavannes is a doctoral student and author of *Detox*, a book that examines the negative imagery specific to the Black community.

“The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit.” – Wade Davis

As leaders in postsecondary education, I am certain that Wade Davis’ words express what we would consider to be our guiding principle in our efforts to create equitable learning opportunities that reflect the growing diversity of our student populations. The reality, however, is that many of our institutions fall far short of this principle, as we often turn a blind eye to Eurocentrism, treat diversity like a checklist, relegate equity to an isolated office or department, sweep conflict under the rug and/or compartmentalize people without recognizing the various intersectionalities that make each of us unique.

Why are these important considerations?

Aside from the moral imperative to address issues of racism and other forms of exclusion on campus, dealing with diversity has become an important financial consideration as well. In an era of shrinking government funding, higher education institutions have come to increasingly rely on international tuition and have opened their doors to non-traditional students in unprecedented



Photo courtesy George Brown College

numbers. In March 2010, Statistics Canada released, *Projections of the Diversity of the Canadian Population, 2006 -2031*. The study suggests that by the year 2031 one in every three people in Canada will be from a racialized group – up to 14.4 million people. Racialized group members will continue to be over-represented in the younger population, up to 36 per cent of those under 15-years of age. Clearly the projections suggest that Canadian universities and colleges will become increasingly ethnoculturally diverse; therefore, dealing

with this diversity will continue to grow in importance for postsecondary institutions toward 2031.

How do we deal with diversity now?

A quick perusal of the stated policies and procedures around establishing equitable and inclusive environments from a wide variety of postsecondary institutions suggest some similar markers. We craft grand vision statements that sound nice, but do little more than maintain the status quo provision of a generic education, a one-size-fits-all model that universalizes



Photo courtesy George Brown College

a Eurocentric approach to teaching and learning and does not address the heterogeneous client population that we serve. Despite many of our best efforts, achievement gaps and issues of access remain and have remained; the status quo prevails. Lawrence J. Peter once wrote, “Bureaucracy defends the status quo long past the time when the quo has lost its status.” One could make the extension to educational bureaucracy, with little difficulty.

There are three key categories that are left out of the stated visions and the conversation: System, Institution and Me (SIM). For those of you who play video games SIM is short for simulation – an imitation, sham, or false appearance. When we don’t address issues of system, institution and me in higher education, then we just simulate or fake an interest in equity; it ceases to be real.

These are a few of the guiding questions that we should attempt to answer as we grapple with these categories:

- **System (historical legacy of inclusion/exclusion)** – Are there aspects of the education system as a whole that make truly addressing issues of equity difficult?
- **Institution (compositional diversity and the organizational/structural dimension)** – What plans, policies,

procedures, resources does my institution have in place in order to address issues of equity? How equitable is my institution?

- **Me (psychological/behavioural dimension)** – Am I truly aware of the ways in which I contribute to and am impacted by, cultural misunderstanding? How does this

misunderstanding manifest itself in my day-to-day decisions?

There are a variety of systemic realities that seek to exclude. The argument can be made that the very existence of tuition, and certainly its propensity to get more expensive, has an effect on access and equity for racialized groups. Further, entrance requirements and the manner

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in which acceptance decisions are made can stand in the way of inclusion. As well, there are those who have argued that a culture of power exists in postsecondary education that effectively bars those who do not understand it, from successfully manouvering through the system.

That being said, it is important to start the consideration of systemic barriers at the beginning. Georg Wilhelm Friedrich Hegel, a German philosopher whose ideas influenced John Dewey, one of the architects of the American public education system, once wrote: "Education is the art of making man ethical." Hegel was a historian but that couldn't stop him from arguing that: "Africa was no part of the historical world." That, blacks have "no sense of personality; their spirit sleeps, remains sunk in itself, makes no advance, and thus parallels the compact, undifferentiated mass of the African continent."

In the context of history, Hegel was part of a movement to defend, rationalize and maintain a system of chattel slavery that raped the continent of Africa. I cannot consider his philosophies without understanding the man that he was. This doesn't mean that nothing can be taken from his teachings, just that I have to understand that he was interested in protecting the status quo even as he argued for the liberatory possibilities of education. I wonder how many of us are in the same boat.

What does that have to do with 2012?

First, if the root of a tree is bitter, the fruit it bears will be as well. If we can recognize that some of those who shaped the system were bitter, then we should recognize that aspects of the system need to change if we are to expect better-tasting fruit. Second, I would argue that the ethnocultural misunderstanding and thereby, protection of the status quo evident in the 18th century, continues today under a different guise.

Whether it is the *Bell Curve* controversy in 1994, in the United States, in which Harvard psychologist Richard J. Herrnstein and political scientist Charles Murray used data from IQ tests to make the case that African-Americans and Latinos are genetically predisposed to lesser intelligence, or the *Race, Evolution, and Behavior* controversy in 1995, in Canada, in which Phillipe Rushton, a professor at the University of Western Ontario, argued that East Asians and their descendants average a larger brain size, greater intelligence, more sexual restraint, slower rates of maturation, and greater law abidingness and social organization than do Europeans and their descendants, who average higher scores on these dimensions than Africans and their descendants; it is clear that attempts to rationalize



Photo courtesy George Brown College

inequity continue. When systemic bias goes unchecked we see very little improvement in achievement gaps and a proliferation of the "pull yourself up by the bootstraps" mentality that advances the idea that lack of achievement is evidence of not trying.

This misrepresentation of the 'other' is not solely the purview of self-interested academics; negative and misleading imagery abounds, targeting specific groups, in our mass media. In an era when crime rates have dropped in most urban centres in North America, the reporting of crime has risen in an unprecedented manner. This imagery has impact. When all you hear is negative information about a particular group it changes your behaviour and your beliefs about said group, regardless of your original geography. If you hear over and over again your whole life that walking under a ladder is bad luck, then if you are on the street one day and encounter

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Building an educational environment, free from racism and discrimination ... requires bold and principled leadership.

a ladder, just in case, you will walk around. It doesn't make sense, but the myth has altered your behaviour. Similarly, if we hear over and over again about dangerous young black men for example, then it will affect our behaviour when we encounter young black men, and for those of us in education, the fallout of that can be catastrophic.

So where do we begin the change process?

Building an educational environment, free from racism and discrimination, demands a commitment to embracing the value diversity can bring to an institution. It requires bold and principled leadership, willing to commit resources where necessary, and suffer criticism from those with designs on protecting the status quo. A simple detox process is the first step:

- Diversity, equity and inclusion actually improve learning; they should not be regarded as a checklist. Do not fear uncomfortable dialogue – talking is important. It is the predecessor to action. We shouldn't feel afraid to bring these types of issues to the fore.
- Educate your staff. Those on the front lines are our most important assets in this regard. Embody and encourage empowerment.
- Take time to learn yourself. Recognizing that some training is necessary for you as well is important. Open yourself up to honest self-reflection – a group of young black men are coming down the hallway towards you with their hats on and their pants sagging; what is your feeling? What is your reaction? Be honest with yourself; how might that impact your expectations of said students?
- Optics matter. Take a look at the composition of your administration, faculty, staff and student body. How diverse is your institution? Tackle homogenous imagery – in the curriculum, in the displays around your institution, and in the marketing materials.
- Examine the source: practice and preach critical analysis and discourse; not every source is as legitimate as the other; not every assertion should be regarded with the same weight as every other.

As leaders in postsecondary education, we must recognize and understand that though some of our foreparents may have come to North America huddled together on the decks of immigrant ships, and some of our foreparents may have come to North America crammed into the bellies of slave ships; that whatever the original ship, we

are all in the same boat today. And if we are going to navigate this vessel to safety we cannot do so in discord and division, but rather in a spirit of camaraderie – with the destination of true understanding never far from our line of vision.

We all need to think a bit differently and move forward collectively. [c|A](#)

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LEADERSHIP CAPABILITY FRAMEWORK

A shortage of admin talent challenges colleges; Council creates a blueprint to grow our own



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

College administrators are a treasure-trove of experienced planners, managers, leaders. But there's a catch. It's a changing world, and the role of leaders is constantly changing. CAAT Pension predicts that by 2015 – only three full years from now – the colleges will have lost 25% of administrators to retirement over five years.

That's a significant loss of talent.

For the colleges, individually and collectively, it is a challenge. The same retirement that enriches the lives of individuals will undoubtedly leave colleges with a leadership gap. The retiring administrators must be replaced.

Don Sinclair, CEO of the College Employer Council, puts it this way: "Knowing that there is going to be a shortage of talent, where every college is competing for leadership, you can either develop the talent, or you can raid from another institution or you can go externally on a national search."

As Council grappled with the issue, what became evident was the need to develop the talent within the colleges. It is not a foreign concept to the colleges. As the faces on our cover of this issue show, 11 of the current college presidents have been promoted through the system. Three that we know of are graduates of an Ontario college. One, Maureen Piercy of Loyalist, will at the end of this year complete her eighth year as president of the college from which she graduated.

The Management Board of the College Employer Council looked at the issue and began digging into the needs.

A survey was completed by Knightsbridge Human Capital Solutions. The goal was to identify the leadership skills required in the near future (5-10 years). The study involved in-depth interviews with eight college presidents and five board chairs and vice-chairs, as well as an online survey of 36 administrators.

The survey found a strong correlation between the leadership skills that will be needed for the future and the current leadership gaps. In other words, what is needed most for the future is what we don't have enough of now. More telling was one other statistic: 61% of respondents felt their college had no formal succession planning in place. That is, we have some idea of future leadership needs but aren't doing enough to make sure we have it. Combined translation: in the future we will need more of the same leadership skills we don't have enough of now – and we're not doing enough to change that.

The original project on leadership capability framework focused on the changing role of presidents. "The role of the presidents has really changed over the years," said Sinclair. "Presidents are now by and large externally focused – meeting stakeholders, engaging community partners and securing funding."

Coupled with statistics on possible retirements over the next five years,

The 11 presidents on our cover built their careers in the colleges. Over the next five years, the system has to help administrators build careers at all levels.

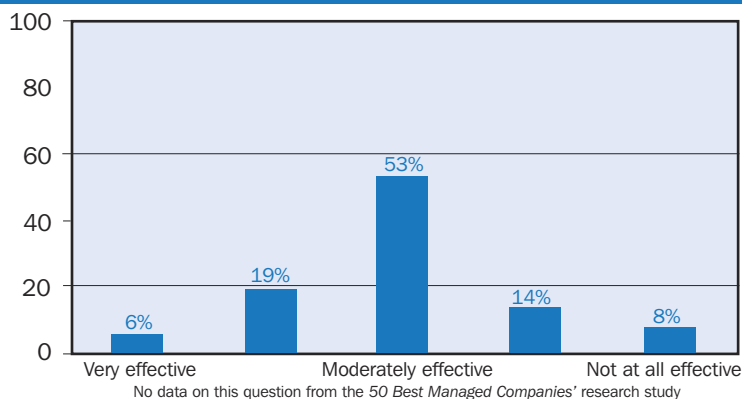
it was apparent to the CEC Management Board that something needed to be done. Knightsbridge followed through with the second step: a detailed study of leadership skills at each level of administration.

Each profile is built around five areas: Plans for Future; Innovates and Inspires Creativity; Models Agility; Influences and Cultivates Critical Relationships; Develops Leadership Capacity. Each level of administration has responsibilities in each area, but the stress varies. Planning for the future is different for a first level manager than for a college president.

But while the original goal was to provide a blueprint for leadership competencies, the second stage had to deal with two major issues. First, the job of developing leadership capacity was deemed to be the responsibility of presidents; and second, as the survey discovered, more than 60% of colleges had no succession plans in place, and only 25% were seen as effective in leadership building.

In other words, most colleges weren't doing much to develop leadership, and the majority had no plan in place and operating

Currently how effective is your college at building the capacity of its future leaders?



(or none that most managers recognized).

Given the autonomy of colleges, forming leadership development plans could have meant “each of the 24 colleges going out and 24 times re-inventing the wheel” Sinclair says.

Instead, Knightsbridge also provided a detailed analysis of the expectations of all administrative levels – vice-presidents, deans, chair, managers. All were built around one principle: “an unwavering commitment to academic excellence; passion for students and the process of learning; and knowledge of the professional practice of teaching.” Each level of administration was defined in detail to show the level of expectations.

The result: *Cross-College Leadership Capability Framework*, a document offered by the College Employer Council to each college “to adopt or adapt,” Sinclair says. “We know there are a number of colleges that have already adopted this model,” some by making adaptations based on their own campus cultures.

At Fleming College in Peterborough, the draft framework has been used to update and confirm existing processes.

“A leadership framework like this has to be adapted so that it fits the culture and the direction of the organization,” said Sonia Crook, vice president of human resources and student services at Fleming. “It must fit the strategic plan. (Then) it is really important to make it your own because leadership capabilities have to fit the organization for them to be relevant.”

Fleming already had a leadership capability framework in place. “This was great for us to ensure that we had the right capabilities described in the right way for various levels,” Crook added.

Now it finds multiple uses at the college, from recruiting, leaders 360 survey, for professional development planning, where “individuals identify their key strengths and what further development areas (are needed) when they create an individual development plan.”

The key, Crook says, is for the framework to be understood at all levels, for it to become part of the college culture.

The document is available on the OCASA website, (www.ocasa.on.ca) and OCASA is referencing it in planning the annual OCASA Leadership and Innovation conference for June 24-25, 2013. (Note that the framework is in its generic form and will vary slightly in the version adapted by individual

colleges.) One glance shows the structure also would be useful for individual administrators in planning their own career in the colleges. Sinclair sees this as an especially important side affect.

Next is the need to focus on what can be offered provincially that would help move this framework along. “From a training perspective right now there is a hodgepodge of training programs,” but none is integrated, he says.

“There is a place for MBAs and PhDs, and that’s all part of life-long learning,” he adds. “But there is a place for what we can do collaboratively.”

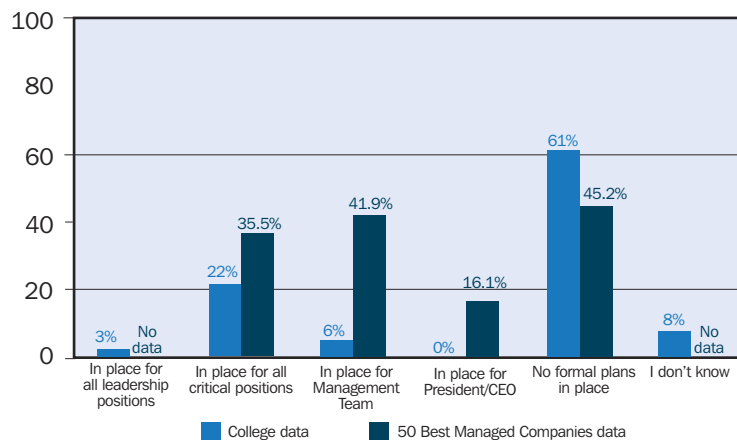
Ontario is by far the largest postsecondary sector in Canada, he says, and is large enough to provide training and programs specific enough for individual colleges yet broad enough for the whole sector. The next step perhaps is to catalogue the programs and

development practices that now exist – from the Management Academy at Kempenfelt, OCASA Professional Development Conference, ACCC leadership training programs to Masters and Doctoral studies available for individuals. Only then, says Sinclair, “we can build on where the gaps are.”

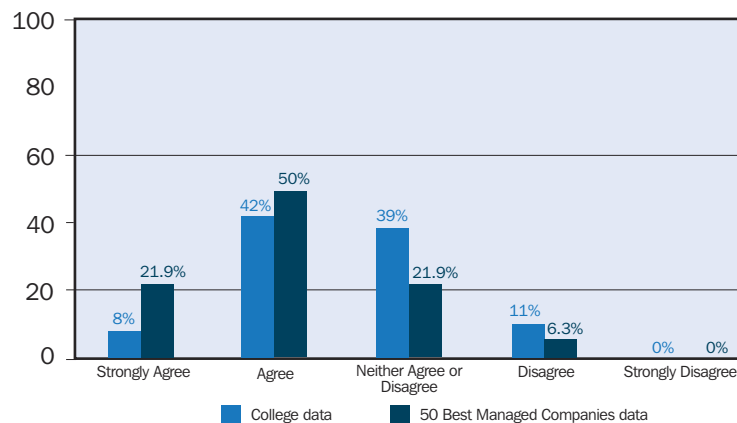
The foundation laid down by the Leadership Capability Framework can be a tool for both colleges and individual administrators.

“Sometimes we forget that people who are in the colleges tend to stay for a significant time. I think this initiative (the Leadership Capability Framework) will really give people something to chew on. (This could be) for things they want to accomplish either at their own institution or some other institution in terms of their own careers. There is no doubt there is going to be ample opportunity as we see a seismic shift in people retiring.” c|A

To what degree does your college have succession plans in place?



We have people with the right skills/capabilities needed to deliver our planned business goals over the next 5 years:



GROUP WORK

Faculty need continuing support and access to professional development to make the most of this valuable teaching tool



By Kara C. Woods

Associate Registrar, Student Service Operations, Durham College

Kara C. Woods was recipient of the CMU-OCASA Outstanding Research Award for her Capstone paper on group work – how students see it, how faculty use it, and how important it is in today's workplace.

ways to enhance group work for both myself and for my students. By using different tools I have given my students the opportunity to be participants in the process by seeing that their effort will be rewarded and those who do not participate will be held accountable. I also ask students on the first day of class whether they enjoy group work and if they prefer for groups to be chosen or if the professor should choose the groups. Based on that feedback I reiterate to the students the benefits and risks of group work and set the groundwork for the semester by clearly communicating that group work is part of the evaluation process and everyone is required to participate regardless of previous experiences.

I also explain that a community college's mandate is to provide students with skills that will make them employable in the workforce. College curriculum needs to look beyond the textbook and focus on skills that can set students apart from others in future recruitment competitions.

My experience with interviews as both the candidate and as the recruiter illustrate that the majority of interviews have questions targeted at identifying a candidate's experience with team work. Questions could include asking behavioural questions about past

After my first semester teaching a postsecondary human resources course to first-year business administration students, I reflected on the biggest challenge I faced – implementing the major group work assignment. One thing that I was not prepared for was the resistance some students exhibited when group work was introduced. Students at the postsecondary level should have experience working in groups from their previous academic learning to working within an organization where groups work as part of a team. One negative group work setting could determine future behaviours of potential group members.

My own experience working within academic groups during nine years of postsecondary education helped me to see the value of researching effective group work techniques. I have participated in groups in the classroom setting, online setting, and groups where the students picked the groups and groups where it was the professor's choice. I know what has worked best for my learning style. However, implementing group work requires using multiple tools in order to enhance the learning experience.

Research and educational textbooks may look at ways to conduct group work, but it cannot prepare you for the reactions or behaviours of the participants that may occur during group work activities. The research was more than satisfactory as many studies have been conducted on different aspects on group work, but there was no single source that addressed

group work from start to finish.

After reviewing the literature I developed a detailed survey that was distributed to all faculty at Durham College to gain their use of group work in their curriculum, the tools and resources they use and the role they play in the process. One hundred and five participants out of a sample of approximately 500 faculty completed the survey from all academic schools comprised of full-time, contract, and partial-load faculty. The survey data collected was aligned with the literature available, which allowed me to design 11 recommendations on how to successfully implement group work assignments. Based on these recommendations new and seasoned faculty could use different tools and resources to allow students to have a successful group experience.

Through my research and own personal experiences, I have found



Photo credit: John Guilfoyle

experience with conflict resolution, leadership or negotiation situations. Organizations are aware that they can provide training on company software, policies and processes; however, it is difficult to teach a new employee how to work cohesively within a group. Communication, decision-making and problem solving are just a few skills that students can learn and enhance with each group work setting. Colleges need to review their current curriculum to confirm if it encompasses those skills employers are seeking. The use of program advisory committees, student and graduate feedback and employer consultation can assist institutions with keeping curriculum current and in line with employer needs.

As I analyzed the data and the literature, I was able to take the feedback from the survey and develop 11 recommendations based upon the research. I have outlined them below, with more comprehensive recommendations available in my capstone *Faculty perceptions of major*

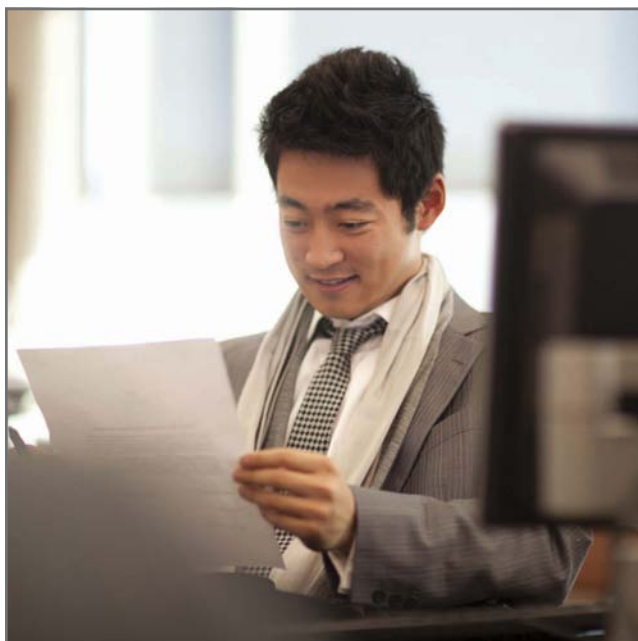


Photo credit: John Guilfoyle

group assignments in the classroom.

1. Illustrate the benefits of group work to students
2. Allow students to form their own groups
3. Create appropriate group sizes relative to the assignment
4. Set clear objectives and goals
5. Design team-building activities
6. Provide class time for group work
7. Formulate self and peer feedback into evaluation
8. Develop faculty group work skills
9. Include faculty role as a facilitator
10. Provide professional development opportunities for faculty
11. Provide further research opportunities

(Continued on next page)



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Feature

(Continued from previous page)

Can administrators help?

The majority of faculty have the skills required to manage the classroom by being engaging and providing real-life experiences to students who will shortly embark on their future careers. Faculty enhance their teaching skills each semester, but how can administrators help reduce the risk of unsuccessful experiences with group work?

There are a variety of ways to help

faculty through professional development opportunities. Faculty should have access to seminars or workshops on how to effectively implement group work. There is potential to use internal expertise on the subject and provide training during orientations to show new faculty tools and resources that can be utilized.

Workshop topics might include:

- Group forming techniques

- Group work classroom management skills
- Group work activities
- Peer/self-evaluation methods
- Faculty skills as a facilitator

After training is completed, faculty will continue to require support throughout the semester. I suggest that faculty have access to a peer system that could involve mentoring, peer coaching or access to peer observations. If a faculty member begins to see challenges or conflict within a group setting, it can be difficult to know when, if at any time, to intervene within the group dynamics. If faculty has the ability to seek out someone to discuss the situation it could allow him/her to make an informed decision and intervene when appropriate. Peer observations could also be useful if a faculty member does not see any way of improving the situation. Having a more experienced faculty member observe the behaviours of the group members could provide useful suggestions based on their experiences. A social network could also be a quick and easy way to connect faculty to discuss group work. Faculty could have access to different tools available as well as a discussion board where faculty can feel comfortable sharing issues or concerns, as well as success stories and best practices. The key is to allow faculty to feel comfortable coming forward for professional development or asking for assistance with group work conflicts.

New faculty may feel that they will be looked down upon if they are unable to manage group work activities. Every semester I implement group work, something new will happen, at times beyond my control. During my fifth time implementing a major group assignment I encountered a team who started off as a very effective group. Half way through the semester I noticed that one group member had started to sit away from the group during class and was forming relationships with another group. At one point the person who had isolated herself from the group approached me with concern with her group. I inquired into why there had been a change in the team dynamics. She explained that the same group was formed in another class and they were having team dynamic issues with the other group

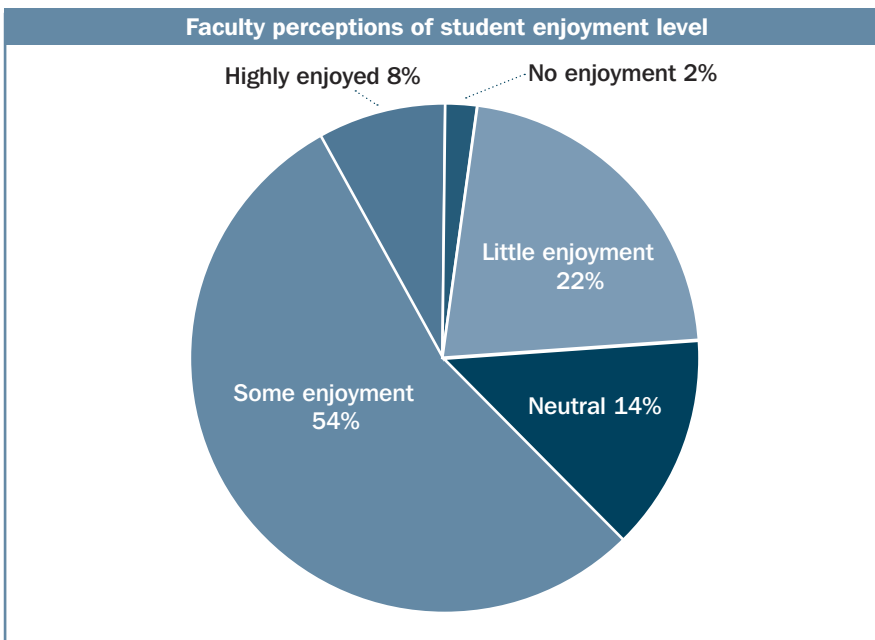
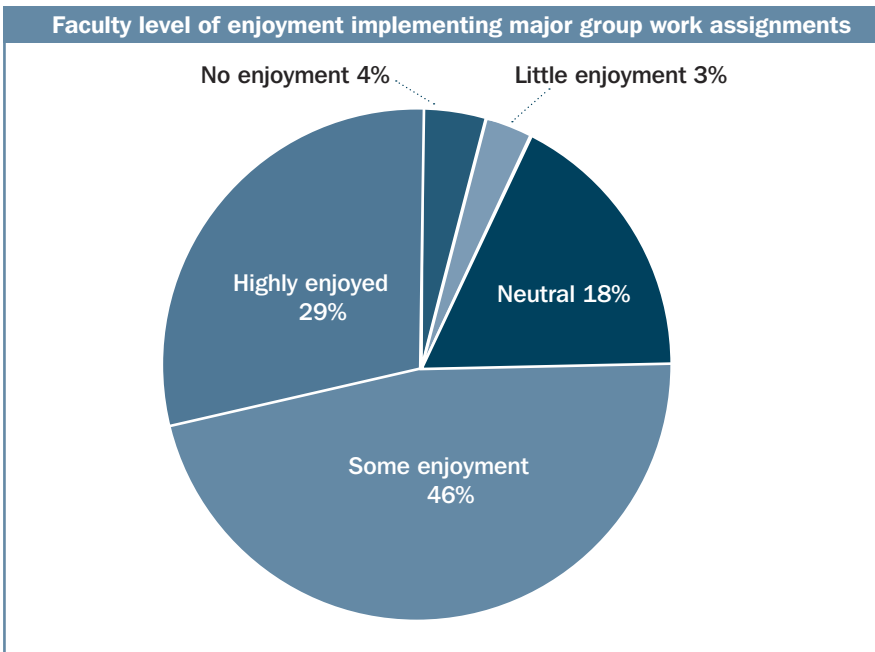




Photo credit: John Guilfoyle

assignment. As a result it had impacted the team dynamics in my classroom. I suggested that she send an email to the team reiterating that she would like to participate in the group and contribute towards the end product. In the end the team produced a quality assignment and was able to work through their challenges as a team. I took this experience and reflected that external factors may play into team dynamics. I learned to enhance my current practices by not intervening and allowing the students to deal with their own conflict with some gentle facilitation.

Future research

If given the opportunity to expand on this research, I would design a survey to include students' perceptions on major group work assignments. The research could include surveying current students in a similar quantitative methodology by asking similar questions on their level of enjoyment using certain tools. For example, if faculty say they frequently use team contracts, but the student data indicates that it is not useful to the process, then faculty may need to reevaluate their tools. The results could create recommendations from each stakeholder in the process to incorporate both perceptions into a professional development resource for new faculty and those seasoned faculty who would like to refresh their skills.

Another potential study could investigate how online environments utilize and facilitate major group work

assignments. The recommendations provided may prove successful, although there may be other or better practices available suitable to an online environment. Organizational trends are moving towards virtual work teams located in various geographical locations. If a potential candidate has online group work skills they may be more attractive than a candidate who has not worked in a similar environment.

Surprises

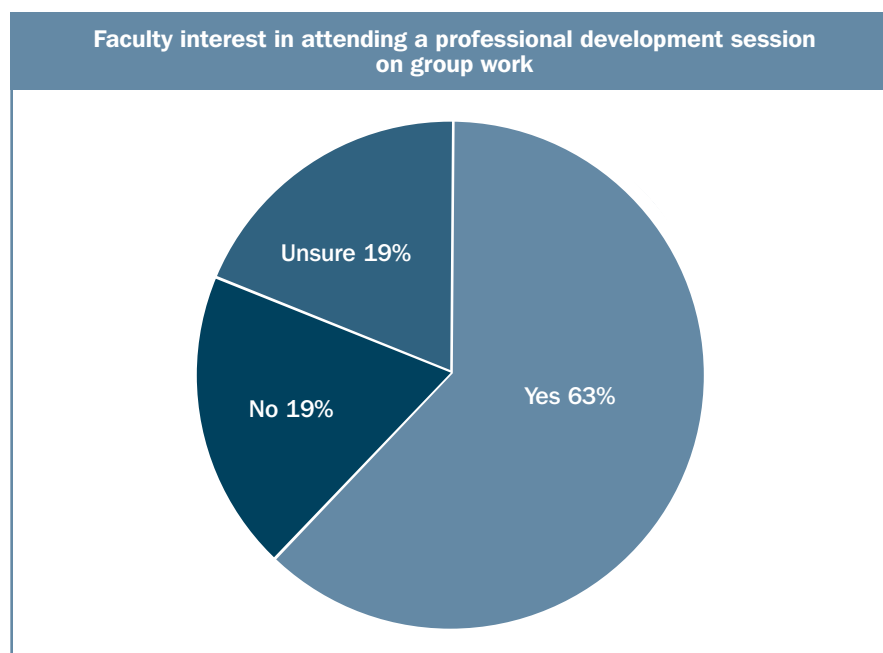
During the research process, I was very impressed with faculty's desire to participate in the process. I received a high return rate from full-time faculty, some who also emailed me their thoughts on group work or to explain the contexts where group work would not be beneficial. Some faculty also requested to read my capstone upon completion (now available on the OCASA website www.ocasa.on.ca) and emailed me with additional thoughts or tools that I may not have addressed. The support showed me that faculty are interested in research and are willing to participate by providing their opinions based on their experiences.

Having additional feedback from faculty and using their experiences allowed me to look at the academic research and determine that there is no one size that fits all. The group size will vary based on

the scope of the project, class size, and timelines. The group-forming decision may be based on many factors also including class size, level of student interaction or professor's preference.

It would be difficult to design group work activities without keeping external factors in mind. All students have different learning styles and have gained different experiences with group work. One experience should not be compared to another as each has its own context and should be treated individually.

Group work assignments can be embedded into every curriculum if the proper tools and resources are available to both faculty and students. Employers are looking for the overall package when hiring new employees. They want to see the candidate with the technical skills also known as person-job fit, along with person-organization fit, which refers to the social skills and ability to fit into the culture of an organization. We need to focus on providing professional development opportunities to new and seasoned faculty to allow group work to be viewed as enjoyable rather than a punishment. Allowing students to comprehend the need to gain these skills will make them more employable may motivate them to work cohesively together as a team to produce a quality end product. [CIA](#)



Canadian Access Federation Your Digital Passport to a World of Content

CANARIE's Canadian Access Federation (CAF) enables **secure access to wifi networks and web-based resources** – critical for today's students, faculty, and researchers.

CAF is a trust-based federation of participating institutions that **makes sharing protected resources** like databases, subscriptions, or online resources, **easier, cheaper, and more secure** in our age of digital content and services, so your students, faculty, and staff have secure access to a world of content!



Here's how your students, faculty, and staff could benefit:

Content Access

An instructor at Okanagan College has been invited to access a database at Sheridan College. Through CAF, the instructor is able to log into the database using her Okanagan credentials, via the Internet. She does not need to request a temporary account or travel.

Wifi Access

A Sheridan College student is visiting Camosun College. Since Camosun is also a CAF participant, he logs into the wi-fi while he is visiting Camosun using his Sheridan credentials without having to contact the IT departments for a temporary account.

Global Access

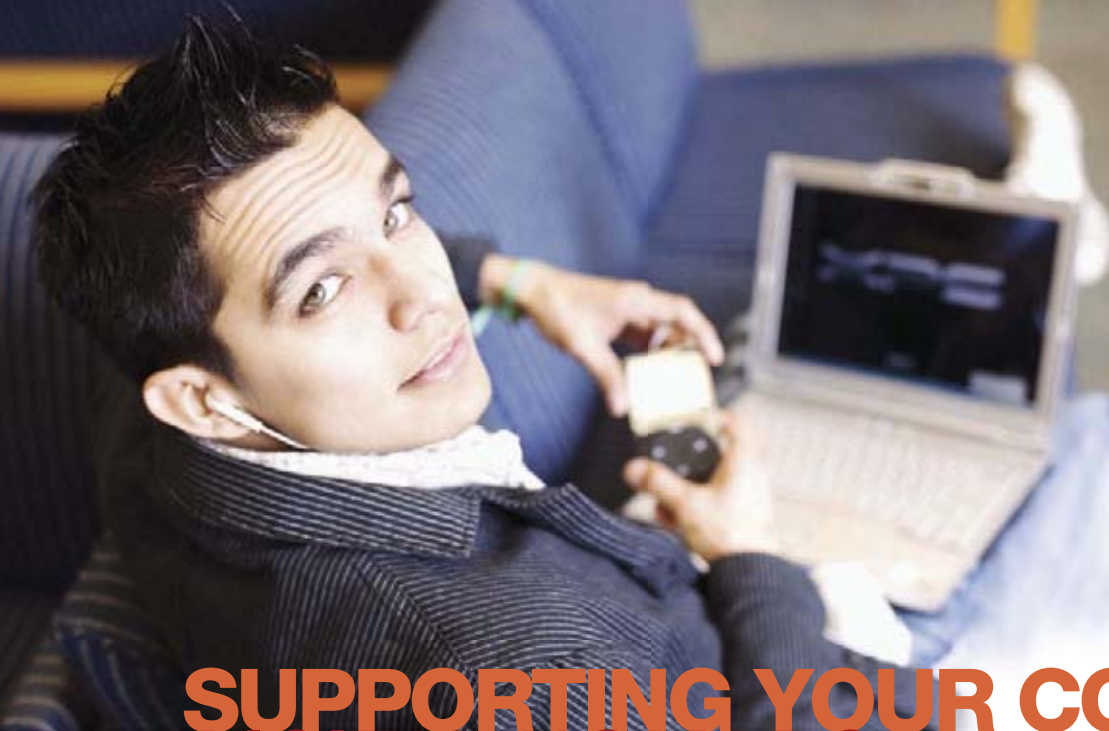
A student at Lethbridge Community College can access a unique online library at a Finnish college that is a participant, along with CAF, in a global access federation. Through CAF, she has immediate access while still in Canada.

Canadian Access Federation: your college's passport to
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Digital nomads expect to be 'always connected' to the same degree as they expect electricity in a building.

For colleges, it may be challenging to live up to these expectations while staying on a tight budget.

By Chris Phillips, Canadian Access Federation Architect, CANARIE

SUPPORTING YOUR COLLEGE'S DIGITAL NOMADS

As campus populations swell dramatically every fall, the profile of the typical user shifts increasingly towards the digital nomad. If you are not familiar with the term, here are some traits of the digital nomad:

- Rarely uses a wired connection.
- Lives almost exclusively on a wi-fi network and only uses a smartphone data plan sparingly.
- Has two or more devices that are on the wi-fi network at any one time (such as a laptop, a tablet, and a smart phone).
- Visits other campuses or institutions and expects to have free, secure, and easy wi-fi access there.

Digital nomads are the future of post-secondary education. They are quick to judge and measure their user experience, but not just against their experience last time on campus. They also judge against every other online experience they have, be it at the coffee shop or other wi-fi hotspot.

Security Concerns

While digital nomads just care about getting online, you, the network owner, care about much more than that. Knowing who is online, and that they are allowed there is equally important to providing a great experience.

A Win-Win Situation

Through CANARIE's Canadian Access Federation (CAF), you can access a proven solution that has been around for almost 10 years, called *eduroam*. Eduroam, is a world-wide service that allows students and staff from participating institutions to securely log into wi-fi connections at other participating institutions.

Being able to automatically connect to the wi-fi network with your institutional credential regardless of the school or campus they are visiting is a win-win situation:

- End users have seamless access to wi-fi networks across most major higher education institutions in Canada (60+ of them!), and thousands world-wide across Europe, Australia, and the United States.
- Operators of wi-fi networks (e.g., your college) have confidence that the users signing on are truly who they say they are.

Efficient Network Security

Institutions that have implemented CAF find that it significantly reduces the costs of creating and deleting temporary accounts, while also increasing the security by knowing that "guest" accounts are not being abused.

Join the Growing Support for Digital Nomads

While participation in CAF is still predominantly universities, a growing list of colleges recognizes the benefits of following this approach to managing access for users and visitors to their campuses.

Your college could become a leader in supporting this generation's digital nomads.

Find out more:
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Leadership isn't being busy or playing police chief

Sometimes it's marching at the back of the parade

You've been asked to manage an area of responsibility, have an office, your name on a plaque, and several people who report to you. But does that mean you're a leader? A *real* leader? How can you tell?

Are you a leader by virtue of holding a position of authority?

Not really – most of us know people who just can't command the attention of those whom they're charged with leading. I find a lot of skepticism in colleges by junior level staff about senior leadership.

Does replying to 500 emails a day make you a leader? Or does it take a thousand? Clearly not if you're chained to the computer with your head down all day long. Many of our so-called leaders are sending the wrong message: "Look, I'm very busy – so don't bother me!"

Are you a leader if you have 50 tasks to oversee and you make sure, no matter what, that each gets completed? Don't think so. Many of our college staff are very task-focused and pay little attention to the larger processes that would help them better understand which tasks actually address problems. Too often we are just working harder rather than smarter.

Do leaders need to follow all the rules and ensure everybody else does as well? If all you do is act as police chief, you're probably holding your staff prisoners rather than helping to ignite their potential. Keeping an eye on staff to ensure things are done correctly and consistently has its place, but real leadership arises when dealing with the



By Brian Desbiens

Past President Sir Sandford Fleming College, Associate Partner Promeus Executive Search

five per cent of issues that require an exception to the norm. Good leaders know when it's appropriate to make the exception to the rules.

Now that we've determined some of the practices that can get in the way of effective leadership, the question becomes: What makes a great leader? In other words, what separates the Leaders from the bureaucrats at all levels in a college?

Communication

To lead implies guiding one or more people toward something – some place, time, or state. The real question, of course, then becomes: why should anyone follow you? I've always liked the *needs theory* of leadership which simply states that people follow leaders who they're confident will meet their needs. When trying to identify those needs, a logical first approach is to... ask them. Seems pretty obvious, but most people just don't ask their staff what they need, want, or are hoping to achieve. Not only must you ask, but also listen to

their response and act on it. It's less about the needs themselves and more about demonstrating to your staff that they've been heard. Not just listened to, but *heard*. For many this is sufficient. Most people just want respect, and can handle it if their ideas need to be subordinated for the good of the whole.

Leaders inspire and motivate others because they're able to demonstrate that they can meet their followers' needs. So leaders need to be confident, convincing and most important, available. They have to know how to communicate on a variety of levels if they want a diversity of followers.

Good judgement

Many people think that just because they're busy at a hundred different tasks, they're leading. It's easy to be busy with "busywork," but determining priorities requires forethought and judgment. On what basis will you decide what to do? Job descriptions? Observations of others in similar roles? For me, a real leader is someone who uses judgement to decide

Real leadership occurs when we effectively ally our team's efforts with the direction the college is taking.

what task should be done and when, follows through with the how, but all along, understands the why.

If accomplishing a task doesn't meet a specific need of the institution or of those we're entrusted to serve, then why do it? As I've stated, great leadership is based on a keen understanding of how to meet needs. In a college, that means starting with students: does it meet the learning needs of students, then of staff? Next, a real leader has the ability to judge what makes most sense in the context of the situation at hand.

Foresight and planning

Leadership is also built on a vision of the future. In other words, great leaders have an understanding of where the institution as a whole needs to be headed, how to get there, and how to break the trajectory into manageable stages or achievable tasks. They ensure that their team members, who have to take the actions required to get to the future state, understand what's required of them and can deliver. Most colleges spend a lot of time on strategic planning and priority setting but less on clear implementation plans.

One of the greatest challenges an administrator faces is aligning an individual or team's area of responsibility with the larger institutional goals. Real leadership occurs when we effectively ally our team's efforts with the direction the college is taking.

Humility

One of the most important qualities of a leader is knowledge of when to lead and when to let others lead. Different situations require different leadership styles and competencies. Great leaders know when they have to be at the front of the pack, and when others whose skills are better suited to the task at hand should lead.

Respecting and acknowledging others' capabilities is crucial to building effective teams.

So... how do we acquire the competencies of a great leader?

Most of us educators quickly turn to more formal education as the

answer. While this can certainly be of help, I believe we learn best by doing. After all is that not the essence of applied education. I advocate good on-the-job training and seeking out opportunities in the community for testing out new skills and competencies. Good mentoring from a successful colleague can also be very helpful. But above all, we must regularly seek feedback from not only our team members, but the larger college community. I'm consistently surprised at how little performance review of college leaders is actually carried out for and by faculty and junior administrative staff. If we want people to grow and develop, we have to give them support, respect and honest feedback. If you want to develop leadership competencies, then you need to put yourself in positions to lead and to learn about yourself from those you impact.

Listening skills, judgement, vision, analytical thinking, and an ability to simplify, coordinate, motivate, and communicate are the stuff of great leadership.

There's no doubt we need leaders at every level of our organizations. Let's support one another in becoming the leaders of today and tomorrow. [CA](#)

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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Criticisms of pensions unwarranted



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

I routinely follow pension-related news, in part because it's my job but mostly because I'm passionate about pensions and believe that Canadians need adequate retirement income.

Achieving financial security in retirement ought to be a principal goal for most Canadians. Governments have long recognized this fact and continue to provide significant tax incentives, such as deducting your pension contributions from taxable income, to help individuals achieve this goal.

In reading the news of late, I've noticed the use of "un" words in the assessment of defined benefit pensions plans by some commentators. According to critics, public-sector pensions are "unsustainable," "unaffordable," or "unfair to taxpayers." I think this is untrue. Here's why.

With prudent management and slight course corrections, defined benefit pensions are sustainable. Don't let anyone tell you otherwise. Even during these times of economic uncertainty, most defined benefit pension plans are fairly well funded on a going-concern basis. The CAAT Pension Plan, for

instance, has a going-concern surplus of \$154 million as at our valuation of January 1, 2012.

Our plan also has a strong governance structure where appointees and representatives of employee groups, such as OCASA, and employers work together to ensure pensions will be secure for generations to come.

This structure means responsibility for governance of the Plan and, by extension, the responsibilities for the associated risks and costs are equally shared between employees and employers.

Another reason well-governed pension plans in Ontario are sustainable is that the pension sector is highly regulated. For instance, a funding shortfall identified at a valuation filing must be eliminated within a prescribed timeline.

Pension plans are an important source of retirement income for Canadians working in both the public and private sectors. A predictable retirement income, such as one provided by the CAAT Pension Plan, helps to maintain the quality of life for seniors and reduces their reliance on social programs. Pensions allow Canadians to remain financially independent and to retire with dignity.

Canadians with adequate income in retirement are also taxpayers and help to

provide governments with revenue. This is especially valuable at a time when, as the baby-boomer cohort ages, the percentage of retired Canadians grows, putting pressure on programs such as healthcare.

Canadians who recognize the need to adequately save for retirement and who take steps to save now for a better future should be applauded for their foresight. People who have adequately saved for retirement, through pension plans or other registered retirement vehicles, will be an important part of the future tax base and economic stimulus of the country.

It's worth noting that as a general rule, a dollar removed from the economic system for retirement savings now, becomes six dollars added to the economic system in retirement.

Defined benefit pension plans provide good value for money. For every dollar spent by the CAAT Pension Plan to pay pensions, about 70 cents comes from earnings on investments, 15 cents comes from contributions made by the member, and 15 cents comes from contributions from the employer.

Defined benefit pension plans with appropriate governance structures should be recognized as the solution and not the problem. [c|A](#)

Pensions allow Canadians to remain financially independent and to retire with dignity.



Sign up for our new member email service: My Pension NewsLink. Subscribers receive critical pension plan news and information first. As the pension landscape changes, My Pension NewsLink is your direct line to accurate, timely information. Visit www.caatpension.on.ca and sign up.

Les régimes de pension suscitent des critiques injustifiées



Par Derek W. Dobson

Chef de la direction et gestionnaire du Régime de retraite des CAAT

Je surveille régulièrement la couverture médiatique des pensions. Je le fais, car mon travail me l'exige, mais surtout, car les pensions sont ma passion et, car j'estime que les Canadiens ont besoin d'un revenu de retraite adéquat.

La sécurité financière à la retraite devrait être l'un des principaux objectifs de la majorité des Canadiens. D'ailleurs, les gouvernements sont conscients depuis longtemps de cette réalité. C'est pourquoi ils continuent d'offrir d'importantes mesures d'incitation fiscale, comme la déduction des cotisations aux régimes de retraite du revenu imposable, afin d'aider les contribuables à atteindre cet objectif.

Dernièrement, j'ai constaté que certains journalistes ont une opinion négative des régimes de retraite à prestations déterminées. Selon les critiques, les régimes de retraite du secteur public sont non viables, trop coûteux ou inéquitables pour les contribuables. Selon moi, toutes ces interprétations sont fausses. Voici pourquoi.

Les régimes de retraite à prestations déterminées peuvent être viables si on les gère prudemment et si l'on corrige légèrement le tir en cours de route. Ne laissez personne vous dire le contraire. Même avec l'incertitude économique

actuelle, la plupart des régimes de retraite à prestations déterminées sont relativement bien provisionnés selon une approche de continuité. À titre d'exemple, le Régime de retraite des CAAT disposait d'un excédent à long terme de 154 millions de dollars au moment de l'évaluation du 1er janvier 2012.

Par ailleurs, notre Régime jouit d'une solide structure de gouvernance dans laquelle les administrateurs nommés et les représentants des associations d'employés, comme l'Association du personnel administratif des collèges de l'Ontario (APACO), ainsi que les employeurs travaillent de concert pour assurer le versement de pensions aux générations futures.

Selon cette structure, la responsabilité de l'administration du Régime et, par extension, les responsabilités quant aux risques inhérents et aux coûts sont assumées à parts égales par les employés et les employeurs.

De plus, la viabilité des régimes de retraite qui sont bien gérés s'explique par une autre raison : le secteur des pensions est hautement réglementé en Ontario. À titre d'exemple, si un déficit de capitalisation est relevé au cours d'une évaluation, il doit être épongé dans un délai précis.

Les régimes de retraite constituent une source substantielle de revenu de retraite pour les Canadiens qui travaillent tant dans le secteur public que dans le secteur privé. Un revenu de retraite prévisible comme celui offert par le Régime de retraite des CAAT contribue à maintenir la qualité de vie des personnes âgées et diminue le recours aux programmes d'aide sociale. Aussi, les pensions permettent aux Canadiens de conserver leur

indépendance financière et de prendre leur retraite tout en préservant leur dignité.

Les Canadiens qui jouissent d'un revenu de retraite adéquat sont également des contribuables qui versent des impôts aux gouvernements. Ces impôts prendront de l'importance alors que le groupe des baby-boomers avancera en âge et fera augmenter le pourcentage de gens à la retraite de sorte que les pressions exercées sur les programmes, comme les soins de santé, s'accroîtront.

Les Canadiens qui ont pris conscience de la nécessité d'épargner suffisamment en vue de leur retraite et qui font preuve de prévoyance en épargnant maintenant pour s'assurer un avenir meilleur méritent d'être applaudis. Les gens qui ont su épargner suffisamment en vue de leur retraite par un régime de retraite ou par un instrument enregistré d'épargne-retraite constitueront une part importante de la future assiette de l'impôt et des mesures de stimulation économique de notre pays.

Il est important de noter que, en règle générale, un dollar retiré maintenant du système économique en vue de l'épargne retraite représentera six dollars ajoutés au système économique au moment de la retraite.

Par conséquent, un régime de retraite à prestations déterminées offre un bon rendement; pour chaque dollar dépensé par le Régime des CAAT pour verser les pensions, environ 0,70 dollar provient des revenus de placements, 0,15 dollar des cotisations des participants et 0,15 dollar des cotisations des employeurs.

Voilà pourquoi les régimes de retraite à prestations déterminées qui sont assortis d'une structure de gouvernance adéquate devraient être perçus, non pas comme le problème, mais bien comme la solution. [CIA](#)



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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!
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Conference photos courtesy of John Guilfoyle



2012 Leaders & Innovators Conference

Leadership and staff renewal will be the challenges to Ontario colleges over the next five years, a panel discussion by three college presidents told the 2012 OCASA Professional Development Conference in June.

The three presidents on the plenary panel at OCASA's 7th Annual PD Conference Leaders & Innovators were Chris Whitaker of St. Lawrence; Jeff Zabudsky of Sheridan; and Maureen Piercy of Loyalist. Moderator for the panel was Brian Desbiens, who writes a regular Career Corner column for *College Administrator*, and a consultant with Promeus, a recruitment firm.

The Conference drew enthusiastic response to the series of workshops and plenary sessions at Blue Mountain Resort in Collingwood.

More details including workshop presentations are available for members on the OCASA website www.ocasa.on.ca/events. The 2013 OCASA Professional Development Conference will be held June 24-25. Mark your calendar now.





OCASA honours leaders, innovators

A number of OCASA-sponsored awards were presented at the 2012 OCASA Leaders & Innovators Conference this year.



Kara C. Woods of Durham received the CMU-OCASA Outstanding Research Award, sponsored jointly by OCASA and Central Michigan University. Kara received the award for her capstone paper on group work in the classroom.

(See the story in this issue on page 12.)



Recipient of the 2012 OCASA Doug Light Award for Administrative Excellence was Lisa Whalen of Georgian College. During her 30-year career at Georgian, Lisa has championed and been a pioneer in co-operative education and building and expanding partnerships with business and industry and has been active at the national level. The OCASA Doug

Light Award for Administrative Excellence is awarded to an administrator who has demonstrated professionalism through outstanding leadership, contributions to community, and excellence of performance.



The first recipient of the OCASA Emerging Leader Award was Louise Chatterton Luchuk of St. Lawrence College in Kingston. The OCASA Emerging Leader Award, new this year, is designed to recognize administrators who have been managers for five years or less and who are influencing the college in a positive way through leadership.

2013 OCASA PD Conference June 24-25

Pencil in the date on your calendar now: June 24-25 for the 2013 OCASA Leaders & Innovators Conference. Our new venue will be the Kingbridge Conference Centre & Institute (King City). Watch for an enhanced program built around adapting leadership in Ontario colleges. Registration for the conference opens early in the new year.

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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CAAT Pension Plan appointment



An administrator with Confederation College has been named by OCASA to the CAAT Pension Plan Sponsors' Committee. Mike Gallagher has 28 years' experience in finance and administration, including 16 years as a manager and director at Confederation.

His three-year appointment begins January 1. The position has been held for the past six years by Rick Helman of Loyalist College, currently the OCASA President.

Mike Gallagher is the Director Budget & Financial Planning with Confederation College in Thunder Bay, and his financial experience spans both the public and private sectors. He is a graduate of Confederation College and Lakehead University, and holds a CMA professional accounting designation and an MBA in Educational Administration.

The Sponsors' Committee is made up of four employer and four employee members who belong to the three groups that established the plan. The employee members are appointed by OCASA, and each of OPSEU faculty and support staff.

Alternate named to Insured Benefits Subcommittee



Dr. Rahim Karim, Chair, School of Continuing Education and Corporate Training at Centennial College in Toronto has been appointed Alternate Representative to ACC Insured Benefits Subcommittee effective immediately. He joins Denise, Rancourt, Coordinator, Benefits Administration, Cambrian

College, who continues as appointee and co-chair of the subcommittee. The two are appointed by OCASA to this committee, which deals with benefits issues for college administrators.

Dr. Karim holds a BSc, a Doctor of Chiropractic (DC), and an MBA. He holds a fellowship in the field of rehabilitation and is a Certified Health Executive (CHE) through the Canadian College of Health Leaders. [cJA](#)

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Canadian text ideal for new faculty workshops



By Irene Nizzero, MA

Coordinator, Quality Teaching
Resource Centre
Cambrian College, Sudbury, ON

A Practical Handbook for Educators

Liesel Knaack
deSitter Publications
2011
ISBN 978-1-897160-47-3

At Cambrian College (Sudbury, Ontario), we offer a series of 12 workshops on teaching and learning geared to our newest faculty, but open to all faculty. For six years, we've relied on US-based online content as the text for this program, which was getting outdated and was too theoretical in nature. This was of increasing concern over the last few years, until I learned of Knaack's *Handbook*. We incorporated it into our workshops during the 2011-12 academic year, to highly positive reviews by the users.

The book is divided into three main sections. The first, "Preparing and Planning Your Course" addresses course development, content organization and delivery, assessment and evaluation. The second section, "Creating and Designing Learning Opportunities and Experiences" offers an in-depth look at how to engage a wide range of learners, regardless of the content, and includes building an online learning community; a detailed review of how to structure classes, including special attention to that pivotal encounter on the first day; and tips and tricks for establishing and building rapport. The final section speaks to "Refining and Improving Strategies and Resources," which includes chapters on making effective presentations, and asking useful questions. Further attention is also given to direct teaching of skills to foster student success, such as note-taking and studying.

It's almost certainly no accident that chapters are organized the way classes should be run in an active learning environment: There is an overview of the concepts to be covered within the chapter; there are brief, but clear explanations of key concepts; there are current, practical and useful ideas about the concepts that could become the foundation of hands-on discovery and application; the "Top Ten Takeaways" complete the core content, which are followed by "References and Resources."

The visual organization of the content is also remarkably user-friendly. Graphics are used throughout, to break up the content into easily remembered units, as well as to emphasize key points and ideas. Where possible, information is in chart or bulleted form, for easy processing and recall. It may seem that the book actually over-simplifies the content or reduces it to such an elementary level as to be offensive; in fact our newest faculty who have used the book have found it to be highly readable and practical.

The precise order in which the chapters are presented doesn't line up particularly well with how our workshops are structured. This simply requires that our workshop participants read chapters out of sequence. This is of no consequence, as each chapter provides its own wealth of complete information on a specific topic.

After many years of work in the area of faculty development and being out of the classroom, I'll be assuming the responsibilities of teaching a course in the 2012-13 academic year that has never been offered at our institution. I've developed the course outline, including learning outcomes and objectives, as well as the delivery of all content, and evaluations. It's interesting that after several years of being immersed in a steady stream of information about best practices in teaching, facilitating discussions on the topic with colleagues on a regular basis, as well as networking with other faculty developers across the province and country, my go-to resource for support in developing my course has been Knaack's very *Practical Handbook*. [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.

Michael Hatton

Hobby started with a Kodak Brownie



Michael Hatton's photography hobby is a labour of love. His interest in cameras and photography began "as a kid, when I spent all my money developing film

exposed with a little Kodak Brownie."

The hobby became more serious 40 years ago when he bought an SLR (Single Lens Reflex) camera and began shooting slide film. These images led to a variety of gallery shows featuring "primarily nature photography".

At Humber College, where Hatton is Vice-President Academic, his hobby continues. In January of this year, his work was featured in a display at the Guelph-Humber Gallery entitled Faces and Places, a show that was curated by students in an Event Management course.

His focus expanded beyond nature photography in the 70s (still close to his heart). "I started with flowers, insects and worked my way up to birds and large animals." In the 90s, he got involved in international projects at Humber, which involved travel. This led to an earlier Guelph-Humber show titled *Here and There*.

Capturing the images is only the beginning. Originally, he said, "I processed my own prints in a home darkroom, a very expensive and extraordinarily time-consuming activity. I was attracted to large format Cibachrome printing because of its archival character. However, the system requires complete darkness using a series of drums. Today I look at my Cibachrome prints from the 80s and there is absolutely no degradation."

He continued to shoot Kodak slide film for a long time with a particular fondness for the slow speed Kodachrome 25, which provided the color saturation and the softness he sought. But times changed, and the digital world took over photography though he thinks "digital is still in its infancy."

Eventually slide film was not available "so I was finally and completely pushed into the digital age", an adaptation that he saw as learning all over again. "When shooting with digital the approach is completely different. You create many more images and then work backwards, whereas with slide film each shot was carefully considered. This was particularly true when travelling in backcountry such as James Bay or Nahanni National Park."

His favourite image?

"A photograph of a greater yellowlegs



captured at Northpoint on James Bay. "The day was absolutely spectacular; hundreds of miles from nowhere on salt water tidal flats looking at a pool of water and watching thousands of shorebirds in migration. That image was my mother's favorite. For years, till her passing she had that image on her wall."

Talent? "If you hold the shutter release down long enough you'll get a great image. Anyone can do it."

And the love? At one point his interests focused on repairing wood and canvas canoes. He became good at it. People asked him do repairs. Then people hired him. "It got to the point where most of my weekends and several evenings each week" were spent repairing canoes. "The joy went out of it. I've done relatively little canoe repairs since. I think the joy would go out of photography if it became a business." **CA**

Member Profile puts the spotlight each issue on an OCASA member with an unusual hobby. Know someone who qualifies? Let us know: CA@ocasa.on.ca

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