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**EMERGING LEADER**  
**Planet's problems**  
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Judy Spring – CMU graduate and Dean,  
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**Cover photo** of Deepak Gupta by Stephanie Lake, courtesy of Centennial College

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

Published by



Third Floor - 2020 Portage Avenue  
Winnipeg, Manitoba R3J 0K4  
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## Leading the way in changing times

## Ouvrir la voie en période de changement

It is that time of year again, where we imagine what the academic year will offer. It is also a time to connect with students and those we serve. Likewise, OCASA has been connecting with our stakeholders to develop the new Strategic Plan to best support our colleges in the areas of professional development, training, and succession planning for administrators.

In our rapidly changing society, it is imperative that we are informed, nimble and responsive to make important decisions – and OCASA is reorganizing to support these changing needs.

Change is the new normal. We know this. With the speed of change in technology, the interdependence and partnerships between colleges and industry is expected to deepen and evolve. This creates exciting opportunities for our students and graduates.

But, to remain competitive colleges need to leverage collective expertise, locally and beyond. This is certainly evident in the expansive role that Ontario's colleges have taken in the area of applied research; we are leading innovative practices and discoveries with industry partners in projects that have compelling economic impacts for our province. On page 16 learn more about college research that is advancing Canada's knowledge economy and global competitiveness.

The need for connection is not just economically driven, this is evident in the ground breaking Ontario colleges' collective commitment on March 31 for stand-alone policies and protocols on sexual assault and sexual violence.

Nous voici de nouveau à la période de l'année où nous contemplons ce que la prochaine année académique nous offrira. C'est également un temps opportun pour communiquer avec les étudiants et tous ceux à qui nous offrons nos services. De même, l'APACO est en communication constante avec ses collaborateurs afin de formuler un nouveau plan stratégique qui offrira un appui imbattable à nos collèges en matière de perfectionnement professionnel, de formation et de planification de la relève pour les administrateurs. En tant que membre d'une société qui évolue rapidement, il nous incombe d'être bien informés, agiles et réceptifs afin de prendre des décisions importantes – et l'APACO s'affaire à une restructuration pour bien répondre à tous ces besoins changeants.

Il va de soi que le changement est maintenant la norme, mais avec le progrès technologique qui avance à grande vitesse, l'approfondissement et l'évolution des partenariats et de l'interdépendance entre les collèges et les industries sont inévitables. Ceci ouvre la porte à des occasions fascinantes pour nos étudiants et diplômés. Par ailleurs, nous devons être concurrentiels et à cette fin, les collèges doivent tirer parti de leur expertise collective et ce, à l'échelle locale et ailleurs. Certes, l'ampleur de l'implication des collèges de l'Ontario dans le domaine de la recherche appliquée en est un exemple parfait. En collaboration avec nos partenaires, nous dirigeons des pratiques et des découvertes innovantes pour des projets qui ont un impact économique persuasif sur notre province. Reportez-vous à la page 16 pour en apprendre davantage sur

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It is imperative that we are informed, nimble and responsive to make important decisions – and OCASA is reorganizing to support these changing needs.

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Il nous incombe d'être bien informés, agiles et réceptifs afin de prendre des décisions importantes – et l'APACO s'affaire à une restructuration pour bien répondre à tous ces besoins changeants.

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This means that we acknowledge the unique and specific nature of sexual assault outside of existing harassment policies.

As administrators, we have the responsibility to support and enforce these policies, and the expertise to respond appropriately and timely (see page 10).

So, in a time when there is no shortage of apps and partners seeking to connect, yet, perhaps, too little time to stay connected, challenge yourself to make time for meaningful connections. **Think about it:** What is it that you need? How do you define success? Have you achieved it? Do you have someone with whom you can connect, professionally? Are you inspired to serve students?

Whether it is the mentoring network, a webinar, or a lunch and learn session with like-minded colleagues, make the time to be a reflective practitioner. This is the heart of OCASA – take advantage of the network and resources to help you do it. [c|A](#)

la recherche au collégial qui contribue à la progression de l'économie du savoir et du pouvoir concurrentiel du Canada.

Le besoin d'unification n'est pas uniquement guidé par une motivation économique. Depuis le 31 mars dernier, il est en outre alimenté par l'engagement visionnaire et collectif des collèges de l'Ontario envers l'établissement de politiques et de protocoles indépendants sur la violence et les agressions sexuelles. Autrement dit, nous reconnaissons la nature unique et précise de la violence sexuelle autre que dans le cadre des politiques actuelles sur le harcèlement sexuel. En tant qu'administrateurs, il nous incombe d'appuyer et de mettre à exécution ces politiques en plus d'utiliser notre expertise pour agir promptement et de façon appropriée (reportez-vous à la page 10).

Alors, ayant l'accès à une multitude d'applications mobiles et de partenaires cherchant toujours à communiquer, mais peut-être pas assez de temps pour le faire, lancez-vous un défi en essayant de trouver du temps pour les communications essentielles. **Pensez-y :** Quels sont vos besoins? Quelle est votre définition de succès? Avez-vous atteint ce but? Avez-vous quelqu'un avec qui vous pouvez vous associer professionnellement? Êtes-vous inspiré à appuyer et aider vos étudiants? Que ce soit un réseau de mentorat, un webinar ou un dîner-conférence avec des collègues de même esprit, prenez le temps d'être un praticien réflexif. Le réseau et les ressources de l'APACO sont vos piliers; profitez-en! Ils sont à votre disposition pour vous aider à atteindre vos objectifs. [c|A](#)

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Challenge yourself to make time for meaningful connections...make the time to be a reflective practitioner.

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# An interview with Deepak Gupta

The major problems of this planet do not have colour labels

*Deepak Gupta, recipient of the 2015 OCASA Emerging Leader Award, joined Centennial College as a Director two years ago. The following is condensed from an interview conducted with Mr. Gupta.*

## Can you tell us about your background?

I grew up in India in a city called Bangalore. I believe it is now the single most involved city in information technology outside of Silicon Valley.

I was raised by a single mother, who had to deal with the economic and social challenges that a single mother faces. Fortunately, my sister and I turned out well. My sister is a doctor in California. I was lucky enough to get a national scholarship and spend four years studying engineering from one of the Indian Institutes of Technology.

After I finished my undergraduate in chemical engineering, at the age of 22, I flew to the U.S. to study on a fellowship for my doctorate at Washington University in St. Louis, Missouri. Shortly thereafter, I was recruited by the Pella Corporation, then the second largest manufacturer of windows in America.

## How did you end up in Canada?

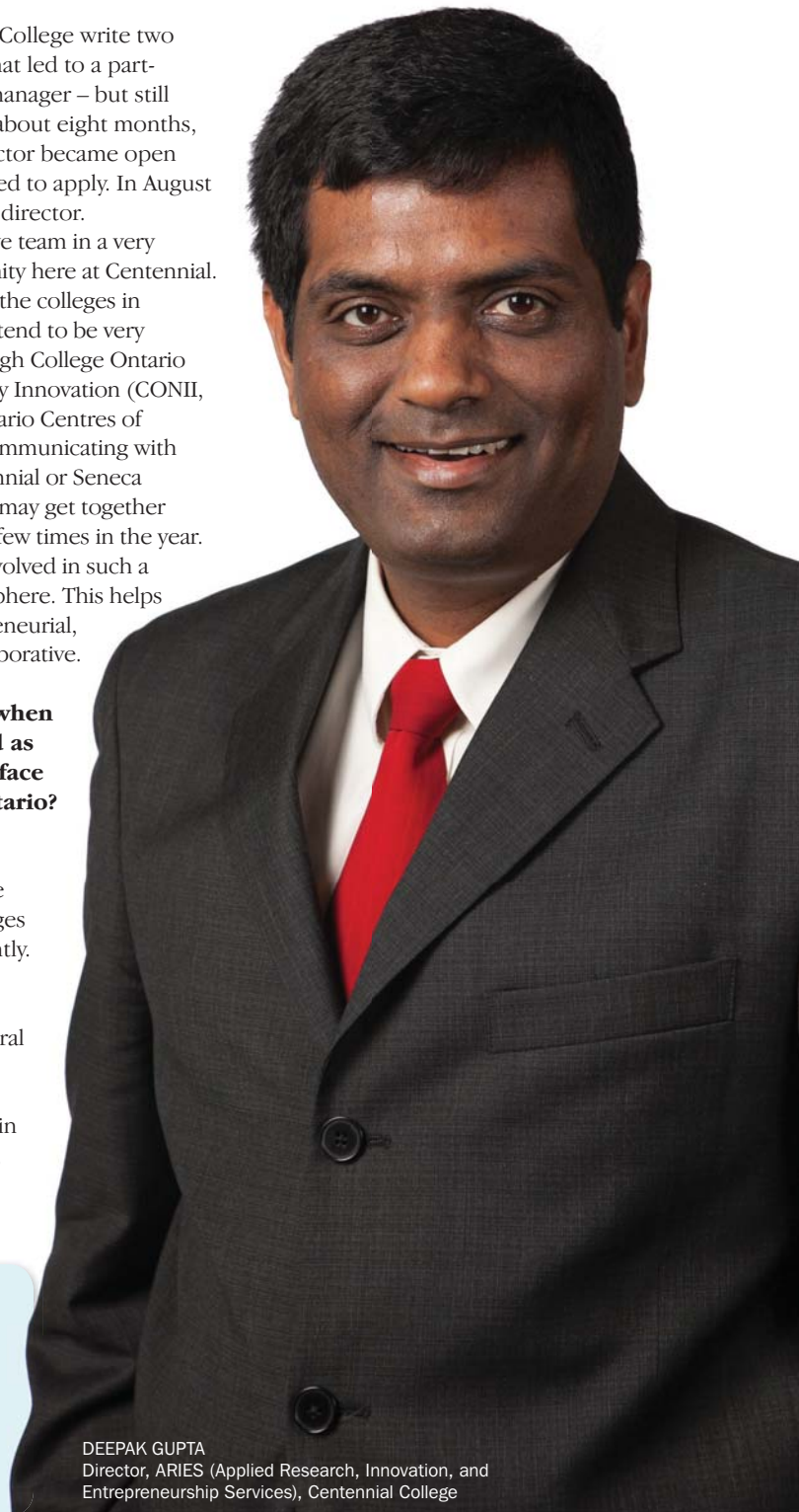
When I moved to Canada, I was hired by the Northern Alberta Institute of Technology (NAIT) in Edmonton for roles involving productivity improvement and applied research. When my son was born in 2010, my wife found a position in Regina practicing as a dentist. We moved there and I started my own consulting business. I subsequently did a project

helping Centennial College write two major proposals. That led to a part-time position as a manager – but still telecommuting. In about eight months, the position of director became open and I was encouraged to apply. In August of 2013, I became a director.

I have a supportive team in a very supportive community here at Centennial. My experience with the colleges in Ontario is that they tend to be very collaborative. Through College Ontario Network for Industry Innovation (CONII, now part of the Ontario Centres of Excellence), I am communicating with colleagues at Centennial or Seneca or Durham, and we may get together across the system a few times in the year. I am proud to be involved in such a collaborative atmosphere. This helps us be more entrepreneurial, innovative and collaborative.

## How does it feel when you are described as being part of the face of a changing Ontario?

If I returned to my hometown in India, I would hear people speak other languages much more frequently. I see this as a sign of globalization. Diverse, multi-cultural communities are forming not just in Canada, but also in many parts of India, China and Latin America. We are all



DEEPAK GUPTA  
Director, ARIES (Applied Research, Innovation, and  
Entrepreneurship Services), Centennial College

Centennial College photo by Stephanie Lake.

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My experience with the colleges in Ontario is that they tend to be very collaborative.

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I cannot think of any minority who has risen to the level of president of a college... I do not think our system is quite there yet.

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one humanity, all living on one single blue planet. Globalization is making us stronger and better. We must find the things that unite us – like climate change – rather than the things that divide us. The major problems of this planet do not have colour labels on them.

Colleges have increasingly done better in terms of embracing diversity and inclusion. It is now part of the DNA of our college and so much a part of the culture. However, there are so many opportunities to develop diversity in administration. In Ontario, I cannot think of any minority who has risen to the level of president of a college, though I can

think of a few university presidents. I do not think our system is quite there yet, though some effort is being made.

**What puzzled you about Ontario colleges and what insights does this suggest for change?**

Institutional nomenclature. When I went to NAIT, I had just come from the U.S. where postsecondary institutions whose name ended in Institute of Technology were universities such as Georgia Institute of Technology or MIT. In Canada, the system is quite different. That was a big part of my learning process – to understand that the names

might sound similar to U.S. institutions, but they are actually quite different.

**What can be done in the colleges to develop more diversity in administration?**

There are some things such as OCASA's mentoring program that could be adapted to advance diversity by selecting promising leaders and setting them up with role models. I would not consider myself as the first contact point for students, but I do think that students appreciate and look up to me when they see someone like me the taking on leadership responsibilities.



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Over a period of time, the demographics of faculty and staff will change to fully reflect the demographics in the community.

**Can you describe your involvement in OCASA's mentorship program?**

I approached OCASA's Executive Director Diane Posterski in 2013 and indicated that I wanted to be part of the mentoring

program. I wanted someone with whom I could relate – someone at a vice-president level who has been through similar life experiences. Unfortunately, she was unable to find somebody. The answer was self-evident: there are not enough people (minorities) at that level in the college system. After a year, special arrangements were made with a VP I identified at another college and

we connected every month or so. I learned a great deal about what it is like to be a VP and he was a very great and personal mentor.

A solution to diversity is to establish role models, but if there are few role models to start with, what do you do? I think we could open up a dialogue at next year's OCASA PD conference, leading some kind of discussion on diversity in administration across Ontario. I think we could end up creating some formal programs and processes.

**Have you experienced discrimination along your career journey?**

Strangely enough, I really did not experience any discrimination in my time in the U.S.; I actually had a few negative experiences in Canada. In the U.S., the racial issues are very much in the open. Here in Canada, we have not had a civil rights movement similar to the U.S., so it has not dominated the mainstream conversations. The closest would have been the Occupy movement. At the CIGan Annual Conference this year, I heard of the challenges facing First Nations from Assembly of First Nations (AFN) National Chief Perry Bellegarde. I learned more about aboriginal rights and history from that one presentation than I have learned in all my years in Canada. If an opportunity is provided to have a civil dialogue and open discourse, I think it is going to benefit us all.

**Are there other issues that need to be addressed?**

As educators, we probably have to better prepare for the changing face of learning in this digital age. There is a lot of knowledge most people can now get over the Internet. There are MOOCs online; all kinds of videos from which you can learn. For example, whether I need to open a bag of rice, fix my suitcase, or understand a new term, I only have to search on YouTube or check out Wikipedia.

Our traditional teaching and learning models are being challenged. We really need to focus on preparing students to be lifelong learners. **CA**

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# Sexual assault and harassment

Policy alone cannot change attitudes



Bill Swan  
Contributing Editor



Photo courtesy of DND/CAF.

The parade square at Royal Military College of Canada in Kingston, Ontario.

Sexual assault and harassment: perhaps you've heard about it lately. Stories on the topic have dominated the news this past year or so. Remember Dalhousie University dentistry school and the Facebook fiasco? And the infamous University of Ottawa hockey team suspension? Aren't you glad you didn't have to deal with the fallout from those incidents? And the stunner at the Royal Military College of Canada – more about that in a minute – that shook up not only colleges and universities, but the whole Canadian military? (Well, not exactly shook up; startling reports of such assaults have received national media coverage since 1998, when *Maclean's* blew the dust off what obviously had been a festering problem.)

Ontario Premier Kathleen Wynne has directed colleges and universities to clearly define policy and procedures on the topic. Colleges Ontario stepped forward and has provided a template policy that by now has likely been adopted by your college.

In case you think this is a Canadian issue, perhaps due to something in our drinking water, think on this: the U.S. military estimated that 26,000 sexual assaults occurred in 2012. (Tellingly, only 3,374 were reported).

It is a global problem, but the manifestation on campuses perhaps has much to do with a combination of attitude and processes: what do you about it without re-victimizing the victims? And how do you adjust attitudes

of (mainly of young males) suffering from a combination of a sense of entitlement and testosterone?

Those attitudes are not limited to the military. Just remember the Dalhousie incident: graduating year professionals – stress that, professionals – who, if not next year then within a decade, will be setting the tone in their own professional offices. And unless society's gender balance turns right side up, this will have them supervising largely female staff.

The issue at the Royal Military College of Canada (RMCC, often known as RMC), arose oddly enough out of an attempt to provide new insights and attitudes to the entire cadet wing: to help the military leaders of tomorrow better understand the subtleties of

“

The whole RMCC incident . . . is an example of how badly things can go wrong when you do the right things – in the wrong way.

”

sexual harassment and perhaps deal more effectively with sexual assault.

To help with this, RMCC hired Julie Lalonde of the Ontario Coalition of Rape Crisis Centres, to make four 90-minute presentations on a Saturday in October 2014. Major Bernard Dionne, a spokesperson for Military Personnel Generation, the formation overseeing the Canadian military colleges, said: “Due to her noteworthy accomplishments, Ms. Lalonde was invited by the RMCC to provide an external context, insight, and perspective with regard to the Draw the Line campaign and sexual misconduct as a whole. The goal of the briefing was to provide awareness to the officer cadets and actively engage them in the topics covered by the Draw the Line campaign.” The cadets had been summoned to the command performance on a Saturday, perhaps explaining a sliver of the negative attitude that ensued.



JULIE LALONDE  
Ontario Coalition of Rape Crisis Centres

“Before I opened my mouth the students were upset with me,” Julie told *College Administrator* in an interview. “That was before I started an eight-hour day, giving the same talk four times during the day.” What followed were cat calls and harassment sufficiently threatening that, at day’s end, Julie asked to be escorted to her car for her own safety.

We should stress at this point that the whole RMCC incident was an attempt to deal proactively with the issue of sexual harassment. It is an example of how badly things can go wrong when you do the right things – in the wrong way. Our interview with Julie was not to cast stones at RMCC, but to find what she learned in the incident that would be helpful to Ontario colleges.

Perhaps that is tip number one: deliver information in a positive context. Ordering cadets to cancel leave to attend on an otherwise-free Saturday did not start things off right.

“Public awareness is not the same as social change,” Julie said. “Simply telling people that violence is a problem and throwing statistics at people is not going to create change.” Changing attitudes requires changing culture, and that is a change that does not respond well to top-down chain of command.

Although the incident at RMCC brought national focus not only on the incident, but on the underlying attitudes in the military, retiring Chief of Defence Staff General Tom Lawson attributed assaults to “biological wiring” – an attitude quickly denied by his successor, General Jonathan Vance.

Now that all Ontario Colleges have in place a consistent policy on sexual harassment and assault, the problem is solved, right? Don’t be too hasty; remember that the military has had a long

history of detailed policies. It is changing *attitudes* that created the RMC problem.

Again, Major Dionne: “Harassment in any form constitutes unacceptable conduct and is not tolerated. No Canadian Armed Forces (CAF) member shall subject any person in the workplace to harassment. Incidents of harassment are investigated and actions are taken as result.”

Citing detailed directives, he continued: “These are comprehensive documents that emphasize harassment prevention and early resolution measures, specifying the rights and responsibilities of all parties. The policy, in place since 2000, applies to both the Department of National Defence (DND) employees and CAF members and addresses all forms of harassment.

“When a harassment complaint contains allegations that could be criminal in nature, it is a commanding officer’s responsibility to obtain legal and/or military police advice before taking any action. Incidents of a criminal nature are automatically referred to the Military Police and investigated by the appropriate authorities. RMCC is committed to prevent inappropriate sexual behaviour and to continuously uphold a culture of mutual trust, respect, compassion and dignity for all.

“To this end, RMCC has implemented a comprehensive Action Plan within the framework of the CAF Operation HONOUR to improve the prevention of and response to inappropriate sexual behaviour. This plan is also focused on providing effective, compassionate and sensitive support to any affected personnel.”

Here perhaps a warning: what happened at RMCC happened with detailed policies and procedures in place; with full awareness and good intentions. RMCC has learned, and according to Major Dionne this year the approach will be different:

“The matter of sexual misconduct and sexual harassment is discussed every year with staff, faculty and officer cadets beginning at, or returning to RMCC. In addition, RMCC continues to hold small group engagement sessions with faculty, staff and students, an approach that has received positive feedback from officer



cadets and facilitators. The groups are inclusive of age, gender and class year in order to ensure the students feel comfortable discussing this important and sensitive topic. These sessions are facilitated in an inclusive and respectful manner in order to encourage thoughtful discourse and questions.

“RMCC staff will continue to use small group engagements throughout the school year to better educate the officer cadets on such topics as sexual misconduct; responsible use of alcohol; victim empathy; healthy relationships; and social media etiquette.”

Julie Lalonde: “I am cautiously optimistic about this approach. General Vance actually created these bracelets (that say) ‘Not in my CAF’. English on one side, French on the other... This is light years ahead of where we were.”

Julie stresses that the policies as initiated by CollegesOntario – to be adopted by individual colleges – are only the beginning. In the wake of the CollegesOntario initiative in creation of a common sexual standalone policy, Fanshawe College hired Leah Marshall as the Sexual Violence Prevention Advisor on the strength of her skills and background in social work (MSW, RSW).

“We can provide referrals to medical care, counseling services, community



LEAH MARSHALL  
Sexual Violence Prevention Advisor,  
Fanshawe College



Officer Cadets familiarize themselves with advanced computerized telescopes during a physics lab at the Royal Military College of Canada in Kingston, Ontario.

Photo courtesy of DND/CAF.

services, as well as information about legal and reporting options,” Leah said in an interview by email. “The services provided are confidential and student directed.”

In addition, she said, the office develops and delivers ongoing educational programs and outreach initiatives focused on sexual violence prevention and bystander programs. “These initiatives challenge common myths about sexual violence and the current narrative of rape culture,” she said. “They provide students with an understanding of the spectrum of sexual violence, the definition of consent and how to intervene safely and effectively as a bystander.”

Julie Lalonde stresses that reporting of assaults must be consistent, not only within a college, but from college to college and

university to university. Victims, she said, “must be able to do an unbiased report on what happened to them and not how that affects the image of the school. The student should be given the full spectrum of options available, which includes ‘do you think I should go to police?’ Then we support victims: ‘do you just want that to be on record? Do you just want more time to report to write final paper?’”

In other words, the victim must retain control of the incident, but that all incidents must in some way be recorded – and she adds, not by the person who is writing the college press releases.

She said the key is the development of professional and independent expertise available on campus. That expertise does flow naturally from an

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We can provide referrals to medical care, counseling services, community services, as well as information about legal and reporting options.

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There is a sexual assault centre in your catchment area and they want to work with you.

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authority in office. “I am always obsessed with the level of expertise of the person who is doing any of the training. Take the example of General Lawson. Who decided that he was an expert on sexual violence? He is a fighter pilot. Nobody asks me about how to fly a plane; that is not my level of expertise.”

For colleges now locking down the exactly right procedures to deal with assault, the right expertise may be closer than most might think – both on and off campus.

“Colleges have social work programs, the expertise available on campus,” Julie says. Maybe it is “just giving those people the tools and the freedom to actually do what they are trained to do – which is to comfort victims and make sure that the system is accountable.”

“You also have experts in your community wanting to work with you. I work with every sexual assault centre in the province. Any community with a campus has one. There is a sexual assault centre in your catchment area and they

want to work with you. They want to do public education with you; they want to help support survivors.”

Leah Marshall at Fanshawe agrees. “Sexual violence affects all genders and non-conforming gender identities,” she says. “The hope is that these initiatives will educate students on how to spot sexual violence and empower them to make a difference. The entire campus community has a role to play in making our campus free from sexual violence.” **CLA**

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# Harcèlement au travail: tenants et aboutissants



Raphaëlle Laframboise-Carignan  
Avocate  
RAVEN, CAMERON,  
BALLANTYNE & YAZBECK s.r.l.  
Avocats et Notaires

Cet article est disponible à titre d'information et n'est pas un avis juridique.  
Un avis juridique ne peut être donné sans tenir compte de votre situation personnelle.

*This article is available in English on the OCASA website under Member Services.*

**B**ien qu'il soit reconnu que tous les employés ont le droit de travailler dans un environnement de travail sans violence ou harcèlement, la réalité est que de plus en plus d'employés se retrouvent confrontés à une situation qui implique du harcèlement ou de la violence au travail à un moment dans leur carrière.

En Ontario, le gouvernement a souhaité adresser le problème de harcèlement et de violence au travail en modifiant la *Loi sur la santé et la sécurité au travail*, L.R.O. 1990, chap. O.1. en 2009 et imposer des obligations spécifiques aux employeurs pour maintenir un environnement de travail sain.

## Qu'est-ce qu'on veut dire par «violence au travail»?

La *Loi sur la santé et la sécurité au travail* définit «violence au travail» comme étant :

- emploi par une personne contre un travailleur, dans un lieu de travail, d'une force physique qui lui cause ou pourrait lui causer un préjudice corporel;
- tentative d'employer contre un travailleur, dans un lieu de travail, une force physique qui pourrait lui causer un préjudice corporel;
- propos ou comportement qu'un travailleur peut raisonnablement interpréter comme une menace d'employer contre lui, dans un lieu de travail, une force physique qui pourrait lui causer un préjudice corporel.

## Qu'est-ce que le harcèlement au travail?

Le «harcèlement au travail» est défini par la *Loi sur la santé et la sécurité au*

*travail* comme le fait pour une personne d'adopter une ligne de conduite caractérisée par des remarques ou des gestes vexatoires contre un travailleur dans un lieu de travail lorsqu'elle sait ou devrait raisonnablement savoir que ces remarques ou ces gestes sont importuns.

Le *Code des droits de la personne de l'Ontario* interdit aussi toute discrimination fondée sur les motifs protégés tels que la race, le handicap, l'âge, le sexe et l'orientation sexuelle. Une violation en vertu du Code n'existe que si la discrimination au travail se fonde sur l'un des motifs susmentionnés.

## Les responsabilités de l'employeur

La *Loi sur la santé et la sécurité au travail* énonce les rôles et responsabilités des parties directement concernées par la violence et le harcèlement dans un lieu de travail. Les collègues ont spécifiquement établi dans les Conditions d'emploi du personnel administratif que chaque collègue prendra les mesures raisonnables pour assurer la sécurité et la santé de ses employés sur les lieux de travail en respectant les dispositions de la loi.

D'après la loi, l'employeur a une responsabilité de protéger la santé et sécurité de ses employées, incluant une obligation de prendre toutes les précautions raisonnables pour protéger contre la violence au travail. Notamment, les employeurs doivent formuler des politiques concernant la violence et le harcèlement au travail et les examiner au moins une fois par année.

L'employeur doit par ailleurs donner aux travailleurs des renseignements relativement au contenu de leur

politique y compris les méthodes à suivre pour signaler tout incident de harcèlement ou violence au travail et, d'autre part, énoncer de quelle manière l'employeur enquêtera un incident ou une plainte de harcèlement.

Dans tout lieu de travail des politiques doivent être formulées par écrit et être affichées dans un endroit bien en vue de tous les employés.

## Quoi faire si vous êtes victime de harcèlement au travail?

Si vous vivez du harcèlement ou de la violence dans votre lieu de travail, je vous suggère de garder un journal avec des détails de ce qui se passe (les noms, dates, heures des incidents). Si possible, il est préférable d'adresser la personne en question, en demandant que celle-ci arrête son comportement. Si vous n'êtes pas à l'aise ou que ceci ne fonctionne pas, vous devez le reporter à votre employeur conformément à la politique du collègue.

Les collègues ont adopté des mécanismes internes pour adresser le harcèlement et la violence au travail. Les Conditions d'emploi du personnel administratif établissent que l'employé qui estime que le collègue ne respecte pas les conditions d'emploi convenues entre lui/elle et le collègue, tel que le respect des dispositions de la *Loi sur la santé et la sécurité au travail*, peut demander par écrit au président ou à la personne désignée une rencontre pour discuter du problème.

Après avoir informé votre employeur de la situation, celui-ci doit mettre en place le processus prévu pour enquêter toute plainte de harcèlement, tel qu'établi dans la politique.

Si votre employeur est au courant de harcèlement ou de violence au travail

et ne fait rien pour corriger la situation, vous avez des recours à votre disposition. Si vous pensez qu'une telle situation vous soit arrivée, il est important de consulter un avocat spécialisé en droit de l'emploi dès que possible pour évaluer le bien-fondé de votre cas. Un avocat peut vous aviser sur comment naviguer le processus de façon informelle ou bien de vous aider avec des remèdes plus formels pour rectifier la situation.

### Que faire si vous êtes nommé dans une plainte?

Il va sans dire qu'aucun employé ne devrait participer dans des comportements menaçants ou harcelants envers n'importe quelles personnes dans le milieu de travail.

Cependant, il peut arriver qu'un employé soit nommé dans une plainte de harcèlement. Dans ces circonstances, il est important de consulter un avocat immédiatement. Entre temps, si une enquête est entamée, vous avez l'obligation de coopérer pleinement avec les demandes de l'employeur.

Il est primordial de consulter votre propre avocat lorsque vous êtes nommé dans une plainte, car dans certaines situations, l'employeur peut décider d'appuyer la personne qui a déposé la plainte et non pas la personne nommée dans la plainte. Dans ces cas-là, vous vous retrouvez seul à faire face à une plainte qui peut mener à une action disciplinaire, voir même un congédiement. Il est donc important pour vous d'obtenir votre propre avis juridique.

Dans un cas comme dans l'autre, si vous subissez du harcèlement ou si vous êtes nommé dans une plainte de harcèlement, il est important de consulter un avocat spécialisé en droit de l'emploi dès que possible pour recevoir des conseils juridiques précis à votre situation. Si vous avez des questions à ce sujet ou d'autres questions par rapport à votre situation d'emploi, s'il vous plaît n'hésitez pas à vous mettre en contact avec Raphaëlle Laframboise-Carignan ou l'un(e) des autres avocat(e)s au cabinet Raven, Cameron, Ballantyne & Yazbeck LLP/s.r.l. **CA**



Si vous subissez du harcèlement ou si vous êtes nommé dans une plainte de harcèlement, il est important de consulter un avocat spécialisé en droit de l'emploi dès que possible pour recevoir des conseils juridiques précis à votre situation.



### is more than just talk

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

- We use lighter publication stock that consists of recycled paper. This paper has been certified to meet the environmental and social standards of the Forest Stewardship Council® (FSC®) and comes from responsibly managed forests, and verified recycled sources making this a RENEWABLE and SUSTAINABLE resource.
- Our computer-to-plate technology reduces the amount of chemistry required to create plates for the printing process. The resulting chemistry is neutralized to the extent that it can be safely discharged to the drain.
- We use vegetable oil-based inks to print the magazine. This means that we are not using resource-depleting petroleum-based ink products and that the subsequent recycling of the paper in this magazine is much more environment friendly.
- During the printing process, we use a solvent recycling system that separates the water from the recovered solvents and leaves only about 5% residue. This results in reduced solvent usage, handling and hazardous hauling.
- We ensure that an efficient recycling program is used for all printing plates and all waste paper.
- Within the pages of each issue, we actively encourage our readers to REUSE and RECYCLE.
- In order to reduce our carbon footprint on the planet, we utilize a carbon offset program in conjunction with any air travel we undertake related to our publishing responsibilities for the magazine.

*So enjoy this magazine...and KEEP THINKING GREEN.*

# Applied research

## Student, faculty involvement opens doors to jobs

By Bill Swan  
Contributing Editor

Applied research may be the elephant in the room. You recall the old story: three blind persons describing an elephant. One grabs the tail and describes the animal as being like a rope; one grabs a leg and likens it to a pillar; and the third holds the trunk and says it is like a tree branch.

Applied research in the colleges is like that: each college has its own specialty. Adding more confusion: those not fully familiar with colleges may confuse applied research with the basic research done at universities. And it is not like that.

One of the clearest examples is at Algonquin College in Ottawa, where applied research “is to provide research that is all about helping clients to develop products, processes and services to implement or commercialize,” says Mark Hoddenbagh, Executive Director Partnerships & Applied Research.

That outreach by the college provides an extension of the hands-on activity that became the strength that built colleges: practical training with real-life experience. In effect, it involves students in practical research for market-driven projects for industry, usually under the guidance of faculty or college staff.

Of the philosophy behind involving students in real-life research projects, Mark says: “Why do we do this? So students leaving college are better prepared for the workforce,” he says. “The best way to do this is to work with the people who are actually in the workforce and to help solve problems. If you did a placement somewhere and you did nothing but photocopy all day, you would learn a little bit about that business. But, if someone came to you and asked if you could reduce the number of copies made – then you are in a higher level of engagement.”

Dr. Deepak Gupta, Director for Applied Research, Innovation, and Entrepreneurship Services at Centennial College, also sees it as job-related: “Here at Centennial, research and development started out as a one-person office. Today, we are the largest single employer of students on campus.”

At Fleming College, Lindsay campus, students are also involved, but the research is built around the college expertise

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The best way to do this is to work with the people who are actually in the workforce and to help solve problems.

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Applied research provides research that is all about helping clients to develop products, processes and services to implement or commercialize.

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in wastewater treatment in which Fleming has earned an international reputation. The applied research program at Fleming has been built around the facilities at Lindsay, and federal grants have enabled the purchase of an impressive array of lab equipment and the hiring of full-time staff.

Mary Lou McLean, Manager, Applied Research, Fleming, points to the list of grants that have solidified Fleming’s expertise: Technology Access Centre, 2014-2019 (NSERC: \$1,750,000); Advancement and Development of Innovative Water and Wastewater Treatment Technologies, 2012-2015 (NSERC CCI: \$2,300,000). Not small potatoes, and only the two more outstanding on the list of 40 or more posted on the website. Over the past 10 years, Fleming has attracted \$13 million in grants.

Mary Lou says that while university research is more about trying to grasp concepts, or understand why something is working a certain way, “Applied research is an attempt to get to something much more specific, for example, a company building a prototype or testing a piece of equipment to see if they can improve on its functionality. It is often testing and validation of a product or process.”

A big bonus for companies, she adds, is that, for the most part, companies retain ownership of any intellectual property that has been developed through the project. At universities this is not always the case. Fleming has worked with more than 100 companies in the past eight years, in Northern Canada, India and Africa. “We have a long list of projects on the go,” says Mary Lou. “In fact, we have a waiting list.”

While involved in such international work, Fleming is still very active in its own back yard. One repeating client is Mass



MARY LOU MCLEAN  
Manager, Applied Research,  
Office of Applied Research  
& Centre for Alternative  
Wastewater Treatment,  
Fleming College



Photo courtesy of Fleming College



At Fleming, Applied Research has tested various configurations for The Rocket, a compost accelerator produced by MASS Environmental Services Inc. of Lakefield, ON.

Environmental in nearby Lakefield, with a device called Rocket® Composter. “The Rocket® composts in approximately half the time of any other process,” says Mary Lou. “We have been testing all sorts of material: dog waste; diapers; all kinds of stuff. . . then we test the output just to make sure it is healthy compost. Because of the reports that we produce for the company, they have been able to expand their market presence all over Canada. It has been a big success story.”

As in other colleges, students benefit enormously. “We have one employee who started out as a casual student and then a full-time summer student,” says Mary Lou. “Now, he is a regular part-time lab technician – and applying for a full-time position with us.”

Ask those involved in applied research about their biggest needs, the answer is one most departments at most colleges would recognize: resources. According to Mark Hoddenbagh at Algonquin: “The biggest barrier is always resources,” which includes staff, space and funding. “We do a \$3 million business – not huge, but we have a thousand students involved in applied research for that \$3 million. That is a big impact we are having – a very economical way to stimulate interest in college . . . The big issue is getting government and funders to recognize the impact we are having in the system.” He cites an example of one \$25,000 project that ended up with a client being so happy he hired five students on graduation.

Another issue is faculty involvement. “Every project must have a faculty member, one or more students and a client,” Mark says. Sometimes that provides a challenge; in the original



Photo courtesy of Algonquin College.

Applied Research Day at Algonquin: (L-R) Claude Brule, Senior Vice President Academic and Cheryl Jensen, President, Algonquin College, congratulate Matthew Boyd, Research Assistant; Anna Trojanowska, Research Assistant; and Christopher Elliott, Principal Investigator for prize-winning project ‘What I Give 4.’

trriage system of assessing project applications, one criteria is the skillset of faculty. Some latitude is sometimes useful: “Sometimes people with peripheral skillsets can advance a project more than some who are immersed in the subject and are experts, but can’t think outside of the paradigm.”

Says Mary Lou at Fleming: “In reality, the majority of teachers do not come to colleges to do research; they come to teach. Some will say that, if they wanted to do research, they would go to university.

“The other challenge is that collective agreements do not yet recognize research,” she adds. Applied research can be an ideal companion to classroom learning, “because it is real world stuff and students can take a project from beginning to end.” In some cases, faculty might be granted SWF allowance, but involvement is voluntary.

Not all clients are external. At Algonquin, says Mark, “I am challenging every one of our deans to think about how they could do a project. Why should the people outside of the college get benefit of this when it is available for you inside? I am challenging people to do that.”

The research is for clients – both off and on campus – and the jobs go beyond part-time and summer jobs. It launches careers. At Centennial, says Deepak, “Most of the students who get involved in research and innovation do end up getting jobs, more so than people don’t have that experience.” And not just any type of job: “What is coming into our private research centres and innovation offices are the jobs of tomorrow.” c|A

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Applied research can be an ideal companion to classroom learning, ‘because it is real world stuff and students can take a project from beginning to end.’

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# CMU award winner concludes:

## Faculty need time and space to provide career advice to students



Anna De Grauwe  
Career Coach, Durham College  
Recipient of 2015 CMU/OCASA  
Outstanding Research Award

As a career coach, I assist students every day with accessing and using career information effectively to help them meet their job search and career development goals. Although we see many students during the year, students arrive for help voluntarily; they do not have to use the help we offer. For their own varied reasons, many students choose to never interact with the career centre during their time on campus.

Prior to starting the Central Michigan University Master of Arts in Education program, I began teaching communications as a contract faculty member in addition to my support staff role in the Career Development office. Interacting with students in an academic manner, instead of a services-based one, allowed me to broaden my perspective and experience another dimension of the college system. Knowing that the career centre does not see every student, I began to wonder about the informal role that faculty members play in helping students to navigate their career path.

As I began to explore prior literature during the early stages of my capstone research, the concept of out-of-class communication (OCC) began to emerge as a recurring theme. The definition on which I relied came from Myers (2004) who stated that OCC occurs when faculty and students communicate both

formally (e.g., scheduled office visits and emails) and informally (e.g., impromptu meetings) outside of scheduled teaching time. Interestingly, the specific topic of career advice was only briefly mentioned in the literature. I was intrigued; I thought I had found a possible gap in the literature that deserved to be explored.

To me, the topic was important because of what we already know about the impact that college faculty members have on their students – their level of influence has long been established in the literature as being critical in assisting with and influencing students' career decision-making process. Therefore, my approach on the subject was to combine both perspectives and to shed light on the topic for the Ontario college system.

My research question: "How do college faculty acquire and deliver career advice and information to students outside of teaching time, and what barriers exist for them in doing so effectively?"

For the purposes of my study, the question was divided into four sub-questions that separately looked at the acquisition and delivery of career information as well as any perceived barriers to acquiring and delivering career advice and information. The final sub-question looked at respondents' demographics, with hopes of identifying any trends that impacted the results.

To address these questions, I developed a quantitative online survey so that I could reach a wide audience. To gain as complete an understanding of the topic as possible, I surveyed both full- and part-time faculty members who were actively teaching in over 140 post-secondary programs in November 2014. In total, 1010 faculty members were invited to participate: 31% employed full-time and 69% employed part-time. Females represented 49.2% of full-time faculty, while males represented 50.8%; gender breakdown for part-time faculty was not available. Of part-time faculty, 60.5% were classified as part-time, 16.6% as being involved with field placement, 11.6% as partial load, 6.3% as sessional, and 4.9% as academic non-teaching.

To promote the survey, an intranet announcement was posted inviting faculty members to complete the questionnaire. The college's research services department also emailed the deans of the academic schools asking them to encourage faculty members to support the research by completing the questionnaire. In total, 62 surveys were successfully completed, representing a response rate of 6.14%.

To better understand how faculty members communicate with their students outside of teaching time, respondents were first asked to rank their preferred communication channels. Not surprisingly, email emerged as the preferred method, followed by hallway conversations, and then office visits, both scheduled and drop-in. I was surprised to learn that some faculty were communicating with their students via text message; since the college does not issue cell phones to faculty, this meant that respondents were sharing their own personal phone numbers with students. Although this was a small number overall,

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I began to wonder about the informal role that faculty members play in helping students to navigate their career path.

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it would be interesting to further explore this crossover between professional and personal communication with students.

An interesting result came from questioning respondents on their perceptions of the role of faculty in providing career advice and information to students. Respondents were asked whether they perceived their role as being responsible for giving:

- advanced job search advice (providing references, sharing their own network);
- intermediate advice (in-depth career advice, networking opportunities);
- basic advice (names of key companies, some resume advice); or
- none at all (stating that that is the role of the career centre, not faculty).

Interestingly, 46.67% indicated that providing basic job search advice only was faculty's role, with 18.33% selecting intermediate, and 31.67% selecting advanced; only 3.33% stated that it is not the role of faculty to provide career advice and information. It was encouraging to see the majority of respondents indicate that a multi-faceted approach with advice from different people is an integral part of the student experience.

Another area that I explored was the use of LinkedIn as a tool for delivering career information to students. I chose this area because of my own personal interest in this social media tool, and also because there was minimal literature on this topic at the time of my research. Responses in this area were split, with a division between faculty always and sometimes accepting students' requests to connect on the site. I was also surprised to see more than 22% of respondents indicate that they do not have a LinkedIn profile. When I studied the question's demographics, it was mostly full-time faculty, i.e., individuals with permanent jobs, who did not have a profile. I would like to see more LinkedIn-specific research conducted on this powerful career networking resource. Ideally, administrators might also recognize the power of this tool and encourage faculty to have their own profiles, and to incorporate the development of student profiles as an evaluation criterion in their curriculum as appropriate.

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My research question: 'How do college faculty acquire and deliver career advice and information to students outside of teaching time?'

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Faculty responses pointed out a variety of perceived barriers for their acquiring career information. These included a lack of institutional support from the college, lack of knowledge of credible sources, and primarily a lack of time. Similarly, for delivery of career information to students, faculty identified such barriers as a lack of space on campus, lack of their own experience in delivering advice and career information, and lack of up-to-date knowledge of industry trends.

Finally, the demographic questions provided some interesting points on which to comment. Female respondents generally indicated spending more time communicating with students outside of class, both in total number of minutes spent and total number of interactions. In terms of staffing level, 67.7% of survey respondents identified themselves as full-time faculty members, so it may be difficult to assess differences between full- and part-time with this majority representation. Given the freelance nature of the job, it is not surprising that part-time faculty reported spending less time interacting with students outside of class than did full-time faculty. Part-time faculty reported being comfortable in providing only basic job search advice, whereas full-time faculty reported their tendency to deliver intermediate and advanced career advice. Is this because full-time faculty are possibly more experienced in communicating with students more frequently, or know that acting as a 'program champion' is more expected of them by college administration? And, for part-time faculty, is it the likelihood that they spend less time on campus outside of teaching time, which results in less comfort in this area?

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Only 3.33% (of faculty) stated that it is not the role of faculty to provide career advice and information.

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The final question asked respondents if they would be interested in attending a professional development session on campus on career information for students; the goal of such a session would be helping faculty to develop skills to better assist and advise their students. Results were evenly split, with 50% of respondents saying yes, 25.8% saying they were unsure, and 24.2% stating they were not interested. While more interest would have been ideal, this is an area that my colleagues and I in the career centre can explore for the upcoming academic year.

Moving forward, it is clear from my study that out-of-class communication does occur at the study site, and does involve career advice being delivered to students by both full- and part-time faculty members. However, not all respondents are comfortable with this task, either due to lack of knowledge of how to deliver this advice, knowledge of credible sources, lack of time, lack of meeting space, and/or lack of support from college administration.

To help deal with these challenges, in my capstone, I made recommendations for further research. We need to:

- know more about how to encourage students to pursue out-of-class communication with faculty on all topics, not just career advice;
- better understand the influence that faculty members have on students' career paths; and
- study the effectiveness of LinkedIn as a delivery mechanism for career advice and information.

In terms of best practices on campus, administrators can better support faculty by:

- allotting time for faculty to meet with students. This is particularly important for part-time faculty who form the majority of teaching staff at the study site, but who are only paid for direct contact hours with students;
- allocating suitable space for faculty to meet with students outside of scheduled teaching time; and
- encouraging communication outside of class time, including discussions with students to help them develop their career potential.

In closing, one respondent was adamant: "It is critical to teach students to think beyond their books and classroom to the next steps in their journeys," the teacher said. "If [they are to be successful] then assisting students to transition into careers is not optional."

A powerful sentiment for educators to consider indeed.

*Myers, S. (2004). The relationship between perceived instructor credibility and college student in-class and out-of-class communication. Communication Reports, 17(2), 129-137. c|A*

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We need to know more about how to encourage students to pursue out-of-class communication with faculty on all topics, not just career advice.

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# Cybersecurity preparedness

## Becoming a diligent, vigilant, resilient institution

*Phew, glad that's not us.*

When there is yet another story of a cybercrime in the news, you can almost hear the collective sigh of relief among organizational leaders when it is not their name in the headlines.

Those of us working in the field of information security know, however, that cyberattacks on higher education institutions are not a matter of *if* they will happen, but rather *when*.

During the past year, several Canadian colleges and universities experienced major information breaches. In fact, many institutions may not even be aware if research or student information has been stolen. BC's Ministry of Education recently discovered that it was missing a hard drive with unencrypted personal information about millions of students collected years before. Even Apple recently suffered a malware infection that impacted hundreds of thousands of users before it was discovered.

Clearly, no organization is immune from cyberwarfare. The new world reality is 'advanced persistent threats' – coordinated cybercriminal efforts using highly advanced techniques. Moreover, educational institutions are prime targets because of the high value of the information they hold: thousands of files with personal data, intellectual property and research.

What is the potential fallout from a successful cyberattack? Staff and students could be subject to theft or identity fraud. The institution could face significant expenses or lawsuits and the brand could be badly damaged, impacting fundraising and student recruiting.

A culture of knowledge and sharing, complex information systems, porous environments, and a tradition of working alone rather than in collaboration means information security systems of higher education institutions typically lag behind those of other large organizations.

Fortunately, these obstacles can be overcome. Colleges and universities can safeguard assets, demonstrate effective stewardship of resources, and protect the reputation of their institutions and the privacy of their communities by adopting an enterprise risk management approach



Information vulnerabilities do not originate from technology alone, but also from weaknesses in culture, governance, operations and their integration. Therefore, addressing cybersecurity requires addressing the full spectrum of risks across the organization and managing the combined impact of those risks.

Here are the key steps:

### **1. Make board oversight of information security a priority.**

Today, students, faculty, funders and government expect boards and senior management to demonstrate proactive diligence in protecting systems and information. Good governance requires a commitment of time and resources to achieve information security goals linked to the institution's mission and values.

### **2. Build alliances with other higher education institutions.**

The challenges and complexities of cyberthreats are escalating and external collaboration is now as crucial to information security as internal collaboration. 'Threat intelligence sharing' contributes to more effective cybersecurity.

### **3. Conduct risk and vulnerability assessments.**

While it is impossible to protect all information, it is possible to minimize potential harm. By managing the right level of risk for the right information assets, post-secondary institutions can protect their most valuable data.

### **4. Establish top-down, organization-wide reporting and communication.**

A cross-organizational team that meets regularly to coordinate and communicate security issues encourages stakeholders throughout the organization to take ownership for protecting their community.

### **5. Design and implement appropriate policies, procedures and practices.**

Robust controls aligned with information value, best practices and organizational mission supports effective cyberincident prevention, response and harm mitigation.

### **6. Build awareness and capability.**

Many cyberattacks focus on people as the weak link. Therefore, it is crucial to ensure faculty, staff and students are aware of threats and their potential consequences. Ongoing education regarding how to protect the information with which they are entrusted helps people understand their responsibilities.

Ultimately, implementing a proactive enterprise risk management approach to cybersecurity will benefit every college and university by transforming them into more diligent, vigilant and resilient institutions. **clA**

Scott Crowley, CMC, MBA, FRM, CBCP, CPP, is MNP's Regional Managing Partner of Advisory Services for Ontario and Quebec. He also leads the Enterprise Risk practice, responsible for guiding an experienced, highly skilled team to deliver effective solutions for clients.



Derek W. Dobson  
CEO and Plan Manager  
CAAT Pension Plan  
Chef de la direction  
et gestionnaire du Régime  
Régime de retraite des CAAT

## Pensions are hot

# La question brûlante des pensions

Our friends and colleagues on the west coast of Canada have endured a summer of smoke and fire from burning forests. It will take many years for nature to repair the damage from the fires that have raged there.

When it comes to the ongoing and heated debates on pensions and retirement security, there's a lot of smoke that obscures the facts, but is there fire? Is there real risk of harm to your retirement plan?

Pensions have become a hot topic in the media and have the attention of politicians, but there is no fire for our pension plan.

For one thing, public sector defined benefit pension plans, like ours, remain among the most efficient and sensible ways to provide adequate income in retirement. These facts may be inconvenient to some, but they are the truth.

The CAAT Pension Plan is strong and well managed. For instance, the CAAT Plan has been fully funded in each of the

Cet été, nos amis et collègues de la côte ouest du Canada ont dû, à cause des feux de forêt, endurer une saison remplie de fumée et de flammes. Il faudra plusieurs années avant que la nature puisse réparer les dommages causés par les incendies qui ont fait rage dans cette région.

Lorsqu'il s'agit des débats enflammés qui se poursuivent au sujet des régimes de retraite et de la sécurité à la retraite, beaucoup de fumée empêche de bien cerner les faits, mais y a-t-il vraiment un brasier sous cette fumée? Existe-t-il un risque réel que votre régime de retraite soit endommagé?

Les régimes de retraite sont devenus un sujet brûlant dans les médias et attirent l'attention des politiciens, mais cela ne signifie pas que notre régime de retraite est menacé.

Précisons tout d'abord une chose : les régimes de retraite à prestations déterminées, comme le nôtre, restent parmi les moyens les plus efficaces et sensés pour assurer un revenu satisfaisant à la retraite. Cette réalité peut déplaire à certains, mais c'est la vérité.

Le Régime des CAAT est solide et bien géré. Depuis cinq ans, il est pleinement capitalisé, il affiche actuellement un taux de capitalisation de 107,2 % selon l'approche de continuité et est doté d'une réserve de financement de 773 millions de dollars.

Nous savons que les parties prenantes apprécient la sécurité et la stabilité des prestations. Des études de modélisation de l'actif-passif sont réalisées périodiquement afin d'évaluer la capacité du régime de surmonter les imprévus et de tester les projections financières du Régime selon un grand nombre de scénarios économiques et démographiques, et même selon des conditions extrêmes. Cette analyse sur le long terme permet de faire des prévisions prudentes et d'évaluer les risques et les opportunités au fur et à mesure qu'ils deviennent connus.

Selon l'étude de modélisation menée l'an dernier, la probabilité que le Régime reste entièrement capitalisé dans 20 ans est de 97 %, en supposant l'absence d'ingérence politique. En bref, l'évaluation confirme que le Régime des CAAT est l'un des régimes de retraite les plus résilients à l'échelle internationale.

De quelle façon avons-nous assuré cette stabilité et la sécurité des prestations? Voici les principaux facteurs :

- l'emploi d'hypothèses réalistes au sujet de la longévité des participants, du rendement à long terme des placements, des taux d'intérêt et de l'inflation;
- l'établissement de taux de cotisation adéquats pour assurer la viabilité du Régime;



past five years and we're currently 107.2% funded on a going-concern basis with a funding reserve of \$773 million.

We know that our members and their employers value benefit security and stable contributions. One way of testing the Plan's ability to withstand the unexpected is to periodically conduct Asset-Liability Modelling (ALM) studies. These test the Plan's financial projections against many economic and demographic scenarios, including extreme conditions. This long-term assessment allows for prudent planning and to evaluate risks and opportunities as they arise.

The ALM study conducted last year concluded that the Plan has a 97% probability of remaining fully funded in 20 years' time – assuming no harmful political interference. This measure confirms that the CAAT Plan is one of the more resilient pension plans around the globe.

How have we achieved this stability and benefit security? The key factors include:

- Employing realistic assumptions about member longevity, long-term investment returns, interest rates and inflation.
- Setting appropriate contribution rates to sustain the Plan.
- Building and managing a healthy funding reserve to safeguard against the unexpected.
- Maintaining a well-diversified asset mix that reflects our liabilities.

In addition, it's sometimes necessary to advocate with government and others on emerging policy positions that may unintentionally be harmful to the Plan. We carefully and regularly monitor issues to assess the risks, so we can become actively engaged to manage situations before they erupt into a wildfire.

For instance, the creation of the Ontario Retirement Pension Plan (ORPP) presented potential real risks to members and employers participating in the CAAT Plan because it may have required universal participation. Following productive discussions with government, they provided an exemption from participation in the ORPP for members and employers in comparable plans. Fortunately, the government responded properly to our early warnings and concerns.

On ORPP, our advocacy began in earnest early in the spring when we came upon a seemingly innocuous phrase contained in the 2015 Ontario Budget that could require all members and employers with comparable pension plans to participate in the ORPP. When our worries were confirmed, we immediately sent a letter to the Minister of Finance. In it, we effectively argued that imposing the ORPP contributions and benefits on CAAT Plan members and employers would create inefficiencies and fundamentally change the nature of the CAAT Plan, to the detriment of members. More specifically, it trades out tailored, tax-efficient and secure CAAT Plan pension benefits for the one-size-fits-all ORPP solution.

Our annual member survey results have consistently indicated that members and employers value the CAAT Plan. The extent of this support is seen in the fact that about 90% of members and employers report they would be willing to become engaged in efforts to advocate with government, should the need arise. We continue to work hard to manage potentially harmful situations and keep the Plan healthy and strong. And, it is reassuring to know that your ongoing support will be there when there is fire amidst the smoke. [c|A](#)

- l'accumulation et la gestion de réserves suffisantes pour parer aux imprévus;
- le maintien d'une composition bien diversifiée de l'actif, qui tient compte de notre passif.

De plus, il est parfois nécessaire de défendre auprès des gouvernements et d'autres intervenants notre opinion sur de nouvelles positions stratégiques qui pourraient avoir des effets négatifs non intentionnels sur le Régime. Nous suivons de près et avec attention les enjeux afin d'en évaluer les risques. Ainsi, nous pouvons prendre une part active dans la discussion et à la gestion de la situation avant que celle-ci devienne incontrôlable comme un feu de brousse.

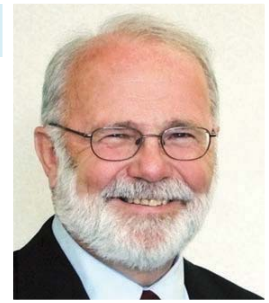
En ce qui concerne le Régime de retraite de la province de l'Ontario (RRPO), nous avons entrepris sérieusement la défense de nos intérêts au début du printemps, à la lecture dans le budget de l'Ontario de 2015 d'une phrase qui semblait plutôt inoffensive et qui établissait pour tous les participants et les employeurs de régimes de retraite comparables l'obligation de participer au RRPO. Dès que nos préoccupations à ce sujet ont été confirmées, nous avons immédiatement envoyé une lettre au ministre des Finances.

Dans cette lettre, nous avons souligné que le fait d'imposer les prestations et les cotisations du RRPO aux participants et aux employeurs du Régime des CAAT entraînera des pertes d'efficacité et modifiera profondément l'essence même du Régime, ce qui serait nuisible. En clair, il s'agissait ici de « troquer » les prestations de retraite ciblées, fiscalement efficaces et sûres du Régime des CAAT contre la solution unique du RRPO.

Grâce à de productives discussions avec le gouvernement, celui-ci a ajouté une dispense de participation au RRPO pour les participants et les employeurs de régimes comparables. Le gouvernement a donc heureusement réagi correctement aux avertissements et aux préoccupations dont nous leur avons fait part promptement.

Les résultats de nos sondages annuels auprès des participants continuent de montrer que les participants et les employeurs apprécient la valeur du Régime de retraite des CAAT. En effet, environ 90 % des participants et des employeurs affirment qu'ils seraient prêts à participer à des activités de défense de leurs intérêts auprès du gouvernement si cela était nécessaire.

Dans cette perspective, nous continuons à travailler d'arrache-pied afin de gérer les situations qui pourraient être dommageables au Régime pour en préserver la santé et la solidité. Et il est réconfortant de savoir que nous bénéficierons de votre appui le jour où il nous faudra défendre les intérêts du Régime. [c|A](#)



Brian Desbiens, Ph.D.  
Past President  
Sir Sanford Fleming College  
Associate Partner  
Prometheus Executive Search

# Applied research permeates all levels of the institution

Since its inception, the college system has worked with business and industry, helping them to not only acquire skilled workers, but also solve real-world challenges through the introduction of new processes technologies. Hence the phrase “Applied Arts and Technology,” referring to the real-world application of processes – processes that can only be practiced in the field because they’ve been developed through research.

Historically, research is an area associated with universities; however, the demand for new technologies and practices to improve productivity means that, colleges today are challenged to foster research activities on a scale much greater than ever before.

Applied research in the college system looks very different today than it did when I first started. I remember St. Clair College’s Technology graduates helping local tool and dye shops with new practices in the ’70s; or Sir Sanford Fleming students helping Stanley Tools modernize their automated tool box production in the ’80s; or robotics students improving safety and efficiency issues for

“

In a recent search for a new VP Academic, the winner between two outstanding finalists had direct real-world research experience.

”

Outboard Marine Corporation’s gas tank production lines in the ’90s.

By then, most colleges had received funding to build specialized facilities, such as Humber’s Plastic Molding Centre. These centres offered even greater assistance to industry in solving production problems. The expansion of Contract Training, after all, was not just about increased skills acquisition, but also about increased process engineering. Industries were no longer just providing spaces for co-op students to hone their skills – they were learning from them, and growing/improving processes as a result.

In the ’90s the rapid expansion of post-diploma certification programs placed

a great emphasis on applied problem solving. The majority of students were transfers from the universities and, thus, were seeking applied competencies.

The value of applied research has reached new heights over the past decade. Many colleges now have the ability to grant degrees in advanced technology programs that require students to perform research activities. With this advanced institutional status comes the need for faculty with advanced credentials, preferably doctorates. In fact, to meet the accreditation standards for degrees the doctorate is a prerequisite. This is because in order to complete a doctorate, one must carry out significant research and have developed the associated experience and competencies.

Administrative staff is now asked to oversee higher credentialed faculty and increased standards in programs. This requires a whole new set of competencies. These include:

## 1. Evidence Gathering

The accountabilities movement has affected the kind of data governments require from institutions. The advent of Key Performance Indicators in the ’90s, Strategic Mandate Agreements in the last decade, and Index Score Cards today means that every organization has to

# THANK YOU

from the Fanshawe College Administrative Staff Association (FASA) to all Fanshawe College administrators for the work they do to benefit the organization.





have the research capabilities (i.e., tools and competent staff) needed to measure, record, analyze, and project future scenarios. Decisions are no longer to be based solely on pedagogical premises or business practices. It is no longer acceptable to simply declare a need or status; corroborating evidence, founded on research, has to be gathered and presented.

## 2. R&D Experience

Now that we require sound applied research of college graduates in post-diploma and applied degree programs, it's essential that academic administrators be able to recognize it, too. As we attempt to brand and distinguish our programs and institutions, we must build research capabilities among our staff so that we can figure it into our curriculum and learning experiences. Those in academic leadership roles must possess at least an understanding of research and development, if not an expertise gained through direct experience. In a recent search for a new VP Academic, the list was whittled down to two outstanding candidates. The position went to the one with direct real-world research experience – who would thus be in a better position to provide leadership to a more highly credentialed faculty.

## 3. Building Partnerships

Applied research denotes that a college has partners in the public and private sectors who rely on it for assistance. The ability to cultivate these connections is crucial. Colleges will have to enter into new relationships both in one-time partnership arrangements and in networks that might include universities and other external allies. This makes for a more complex college community. Our leading colleges, for example, have learned that structures such as consortiums are often required. Government funding may be available, but the strings attached are hefty. Overall, negotiation and networking skills are of a higher order than ever.

## 4. Data Analysis

Administrators must approach all major functions with a level of sophistication and detailed analysis much greater than

“

For existing staff, the focus should be on training and professional development opportunities.

”

before. This means bringing metrics and diagnostic processes into everything, from assessing college programs right down to performing staff evaluations. One notable such example is Strategic Enrolment Management. Admissions are no longer about meeting quotas in traditional student bodies, but rather fostering new customers. In limited-demand markets, you must be able to identify your best prospects from among all applicants and understand what they need from a postsecondary experience. It's a crucial step in the overall strategy of associating your institution with new market opportunities.

The college working environment is no longer just student-centered, but increasingly analytical and evidenced-based. Applied research, therefore, is no longer limited to classrooms and labs; it permeates all levels of the institution. Most have addressed this change by increasing faculty credential prerequisites to a doctoral level and for administrators to a master's degree. I would suggest that hiring criteria also include thorough reference checking in order to ensure that candidates'

analytical skills lie in areas that are important for the future of the institution. For existing staff, the focus should be on training and professional development opportunities aimed at strengthening the skills I've listed.

As a recent doctoral dissertation by one of our college faculty said it clearly: Colleges will need to have structures and staff training designed to ensure that all research meets ethical and legal protocols.

Data in the hands of properly trained individuals can be instrumental in guiding how decisions are made, problems are solved, and external relationships are developed.

From a career perspective, applied research experience and its associated competencies will make all the difference in whether you get hired or promoted. In the past decade we have looked to individuals to have these competencies in roles such as institutional research officer. But as we go forward, all middle to senior administrators will have to possess an appreciation for and an understanding of applied and institutional research. **CA**

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## Another outstanding Annual Conference

### Pearson elected president/McDonnell VP



Krista Pearson, Dean, Enrolment Services and Registrar, Sault College is the new OCASA president. She replaces David Belford of Fanshawe, who now becomes past-president. Krista was elected by the Board of Directors, who met following the AGM June 23 to elect officers for the coming year.



Other officers include Alanna McDonnell of Algonquin, who assumes the role of vice-president, and Greg Murphy of Durham, who is now treasurer. Riley Burton of Confederation is continuing as secretary.

OCASA's Board of Directors is comprised of 12 members, representing a variety of colleges and regions. The full board can be viewed at [www.ocasa.on.ca/about-us](http://www.ocasa.on.ca/about-us). New to the board this year are directors Mary Lou McLean, Director (Acting) Applied Research, Fleming College; and Barbara Watts, Associate Dean, School of Business, Georgian College. OCASA warmly thanks the efforts of outgoing past-president Rick Helman (Loyalist, Retiree); and board member Bridget Woodcock (Humber).

### Presidents on leadership:

#### *Change is the new normal*

One message dominated the popular and informative Presidents' Panel at the 2015 OCASA Leaders & Innovators Conference this past June. "Change is the new normal," said Fred Gibbons, president and CEO of Northern College. "We must get comfortable being uncomfortable."

Ron McKerlie, president and CEO of Mohawk College, cited the challenge of both the shrinking of the traditional high school market, along with the changing model of online and blended delivery in a time of fiscal challenges.

Longer term, Glenn Vollebregt, president of St. Lawrence, said that transition from traditional class delivery into the future "may not always be praised" by all students today, but that students now in the elementary school who have used iPads from the 5th grade "will have a different set of expectations."

The three were taking part in an hour-long panel discussion in which a panel of college presidents shares views on the challenges and opportunities facing administrators in Ontario colleges.



### 2015 OCASA Award recipients honoured



Doug Light Lifetime Achievement Award:  
Susan Savoie, Dean, Faculty of Continuing Education and Training, Seneca College



Distinguished Administrator Award:  
Michelle Beaudoin, Associate VP,  
Dean of Students, Georgian College



Emerging Leader Award: Deepak Gupta, Director,  
Applied Research, Innovation and Entrepreneurship  
Services (ARIES), Centennial College



Volunteer Recognition Award: Joanne McDonald,  
Manager, Career Services and Welcome Centre,  
Algonquin College

Recognizing the efforts of college administrators has always been a priority for OCASA. Consider who you might nominate from your college for 2016, or within your college network.

For more details about all our award winners, visit [www.ocasa.on.ca/about-us/awards](http://www.ocasa.on.ca/about-us/awards)

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### Mark your calendars

#### PD Conference June 27-28 2016

Leaders and Innovators, the 2016 OCASA Professional Development Conference will be held June 27 and 28, 2016. The program planning team has begun work; details will follow early in the new year. The plenary sessions and workshops generally focus on sharing system information, best practices, and forums for combined networking and learning. A follow-up survey this year showed 98% support for continuing the conference, and that 95% of respondents were either very satisfied or satisfied with this year's event.

Based on conference feedback, we are staying with Kingbridge Conference Centre, King City.



Sophie Vigna, diplômée du programme  
Technologie en radiation médicale – Juin 2015

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## OCASA Board consults widely in preparing new strategic plan

In the fall of 2014, OCASA began the Stakeholder Engagement Research Project. The goal was to assess the values, perceptions and assumptions of stakeholders relating to OCASA's role, as well as identifying key resource and service gaps in the system around professional development and capacity building.

Since that time, surveys have been completed with members and non-members, consultations completed with key leaders in the system including 12 presidents, Colleges Ontario, College Employer Council, OCAS, several HR executives and other significant partners. The result is both a new Strategic Plan and a meeting with the Committee of Presidents at the end of October to present OCASA's proposed future for a professional body poised to meet the needs of college administration in the next decade.

The new Strategic Plan includes three key pillars: Network Support, Career Support, and Leadership Support. Full details can be found on the OCASA website.

## New hires receive complimentary membership

New administrative hires at all Ontario colleges will continue to receive complimentary OCASA membership for their first year. It is part of a program to introduce new administrators to OCASA as a professional association that can provide opportunities for networking and professional growth. Sector-based online orientation resources, interactive webinars aimed at bringing together those newer to the system will continue to grow.


## Consultant to develop onboarding program

A key gap identified during a recent focus group and survey feedback is that of system onboarding. While many colleges provide orientation to their local college policies, strategic plans and systems, none identified an orientation to the Ontario college system – and that it is highly desirable.

Steve Robinson is working with OCASA to develop a comprehensive program that will leverage resources already available, and to create an interactive program easily accessible by any administrator across Ontario.

## Mentoring Matters continues to share experience

OCASA's Mentoring Matters program, through which members are matched with an experienced administrator as a mentor, continues to grow. The program offers those new to a position with an opportunity for goal-driven learning, access to approaches and thinking outside of their own college, and a broader view of the college system. Mentors gain experience, and a chance to share their experiences. Colleges benefit through employee satisfaction and engagement. For more information, visit the OCASA website. [www.ocasa.on.ca](http://www.ocasa.on.ca).

"Being a part of the mentor program ... has been one of the best experiences of my career. I really can't say enough about the experience and the benefits I have gained from OCASA in the past year." – *New hire member enrolled in the mentoring program, 2014/2015.* 

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**Laissez-nous vous aider.**

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# OCASA's new president

## Networking, mentorship – and a Lego® challenge

### Can you tell us about your background?

I have been in postsecondary education for 18 years and an administrator for nearly 16 in both university sector and college sectors. When I graduated with my bachelor of education degree, I had applied for jobs at Acadia University and with a local school board. I was given offers within moments of each other: to either teach for a high school in the Annapolis Valley or to work as an international student advisor at the university, which included a teaching component. On a whim, I took the Acadia University gig and I loved it. I have been in postsecondary education ever since.

From Acadia, I moved to Ontario and spent nearly eight years as Registrar and Director of Enrolment Management at Algoma University. In Sault Ste. Marie, I was part of the team that led Algoma University College to independence from Laurentian in 2008. While I was at Algoma, we increased enrolment by 50%, which contributed to the ability to seek independent degree-granting status.

### When did you first become involved in OCASA?

Less than a year after I started at Sault College. The Director of HR, Rick Webb, must have sent my name to Diane Posterski, OCASA Executive Director. I became involved as a general member and a board member almost at once.

### What are your hobbies?

Travel – both for work and pleasure – will always be a big part of my life. I have been to more than 50 countries around the world.

We are also a running family. While I was never a serious runner, I did complete half marathons and 10 kilometre races, and once did a 5 km in 22 minutes. My husband, an elementary school principal, is a more serious runner who was listed in the top 10 in Ontario for his age group for the 10 km. We run together as a family. I have run with my boys since they were in utero. A couple of months ago, we did a 5km fun run sponsored by Sault College.

The most important part of my life is my two kids. I have two sons who are eight and five. Like a lot of parents, I have spent much time watching them play soccer and other sports. Through my boys, I have become quite proficient in my Lego building skills and challenge anyone to a Lego house-building competition anytime.

To stay engaged with the community, I am involved on volunteer boards including the Sault Ste. Marie Canadian Mental Health Association and am the administrative representative on the Sault College Board of Governors. I have also been involved in the Governor General's Canadian leadership conference ([leadershipcanada.ca](http://leadershipcanada.ca)), having served on the national board and participated as regional coordinator for conferences in '08, '12 and '15.



Krista Pearson  
President, OCASA

### What have you learned from working in both universities and colleges?

I wish that every administrator had the opportunity to work in a college system. Colleges are often – can I say 'misunderstood'? That is not to say that people do not intellectually understand what colleges do.

Before I started in the college system, I never thought of colleges as an option for my children. Now, I would be absolutely thrilled and supportive if either one wanted to do nearly any program we offer.

### What challenges do you see colleges facing?

Demographics: The change of Canada's population will result in an increase in immigration and differentiated roles for postsecondary institutions in addressing skill development.

Exposure: Until we have more decision-makers familiar with what the colleges do, either from having been a student or engaging with the colleges, image will be a challenge. Fortunately that is changing; more students choose to go to college than to university.

### What specific challenges does OCASA face?

I would like to see a more widespread understanding of OCASA's role in the system. I see OCASA as a place for college leaders to engage and interact outside of their core area(s) of accountability. This can facilitate understanding of all areas of operation from academics to services, along with an understanding of the college's role within a provincial context.

### Where would you like OCASA to be at the end of your term?

A key goal for this year is the rolling out of our new strategic plan. We hope to have it finalized this fall. There has been a tremendous amount of work in terms of membership outreach. Executive Director Diane Posterski has done some incredible work consulting with presidents to inform them of the strategic plan in a holistic way. I am excited to be part of it.

When I say things like collegiality, it is really what I am all about – and it is a motivator for my involvement with OCASA, which uniquely brings college administrators together on areas of shared value such as leadership building, management skill development, and exchanging ideas and practices to support the provincial college system. For example, the OCASA mentorship program creates a network for people who do not have informal links or places to turn for professional support or advice. As OCASA members, we can help build these bridges for each other. [C|A](#)

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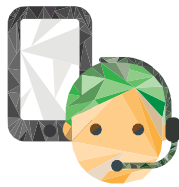
COMPANY NAME	PAGE	PHONE	WEBSITE
 Algonquin College	23	613-727-4723	<a href="http://www.algonquincollege.com">www.algonquincollege.com</a>
 Central Michigan University	IFC	877-268-4636	<a href="http://global.cmich.edu/international">global.cmich.edu/international</a>
 Collège Boreal	27	800-361-6673	<a href="http://www.collegeboreal.ca">www.collegeboreal.ca</a>
 College Employer Council	13	647-258-7700	<a href="http://www.theCouncil.on.ca">www.theCouncil.on.ca</a>
 Colleges Ontario	28	647-258-7670	<a href="http://www.collegesontario.org">www.collegesontario.org</a>
 Davenport University	9	800-686-1600	<a href="http://www.davenport.edu/capartners">www.davenport.edu/capartners</a>
 Fanshawe College	22	519-452-4430	<a href="http://www.fanshawec.ca">www.fanshawec.ca</a>
 Kempfenfelt Conference Centre at Georgian College	8	705-722-5120	<a href="http://www.meetatgeorgian.com">www.meetatgeorgian.com</a>
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 MNP LLP	OBC	877-251-2922	<a href="http://www.mnp.ca">www.mnp.ca</a>
 Ontario College Application Service	IBC	1-888-892-2228	<a href="http://www.ocas.ca">www.ocas.ca</a>
 Raven, Cameron, Ballantyne & Yazbeck	26, 28	613-567-2930	<a href="http://www.ravenlaw.com">www.ravenlaw.com</a>
 Stitt Feld Handy Group	9	800-318-9741	<a href="http://www.sfhgroup.com">www.sfhgroup.com</a>
 SWGi (Sundiata White Group - Intellistaff Ltd.)	5	416-644-8873 X 854	<a href="http://www.swgi.ca">www.swgi.ca</a>
 University of Guelph's College of Business and Economics Executive Programs	19	519-824-4120 X 56607 or Toll Free 1-888-622-2474	<a href="http://www.uoguelph.ca/business/executive-programs">www.uoguelph.ca/business/executive-programs</a>

# ocas saco

Last year, we worked harder than ever to support our applicants and partners.



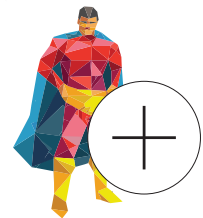
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As cyber security attacks become more advanced, it's more essential than ever to have systems in place that will ensure the protection of your information and technology assets. Drawing on our extensive experience serving post-secondary organisations, we deliver essential security solutions so you can continue fostering a culture of knowledge growth while protecting your resources and reputation.

Our Technology Risk Services team helps safeguard information assets and manage the risk of unauthorized disclosure, modification or loss of critical information. We assist organisations to assess cyber security practices, prioritise efforts and improve security. Whether it is identifying security risks from third parties or addressing challenges with current technologies such as cloud computing, social media and mobile devices, our tailored solutions address your various security needs including:

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- IT Strategy and Governance
- Privacy
- IT Project Risk Management
- Data Analytics
- IT Disaster Recovery

Contact Scott Crowley, Eastern Canada Enterprise Risk Leader 1.877.251.2922 or [scott.crowley@mnp.ca](mailto:scott.crowley@mnp.ca) or Trac Bo, Technology Risk Services Leader at 1.877.500.0792 or [trac.bo@mnp.ca](mailto:trac.bo@mnp.ca)

