

1st Edition Collector's Item

# LUMIÈRE

Vol.1 No.1

Lighting the path to our future

2006



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A peek at  
THE FUTURE.**

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DEVELOPMENT:  
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Our colleges, their future.**

**OCASA  
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The 10th Anniversary Commemorative Magazine of OCASA/APACO

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# LUMIÈRE

Vol.1 No.1

10th Anniversary OCASA Commemorative Magazine

2006

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**Lumière Editor:**  
Bill Swan


**Graphic Designer:**  
John Xavier  
Xavier and Associates  
Whitby  
905-430-9367


### OCASA MISSION STATEMENT

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

 Suite 410  
157 Adelaide Street West  
Toronto, Ontario M5H 4E7

 1-866-742-5429

 1-866-742-5430

 info@ocasa.on.ca

 www.ocasa.on.ca

### Executive 2005 - 2006

#### Regional Directors

**East**  
Louise Barnabe,  
Algonquin College  
613-727-4723 x5205  
barnabl@algonquincollege.com

**Central**  
Linda Trott, Georgian  
705-728-1968 x1754  
ltrott@georgianc.on.ca

**North**  
John Hammill, Cambrian  
705-566-8101 x970  
jrhammill@cambrianc.on.ca

**West**  
Gary MacLeod, St. Clair  
519-972-2727 x4379  
gmacleod@stclaircollege.ca

#### OCASA Resources:

**Executive Director**  
Diane Posterski  
1-866-742-5429  
info@ocasa.on.ca

**Communications**  
Bill Swan  
905-434-7183  
wgmswan@rogers.com

#### President

Gladys Rangaratnam, Cambrian  
705-566-8101 x7888  
gvrangaratna@cambrianc.on.ca

#### Vice President

Jim Whiteway, Loyalist  
613-969-1913 x2329  
jwhitewa@loyalistc.on.ca

#### Secretary

Hilde Zimmer, George Brown  
416-415-5000 x4724  
hzimmer@gbrownc.on.ca

#### Treasurer

Rick Helman, Loyalist College  
613-969-1913 x2460  
rhelman@loyalistc.on.ca

#### Past President

Gwyn Thompson  
613-969-1913 x2289  
gthompson@loyalistc.on.ca

# President's Report

## Light our Path: When today's second graders enter college in 2016, what will they find?

“Ten years ago, when OCASA was formed, the World Wide Web was three years old.”



Gladys Rangaratnam,  
OCASA President

What will Ontario colleges look like in ten years?

The truth is, nobody knows. We are now living in the era of rapid change. Much of the technology to be used in 2016 has not been invented yet.

Ten years ago, when OCASA was formed, the World Wide Web was three years old and no one knew quite what to do with it. Email was not in general use at most colleges. Blackberries grew on bushes and made very good pies.

We had just emerged from the most challenging period of the history of the colleges.

OCASA from the beginning has been forward-looking. It only seemed natural that for our tenth anniversary we would look to the future rather than the past.

When today's second graders enter college in 2016, what will they find?

“They should find institutions that are on the cutting edge of knowledge and practice in the whole structure of career education fields, and offer the best possible

education in the hundreds of different career fields,” according to Michael Skolnik of OISE, and William G. Davis Chair in Community College Leadership.

In 2016, as today, administrators will make sure that the students and faculty receive the support they require; the needs of industry assessed and turned into appropriate courses; the libraries stocked; the college finances controlled; the needed staff hired; the bricks and mortar built and maintained as needed - all while a positive learning environment is created and maintained.

What those students will have to deal with - and what ideally they could be dealing with - is sketched out in LUMIÈRE.

In preparing the material for these next few pages, our Communications Consultant Bill Swan interviewed more than a dozen college presidents and academics. As well, he included several politicians: Chris Bentley, the Minister of Training, Colleges, and Universities; Bob Rae, former Ontario Premier; and Bill Davis, former Premier and Ontario Education Minister in 1965 when the Colleges were created. What they had to say is distilled from hours of interviews and more than 40,000 words of transcript.

Read and enjoy. If you gain one fresh, invigorating insight, or one new idea, then this project will have been successful.

Sincerely,

A handwritten signature in cursive script that reads "GRangaratnam".

Gladys Rangaratnam,  
OCASA President

# The Future

## In preparing for 2016, we should not be building virtual horse barns.

“In 1895 or thereabouts the city of Seattle burned to the ground. In those days, cities were built of wood, and fire was a traumatic thing. When the smoke cleared, they decided to rebuild. They brought in all the brightest minds: the futurists, all the urban planners, everyone that they could and they ended up with 1915 as their target, and they figured out by 1915 Seattle would be a city of 300,000 souls.

“In order to service this busy seaport they were going to need 100,000 horses. They were going to need large horse barns in the surrounding countryside and they would have to bring new horses in, and have places for the old horses to go, and bring all the feed in every day for these hundred thousand horses. They had to get rid of the waste they produced, and so this is the infrastructure that they built in the 1890s.”

Such is planning in a time of rapid technological change. It is a tale related by Dr. Terry Rawls of Central Michigan University.

Seattle and the rest of the world were in transition in the 1890s, Dr. Rawls stresses, moving from agricultural into an industrial age. He uses the anecdote to illustrate the challenges we face today. “It takes about 50 years to make these transitions,” he said, and in the current electronic revolution, “the clock started ticking around 1970.” By 2020, he says, the transition will be complete.

The impact of that transition alone will be significant. But other forces are producing their own changes that will have an impact on colleges by 2016, when today’s Grade 2 students enter college.

“A demographer will correct me if I’m wrong, but we’re going through a dip in the growth,” said David Lindsay, Executive

Director of ACAATO. “But also, the economy will be changing so radically over the next ten years. There will be a lot more older workers coming back to college for retraining and upgrading.”

Leah Myers of Durham, the newest president in the CAAT colleges, is optimistic that whatever adaptations are needed will be achieved.

“No matter what the world looks like,” she said, “those Grade 2 students walking through the door will see a place that is relevant and up-to-date and responsive, and isn’t a strange world compared to the world they are used to outside.”

Adapting colleges to fit the students of 2016 may itself be a challenge. “The generation that is in second grade right now,” said Sylvia Barnard, President of Cambrian College, “is a generation where it is ‘any-time-anywhere’ kind of learning, instant gratification, instant feedback. They use technology not only for entertainment, but it is really an integrated part of their lives. It is such a smooth part of their day-to-day existence that they don’t even think of it being technology or the way life is. When they come to college they are going to be expecting that they are going to continue that individualization.”

If adjusting to these young people is all colleges have to do, it likely would be simpler. But as Lindsay said, demographics also enters

*continued over*

“Because technology is becoming so commonplace we’re actually going to have to give classes on socialization.”

Don Sinclair,

Executive Director, CCAC



Sylvia Barnard,  
President, Cambrian College

~ continued from page 3

enters the picture. And there, some interesting diversions take place.

“Here at Central (Michigan University) we have about 20,000 students on campus, a very traditional age group, eighteen to 23, 24 years old for the most part,” said Dr. Rawls. “The biggest area of growth is on online for campus students, who are coming in and taking courses on line. They are sitting in their residences, taking courses online.”

At the same time, it may be the older demographic who drive online demand, according to Dr. Robert (Squee) Gordon, president of Humber College: “The older ones, 35 and older, you’re going to see much more distance education and we’re much more doing more online courses,” he said. “A lot of what we do is online to support the existing face-to-face courses. You’ll see much more of that as the life-long learning concept really kicks in, as people truly realize that you have to keep on it or you fall behind.”

Technology obviously will play a part. Dr. Tony Tilly of Fleming predicts the dropping of price barriers. “(Students) will be extremely well equipped with a whole set of tools. . . things like Blackberries.” But that cost will “become, oh, a bit like personal calculators (which) a few years ago cost quite a bit of money. Today they are disposable.”

Jerry Feldberg, CEO of Embanet, the firm that provides the platform for OntarioLearn, predicts online learning will blend more and more “part of the mainstream.” Through 3-D holographic images, a computer system might analyze a student’s weakness and provide precisely the right lesson at precisely the right time and “simulations that place you right there, as an active and ongoing participant.”

“If the learner knows some concepts but doesn’t know others, the computer will pick up on that and focus on the gaps in the education and be able to address that and focus on those areas instead of the areas of strength, to produce a well-rounded educated type of student.”

But Squee Gordon sees the combination of online learning, changing demographics and differing needs of industry creating the ultimate in administrative challenges.

“If you’re any damned good, you reach way beyond your own geographical community reaching into effectively the world,” he said. “We have to keep our programs up to date and have the courage to close those that are becoming obsolete or not relevant to today’s economy. And open up new ones. It sounds like a very obvious point but you’d be surprised how little of that is really done. People are reluctant to close programs so there’s little room for the new and exciting.”

The Utopia of 2016 may have other dark clouds before we get to the horizon.

“Because technology is becoming so commonplace we’re actually going to have to give classes on socialization skills,” Don Sinclair, Executive Director of the College Compensation and Appointments Council. “I see it emerging in the workplace. . . . If (people) are upset with you they will tend to send you an nasty email rather than coming to your office to tell you what’s bothering them. As we use technology . . . we’re going to have (to offer) courses on interpersonal skills. They will be so conversant with technology they will lack some of the interpersonal skills.”

This new technology will also redefine the ‘community’ in Community college, warns Lindsay. Already, OntarioLearn courses are attracting students from Moscow, and Tokyo - in other words, a global community. “All of a sudden you can have anybody teach you how to use a new program, or new piece of equipment, or learn respiratory care, or whatever it is we’re talking about. They can just as easily be in India or South Carolina or Durham College. There’s the globalization program again. Mass individualization means you can get it anywhere. And it doesn’t mean that you have to go to the college in your neighbourhood. Community colleges will have a role, but will they have an increasing role or a diminishing role. It is an interesting challenge we have as a

college system.”

History may offer some advice, Professor Michael Skolnik of OISE admonishes. Even though technology has advanced considerably in the past 10 years, “I don’t find that the fundamentals of the college have changed that much in the past ten years. Yes, they are using email, communicating by email, and using the web for resources. The students are, too. But I don’t think that’s really changing anything fundamental at the heart of the institution.”

But Professor Skolnik warns that change will eventually catch up with everyone. “When a revolution is underway we tend to overestimate the effect in the short run and underestimate it in the long run.”

Early predictions about online learning - he admits to making some himself - “were full of expectations that this would revolutionize higher education, that there would a need for fewer institutions. Why should 40 universities teach Shakespeare, when we have one great Shakespeare teacher who could do this? But by and large these things haven’t happened. Recently, there is movement the other way.”

Confident of the ability of colleges to adapt, Professor Skolnik says that in 2016, students will find “something that’s a lot like what we have now. . . . They’ll find really fine colleges that provide state-of-the-art programs. The quality and the uptodateness will be if anything, better. They’ll find a better structured learning environment . . . more coherence to the learning environment.”

And back in Seattle, 100 years ago: how did that turn out, with a city designed specifically with the transportation needs of horses in mind?

“By 1915, as we know they were very few horses in Seattle,” said Dr. Rawls. “They were moving things by motor vehicle, internal combustion engines. The point is, they were in a transition time.”

“Raising people up in that new technology -- that should really what’s going on today as we move from the industrial age to the knowledge age. We are making the transition.” ■

# William G. Davis

## Former Premier says people must realize the importance of colleges.

William G. Davis was Minister of Education when Ontario's CAATs were formed and Premier from 1971-85. More recently he was a member of the Rae Commission on Post-Secondary Education. He was interviewed by Lumière in May of this year.

“  
*Administrators will increasingly have to be creative, on the leading edge of change.*  
”



Bill Davis,  
Past Minister of Education

### **T**he future:

**D:** If you'd ask me 40 years ago what I would see 40 years down the road, I'd have to be honest with you and say I didn't really quite visualize the success, the expansion and growth of the system. Trying to look ahead ten years from now you continue to see growth of the system, hopefully greater retention of young people beyond secondary education.

### **Colleges:**

**D:** Forty years ago we were pioneering in many respects in postsecondary education almost in North America. What we decided to do here was quite different from the community college system in the States. Different from the junior college system. Something that was uniquely ours, and in many respects still is.

### **Transferability:**

**D:** I've always been one of those who thought there should be some understandable relation in terms of transferability. It has worked for a number of institutions. I can only see that becoming more common place.

### **Challenges:**

**D:** One challenge is to adjust the curriculum or core offerings to reflect the changes that are taking place in our economic and social structure. The college system is ideally suited to be flexible and lead

what changes people can identify.

### **Funding:**

**D:** The report Mr. Rae did made quite clear the

relevance of funding for post secondary education. Perhaps I was somewhat involved in making it abundantly clear that the college system needed the same measure of support. You can get me to say perhaps colleges are under-funded. I think the government knows that. To say that funding is not an issue would not be appropriate because it is. Governments have to understand - and I include the federal government - that an investment in postsecondary education is still one of the most fundamental investments that any society can make.

### **Technology:**

**D:** If you want to speculate that technology is going to change the way the college system is administered, I couldn't argue with that. But you're asking the wrong person. I don't run our VCR. I leave that to my wife.

### **Administrators.**

**D:** Administrators will increasingly have to be creative, be on the leading edge of the changes they anticipate taking place so there isn't a lag time between the change and when you are in a position actually to implement the change in the college. This not an additional burden but an additional opportunity of people in charge of administration.

### **College vs university:**

**D:** You won't get me to minimize the desirability of going to university. Being a parent, and now a grandparent, I can understand that parents now have expectations, and perhaps the first thing they think of is university. But people should not minimize the role that the colleges play and the success rate the colleges have had and the contribution that graduates are making. It is a question of getting people to realize how important colleges are.

# Professional Development

## Credentials, an approaching labour shortage, and the need to stay focused. Where do you start?

“We have to have more people who want to do president than be president.”

You realize you need Professional Development the day you figure out that your present credentials might not earn an interview—for your own job, let alone advancement.

But even advanced degrees may not be enough. Professional development sessions on change, and growth—motivational PD, as it were—can jar you out of routine and help you stay emotionally on top of a workload that seems to continue growing.

In addition there is the need to add specific skills: computer software, memo writing, labour laws—you can write your own list. Don't even add in the Blackberry effect.

So what gets priority?

“If I were 34 and wanted to learn about processes A through G, and I had two general ways to do that, one which led to a credential and one which did not. It would be a no-brainer to take the former,” says Dr. Gary Polonsky, recently retired from Durham.

But credentials alone may not be enough. “To be honest with you, the educational program at educational [institutions] don't teach what the

administrators need today,” says Dr. Terry Rawls of Central Michigan. “We still tend to be thinking backwards as we write curriculum.” He said that a recent conference he attended on library services of the future illustrated the point to him. “There are so many changes. Take down the brick-and-mortar. I mean, that's gone.” And libraries are just one part of the learning mix.

Sylvia Barnard, President of Cambrian, says that we need an understanding of the learning process in a new and changing environment. Without this, “you can't make decisions about what is needed in your environment and how you are going to resource your college.”

“This means walking a mile in the shoes of a teacher, walking a mile in the shoes of a learner ... staying up-to-date on things.”

This begins to sound like a juggling act—something today's administrator readily understands. But essentials can be lost. “We are all in danger of being overly engaged in operations and under engaged in creative thinking,” said Dr. Tony Tilly of Fleming. “What we need administrators to do, for OCASA to do ... [is] make sure our work is effectively balanced between our operation responsibilities, administrative responsibilities and those creative opportunities to reflect, and dream a bit, and create.”



Dr. Robert Gordon,  
President, Humber College



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# Chris Bentley:

## The minister who would put more community (and funding) into community colleges.

“ You don't undo 15 years of under funding over night. ”

**S**tudents entering college in 2016 are now in the second grade. What are they going to find when they are in college?

**CB:** They will find opportunities for hands-on learning. That type of practical learning opportunities that are going to be immediately transferable to the world of work. (They) should find a good student interaction with faculty, up to date equipment, a type of support services you need. You should find a very close relationship with the college, business, labour and the community.

**What are the challenges to achieving that uniformly across the province?**



Chris Bentley, Minister of Training, Colleges and Universities

**CB:** The number one challenge is that the system has been under funded for many years. We've reversed that. The number two challenge is the challenge of awareness. Building relationships doesn't necessarily require more money. It requires bringing business and colleges together with community leaders, with union leaders, to talk about how they could work together to build stronger opportunities for all.

**There's a good foundation there.**

**CB:** There is a fabulous foundation there. One of the greatest challenges for students in grade 2 right now is to convince their parents that what a college system can offer. Time and

again you ask parents of elementary age children where they want their son or daughter to end up and 70% will say universities. But we know that only 30% get there. So how do we make sure that the parents of those children know what a fabulous opportunity a college education is.

**Funding. What is that going to look like?**

**CB:** Let me answer the question on several levels. You don't undo 15 years of under funding overnight. We've made the biggest investment in 40 years in post-secondary education and the colleges will be the direct beneficiaries. But we've said something else. It's about making sure that the money that the taxpayers are investing is getting results for students. So we've said there needs to be an accountability with the institutions. We need to invest the money so we can see the measurable improvements in a student's classroom experience. In other words, more investment, but investment made strategically.

**What must leaders demand of people like you to make this system ideal?**

**CB:** The people of Ontario are becoming aware of how important post-secondary education is to our future prosperity. They're becoming aware of the fact that almost 80% of the new jobs we're creating require some form of post-secondary education or enhanced skill training, but only half of our students are getting that training. What they demand, though, is ... measurable improvements. In other words, if you're going to pay the money, let's get something for it. That's what we're bringing in with our accountability agreements. We want to see how those investments are benefiting students.

*... continued on page 11*

# Chris Bentley:

## Un ministre qui veut plus de communautaire (et d'argent) dans les collèges communautaires

**L**es étudiants qui débiteront leurs études collégiales en 2016 sont actuellement en 2e année. Qu'est-ce qu'ils trouveront à leur arrivée au collège?

**CB :** Ils y trouveront des occasions d'apprentissage pratique, un apprentissage du genre qui est directement utilisable dans le monde du travail. Ils devraient également trouver un milieu offrant une bonne interaction entre étudiants et enseignants, du matériel de pointe et les types of services de soutien dont ils ont besoin. Il devrait aussi y avoir une relation très étroite entre le collège, le milieu des affaires, les organisations syndicales et la communauté.

**Quels sont les défis qui se posent à la réalisation de cet idéal à la grandeur de la province?**

**CB :** Le premier défi tient au sous-financement du réseau depuis de nombreuses années. Nous avons corrigé cette situation. Le deuxième défi est celui de la sensibilisation. Établir des relations ne suppose pas nécessairement plus d'argent. Ce qu'il faut plutôt c'est de réunir les entreprises et les collèges avec les leaders communautaires et les dirigeants syndicaux pour discuter des moyens permettant d'offrir de meilleures possibilités à tous.

**C'est certes une bonne base de départ.**

**CB :** C'est là une excellente base de départ. L'un des plus grands défis, pour ce qui est des élèves actuellement en 2e année, est de con-

vincer leurs parents de ce que le réseau des collèges peut offrir. Fois après fois, quand on demande aux parents des élèves d'école primaire ce qu'ils souhaitent pour leurs enfants, 70 % d'entre eux répondent qu'ils voudraient qu'ils fassent des études universitaires. Mais nous savons que seulement 30 % iront à l'université. Il s'agit donc de faire comprendre aux parents de ces élèves que les études collégiales offrent d'extraordinaires possibilités.

**Et le financement, comment se présentera-t-il?**

**CB :** Permettez-moi de répondre à cette question sur différents plans. On ne peut pas remédier du jour au lendemain à 15 années de sous-financement. Nous venons de faire investissement de taille dans l'éducation post-secondaire, le plus important depuis 40 ans, et les collèges en bénéficieront directement. Mais nous affirmons autre chose également : nous voulons nous assurer que les sommes investies par les contribuables ont des retombées pour les étudiants. Nous avons donc décidé qu'il faut une reddition de comptes de la part des établissements d'enseignement. Les sommes investies doivent se traduire par des améliorations mesurables dans ce que les étudiants vivent en classe. En d'autres termes, un investissement accru, mais accru stratégiquement.

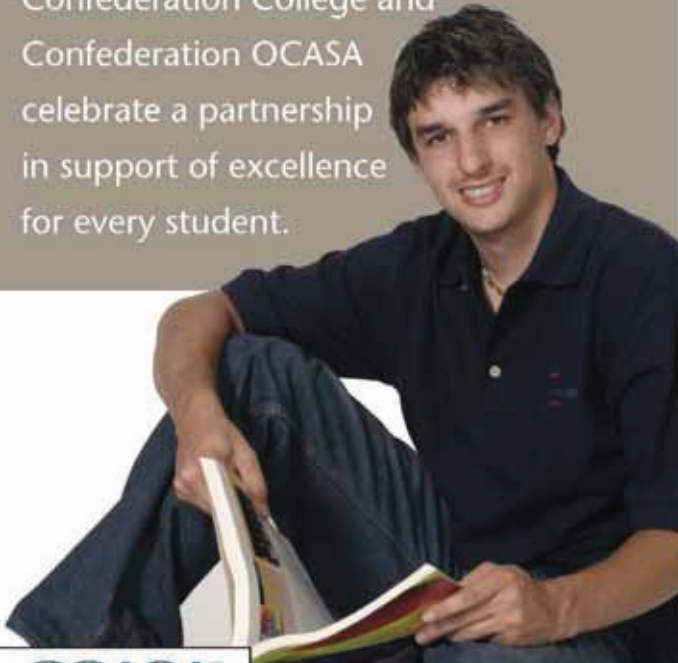
**Qu'est-ce que les dirigeants doivent exiger de gens comme vous pour rendre ce réseau idéal?**

“ On ne peut pas remédier du jour au lendemain à 15 années de sous-financement. ”

... continued on page 11



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## Northern College Administrative Staff Association

*Northern ASA  
wishes  
OCASA a happy  
10<sup>TH</sup> anniversary.*

### OCASA's Mission Statement:

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.

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**Some might say that the public may not demand the right things.**

**CB:** We have to recognize the inherent expertise in our administrators, our faculty, our students. But I also think that people outside the system have expertise as well. The business leaders, community organizations, communities. The education system at every level has to work for the broader community. Let's identify where investments would be best made. And (then) let's make sure there is accountability for the public money that is being invested so it actually achieves the results that we collectively agree are the important results.

**Enrolment influxes often come depending on what new show has launched on TV.**

**CB:** But what you're talking about in broad terms is building a stronger relationship between the college and the business, labour and surrounding community. And secondly, how can the province build a foundation so we can start looking five, ten years ahead and see where the demands are, and working with the colleges to make sure we can meet the demands. With the new labour market development relations we signed with the federal government a few months ago, we are finally having that conversation

**What you would accomplish is going to be in the hands of administrators. What actions can administrators take now that will help do that?**

**CB:** Over the years, everybody has expressed a vision for postsecondary education. Visions are a dime a dozen. One person stepped up and said, 'Here's the means to achieve the vision.' - The Reaching Higher with Premier McGuinty. He picked up on what many college administrators and students and community leaders have been saying for years. We've now got ability to achieve the dream so now the challenge is to actually achieve it.

The students of 2016 send a message back in time and it lands on your desk tomorrow. **What does it say?** **CB:** Well, I'm hoping it's saying, 'Thanks for getting it right.' ■

~ continued from page 9

reddition de comptes. Nous voulons voir comment ces investissements profitent aux étudiants.

**Certains objecteraient que le public pourrait ne pas exiger ce qui doit l'être.**

**CB :** Nous devons reconnaître les compétences intrinsèques de nos administrateurs, nos enseignants, nos étudiants. Cependant, je suis d'avis qu'on trouve aussi des compétences à l'extérieur du réseau, chez les gens du milieu des affaires, dans les organismes communautaires, dans les communautés elles-mêmes. Le système d'éducation, à tous les niveaux, doit travailler pour la communauté dans son ensemble. Déterminons d'abord où les investissements seraient les plus profitables. Assurons-nous ensuite d'avoir un mécanisme de reddition de comptes qui nous permette de vérifier que les fonds publics investis produisent réellement des résultats que nous avons définis, collectivement, comme les résultats importants.

**Pourtant, les afflux d'inscriptions dépendent souvent de ce que montre quelque nouvelle émission de télé.**

**CB :** Mais ce dont il est généralement question, c'est de renforcer la relation entre le collège et le monde des affaires, le milieu syndical et la communauté. En deuxième lieu, il s'agit de déterminer comment les autorités provinciales peuvent mettre en place les mécanismes qui nous permettront de prédire où sera la demande dans cinq ans, dans dix ans, et de travailler avec les collèges pour y répondre. Grâce aux nouvelles ententes pour le développement

du marché du travail que nous avons conclues avec le gouvernement fédéral il y a quelques mois, nous avons finalement amorcé les échanges voulus.

**Ce que vous espérez accomplir sera entre les mains d'administrateurs. Quelles mesures ceux-ci peuvent-ils prendre dès maintenant pour favoriser ce que vous envisagez?**

**CB :** Au fil des ans, à peu près tout le monde a exprimé sa vision de l'éducation postsecondaire. Les visions, ce n'est pas ça qui manque. Finalement, quelqu'un - le premier ministre McGuinty avec son plan d'action Vers des résultats supérieurs - s'est levé pour dire : " Voici le moyen de concrétiser la vision. " Il reprenait ce que beaucoup d'administrateurs de collège, d'étudiants, de dirigeants communautaires, ne cessent de répéter depuis des années. Nous avons maintenant la capacité de concrétiser notre rêve; le vrai défi consiste à réellement le concrétiser.

**Supposons que vous trouvez demain sur votre bureau un message que vous adresseront les étudiants de 2016. Que voudriez-vous qu'il dise?**

**CB :** Eh bien! j'espère y lire : " Merci d'avoir bien prévu le coup. " ■



# Bob Rae:

## Society must give priority to education, and funding will follow.

“There aren’t too many (TV) programs about tool and die makers.”



Bob Rae  
Former Ontario Premier

**Colleges in 2016:**  
Students must be encouraged from a very young age to think about post-secondary education; to be looking at post-secondary as a range of options, including apprenticeship and skilled training. We have to make sure that the barriers in the system are broken down. It is still too difficult to get from one place to another.

I'd like to make sure our colleges have state-of-the-art equipment. There would be an opportunity for online education and more opportunity for at-home education, more opportunity to see the colleges as the key resource in the community, rather than simply as a place you go for a two-year course and never go back and never see again. If life-long learning is to have a meaning, we've got to make sure that there are those possibilities.

### Challenges?

**R:** The first is making sure that we give sufficient priority as a society to education. Education is still somewhere down the list in public preoccupations. Funding follows priorities. The key thing is making sure we are engaging public opinion. The second is there is a cultural resistance to skilled training. The third is silo thinking - people thinking where they are rather than where the customer is.

### Transferability:

**R:** Transferability is a matter of change of focus for universities. People for too long have seen it as a threat. Institutions (must) respond to students themselves and their change of

expectations. Students increasingly want programs that are flexible, that respond to their needs. Institutions have been too slow to respond. Institutions tend to be too producer-driven. And that's a big problem..

### Skills training:

**R:** We've got to do a better job of introducing skilled training, of building opportunities. We're going to see in the next few years a major change in demographics, in population retiring and other people coming into the work force. We've got to make sure we've got the skill set to make that happen. Right now, we don't. There aren't too many TV programs about tool and die makers, that's one of the problems.

### S: Federal involvement:

**R:** We need a PM who really champions learning and champions education as the key advantage and the key issue for the country. We also need some very specific missions for the federal government on early childhood education; on looking at expanding the Canadian Council on Learning; on the funding approaches for skills development; for work that HRDC does; for the innovation fund; for research and development; for giving colleges an expanded role in applied research.

### Administrators:

**R:** There is a tremendous tendency in life to get so caught up in day to day that we can't see beyond it to the longer term. It is really important for college leaders to have a sense of a big trend underway, of things that are required (to) change people's perspective. Leadership is about making change happen.

*Former Ontario Premier Bob Rae was author of the 2005 report on Post-Secondary Education. ■*

*continued from page 6*

That creative edge may be needed to deal with emerging challenges. “There is a declining labour pool coming ahead of us, and while the colleges are very good places to work, [you] will be in competition with the private sector to obtain and retain unique talent in your faculty,” says Don Sinclair, Executive Director of the College Comp-ensation and Appointments Council.

“Secondly, colleges have such a big cost in infrastructure for technology that it’s tough to stay ahead of the curve.” Sinclair sees the challenge not only in attracting the faculty and administrators—because it is administrators who hire other administrators—“it is also making sure they have the proper tools so they can deliver.”

The challenge confronts administrators from two directions: the institutional and the personal. On one side is the need to attract and equip talented people. At the same time, administrators have to plan their own career path.

“We have to have more people who want to do president than be president,” says Dr. Robert (Squee) Gordon, President of Humber. “It’s going to take some courageous actions and it’s going to call for some people who are prepared to fail, at least from their jobs, in that they’ll have to try some things. To move things forward. If we just want to exist and get by, I don’t think we’re going to see the appropriate changes.”

“More and more colleges are bringing in outsiders from private sector and elsewhere, which is ques-

tionable because we have a different culture,” Dr. Gordon says. “When I started, it was quite honorable to go into teaching and then administration, but over the years that has eroded; teaching has taken a pounding publicly, and others say the flak of being an administrator, and the gap in salaries and rewards, is not sufficient to lure me in.”

How do you develop the courage to learn from failure, remain energetic in a time when advanced degrees are essential but by themselves not sufficient?

There are no advanced degrees in understanding today’s young people—the first generation which has grown up in a computer environment. How does one do that?

“Go to the mall,” says Dr. Terry Rawls of Central Michigan University. “Sit down at one of those planters by the mall and watch those young people as they interact.”

Professor Michael Skolnik of OISE says educators, whether as facilitators of learning or creators of environments and patterns, will need the skills for the biggest (and ever-present) job of “dealing with funding and staffing.”

Not everybody will have the sheer stamina to earn a doctorate—as Dr. Polonsky did while president of both a university (UOIT) and a college (Durham). (“I stayed up every second night until it was done.”) He’s not alone, of course. At this time, several college presidents are pursuing doctorates and masters’ degrees, as are vice-presidents, directors, chairs. They do it by juggling job, family, and personal time.

If there is a unifying message from

the variety of college presidents and academics interviewed for this publication, it might be this: Go for the credentials, but choose wisely and find ways of keeping perspective.

“People should be pursuing these credentials not for the credentials as much as for the learning, for the growth, for the fun, for the camaraderie,” says Polonsky. “You’re sitting in a room with a couple of dozen people, maybe, who are good people, growing people, fun people, honest people, and they are reading papers and books and you are reading these papers and books and you present and debate, and that’s a fun thing, and you grow from it. If from out of that you get a credential that the world values, and that’s fair because you’ve put in the time.”

The Professional Development mix includes the need for credentials, skill development, and personal growth. Those interviewed for this article seem to indicate that a mixture of these is essential.

As a professional association, OCASA advocates for professional development for members in a variety of ways. The specialty seminars at the AGM are one example. In addition, OCASA has created special sessions for members where interest arises.

“We help administrators in their everyday lives to handle the jobs they have,” said Gladys Rangaratnam, OCASA President. “At the same time, OCASA remains as a source of support for members and as a means of keeping current with issues and changes for those in pursuit of higher education.” ■

**The Association of Colleges of Applied Arts and Technology of Ontario** would like to extend congratulations to the members of OCASA on your 10th anniversary.

At a time when college education and training is essential to the country's long-term prosperity and social well-being, the excellent work done by your members to ensure Ontario's 24 colleges run effectively is more important than ever.

Your commitment to excellence and professionalism is valued by everyone in the college system. The conference this year will be a tremendous opportunity to share ideas and information to support your efforts.

Best wishes for a successful conference and thank you for your continued good work.

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# Vision 2016

## à La Cité Collégiale

Lorsque l'Association du personnel administratif des collèges de l'Ontario (APACO) célébrera son 20<sup>e</sup> anniversaire en 2016, La Cité collégiale aura atteint la maturité de ses 25 ans. L'une et l'autre regarderont avec satisfaction leur cheminement au service de l'éducation et de la formation de la jeunesse ontarienne. L'une et l'autre, cependant, auront eu à s'adapter aux réalités changeantes du monde de l'éducation, du marché du travail et de la société ontarienne en général.

Bien sûr, les jeunes qui auront choisi La Cité collégiale viendront encore et toujours pour y recevoir un enseignement de qualité en français, dans un contexte stimulant, adapté au marché de l'emploi et ouvert sur l'avenir.

Il va sans dire que les administrateurs et gestionnaires de La Cité collégiale auront su faire évoluer la mission du collège de manière à préserver son rôle d'institution phare de la francophonie ontarienne et canadienne. Comme ils l'avaient fait jusqu'en 2006, ils se seront adaptés pour offrir aux étudiants une expérience éducative unique et leur donner les outils et les compétences nécessaires à leur développement professionnel et personnel. Par leur vision, leur créativité et leur engagement, ils auront ainsi contribué à la formation d'une main-d'œuvre essentielle au développement économique et à l'épanouissement de la communauté franco-ontarienne. Dans dix ans comme aujourd'hui, les collèges ontariens feront plus que former des jeunes motivés et compétents : ils prépareront des citoyens engagés à prendre leur place dans la société.

À l'horizon 2016, la population étudiante aura changé au point où l'on trouvera, à La Cité collégiale comme dans les autres collèges de l'Ontario, une forte proportion d'étudiants dont les parents auront adopté le Canada

comme terre d'accueil et qui viendront enrichir la vie du collège et la transformer profondément. Ils apporteront donc dans nos collèges une diversité encore plus grande, à l'image de la francophonie mondiale.

Pour les collèges de langue française de l'Ontario et leurs gestionnaires, cette diversité n'est pas sans poser plusieurs défis. La reconnaissance des acquis, l'adaptation à la culture canadienne et nord-américaine et la communication en milieu de travail seront autant de défis avec lesquels le personnel administratif des collèges devra composer et auxquels il devra adapter l'expérience éducative. Les administrateurs devront, en conséquence, forger de nombreux partenariats en vue de concevoir du matériel didactique flexible, de développer de nouveaux programmes ou services axés sur les besoins émergents de cette clientèle et de maintenir l'offre d'un vaste éventail de programmes de qualité en français.

Les étudiants viendront ainsi à La Cité collégiale pour y acquérir une formation de qualité en français et aussi pour profiter d'un milieu d'études dynamique offrant non seulement des diplômes collégiaux, mais également plusieurs baccalauréats appliqués qui viendront s'ajouter à celui en biotechnologie instauré au début des années 2000.

Pour ces jeunes, La Cité collégiale sera, certes, une destination, réelle ou virtuelle, mais aussi un véritable point d'ancrage de leur formation à long terme, grâce à un encadrement de grande qualité et fort stimulant pour leur avenir. L'an 2016 viendra - on ne peut en douter - confirmer la vision de ceux et celles qui, en 2006, auront célébré avec fierté le dixième anniversaire de l'Association du personnel administratif des collèges de l'Ontario. ■

“ Les administrateurs et gestionnaires de La Cité collégiale auront su faire évoluer la mission du collège de manière à préserver son rôle d'institution phare de la francophonie ontarienne et canadienne. ”

# Dan Holland

## The OntarioLearn pattern of sharing resources could be used for Professional Development.

“Today, 22 colleges deliver 750 unique courses to more than 30,000 learners.”



Dan Holland,  
Past Chair: OntarioLearn

Those relatively new to the administrative ranks will hear “old folks” referring the mid-nineties as “the melt down.” We are still feeling the devastating effects of that time 10 years later.

Back then, the government suggested that the colleges needed to work more like a system rather than a group of 24 unique institutions. They used words like collaboration, cooperation, and rationalization of resources to get colleges to work more closely.

Thus inspired, seven colleges formed a working group to develop and deliver online postsecondary education. Realizing that individually none had large sums of money for the project, we agreed on some very simple rules:

- 1) Every member of the group must be actively developing courses for online delivery.
- 2) There would be no duplication of courses allowed.
- 3) Once a course was developed, it was to be shared at no cost with the other members of the group.
- 4) We would (to the best of our ability) recognize each other’s work for credit at our own institution.
- 5) Finally, when we met to discuss new course development, how things

were progressing and where we should go next, we agreed to hang our egos at the door.

These rules still hold today and form the foundation of what has come to be one of the most enviable consortias of its type in North America,

OntarioLearn.

From the beginning, OntarioLearn has maintained a focus on delivering the highest-quality distance education to part-time learners. OntarioLearn began with seven colleges delivering a handful of courses to approximately 500 learners in 1995/96. Today, 22 colleges deliver 750 unique courses to more than 30,000 learners. This is what can be accomplished with the right people, attitudes, and a huge amount of hard work, spiced with trust, respect, and commitment.

Part of our role as administrators is to envision the future and prepare for it. OntarioLearn has already set a strategic plan to 2009. The future is bright.

What can we learn from the OntarioLearn initiative? We might follow the same model in rationalization of resources. This could begin with simple things like the purchasing of paper products. This could be started by a few colleges in a region. Following the rules that guided the growth of OntarioLearn, we could recognize operational savings.

This same infrastructure could provide professional development for staff groups including administrators. Pooling resources to develop quality online PD would provide a better product with lower costs.

The OntarioLearn consortium consists of 22 dedicated administrative leaders plus faculty and support roles. What this group has built from a “grassroots” beginning is remarkable.

Over the next 10 years, financial issues will continue to be a big hurdle. The need for collaboration has never been more urgent. We can learn a lot from OntarioLearn’s example.

**Dan Holland**, *Past Chair*  
*OntarioLearn*

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“We have had great success with Loyalist students and graduates. While each Loyalist graduate brings his or her own unique qualities to the job, graduates of the programs have all arrived eager to learn and put in the long hours needed to excel in this business. As a graduate of the Loyalist Print Journalism program, I have an advantage because I have seen first-hand the kind of education Loyalist offers its students. Eight of our last 10 summer students in our photography department have been Loyalist graduates. We also have two full-time photographers on staff who are Loyalist grads. Loyalist journalism graduates have a strong work ethic, honed from their participation in a challenging program that keeps pace with changes in the industry.”



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