

Welcome to Phase 3



June 4, 5, 6, 2013
Fanshawe College, London ON

Welcome to Phase 3!

The time has arrived for your final phase of the College Educator Development Program. Phase 3 is sure to be a wonderful experience full of learning, sharing and re-connecting with colleagues from past phases. Your CEDP planning team has brought together a great program for you focusing on your professional development and looking to the future of education in Ontario's colleges.

Joining you will be your small group leaders, facilitators and guest speakers who will lead an exploration of strategies and ideas for today's exciting and challenging post-secondary environment. Lest we be accused of working you too hard, you can also look forward to enjoying some social activities and networking opportunities.

This brochure contains a detailed schedule for Phase 3 including descriptions of all sessions and activities planned for you. Please review the brochure and identify the sessions you are most interested in attending. Conference registration and workshop selections can be completed at [CEDP Phase 3 2013 - Registration](#)

Deadline for registration is Monday, May 13, 2013.

Your Western Region CEDP Planning Team and Facilitators are looking forward to another great Phase and the opportunity to reconnect with you.



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NOTE: In an effort to reduce paper waste, hard copies of this program will not be made available. Participants will be given a summary schedule upon arrival.

Conference at a Glance

Tuesday, June 4, 2013

9:15	Registration, Refreshments & Snacks	Residence Building, Parking Lot 8
10:15	Welcome	
10:30	Opening Keynote: Tim Pychyl, Ph.D.	Seven Habits of Effective Teachers: Reflections on Nourishing the Self Who Teaches
12:00	Lunch	
1:00	Small Group Session:	Reflecting on our Practice; an Opportunity to Share Successes and Challenges
2:30	Break	
3:00	Session A: Concurrent Workshops	
4:30	Check In At Residence	
6:00 – 10:30	BBQ Dinner	Re-connect with friends and colleagues at a BBQ dinner and evening of networking, music, and fun! Our own Robert Deeks will provide the tunes and take requests. We may even get in a dance or 2 for those who care to wear off dinner! Cash bar following dinner.

Wednesday, June 5, 2013

6:30	Optional Guided Morning Run or Walk	
7:15 – 8:15	Breakfast	
8:30	Plenary: Kathy Bouma, CEDP Planning Team Member, Fanshawe College	Where Do We Go From Here? Opening the Space for Dialogue
10:30	Break	
11:00	Session B: Concurrent Workshops	
12:30	Lunch	
1:30	Small Group Session	Where do we go from here? Teachers Talk Teaching
3:00	Break	
3:30	Session C: Concurrent Workshops	
5:00	Personal Time	
6:00 – 10:30	Dinner Off Campus	Join us at the Palasad for food and fun with your colleagues! Reservation for dinner and the Olympics required. Busses depart from Residence at 6:00 pm.

Thursday, June 6, 2013 NOTE: Residence Check-out is prior to breakfast please

6:30	Optional guided morning run or walk
7:15 -8:15	Breakfast
8:30	Closing Keynote: Ken Steele, The Road Ahead for Higher Ed: Education Emerging Trends 2013
10:00	Break
10:30	College Groups With VPA
12:00	Hand in evaluations and grab lunch on the go!

Small Groups

Group 1	Geoff Johnstone/ Sandra Neubauer
Group 2	Norma Ewing
Group 3	Helen Harrison / Sue Prestedge
Group 4	Dale Dolson
Group 5	Peter Vanscoy
Group 6	Tom Groulx
Group 7	Leslie Marshall / Janice Cardy
Group 8	Tania Fera – VanGent
Group 9	Nancy Nelson
Group 10	Cheryl Kennedy
Group 11	Roberta Burke
Group 12	Jody Merritt
Group 13	Kim Chapman
Group 14	Dan Rorai

Keynote

Timothy Pychyl, Ph.D
**Seven Habits of Effective Teachers: Reflections on
Nourishing the Self Who Teaches**
Tuesday, June 4, 2013



Starting with the framework created by Stephen Covey, Dr. Pychyl explains how our pursuit of excellence in our craft as teachers can also be the route to well-being in community. His talk draws on a wide variety of sources and practical experience to explain how technique is never enough; the teacher's whole person must be fully present to create the engagement necessary for learning. His remarks promise to be thought provoking and challenging as we explore the self who teaches.

Tim's research interests complement his passion for teaching where understanding human motivation is key. He has won numerous teaching awards including a 3M National Teaching Fellowship from the Society for Teaching and Learning in Higher Education, the Ontario Confederation of University Faculty Association's Teaching Excellence Award, and the University Medal for Distinguished Teaching at Carleton University. Most recently he was recognized with a Faculty of Graduate and Postdoctoral Affairs Faculty Mentor award.

The Director of the Centre for Initiatives in Education and an associate professor in the Department of Psychology at Carleton University, Tim has earned an international reputation for his research on procrastination (procrastination.ca). In addition to his scholarly writing, he writes the popular "Don't Delay" blog and produces iProcrastinate podcast available through iTunes.

Plenary

Kathy Bouma - CEDP Planning Team, Fanshawe College **Where Do We Go From Here? Opening the Space for Dialogue**

Wednesday, June 5, 2013



Collectively we can create viable solutions to questions or issues that are challenging. An "Open Space" meeting strategy is one of the best ways we know to engage people and to establish an environment for innovation, problem solving, teamwork and rapid change. It's a powerful approach that taps into the spirit of a group like no other large or small group intervention. Open Space is a meeting process that begins with a theme and engages participants in a constructive conversation on a focused topic in a highly participatory manner.

Experience a model that you can adapt for your classroom that will encourage self-managed groups and shared leadership and provide a fast and simple route to productive meetings.

The stretch between the current reality (where we are now) and the vision (where we would like to be) creates a tension that will produce action and commitment. "Open the space" and share in the college sector's learning journey as we explore challenges and future directions together.

Kathy is a Learning Consultant with Fanshawe College, and a member of the CEDP Western Region Planning Committee, has been developing and delivering training for more than 25 years and has worked on contracts with businesses, industry and not-for-profit organizations, including Lambton College and Fanshawe College. Kathy holds a Master of Arts in Leadership from Royal Roads University in B.C. Her undergraduate studies involved adult learning theories and principles as well as computer applications.

Keynote



Ken Steele, Eduvation
**The Road Ahead for Higher Ed:
Emerging Trends 2013**
Thursday, June 6, 2013

In this fast-paced, entertaining, and sometimes startling presentation, Ken synthesizes a vast array of research, news, trends and forecasts to provide an unparalleled “big picture” view of emerging trends shaping the course of higher education in Canada and around the world. Always up-to-the-minute and continually changing, “The Road Ahead” explores the signs of change in demographic projections, evolving social and political trends, growing economic pressures, budgetary responses from outsourcing to advancement, internationalization, new approaches to classroom pedagogy and a range of new technologies. Governing boards and senior administrators should note the warning signs of increasingly litigious students, precarious presidencies, and faculty unrest. In particular, Ken warns that the disintermediating power of the internet may seriously disrupt the traditional business model of higher education, with new global competition, open educational resources, and peer-to-peer learning sites.

Ken Steele has become Canada’s most sought-after campus presenter because he continually synthesizes breaking news, research, data and trends, and delivers ever-changing, fast-paced, dynamic presentations incorporating rich media, great humour, and insights specific to the audience and institution. Ken engages a broad range of campus stakeholders with his unique and comprehensive perspective on higher education – as former academic, entrepreneur, co-founder of Academica Group, editor of Canada’s leading PSE news daily, and consultant to a hundred institutions across the country.

Small Group Sessions

Reflecting on our Practice

Reflective Practice is "the capacity to reflect on action so as to engage in a process of continuous learning." (Donald Schon, 1983) According to Bolton (2010), reflective practice involves paying attention to values and theories which in our practice would mean paying attention to our theories of teaching which in turn inform our teaching and relationships with learners. To continue to develop, it's critical that we habitually examine our practice to consider what works best for our learners.

An Opportunity to Share Successes and Challenges

Tuesday, June 4

We will use our small group session on Tuesday to share stories about teaching. Please come prepared to discuss a teaching idea that you have learned or developed and a teaching challenge that you have experienced and how you have either solved it or attempted to solve it. For example, a challenge might include a brief description of an instructional problem or circumstance and an analysis of the problem or you may choose to simply pose questions.

Where Do We Go From Here? Teachers Talk Teaching

Wednesday, June 5

During this session, we will take time to think about and reflect on our own teaching practices. There are four aspects to teaching: Classroom Presentation, Course Content, Course Management, Non-Classroom Teaching (availability to students, feedback, learning designs, etc.). During this last session together as a small group, we will reflect on a variety of questions to guide us in our thinking about our teaching and how we are developing.

Teachers Talk Teaching has always been one of our highly valued and useful sessions. Please come prepared to discuss one of the teaching challenges that you have had and how you have either solved it or attempted to solve it. We encourage you to share these ideas with your small group and to benefit from the teaching ideas of your colleagues.

The following page has been provided to help you organize your reflections.

Concurrent Sessions A: Descriptions

Tuesday, June 4

1. WHY DON'T WE JUST DO IT? HOW RESEARCH IS HELPING TO SOLVE THE PROCRASTINATION PUZZLE - TIM PYCHYL

"I'll feel more like doing it tomorrow," but then tomorrow comes...and...Why is it we procrastinate? Is it personality or the situation? Are we just poor planners? What can we do about this? Dr. Pychyl will answer these and other questions by summarizing current research about task avoidance and delay. The focus is on practical strategies for change that you can use with students. You can learn more in preparation for this session at procrastination.ca (check out Dr. Pychyl's "Don't Delay" blog on Psychology Today or his iProcrastinate Podcast on iTunes).

2. FLIP THAT CLASSROOM – MOVING TOWARD STUDENT-CENTRED LEARNING – NANCY NELSON

In our traditional classrooms we seem to encourage surface and strategic learning instead of the deep learning required for true mastery of our discipline. Come and explore the flipped classroom where, by challenging beliefs about the tried-and-true roles of the teacher and the student, you can increase student accountability, engage them in a dynamic learning environment, and improve their depth of learning.

3. I'VE BEEN HIRED TO TEACH: AM I A COUNSELLOR TOO? - TOM GROULX

In this session you will have an opportunity to explore questions and issues related to this dual role. Are they compatible? Am I competent enough to fulfill both roles? Does counselling worry me? This workshop will provide an opportunity to explore your thoughts and feelings.

4. CHALLENGES AND OPPORTUNITIES FOR MATURE LEARNERS – JANICE CARDY

Educators are increasingly interested in creating learning experiences that are responsive to the diverse needs of a non-traditional student population. Recent research has shed some light on the experiences of displaced workers who have returned to college to study for a second career and have explored the challenges and opportunities encountered by these students throughout their respective journeys. Through presentation and discussion this session will look at some of this research and help participants develop strategies for supporting mature students who are seeking to make a fresh start in a new career.

5. e-PORTFOLIO DEVELOPMENT: FOR YOU AND YOUR STUDENTS – TANIA FERA-VANGENT

Creating an e-portfolio can be a powerful bridge for professional development by presenting evidence of your academic work, career goals and personal interests. For both teachers and students, it can be a way to deepen learning and enable more authentic assessment of work over time. Explore some digital technologies that are now transforming the ways you can represent your work to employers, teachers, colleagues, and the community.

6. DIVERSITY IN THE CLASSROOM – GEOFF JOHNSTONE

The Canadian classroom is changing. By 2012, the majority of growth in the Ontario workforce and in Ontario college classrooms will be made up of new Canadians and international students. To thrive amidst the impact of this significant change, teachers must come to understand the needs and cultural perspectives of new Canadians and to effectively incorporate international students into their classrooms. This workshop explores the inherent challenges faced by teachers and suggests possible strategies for embracing diversity.

7. GIVING TOUGH FEEDBACK TO STUDENTS - KATHY BOUMA

Giving tough feedback is not usually on people's top 10 lists of favourite things to do! It's uncomfortable to give tough feedback and it's uncomfortable to receive tough feedback. While our natural tendency may be to avoid it, giving tough feedback may be the kindest way to change behaviour. In this workshop, we'll discover ways to deliver tough feedback that make it less painful for everyone involved.

Concurrent Sessions B: Descriptions

Wednesday June 5

1. THE INTEGRATED COURSE – DAN RORAI

Are you seeing the level of student performance you expect on your assessment activities? If not, perhaps the solution can be found in Integrated Course Development. This presentation/workshop explores Fink's (2003) concept of Integrated Course Design and presents ideas and tools to ensure assessment is directly connected to learning outcomes and course activities. Moving assessments from "content-based" to "outcome-based" is a key focus. In the process, participants examine fundamental principles and beliefs about assessment, including the concept of authentic assessment, and how those principles and concepts play into integrated course development.

2. STRENGTHS DEVELOPMENT – ROBERTA BURKE

StrengthsQuest is a student development program that focuses on the development of a student's strengths rather than focusing on weaknesses. You will be introduced to the philosophy of Strengths and how it can be used to engage students. By identifying and developing one's strengths, students can learn how to apply those strengths to become successful in careers, academics and life.

NOTE: participants are asked to complete the Strengthsfinder survey before the workshop. Access code is to be provided following registration.

3. FINDING BALANCE - HELEN HARRISON & DALE DOLSON

Teaching at the college level can be very rewarding but also very busy and demanding, causing us to feel "off balance" at times. In this interactive workshop, we will start by discussing ways to keep your work-life organized and manageable. We will then look at "life outside of work" and explore ways to achieve balance, however you personally define it. The workshop will end with two activities which we hope will inspire you to create more room in your life for your work-related *and* non-work-related passions.

4. APPLYING RESEARCH ON EXPERT TEACHING – NORMA EWING

Can research on the difference between novice and expert teachers provide clues as to areas which we may want to develop? It appears that the answer is "yes". This workshop will examine some interesting research findings and provide an opportunity for discussion of suggested classroom strategies.

5. STUDENTS TALK ABOUT SUCCESS – LESLIE MARSHALL & STUDENT PANEL

Gain a better understanding of the factors affecting student success from a student perspective. Our student panel will share how we as faculty can help them succeed in and out of the classroom. Participants will have the opportunity to ask questions and share experiences and resources related to facilitating student success.

6. LINKING TODAY'S LEARNING IN TRADES AND TECHNOLOGY TO THE JOB AFTER GRADUATION – STEVE GEDIES

Do you have students in your trades and technology programs who don't seem to be able to make the connection between what they are learning in their college classes and what is required for the job for which they are training? Bring your strategies and struggles concerning these students and we will work to develop a collection of best practices and strategies to help students make the connections between school and the real world.

7. APPLIED RESEARCH: HOW TO BECOME INVOLVED—OTTE ROSENKRANTZ

Are you interested in becoming involved in a fast-growing activity of Ontario Colleges? Colleges are becoming very active in conducting applied research projects with industry partners. At this session we will discuss the current status of college involvement; the partnerships that are forming among colleges to build capacity to conduct applied research projects with industry or community partners; the role of funding organizations; the nature of professor and student involvement; and the benefits for faculty involvement in applied research.

Concurrent Sessions C: Descriptions

Wednesday June 5

1. DIFFUSING ANGER AND INCIVILITY – KIM CHAPMAN

This workshop will provide participants with an introduction to crisis prevention that emphasizes early intervention methods used for the prevention and management of disruptive behaviour. The philosophical theme of this session is to provide the best possible care, safety and security for students and staff during potentially violent situations.

2. IMPACTING STUDENT SUCCESS: MOVING FROM THEORY TO PRACTICE - NANCY NELSON

This session will review some of the current research around student success and retention and allow faculty the opportunity to explore and consider how to integrate this research into their educational practices and impact student success in their classrooms.

3. CONTINUING YOUR PATH THROUGH PD OPPORTUNITIES – TOM GROULX, ROBERTA BURKE, AUDREY SLOAT, KATHY BOUMA, & TANIA FERA-VANGENT

College faculties have a number of professional development opportunities to enrich their careers and make their careers even more interesting. This session will provide an overview of the different professional development opportunities available such as secondments, paid PD leaves, unpaid leaves, tuition reimbursement and more. You'll learn more about options available and how to create and develop your own PD opportunities.

4. THE POWER OF PERSONAL LEARNING NETWORKS - PETER VANSKOY

Today's Professor is not only a teacher but also a learner. In the midst of teaching and marking, how do we foster our own personal growth to become better teachers? A Personal Learning Network (PLN) fosters the building of relationships in which you will find others with common interests in order to deepen your own teaching practice. This workshop focuses on growing a PLN through a variety of strategies both online and face- to- face.

5. MOTIVATING STUDENTS - JODY MERRITT

This workshop will examine the various ways in which faculty can assist students in developing and maintaining motivation throughout the course of the semester. We will also review some of the "do's" and "don'ts" in communicating with students. This presentation will also highlight best practices identified by contemporary adult education authors regarding this very important topic.

6. LINKAGES LEAD TO LEARNING: MATCHING COURSE OUTCOMES TO COURSE

EVALUATION METHODS – CHERYL KENNEDY, JANICE CARDY

Ever wonder if learning is really happening in your classes? Share ideas and information to determine if you are clearly measuring your course outcomes. Participants are asked to bring a current Course Information Sheet/Course Outline and be ready for some interactive group work, individual reflection, and sharing ideas. One outcome for this session is that participants will prepare methods of evaluation that accurately reflect course outcomes.

Facilitator Biographies

Kathy Bouma, Learning Consultant with Fanshawe College, and a member of the CEDP Western Region Planning Committee, has been developing and delivering training for more than 25 years and has worked on contracts with businesses, industry and not-for-profit organizations, including Lambton College and Fanshawe College. Kathy holds a Master of Arts in Leadership from Royal Roads University in B.C. Her undergraduate studies involved adult learning theories and principles as well as computer applications.

Janice Cardy just finished her 11th year of teaching accounting and business at Conestoga College. She was the coordinator of the Business Foundations program for three years and is now second year coordinator for the accounting diploma program. Janice is a Chartered Accountant with a Bachelor of Business Administration from Wilfrid Laurier University, a Bachelor of Education from the University of Western Ontario and a Master of Arts from Athabasca University. Outside the classroom she is a workshop coordinator for the Connect Leadership series and a proud supporter of the Conestoga Family Campaign.

Roberta Burke is an Educational Developer, designing and delivering professional development workshops for faculty at various stages in their career. She has been fortunate to have many exciting opportunities while working at the College these past 30 years: as a Lifeskills Coach, Prior Learning Assessment Coordinator, psychology teacher and most recently Faculty Developer in the Centre for Teaching and Learning. She just returned from an educational leave, working as a seminar leader with Gallup's StrengthsQuest, a student and staff development program that focuses on increasing engagement. Her hobbies are yoga, food and wine, theatre and shopping. Life is good!

Kim Chapman teaches in the Social Service Worker Program at Niagara College. She began her teaching career in 1997 at Sheridan College as a part-time faculty, and later spent some time teaching at Mohawk College before joining Niagara College as a full time faculty in 2007. As a clinical professional Kim has worked in the areas of addiction, child protection, youth justice and family law. She places great focus on teaching through experience and enriches student learning through case studies inspired by 20 years of working in the field. Kim is interested in the way that technology can enhance learning and she is currently exploring ways to thoughtfully infuse her curriculum with these strategies. Still a practicing clinical professional, married and a mother of two young children, Kim is immensely grateful for all that she has. She is a firm believer that life can be busy, too often-do what you love, love what you do, and take time to enjoy it!

Robert Deeks worked 21 years for a Fortune 500 company in a manufacturing environment. Robert teaches in the Mechanical Department at Mohawk, and is currently chair of the Provincial Industrial Mechanic Millwright Program Advisory Committee in its transformation to the Ontario College of Trades and Apprenticeship. Robert finished CEDP as a participant in 2005 and then returned as a small group facilitator. After a couple of phases he took over the role of A/V and PowerPoint go-to person, gofer, DJ in the evenings, and event photographer. Robert believes that CEDP will be a transformative experience for all and warmly remembered with a few photographic mementos. However, if you feel you would like one of the candid photos of you deleted from the collection, please let him know.

Dale Dolson has been a faculty member with Fanshawe College since 1994 in the School of Tourism and Hospitality. His background includes Hotel Management for the early part of his career and 20 years of experience in owning and managing successful fine dining establishments. He has been involved with CEDP for about 10 years and continues to enjoy the experience and the benefits of his involvement.

Norma Ewing has served as a faculty member and program coordinator for the Recreation and Leisure Services diploma program at Conestoga College since 1995. Norma has been recognized for her distinguished teaching as well as her faculty and community leadership. Norma holds BA and MA degrees from the University of Waterloo as well as a diploma in Adult Education from St. Francis Xavier.

Tania Fera-VanGent is a Communications/English Professor at Niagara College, and Faculty Associate in the Centre for Educational & Professional Development. In addition to the College Educator Development Program, Tania participates in the Part-time teacher Training Program and Spotlight on Teaching and Learning at Niagara College. Her educational background includes an Honours BA in English Literature from the University of Western Ontario, and a Masters in Communications from Brock University. Currently, Tania is developing innovative workshops and online resources to promote positive and dynamic dialogue among faculty. Her special interests are discussion-based learning, student engagement and differentiated learning.

Steve Gedies is a carpenter by trade with a degree in Physical Education and a Masters of Education degree in curriculum studies. He has taught Building Construction for the last 17 years at both the secondary level within the Thames Valley District School Board (TVDSB) and Fanshawe College in the Building Technology Division. Steve is currently a consultant with the MTCU exploring apprenticeship retention research. Steve is a recipient of the TVDSB Award of Distinction for his commitment to learning and teaching as well as the Art Geddis award for reflective practice. Steve is a dad of 3 busy boys and husband and best friend to Tracy. He is an avid paddler and outdoorsman who enjoys cooking and travelling on his motorcycle in his free time.

Tom Groulx is in his fourteenth year as a full-time faculty member at St. Clair College. He teaches general education electives primarily in the area of sociology. He is in his thirty-second year as a Sessional Instructor at the University of Windsor where he teaches criminology. He also teaches for Brock University in their education program. In addition to that, he has taught at Wayne State University in Detroit as well as the University of Alberta and the University of Calgary.

Helen Harrison, a nursing professor at Fanshawe College, graduated from CEDP Phase 3 in 2006. She teaches theory, lab and clinical courses in the Practical Nursing program. A nurse for over 20 years, she has held staff nurse, clinical research and staff education positions at University Hospital in London. Helen has completed degrees in biology, nursing and education, all from the University of Western Ontario. She is a competitive jazz dancer, and has recently taken up photography as an additional hobby. She loves meeting and learning with participants of CEDP.

Geoff Johnstone is the Coordinator of the Liberal Studies degree electives at Conestoga College. Geoff was raised in Liverpool, England and has a Bachelor of Science from the University College Swansea and his Masters of Arts from McMaster University. He is Conestoga's longest serving faculty member and was recently inducted into Conestoga's Athletics and Recreation hall of fame and the Ontario Colleges Athletic Association's hall of fame.

Cheryl Kennedy has been involved in teaching and learning in both public and corporate sectors for over 20 years. Over the last eight years, Cheryl has focused on the academic environments, and is currently a full time Curriculum Consultant with Conestoga College. Cheryl works with schools and faculty in developing and enhancing curriculum across various delivery models including face to face, classroom enhanced, hybrid, and fully online. Cheryl also engages in external consulting and teaching, on an ongoing basis. She loves to travel, and to experience the outdoors in as many ways as possible, most recently with golfing and hiking.

Leslie Marshall After 12 years as a professor in the Medical Radiation Sciences collaborative program Leslie is currently working as a Faculty Development/Curriculum Development Specialist at Mohawk. In the past he has worked in curriculum development for two degree programs in Medical Radiation Sciences, and on the National Competency Profile for Medical Radiation Technologists, as well as a number of curriculum design projects. He has a deep interest in the integration of assessment into course design and learning outcomes. Leslie also carried out research into the professional identities of college educators. Outside of work his interests include painting and golf.

Jody Merritt is in her 10th year as a full-time faculty member at St. Clair College where she teaches human resources and management courses. Jody is a past member of the planning committee for the College Educator Development Program and is now working in a new role as Coordinator of Teaching and Learning Development for St. Clair College. She is also a sessional lecturer for the Odette School of Business at the University of Windsor and was the recipient of the 2010 "Odette School of Business Sessional Lecturer of the Year" at the University of Windsor. Jody is a lifelong learner and has earned her doctorate, masters and undergraduate degrees in Business Administration. She also holds the Chartered Human Resources' Professional Designation. In her spare time, Jody enjoys travelling, reading and playing sports.

Nancy Nelson has been teaching in the engineering technology department at Conestoga since 1984. Winner of Conestoga's Award for Teaching Excellence and McGraw-Hill's Educational Innovation Award, her interest in education has seen her involved as a CEDP facilitator, initiating Conestoga's educational technology department, and most recently leading the development and implementation of a project-based degree program.

Sandra Neubauer began teaching computer courses at Fanshawe College in the School of Human Services in the fall of 1997. During her eleven years with Human Services, Sandra taught in several different programs including Recreation & Leisure Services, Fitness and Health Promotion, and Early Childhood Education. In 2007 Sandra took on the role of Program Coordinator for the Law Clerk Program in the School of Information Technology then in 2008 joined the Office Administration team and began teaching in the Office Administration program. Sandra has a B.A. from The University of Western Ontario and a M.Ed. from St. Francis Xavier University in Nova Scotia.

Sue Prestedge is coordinator of PreMedia and Entertainment programs at Mohawk College. She was recently awarded the College's Alumni of Distinction Award. After graduating from Mohawk a number of years ago, Sue worked in television news and sports in roles that included reporting, anchoring, and producing. Besides teaching at Mohawk she sits on the Vice President Academic's professional development taskforce and for the past three years has organized events for International Women's Day.

Dan Rorai teaches English, Communication, Systems Analysis, and Computer Programming courses at St. Clair College in Windsor, Ontario. Currently, Dan works in the Quality Assurance Office as a Curriculum Coordinator. He holds a Master's Degree in Communication. In his 21 years of teaching, he has authored and delivered 18 different post-secondary, continuing education, and contract training courses. In 1995, he won a National Institute of Staff and Organizational Development (NISOD) award for teaching excellence for a major study he co-authored on Learning Technologies.

Otte Rosenkrantz is a Research and Curriculum Consultant at Fanshawe College, where he is also the Chair of the Research Ethics Board. As a professor, Otte has taught Corporate Communication and Public Relations, journalism, media relations, and developed and taught a Roots of Terrorism course. He is currently working in the Centre for Academic Excellence at the College doing program reviews, new program development, applied degree creation and teacher training. His recently completed PhD explores how the role of Ontario college faculty has evolved since the introduction of applied degrees into the colleges.

Audrey Sloat is an energetic professor who is committed to offering her students an education that extends beyond the confines of the traditional classroom. She loves to share experiential and active learning with her students and creates an energized learning environment. Audrey has been a faculty member and coordinator at Lambton College for over 25 years and a member of the CEDP team for more than 15 years. She earned her MBA from the University of Guelph and is a past recipient of the Province of Ontario LIFT Awards (Leadership in Faculty Teaching).

Peter Vanscoy is Professor and Coordinator of Niagara College's Computer Programmer/Computer Programmer Analyst programs. Peter has forged valuable relationships within the college, community and industry. He is a member of the Canadian Information Processing Society (CIPS), and is the recipient of Niagara College's 2010 Faculty Award of Excellence and the 2002 Health and Safety award.

Congratulations

The entire Western Region CEDP Planning team and all of your facilitators congratulate you on your completion of CEDP... We have enjoyed learning along side you and wish each and every one of you the best of luck in your future.



What to Bring to CEDP Phase 3

Fanshawe College Residence is primarily made up of four-bedroom suites. Each suite contains four private bedrooms with two shared bathrooms (shower only-no tub), a kitchenette with a microwave and a full sized fridge, and a small living room with a TV. You will have your own private bedroom but will share the suite with three others. Linens are provided. For more information, [see this link](#). Some helpful tips on what to bring:

- The rooms have no clocks or radios. Wake up calls are offered if needed by calling down to the front desk (each bedroom is equipped with a phone). If you would like your own alarm clock or music, please bring your own. TV is available in the lounge and in the suites.
- Soap, basic towels and linens are provided. Bring your own toiletries and hair-dryer.
- You can join your colleagues for an optional guided morning walk or run. Bring runners or walking shoes if you wish to run or walk with the group!
- Travel Mug and/or Water bottle (reusable). Bottled water will not be supplied.
- The Residence Accommodations requires an Ethernet cable for internet access. **Please bring your own Ethernet cable (CAT5)**. The college is mostly a wireless environment and a login and user name will be supplied at registration.

If you are of legal age (19), you may consume alcoholic beverages in your room and in the hospitality suites.

‘Nice to Know’ list

No open alcohol is permitted in hallways, stairwells and lounges. All alcohol must be consumed from a cup or can. Bottles and Kegs are NOT permitted.

- Registration begins **at 9:15 am, in the lobby of residence.**
- **Check In time** for residence is 3 :00 PM , Tuesday, June 4, 2013
- **Check Out time** for residence is by 11:00 AM, Thursday, June 6, 2013. Baggage may be stored behind the front desk with Fanshawe College Conference Services Bag-Tag Service.
- Residence 24hr emergency telephone is: 519-452-4400
- **Computer access** during the day will be available in **F3009, F Building 3rd Floor**. This room will be open and available to all conference members each day of the conference.
- Prayer Room is located **in Merlin House, R3 Building 1st floor**
- Each morning, consider a guided morning walk or run
- Parking is free for all conference guests who are staying at Fanshawe College Accommodations overnight. A token will be included in the conference registration package for every day of the conference to park in Lot 8. For the conference guests not staying at Fanshawe, parking is \$3.50 per entry in Lot 8.



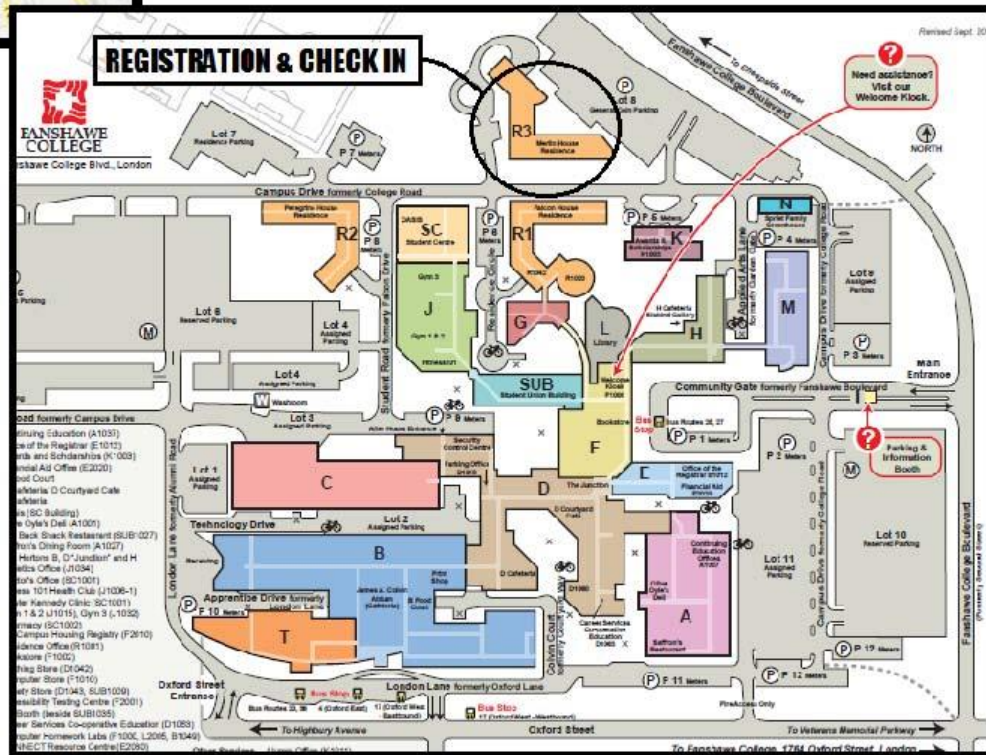
FANSHAWE COLLEGE

Conference Services

1001 Fanshawe College Blvd
London, Ontario, Canada N5Y 5W2
Telephone: 519.452.4440
Website: www.fanshawec.ca

Directions to Fanshawe College From Sarnia/Port Huron

- Take highway 402 east toward London
- At Exchange 65, leave 402, go north to Highway 22
- Turn right (east) on Highway 22 (Fanshawe Park Road in London)
- Turn right (south) at Highbury Avenue South
- Turn left onto Cheapside Street
- Take right onto Campus Drive
- Proceed on Campus Drive.
- R3 is on the left hand side.



From Hwy 401 from east of London

- Exit 401 at Veterans Memorial Parkway (formerly Airport Road/Hwy.100)
- Proceed north to Oxford Street
- Turn left (west) onto Oxford Street
- Turn right onto Fanshawe College Boulevard
- Take left onto Community Gate & right on Campus Drive
- Proceed on Campus Drive. R3 is on right hand side