

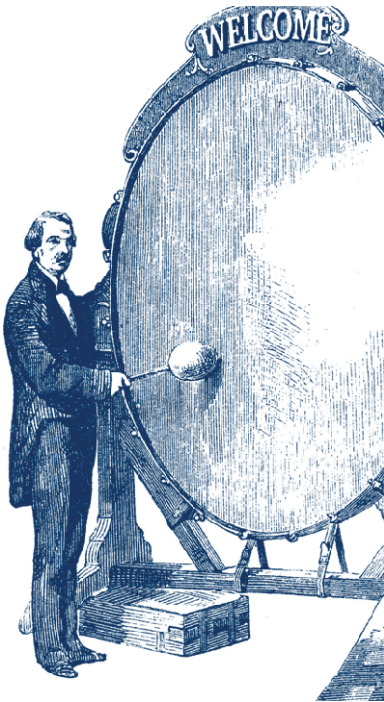
# PHASE 3

## Western Region College Educator Development Program



**May 31, June 1 & 2, 2011**

# IDEAS IN ACTION...



*“The value  
of an idea  
lies in  
the using  
of it.”*

—Thomas A. Edison

Like the Ontario colleges, CEDP continues to grow—Niagara College is proud to be the host of this year’s Phase 3! This phase provides more breadth and depth regarding teaching, learning and relevant theories, more opportunities for sharing, and discussions related to your professional development as “dual professionals”.

During Phase III, reflective practice is promoted and explored; participants meet to reflect on and share teaching experiences and challenges, to deepen our understanding of teaching and learning and to consider who the “self” is who teaches. This is also the time to think outside your own classrooms and consider how your work links with your whole college and the Ontario colleges.

Our workshop facilitators and speakers look forward to sharing and exploring strategies and ideas for today’s changing and challenging post-secondary environment. All of our facilitators and speakers are passionate about teaching and they have developed a wide variety of sessions using a blend of approaches to explore teaching and learning.

Equally important are the networking opportunities to tap into the collective knowledge of your peers, to reflect on your teaching and to share your experiences. As well, our six Western Region VPAs will share where they see the colleges headed (and many of them will be joining us to help celebrate your Phase 3 “graduation”).

We are fortunate to have engaged two highly respected speakers for this conference, each a provocative, interactive speaker in high demand: Tim Pychyl, an internationally renowned researcher, writer and consultant from Carleton University will speak about what it means to be an authentic teacher, and Mike Hill, with experience as a senior leader and faculty member in two provincial college systems (Nova Scotia and Ontario), will explore the intersections of Academic Integrity, Climate, and Culture.

Enclosed you will find a map with directions to Niagara College and where to park your vehicle. Registration, refreshments and fellowship all take place outside the Yerich Auditorium, located in the main building at the Niagara-on-the-Lake campus on Taylor Road. The main building is a five-minute walk from the Residence. Residence check-in will be at 5:00 pm, after the conference has opened.

We’re looking forward to seeing you at Niagara College’s beautiful Niagara-on-the-Lake campus for a memorable and meaningful conference.

Carpe Diem!

Valerie Grabove  
on behalf of your CEDP Facilitation Team

# CONFERENCE REGISTRATION

**DEADLINE FOR REGISTRATION IS**

**MAY 18, 2011**

**REGISTER ON-LINE at [niagaracollege.ca/phase3](http://niagaracollege.ca/phase3)**

*To ensure workshop selections, we recommend you register right away!*

**Questions...** Please contact your CEDP Steering Representatives or visit the CEDP website at [www.collegeeducator.ca](http://www.collegeeducator.ca)



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# CONFERENCE SCHEDULE

## Tuesday, May 31, 2011

10:00	Registration, Refreshments & Snacks	Yerich Foyer
10:45	<b>WELCOME</b> President Dan Patterson, Ph.D., Niagara College CEDP Steering Committee	Yerich Auditorium
11:00	<b>OPENING KEYNOTE</b> Seven Habits of Effective Teachers: Reflections on Nourishing the Self Who Teaches—Tim Pychyl, Ph.D.	Yerich Auditorium
12:30	Lunch	Cafeteria
1:30	<b>AN OPPORTUNITY TO SHARE IDEAS AND CHALLENGES AND LEARN FROM EACH OTHER—SMALL GROUP SESSION</b>	Small Group Rooms
3:30	<b>SESSION A—CONCURRENT WORKSHOPS:</b> 1. Keeping One Step Ahead of Procrastination: .... Let's Just Get Started (Tim Pychyl) 2. Students Talk About Success (Holly Catalfamo, Jody Merritt & Student Panel) 3. I've Been Hired to Teach - Am I a Counsellor too? (Joe Cannon) 4. Linking Today's Learning in Trades and Technology to the Job After Graduation (Tony Kattenhorn) 5. e-Portfolio Development: For You and Your Students (Barbara Smith) 6. Diversity in the Classroom (Geoff Johnstone)	W114 N101 W310 W213 3&4 W204 W212
5:00	Check in at Residence	Residence
6:00	Evening Excursion via Double Decker Buses Dinner at Queenston Heights (off campus)	Departs from Residence

## Wednesday, June 1, 2011

6:30	Optional Morning Run or Walk	
7:15	Breakfast	Cafeteria
8:30	<b>PLENARY</b> Academic Integrity, Climate, and Culture — Mike Hill	Yerich Auditorium
11:00	<b>SESSION B—CONCURRENT WORKSHOPS:</b> 1. Interactive, Full-Contact Curriculum Design (Mike Hill) 2. Maximizing Students' Talents and Strengths (Joe Cannon & Roberta Burke) 3. Finding Balance (Helen Harrison & Dale Dolson) 4. Applying Research on Expert Teaching (Kathryn Brillinger) 5. Applied Research: How to Become Involved (Niagara Research) 6. Giving Tough Feedback to Students (Kathy Bouma)	N101 W310 HT109 W216 W114 W207
12:30	Lunch	

## Wednesday, June 1, 2011 Continued

1:30	<b>WHERE DO WE GO FROM HERE? TEACHERS TALK TEACHING— SMALL GROUP SESSION</b>	Small Group Rooms
3:15	<b>SESSION C—CONCURRENT WORKSHOPS</b>	
	1. Diffusing Anger and Incivility (Terry Holub)	W114
	2. Impacting Student Success: Moving from Theory to Practice (Jody Merritt)	W306
	3. Continuing Your Path Through PD Opportunities (Roberta Burke, Valerie Grabove, Audrey Sloat & Shari Virtue)	W112
	4. Creating Active Blended/Hybrid Learning Environments (Barbara Smith)	W204
	5. Tour of the Trades and Technology Facilities, Niagara College Welland Campus (Adel Esayed, Alexander McGlashan & Wayne Toth)	Welland Campus
	6. Linkages Lead to Learning: Matching Course Outcomes to Evaluation Methods (Bev Davies)	N101
	7. Challenges and Opportunities for Mature Learners (Holly Catalfamo)	W205
4:45	Personal Time	
5:30	<b>PRE-GRADUATION RECEPTION</b>	Yerich Foyer
6:00	<b>GRADUATION CEREMONY</b>	Yerich Auditorium
7:00	<b>FEAST OF THE SENSES LIVE ENTERTAINMENT</b>	Benchmark

## Thursday, June 2, 2011

7:15	Optional Morning Run or Walk	
8:00	Breakfast	Cafeteria
	<i>** Check-out from Residence before 9:30 AM**</i>	
9:30	<b>DISCUSSION IN COLLEGE GROUPS WITH VPA</b>	
	Conestoga College	W213 (1-4)
	Fanshawe College	W212
	Lambton College	W216
	Mohawk College	N101
	Niagara College	W207
	St. Clair College	W112
10:45	<b>VPA PANEL</b>	Yerich Auditorium
	The Role of the Ontario Colleges and Your Role as Faculty	
12:20	CLOSING—CEDP Steering Committee	Yerich Auditorium
12:30	Lunch to go	Yerich Foyer

# KEYNOTE

## OPENING ADDRESS

**Timothy Pychyl, Ph.D**

***Seven Habits of Effective Teachers:  
Reflections on Nourishing the Self Who Teaches***

**Tuesday, May 31 – 11:00 – 12:30**



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 and the Ontario Confederation of University Faculty Association's Teaching Excellence Award. Most recently he became the inaugural recipient of the University Medal for Distinguished Teaching at Carleton University.*

*An associate professor in the Department of Psychology at Carleton University, Tim has earned an international reputation for his research on procrastination ([procrastination.ca](http://procrastination.ca)). In addition to his scholarly writing, he writes the popular "Don't Delay" blog and produces a weekly iProcrastinate podcast available through iTunes.*

*His most recent publication is a new book, "The Procrastinator's Digest: A Concise Guide to Solving the Procrastination Puzzle" ([procrastinatorsdigest.com](http://procrastinatorsdigest.com)).*

# PLENARY

## DAY 2 PLENARY

**Mike Hill**

***Academic Integrity, Climate, and Culture***

**Wednesday, June 1 – 8:30 – 10:30**



The collective soul of a College can be traced back to the teacher and their leadership roles within the process of teaching and learning. Progressive academic institutions will often take an informal barometer reading, internally survey the ethical integrity, and assess the moral compass within. Teachers play a vital leadership role in developing and nurturing this academic climate and culture.

We will engage in a discussion that amplifies leadership practices present in the behavior of teachers, clarify the importance of credibility and professionalism, and share examples from our own teaching experiences. An interactive, layered case study will be introduced to provide ample opportunity to address the challenges and opportunities for teachers as leaders.

*Mike Hill has facilitated interactive workshops, trained, and taught credit courses to diverse audiences and communities for over 25 years. He has been a Senior Leader and faculty member in two provincial community college systems (Nova Scotia and Ontario). Mike has subject expertise in areas such as authentic assessment and evaluation, curriculum design and development, management skills and leadership traits, marketing and customer care, labour relations, and strategic planning. Positions held by Mike include Associate Vice President; Dean; Director; Principal; Chair; and faculty. In the business sector Mike has been a Regional Manager and District Supervisor, as well as President of Nova Scotia Chambers of Commerce. Mike has a BA (University of Toronto, majoring in History) a MA in Education (Central Michigan University), Diploma in Community College Education (NSCC), and a Certificate in Management and Leadership in Education (Harvard) . Mike is currently the Director of Programming for St. Thomas University, New Brunswick.*

# 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 Ideas and Challenges and Learn from Each Other*

Tuesday, May 31 from 1:30-3:00

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 circumstances 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 1 from 1:30-3:00

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.

<b>Group 1</b>	<b>Audrey Sloat</b>	<b>Staff Dining Room</b>
<b>Group 2</b>	<b>Joe Cannon</b>	<b>W310</b>
<b>Group 3</b>	<b>Helen Harrison</b>	<b>W308</b>
<b>Group 4</b>	<b>Dale Dolson &amp; Jody Merritt</b>	<b>W306</b>
<b>Group 5</b>	<b>Peter Vanscoy</b>	<b>W213 1&amp;2</b>
<b>Group 6</b>	<b>Tony Kattenhorn</b>	<b>W213 3&amp;4</b>
<b>Group 7</b>	<b>Kathryn Brillinger</b>	<b>W216</b>
<b>Group 8</b>	<b>Kathy Bouma</b>	<b>W207</b>
<b>Group 9</b>	<b>Roberta Burke</b>	<b>W112</b>
<b>Group 10</b>	<b>Barbara McDonald Buetter</b>	<b>W305</b>
<b>Group 11</b>	<b>Geoff Johnstone</b>	<b>W212</b>



# SESSION A – CONCURRENT WORKSHOPS

## Day 1 – Tuesday, May 31 – 3:30 – 5:00

### **1. KEEPING ONE STEP AHEAD OF PROCRASTINATION: ....LET'S JUST GET STARTED—TIM PYCHYL**

I'll feel more like 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? How can we help students with their procrastination? Dr. Pychyl, a leading researcher on procrastination, will summarize the current understanding of the factors that influence our task avoidance and delay, and he will outline strategies for change. You can learn more in preparation for this session at [procrastination.ca](http://procrastination.ca). (Check out his blog at Psychology Today, his podcasts or his new book, "The Procrastinator's Digest: A Concise Guide to Solving the Procrastination Puzzle").

### **2. STUDENTS TALK ABOUT SUCCESS—HOLLY CATALFAMO, JODY MERRITT & 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.

### **3. I'VE BEEN HIRED TO TEACH – AM I A COUNSELLOR TOO? —JOE CANNON**

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. LINKING TODAY'S LEARNING IN TRADES AND TECHNOLOGY TO THE JOB AFTER GRADUATION—TONY KATTENHORN**

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.

### **5. e-PORTFOLIO DEVELOPMENT: FOR YOU AND YOUR STUDENTS— BARBARA SMITH**

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.

# SESSION B – CONCURRENT WORKSHOPS

## Day 2 – Wednesday, June 1 – 11:00 – 12:30

### **1. INTERACTIVE, FULL-CONTACT CURRICULUM DESIGN— MIKE HILL**

Imagine a program curriculum coming to life before your eyes. Imagine watching the floor of a large classroom transform into a mosaic of coloured symbols and lines, and you participating in this tactile experience!

Join your facilitator, Mike Hill, as he demonstrates the power of using a human tableau assessment technique to build and revise any curriculum, course, or program ... engaging faculty and staff as a focused team toward a learning-centered experience. This process encounter has been presented and successfully used with faculty teams, curriculum consultants, Program Advisory Committees, and academic schools.

### **2. MAXIMIZING STUDENTS' TALENTS AND STRENGTHS— JOE CANNON & ROBERTA BURKE**

Engage in activities to enhance your understanding of strengths and related concepts and learn to recognize talents and strengths in your students. Deepen your understanding, knowledge, skill, and applications of your knowledge of talent and strengths by learning to have a "strengths chat," "plug-in to strengths," and maximize student success through strengths.

### **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—KATHRYN BRILLINGER**

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. APPLIED RESEARCH: HOW TO BECOME INVOLVED—NIAGARA RESEARCH**

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. Examples of research activities from Niagara Research will be shared with the group, along with methods of involving students in applied research projects.

### **6. 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.

# SESSION C – CONCURRENT WORKSHOPS

Day 2 – Wednesday, June 1 – 3:15 – 4:45

## **1. *DIFFUSING ANGER AND INCIVILITY*—TERRY HOLUB**

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*— JODY MERRITT**

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*— ROBERTA BURKE, VALERIE GRABOVE, AUDREY SLOAT & SHARI VIRTUE**

College faculty 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. *CREATING ACTIVE BLENDED/HYBRID LEARNING ENVIRONMENTS*—BARBARA SMITH**

Hybrid courses are gaining in popularity with teachers, students and institutions. Find out the essential elements of a hybrid course that support good practice and produce a rich teaching and learning environment. What do you need to consider before designing a hybrid course? Explore new strategies for your classes that promote active student-centred learning.

## **5. *TOUR OF THE TRADES AND TECHNOLOGY FACILITIES, NIAGARA COLLEGE WELLAND CAMPUS*—ADEL ESAYED, ALEXANDER MCGLASHAN & WAYNE TOTH**

Join us for a tour of the new Skilled Trades and Technology Centre that features 25,000 sq. ft. of new lab and classroom space; increased space for welding programs, support for trades such as welding, metal fabrication, construction, carpentry, cabinetmaker and electrician (the expansion has created more than 700 new spaces in skilled trades and apprentice programs). We will arrange for registrants to be transported to and from the Niagara-on-the-Lake Campus for the tour.

## **6. *LINKAGES LEAD TO LEARNING: MATCHING COURSE OUTCOMES TO COURSE EVALUATION METHODS*—BEV DAVIES**

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. An outcome for this session is that participants will prepare methods of evaluation that accurately reflect course outcomes.

## **7. *CHALLENGES AND OPPORTUNITIES FOR MATURE LEARNERS*—HOLLY CATALFAMO**

Educators are increasingly interested in creating learning experiences that are responsive to the diverse needs of a non-traditional student population. A recent study, led by Holly Catalfamo, examined the experiences of displaced workers who returned to college to study for a second career and explored the challenges and opportunities encountered by students throughout their respective journeys. This session will examine the results of this research and help participants to develop strategies for supporting non-traditional students who are seeking to make a fresh start in a new career.

# FACILITATOR BIOGRAPHIES

**Kathy Bouma**, Learning Consultant with Fanshawe College, and a member of the CEDP Western Region Steering 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 believes in lifelong learning and is currently completing her Master of Arts in Leadership at Royal Roads University in B.C. Her undergraduate studies involved adult learning theories and principles as well as computer applications.

**Kathryn Brillinger** has been teaching at the college level for 22 years. She has taught at 4 colleges and is currently at Conestoga where she teaches courses in TESL and ESL and works as a Faculty Advisor for the PD Department. She has 4 daughters, a large garden, and a passion for blitz chess.

**Roberta Burkes'** role in the Centre for Teaching and Learning at Mohawk is to develop workshops and programs for faculty at various stages in their careers. She has a passion for assessment stemming from her role as Coordinator of Prior Learning Assessment for 13 years. She has worked on many initiatives including program mapping and student feedback on teaching. She began her career 30 years ago as a Life Skills Coach in Job Readiness Training programs working with adult learners and has since taught in Humanities and Social Sciences. She is also the Communications Officer for the Faculty Union and possesses a certificate in dispute resolution.

**Joe Cannon** has been teaching in the Social Service Worker Program at Lambton College since 1988. He is a past recipient of the President's Award of Excellence and the 2011 Stand Up Man award. Joe will enjoy running with the CEDP faculty each morning.

**Holly Catalfamo** (Ph.D.) has over 15 years of experience in both the public and private sectors including working in the Strategic Human Resources Office of the Ministry of Transportation and as the Organizational Development and Performance Manager and Associate HR Manager with Kraft Foods North America. Holly joined Niagara College as a full-time professor in 2003 after teaching part-time for several years. After a 1 year secondment as Academic Chair, Holly returned to the classroom in 2010 as Coordinator of HR Programs with the Business, Hospitality and Tourism Division at the college. She recently earned her Doctorate of Education from the University of Toronto (OISE) specializing in leadership development. She received her M.A., H.B.A., B. Ed., and Certificate of Teaching and Learning in Adult Education from Brock University.

**Bev Davies** is a professor in the Liberal Arts and Sciences division and Faculty Consultant in the Centre for Educational and Professional Development at Niagara College. Bev was the 2001 recipient of the Faculty Award of Excellence at Niagara College. She has been actively involved in professional development activities and curriculum development projects since joining the college 15 years ago. Bev enjoys opportunities to share ideas with colleagues and explore ways to enhance teaching and learning.

**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.

**Valerie Grabove** (B.A., M.Ed. & ABD) is Chair for the Centre for Educational and Professional Development at Niagara College which coordinates organizational, curriculum and professional development for all employees at Niagara College. She has been an educator and facilitator for over 30 years in a variety of disciplines – theatre, communication, and leadership to name a few. In her role as Chair, she designs, develops and facilitates workshops, programs, conferences and retreats for diverse populations. In her spare time, she enjoys fly fishing, canoe tripping, dog sledding, wine tasting and travelling.

# FACILITATOR BIOGRAPHIES

**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.

**Terry Holub**, Coordinator of the Community and Justice Services Program, joined Niagara College in 2006 after spending 15 years with the Correctional Service of Canada, during which time he worked as a Parole Officer, Case Management Supervisor, Director of the Hamilton Community Correctional Centre and Director of Operations for the Hamilton/ Niagara District. His expertise in case management has been recognized by CSC many times; he has received numerous regional and national awards from the Commissioner. Terry has a BA from the University of Western Ontario and is currently working towards the completion of a MA in Restorative Justice. In 2008 he was awarded Niagara College's Educator of the Year award.

**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. Geoff will also be inducted into the Ontario Colleges Athletic Association's hall of fame in May 2011.

**Tony Kattenhorn** has been teaching in the Mechanical Engineering program at Conestoga College for the last 29 years. He plays golf in the summer, curls in the winter, and enjoys watching any sport on TV if his wife lets him! The rest of his time is taken up with Skills Canada Competitions and listening to music.

**Jody Merritt** (DBA) is in her 8<sup>th</sup> year as a full-time faculty member at St. Clair College where she teaches human resources and management courses. Jody is a member of the steering committee for the College Educator Development Program and is a curriculum development coordinator for St. Clair College. She is also a sessional lecturer for the Odette School of Business at the University of Windsor where she teaches management courses. Jody has earned a doctoral degree in Business Administration, a Masters of Business Administration, Honours Bachelor of Commerce degree and Chartered Human Resources' Professionals Designation and she was the recipient of the 2010 "Odette School of Business Sessional Lecturer of the Year" at the University of Windsor. Jody enjoys travelling, reading and playing sports in her spare time.

# FACILITATOR BIOGRAPHIES

## **Niagara College Trades and Technology Facilities Tour**

**Adel Esayed** (Ph.D.) is an accomplished administrator, researcher and professor who has worked at the University of Toronto, George Brown College and St. Clair College where he served as Chair of the School of Engineering Technologies. Adel completed his M.Sc. in Materials and Metallurgy Engineering at the University of Alberta and obtained his Ph.D. in Mechanical Engineering at the University of Windsor.

**Alexander McGlashan** has been a technology faculty member for 11 years, Photonics coordinator for the past six, and he has been involved with college research for the last seven years. His areas of expertise are in Electronics (graduate of the Niagara College Electronics Engineering Technology Program) and Photonics. He is currently seeking articulation agreements between Engineering Technology programs at other colleges and Niagara's Photonics and Advanced Lasers graduate certificate.

**Wayne Toth** has been coordinator and professor of the Motive Power - Automotive Programs at Niagara College for the past six years. Part of his work at Niagara has involved bringing the curriculum up to new technology standards: hybrid, alternative fuels and electric hydrogen. Before joining Niagara College, Wayne was the lead instructor for AC Delco, a division of General Motors, for 10 years. At AC Delco, Wayne taught new technology to seasoned technicians across the country.

**Niagara Research** is the home of applied research at Niagara College. Applied research is broadly defined as the application of new or existing knowledge to solve practical real-world problems and advance the goals of our community. The role of Niagara Research is to provide real world solutions for business, industry and the community through applied research and development activities. Niagara Research, in partnership with Niagara College faculty and students, conducts applied research projects that model or simulate solutions, develop and test prototypes, adopt new technologies and knowledge, develop and evaluate new or improved products, processes, or solutions to community issues

**Audrey Sloat** is an energetic professor who is committed to offering her students an education that extends beyond the confines of the classroom. She has been a faculty member and coordinator at Lambton College for over 20 years and a member of the CEDP team for more than 10 years. Audrey was a recipient of the Province of Ontario LIFT Awards (Leadership in Faculty Teaching) in 2007.

**Barbara Smith** is a 20 year faculty member of the School of Business and Management at Niagara College. She designs and delivers a variety of business and technology courses for today's digital natives. Barbara is also eLearning Consultant in the Centre for Educational and Professional Development where she develops and facilitates a number of workshops and programs supporting teaching and learning with technology. Recent graduate studies include a Masters in Educational Technology from UBC.

**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.

**Shari Virtue** has been teaching English as a Second Language for the last 22 years, she still loves her profession. Half of that time was spent at schools overseas, in Japan, Thailand, Switzerland, the United Arab Emirates, and the last 11 years have been with Niagara College. She received a BA/Bed in TESL from Brock University and BEd/OTC from the University of Toronto. In 2006, she completed an MA in Applied Linguistics with a focus on reflective practice and professional development. Her current interests include teacher development and internationalization. The best part of her job is watching students making new friends from around the world.

# DIVERSIONS AND DISTRACTIONS

## Day 1—Tuesday, May 31—6:00 pm—10:30 pm Excursion to Queenston Heights Niagara Falls in a Double Decker Bus

### Queenston Heights

Queenston Heights Restaurant offers an elegant ambiance in a rustic setting with breathtaking views of the Niagara River and local vineyards. The restaurant is located on the Niagara Parkway, at the foot of Brock's Monument



### Niagara Falls Illumination

Every evening beginning at dusk the Falls are lit in the colours of the rainbow - don't miss the unmatched beauty of the Falls at night!



## Day 2—Wednesday, June 1—5:30pm—11:00 pm Graduation Banquet

### Graduation Reception

Before the ceremony begins, join your colleagues in the Yerich Foyer for savory snacks and refreshments. Cash bar available.

### Dinner—A Feast of the Senses

With an emphasis on local products and fresh ingredients, Chef Michael Olson and out team of chef professors and culinary students have designed a menu to ensure you celebrate your graduation in style! Benchmark is an exciting, new showcase of Niagara College's culinary programs and students.

Chef Michael Olson is considered a pioneer in the use of fresh local ingredients and the harmonious marriage of food and wine. A variety of NC wines and NC's First Draft beers will be available at a cash bar.

### Entertainment—Nightfly

Since 1989 Nightfly has set the standard in music in Toronto and surrounding areas. Their versatility includes a range from Led Zeppelin to Sinatra encompassing rock, disco, reggae, R&B, hip-hop, jazz, swing and Latin.



# WHAT TO BRING TO CEDP PHASE 3



- Runners or walking shoes for the Wetland Ridge Walking Trail (optional)
- Casual dress
- A clock or clock radio
- Raincoat or umbrella
- Camera
- Hairdryer
- Travel Mug and/or Water bottle (reusable)
- Ethernet cable to hook up to the internet in your room

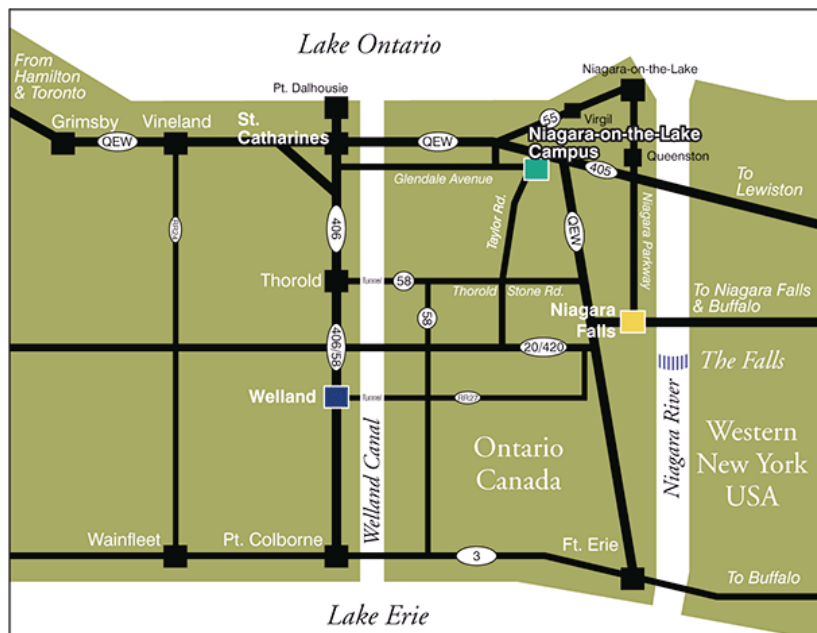
## “Nice to Know” List

- Registration begins at 10:00 AM
- **Check In** time for residence is **5 :00 PM – Tuesday, May 31, 2011**
- **Check Out** time for residence is by **9:00 AM – Thursday, June 2, 2011**
- Residence 24 hr emergency telephone is: **905-641-4435**
- Internet is available in your room at the residence; however, an Ethernet cable is required
- Access to email will be available in rooms N201 & N202 from 8:00 AM to 10:45 PM
- Prayer Room is located in the Lower Level of the West Wing to the immediate left of the elevators
- Each morning, consider a walk on the Wetland Ridge & Woodend Provincial Park Walking Trails on campus
- Parking is free during the conference



# DIRECTIONS TO NIAGARA COLLEGE

**HOW  
TO  
GET  
HERE**



## FROM TORONTO & HAMILTON:

After crossing the Garden City Skyway, exit QEW at Glendale Avenue. Turn right on Glendale to Taylor Road at the lights. Turn left on Taylor, and then left again, into the College Campus. See map below for Conference parking and registration entrance details.

