

OCASA Board of Directors Meeting
Friday, December 9, 2016 12:30 pm – 1:45 pm



Teleconference:
TOLL FREE **1.877.394.5901**
LOCAL 416/905 **416.645.1179**
Access Code: **1125286#**

MEETING AGENDA

	Name	Region/College	Term	
1.	Krista Pearson President	East, Algonquin	2012	2017
2.	David Belford Past President	West, Fanshawe	2011	2017
3.	Alanna McDonell Vice President	East, Algonquin	2011	2017
4.	Janine Foster Secretary	East, St. Lawrence	2011	2017
5.	Greg Murphy Treasurer	East, Durham	2012	2017
6.	Riley Burton	North, Confederation	2013	2017
7.	Shemeena Shraya	Central, George Brown	2014	2017
8.	Mary Lou McLean	East, Fleming	2015	2018
9.	Barb Watts	Central, Georgian	2015	2018
10.	Charline Smith	North, Cambrian	2016	2019
11.	James Humphreys (interim)*	Central, Sheridan	2016	2017
12.	Vacant			
	Resource			
	Diane Posterski	Executive Director, OCASA		
* Interim appointment to be confirmed for full term at 2017 AGM				

Agenda Item #	OCASA Board Agenda	Supplementary Materials
1.	Call to order & Welcome Chair: Krista Pearson	
2.	Approval of the Agenda Motion to approve the Agenda Moved: Seconded:	
3.	Approval of the Meeting Minutes of October 28, 2016 Motion to approve the Minutes of October 28, 2016 Moved: Seconded:	Draft Minutes OCASA Sent as a separate attachment.
4.	2017 Budget considerations - Diane & Greg	See Supplementary Notes
5.	Transition to Association Management Company <ul style="list-style-type: none"> Update on today's interviews and next steps 	
6.	Conference input - Diane <ul style="list-style-type: none"> Plenary session – Leesa Wheelahan, Michael Skolnik, Indigenous Education Concurrent sessions 	See Supplementary Notes
7.	PD Report – Shemeena & Diane Ready for more input at this stage	Online certificate – draft
8.	Compensation – Executive Framework, Admin – Diane/David Brook if available OCASA's role and Council	
9.	Membership Report – Diane <ul style="list-style-type: none"> College Administrators Network Learning & Leading Together 	Meeting Notes
10.	Adjournment	

4. 2017 Budget considerations - Diane & Greg

Typically we would approve a budget now for 2017. But with a new AMC coming on, and some line items not determined yet, we might consider determining the 2017 with the AMC once we have more information.

Here are the considerations:

- Raising the membership fee by \$5/annum – the AMC might have some good guidance on this once they review all of our financials
- The Executive Director time allotment (both during my time, and after for the remaining portion of the year)
- The cost of the AMC won't yet be confirmed until we've negotiated a final agreement (the proposal is the starting point, I would say)

For this fiscal year, we're on target to do better than budgeted. Nothing substantive has changed since our August meeting.

6. Conference input

Leesa Wheelahan PhD (William G. Davis Chair in Community College Leadership, OISE)

- She could do a concurrent session on her collaborative work on: **Emergence of Baccalaureate degrees changing colleges**
- She also recommends *Michael Skolnik* on this topic, in place of her. She could do a concurrent or plenary, but Skolnik should be given a plenary.
- Or, Indigenous Education is very timely, and perhaps that could be a plenary session – we would need recommendations.

Wheelahan/Skolnik:

Background: Excerpt from their funding submission.

It is now almost 15 years since Ontario's Colleges of Applied Arts and Technology started offering baccalaureates. Some 12 CAATs have Ministerial consent to offer 91 baccalaureates. Full time enrolments in Ontario college baccalaureates have grown very strongly to 13,049 in 2014 when they were 6.1% of total enrolment in the colleges and about 3% of total undergraduate enrolment in the province. The number of applications for college baccalaureates more than tripled from 2006 to over 36,000 in 2014. In 2003 five colleges were designated Institutes of Technology & Advanced Learning and these institutes enrolled 86% of college baccalaureates in 2014 and offered more than three-quarters (69 of 91) of college degree programs in 2015.

This project will analyze these developments from a public policy perspective, and in particular, it will employ some of the approaches known broadly as new institutionalism (Meyer and Rowan, 1977; March and Olsen, 1989; DiMaggio and Powell, 1991; Scott, 2001; Thornton, 2002; Meyer and Rowan, 2006; Howlett and Ramesh, 2009).

The development of community college baccalaureates has been discussed by Floyd, Skolnik and Walker (2005) and Skolnik (2009, 2013a, 2013c). The development of Ontario college baccalaureates has been considered by Skolnik (2009, 2016) and Donohue and Skolnik (2012), their implications for higher education have been discussed by Skolnik (2011, 2013b) and their implications for the diversity of Ontario post secondary education have been analyzed by Skolnik (2012) and Hicks and colleagues (2013). College baccalaureates' role in the labour market was reported by R A Malatest & Associates Ltd (2010) and by Navigator Ltd (2013). The effects of college degrees on colleges' mission, identity and relations with other institutions have been investigated in Australia by Wheelahan, Moodie and colleagues (2009; 2012) and in England by Parry and Thompson (2002).

Less well understood is how baccalaureates are organized within Ontario colleges, for example, the extent to which colleges are establishing separate units, processes and resources to meet the requirements of the Postsecondary Education Quality Assessment Board and colleges' own goals for their baccalaureates. Neither is it clear whether baccalaureates have similar social and cultural impacts on colleges in Ontario that they have on colleges in England and Australia. While Ontario college baccalaureates are considered more applied and most include more work based learning than university baccalaureates in similar fields, the curricula of Ontario college baccalaureates have not been compared in depth. In view of the importance of college baccalaureates in meeting labour market needs, it would be valuable to update an understanding of the role of college baccalaureates in the labour market since 2010.

This project will investigate the impact of baccalaureates on colleges and their students. The project will include colleges which do not offer baccalaureates since these, too, may be affected by their sister institutions offering baccalaureates. In particular, the project will consider:

- 1 the location of responsibility for baccalaureates within colleges and arrangements for staffing, supporting students and providing other resources;
- 2 colleges' processes for baccalaureates' curriculum development, program approval and quality assurance;
- 3 perceptions of policy makers, college leaders and teachers on the effects of baccalaureates on colleges' mission, identity and relations with other institutions;
- 4 students' reasons for studying a baccalaureate at a college, their self identification as students, the extent to which college baccalaureates open access to students from disadvantaged backgrounds and college baccalaureate graduates' opportunities for postgraduate study;
- 5 the curriculum of college baccalaureates and how this differs from the curriculum of cognate baccalaureates offered by universities; and
- 6 the role of college baccalaureates in the labour market since 2010.

OCASA PD Certificate – woven throughout all courses is a recognition that this is focused on the Ontario college system, which includes a unionized environment, ministry parameters/directives, public sector, and student focused leadership. All courses should also build awareness within our administrative staff about the importance of student success, and what it means at our own college.

1. Sector Context – Understanding the College system

- History, Governance & Accountability, MTCU Mandate/Directives, System Stakeholders, KPIs, Unionized environment, internationalization, Indigenous/TRC
- students' data and demographics (barriers/pathways)

2. Sector Context – Mechanics

- reporting, collective agreements (local agreements), access mandate, finance/budgets, funding model & formula
- Academic Management Issues Overview (Program Approvals, Credential Framework, Strategic Enrolment Management, Basics: SWIFTS)

3. The Agile Manager – Leading through Change

- Impact of Change
- Getting buy-in
- Decisions
- Stamina/perseverance

4. Strategic Planning – Strategic thinking

- emergent trends
- set strategic direction for team/department
- priorities/facts/purpose
- how to bring strategic thinking to the next level of influence (e.g. Chair to Dean), or in broader teams

5. Managing performance in a unionized environment

- understanding the parameters

Based partly on the Leadership Capability Framework DRAFT for discussion

- Strategies, case studies
 - Coaching model, evaluation/supervision
 - 2 - 3 models adapted to colleges
 - tools and templates
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Others in the line-up under consideration

6. Innovation in Managing and Leading (we've offered one course in this so far)

- Creative thinking
- Supporting innovation with our team
- Risk taking

7. The Collaborative Leader

- External relationships
- Building internal alliances
- Mind set

8. Building Leadership Capacity

- Coaching/performance management
- Shaping your own leadership
- Developing strong Teams

9. Organizational Communications – key element to all leadership capabilities – Steve Robinson

- To your team, your college, your external stakeholders
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10. Conflict resolution ?? Is this a course? We've done it before and it continues to be at the top of the list.

Using webinars and conference sessions:

Management Skills: Finance for the non-finance manager (already being offered)

Management Skills: managing in a unionized environment (CAAT specific)

Management Skills: Managing a High Performance Team

Management Skills: Unconscious Bias

Management Skills: Conflict resolution (could be course as well)

Advancing your career through Governance/System thinking

Advancing your career through Mentoring

Advancing your career through Committee and Board membership

Meetings of OCASA College Rep/Ambassadors
November 28 and 29, 2016

Summary notes of both meetings:

In attendance:

Algonquin, Cambrian, Confederation, Durham, Fanshawe, George Brown, Georgian, Lambton, Mohawk, Northern, St. Lawrence, Seneca, Sheridan

1. Brand shift: what is your reaction to College Administrators Network, and Learning & Leading Together? There was general support for this shift:

- Real value is “network”, so like it
- Some concern about the acronym, CAN, but like that it takes away from the union notion associated with “association”
- We do need a change, and this is good direction
- Like the tag line as well

Also introduced the term, “Ambassador” as a way of moving from “College Representative”. Response was again generally positive with these comments:

- Suggests passion, not just an appointment; an individual who is committed
- More inviting to a new member
- Sets a positive tone
- A higher level of engagement
- Also liked seeing the overview
- Need to add an acknowledgment that in some colleges an OCASA rep/member is invited to sit on committees, or have other roles

2. Membership Campaign: how can we distribute letters to all non-members? Reaction to letter?

- This will help with renewing membership
- Need to put more detail in letter about the mechanics of joining (e.g. payroll)
- Most felt that they could distribute locally if we provided letters stuffed in envelopes; could be difficult to get names from HR however
- A good practice would be for the ambassador to include a note
- Personal invitation into membership is always helpful

Also discussed the idea of swag: suggested that post-it notes are very useful, highlighters, existing pens are also good, glasses cleaning cloths

Elevator pitch: should change it from OCASA to College Administrators Network; should it be College Leaders Network?

Network is key and should be highlighted, as well as value of services such as PD/webinars, etc.; format it into a few bullet points for easier memory

Some discussion about local ambassadors and how do we encourage turnover/succession planning – should there be terms of reference?

Also noted that we have “anonymous” members – Diane will reach out and confirm their status, and benefits of not remaining anonymous to local ambassador.