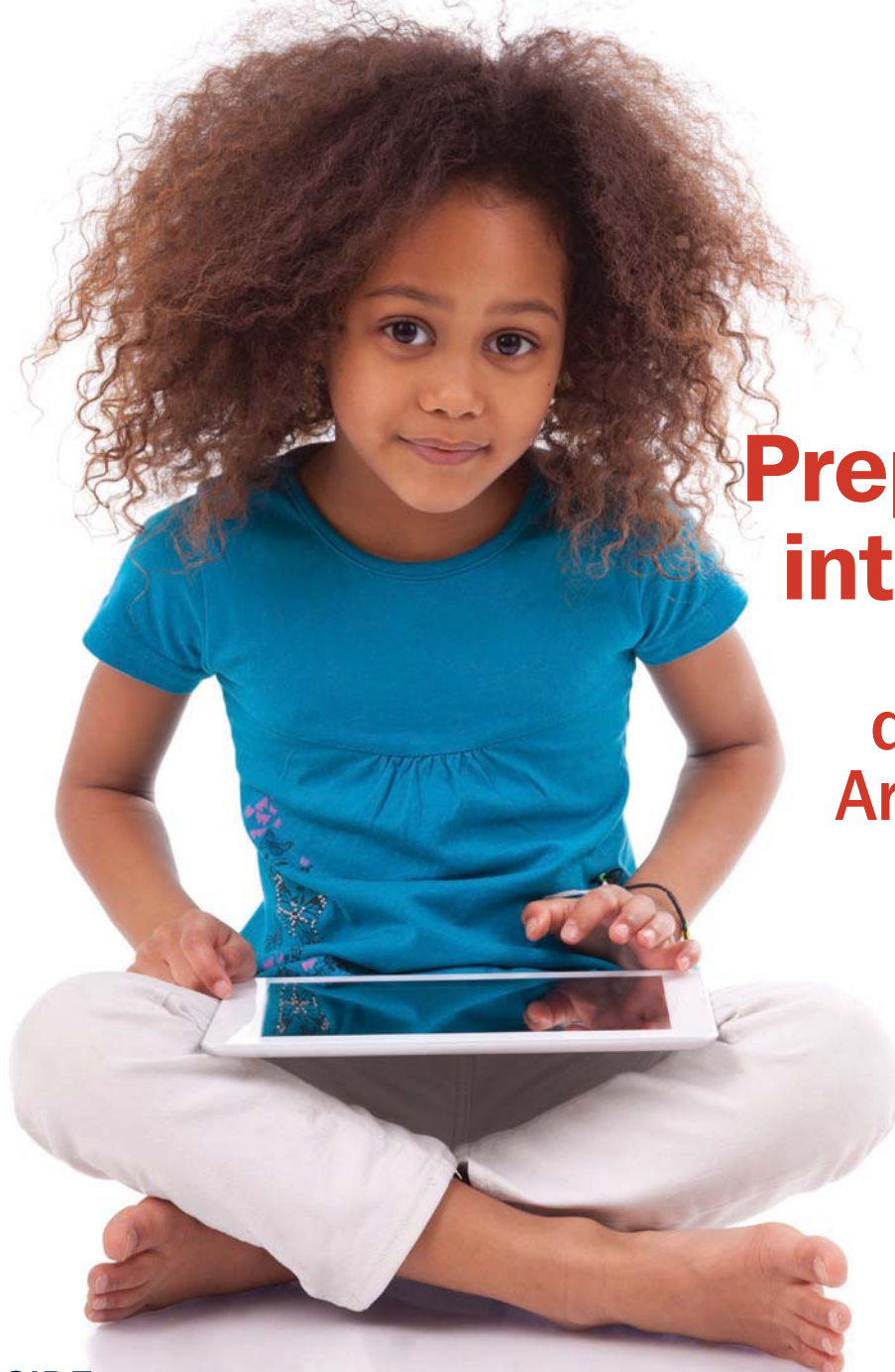


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David Belford
OCASA President
Président de l'APACO

Creativity and PD needed to prepare for the year 2025

La créativité et le PP sont nécessaires aux préparations pour l'an 2025

What will Ontario colleges look like in ten years? That is the question being explored in this month's edition of *College Administrator*.

At this writing I have not yet seen the feature story. However, I can predict that what we do will be shaped by technology – information technology, biotechnology, nanotechnology, robotics, the internet of things and the latest findings in brain research. All will have an impact on teaching and learning.

Other factors will include changing government priorities and funding. Changing student markets that we serve will affect what we teach but also how we operate as organizations. Certain themes will be stronger – student and staff diversity, more supports for student mobility, multiple and flexible delivery options for education and training, institutional accreditation, greater accountability and increased global competition for students.

Ken Robinson, in his book *Out of Our Minds, Learning to Be Creative*, encourages educators to better support the development of creative minds in our students. "Organizations across the world are competing in a world that is changing faster than ever," he says. "They say they need people who can think creatively, who are flexible and quick to adapt. Too often they say they can't find them. Why not?"

Robinson says it is essential that we encourage creativity to flourish in our classrooms, and we must do that in a very deliberate manner. In order to ensure that happens, creativity and innovation should also be part of the way we operate our colleges.

What does this mean for you as an individual administrator, and for the administrators you work with at your college and across the Ontario college system? It means you will have to be constantly sharpening your knowledge and skills and environmental awareness, and yes, encourage and support creativity and positive change. Administrators must continue to be creative in developing strategy, managing tight finances, leading talented teams, providing vital student supports and ably representing individual colleges and the value of college education to our many stakeholders.

In short, the key to the future is through professional development. Or lifelong learning, if you prefer to call it that. OCASA is an essential part of that.

As an organization with members that span the Ontario college system, OCASA provides administrators with opportunities to better meet the coming opportunities and challenges:

- Professional development opportunities through webinars and certification in college leadership and management.

De quelles couleurs les collèges de l'Ontario seront-ils revêtus en 2025? C'est une question importante que la présente édition de *College Administrator* aborde.

Au moment de la rédaction du présent message, je n'ai pas encore lu l'article vedette. Toutefois, je peux prédire que nos activités seront certainement influencées par la technologie – la technologie de l'information, la biotechnologie, la nanotechnologie, la robotique, la technologie d'Internet et les dernières découvertes de la recherche sur les fonctions cérébrales. La technologie façonnera tous les aspects de l'enseignement et de l'apprentissage.

Les changements touchant les subventions et les priorités gouvernementales entreront également en jeu. Le corps étudiant changeant envers lequel nous serons engagés influencera ce que nous enseignons autant que nos pratiques de gestion. Certains aspects seront plus prononcés – la diversité des étudiants et du personnel, les services destinés à la mobilité des étudiants, les plateformes d'éducation et de formation plus nombreuses et variées, l'accréditation institutionnelle, la responsabilité accrue et la compétition mondiale beaucoup plus forte pour attirer les étudiants.

Dans son livre intitulé « *Out of Our Minds, Learning to Be Creative* », Ken Robinson encourage les éducateurs à mieux promouvoir le développement d'un esprit créatif chez les étudiants. Il exprime que « les établissements à travers le monde entier entrent en compétition les uns avec les autres dans un monde qui change plus rapidement que jamais ». Il déclare, « Ils sont à la recherche d'individus qui possèdent l'habileté de penser de façon créative; des gens qui s'adaptent facilement aux changements. Mais, plus souvent que non, disent-ils, ces individus sont introuvables. Mais pourquoi donc? ».

Robinson nous dit qu'il est essentiel d'encourager le développement de la créativité en classe et ce, intentionnellement. Pour assurer le succès de cette initiative, la créativité et l'innovation devraient faire partie intégrante et fondamentale de la gestion de nos collèges.

À titre d'administrateur ou d'administratrice, qu'est-ce que cela signifie pour vous, ainsi que pour tous les autres administrateurs et administratrices avec qui vous travaillez et ceux et celles dans l'ensemble du système collégial de l'Ontario? Cela signifie que vous devrez continuer sans cesse d'améliorer vos connaissances, vos compétences, votre sensibilité à l'environnement et bien entendu, vous devrez encourager et faciliter la créativité

- Mentoring and coaching.
- Network building through involvement, committees, and the activities of local administrative staff associations.
- Thoughtful and insightful articles such as those found in this magazine.

Topping the list: the annual Leaders and Innovators Conference (June 22-23, Kingbridge Conference Centre, King City) is an ideal way to navigate your way toward 2025. See details in this issue. [c|A](#)



et les changements positifs. Les administrateurs et administratrices doivent eux-mêmes faire preuve de créativité en ce qui a trait au développement de stratégies, à la gestion de finances restreintes, à la direction d'une équipe talentueuse, à leur appui inestimable du corps étudiant et à la représentation efficace des collèges individuels et de la valeur appréciable d'études collégiales, auprès des nombreuses parties prenantes concernées.

En bref, la clé du futur est le perfectionnement professionnel. Autrement dit, un apprentissage évolutif continu et l'APACO en est une partie essentielle.

Les membres de l'APACO représentent l'étendue complète du système collégial de l'Ontario et de ce fait, l'Association offre des occasions parfaites à tous les administrateurs et administratrices pour faciliter une meilleure gestion des opportunités et des défis qui se présentent :

- Occasions de perfectionnement professionnel par l'entremise de webinaires, et l'accréditation en matière de leadership et de gestion des collèges;
- Mentorat et accompagnement;
- Développement d'un réseau professionnel – participation, comités, activités offertes par l'association du personnel administratif locale; et
- Articles inspirés et bien pensés, tels que ceux trouvés dans la présente publication.

Et tout en haut de la liste : La Conférence annuelle sur le leadership et l'innovation (le 22 et 23 juin, au Centre de Conférence Kingbridge à King City); l'occasion idéale pour naviguer votre parcours vers 2025. Vous trouverez tous les détails à l'intérieur de la présente publication. [c|A](#)

David is the Dean, Faculty of Business, Fanshawe College. His role as President is a volunteer one, also serving as Chair of the 12 member, volunteer Board of Directors.

David est le doyen de la Faculté d'administration des affaires à Fanshawe College. Son rôle à titre de président est un poste bénévole, et il est également le président du conseil d'administration qui est composé de 12 membres bénévoles.

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Preparing for 2025

We asked people to look ahead 10 years
They predict revolutionary changes



Bill Swan
Contributing Editor

Many years ago, when I was a young man at the beginning of a teaching career, the Scarborough Board of Education had a challenge with technology: Should ballpoint pens be allowed in the classroom?

The debate – it seems ludicrous now – occupied the board for several weeks, and created vigorous public debate.

At the same time, one teacher I knew was involved in pioneering what surely would revolutionize the classroom: Educational TV.

The issue over pens struck at the heart of education: already reeling from the transition from straight nib pens to fountain pens, traditionalists saw the writing on the blotter: penmanship would be a dying art and standards in all areas would wither and writhe. Besides, the cheap

ballpoints leaked, and who would want that in the hands of a 10-year-old?

TV, on the other hand, was the new kid on the block: TV broadcasting was at that point less than 10 years old in Canada. Pundits predicted the TV set might replace the classroom teacher. It was cutting edge.

The ballpoint pen issue was resolved rather handily. One trustee, a banker, pointed out that ballpoint pens had been accepted by banks for two years, so should be good enough for schools. We are Canadians, and don't argue with bankers.

I recalled both of these issues when I set out to research the feature in the current issue: What will colleges be like in 10 years – in 2025?

The question is, of course, unanswerable to any degree of accuracy unless

your crystal ball is working free of a power source. We first asked this question in 2006 in the magazine *Lumière* (the forerunner of *College Administrator*).

First, does the march to 2025 threaten colleges? Just the opposite, says Ken Steele, chief futurist at Eduvation Inc.: “There are plenty of indications that the colleges will be in the ascendancy over this next decade,” he told *College Administrator* in an interview via Skype in December.

We're seeing that now, as society catches on to what colleges do best: prepare people for the workplace. College advantage over universities will continue to flower, Steele says. “Employers are hiring for skills anyway; they don't really look at your transcript to say did you get an A or B in Chaucer; they don't really care about that minutiae.”



Ken Steele, Eduvation Inc.

“ I would love to see a more integrated and seamless experience from elementary to secondary education, and then through to postsecondary learning... ”

But job skills notwithstanding, the Internet has changed the way we all learn and is changing delivery. Video demonstrations help us all in all domains, from fixing a leaky toilet tank to special stitching for quilts, from explanations of long division to quantum gravity.

The Khan Academy, which began as family tutorials, is still less than a decade old. It provides more than 3,000 mini lessons on topics from arithmetic to calculus for grade school and high school level. Now the Khan Academy is looking at what it can offer at the postsecondary level. Although the Academy did not invent the “flipped” classroom, it did popularize the approach: watch the lecture and lesson at home, and work on the application at school where the teacher can offer help.

Add to that the prevalence of MOOC (Massive Open Online Courses) – anybody can take courses in anything any time. From home. In pyjamas. For free.

“What (are) the colleges going to look like?” asks Matt Stewart, President of the College Student Alliance which represents 110,000 Ontario college students. “How are colleges going to facilitate their courses? With the development of online learning the need for a robust transfer credit system will grow.”

Credit transfer has been a thorny problem in the past, often amounting to one-off solutions from course to course or program to program. Complicating it even more “is the convergence between college and university offerings,” said Ken Steele. “The movement toward fused college-university education has pretty clear momentum.” He cites examples Guelph-Humber and York-Seneca as hybrid institutions that show strong growth as university applications fall off.

And in 10 years? Dan Holland, CEO of OntarioLearn has a prediction: “Students will be able to transfer

credit easily to universities and from universities to colleges to really build the type of education that they need in the workforce in 10 years,” he said in an interview with CA. “That would be my vision of seamless, flexible, easy access” across both colleges and universities.

Dr. Marilyn Herie, Dean, Learning, Teaching and Scholarship Centennial College, agrees. “I would love to see a more integrated and seamless experience from elementary to secondary education, and then through to postsecondary learning, as well as pathways across the college and university systems. Those transition points are still a challenge for students to navigate.”

Easing such transitions is important to students, says Matt Stewart, and fully supported by the Student Alliance. “Not just between colleges but between colleges and university and vice versa. The concept of lifelong learning (is) going to grow in importance as technology changes; it’s going to play an increasingly important part in education.”

So let’s put that down as a vision for colleges 2025: seamless transfer.

The development of such protocols fits well in the growing globalization of colleges.

International students undoubtedly want their achievements to be recognized around the world.

“The feds and the provinces have all emphasized the need to increase international enrolment,” said Steele but he sees limits. “I do think it caps out in the 20 to 25% range. When institutions hit 25% international in any given program or certainly overall the sustainability starts to waver.

“Until we get there, there is opportunity for growth. There are college campuses in Ontario nowhere near 20% international.” But that, he added, can be affected by the unpredictability of global currency fluctuations.



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

Nevertheless, “There will be continuing interest in North American education in India and China or other developing countries.”

(Even there, assumptions are not easy to make. In an interview with *College Administrator* two years ago, demographic expert David Foote warned: “You just can’t go to India to recruit. You have to target rich people in India.” And the one-child policy in China will soon create a dramatic drop-off, he said. Foote’s recommendations: Recruit from Turkey, Vietnam, Brazil, Mexico.)

Aside from ballpoint pens, we haven’t even talked about technology yet.

Some perspective. In the original story in 2006, smartphones had been around for a decade, but their real impact did not hit colleges until the launch of the iPhone in 2007. Consider that the iPad (and associated tablets) danced onto the scene in 2010 – five years ago. Physically, tablets resemble the slate that Anne Shirley broke over Gilbert Blythe’s head in Avonlea Public School, circa 1890, but otherwise they are worlds apart.

Kevin Weaver, Dean, Technology and Visual Arts at Georgian College, looks at the students entering college today, bringing more with them than a pen and pencil – smartphone, laptop, tablet with perhaps a desktop at home. “The system has to catch up a little bit and recognize that that is going to be the expectation. I’m hearing of some great uses of technology in grades two and three, even



“

One thing we will see impacting education is the interconnectivity.

”



Karen Creditor, CEO, Ontario College Application Service

Kindergarten. (These) students are going to land on our doorstep in 10 years; imagine the expectations they are going to have on how we interact with them.”

Predicting new technology is all but impossible. We have no idea what Black Swan device is now under development, and those developing it are keeping it to themselves. But technology will dominate, and “will be smaller and everywhere,” says Dr. Pehrsson of CMU. “Students can plug in and take classes from any place, home, any room on campus and also face to face.”

Karen Creditor, CEO, Ontario College Application Service, predicts we are just scratching the surface of even the technology now available. “One thing we will see impacting education is the interconnectivity – where I can decide that I’m leaving my classroom and I’m going to go to the library,” she said in an interview. “And I’m wearing a bracelet, or turn on my iPhone to access the research I need when I get to the building across campus. That type of interconnectivity in disparate ways is really important. The technology is already there – it hasn’t become commonplace yet. And we are going to see that more and more – connectivity across all platforms.”

There’s more. “Virtual reality in 3D space” can be applied to hands-on training in the trades and other areas, she says.

The need, she adds, may be in creating education that is seen as cool to a new generation: Simulations; learning through games; combining 3D virtual with Google Glass in a hybrid world for enhanced learning.

The learning opportunities could be enormous. “We don’t hear teenage boys saying they don’t get Halo (a video game) and they quit playing,” Steele says. “They get killed, they respawn, and they keep trying to level up.” Apply that model to learning, he suggests, and “it has the potential to open up math and

science again to boys who are increasingly dropping it in high school.”

All of this while doing more of what colleges excel at: “personal connectedness with students, and supporting students’ success,” said Dr. Marilyn Herie. “Technology offers us tools and solutions – it’s not an end in itself.”

Everyone interviewed for this feature agreed: the classroom of 2025 will be driven by technology, involving some version of online and hybrid classes and by student demand geared to the individual learner.

Still, technology is only a tool. “Good teachers embrace technology and use it within their approaches but it does not dictate their pedagogy; it enhances it,” says Dr. Dale-Elizabeth Pehrsson, Dean of Central Michigan University College of Education and Human Services.

What may be more difficult than mastering technology may be in adapting and shaping the expectations of students. That third grade student who walks through college doors in 10 years will be “much more individualistic,” says Karen Creditor. “They (will) expect from a very young age to be treated as unique individuals.”

Dr. Herie sees this challenge as a strength. “Colleges are uniquely positioned to foster and build applied skills for meaningful work (and meaningful lives), and include critical reflection, academic scholarship, and transformative learning,” she says. “The college system is nimble, innovative and entrepreneurial, and this puts us at a big advantage in leveraging new and ‘disruptive’ teaching/learning technologies with our students.”

Matt Stewart of the College Student Alliance stresses that anything that “affects student livelihood, you would have to work and talk with students. That is the strongest point we can stress. Students are the ones going through the system. Who better to provide such information than those who are going through this system firsthand?”

Dr. Herie has a warning: “It’s easy to get distracted by the bells and whistles of the many and varied ‘edtech’ applications,” she said. “Given that the history of online and technology enhanced learning/pedagogy is so much briefer than that of classroom-based learning (i.e., approximately the last three decades versus approx. the last thousand years), there is a need for evidence-informed pedagogy (or ‘paragogy’) faculty development.

“We want students to experience the same outstanding learning online that they get in their classrooms. As institutions and as a system, we also need to work toward pushing for Learning Management Systems that are as intuitive as the best viral social media applications out there. There are still barriers to both faculty and students in engaging/developing dynamic online learning environments.”

Emerging studies on how people learn will also change the face of education. Colleges long ago discovered – or were built on the idea – that people learn best by doing rather than listening: demonstrations, exercises, practical labs. Although not extinct in colleges, the lecture as such is likely to much play a much-reduced role.

Ken Steele: “Studies are all telling us that lectures are probably the least effective way to convey information. But a

majority of faculty still use the lecture.” Although this is more common in some disciplines, and may be more of an issue at universities than colleges, there is pressure for change.

Dr. Pehrsson sees a new campus: “The lecture format will have all but disappeared. Faculty members will hold office hours virtually. Instructors may live on another continent as might students.”

What replaces the lecture?

Online demos, interactive simulations, and “the ability to record a lecture that we can turn into a textbook,” says Steele. Add interactivity; put the textbook online with the ability to test and record student progress and present material adjusted to the student’s current grasp of material; and use class time for active engagement rather than passive listening. The learning dynamic is energized.

“Textbooks are getting more and more sophisticated,” he adds. “Textbook publishers are operating in a global \$9 billion industry. They are investing a huge amount in R&D to create personalized adaptive learning platforms.”

Steele says that within 10 years the students we’ll be getting on campus will have been raised with mobile computer devices on wi-fi “from the crib onward.”

“Television will be an interesting antique to those students and they will expect mobile in everything,” he says. “Those are the students who are going to be coming to campus. They will be a lot further along the curve than we are now.”

However, he says, “they are still going to be coming to campus.”

That campus will be constructed differently, and according to Dan Holland can provide a classroom, hybrid and online mixture for learning enhancement. He points to the spectacular growth of online courses through OntarioLearn “in 10 years from 23,000 students to just under 73,000 – very close to triple” and still growing although the acceleration in the growth pattern is beginning to moderate.

OntarioLearn started out as an expansion of Continuing Education and what 20 years ago he saw as the need to coordinate the fledgling area of online offerings. Dan won the OCASA Doug Light Award for Administrative Excellence for his role in bringing colleges

together in online learning rather than have each college strain resources to provide a limited approach.

OntarioLearn is only part of the online learning. Holland points out that many colleges provide in-house course offerings that could be expanded and made available more widely. Through Ontario Online Consortium, the Ministry is encouraging college and university collaboration in the online universe,

basically using a model pioneered by OntarioLearn. This has the potential of being the meeting ground for online, hybrid, college, university and credit transfer issues.

Convergence, it is called. It keeps coming up.

“High school students may have taken some college courses,” said Dr. Pehrsson, a movement that already developed some history in Ontario.



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Postsecondary institutions that do not adapt will die.

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Kevin Weaver sees blurring at the other end as well. “What has been traditionally postsecondary education and what has been called continuing education and contract training. (In this) new environment I see these coming closer together, working more to collaborate. I don’t think that to the student this matters.”

On another aspect of collaboration, Weaver will be part of a workshop at the *Leaders & Innovators Conference* on successful collaboration. He and Mark Hoddenbagh, Ph.D., Executive Director, Partnerships & Applied Research, Algonquin College, will share keys to a successful collaboration, based on seven years experience in a venture that included Hydro One, Algonquin College, Georgian College, Mohawk College, and Northern College.

Like most visions, practical events can hobble even the best of intentions. Funding always crops up as an issue that controls technology, applications, and staffing, and this can be unpredictable.

Politics and politicians make predictions difficult, Ken Steele claims. “Actually, politicians are very rational creatures. But to them it’s all about votes, so politicians go where the votes are. That’s not always the most rational thing for higher education.”

Steele sees governments starting to embrace performance-based funding. Once “funding is based not on enrolment but student progress and success, then the cheese has moved,” he says.

“The institutions will have to reward effective teaching rather than just enrollment and that’s going to mean we’re going to have to take this seriously. If the data tell us (that) teaching in a way that is cheap and convenient isn’t actually effective, (we) are going to have to look at more effective ways to teach.”

Sum it all up, and the predictions are for a deep and revolutionary change for colleges. “Postsecondary institutions have

an opportunity to reshape and rethink some of the historical ways they have been conducting business,” Dr. Pehrsson of CMU said. “If they can speed up their responsiveness to this new world of technology, the sky’s the limit.”

But, she warns: “Postsecondary institutions that do not adapt will die.”

And who is in charge of that change? In short, you are. Administrators must be the coaches who prepare staff for this future. The key, says Dr. Pehrsson, is trust. “Trust takes time to foster. Trust develops by being transparent, using good and steady communication and then even more communication. Individuals have to understand the core issues and they have to buy into why changes matter.”

Dr. Marilyn Herie: “I see the role of administration as fundamentally about influencing change. We do this every day among individual faculty and staff, as well as among our peers across the institution and system.

“The challenge for administration (and it’s a good one!) is to model the change that we are asking for from our faculty and staff. Our creativity, willingness to model positive risk-taking, and commitment to quality and the student experience help move us forward.”

In June, Dr. Herie will lead a workshop at the *Leaders & Innovators Conference* that focuses on motivating faculty and staff to embrace change. (See details in this issue.)

Karen Creditor will also offer a workshop at the conference on helping administrators to become champions of change – “consciousness raising so we can start leveraging our skills in what will drive the next ten years of education.” She sees the glass half full “and it doesn’t have to be frightening.”

And the technology?

Tools, merely tools to help do what colleges have become increasingly good



Kevin Weaver, Dean, Technology and Visual Arts Georgian College

at: encouraging learning, giving students of all ages a leg up on the future.

Remember that cutting edge of the ’60s, educational television? It’s still with us, although packaged and delivered in ways we couldn’t imagine in 1961.

And the ballpoint pen that gave the Scarborough Board of Education such a challenge? It’s still with us, and still involved in almost every classroom today. I’ll bet a cup of coffee that you have one on your desk right now.

See me at the *Leaders & Innovators Conference* to collect. c|A



Photo courtesy of Fleming College

Dental hygiene:

Capstone paper compares faculty credentials of private career and community college programs



Sandra Linardi
Registered Dental Hygienist
Part-Time Educator, University of Toronto
Curriculum Consultant

As a dental hygienist I have had the opportunity to work in various roles in both community college and private career college settings. Over a year ago, when deciding on which topic to explore for my capstone research project to complete my M.A. in Education degree program through Central Michigan University, I considered which issues were of concern in the dental hygiene profession, specifically dental hygiene education.

Changes in 2002 to the *Private Career Colleges Act, 1990* allowed private career colleges to offer dental hygiene programs. As a result, the number of dental hygiene programs in Ontario increased dramatically from 12 to 36, later levelling out at 23 at the time of the study – still, a doubling.

In effect, this created three types of programs: accredited community college programs; accredited private career college programs; and non-accredited private career college programs.

Poorer overall results for graduates from non-accredited dental hygiene programs offered by private colleges in Ontario had been noted. Private college students from non-accredited dental hygiene programs were not as successful in the written National Dental Hygiene Certification exam, or the clinical provincial evaluation by the College of Dental Hygienists of Ontario (CDHO).

In discussing the factors which may have contributed to the poor written and clinical evaluation results, colleagues and peers repeatedly raised concerns over perceived shortages of academically qualified dental hygienists in educator positions, perceived differences in academic credentials, as well as perceived differences in demographics and current practices of dental hygiene educators in the three types of dental hygiene

program settings available in Ontario at the time.

But were these perceptions accurate?

In my study, I attempted to answer the following three main research questions:

1. Were there significant differences in the current academic credentials of dental hygienists facilitating in accredited dental hygiene programs from community colleges and private career colleges and in non-accredited programs from private career colleges?
2. Were there significant differences in the current demographics and current practices of dental hygiene educators in these three program settings?
3. What were Ontario dental hygienists' perceptions toward the baccalaureate in dental hygiene degree as the new entry-to-practice (ETP) requirement? Should we move from a diploma/advanced diploma to the baccalaureate degree?

To address these research questions, I conducted a quantitative study, which was based on the analysis of cross-sectional survey research data collected from Ontario registered dental hygienists. The College of Dental Hygienists of Ontario, which is the provincial regulatory body for dental hygienists, generously distributed e-mails with a link to the 25-item online questionnaire to a sample of 1,000 registered dental hygienists, which included 224 dental hygiene educators.

The overall response rate was 12% for all participants and thus limited the generalizability of the data to the general dental hygiene population. Twenty-three percent of the 224 dental hygiene educators contacted responded. The focus of the study compared dental hygiene educators from accredited dental hygiene programs from both community and private colleges as there



were insufficient participants from the non-accredited programs.

There are no longer any non-accredited dental hygiene programs in Ontario due to the Ontario Ministry of Training, Colleges, and Universities (MTCU) Superintendent Policy Directive #7, dated February 18, 2011, which stated that all private career college dental hygiene programs in Ontario must have received accreditation by December 31, 2013 to retain the Superintendent's program approval. Closures of accredited and non-accredited private college dental

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Only 11 reported having a bachelor and/or master's degree in education.

”

hygiene programs were likely impacted by the MTCU policy changes, as well as financial pressures. Currently there are 18 dental hygiene programs offered in Ontario, including 12 community and six private colleges.

There were no significant differences between educators from accredited community college and private college dental hygiene programs with respect to academic credentials, age ranges, professional experience, or dental hygiene teaching experience.

The majority (82%) of dental hygiene educators had a diploma in dental hygiene, which was also the most common entry-to-practice credential reported by all participants in the study. Only four reported having a bachelor and/or master's degree in dental hygiene, all of whom were faculty in private colleges.

One of the surprises: only 46% of dental hygiene educators who responded had academic credentials related to education, including educational theory and methodology, and/or educational training to evaluate students. The Commission on Dental Accreditation of Canada (CDAC), 2011 Requirement #3.2.1 for program accreditation has made this a minimal educational requirement for dental hygiene faculty with instructional responsibilities. The data also revealed that 44% of the 52 dental hygiene educators reported that they were currently enrolled in programs in various academic fields, most in education.

Interestingly, half of the respondents who reported having an academic credential in education had a certificate in education; only 11 reported having a bachelor and/or master's degree in education, most of which were faculty in private colleges. What may be of interest to college administrators is that not only did over half the participants

not have academic credentials related to educational theory and methodology, but also that 61% of dental hygiene educators and 39% of non-dental hygiene educators intended to pursue additional academic studies in either dental hygiene, public health, education and science.

Data revealed that dental hygiene educators in private colleges were younger: between the ages of 45-54 (community college) and 35-44 (private college), and community college faculty had more dental hygiene experience. Overall, most had 21 or more years of dental hygiene experience (79% in community colleges, 50% in private colleges.) Both groups reported an average of 6-10 years' related teaching experience, with 28% of community college faculty with 11-15 years of teaching experience, compared to 17% of private college faculty with similar experience.

Community college faculty included more full-time (57%) educators than the private college faculty (44%). All the program directors/coordinators from community college dental hygiene programs worked full-time compared to six of the eight private college program directors/coordinators. Given the extent of responsibilities that these administrative roles entail, it was perplexing to discover that there were any part-time program directors/coordinators at all.

The higher age range of community college faculty helps explain the higher number of faculty with more dental hygiene and teaching experience. What it does not account for is why there were more private college dental hygiene educators with post-diploma credentials – particularly in dental hygiene and education – than community college dental hygiene educators.

The question most often skipped on the questionnaire related to whether

or not faculty taught in their field of expertise. More private college educators reported that they had facilitated courses which were not in their field of expertise. Although the number of respondents was low, it should be a concern when faculty is expected to facilitate a course which is not commensurate with their education and experience.

Asked to rate how much they agree/disagree with statements pertaining to entry-to-practice and post-dental hygiene graduation education, most respondents (both dental hygiene educators and non-dental hygiene educators) responded very positively to post-diploma dental hygiene education, including a master's degree in dental hygiene to be offered in Ontario.

Should the baccalaureate be set as the minimum ETP requirement? On this question, 40% of dental hygiene educators, compared to 36% of non-dental hygiene educators were in favour of changing the minimum ETP credential. But at the same time, only 25% of educators would disagree with such changes, while 40% of non-dental hygiene educators would do so. The remainder of participants gave a “Neutral” response. Community college and private college faculty responses were very similar to each other.

I found it curious that there was not a higher percentage of dental hygiene educators who were in favour of changing the entry-to-practice credential. This is especially notable in light of the recent changes to more comprehensive ETP competencies for new graduates, increased complexities in health histories for a more diverse and aging population, as well as rapid changes in technology and techniques.

Based on the study's data and literature review, recommendations for further research included:

- Degree-granting institutions and other stakeholders should conduct a formal needs assessment to determine the type of post-diploma programs that should be offered, resources needed, pre-requisites, faculty resources, and such.
- Professional associations, regulatory bodies, and educational institutions, should explore the processes for changing the dental hygiene entry-to-

practice requirements from diploma to baccalaureate. Not only have several other Ontario health professions achieved this goal, but several studies, both in Canada and the U.S., support and recommend changing the entry credential to the baccalaureate level. On this last point: Recently several community college dental hygiene programs in Ontario have moved to a six-semester program which grants an advanced diploma. Although this change is an improvement, one wonders if the additional program length is sufficient to address the recent changes to dental hygiene entry-to-practice competencies, more diverse and complex medical conditions of clients, and frequently changing technologies and techniques available, especially now that dental hygienists are permitted to work independently and self-initiate (i.e., without a dentist's order for scaling and root planing).

Despite previous unsuccessful attempts to re-create a baccalaureate program in dental hygiene in Ontario, by 2025 I predict this will become a reality. At the very least that there will be better options for dental hygienists to complete post-diploma academic credentials in Ontario.

Although there is considerable support for changing the minimum entry-to-practice requirement to the baccalaureate, I do not foresee this change happening in Ontario for several more years, especially since most community college dental hygiene programs have only recently changed to a six-semester program.

More study needs to be undertaken, particularly on all factors that may impact student success – faculty credentials, demographics, admission requirements (i.e., student selection), curriculum, institutional facilities, and student, faculty, and staff support services.

My paper also recommends that future studies examine the academic credentials and current practices of non-dental hygiene faculty in dental hygiene programs to better reflect the full complement of faculty that students are exposed to. My study focused on dental hygienists, but what are the academic credentials and current practices of other inter-professionals (e.g. dentists, psychologists, nurses, etc.) facilitating dental hygiene students' learning?

In addition, my study (or one similar in intent) should be repeated in two to five years to maintain a current database of dental hygiene faculty which reflects the anticipated ongoing changes in the demographic and professional profiles of dental hygiene educators in Ontario. *Sandra completed her Bachelor of Science in Dentistry (Dental Hygiene) from the University of Toronto, and her Master of Arts in Education from Central Michigan University. cJA*

2015 CMU/OCASA

Outstanding Research Award



Anna De Grauwe

Congratulations to Anna De Grauwe of Durham College, the 2015 recipient for her work titled *College Faculty's Perceptions of Career Information*. De Grauwe's paper was the capstone project for her Master of Arts degree in Education from Central Michigan University. She has been a Career Advisor at Durham College since 2003.

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This program is offered under the written consent of the Minister of Training, Colleges and Universities granted for the period from August 3, 2004 to August 3, 2009. An application of renewal of the consent has been submitted and the current consent remains in effect until a decision on the renewal application is made. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g. acceptable to potential employers, professional licensing bodies or other educational institutions). Central Michigan University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. CMU is an AA/EO institution (see cmich.edu/aaeo). cmich.edu/globalcampus 41506 2/15

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](#)

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Laissez-nous vous aider.

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kpatenaude@ravenlaw.com

2015 CONFERENCE

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

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

Linda Franklin,
President & CEO, Colleges Ontario

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DINNER THEATRE:
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**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
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- 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

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| | \$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

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For full information about guest rooms, visit:

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

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FOR MORE INFORMATION

Contact: Ronda Wicklam

1-866-742-5429 ext. 101 • ronda.wicklams@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
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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

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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](#)

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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



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