

You've come a long way, Baby!

An overview of the history of Parental Leave in the Workplace



Ella Forbes-Chilibeck
Lawyer
RAVEN, CAMERON,
BALLANTYNE & YAZBECK LLP

Arguably, one of the most relevant legislative changes in the past twenty years has been the amendments to Canada's paid parental leave benefits and evolution of the way in which family obligations are viewed in the workplace.

In 1940, the *Unemployment Insurance Act* introduced unemployment insurance to Canada, but it was another 30 years before the Act provided provisions for maternity leave.

Starting in 1971, mothers with 20 or more insurable weeks could claim up to 15 weeks of benefits. Almost two decades later, in 1990, 10 weeks of parental leave benefits were added. These could be used by either parent or split between them.

During this same time period, the number of women working outside of the home was also changing. At the beginning of the 1960s just over 30% of women aged 20 to 30 participated in the Canadian labour force. By the end of the 1970s it had doubled to just over 60%. Currently approximately 70% of Canadian mothers with children under five years of age are working.

In response to the changes in workplace demographics, another significant change to paid parental leave was introduced in December 2000 when Bill C-32 amended what was by then the *Employment Insurance Act* and increased parental leave benefits from 10 to 35 weeks, effectively increasing the total maternity and parental paid leave time from six months to one year.

One aim of the 2000 amendment was to enable working parents to care for their infant for longer and still allow them secure re-entry into employment. After the extension of parental benefits, all provinces and territories revised their labour codes to give full job protection of 52 weeks or more to employees taking paid or unpaid maternity or parental leave.

The legislative change meant that companies would have to reserve a mother's job for a year. In an anonymous survey conducted in Alberta at the time, anxious employers predicted heightened workplace tensions and potential discrimination against young job seekers. "*People in childbearing years will be at a disadvantage when it comes to new positions opening up,*" warned one, while another admitted, "*We have learned to avoid hiring people we feel will be having families.*"

Today, it is not immediately obvious that the initial concerns have borne out. Although employers sometimes fail to meet their obligations to the individual requesting or returning from parental leave, these situations are more the exception than the rule and the appropriate human rights regime provides protection from discrimination. The year-long parental leave is now standard practice in most workplaces, while other benefits such as salary top-ups, additional health benefits and flex time options have become commonplace expectations. There is a growing understanding that employers, unions and employees must work together to assist workers in maintaining a functional balance between work life and family life. A failure to accommodate an employee's family care obligations may be found to be discrimination on the part of the employer and it is important for workplaces to have clear policies and processes in place to assess family care issues as they arise and to implement accommodative measures where appropriate. [C|A](#)

LE DROIT AU SERVICE DES TRAVAILLEURS

RAVENLAW LLP
S.R.L.

WORKING FOR WORKING PEOPLE

Les avocats du cabinet Raven Cameron Ballantyne & Yazbeck se sont engagés à forger des solutions informées et raisonnées, qui soient à la fois pratiques et économiques. Nous aidons les employés dans toutes les facettes de leur relation d'emploi, notamment en ce qui concerne, entre autres, les mouvements au sein du réseau des collègues, la révision des contrats, les problèmes de harcèlement, le départ à la retraite, l'accès aux prestations d'invalidité, les plaintes en matière de droits de la personne, les mesures disciplinaires, le congédiement et la mise à pied.

Laissez-nous vous aider.

Contact Ella Forbes-Chilibeck

613.567.2930

Eforbes-chilibeck@ravenlaw.com

Communiquer avec Kim Patenaude

613-567-4723

kpatenaude@ravenlaw.com

2015 CONFERENCE

Leaders & Innovators

Connect. Collaborate. Transform.

Kingbridge Conference Centre & Institute,
King City | June 22 & 23, 2015



OPENING KEYNOTE:
Monday, June 22, 10:30 a.m.

**Focus on Ontario's
Political & Economic
Landscape**

Linda Franklin,
President & CEO, Colleges Ontario

Conference
Sponsored by

CMU
CENTRAL MICHIGAN
UNIVERSITY



DINNER THEATRE:
Monday, June 22, 7:00 p.m.

Gala & Celebration of 20 years!

Join us for a night of hilarity and fun with Bad Dog Comedy Theatre

For over 30 years, the award-winning Bad Dog Theatre Company has specialized in the art of unscripted comedy and improvised performance in Toronto...

We're sure they'll teach us about connecting, collaborating and transforming!

**OCASA
APACO**

PRESIDENTS' PANEL: Tuesday, June 23

What are the trends? Where do these leaders see colleges 10 years from now, and how can you be prepared as a leader of tomorrow?



Fred Gibbons, President
Northern College



Ron McKerie, President
Mohawk College



Glenn Vollebregt, President
St. Lawrence College

LEISURE & FACILITIES

Whether you prefer some time in our newly renovated fitness room, a relaxing massage or a reflective walk through our nature trails, the Kingbridge Centre has a variety of activities to help you relax and unwind after a day's meeting.

- Over five kilometers of nature trails through forested terrain and rolling hills
- A unique 200-metre indoor running track suspended roughly seven feet above the ground and fully climate controlled
- 24 hour access to the fitness room with strength building stations, free weights and cardio equipment
- Indoor and outdoor swimming, whirlpools and sauna
- Outdoor tennis and basketball courts
- Sports court to play basketball, floor hockey
- Two squash courts Stretching studio for yoga or pilates
- Outdoor activities: Mountain Bikes, snowshoes, volleyball, soccer, bocce ball
- Massage services (minimum 24 hours notice required and subject to availability)

VOLUNTEERS

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

Here are some options available:

- Registration & Information Table
- Workshop Host
- Greeting New Attendees
- Session Greeters
- Door Prize Coordinators

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

REGISTRATION FEES

Full Conference with Accommodation <i>(includes all sessions, meals, Gala)</i>	
Single Occupancy	\$795.00 *
Double Occupancy	\$710.00 *
Full Conference without Accommodation	
	\$595.00 *
Day Rates	
Monday	\$350.00
Monday Gala	\$100.00
Tuesday	\$300.00

* After May 15, add \$100 to fees

CANCELLATION POLICY

Conference fees and accommodations will be fully reimbursed prior to May 15, 2015. **NO REFUNDS WILL BE ISSUED AFTER THIS DATE.** If you are unable to attend, you may substitute someone in your place. All cancellations and substitutions must be received in writing (email is accepted). Refunds will be processed after the conference.

ACCOMMODATIONS

OCASA will make all accommodation arrangements on your behalf.

For full information about guest rooms, visit:

<http://www.kingbridgecentre.com/facilities/guest-rooms/>

Rooms are available on a first-come, first-served basis with availability guaranteed until May 15.

FOR MORE INFORMATION

Contact: Ronda Wicklam

1-866-742-5429 ext. 101 • ronda.wickl@ocasa.on.ca

CONCURRENT WORKSHOPS

Truly unique to college administration, you will attend 4 sessions over two days, plus one optional networking/learning session for a total of five! See the complete program.

A1 A Collaboration Success Story: Partnership Between Hydro One and Four Ontario Colleges

Kevin Weaver, M.Sc., Dean, Technology and Visual Arts, Georgian College

Mark Hoddenbagh, Ph.D., Executive Director, Partnerships & Applied Research, Algonquin College

For the past seven-plus years, the Hydro One College Consortium has been a successful partnership among Hydro One, Algonquin College, Georgian College, Mohawk College, and Northern College. The four partner colleges contribute expertise in electrical programming with a focus on utilities, community outreach and applied research. Hydro One contributes funding along with sharing the expertise of their employees who helped guide the process, identify needs, articulate curriculum gaps, establish diversity outcomes and develop a strong applied research program. In this session, we will share the story of the Consortium, including a strategy for workforce development, cooperative education programs, applied research and targeted training for diverse groups. We'll share the challenges, successes and lessons learned while also engaging participants about the keys to a successful collaboration.

A2, D3 Stopping the Blame Game and Improving Our Teams: It's Up to Us

Lori Nemeth, Senior Manager, Organizational Development and Learning, Fanshawe College;
Jed DeCory, Currents Group Inc.

When teams are not performing at their best, we sometimes turn to staff training or manager coaching when in fact the problem may be a more deeply rooted issue within the team. Using a number of college and business cases, Lori Nemeth, Senior Manager, Organizational Development and Learning at Fanshawe College and Jed DeCory of Currents Group will share an approach that stresses the individual accountability of each team member in creating a positive and productive work environment while getting to root causes. This methodology can be carried out within the collective agreements and features ways to take the team through a process that identifies a preferred state as well actions needed to reach that state.

A3 Retirement Planning and the Value of Pensions

Derek Dobson, CEO and Plan Manager, CAAT Pension Plan

For employers and managers, pensions play a role in attraction, retention, workforce management and renewal. It provides choice and flexibility to accommodate particular needs of members and the circumstances of employers. Pensions are a powerful way to attract and retain talent in the postsecondary education sector. In a recent opinion survey we conducted of

college administrators, 95 percent reported that pensions are important or very important to the college's ability to attract and retain employees.

The CAAT Pension Plan offers an informative session that is sure to enhance your understanding of pension options and presents innovative ways of thinking about this valuable benefit. Whether you are attending as a manager or a member, past participants always leave with a better understanding and appreciation of their pension plan.

B1, D2 Managing Change in the Face of Disruption

Karen Creditor, CEO, Ontario College Application Service (OCAS)

The postsecondary landscape is in the midst of disruptive change, and many organizations are struggling to stake their claim in the new territory of "brick and click" education. To stay ahead of advancing technology, leaders must do more than grab hold of the latest tools and trends. Real progress will come from reinventing existing processes and values, shifting corporate culture toward embracing innovation, and finding ways to empower employees in becoming champions of change.

B2 Finding Our Way Out of the Us and Them Paradigm

Dominique Giguère, Currents Group Inc.

Nobody has a monopoly on a student-centred approach to college education. Yet too often the academic and service departments appear to be at odds over resources or control over college systems, policies and processes. This workshop led by Dominique Giguère of Currents Group will facilitate the identification of common ground between academic and service departments in order to move away from a state of conflict or competition. Participants will be asked to identify areas of perceived conflict. Then, teams made up of academic and service area leaders, will work together to create mutually beneficial solutions.

B3, C2 Dancing Versus Wrestling: Motivating Faculty and Staff Who Are Ambivalent or Resistant to Change

Dr. Marilyn Herie, Dean, Learning, Teaching and Scholarship, Centennial College

How can administrators effectively motivate faculty and staff in a way that feels more like dancing versus wrestling? Motivational Interviewing is a brief, evidence-based approach to enhancing motivation and exploring/resolving ambivalence about change. This dynamic and interactive workshop provides key, practical strategies for even your most challenging "change conversations."



C1 International Education Experts Panel

Sean Coote, Director, International, Niagara College;
Keith Monrose, Dean, International & Partnerships,
Mohawk College;
Ernest Mulvey, Director, International,
Algonquin College
Moderated by Krista Pearson, Registrar &
Director International, Sault College

Throughout the Ontario College system the conversations about internationalization and international education are no longer saved for the international centre(s). International education is increasingly becoming a part of core business at colleges throughout Ontario (and beyond). There is a need for college administrators, in all service areas, to gain insights and proficiency in internationalization. Whether you are a novice or working with an international team, join these dynamic international leader panelists as they share their valuable international education insights and experiences from international planning, recruitment, academic partnerships, and branch campuses to project development, support services, diversity training, and campus engagement.

C3 What's Good for Employers, and What's Right for Employees: Mental Health in the Workplace and the Legal Implications

Ella Forbes, Lawyer, Chilibeck, Raven, Cameron,
Ballantyne & Yazbeck LLP
Kim Patenaude, Lawyer, Chilibeck, Raven, Cameron,
Ballantyne & Yazbeck LLP (Kim est parfaitement bilingue)

Navigating mental health in the workplace has implications for college administrators: both as a supervisor understanding the legal landscape for accommodation, and as an employee understanding your rights, options and practical outcomes. Join Ella for a practical and interactive session to help you feel better equipped.

D1 Succession Planning, an Absolute Must for the Vitality and Sustainability of La Cité

Pascal Bessette, Direction exécutive,
Secteur des Ressources humaines et
développement organisationnel, La Cité

Join this session to learn more about how La Cité has successfully implemented a succession plan that works to ensure its personnel has all the necessary skills to hold positions deemed crucial to the vitality and sustainability of the college, while ensuring continuity in management and in the shaping of its culture. Using its Succession Management Process, part of the Talent Management program, La Cité aims at developing the institutional and specific skills necessary to the success of the college. In order to facilitate the integration of all learning experiences, the Succession Management process reflects a holistic approach to human development. This approach draws on various dimensions such as personal work, specific training, management-related assignments and projects, including reflection and integration activities.

NETWORKING/OPTIONAL SESSIONS

Great Ideas For Team-based Solutions (GIFTS) Dominique Giguère and Jed DeCory, Currents Group Inc.

Immediately following the concurrent session called Finding Our Way Out of the Us and Them Paradigm conference participants will be invited to a GIFTS session, sponsored and facilitated by Currents Group. This is a structured development and networking opportunity where outcomes, ideas and solutions spawned by the previous workshop will be shared as GIFTS *(Great Ideas For Team-based Solutions). You will have the opportunity to pick GIFTS of your choice and discuss them in-depth while enjoying a complimentary beverage and snacks with colleagues from across the college community. Everyone will come away with great ideas, new contacts and a readiness to try something new.

Legislative Compliance/ Workplace Matters for Administrators

Ella Forbes, Lawyer, Chilibeck, Raven, Cameron,
Ballantyne & Yazbeck LLP
Kim Patenaude, Lawyer, Chilibeck, Raven, Cameron,
Ballantyne & Yazbeck LLP (Kim est parfaitement bilingue)

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

CMU-OCASA Outstanding Research Award seminar

Anna De Grauwe, M.A., Career Advisor/Contract Faculty,
Durham College

Using her research and recommendations, Anna will discuss how college faculty members acquire and deliver career information and advice to their students outside of scheduled teaching time, and reveal barriers that they perceive exist to them successfully doing so. This research question was selected because college faculty members have proven to be strongly influential in their students' lives, yet graduates face high rates of unemployment and underemployment.



SCHEDULE

Monday June 22 – Registration & Information Desk open 8:00 a.m.–6:30 p.m.	
9:00 a.m.-6:30 p.m.	Registration Open – Conference Wing
10:00-10:30 a.m.	Networking Reception – Refreshments
10:30 a.m.-12:00 p.m.	Conference Opening – <i>Keynote: Linda Franklin, President & CEO, Colleges Ontario</i>
12:00 p.m.	Luncheon & Awards Ceremony
1:30-3:00 p.m.	Concurrent Workshops A1, A2, A3
3:00-3:15 p.m.	Networking Break – Refreshments
3:15-4:45 p.m.	Concurrent Workshops B1, B2, B3
4:45-6:00 p.m.	Optional Round Tables or Rejuvenation & Networking (<i>various leisure activities</i>)
7:00-9:30 p.m.	Dinner & Anniversary Gala
9:30 p.m.	After Hours – Bridge Pub and games room

Tuesday June 23 – Registration & Information Desk open 7:30 a.m.–12:00 p.m.	
7:30 a.m.	Breakfast @ Connections
8:15-8:45 a.m.	Annual General Meeting (<i>Members</i>)
9:00-10:30 a.m.	Concurrent Workshops C1, C2, C3
10:30-10:45 a.m.	Networking Break – Refreshments
10:45 a.m.-12:00 p.m.	Concurrent Workshops D1, D2, D3
12:00-1:45 p.m.	Luncheon & Presidents’ Panel
1:45-2:00 p.m.	Conference Closing

CONCURRENT WORKSHOPS

Time Slot	Workshop Schedule		
MONDAY 1:30-3:00 p.m.	A1 A Collaboration Success Story: Partnership Between Hydro One and Four Ontario Colleges	A2 Stopping the Blame Game and Improving Our Teams: It’s Up to Us	A3 Retirement Planning and the Value of Pensions
MONDAY 3:15-4:45 p.m.	B1 Managing Change in the Face of Disruption	B2 Finding Our Way Out of the Us and Them Paradigm	B3 Dancing Versus Wrestling: Motivating Faculty and Staff Who Are Ambivalent or Resistant to Change
MONDAY 4:45-6:00 p.m. <i>Optional round tables</i>	CMU-OCASA Outstanding Research Award seminar	Great Ideas For Team-based Solutions (GIFTS)	Legislative compliance/ Workplace Matters for Administrators Q & A
TUESDAY 9:00-10:30 a.m.	C1 International Education Experts Panel	C2 Dancing Versus Wrestling: Motivating Faculty and Staff Who Are Ambivalent or Resistant to Change	C3 What’s Good for Employers, and What’s Right for Employees: Mental Health in the Workplace and the Legal Implications
TUESDAY 10:45-12:00 a.m.	D1 Succession Planning, an Absolute Must for the Vitality and Sustainability of La Cité	D2 Managing Change in the Face of Disruption	D3 Stopping the Blame Game and Improving Our Teams: It’s Up to Us



Brian Desbiens
Past President/Ancien Président
Fleming College
Associate Partner /Partenaire associé
Promeus Executive Search

Your Career: 2025

Votre carrière : 2025

Leadership will focus on diversity, technology; In your spare time you should earn a doctorate

Colleges have always been dynamic institutions. Over the next decade the college system's workforce needs will be dramatically shaped by certain emerging forces.

But what are those forces and what are the resulting implications for those wishing to secure leadership positions over the next ten years?

Currently, two Ontario colleges are moving toward university status and four others toward designation as polytechnic institutions. These aspirations will require them to emphasize the development of degree programs. Resources will therefore have to be shifted from certificate and diploma programs to degree-granting activity. Properly credentialed faculty will be needed to staff these programs. This typically means doctoral level achievement.

The emphasis on degrees will prompt a commensurate focus on research. Even those colleges that want to retain commitment as community and applied technology institutions will have to develop fields of specialization of which applied research will be a major component. Every college will have partnerships in which support for new applications will be integral.

The focus on quality learning outcomes demonstrated through evidential information will be essential. Institutional research departments specializing in analytics will not only be established, but will be linked to strategic planning departments. Research will move to centre stage and those with essential competencies will be in demand.

Digital technology will have permeated every aspect of college services and instruction. The technology norm for programs will have moved far beyond the blended learning of today and been replaced by the "digital college."

We will still have classrooms, but the where, when and how of teaching and learning will be changed dramatically.

Many commonplace transactions will be available electronically in order to meet the student need for 24/7 access. Face-to-face encounters will be the exception, thus redefining the volume, competencies and nature of human resources required.

Experiential/applied learning will follow a similar shift toward a more virtual delivery. The labs in which introductory tasks and processes were once learned will comprise only a fraction of

La direction future des collèges sera axée sur la diversité et la technologie. Et vous seriez sage de poursuivre votre doctorat pendant votre temps libre.

Les institutions collégiales ont toujours offert un environnement dynamique et on s'attend à ce que certains facteurs émergents exercent une influence considérable sur les besoins de la main-d'œuvre du système collégial au cours de la prochaine décennie.

Mais quels sont ces facteurs d'influence et quelles sont les implications résultantes pour ceux qui souhaitent occuper un poste de dirigeant au cours des dix prochaines années?

Parmi les facteurs émergents, nous comptons l'acheminement de deux collèges de l'Ontario vers un statut universitaire et quatre autres vers la désignation d'institut polytechnique. Pour atteindre ces aspirations, ils devront axer leurs efforts vers l'élaboration de programmes menant à un grade. À cet effet, certaines ressources devront être réaffectées à des activités qui faciliteront l'obtention d'un grade, plutôt qu'à des programmes menant à un certificat ou diplôme collégial. En outre, un corps enseignant dûment accrédité sera nécessaire afin d'offrir ces programmes et habituellement, ceci implique des professeurs ayant obtenu un doctorat.

Il va de soi que mettre l'accent sur les grades entraînera l'investissement d'efforts comparables sur la recherche. Même les collèges tenant à maintenir leur engagement à titre d'institution communautaire d'arts appliqués et de technologie auront besoin de développer certains domaines de spécialisation pour lesquels la recherche appliquée jouera un rôle appréciable. Chaque collège établira des partenariats stratégiques dont une partie intégrante devra être centrée sur le soutien de nouvelles applications.

Il sera essentiel de maintenir l'accent sur des résultats académiques de haute qualité et validés par des données probantes. Des centres de recherche spécialisés en analytique seront établis sur place et seront en outre liés directement aux départements de planification stratégique. La recherche occupera le devant de la scène et ceux ayant acquis les compétences essentielles seront en forte demande.

La technologie numérique représente un autre facteur émergent qui aura infiltré tous les aspects de l'enseignement et des

what transpires on campus. Applied learning processes will be emulated on campus or at home.

Experiential learning has traditionally occurred in the workplace and was believed to be essential in getting a work-ready graduate. Thanks to advances in virtual simulation technology, field study will feel so authentic that many students may no longer have to leave the campus to attain essential experience in complex work tasks. Some may even be done from home. Furthermore, those students in work placements will be wired with wearable technology that will allow assessment and feedback to be documented and immediate.

The globalization of programs and learning experiences will continue. Ontario now has over 100,000 international students studying in our postsecondary institutions. Ontario continues to receive about 40% of all immigrants to Canada and has the largest aboriginal population of any province. The diversity of our student body will need to be reflected in faculty and staff. Leaders will be expected to have a greater understanding of the world – and sensitivity to cultural backgrounds.



Students may no longer have to leave the campus to attain essential experience in complex work tasks.

De nombreux étudiants n'auront même pas à quitter le campus pour participer à des tâches de travail complexes en vue d'acquérir l'expérience requise.



Photo courtesy of Fleming College

Traditionnellement, l'apprentissage expérientiel était offert dans un milieu de travail réel et était jugé un élément essentiel à la préparation de l'étudiant pour son intégration sur le marché du travail. Grâce au progrès technologique touchant la simulation virtuelle, l'apprentissage expérientiel « virtuel » semblera tellement réel que de nombreux étudiants n'auront même pas à quitter le campus pour participer à des tâches de travail complexes en vue d'acquérir l'expérience requise. Certaines tâches pourront même être accomplies à domicile. En outre, ceux qui profitent d'un emploi étudiant ou d'un stage seront équipés d'articles technologiques prêt-à-porter qui faciliteront l'enregistrement immédiat des évaluations et résultats.

La mondialisation des programmes d'éducation et des expériences d'apprentissage qui continuera de progresser est aussi un facteur émergent important. Aujourd'hui, nous comptons plus de 100 000 étudiants internationaux aux études dans les institutions postsecondaires de l'Ontario. Environ 40 % de tous les immigrants qui arrivent au Canada choisissent l'Ontario et la plus grande part de la population autochtone canadienne est située en Ontario. L'ensemble du personnel devra refléter la même diversité que le corps étudiant. Non seulement les dirigeants devront-ils démontrer une perception du monde qui est beaucoup plus étendue, ils devront également démontrer une sensibilité accrue envers une gamme croissante d'héritages culturels.

Environ un quart de nos institutions académiques comptent des campus représentatifs hors pays, et ce nombre



To truly reflect diversity in 2025, we have to start today by hiring people of diverse backgrounds.

Pour vraiment refléter la diversité culturelle de 2025, nous devons engager du personnel qui offre une grande diversité culturelle dès aujourd'hui.

About a quarter of our institutions now have campuses abroad, and this could easily double over the next decade. Many more Ontario citizens will want to study internationally. It could trigger international campuses to offer two-way delivery pathway model.

These forces will have a profound influence not only on the quality of the college learning experience in 2025, but also on who will be hired and what will be expected of them.

Let's look at the resulting implications for those who want to secure leadership roles in the college system in 2025.

The pressure for faculty to have a doctorate in their discipline will be immense. This will not be true in all institutions, but in those colleges pursuing degree-granting status, it will become a standard for program and even service leadership.

Just as a master's degree is now the baseline credential requirement for faculty and middle management and up, so will be a doctorate by 2025. In those colleges not pursuing degree-granting status this will not be as essential, but those same colleges will find it difficult to retain highly credentialed faculty and staff. Universities will experience an increased demand by college faculty to enter discipline-specific doctoral fields. Thus the competition for admittance will increase dramatically.

The digital technology shifts will affect every manager's job. Academic leadership will require a highly sophisticated understanding of how technology can enhance learning not only in the classroom, but also in labs and the field. It will be all about the creation of applications.

Cloud computing will change the nature of IT at all institutions. At the service delivery level, the demand for remote, round-the-clock access will lead to the majority of transactions being completed online. Only the more complex services will be provided in person. The next decade will see the transition to this new delivery model and will focus on devising plans for its implementation.

Getting the right balance between face-to-face transactions and digital will be difficult. Just think how much telephone systems have changed over the last decade as they struggled to maintain service yet be efficient!

Developing a full strategic understanding of applications and their utility will be a core competency. Early career training in technology is already an advantage, and will soon be a requirement for all managerial positions. New programs of study will have to be created at the college and university level that will ensure the foundational technology literacy is attained.

The senior management cohort presently in our college system does not reflect the diversity of a college system that prides itself on being access-focused. The faces of

pourrait facilement doubler d'ici dix ans. De plus en plus de citoyens ontariens chercheront l'expérience d'études à l'étranger. Ceci pourrait mener les campus internationaux à offrir des modèles d'enseignement et de programmes d'études réciproques.

En 2025, ces facteurs émergents auront profondément influencé la qualité de l'expérience d'études collégiales autant que les décisions de recrutement d'employés et les attentes que ces derniers devront satisfaire.

Jetons un coup d'œil maintenant sur les implications résultantes pour ceux souhaitant occuper un poste de dirigeant dans le système collégial en 2025.

Le besoin d'obtenir un doctorat dans leur discipline respective exercera une grande pression sur les membres de la faculté. Certes, ce ne sera pas le cas pour tous, mais pour les collèges qui prévoient poursuivre l'obtention d'un statut universitaire, le doctorat deviendra le standard à atteindre pour tout rôle de leadership touchant les programmes et services collégiaux.

Tout comme la maîtrise est aujourd'hui l'accréditation minimale pour les membres de la faculté et les cadres intermédiaires ou dirigeants d'un collège, tel sera le doctorat en 2025. Il va de soi que ceci est de moindre importance pour les collèges qui ne poursuivent pas le statut universitaire. Toutefois, ces mêmes collèges rencontreront des défis considérables avec la rétention du personnel ayant obtenu un niveau d'accréditation plus élevé. Les membres du corps enseignant collégial présenteront davantage de demandes d'admission à des programmes de doctorat particuliers auprès des universités et ceci rendra la compétition pour l'admission de plus en plus forte.

Les changements concernant la technologie numérique toucheront tous les postes de dirigeant. Une compréhension approfondie du potentiel que cette technologie pourra apporter à l'apprentissage dans la salle de classe autant qu'en laboratoire et dans le cadre de l'apprentissage expérientiel sera essentielle au leadership académique. Le mandat sera principalement la création de nouvelles applications.

L'informatique en nuage changera la nature des services TI de toutes les institutions académiques. La livraison des services devra changer afin de combler le besoin de fournir un accès 24 heures sur 24 et nous verrons les transactions électroniques devenir de plus en plus communes. Les services plus complexes seront les seuls services offerts en personne. Au cours de la prochaine décennie, la transition vers cette nouvelle méthode de livraison de services sera évidente et l'accent sera sur la conception de processus particuliers à sa mise en œuvre.



management will have to change over the next decade if we are to be recognized for equitably serving Ontario's diverse citizenry, let alone a global population. To truly reflect diversity in 2025, we have to start today by hiring people of diverse backgrounds.

We must also review the ranks of international students, staff, and frontline managers and identify those who show potential. Those who do need to be provided with the critical training, development, and fast-track opportunities to become the leaders of tomorrow.

The good news is that most colleges have sizable international programs that will afford those who have an interest to have an international teaching or leadership experience.

Young professionals aspiring to college leadership roles in 2025 will need to develop a life plan that includes:

- Getting a doctorate.
- Becoming tech-focused in all that they do.
- Gaining international and multi-cultural experience – particularly fostering appreciation and understanding of Canadian First Nations peoples.
- Getting more involved in their professional and community networks.

Incidentally, this in most cases will be done while performing their current jobs to the highest standard. That is quite a professional challenge.

In thinking through their succession and talent development plans, colleges should be adjusting their hiring practices to ensure they have staff with the interest, preparation, potential and drive to attain these prerequisites for 2025. **CA**

Le plus grand défi sera d'atteindre un équilibre viable entre les transactions effectuées en personne et les transactions électroniques. Pour vraiment comprendre l'ampleur de ce défi, il suffit de penser aux changements apportés aux systèmes de téléphonie au cours de la dernière décennie et des défis surmontés afin de maintenir la livraison efficace des services!

La compréhension stratégique et complète des applications et de leurs utilisations deviendra une compétence centrale à acquérir. La formation en technologie dès le début de votre carrière est certainement un grand avantage, et elle sera bientôt une nécessité pour tous les postes de gestion. Pour s'assurer que la littératie numérique/technologique requise soit atteignable, de nouveaux programmes d'études collégiales autant qu'universitaires devront être élaborés.

Actuellement, l'ensemble des cadres dirigeants de notre système collégial ne reflète pas vraiment la diversité d'un système collégial fier de mettre l'accent sur l'accès universel. Si nous visons à être reconnus pour nos pratiques équitables envers la diversité de la population étudiante, de l'échelle provinciale à l'échelle mondiale, les visages des cadres dirigeants devront changer au cours de la prochaine décennie. Pour vraiment refléter la diversité culturelle de 2025, nous devons engager du personnel qui offre une grande diversité culturelle dès aujourd'hui.

En outre, nous devons évaluer le calibre des étudiants internationaux, du personnel et des cadres de premier niveau pour identifier ceux qui démontrent un véritable potentiel; ceux à qui nous devons fournir la formation essentielle et les occasions de se lancer dans le perfectionnement professionnel requis pour devenir les dirigeants de demain.

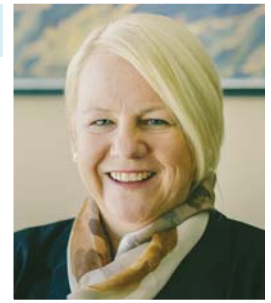
C'est bien de savoir que plusieurs collèges offrent des programmes académiques internationaux d'envergure considérable. Ceci facilite des expériences internationales de leadership ou d'enseignement pour ceux qui sont intéressés.

Les jeunes professionnels qui aspirent à un rôle de leadership au sein d'un collège en 2025 devront élaborer un plan d'action pour y arriver et ce, dès d'aujourd'hui. Ils devront :

- Obtenir un doctorat
- Mettre l'accent sur l'aspect technologique de tout ce qu'ils feront
- Acquérir des expériences internationales et multiculturelles – particulièrement en ce qui concerne la compréhension et l'appréciation des peuples des Premières Nations du Canada
- S'impliquer davantage dans leurs réseaux communautaires et professionnels.

En passant, plusieurs de ces activités devront être effectuées alors que ces jeunes professionnels remplissent les tâches habituelles de leur emploi actuel, et toujours selon les plus hauts standards, ce qui n'est rien de moins qu'un défi professionnel imposant.

En planifiant leur succession et leur stratégie de développement de talent, les collèges devraient modifier leurs politiques de recrutement pour faire en sorte d'avoir le personnel requis pour 2025; un personnel muni de niveau d'intérêt, de la préparation, du potentiel et de l'ambition nécessaires à l'atteinte de tous ces préalables. **CA**



By Karen Creditor
CEO,

Ontario College Application Service

Managing change in the face of disruption

We live in incredible times. Technology integration and the revolution of the Internet of Things has opened up a whole new world of connectivity in our day-to-day lives. We have smart sensors that can help us track our missing car keys, streaming capability that allows us to view real-time footage of our pets or children from the office, and smartphone apps that allow us to adjust the temperature of our living room before we even step foot in the door after a long day at work. And that's not even scratching the surface.

Our connected lives are amplifying the expectations we have of every experience by increasing our demand for customization, personalization and flexibility. In the world of postsecondary education, we're no stranger to the effects of disruptive innovation in technology. We're quickly finding that for our core non-direct market, a one-size-fits-all, brick-and-mortar education

model just isn't working. Whether we're looking at 18-24 year olds studying at learning centres, workers needing credentials to advance their careers, baby boomlets settling down to start families, or university grads looking to supplement theoretical education with applied learning, each microdemographic has a unique set of expectations for postsecondary education – and all will rely on technology to help deliver the experience.

For postsecondary institutions and the agencies that support them, our mission now is to leverage the power of technology to develop new, hyper-targeted access points and support models for higher learning. But doing this means more than simply adapting to the latest tools and trends. Real progress will come from reinventing existing processes and values, shifting corporate culture toward embracing innovation, and finding ways to empower employees in becoming champions of change.

One of my favourite examples of creating a culture of empowerment is that of Isadore Sharp and the Four Seasons hotel chain. Early on in the chain's development, Sharp established a company mandate of customer service excellence. He hired only people he felt could support this mandate, and put the bulk of his trust in his frontline employees to ensure that it was carried out in every engagement and transaction with hotel guests.

What's interesting about this mandate is that rather than set out a prescriptive formula for what exceptional customer service entailed, Sharp chose to train employees on a set of ethical and legal boundaries, equip them with a shared mental map of the company's key goals, and empower them to make their own decisions in the moment.

It stood then, that exceptional customer service could entail something as small as providing extra sheet changes for fussy guests to something as major as chartering a private plane to evacuate hotel guests in the event of a natural disaster. This latter instance is a true example, one that occurred when a tsunami hit Maldives. Sharp speaks of it as one of the company's finest moments and one of the greatest examples of his mandate put into action.

This concept of a shared mental map is something I feel is critical in introducing cultural change across an organization. Business silos and hierarchical reporting structures are necessary for accountability and performance monitoring, but are often limiting when it comes to harnessing creativity, tapping into ideas, and fostering innovation.

In these instances, a matrix model operating off a shared map is a much better fit – communication and ideas flow openly and transparently across teams and reporting levels, and every employee is empowered to reach out within the organization,



Photo courtesy of Georgian College

make decisions without moment-to-moment instruction, and take ownership of their role in supporting company goals.

Another important element in shifting corporate culture toward innovation is learning to reframe failure. When I started at OCAS, one of the first activities I asked employees to participate in was the Marshmallow Challenge (marshmallowchallenge.com) – a group activity in which individual teams are given 18 minutes to build the tallest free-standing structure possible using only 20 sticks of spaghetti, one yard of tape, one yard of string and one marshmallow.

It might sound a bit silly, but the challenge is actually a great way to help employees shake off their preconceived notions and ideas, and shift mentality to use creativity, collaboration and innovation to solve a problem. It's also instrumental in helping employees get comfortable with failure, as chances are, the first shot at making a tower won't go according to plan.

If there's one thing I've learned in my time in the technology world, it's that if you're going to be successful under pressure, you cannot be afraid to fail. Disruptive innovation calls for quick results, and we often don't have the luxury of using traditional research methods and processes to prove if an opportunity is worth pursuing. Instead, we have to gather what information we can and combine it with our own instincts to decide the right course of action. It's inevitable that some of our initiatives will fail, but even in failure, we are able to learn and make progress. Sarah Robb O'Hagan, President of Gatorade, demonstrated this concept of reframing failure when she led Gatorade into the drink pouch market. O'Hagan saw an opportunity to create a portable, pre-workout drink pouch that could replace traditional pre-workout snacks (like bananas) that weren't conducive to being tossed in a gym bag.

To prepare the product for a prime summer launch, O'Hagan had to play outside the bounds of the company's traditional product research methods and set an aggressive

pace for development and testing. Though the pouches ultimately performed well in Gatorade's labs, when it moved to store shelves, problems of leakage were reported and bad press began to roll in.

Instead of yanking the product and retreating to the company's comfort zone of plastic bottle packaging, O'Hagan took the feedback to her team and challenged them to question their assumptions on the pouch design and materials. In the end, Gatorade crafted a new and stronger form factor, and their bad press quickly converted to uptake in the young athlete market.

A myriad of elements can contribute to creating a culture of innovation and managing change – many more than I've mentioned here. But unsurprisingly, there is no prescribed formula that will work for everyone. As an active participant in the post-secondary marketplace, I'm thrilled to see Ontario's colleges reshaping the landscape by delivering innovative, digitally connected products that meet ever-evolving customer demands.

On a personal level, I am also proud of the tremendous changes I've seen here at OCAS, as we continue to enhance our products and services to support the colleges. We have made great gains in shifting our own culture toward excellence and innovation, and are looking forward to the many opportunities that will emerge as technology continues to influence the postsecondary market.

Karen Creditor is CEO of the Ontario College Application Service (OCAS). She will present a workshop on Managing Change in the Face of Disruption at the Leaders and Innovators Conference June 23-25. See the centrespread for details. [C|A](#)



Photo courtesy of Fleming College

COLLÈGE BORÉAL

éducation • innovation • recherche



20 ans – au cœur de ta communauté!

Twenty years later, we are an active presence and a leader in communities across the province. Moreover, Boréal offers you quality education and superior services in French to better prepare you for tomorrow's bilingual labour market.

#BORÉAL20ans



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

Elements of pension security

Les éléments de la sécurité des pensions

Solid investments, sound assumptions and good governance means we're prepared

The typical member will live for more years collecting a CAAT Plan pension than they did contributing to it.

On average, CAAT Plan members retire at age 62 after 24 years of service and can expect to live for 26 years on pension. A retirement period longer than a career may raise concerns for other pension plans, but the CAAT Plan has prepared for this shift by ensuring our actuarial assumptions reflect increasing life expectancy – so living longer and collecting more pension payments is not a problem that will impact the Plan's health.

It may also surprise you to know pension contributions paid by the typical member during a career amount to the equivalent of less than four years of monthly pension payments. Approximately three quarters of the pension payments to be paid over a member's lifetime will be generated from long-term investment returns on their and their employer's matching contributions.

That's why a sound, prudent investment strategy and steady contributions over a career are important to ensuring the security of pension benefits. The CAAT Plan investment team, ably led by Julie Cays, Chief Investment Officer, must manage a diversity of assets through cycles of economic boom and bust. I'm proud to report the performance of the team has been stellar, ranking among the best of comparable funds and racking up an impressive five-year average annual rate of return, net of costs, of more than 11%. This performance places the CAAT Plan in the top 10% of funds over \$1 billion, according to the Bank of New York Mellon Corporation (that includes pension plans, endowments and foundations).

A strong investment performance is important, but there are two other factors that are also key to ensuring pension benefit security. The first is making appropriate assumptions to estimate uncertain variables. These include predicting long-term interest rates, economic cycles, demographics, retirement rates and the life expectancy of our Plan members, which is several years longer than the average Canadian. On average, members of the CAAT Plan retiring this year can expect to live to 88 years of age, while younger members can expect to live to age 90 on average. By building these facts into the actuarial assumptions we help to ensure the CAAT Plan remains fully funded, benefits remain secure over the long term, and intergenerational equity is respected.

Notre préparation passe par des placements judicieux, des hypothèses raisonnables et une bonne gouvernance

Les participants passent d'habitude plus d'années à toucher leur pension du Régime des CAAT qu'à verser des cotisations.

En moyenne, les participants du Régime des CAAT prennent leur retraite à l'âge de 62 ans après avoir accompli 24 années de service et ils peuvent s'attendre à vivre encore 26 ans de leur pension.

Le fait que la retraite puisse durer plus longtemps que la carrière suscite peut-être des inquiétudes chez les autres promoteurs de régimes de retraite, mais ce n'est pas le cas du Régime des CAAT, qui s'est préparé à ce changement en veillant à ce que ses hypothèses actuarielles tiennent compte de l'augmentation de l'espérance de vie – en sorte que l'allongement de la vie et de la période de versement des pensions ne crée pas de problème à même de nuire à la santé financière du Régime.

Vous serez peut-être étonnés d'apprendre que les cotisations versées par un participant durant sa carrière équivalent normalement à moins de quatre années de pensions mensuelles. Près des trois quarts des pensions versées au cours de la vie du participant sont financées par le revenu des placements à long terme réalisés avec ses cotisations et l'abondement de son employeur.

Voilà pourquoi pour assurer la sécurité des pensions il est important d'adopter une bonne et prudente stratégie d'investissement et de cotiser régulièrement. L'équipe du Régime des CAAT chargée des investissements, que dirige Julie Cays, la chef des placements, doit gérer une diversité d'actifs à travers des cycles économiques expansion-récession. Je suis fier de dire que la performance de l'équipe a été éblouissante et qu'elle se classe parmi les meilleures réalisées par les gestionnaires de caisses de retraite comparables, grâce à un taux de rendement annuel moyen sur cinq ans de plus de 11 %, après déduction des frais de gestion. Selon la Bank of New York Mellon Corporation, cette performance place le Régime des CAAT dans le premier décile des meilleurs gestionnaires de caisses de retraite dotées de plus d'un milliard de dollars d'actifs, ce qui inclut aussi bien les régimes de retraite que les dotations et les fondations.

Outre l'importance d'obtenir d'excellents rendements sur les placements, deux autres facteurs jouent un rôle essentiel dans la sécurité des pensions. Le premier est de faire des hypothèses réalistes pour estimer les variables d'incertitude, notamment de prévoir les taux d'intérêt à long terme, les cycles économiques, les variables

**For every \$1
of pension paid***



When someone tells you he or she is paying for your CAAT Pension, you can explain that about 75 cents of every pension dollar you will receive comes from investments. The remainder comes from contributions, made equally by you and your employer – about 12.5 cents each.

The final key to ensuring the security of pension benefits is our tradition of good governance. The 12-member Board of Trustees, which is responsible for overseeing the management, investment of assets and the administration of benefits, governs by consensus. The eight-member Sponsors' Committee, which is responsible for the Plan design and contribution rates, often acts by unanimous agreement. Both bodies act in the best interest of the Plan and all of its members.

A jointly sponsored pension plan means employers and employees contribute equally to funding the Plan. They also share the risks and responsibilities for managing deficits and reserves in accordance with the Funding Policy of the Plan.

Benefit security is something we at the CAAT Pension Plan take seriously. We do this by ensuring we have a solid, long-term investment strategy, using appropriate assumptions to estimate future uncertainties and building the organization atop a fundamentally good governance structure and tradition. In short, we ensure the security of members' pension benefits by being prepared and focused on the longer-term. [c|A](#)

**On average, members of the
CAAT Plan retiring this year can
expect to live to 88 years of age.**

**Pour chaque dollar
de rente versée ***



Lorsque quelqu'un vous dit qu'il paie pour votre pension du Régime des CAAT, vous pouvez lui expliquer que près de 75 cents de chaque dollar que vous recevrez proviennent du revenu de placement, et que le reste provient des cotisations que vous et votre employeur avez versées, soit environ 12,5 cents chacun.

démographiques, les taux de départ à la retraite et l'espérance de vie de nos participants, qui vivent plusieurs années de plus que le Canadien moyen. En moyenne, les participants du Régime des CAAT qui prennent leur retraite cette année peuvent s'attendre à vivre jusqu'à l'âge de 88 ans, tandis que les jeunes participants peuvent espérer vivre en moyenne jusqu'à l'âge de 90 ans. En incorporant ces faits dans les hypothèses actuarielles, nous nous assurons de la capitalisation intégrale du Régime, de la sécurité des prestations à long terme et du respect de l'équité entre les générations.

Le dernier élément essentiel à la sécurité des pensions réside dans la bonne qualité de notre gouvernance, que nous avons toujours maintenue. Le Conseil des fiduciaires, composé de douze membres et chargé de superviser la gestion, l'investissement des actifs et l'administration des prestations, gouverne par consensus. Le Comité de parrainage, composé de huit membres et chargé de la structure du régime de retraite et de la détermination des taux de cotisation, agit souvent par décision unanime. Les deux organes agissent dans l'intérêt du Régime et de celui de l'ensemble des participants.

Le fait qu'il s'agisse d'un régime conjoint signifie que les employeurs et les employés cotisent à parts égales. De plus, ils se partagent les risques et les responsabilités liés à la gestion des déficits et des provisions conformément à la Politique de financement du Régime.

La sécurité des pensions est une chose que le Régime des CAAT prend très au sérieux, en veillant à appliquer une bonne stratégie d'investissement à long terme, à faire des hypothèses raisonnables pour estimer les incertitudes et à assoir l'organisation sur une bonne structure de gouvernance, ancrée dans la tradition. Bref, la sécurité des pensions passe par la préparation et la focalisation sur le long terme. [c|A](#)

Durham staff member named winner of CMU/OCASA Research Award

A career advisor at Durham College has been named recipient of the CMU/OCASA Award for Outstanding Research.



Anna De Grauwe

Anna De Grauwe, who has been with the college since 2003, won the award for her capstone paper entitled *College Faculty's Perceptions of Career Information*. In her paper, De Grauwe analyzed methods used by faculty to deliver career information outside of classroom hours and recommends that more research be done into ways of encouraging students to pursue out-of-class information on careers.

In addition to her duties as a career advisor at Durham, De Grauwe also serves as contract faculty with the School of Interdisciplinary Studies and Employment Services. She earned her Bachelor of Arts degree in Sociology at Trent University and is a graduate of the Career and Work Counsellor program at Fleming College.

The CMU/OCASA award is sponsored jointly by Central Michigan University and Ontario College Administrative Staff Association to recognize the high quality of research being conducted in Ontario by CMU graduate students that impact the development of the colleges. The award will be presented at the Leaders & Innovators Conference June 23-24 at King City.

Members are invited to attend the OCASA AGM

The Annual General Meeting of OCASA will be held June 23 in King City during the 2015 OCASA Leaders & Innovators PD Conference. The Board of Directors will meet the day before the conference.

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

Full details on the AGM and the conference will be posted on the OCASA website under Events.



Deadline for OCASA Award nominations: April 30

Each year, OCASA recognizes excellence in college administration through a series of awards. Nominations for this year's awards are due April 30.

Eligible awards include the OCASA Doug Light Lifetime Achievement Award; The Distinguished Administrator Award; The Emerging Leader Award; and the OCASA Volunteer Award.

Details of the awards, including a fast-track system for nominations (new this year) are available on the OCASA website.

Award nominations are due April 30, with awards being formally given during the Leaders & Innovators Conference June 22.



OCASA board nominations open until May 22

At the OCASA Annual General Meeting in June nominations to the OCASA Board of Directors are open.

The three-year appointments offer opportunities for leadership development, increased networking, and an opportunity to benefit Ontario colleges through the work of OCASA across the system. The 12-member board provides oversight to OCASA's strategic plan and initiatives. The board meets in person in June prior to the AGM and again in August followed by two or three video/teleconference meetings. Nominations are due May 22 and must be signed by two OCASA members.

For more information, visit the OCASA website or contact the OCASA office (1-866-742-5429, info@ocasa.on.ca). The AGM will be held in conjunction with the Leaders & Innovator Conference June 23-24.

Mentoring Matters: partnering relationships

OCASA's Mentoring Matters program is open for applications. The program matches new administrators grow in their role more quickly, and offer more seasoned administrators an opportunity to prepare themselves for senior-level positions by being a mentor.

Mentors and mentees are matched across colleges and through the program maintain contact by phone, Skype, email and other communications to fit the needs of participants.

Mentoring matches are based on career support, role support or skills development. Both mentors and mentees first participate in orientation webinars to define the expectations of both parties. The program began in 2013 and the current applicants will be the third iteration. For more information, or to participate as a mentor or mentee, contact Diane Posterski, Executive Director at OCASA.

\$500 Student bursaries available to members

OCASA members are eligible for a \$500 bursary to support degree, diploma and certificate studies. Any member enrolled in such a program may complete an application for the draw. Four members will receive \$500 towards any course completed in 2015. Full details are available on the OCASA website under About Us/Awards.



PD by OCASA tops list of benefits: survey

Professional development is at the top of the list of the benefits provided by OCASA, according to a survey last fall. Next on the list: networking, community of practice, and advocacy.

The survey of members, non-members, senior college leaders was conducted November 2014 through January 2015 and included select interviews. The OCASA Board of Directors continues to review and analyze the data, and will plan actions based on this information at their April meeting in Toronto. For a full survey summary visit the OCASA website.

OCASA continues to offer leadership courses

OCASA continues to offer its series of online courses leading to a certificate in leadership and administration. A course on *The Role of the Student*, began in the fall, and a course on *Strategic Planning* is under way this spring.

These courses are designed to meet the needs of administrators in colleges and are based on leadership competencies, and member-expressed needs. Registrants may take a single course; those who complete all eight receive a certificate leadership administration. Details are available on the OCASA website: www.ocasa.on.ca. [cA](#)

LE DROIT AU SERVICE DES TRAVAILLEURS

RAVENLAW LLP
S.R.L.

WORKING FOR WORKING PEOPLE

At Raven Cameron Ballantyne & Yazbeck our lawyers are committed to creating informed and reasoned solutions that are both practical and cost effective. We assist employees at all stages of the employment relationship including movement within the College system, contract review, harassment issues, retirement, access to disability benefits, human rights complaints, discipline, dismissal and layoff and more.

Let us help you.

Contact Ella Forbes-Chilibeck

613-567-2930

Eforbes-chilibeck@ravenlaw.com

Communiquer avec Kim Patenaude

613-567-4723

kpatenaude@ravenlaw.com

Both sides now

Student, teacher, support, administration: Perspective is a funny, changing thing

When Nelson Mandela said, “where you stand depends on where you sit,” perhaps he was implying that our view on the issues that affect the day are highly dependent upon our vantage point. It’s all a matter of perspective.

But perspective is a funny thing. For example, how is it that a group of passionate, dedicated, and well-informed people sitting around a meeting table discussing an issue can each see the same situation so differently?

During the course of the nearly four decades that colleges have been a significant part of my life, I have formed, held, changed and abandoned perspectives on what is right, wrong, good, bad, and simply just “is.” My perspectives early on were mainly either in-the-moment or forward-looking. Many of my more recent perspectives have assumed a more reflective tone.

My initial perspectives about college were from a consumer’s point of view. As a “traditional” (straight from high school) student, I expected college to provide me with all kinds of things – skills and knowledge, certainly – but those somehow seemed less important to my 18-year-old mind than social experiences and opportunities to try out things. Later, returning to college as a mature student meant that the acquisition of skills and knowledge and the credential became much more important to me.

Taking on a leadership role in student government shifted my perspective yet again. Now I began to see the complexity

of what college was, as the myriad issues presented themselves at places like Board of Governors and Academic Planning Committee meetings. I began to see the interaction between competing priorities and values as various stakeholders engaged in (mostly) civil discourse about issues large and small.

Provincial and national committee work also shaped my perspective. Suddenly, my own personal issues and needs as an individual student seemed simple



Steve Robinson, M.A.
Past President, OCASA
Communications Consultant

compared to the enormity and complexity of the “system.”

Each role I served as a college administrator presented the opportunity to examine my perspective on what my contribution could be. My perspective was different when I was in academic roles than it was when I was in “support” roles, for example.

This reality becomes apparent through the interplay within a college as stakeholders advocate, collaborate, and yes – compete, for the scarce resources they deem critical for the priorities from their perspective. This never-ending dance was reinforced when I had the privilege of serving both my college and the college system as an organizational development process facilitator. I learned that even the simple issues had many more than just two sides, and were more like a faceted gemstone than they were a coin!

Now as a part-time faculty member, trainer, and some-time consultant to the system, my perspectives on college issues have shifted yet again.

Where you stand depends on where you sit, and you see issues differently from the front of the classroom than you do from the boardroom. My experience has taught me that if I can see only two sides of a given issue, there is a good chance I am overlooking other perspectives that need to be considered.

Colleges are at an exciting juncture in their evolution, and have never been more crucial to our society. As we prepare for the next decade we can harness more of the energy of multiple perspectives by continuously engaging in dialogue and discovery with each other, and by making a more conscious effort to consider others’ perspectives with both open mind and open heart.








It’s that simple, and that complex. But that’s just my perspective. **clA**

Photo: Chandra Kozlowski

“ Each role I served as a college administrator presented the opportunity to examine my perspective on what my contribution could be. ”

Advertiser Information Centre

Support our advertisers

COMPANY NAME	PAGE	PHONE	WEBSITE
 CMU <small>CENTRAL MICHIGAN UNIVERSITY</small> Central Michigan University	13	877-268-4636	global.cmich.edu/international
COLLÈGE BORÉAL College Boreal	25	800-361-6673	www.collegeboreal.ca
 Joint PhD <small>Educational Studies</small> Joint PhD in Educational Studies Program	IFC	905-688-5550 ext. 4823	www.jointphdined.org
 MNP <small>LLP</small> MNP LLP	OBC	877-251-2922	www.mnp.ca
 RAVENLAW Raven, Cameron, Ballantyne & Yazbeck	14, 29	613-567-2930	www.ravenlaw.com
 STITT FELD HANDY <small>GROUP</small> <small>EXPECT SUCCESS</small> Stitt Feld Handy Group	IFC	800-318-9741	www.sfhgroup.com
 SWG <small>i</small> SWGi (Sundiata White Group - Intellistaff Ltd.)	5	416-644-8873 X 854	www.swgi.ca
 University of Guelph's College of Business and Economics University of Guelph's College of Business and Economics Executive Programs	9	519-824-4120 X 56607 or Toll Free 1-888-622-2474	www.uoguelph.ca/business/executive-programs



To reach administrative professionals in Ontario's colleges through *College Administrator*, please contact

Jeff Kutny, Marketing Manager
 Phone: 866-985-9789 • Fax: 866-985-9799
 E-mail: jeff@kelman.ca



E=MNP²

The right formula for educational excellence

Finding the right combination of expertise, people and processes to sustain the service delivery of your educational institution can be challenging. Drawing on our extensive experience serving post-secondary organizations, MNP delivers a formula of risk-based services to help you achieve your objectives while protecting your resources and your reputation.

To find out what MNP can do for you, contact:

Gordon Chan, National Enterprise Risk Leader 1.877.500.0792

Scott Crowley, Eastern Canada Enterprise Risk Leader 1.877.251.2922

