

Toll free **1.877.394.5901**  
 Local 416/905 **1.416.548.6023**  
 Participant code: **9243517#**

	<b>Name</b>	<b>Region/College</b>	<b>Term</b>	
1.	Rick Helman	East, Loyalist	2009	2013
2.	Rob Kardas	West, Lambton	2010	2013
3.	David Belford	West, Fanshawe	2011	2014
4.	Alanna McDonell	East, Algonquin	2011	2014
5.	Susan Atkinson	Central, Sheridan	2010	2013
6.	Bridget Woodcock	Central, Humber	2012	2015
7.	Krista Pearson	North, Sault	2012	2015
8.	Jane Cooper	West, Mohawk	2012	2015
9.	Greg Murphy	East, Durham	2012	2015
10.	Chantal Thiboutot	East, La Cité Collégiale	2011	2014
11.	Riley Burton	North, Confederation	2011	2014
<i>Regrets</i>				
12.	Chris Fliesser (Past President)	West, Fanshawe	2009	2013

Time	Agenda Item #	Agenda Item	Resources
3:00 pm	1.	Call to Order/Introductions/getting organized Chair: Rick Helman, President	
	2.	Approval of the Agenda	
	3.	Approval of the Meeting Minutes of November 1, 2012.	Draft Meeting Minutes (sent as a separate file)
3:15 pm	4.	President's Report - <i>Rick</i> Advocacy: <ul style="list-style-type: none"> <li>• Compensation discussions with Council</li> <li>• Budget Submission</li> </ul>	2012 recommendations & submissions
3:30 pm	5.	Committee Reports & Discussion – <i>Diane</i>	Committee Reports
4:00 pm	6.	2012 Financials – year end - <i>Bridget</i>	Unaudited 2012 Financials
4:15 pm	7.	Membership Update - <i>Diane</i> <ul style="list-style-type: none"> <li>• New ASA Activity: George Brown, Centennial, Niagara</li> <li>• New Hires</li> </ul>	
4:25 pm	8.	Nominations for Board - <i>Rick</i>	
	9.	Administration: Next meeting date	
4:30 pm	10.	Adjournment	

Board of Directors Meeting  
 Tuesday, November 20, 2012  
 3:00 pm  
 Teleconference/Video Conference

*Members Present*

	<b>Name</b>	<b>Region/College</b>	<b>Term</b>	
1.	Rick Helman	East, Loyalist	2009	2013
2.	Rob Kardas	West, Lambton	2010	2013
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*Regrets*

8.	Greg Murphy	East, Durham	2012	2015
9.	Chantal Thiboutot	East, La Cité Collégiale	2011	2014
10.	Riley Burton	North, Confederation	2011	2014
11.	Chris Fliesser (Past President)	West, Fanshawe	2009	2013
12.	Krista Pearson	North, Sault	2012	2015

Agenda Item #	Agenda Item	Resources
1.	Call to Order/Introductions/getting organized Chair: Rick Helman, President	
2.	Approval of the Agenda <u>Motion: That the agenda be approved as circulated.</u> Moved: Jane Cooper Seconded: Susan Atkinson Carried.	
3.	Approval of the Meeting Minutes of Monday, October 1, 2012. <u>Motion: That the Meeting Minutes of Monday, August 24, 2012 be approved as circulated.</u>  Moved: Bridget Woodcock Seconded: Jane Cooper Carried.	
4.	President's Report - <i>Rick</i> i. College rep calls: Rick spoke about the value of the informal conversations with college reps; he highlighted conversations around Job Evaluation and compensation. ii. ACC Meeting: Rick reported on the October 30 <sup>th</sup> ACC meeting in Toronto. This is a good opportunity to discuss matters at a provincial level. In attendance Linda Franklin, Don Sinclair, Rick, Chris and Diane (OCASA) and by teleconference, Don Lovisa (Pres. Durham), Karen Pashleigh (HR, Mohawk) . Out of that meeting OCASA was invited to prepare a position paper on Job Evaluation in colleges. Diane Posterski is drafting a position to go to Council. iii. Higher Education Summit: Diane and Rick will be attending on Monday for the day, with OCASA paying just for Diane (Rick is attending on behalf of his college). iv. Innovators & Leaders Conference in June: Kingbridge Conference Centre – focus on college expertise; please consider submissions for concurrent sessions. v. College Visits: Diane and Rick attended Georgian College early November. Attended by President and VP Org. Dev.. Informal meeting was productive.  Motion: That the president's Report be accepted.  Moved: Alanna McDonell Seconded: Bridget Woodcock Carried	
5.	Research Working Group: <i>Bridget Woodcock</i> Discussed report included in board package.	

	<p>Highlighted:</p> <p>First step: gather data to further understand the current situation for members: what are historical trends in staff ratios; changes in demographics looming; so what would OCASA do?</p> <p>Second step: Focus on the positive while engaging members, using traditional survey and phone-in focus groups:</p> <p>Survey/research: Describe Best practice/good practice for retention of good managers. i.e. Communications example Theme ties in well with presidents on cover of College Administrator; careers in colleges.</p> <p>Discussion: There was support for a positive approach in gathering information. The question posed in the report was a good example.</p> <p>Next steps: Same working group will continue to develop questions and survey</p>
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6.	<p>2013 Budget – <i>Bridget Woodcock</i></p> <p>i. Proposed draft budget  Bridget reviewed the draft budget highlighting membership revenues, the need for \$10,000 conference sponsorship and the increased cost in holding the June Board meeting on the Sunday night prior to the conference.  Two columns were included in the budget, the balanced budget with 699 members and the surplus budget with 720 members. (These numbers include paying members, and are net of any new hires receiving complimentary membership.) This sets a goal to build up memberships so that we can rebuild the surplus account.</p> <p><u>Motion: That the proposed Draft Budget 2013 be approved as a balanced budget with revenues and expenses of \$258,738. With successful membership recruitment reaching 720 paying members for the year, revenues will reach \$264,800, providing a surplus of \$6,062.</u></p> <p>Moved: Bridget Woodcock  Seconded: David Belford  Carried.</p> <p>ii. Strategic priorities  Membership renewal bringing membership back to 720+  Revenue diversification: consider advertising on web and emails; more to come about this.</p> <p>iii. Policy Matters  Discussion about advertising and business alliance guidelines:  RTO advertisement in College Administrator: there was general agreement that RTO's advertisement is in conflict with the CAAT Retiree Benefits and as such OCASA should not include this advertising in our magazine.  It is not necessarily in the best interests of college administrators.  ACTION: Diane will follow up with the publisher about this.  ACTION: Board members should forward business contacts, particularly those trying to expand in the Ontario market, including executive search firms, to Diane for advertising sales.</p> <p>Exclusivity: it was suggested that OCASA develop guidelines for exclusivity in sponsorship or advertising, and set appropriate levels for this privilege.</p> <p>There was general agreement that we should continue to develop this policy. The Finance Committee will continue to work on the draft started in 2008.</p> <p>ACTION: Finance Committee will review the business alliance policy and develop an advertising policy.</p>
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7.	<p>Membership Update – <i>Diane Posterski</i></p> <p>Diane reported that there are currently 701 paying members and 10 new complimentary members. In the past year, we have lost about 80 members, and gained roughly 68. Again the focus needs to be on replenishing and rebuilding. Diane will be working with the GTA colleges in particular in this area.</p> <p>Member “on-boarding” process: Diane reviewed the process for welcoming new members, noting the value in board members making calls to welcome new members. The board agreed to take this on and Diane will provide lists to each board member, matching according to job title where possible.</p> <p>ACTION: Diane will forward lists and script options and Board members will make calls.</p>		
8.	<p>Committee Updates - <i>Diane</i></p> <ul style="list-style-type: none"> <li>i. Mentoring Committee</li> <li>ii. Awards</li> <li>iii. Governance</li> </ul>		
9.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Administration: Next meeting date</td><td style="width: 50%;"></td></tr> </table>	Administration: Next meeting date	
Administration: Next meeting date			
10.	<p>Adjournment</p> <p>Motion: That the meeting be adjourned:</p> <p>Bridget Woodcock</p>		

February 27, 2012

The Honourable Dwight Duncan  
Minister of Finance  
c/o Budget Secretariat  
Frost Building North, 3rd Floor  
95 Grosvenor Street  
Toronto, ON M7A 1Z1

Dear Minister Duncan,

Enclosed is the Pre-Budget Submission for Ontario College Administrative Staff Association (OCASA).

We would welcome further discussion and consultation moving forward.

For further information, please contact:

Diane Posterski, Executive Director

1.866.742.5429 ext. 102

[diane.posterski@ocasa.on.ca](mailto:diane.posterski@ocasa.on.ca)

Sincerely,



Rick Helman,  
President





**2012 Pre-Budget Submission to the Minister of Finance,  
The Honourable Dwight Duncan**

*"The recruitment and retention of quality talent for colleges is vital to ensuring the future economic prosperity and growth of Ontario."*

**Submitted by:**

**Ontario College Administrative Staff Association (OCASA)**

**Contact:**

Diane Posterski  
Executive Director,  
[diane.posterski@ocasa.on.ca](mailto:diane.posterski@ocasa.on.ca)  
1-866-742-5429 ext 102  
[www.ocasa.on.ca](http://www.ocasa.on.ca)

## Introduction

Ontario's 24 Colleges of Applied Arts and Technology have been leaders in providing programs that are preparing a stronger workforce, equipped for changing economic realities.

Where colleges lead in innovation, matching skills training to industry needs, and being responsive to market demands, it is the Administrators (management) in these colleges who are the agents of change, the strategists.

College administrators are responsible for the implementation of strategic plans that ensure effective programming with efficient operations that will create the skilled workforce Ontario needs for its economic success.

This select group of passionate leaders is acutely aware of fiscal responsibility and the challenges of balancing budgets. While they manage tight budgets daily, they are also an employee group that faces real challenges of succession planning, massive turnovers due to retirements, growing student enrollments, and the very real cost to college education if good talent cannot be recruited and retained.

## Who are college administrators?

From providing strategic leadership to supporting student life, administrators keep colleges running smoothly, efficiently and effectively. They touch virtually every aspect of the college experience and serve in all college departments – from academics to admissions to food services and financial aid.

There are approximately 2,100 administrators in the provincial college system overseeing programming for 200,000 full-time students and 300,000 part-time students and clients. Many are highly educated professionals with substantial management responsibilities. Administrators hold a range of titles, from executive assistants and supervisors to managers, deans, directors and vice presidents (Appendix 1).

## Staffing challenges facing colleges

More than 35 per cent of administrators are eligible for some form of retirement, while 11 per cent are eligible for unreduced retirement. As in many sectors, the boomer generation will be exiting the workforce in unprecedented numbers.

The two-year wage restraint has left its impact on the college sector. Lower payband administrators are seeing differentials with support staff counterparts quickly erode, and even vanish in some cases. Similarly, some academic administrators who supervise faculty in the coordinator's role are also seeing increasing compression between their

salaries (Appendix 2). Bargaining begins with faculty starting August 2012 with the expectation that further wage increases will be negotiated.

Typically academic chairs and deans are recruited from the ranks of faculty. This is becoming increasingly difficult, as the monetary incentive is negligible given the increase in workload, hours and responsibility. Vital to college programming is the academic leadership from Deans and Chairs/Associate Deans. **The erosion of quality talent moving into these positions will limit the ability to ensure a highly competent management team delivering excellent programming while maintaining productive efficiencies.**

Moreover, wage restraint also has a financial impact on individual employees, particularly those in their last five years before retirement. **Extending this beyond March 31, 2012 may very well increase the rate of retirements, putting even greater pressure on the staffing challenges.** Losing institutional knowledge ahead of plan will create even more gaps in leadership that is so important to colleges' success in generating a highly skilled workforce.

## Financial impact of wage restraint

College administration is already lean. **Total compensation for college administrators represents only 14 per cent of all college expenditures. Therefore, wage restraint does little to realize savings.** At least 43 per cent of administrators earn less than \$82,000. More than 70 percent of all college administrators earn less than \$100,000.

## Conclusion

The Province is facing significant fiscal challenges. As the Province looks to the Drummond Report for guidance on reforms, it should note that wage restraint for administrators delivers little savings and great risk. The recruitment and retention of quality talent for colleges is vital to ensuring the future economic prosperity and growth of Ontario.

## Recommendation

**OCASA recommends that the two-year wage restraint be lifted March 31, 2012 as originally scheduled, and not be renewed in the 2012 Budget.**

The focus on ensuring quality education and programming, and finding efficiencies in delivery and overall services, can only be accomplished with a highly trained, effective management team that brings experience and innovation to the job. Lifting wage restraint will be an important step towards ensuring recruitment of excellent talent into strategic roles, and retaining the experience and knowledge required to meet the challenges in the next decade.

## Ontario's College Administrators

Ontario's 24 colleges of applied arts and technology play an important role in developing a skilled workforce that will drive our economy forward and secure our long-term prosperity.

College administrators are committed to the value of higher education and training as a gateway to opportunity. By ensuring strong academic programs and cost-efficient operations, skilled and knowledgeable administrators are essential to the success of the province's college system.

### Who is a College Administrator?

From providing strategic leadership to supporting student life, administrators keep colleges running smoothly, efficiently and effectively. They touch virtually every aspect of the college experience and serve in all college departments – from academics to admissions to food services and financial aid.

There are approximately 2,100 administrators in the provincial college system. Many are highly-educated professionals with substantial management responsibilities. Administrators hold a range of titles, from executive assistants and supervisors to managers, deans, directors and vice presidents.

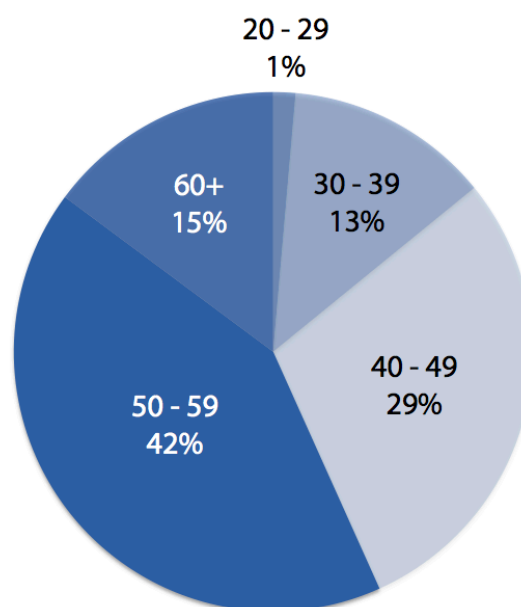
### Gender

- About 60 per cent of Ontario's college administrators are female and 40 per cent are male.

### Age & Retirement

- Over two-thirds of Ontario's college administrators are between the ages of 40 and 59.
- Retention and recruitment of administrators will soon become a significant issue for colleges. More than 35 per cent of administrators are eligible for some form of retirement, while 11 per cent are eligible for unreduced retirement (*Source: CAAT Pension Plan*).

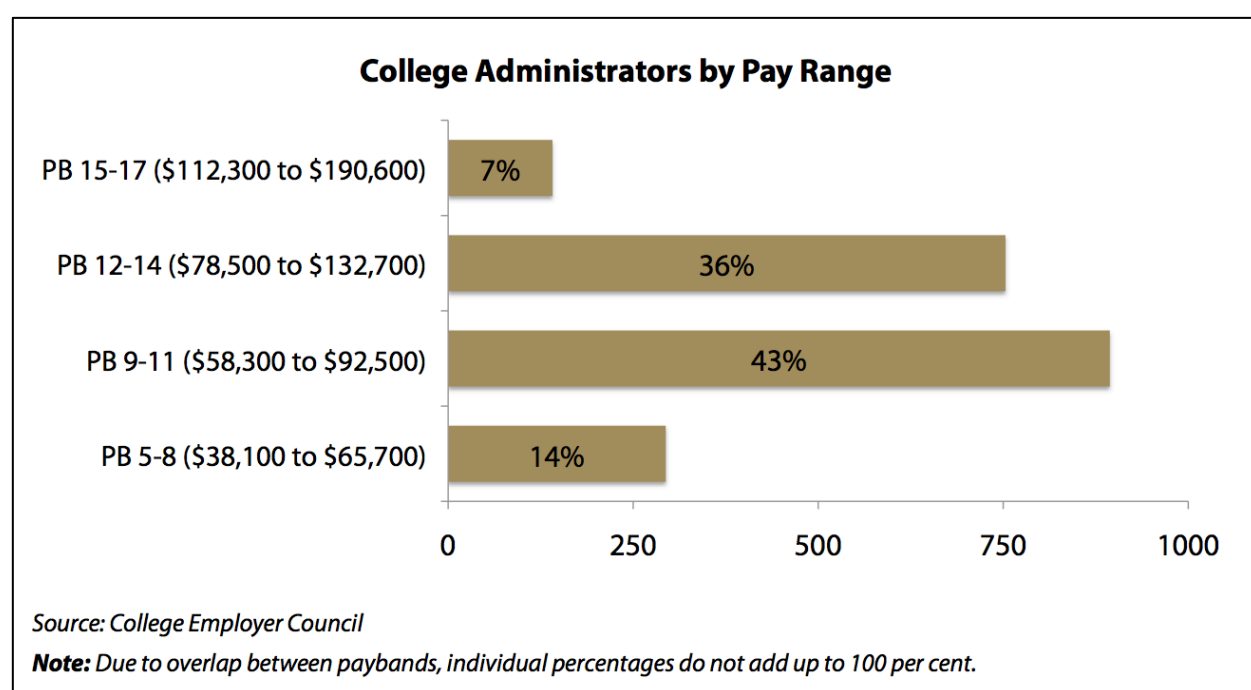
### College Administrators by Age



*Source: College Employer Council*

## ***Salaries and Benefits***

- Administrator salaries are spread across 13 pay band levels, starting at \$38,102 and topping out at \$190,580.
- The majority falls into the middle of this range, with 43 per cent in paybands 9-11, (\$58,300 to \$92,500). More than 70 per cent earn less than \$100,000 per year.
- Total salaries and benefits for administrative staff represent about 14 per cent of total spending on salaries, wages and benefits in the Ontario college system. Compensation for full-time faculty accounts for nearly 40 per cent, and support staff almost 24 per cent. (*Source: College Financial Information System*)



## **About OCASA**

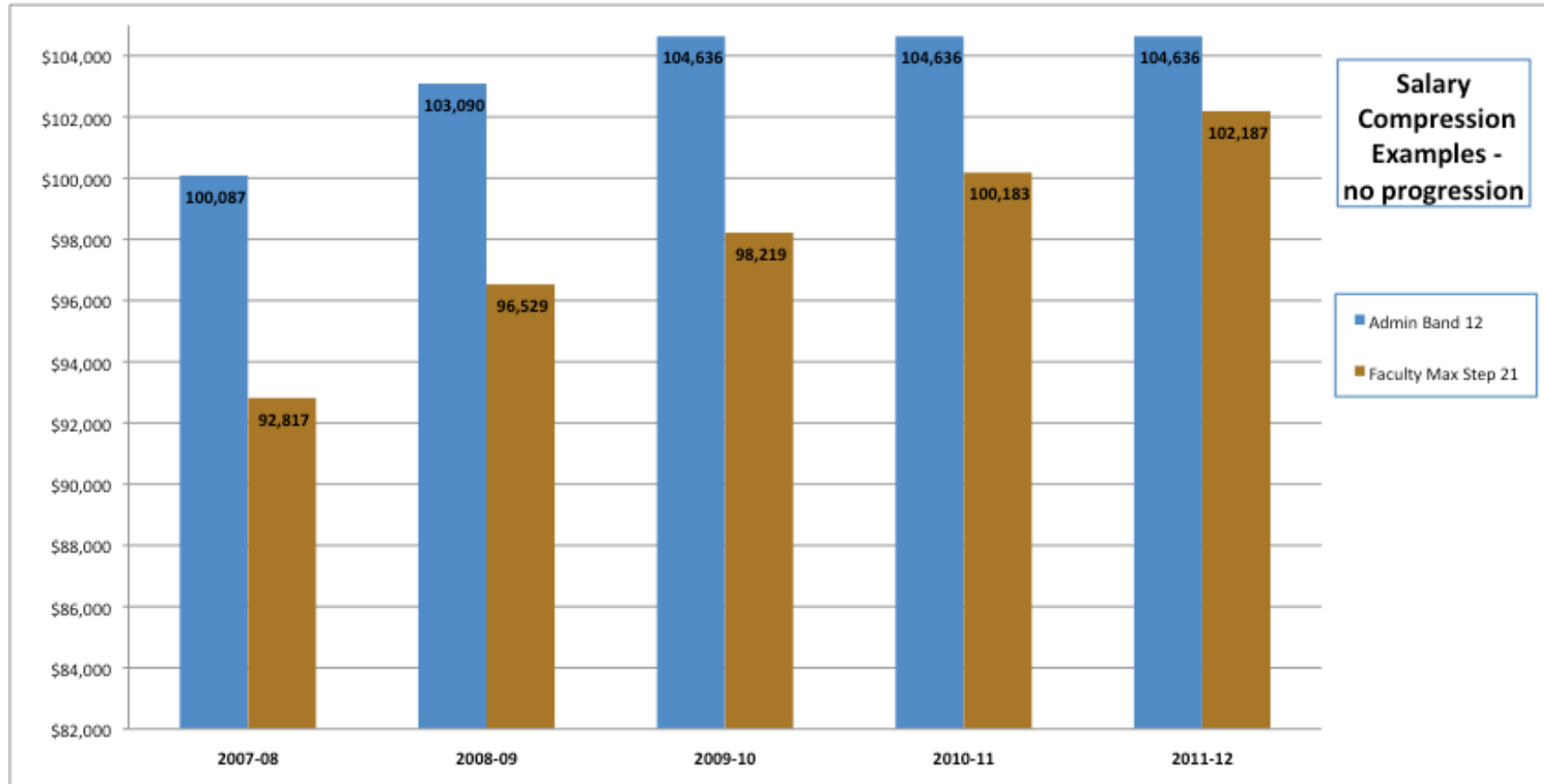
OCASA is a voluntary, professional association which supports and advocates for Ontario's community college administrators, while building and promoting administrative excellence for the betterment of the college system.

Founded in 1996, OCASA enjoys the support of the College Employer Council and Colleges Ontario, working together on matters relevant to college administrators.

Visit [www.ocasa.on.ca](http://www.ocasa.on.ca) for more information.

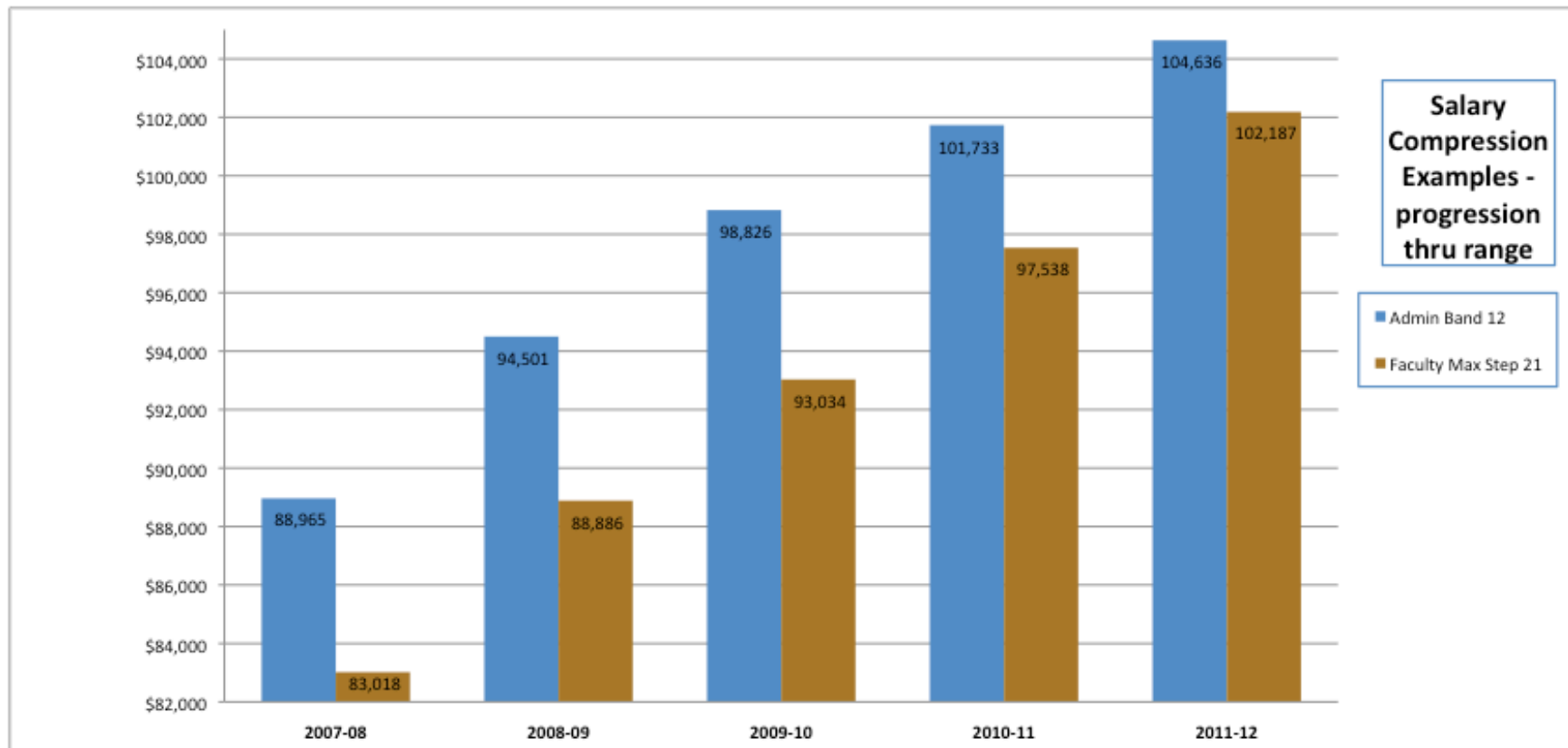
Contact: Diane Posterski, Executive Director  
 1.866.742.5429 ext. 102  
[diane.posterski@ocasa.on.ca](mailto:diane.posterski@ocasa.on.ca)





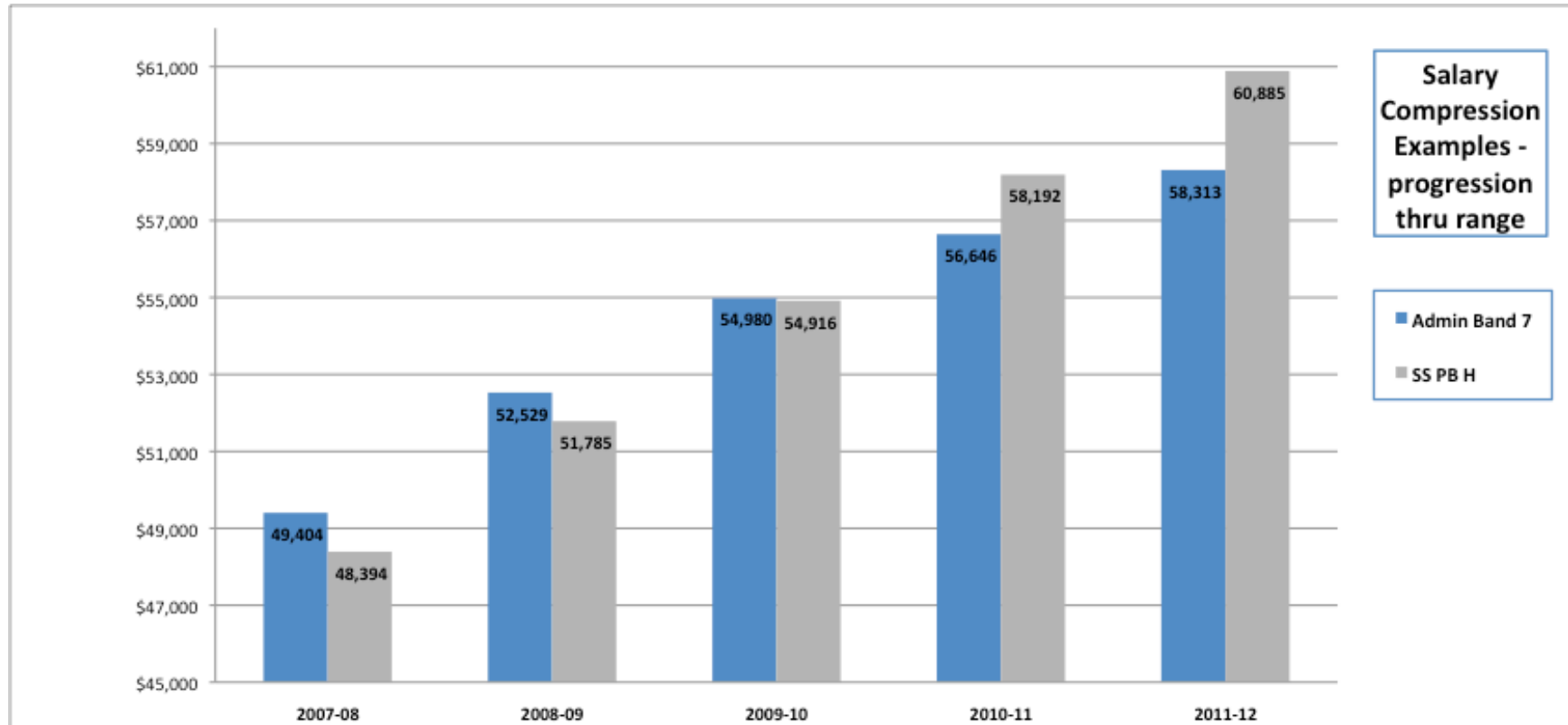
**Assumptions:**

- Admin exemplar is at max in Band 12 by 07-08
- No exceptional performance
- Faculty exemplar is at max Step 21 in 07-08
- Does not include Coordinators' Allowance (about \$2,700 per Step)



**Assumptions:**

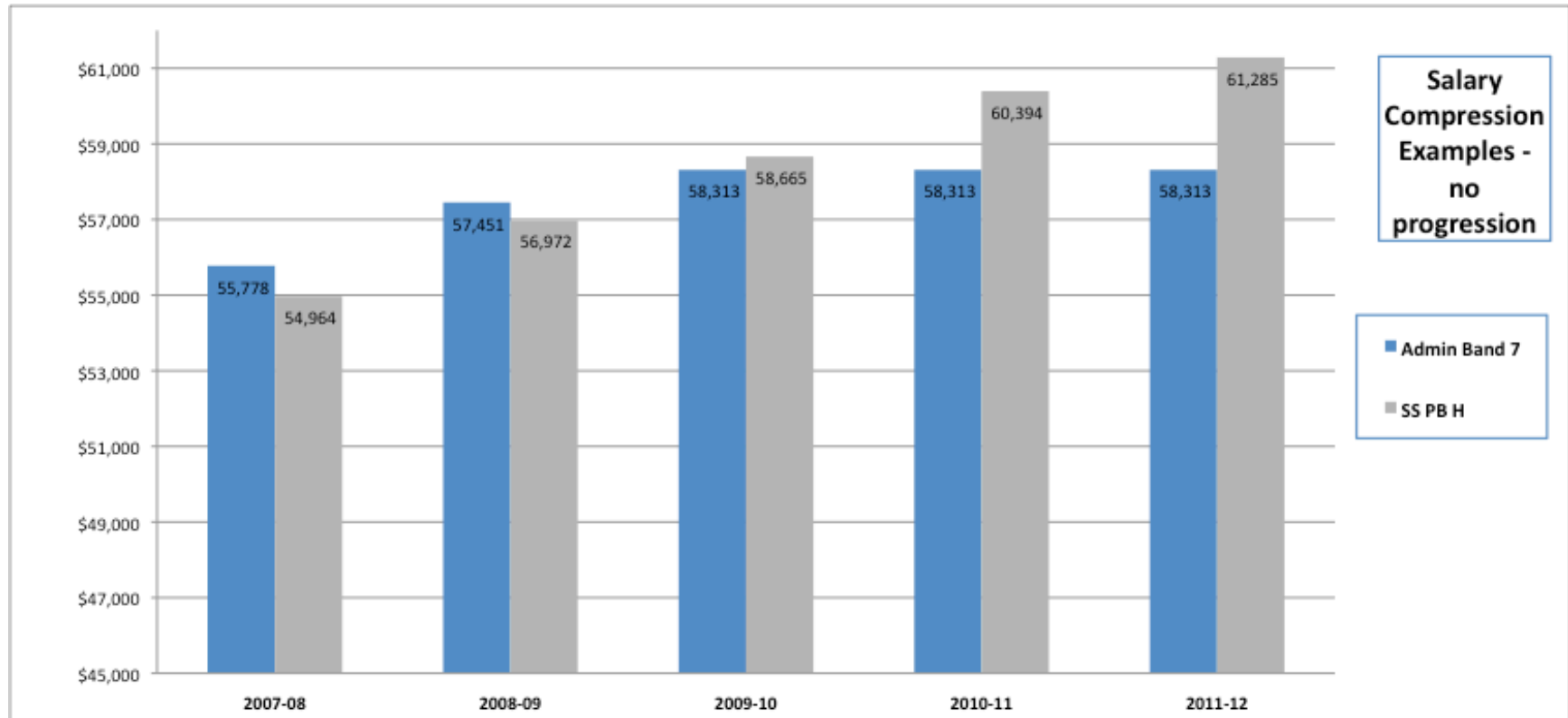
- Admin exemplar progresses to maximum in Band by 2011-12
- Faculty exemplar progresses to max Step 21 by 2011-12
- Does not include Coordinators' Allowance (about \$2,700 per Step)



**Assumptions:**

- Admin exemplar progresses to maximum in Band by 2011-12
- Support exemplar progresses to max in 2011-12
- Qualifies for 6 month recognition allowance (\$425) but not 10 yr





**Assumptions:**

- Admin exemplar progress is at maximum in 2007-08
- Support exemplar progresses to max in 2011-12
- Qualifies for both recognition allowances from 07-08 on

May 18, 2012

Hon. Glen Murray, MPP  
Ministry of Training Colleges & Universities  
Constituency Office  
514 Parliament Street  
Toronto, Ontario M4X 1P4

Dear Minister Murray,

Ontario College Administrative Staff Association (OCASA) made a pre-budget submission outlining the need for wage restraint to be lifted following two years of wage restraint for college administrators.

We are now writing to you with respect to the recent legislation Schedule 5, *Broader Public Sector Accountability Act, 2012*. We are pleased that those college administrators in lower paybands will be exempt from the continuation of wage restraint, as those not included as executives. However, we are concerned by the language in section 7.3.1 (1)(v) of the act, where “Deans” in colleges are included in the definition of “executives” and therefore will be caught by continued wage restraint.

It would seem that an oversight has included “Deans” from colleges and “Deans” from universities together in the same definition for executive positions. “Deans” in colleges do not participate as executive members, and typically report to the Vice President, Academic. It would be a surprise to all college structures to see Deans included in this definition.

Furthermore, OCASA is very concerned about the recruitment and retention of good talent into administrative roles in colleges, particularly following the two-year wage restraint. Academic management, particularly the role of Deans in the colleges, is a prime example where succession planning, both from within and outside the organization, is under significant stress due in large part to salary compression with faculty.

Building a strong college management team is a critical in support of the Province’s commitment to postsecondary education. Further wage restraint for Deans will most definitely hinder colleges’ ability to develop a strong academic leadership team.

We would welcome further discussion and consultation moving forward. For further information, please contact: Diane Posterski, Executive Director 1.866.742.5429 ext. 102 or by email [diane.posterski@ocasa.on.ca](mailto:diane.posterski@ocasa.on.ca).

Sincerely,



Rick Helman,  
President

Copy:  
Deborah Newman, Deputy Minister of Training, Colleges and Universities  
Don Sinclair, CEO, College Employer Council  
Linda Franklin, President & CEO, Colleges Ontario

Wednesday, May 23, 2012

Don Sinclair  
CEO, College Employer Council  
2010 20 Bay Street, Suite 1600  
Toronto, ON M5J 2N8

Dear Don,

OCASA would like to make a submission to the Human Resources Steering Committee for consideration before the 2012 Compensation Guidelines become final. While it might seem a bit late in the usual process, the Ontario budget has added a new layer, and slowed down the process.

OCASA has three primary concerns:

1. Administrative staff have been in a wage restraint for two years. With the effect of inflation, they have less buying power than they would have had otherwise.

In 2009, prior to the wage restraint, the economic adjustment for college administrators' compensation was 1.5%. The Ontario Ministry of Finance reports that in 2010, CPI was 2.5% and in 2011, CPI was 3.1%, and the projected CPI inflation used by the Ontario government for 2012/2013 is 1.7%/2.0%.<sup>1</sup> However, currently Ontario Ministry of Finance puts the CPI inflation rate at 3.1% for the month of May.<sup>2</sup> (These figures are all based on Ontario's economy.)

2. The effect of salary compression has already been demonstrated. This is not only discouraging for many administrators, but is now influencing colleges' ability to recruit into academic leadership.
3. In times of fiscal restraint, administrative staff are charged with the task of "doing more with less" – and they do. They are the backbone of college success, working tirelessly to support and ensure strategic success at their colleges. Their efforts were notable during the Support Staff strike last fall.

OCASA believes there needs to be a strong signal to college administrators that they are valued. This will be done with compensation recommendations that encourage timely movement through the pay ranges based on merit, but also on economic/grid adjustments.

Considering the cost of living factor alone, expectations would be for a minimum 2.5% grid adjustment.

We respectfully submit this position for your consideration.

Sincerely,



Rick Helman, OCASA President

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<sup>1</sup> <http://www.fin.gov.on.ca/en/budget/ontariobudgets/2012/bk1.html>

<sup>2</sup> <http://www.fin.gov.on.ca/en/economy/ecupdates/factsheet.html>

COMMITTEE	CHAIR	STRATEGIC ALIGNMENT	KEY SUCCESSES/UPDATES	ISSUES FOR DISCUSSION
<b>BOARD COMMITTEES</b>				
Professional Development	No committee meetings.	<ul style="list-style-type: none"> <li>Professional Excellence</li> <li>Leadership</li> </ul>	<ol style="list-style-type: none"> <li>1. Online learning: Strategic Planning course was offered Oct/Nov.</li> <li>2. Survey of online students was conducted in December – this will help us to tweak the program.</li> <li>3. Survey of new managers was also conducted in December, providing us with their PD needs – this will filter into conference planning; online resources; etc.</li> <li>4. Monthly Webinars: Legal services has planned a schedule of monthly webinars for OCASA members (posted on website)</li> <li>5. Reviewing online resources/tool kit concept</li> </ol>	<p><b>Challenge is limited budgets of colleges, and PD being cut.</b></p> <p>Webinars are very well-received, largely provided pro bono by Nelligan.</p> <p>College Administrator articles are now stand along articles in library of members services (ready to be activated)</p>
Mentorship Steering Committee (sub-committee of PD)	Interim: Diane Posterski	<ul style="list-style-type: none"> <li>Leadership</li> <li>Professional Excellence</li> </ul>	<ol style="list-style-type: none"> <li>1. Pilot course has been developed and is being floated amongst 34 targeted members for feedback. It is aimed at seasoned administrators. See attachment for current overview.</li> <li>2.</li> </ol>	<p><b>Mentoring course might meet college austerity. What is the minimum enrollment we want to run the course?</b></p> <p>Feedback from Board would be helpful on this project.</p>
Member Engagement	Diane Posterski	<ul style="list-style-type: none"> <li>Community Building</li> <li>Sustainability</li> </ul>	<ol style="list-style-type: none"> <li>1. COLLEGES 101 needs some more infusion to get new hires on board. Awareness is low.</li> <li>2. New committee has met once to discuss how we improve member engagement given our current resources. See attachment for next steps.</li> </ol>	<p>Working on blog/Ask an expert for the website, dealing with key issues/situations faced by admin.</p> <p>Also working on personal touch member contact.</p>

COMMITTEE	CHAIR	STRATEGIC ALIGNMENT	KEY SUCCESSES/UPDATES	ISSUES FOR DISCUSSION
Finance/Audit	Treasurer: Bridget Woodcock	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>	<ol style="list-style-type: none"> <li>Small committee is now formed. Focusing on revenue diversification.</li> <li>Online advertising sales have begun with Multiview</li> </ol>	Still need potential contacts and business ideas.
Governance	Rick Helman	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>	<ol style="list-style-type: none"> <li>Bylaws have been reviewed by Committee and are currently with the lawyer for final updates. Key changes are around defining Associate member, retiree participation and update language to satisfy the new ACT (comes into force July 1, 2013).</li> </ol>	These will be ready for the next Board meeting, which needs to be by the end of April to take amendments to the membership.
<b>STAFF COMMITTEES</b>				
Conference Planning	Diane Posterski	<ul style="list-style-type: none"> <li>Leadership,</li> <li>Professional excellence</li> <li>Community building</li> </ul>	<ol style="list-style-type: none"> <li>Planning well underway with online registration being activated this week and the magazine centre spread ready to go.</li> <li>Still fine-tuning concurrent sessions</li> </ol>	<p>No key issues for discussion at this time.</p> <p>Just need everyone to market the event at their college.</p>
Awards Committee	Susan Atkinson	<ul style="list-style-type: none"> <li>Professional excellence</li> <li>Community building</li> </ul>	<ol style="list-style-type: none"> <li>Recommendation was sent to Board by email, with positive response, adjusting the awards for better clarity and purpose: Doug Light Award is now the Doug Light Award for Lifetime Achievement.</li> </ol>	Motion should be confirmed by the board endorsing the modifications of the awards as proposed in previous email communications.
Editorial Board	Interim: Diane Posterski	<ul style="list-style-type: none"> <li>Leadership</li> <li>Professional excellence</li> <li>Community</li> </ul>	<ol style="list-style-type: none"> <li>Board is meeting monthly to review ongoing editorial content and to explore more online materials to complement the magazine.</li> </ol>	No key issues for discussion at this time.

*Committee Work updates*  
*February 21, 2013*  
*Board of Directors*

COMMITTEE	CHAIR	STRATEGIC ALIGNMENT	KEY SUCCESSES/UPDATES	ISSUES FOR DISCUSSION
		building <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Sustainability</li> </ul>	2. Editorial Board has new member, last year's Emerging Leader Award Recipient, Louise Chatterton Luchuk. She bring experience in editorial work in the non-profit sector.	
Research Working Group	Diane Posterski	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Professional excellence</li> <li>• Community building</li> <li>• Advocacy</li> <li>Sustainability</li> </ul>	1. This committee has met again in February, and confirmed the next research projects: credentialing trends (current); best practices for communications. 2. Data is also being analyzed based on admin #s, enrollment trends.	<b>No key issues for discussion at this time.</b> Committee is committed to quick turn around time for survey overviews to respondents.

## ONTARIO COLLEGES ADMINISTRATIVE STAFF ASSOCIATION (OCASA/APACO)



	2012 REVISED Budget	2012 ACTUAL P/L	Variance (YTD vs YTD Budget)
<b>REVENUES</b>			
1 Memberships	198,933	194,195	(4,738)
2 Retiree Members	1,000	100	(900)
3 Interest Income	0	0	0
4 Annual PD Conference:	36,570	38,100	1,530
i Registrations	27,570	27,126	(444)
ii Sponsorships	9,000	10,973	1,973
5 "College Administrator" Magazine	6,000	13,250	7,250
6 Other revenues:	10,000	1,569	(8,431)
i CHERD revenues	1,300	1,125	(175)
ii Annual Sponsorships / web advertising/ magazine advertising	8,200	40	(8,160)
iii Johnson Insurance Admin. Revenues	500	404	(96)
<b>Total Revenues</b>	<b>252,503</b>	<b>247,214</b>	<b>(5,290)</b>
<b>EXPENSES</b>			
<b>Member Support, Services and Development</b>			
7 Provincial Representation:	4,050	3,264	(786)
i ACC/OCASA	1,500	1,141	(359)
ii CAAT Pension	500	405	(95)
iii Insured Benefits Cttee/	1,500	716	(784)
iv Retiree Benefits Cttee	300	488	188
v CollegesOntario Conference	0	514	514
vi Other (OCRA)	250	0	(250)
8 Member Services:	18,750	16,107	(2,643)
i Legal Consultations	10,000	9,783	(217)
ii Excellence Awards	750	256	(494)
iii Members' Bursary	2,000	2,000	0
iv Research	1,000	0	(1,000)
v Website/Technology	5,000	4,068	(932)
9 Professional Development:	52,000	42,057	(7,503)
i Annual PD Conference	47,000	36,968	(10,032)
ii Members	1,000	801	(199)
iii Staff and Board	4,000	4,288	288
10 General Meetings:	5,000	5,736	2,440
i Annual Business Meeting	5,000	5,736	736
ii August Board Meeting	0	0	0

Budget included flow through ad income for Kelman. This is not included in year-to-date.

\$4000 deposit for venue paid in 2011, ended up on 2011 books. A bit of a bonus on this year's books.

Online course development  
ED certification completion

<b>11 Recruitment:</b>		<b>6,250</b>	<b>7,726</b>	<b>1,476</b>	
i	College Visits	500	728	228	
ii	Recruitment Fund Grants	3,000	2,053	(947)	
iii	Promo Products	1,250	0	(1,250)	
iv	Other	1,500	4,944	3,444	
<b>12 Other Marketing/Communications:</b>		<b>21,275</b>	<b>18,972</b>	<b>(2,303)</b>	
i	Communications Consultant	3,000	1,476	(1,524)	Magazine/ PR
ii	College Administrator Magazine	14,275	16,486	2,211	Budget included flow through ad income for Kelman. This is not included in year-to-date.
iii	Translation Services - general	2,000	935	(1,065)	
iv	Other (Design)	2,000	75	(1,925)	
<b>TOTAL Member Support, Services and I</b>		<b>107,325</b>	<b>93,862</b>	<b>(9,319)</b>	
<b>Office and Administration:</b>					
	<i>Executive Director (Sal&amp;Ben)</i>	<i>98,429</i>	<i>97,716</i>	<i>(713)</i>	
	<i>Administrative Support</i>	<i>17,000</i>	<i>20,093</i>	<i>3,093</i>	
	<i>CRA</i>	<i>4,410</i>	<i>4,694</i>	<i>284</i>	
i	<i>Office personnel</i>	<b>119,839</b>	<b>122,502</b>	<b>2,663</b>	
ii	Premises Costs (includes ins)	9,500	9,490	(10)	office, WSIB, D&O, rent
iii	Bank Services	2,400	2,193	(207)	
iv	Telecommunications	4,400	5,351	951	
v	Professional Fees (Legal; Audit)	4,000	2,260	(1,740)	
vi	Postage/Courier	1,500	922	(578)	
vii	Printing	250	424	174	
viii	Travel Misc.	500	190	(310)	
ix	Supplies and Other	1,500	1,524	24	
x	Furniture / Equipment	0	136	136	
	Telephone system	0	0	0	
	furniture	0	136	136	FRIDGE
	Sound equipment	0		0	
xii	Miscellaneous	500	334	(166)	
<b>14 Committees:</b>					
<b>TOTAL Office and Administration:</b>		<b>144,389</b>	<b>145,326</b>	<b>937</b>	
<b>TOTAL Expenses</b>		<b>251,714</b>	<b>239,188</b>	<b>(12,526)</b>	
<b>NET IMPACT on RESERVES</b>		<b>790</b>	<b>7,536</b>	<b>6,746</b>	



*“...because of Mentor's relationship with Telemachus, and the disguised Athena's encouragement and practical plans for dealing with personal dilemmas, the personal name Mentor has been adopted in English as a term meaning someone who imparts wisdom to and shares knowledge with a less experienced colleague.” (<http://en.wikipedia.org/wiki/Mentor>)*

## WHY MENTORING MATTERS

*An unprecedented retirement wave is soon to bring big changes to staffing in the Ontario college system, including significant turnover in the more senior administrative staff at all colleges.*

Whether navigating the ranks of college leadership or entering the college system from another sector, **mentoring matters**, because mentoring today is vital to the development of the leaders Ontario's colleges need tomorrow.

And managers are asking for it. OCASA's survey to members early 2012 returned almost 90 responses the first day (175 responses by day 3), with greater than 50 respondents asking to be involved in creating the program. Since then, a team of administrators from across the system has been researching, consulting and developing a strategy to support college leaders right now and in the decade to come.

This program is designed to first build mentoring capacity among our experienced administrators, and second, to deepen relationships between administrators across the college network. Participants in the inaugural course will help to launch a mentoring opportunity throughout the college network. Stronger leadership, shared experience of the Ontario college system, and career support will enhance and strengthen the system as a whole.

In helping develop the next generation of college leaders, the OCASA mentoring initiative advances OCASA's strategic priorities of leadership, professional excellence, community building and sustainability.

### How is Mentoring distinct from other leadership functions?

*Managing is making sure people do what they know how to do. Training is teaching people to do what they don't know how to do. **Mentoring is showing people how the people who are really good at doing something do it.** Counselling is helping people come to terms with issues they are facing. (<http://en.wikipedia.org/wiki/Coaching>)*

## Course Overview

The course is divided into three manageable modules, delivered through online and face-to-face learning:

### Module 1: The Mentoring Concept

Participants will have the opportunity to:

- Describe the purpose and function of mentoring, and appreciate how mentoring contributes to the development of leadership capability and capacity in the Ontario college system;
- Distinguish between the concepts of mentoring vs. coaching, and assess the appropriate applications for each within the college environment;
- Evaluate the possibilities and the limitations of what mentoring can and cannot accomplish within the context of leadership development.

### Module 2: The Mentoring Process

Participants will have the opportunity to:

- Analyze scholarly and applied research on mentoring in order to identify best practices in the field that are relevant and appropriate for the Ontario college system;
- Design and apply a quality control checklist as a tool to help the mentoring process stay on track;
- Estimate the results of the mentoring process in order to determine the impact of their efforts, and relate those results to the goals of the mentee's college.

### Module 3: The Mentoring Relationship

Participants will have the opportunity to:

- Recognize and explain the dynamics and conditions that constitute an effective mentoring relationship in the college environment;
- Identify and distinguish between the roles and responsibilities of the mentor and mentee, and compare and contrast what each party needs to contribute in order to have a successful mentoring relationship;
- Explore the boundaries and limits of the mentoring relationship, and justify or defend when (and when not) to stretch them;
- Practice the application of mentoring skills in face-to-face mentoring simulations contextualized to the college environment.

## Delivery

This blended-delivery course includes learning activities consisting of engaging assignments, online discussions, and face-to-face dialogue providing prospective mentors with an opportunity to become familiar and comfortable with the concept and process of mentoring, while being prepared to effectively mentor the next generation of Ontario college leaders.

Participants will have ample time over a two-month period to complete Modules 1 & 2, consisting of online work, while finishing Module 3 onsite at the OCASA Leaders & Innovators conference (June 24/25, 2013).

A total of 25 instructional hours is to be expected. You can expect to spend 10-15 hours per module.

**Cost:** \$595 for the course, plus attendance at the conference for module 3. The conference fee of \$449 will be discounted for Mentoring Matters registrants (fee TBC).

## Who should take this course?

- You are a seasoned leader who is keenly interested in developing your mentoring capacity
- You need an accessible framework for learning to fit into an already full schedule
- You enjoy networking across the system, further expanding your knowledge of college leadership

This is a unique opportunity to expand your leadership skills, within on the Ontario college context.

### **Eligibility:**

College administrators that meet the following criteria:

- You have a minimum of 10 years administrative experience at the manager, dean, director, or vice-president level (or some combination) in the Ontario college system. Consideration will also be given to potential mentors with management experience from business, industry, and other academic and non-academic environments.
- You have demonstrated competence in your administrative capability
- You have modeled your leadership prowess through participation on committees (within and outside their institutions regionally, provincially, nationally, and globally) in addition to the leadership you have demonstrated through fulfillment of regular administrative duties.
- You are, or are willing to become, an OCASA member. This pilot course is designed first to provide training to the membership of OCASA, with obvious benefits to colleges.

Above all, students who take this course will be willing and able, in a voluntary capacity, to serve as a mentor to a more junior administrator, either from within their own institution or from another college in Ontario.

## About the instructor: Steven G. Robinson, M.A.

Teacher, trainer, consultant, freelance writer/developer

Serving as a student leader at one of Ontario's largest colleges launched Steve Robinson's career in college leadership, a thirty-year journey that comprised of 11 administrative roles at three colleges in two provinces, each with its own unique leadership approach and organizational culture.

Blended with 15 years of teaching, training, and organizational development experience, and having benefited directly from both sides of the mentoring relationship, Steve continues to share his passion for personal and professional development through his training consultancy.

A former president of OCASA and twice a recipient of the Georgian College Board of Governors Innovation Award, Steve is a graduate of Georgian College, Humber College, Wilfrid Laurier University, and Central Michigan University, where he earned his M.A. in Education (Community College Administration).



OCASA continues its partnership with CHERD (Centre for Higher Education Research & Development, University of Manitoba) in offering this course. CHERD will provide administrative support and its online platform. Satisfying standards of excellence, participants are eligible to receive one credit as part of OCASA's Certificate in College Leadership & Administration.



# MENTORING MATTERS

Taking leadership to the next level

Module	Learning Outcome	Learning Activities	Learning Resources	Learning Demonstration
<b>Module 1:</b> <i>The Mentoring Concept</i>	Describe the purpose and function of mentoring, and appreciate how mentoring contributes to the development of leadership capability and capacity in the Ontario college system.	<p>-<u>Reading</u>: <i>Leadership Capability Framework – Draft Behaviours</i></p> <p>-<u>Discussion</u>: the current leadership situation and future leadership requirements in the Ontario college system</p> <p>-<u>Reading</u>: <i>Those Who Lead, Mentor</i></p>	<p>-<i>Leadership Capability Framework – Draft Behaviours</i> (College Employer Council, Feb. 2012)</p> <p>-<i>Those Who Lead, Mentor</i> (T&amp;D March, 2010)</p>	<p>1) <u>Discussion Post</u>: 2 – 3 paragraph introductory message</p> <p>2) <u>Discussion Post</u>: 3-5 paragraph assessment of the system's leadership development needs</p> <p>3) <u>Respond</u> to at least one other discussion posting</p>
	Distinguish between the concepts of mentoring vs. coaching, and assess the appropriate applications for each within the college environment.	<p>-<u>Reading</u>: <i>Coaching vs. Mentoring Thought Paper</i></p>	<p>-<i>Coaching vs. Mentoring: 25 Ways They're Different</i> (Management Mentors Thought Paper, Winter 2013)</p>	<p>4) <u>Assignment Post</u>: a 1-2 page compare &amp; contrast document, including assessment and analysis</p>
	Evaluate the possibilities and the limitations of what mentoring can and cannot accomplish within the context of leadership development.	<p>-<u>Research</u>: discuss the topic with colleagues at your own college to assess opportunities and possible limitations</p> <p>-<u>Discussion</u>: discuss findings with fellow learners</p> <p>-<u>Reflection</u>: reflect on potential benefits of serving as a mentor</p>	<p>-peers within learner's own institution</p>	<p>5) <u>Discussion Post</u>: 3-5 paragraphs summarizing research findings</p> <p>6) <u>Respond</u> to at least 3 other posts</p> <p>7) <u>Assignment Post</u>: 1 page reflection on possible benefits of being a mentor (personal, on mentee, and on college)</p>

## MENTORING MATTERS

*Taking leadership to the next level*

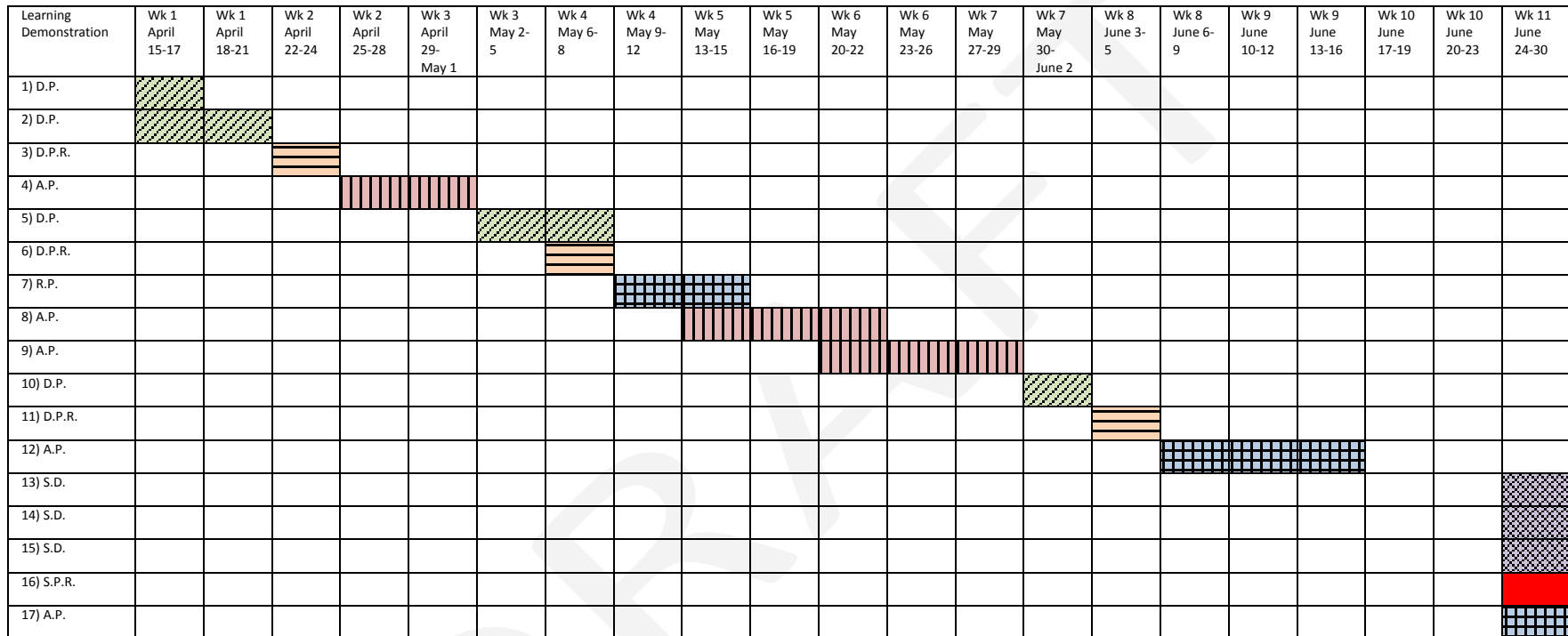
Module	Learning Outcome	Learning Activities	Learning Resources	Learning Demonstration
<u>Module 2:</u>  <i>The Mentoring Process</i>	Analyze scholarly and applied research on mentoring in order to identify best practices in the field that are relevant and appropriate for the Ontario college system.	- <u>Research</u> : using mentoring bibliography (provided) and/or web or library-sourced documents, list, describe, and analyze possible mentoring best practices	-web and/or library-sourced resources (articles, blogs, books, etc.)	8) <u>Assignment Post</u> : 2-3 page paper listing sources, describing findings, and recommending best practices
	Design and apply a quality control checklist as a tool to help the mentoring process stay on track.	- <u>Research</u> : using mentoring bibliography (provided) and/or web or library-sourced documents for inspiration:  - <u>Design</u> : a mentoring checklist	-web and/or library-sourced resources (articles, blogs, books, etc.)	9) <u>Assignment Post</u> : 1-2 page checklist
	Estimate the results of the mentoring process in order to determine the impact of their efforts, and relate those results to the goals of the mentee's college.	- <u>Discussion</u> : with colleagues about possible mentoring impacts at your own college  - <u>Reflection</u> : reflect on anticipated challenges of being a mentor, and ways to overcome them	-peers within learner's own institution	10) <u>Discussion Post</u> : 2-3 paragraphs summarizing research findings  11) <u>Respond</u> to at least 3 other posts  12) <u>Assignment Post</u> : 1 page reflection on mentoring challenges and strategies for mentoring success

## MENTORING MATTERS

Taking leadership to the next level

Module	Learning Outcome	Learning Activities	Learning Resources	Learning Demonstration
<b>Module 3:</b> <i>The Mentoring Relationship</i>	Recognize and explain the dynamics and conditions that constitute an effective mentoring relationship in the college environment.	<p>-<u>Reading</u>: <i>Make Mentoring Work For You: Ten Strategies for Success</i></p> <p>-<u>Discussion</u>: discuss article with fellow learners</p>	- <i>Make Mentoring Work For You: Ten Strategies for Success</i> (ASTD, Dec. 2009)	13) <u>Seminar Discussion</u> : summary and assessment of article
	Identify and distinguish between the roles and responsibilities of the mentor and mentee, and compare and contrast what each party needs to contribute in order to have a successful mentoring relationship.	<p>-<u>Reading</u>: <i>Shifting Gears: The Mentee in the Driver's Seat</i></p> <p>-<u>Discussion</u>: discuss article with fellow learners</p>	- <i>Shifting Gears: The Mentee in the Driver's Seat</i> (Adult Learning, Winter/Spring, 2009)	14) <u>Seminar Discussion</u> : summary and assessment of article
	Explore the boundaries and limits of the mentoring relationship, and justify or defend when (and when not) to stretch them.	- <u>Exploratory Activity</u> : Appreciative Inquiry (AI) approach	- Facilitated AI process	15) <u>Seminar Discussion</u> : AI debrief
	Practice the application of mentoring skills in face-to-face mentoring simulations contextualized to the college environment.	<p>-<u>Role Play</u>: using several role play techniques (learning partners, "fish bowl", etc.</p> <p>-<u>Reflection</u>: reflect on personal "state of readiness" for being a mentor</p>	- Facilitated role play scenarios	<p>16) <u>Practice</u> various mentor-mentee role play simulations – debrief &amp; provide/receive feedback</p> <p>17) <u>Assignment Post/Dialogue</u>: reflections on becoming a mentor (sense of readiness)</p>

## Critical Path Chart – Assignment Timelines



### Legend:

	Discussion Post (D.P.)
	Discussion Post Response (D.P.R.)
	Assignment Post (A.P.)
	Reflection Post (R.P.)
	Seminar Discussion (S.D.)
	Seminar Practice & Rehearsal (S.P.R.)