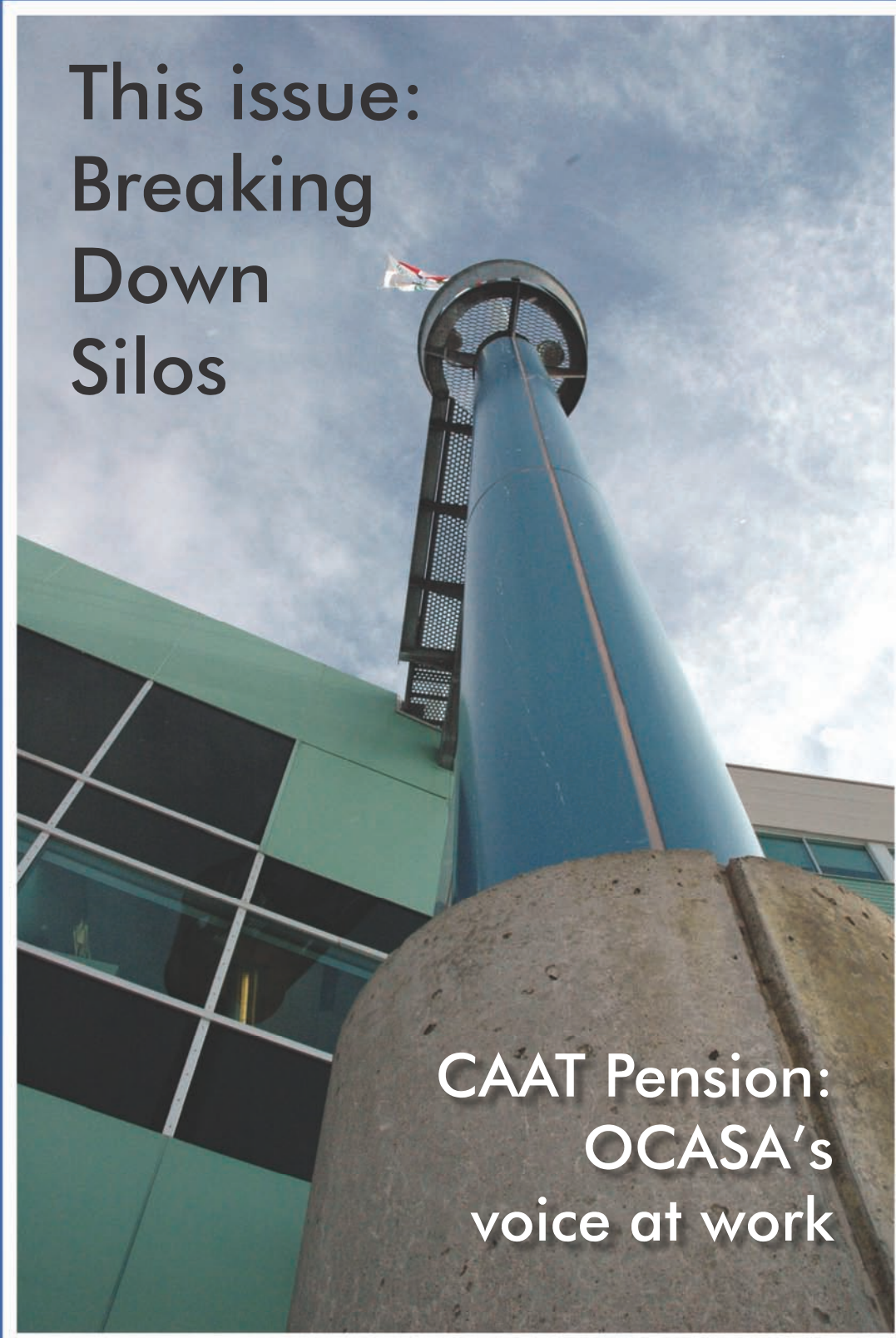


# LUMIÈRE

Vol.2 No.1 The professional journal of Ontario College Administrators 2007

This issue:  
Breaking  
Down  
Silos



CAAT Pension:  
OCASA's  
voice at work

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# LUMIÈRE

Vol.2 No.1

The professional journal of Ontario College Administrators

2007

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Ontario College Administrative Staff Association (OCASA) is the voluntary association that supports and promotes the interests and needs of the province's community college administrators. On behalf of its members, OCASA advocates professionalism, excellence, and learning for the betterment of the community college system.

Ontario College Administrative Staff Association  
**OCASA**  
**APACO**  
Association du personnel administratif des collèges de l'Ontario



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The cover photo was taken by Benoit Garant of Sudbury, a teacher at Collège Boréal. This photo was chosen from dozens of submissions from students, staff and freelance photographers. The photo was chosen to illustrate the theme of Breaking Down Administrative Silos to create smooth functioning colleges. In reality, this is a flag pole, not a silo, but has the graphic impact desired.

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# Security: Everybody's job

**One Ontario college has already had a murder at a college pub. How do you prepare for the unthinkable?**

**D**riving home from his retirement party after almost 30 years with Toronto police, Gary Pitcher and his wife, Cathy, mused about their good fortune.

In the previous year, Gary worked hard as lead investigator on the Cecelia Zhang and Holly Jones cases – two high profile child abductions in Toronto.

"In those two homicide investigations I worked 56 days straight and 18 hour days," he said.

But he had turned in his badge for two part-time roles at Durham College where Cathy served as Secretary to the Board of Governors.

Gary's new retirement job seemed too good to be true: six hours of classroom teaching,



*Gary Pitcher, Director of Student Rights and responsibilities at Durham College and the University of Ontario Institute of Technology, outside the student centre on campus that was the scene of a fatal shooting in 2004.*

coupled with 20 hours a week as the Director of Student Rights and responsibilities. "My boss's problem was she didn't know if there would be that much work for someone in that role," Gary said in an interview with LUMIÈRE.

"But when I got home (that night) there was a message," he said.

A student had been shot in an altercation at a Student Pub on the Durham Campus. He later died.

Immediately, Gary plunged back into 60 hour work weeks as he became key player in the crisis management team, assisting police in their investigation and providing support for students and staff.

That campus killing may have also been the wake-up call to all Ontario Colleges. In this past year we've seen incidents at Dawson College, Virginia Tech and a one-room school in Nickel Mines, Pennsylvania. Very bad things can happen anywhere.

What's more, safety is every administrator's responsibility – under federal and provincial laws, backed by fines for individuals of up to

\$100,000 in lower courts, jail sentences, \$500,000 for corporations, and unlimited fines in higher courts. Colleges have a 'duty of care' with respect to employees, clients, visitors, and members of the community who have access to their property.

This duty of care is set out in a number of ways, including: a common-law 'standard of care' consistent with community expectations; 'duty of care' under the Occupiers' Liability Act; duties of employers and supervisors to 'take every precaution reasonable' to protect employees under the Occupational Health and Safety Act, and the legal duty under Section 217.1 of the Criminal Code of Canada, to protect workers and persons affected by the work:

*"Everyone who undertakes or has the authority, to direct how another person does work or performs a task is under a legal duty to take reasonable steps to prevent bodily harm to that person, or any other person, arising from that work or task."*

In case you missed the point, if you are an administrator, safety and security due diligence is your job.

"Faculty and staff want to feel safe on our campuses," Rod Curran of OACUSA told LUMIÈRE. "But with limited budgets and poor funding for training that's not going to happen. What they have to look at is risk management liability if something happens."

Curran, president of the Ontario Association of College and University Security Administrators, (OACUSA) and Director of Security at Wilfrid Laurier University, says: "Every security director-manager's nightmare: an active shooter on campus. Because we are a wide-open facility, there is no way you can protect against that."

Gary Pitcher says the openness itself makes campuses vulnerable. "We are a target-rich environment," he said. "One, the school has lots of technology. We have break and enters of laptops and presenters. Crimes are easier to commit here than in the rest of the world since there is a lot more accessibility."

Curran, who retired after 31 years with the Guelph Police Service specifically to implement the community policing model at Laurier, sees

the answer in one word: training.

“Universities and college communities want more out of their security areas. They want prevention programs, they want you to be able to make a safe campus, to make recommendations in regards to safety. You have to have the knowledge and background to do that. The days of hiring an untrained security person are gone. You need trained security professionals who can provide security and lay out a plan to keep your campus safe.”

The training comes in two areas: how security staff react when bad things happen, and how security staff work to prevent such situations.

Ted Carroll, President of Policing & Security Management Services Inc., points out one of the major problems: “There is a gap between community expectations and what security can actually provide or deliver,” he said in an interview with LUMIÈRE. “If someone calls for a security officer because they are being accosted in a remote parking lot, there is an expectation that that security officer is going to be able to do something before the police arrive. Often just showing up in a marked security car and a uniform and using verbal de-escalation skills is all it takes. But sometimes that doesn’t work.”

Curran sees campuses as the ideal setting for the application of community policing. While a regular police force is mainly reactive, campus security can be proactive in community liaison.

“We need the community to help solve their problems so you have buy-in,” he said. “All we are is facilitators. We will talk about the problem, and then try to get some solutions that everyone is agreeable to. Then you have buy-in in the (campus) community.”

The buy-in has to be at all levels, says Ted Carroll. “The person who runs the coffee shop hears and sees a lot of things. A person is sitting in the coffee shop for the past hour by himself and looks really suspicious. The person behind the counter has to know whom to

call,” he says. “This may be nothing at all, but then somebody can have a look at it to see if the person needs to be monitored, and take the appropriate action.”

For John Hammill, Director of Security at Cambrian College, the job begins with involvement in the student code of conduct.

“Mainly we have our code of conduct established, and under the code there are certain authorities granted to our department, mainly in dealing with the violations. So we do enforce those sections of the code of conduct. That ties in with the student services and working with a Dean, or the VP of Academics. We maintain those open and active relationships with those bodies as well as the student administrative council and work to resolve various issues that arise that have been labelled code of conduct violations.”

*“Everyone who undertakes or has the authority, to direct how another person does work or performs a task is under a legal duty to take reasonable steps to prevent bodily harm to that person, or any other person, arising from that work or task.”*

At Durham and UOIT, Gary Pitcher works with a similar model. “My job is primarily the enforcement of the student code of conduct in both institutions, which sort of monitors or attempts to have impact on student behaviour. So certainly both institutions have a code of conduct, which is a start for an educational institution.”

For Gary, the involvement in student conduct is essential to campus security – the breaking down of silos. “The kid who is having trouble in pub is also having trouble in school; the kid who is having trouble in rez, may be having trouble in rez, and pub and school. I get all the reports and become the central repository in all that ... it is important for campus security that (such issues) be integrated in one central area.”

“What we also really need is more of a centralized database ... The registrar’s office could be aware of some things, rez could be aware of some things, security

could be aware of some things. It would be nice to have some central database to keep track of some of these problem issues.” He hesitates. “Without a breach of confidentiality.”

That may sound like a tall order. But the same was once said of security cameras, which now provide coverage of 80 per cent or more of some campuses.

It all comes down to funding; for training, for planning, for staffing. Regardless of the model applied, the key issues are having policies and procedures, training, and equipment that is consistent with community needs: staff who can administer CPR, use a defibrillator, have de-escalation training, or higher-level training required as a special constable or intervention-capable security officer.

Changes are promised this year with the enactment of regulations for Bill

159: The Private Security and Investigative Services Act. Under Bill 159, training for security officers will be mandatory and regulated by the Ontario Government.

“For the first time in Ontario the in-house security

people who are employed directly by the employer, as well as contract security personnel, will have to be licensed by the government,” says Ted Carroll. He predicts the regulations will allow for tiers of training in a made-in-Ontario version of the Canadian General Standards Board training requirements.

“Today all it takes is a bump on the dance floor,” said Carroll, a public safety and security specialist with over 35 years experience in both public policing and private security.

This is precisely what happened at Durham with the pub night murder.

“Our student who was killed, frankly, thought he was getting into a fist fight,” said Gary Pitcher. “That’s our culture out here. Two people have a disagreement, (they) fight. He ran into a gang element from Scarborough, (30 kilometres away) and what he thought was going to be a fist fight turned into a gun fight.” ■

# Objectif : démanteler les silos administratifs

Laurie Rancourt, vice-présidente à l'Enseignement, Collège Boréal

**L**e concept de l'élimination des cloisonnements administratifs, qui donnent lieu à ce qu'on appelle communément « l'effet de silo », est relié étroitement au rôle que jouent les administrateurs des collèges communautaires de l'Ontario, surtout en fonction du climat politique et budgétaire qui est le nôtre à l'heure actuelle.

Généralement, l'image que projette un collège communautaire en Ontario est celle d'un établissement qui met à la disposition d'individus des programmes axés sur des carrières et des professions très précises. Les collèges communautaires sont vus surtout comme des instruments de développement personnel et professionnel.



Laurie Rancourt

Cependant, à titre d'administrateurs de collèges communautaires, nous comprenons très bien que notre mandat dépasse largement celui de fournir des occasions de croissance personnelle et professionnelle à des individus. En fait, notre mandat englobe des activités de formation qui sont de haute qualité, qui sont axées sur les besoins du marché et qui stimulent la croissance personnelle et le civisme chez nos étudiants et étudiantes, tout en assurant le renforcement de la main-d'œuvre ontarienne et le développement économique et social sur les plans régional, provincial et international. Nous comprenons aussi très bien que la réalisation de ce mandat représente un défi de taille, surtout dans le contexte actuel.

Au cours des dernières années, le système collégial ontarien a fait l'objet de modifications importantes du point de vue du financement et de l'évaluation du rendement. Les attentes et les coûts de fonctionnement continuent d'augmenter, tandis que le niveau de financement est en décroissance. Même si nous avons connu un succès important en tant que système durant les 40 dernières années, passant

d'un seul collège communautaire en 1967 à un total de 23 collèges en 2007, le présent climat politique et financier rend notre tâche de plus en plus difficile.

Face à cette réalité, les administrateurs du système collégial courent le grand risque d'adopter une approche de « mode de survie », condition qui se traduit par un manque de confiance dans autrui et une tendance vers l'isolement. De fait, lorsque j'ai premièrement reçu l'appel de contributions d'articles pour cette revue, ma première réaction a été de supprimer le message ou, pire encore, de le faire suivre à d'autres administrateurs dans l'espoir que l'un d'entre eux aurait le temps et la volonté de répondre à l'appel. Il s'agit là d'un parfait exemple du mode de survie!

En mode de survie, je réussis à me convaincre que d'autres administrateurs dans le réseau, ou dans mon propre collège, sont moins occupés que moi et seraient plus en mesure de répondre à cette demande. De plus, ma logique me dicte que si ce n'est pas le cas, la rédaction d'un article pour la revue LUMIÈRE ne devrait pas être prioritaire de toute façon, puisque cela ne contribuera nullement à l'accomplissement de mon propre travail. Dans le cadre du mode de survie, mon attention demeure centrée sur mes propres objectifs et mes propres échéances; je perds de vue la situation dans son ensemble; et je perds la capacité de reconnaître des occasions de collaborer ou de faire confiance à l'appui que peuvent m'offrir mes collègues. Lorsque le mode de survie devient le mode normal de fonctionnement dans un organisme, ce dernier risque de subir une crise d'indifférence qui mine la collaboration et résulte en l'apparition de l'effet de silo.

Alors, en tant qu'administrateurs, que pouvons-nous y faire? Comment pouvons-nous éviter le mode de survie et instaurer une culture de collaboration dans nos établissements respectifs? Une solution évidente serait d'encourager les instances gouvernementales à rendre disponibles des ressources supplémentaires et ainsi alléger un peu la pression que nous éprouvons. Comme nous le

# Breaking down silos:

## Your colleagues can tell and know when they are valued and when trust is demonstrated

By Don Sinclair

When I was growing up, my family would take Sunday drives in the countryside. When we weren't scrapping in the back seat as kids do, I would observe the tall, concrete pylons known as silos jutting out in the sky above all the other farm structures. Some farms would have one silo, others would have two, side by side, stand-alone structures made of concrete with a sheet metal top. No connectivity, just a fortress used generally to store silage, grain or other crops.



Don Sinclair

Fast forward to working in today's super-connected, fast-paced, digital, real-time or virtual world. In my view, our world lends itself to reinforcing "silos" whether it is by an individual person or organizational departments/programs. Silos can be "safe places" for individuals or departments, where we try to insulate ourselves from everything around us. Evidence of silos within an individual or organization may manifest itself

through internal conflict /competition, poor connectivity and communications, turf wars, lack of cooperation, commitment, trust or synergy. At times silos seem impenetrable – just like the real life concrete structures. And of course, silos can withstand "storms"!

So what does it take as a leader to break down these silos? In our world everything we do is with and through people. So the first step as a leader is that you really love working with and through people. If you cannot get past this first step, you should rethink why you are in a leadership capacity. Your colleagues can tell and know when they are valued and when trust is demonstrated.

Shared mutual respect, asking and valuing their opinions, taking an interest in their lives, both personal and professional are indicators that you really care. "Management is a relationship-building role and the relationship that matters most is the one between you and those that report to you." (Note 1)

Breaking down silos requires a culture that supports and reinforces teamwork, collaboration and cooperation. (It is interesting that there is no "I" in 'team' but there is in 'silos'.)

In an academic setting, this becomes a more daunting task, as we lead leaders who are subject experts in their own right whether it is facilitating learning in the classroom or providing daily support or assistance to students. Our colleagues may see the world very differently, vying and competing for scarce resources, but we have a common and sustaining vision of providing the best education and support services to our students. It is evident by the pride that is demonstrated when we talk about our work and the valuable role and mission we have in shaping tomorrow's workforce.

It is that common vision within an environment of trust, teamwork, cooperation and collaboration demonstrated by leadership that will break down silos. ■

Note 1 is from "6 Habits of Highly Effective Bosses" by Stephen E. Kohn and Vincent D O'Connell, page 21.

Don Sinclair is the Executive Director, College Compensation and Appointments Council. The Council is a provincial agency whose mission is to support Ontario's Colleges of Applied Arts and Technology through best practices in responsible collective bargaining and effective governance. Council's vision is to provide valued counsel and outstanding service to the colleges in support of their commitment to meet the diverse needs for applied learning in their communities.

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# SmartSkills101:

## Corporate training becomes a survival tool for students

**B**ob Wiele has a message: Everyone can work smarter.

You've heard that before? Possibly. Only this one is colour coded and comes with auxiliary handbooks.

You've heard that before too? Oh, dear.

Let's put it this way. Bob Wiele has a message that works, can be applied to boards of governors, administrators, faculty—and has been adapted to give students a tool with which to grip reality as they start a college program.

Better yet: students appear to love it—and use it.

Based on the *Smart For Life™* concepts he provides to his more than 50 corporate clients, *SmartSkills101™* has been applied for the first time at Loyalist College. (Wiele and Jim White-way will present the results of this at the OCASA PD Conference. See the centrespread in this edition.)



Bob Wiele, CEO, OneSmartWorld™

*SmartSkills101™* grew out of collaboration with Don Fraser of *Right Start to College*. Fraser, a professor in the Sports Administration Program at Durham for more than 30 years, lectures extensively in North America on student retention and student motivation. Fraser saw Wiele's corporate training as the ideal companion to his message. (See the box on

Page 10: *Making Your Mark*.)

At Fraser's suggestion, *OneSmartWorld™* was adapted and re-configured for students. *SmartSkills101™* takes a twenty-minute computer test to create a personal profile which identifies a student's strong areas. This provides a tool for mastering group projects, learning ownership—all with online coaching help throughout a college program.

The coaching analogy comes naturally. Wiele once headed the National Coaching Certification Program which boasts of 500,000 graduates who have worked with 10,000,000 athletes.

*SmartSkills101™* runs counter to the mainstream philosophy of playing to your strengths. "My oldest boy is a golf pro ... he hits a drive 300

yards. If he was to play to his strengths, he would go to driving school to get an extra 10 yards on this drive. That's not going to change his score.

"A power golfer like that won't change his score unless he works on his short game and his putting. That's where you'll make the difference. Know your strengths—but put your greatest efforts into improving your weak areas."

Wiele's system reduces personal working style to four simple areas: knowledge and understanding, creativity, action (decision-making), all topped off with the heat of personal initiative. Personal testing shows an individual the area in which she feels most comfortable, and since the learning process involves all four, gives students a tool for assessing where they should be at any time, whether in individual or group activity.

In his extensive research to develop the concepts for *Smart For Life™*, Wiele said he was influenced heavily by the work of American psychologist Martin Seligman. Since 2000, Seligman's focus has been the promotion of the field of Positive Psychology which includes the study of positive emotion, positive character traits, and positive institutions.

Once the original concepts had been developed, Wiele still faced the age-old marketing problem: how to package complex concepts so they could be quickly and easily understood. Wiele took inspiration from a colourful tapestry he saw in Kathmandu, and turned that into appropriately shaped conventional traffic lights. In this way, he built not only his package for marketing but also for a clear, simple system for presenting a complex analysis of individual styles:

- Yellow: for Information and Facts: understanding
- Green for Go and Create: brainstorming
- Red: Decisions and Actions.
- White, for Personal Initiative.

Wiele has been involved in corporate training for more than 30 years. His clients include Sheridan College, the University of Toronto, The Government of B.C., Shell Canada, and now the School of Business of Loyalist College in Belleville.

(See the complete list:

<http://onesmartworld.com/>)

How do students react to the concepts? Two weeks after being introduced to the concepts

# Working Smarter, Living Smarter

Hilton Niagara Falls, June 25-27, 2007

A Professional Development Conference for administrators in Ontario colleges

## PLENARY SPEAKERS



**Rosita Hall, Author, Trainer, Coach**  
**Living Smarter: Mirror, mirror on the wall, can I really have it all?**

**Annette Gibbs, V.P. Life & Disability Claims Group Insurance, SunLife**  
**Working Smarter: The Health of Your Organization**



**Dr. Robert A. Gordon, President, Humber College**  
**Leading Smarter: Creating and selling a vision that works**

**Linda Franklin, President & CEO, Colleges Ontario**  
**Building Smarter: Colleges Work. Now let's tell everybody.**



**Bob Wiele, CEO, OneSmartWorld™**  
**Thinking Smarter! The High Performance Leader's Edge**



## WORKSHOPS

- **Healthy, Happy and Sensible Safety: Life at Confederation**  
Marla Peuramaki, Manager, Health & Safety & Security, Confederation College
- **Group Insurance - The Unsung Compensation Hero**  
Mary Hofweller, Consultant, College Compensation & Appointments Council  
Stephen Lee Kam, Consultant, College Compensation & Appointments Council
- **College Leader PD Program: Mentoring**  
Valerie Grabove, Consultant, Centre for Professional Development, Niagara College  
Sue Wells, Chair, Community Studies Department, Centennial College
- **Duty to Accommodate: Why must we do it? Ideas for implementing best practice.**  
Nalini Jugnundan, Dean of Equity and Inclusivity, Centennial College  
Susan Alcorn MacKay, Director, Disability Services, Cambrian College
- **College Fundraising & Advancement**  
Sheryl Furlonger, Project Manager, Confederation College Foundation
- **If I knew then what I know now .... Writing Support Staff PDF**  
Sandi Johnson, Senior Consultant, College Compensation and Appointments Council
- **College Leader PD Program: Leadership Models**  
Patricia Chorney Rubin, Chair, School of Early Childhood, George Brown College  
Cate Walker Hammond, Staff Development, Centre for Teaching, Learning and Research, Mohawk College
- **Smartskills 101: How Loyalist College Created a New Paradigm for Student Success**  
Bob Wiele, CEO, OneSmartWorld  
Jim Whiteway, Chair, School of Business, Bio-Science, and Justice Studies, Loyalist College;  
President, OCASA

For further information about the program, conference fees and to register  
visit [www.ocasa.on.ca](http://www.ocasa.on.ca) or call 1-866-742-5429

# OCASA Annual PD Conference: Working Smarter, Living Smarter

<b>PRE-CONFERENCE ANNUAL GENERAL MEETING    June 24-25, 2007</b>	
<b>Sunday, June 24, 2007</b>	
5:30 pm 6:30 pm 8:00 pm 9:30 pm	Registration Dinner Regional Discussions Hospitality (Fireworks and Lights over the Falls)
<b>Monday, June 25, 2007</b>	
7:30 am 8:30 am – 12:30 pm 12:30 pm	Breakfast OCASA 11 <sup>th</sup> Annual General Meeting Lunch
<b>WORKING SMARTER, LIVING SMARTER OCASA PD Conference    June 25-27, 2007</b> Open to all college administrators or employees in a related organization.	
<b>Monday, June 25, 2007</b>	
1:30 pm- 5:30 pm 3:30 pm – 5:30 pm 5:30 pm 6:30 pm	Optional Activities & Networking (Free Time) Conference Registration Reception Dinner
8:00 pm	<b>Opening Keynote Address</b> <i>Living Smarter: Mirror, Mirror on the Wall, can I really have it all?</i> Rosita Hall
9:00 pm	Hospitality (View of Lights over the Falls)
<b>Tuesday, June 26, 2007</b>	
8:30 am – 10:00 am	<b>Keynote Address</b> <i>Working Smarter: The Health of your Organization</i> Annette Gibbs, Vice-President, Life and Disability Claims, Group Benefits, Sun Life Financial Round Table responses
10:30 am – 12:00 pm	<b>Concurrent sessions:</b> Insured Benefits: Getting the most out of them (now and in retirement) College Leader PD Program: Mentoring Health Happy & Safety Sensible
12:00 pm – 1:00 pm	<b>Lunch</b> <b>Keynote Address</b> <i>Leading Smarter: Creating and selling a vision that works</i> Dr. Robert Gordon, President, Humber College
1:00 pm – 2:30 pm	<b>Concurrent sessions:</b> College Fundraising & Advancement Duty to Accommodate
2:30 pm – 6:30 pm	Optional Activities & Networking: Free time
<b>Wednesday, June 27, 2007</b>	
8:30 am – 10:00 am	<b>Keynote Address</b> Smart Thinking! The High Performance Leader's Edge <b>Bob Wiele, CEO, OneSmartWorld</b>
10:30 am – 12:00 pm	<b>Concurrent Sessions:</b> Managing the support staff classification system College Leaders: Leadership Models Bob Wiele on Smartskills101: How Loyalist Pioneered A New Paradigm For Student Success
12:00 pm	<b>Closing Lunch</b>

## Register now!

1. Print the form from the OCASA website
2. Fill out the form and submit it to OCASA by June 1
3. Questions?  
Call Diane Posterski at 1-866-742-5429

## Networking, Rejuvenation and Insights



Dear Colleague:

As President of OCASA, it is with pride that I invite you to the annual OCASA PD conference. The speakers and workshop sessions have been planned so every administrator will find something of interest and importance.

Of special interest to academic administrators is the Wednesday morning session with SmartStart 101™ with Bob Wiele of OneSmartWorld™. This reports on our experience at Loyalist this year in pioneering a program that knits together student success, student retention, and program cohesion.

On Tuesday, both Dr. Robert (Squee) Gordon, retiring president of Humber, and Linda Franklin, CEO of Colleges Ontario (formerly ACAATO) will share insights to our challenges. There's much more, as you see on these two pages.

So join us in Niagara. It is an ideal opportunity for some useful insights, rejuvenation and networking.

*Jim Whiteway, President, OCASA;  
Chair, School of Business, Bio-Science,  
and Justice Studies, Loyalist College*

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## A book on student success hits million copy mark

Here's a quick quiz: what book on surviving first year at college or university grew out of the Ontario colleges?

A hint: it has more than one million copies in print.

A special edition of the book has been prepared for the Ontario Major Junior Hockey League. The book? *Making Your Mark*, by Lisa Fraser.

Lisa is a Durham graduate. She wrote the book in 1992, when on contract with Durham for proposal writing. Amid other assignments, the Director of Student Affairs had requested some one-page handouts that would be of use to incoming students. Her interest in the project grew far beyond the original request. What emerged was the first edition of *Making Your Mark*, with an ambitious press run of 5,000 copies. Promotion of this to Canadian colleges led to orders exceeding the original print run. Thus came the second of what is now eight editions with more than a million copies in print.

The book had twin targets: student success, and student retention.

Lisa's husband Don, now retired after 30 years as a professor at Durham, has a special interest in the power of the first week of orientation to student success. Using *Making Your Mark* as the main prop, he has lectured across North America on student retention to more than 14,000 faculty.

Don's message is pointed: "The standard greeting that many universities and colleges were giving – and some still do – is to sit incoming first year students in a class or auditorium, and tell them to look to their left, look to their right, and tell them that one of the three of you won't be there by Christmas," he says. "Then we wonder why there might be a retention problem."

## SmartSkills from page 7

and given their own personal profile, students were enthused – and practical. "In our one class, Intro to Business, we made up our groups," one student said in a debriefing session. "Initially, we said, Oh, I'm yellow, what colour are you, so we had one of this, one of that (in our group). It (*SmartWorld101*) is coming out in different ways. We use it."

Asked why he developed his program for the education sector, Wiele said, "At a college in the states recently I walked by a bunch of classes, seeing the rows and the lecturer's lectern. I was talking to a VP academic down there, who is a friend, and I said I can't believe what I am seeing. This is the year 2006 and we know how people learn. To have a person standing at the front of the room continue to lecture to a group of students who are half engaged at best. I mean what are we doing? I'm used to the workshop-based learning, activity-based learning, project-based learning, engaging people. Here's the problem; figure it out. It's in the figuring out that you learn."

*SmartWorld101*® provides students with a tool to take more control over their own learning, and to assess what processing mode is needed in individual and group settings.

In short, *SmartSkills* fits the practical, career-oriented approach that Community Colleges developed from the beginning: practical applications such as college newspapers in journalism programs, and field placement programs to provide students the opportunity to show the application of their skills.

Wiele is passionate about the applications: "The conference boards of Canada and United States are saying, the number one skill . . . in the next five years (is) going to be: critical thinking and problem solving, number one; number 3 was collaborative teamwork; number 4 was creativity innovation; and number 5 was working with diverse staff; number 6 was communications."

The colour coding and applications of *Smart for Life* lead to obvious comparisons with *True Colours* and Myers-Briggs.

But, says Wiele in independent assessments "we were more reliable on our first test-retest-reliability than Myers-Briggs had been after 50 years," he says.

Students agree.

"At first I thought, oh great, another

one of these tests," said one Loyalist student. "I've done this stuff in high school and again in college. I thought: we're going to do another one of these tests and it will teach me all of the same things I've heard before."



Don Fraser and some Loyalist students.

"But after I did it, the results were definitely better than anything I've ever got from any other tests. Seeing where your strength is, seeing where your creativity, and decision making falls into place. The most important thing I took away from the test, or the most important part to the test was how you can improve."

That, and the discipline.

"It made you open your eyes (about time management," said Alicia. "You know, working around different schedules, procrastination, just stuff like that ... It made my courses a lot easier."

That is not by accident. Wiele sees discipline---the personal initiative, (the 'white' in his colour scheme) as the glue that holds everything together.

"(Discipline is) why athletes do well in life," said Wiele. "Because it's not about the score, it's about the discipline. My daughter was a contender athlete for a number of sports: provincial champion in snowboarding. It was her discipline of practicing at 7 in the morning, playing 4 different sports, being on student council, president of clubs; it was the way in which her coaches helped her build the discipline. It wasn't about the skill level. The transferable stuff is: I can work well under pressure, I can figure stuff out, as opposed to waiting for someone to tell me what to do next."

A full debriefing on the Loyalist experience with *SmartSkills 101* will be presented as a workshop at the OCASA PD Conference June 25-26. For more information and links to associated areas go to [www.ocasa.on.ca](http://www.ocasa.on.ca) ■

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# OCASA and the College Pension Plan

**OCASA helped delay implementation of a contribution increase for one year. It was your voice at work.**

*By Gerd Rehding*

A few days ago the CAAT Pension Plan added a brief article on their website under the heading "Investments". The write-up was entitled "Plan return for 2006" and informed us that we had a return on investment of 13.6% for 2006.

The significance of that piece of information may not be apparent on first glance but how about this:



*Gerd Rehding*

- our net assets grew by \$566 million in one year;
- our total assets are now over \$5.3 billion and probably represent the largest individual asset in the College system;
- our 2006 Return on Investment (ROI) exceeds the ROI of the Ontario Teachers' Pension Plan, typically the leader in investment returns among public pension plans;
- our real rate of return (after inflation) was 12%, well in excess of our actuarial assumption of 4.5%.

As an OCASA member, you may wonder what all the information has to do with OCASA? Actually, it has to do a lot with OCASA and specifically with OCASA's representation on the governing bodies of the CAAT Pension Plan.

There was a time (prior to 2000) when College Administrators had no voice in pension matters. Faculty and Support Staff through their OPSEU representatives and the collective college management through the Committee of Presidents determined the fate of our biggest assets. Since then, OCASA has won the right to

represent its members on the decision-making bodies of the CAAT Pension Plan.

As Gladys Rangaratnam, our Past President, so aptly observed a year ago: "OCASA achieved pension representation with no disruptions, no headlines and only few minor political aggravations."

OCASA is now represented on the Board of Trustees and actively involved in Board of Trustees matters, such as Investment Returns and overseeing the day-to-day administration of the Pension Plan through the General Manager.

OCASA is also represented on the Sponsors' Committee which has responsibility for Pension Plan amendments.

Did you know that it was your OCASA representative who for good reasons disagreed with the June 5, 2006 Committee of Presidents' resolution, proposing to increase our pension contribution by 1%, beginning January 1, 2007 and, as a result, the increase could not be implemented for January 1, 2007?

OCASA representatives on the governing bodies will act in the best interest of employees which includes protecting the viability of our Pension Plan and, sometimes, we will have to be part of unpopular decisions, but only if proper process has been followed and potential alternatives have been explored fully.

Recognising that for most of us our pension entitlement is our greatest or second greatest asset (after the family home), it is vital that we understand and are part of the decision-making process. Through your OCASA representative, you have a say on pension matters. ■

*Gerd Rehding has represented OCASA as a member of the CAAT Pension Board of Trustees for two three-year terms.*

**Keep in touch through the OCASA website**

**[www.ocasa.on.ca](http://www.ocasa.on.ca)**

**Objectif**, suite de la page 4

savons tous, le Comité des présidents et Collèges Ontario s'appliquent à cette tâche depuis maintenant bon nombre d'années. Nous savons aussi qu'il s'agit là d'une initiative à long terme qui mène surtout à des succès sporadiques. Entre-temps, nous envisageons une situation de crise qui nécessite des stratégies d'intervention beaucoup plus ciblées et beaucoup plus immédiates.

Notre rôle en tant qu'administrateurs, peu importe le niveau de l'établissement où nous travaillons, devient donc celui de promouvoir une culture de confiance et de collaboration dans nos établissements. Cela nous permettra, ainsi qu'à nos collègues et membres du personnel, de survivre dans le court et moyen terme. Lorsqu'un esprit de confiance, de respect et de collaboration règne dans une culture organisationnelle, les individus concernés acquièrent une confiance dans leurs propres capacités et s'ouvrent à la collaboration et au partage de responsabilités. Dans un tel contexte, le démantèlement des « silos » se fait tout naturellement.

Afin d'éviter le recours au mode de

survie et promouvoir cette culture de collaboration, il importe d'adopter des comportements stratégiques. Selon moi, l'action la plus stratégique que nous pourrions entreprendre est celle d'établir et de maintenir des réseaux d'appui solides. Je suis convaincue que la meilleure défense contre le mode de survie, c'est de se rendre compte que nous ne travaillons pas en isolement. À titre d'administrateurs dans le système collégial ontarien, nous sommes tous assujettis aux mêmes défis et contraintes, et nous subissons tous les mêmes pressions. Face aux pressions qui sont créées par nos multiples attentes et échéanciers, la tendance de se renfermer sur soi-même et d'éviter d'aider les autres, ou d'éviter de demander de l'aide nous-mêmes, peut devenir très forte. Cependant, il s'agit là d'une grave erreur. Le peu de temps que cet isolement peut nous faire gagner à court terme, est perdu au centuple à long terme.

Comme administratrice dans le système collégial, je me compte chanceuse d'avoir accès au réseautage que rend disponible ma participation dans l'APACO, et aux maints outils que cet

organisme met à ma disposition... dont la revue LUMIÈRE. Cependant, comme toutes les initiatives valables, l'APACO et LUMIÈRE nécessitent des investissements de temps et d'énergie pour pouvoir porter des fruits. Plus les gens acceptent d'investir temps et énergie, plus solide sera notre association, plus nombreux seront les avantages que nous en retirerons et moins onéreuse sera la tâche pour tous ceux qui y participent. Je suis convaincue que l'investissement de quelques heures un dimanche matin me rapportera des bienfaits incroyables en retour. La prochaine fois que je me sentirai débordée et découragée, je pourrai avoir recours soit à un article utile de la revue LUMIÈRE, soit au réseautage avec un des nombreux collègues que j'ai rencontrés grâce à mon engagement dans l'APACO, et je serai très reconnaissante de tous les administrateurs qui contribuent chaque jour à la déconstruction des silos administratifs! ■

*An English translation of this article is available on the OCASA website: [www.ocasa.on.ca](http://www.ocasa.on.ca)*

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Colleges Ontario shares your commitment to producing the highly skilled workforce that is essential to Ontario's prosperity, and to an Ontario where everyone has the opportunity to succeed. We extend our thanks and congratulations to all OCASA members for your tireless efforts in support of the work of Colleges Ontario.



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# Business Planning/Budgeting

You and the finance department cannot work in silos.

By Rick Helman, Director, Financial Planning, Loyalist College

**Y**ou're an administrator, with all the authority that implies. Perhaps for the first time you are struggling with this thing called a budget.

Or maybe you're experienced but still intimidated by us erudite and knowledgeable financial people.

Don't be.

The following is basically the budget planning process we follow at Loyalist. Something very similar happens at your college. I believe it also contains what every budget holder needs to know.

First off: function should rule budget, not the other way around.

That is, business planning / budgeting / fiscal considerations should not drive decisions affecting teaching, learning, and the quality of student life,

but rather must be led by them.

At Loyalist, "response-ability" - quality, access, student success - goes hand in hand with "responsibility" - fiscal integrity and sustainability.

Although timing varies somewhat year to year, in response to the scheduling of government funding announcements, collective bargaining, etc., the following broad steps outline the development of our annual Business Plan and Budget.

Primary responsibility for the preparation of estimates, analysis, simulations, and for

the development of the formal Plan documents, rests with the Director, Financial Planning; however, the discussions, decisions, and setting of priorities include a wide cross-section of College stakeholders.

With a fiscal year end of March 31, initial planning and estimates commence about four to six months prior to the end of the fiscal year, for the next year's Business Plan. Included are estimates of enrolment patterns, government grants, fees and other revenues, as well as major cost categories such as full time salaries and benefits, and planned capital acquisitions. These original estimates and assumptions will be continually refined throughout the Business Plan development process, as new

information becomes available and in consultation with various College committees: the Business Plan Steering Committee; Management Planning Group Executive; the Academic Management Team; and with individual budget managers. All of these ongoing dialogues are flavoured and influenced by the Strategic Plan and the Multi-Year Accountability Agreement and Action Plan. As well, two, three, and five-year projections are considered in addition to the year for which the Plan is being developed.

During the Business Planning process, updates on progress and broad issues are provided to the Board of Governors through the Finance, Personnel, and Governance Committee of the Board.

The complete Draft Business Plan is presented to the Finance, Personnel, and Governance Committee of the Board of Governors, in an in-camera meeting to which all Governors are invited. Once the FPG has recommended approval of the Plan, and the Board of Governors has approved it, the plan becomes an official public document, is posted to the College website, and is provided to the Ministry of Training, Colleges, and Universities in accordance with the Colleges of Applied Arts and Technology Act 2002.

Periodically over the course of the fiscal year, usually in October and January, the Board and the College community are provided with updates to the Business Plan as estimates become reality and as new information becomes available.

For the budget holder, I have three recommendations:

- Work with your staff to set priorities, or goals, both long-term and short-term. You undoubtedly do that now, but it is step 1.
- Work with financial people at your college with those goals in mind. Do this long before everyone is locked into detailed budget mania. Plan together. Discover the barriers to your goals, and work out plans that would finance those goals.
- Realize that although quantum leaps sometimes happen (capital availability?), most of the time we inch toward nirvana. With a good planning base, adjustments and compromises (unfortunately always necessary) can still move you closer to goals of you and your staff.

It's not rocket science. But like most other good administrative functions, budget planning is best done utilizing the whole team available to you. ■



Rick Helman



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