

ACA 2017: Keynote & Workshops

Listings and Descriptions

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Keynote & Workshop List

Keynote

- 50 Years Later: Where are Ontario Colleges Now, and Where are We Going?
(*Richard Wiggers*)

Workshops

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(*Dale Hall*)
- Understanding and Applying the Ontario Qualifications Framework (OQF)
(*Daphne Bonnar*)
- Mentoring Contract Faculty
(*Lazaros Simeon*)
- Building a College Culture of Scholarship of Teaching and Learning
(*Zabedia Nazim*)
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- What to Expect When Teaching Online: Helping Faculty Plan for, Succeed and Survive Teaching Online
(*Iain McPherson & Mark Ihnat*)
- UDL and the Implications for Program Development and Planning
(*Jennifer Jahnke*)
- College Students and Mental Health: What's Happening with Our Students?
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- Underprepared and Overwhelmed: Promoting Resilience in the Classroom (on campus)
(*Melanie Doyle*)

Keynote Description

50 Years Later: Where are Ontario Colleges Now, and Where are We Going?

Much has changed in the nature and mission of Ontario colleges since they were first created. Access is much broader and there are more international students, but many incoming students also seem to be less academically prepared. More academic programs are being targeted towards students either with or seeking university credentials, and more

faculty and administrators also hold graduate credentials from universities. Program coordinators are also facing increasing challenges in terms of academic integrity, the reliance on part-time faculty, and pressures for increased retention and graduates who are job ready.

Speaker: Richard Wiggers

Richard holds a B.A. (Carleton), a Master's (Ottawa), and a Ph.D. (Georgetown), where he also held a SSHRC doctoral fellowship. He has authored or co-authored nearly two dozen publications and edited collections, and regularly gives presentations and keynote addresses at academic conferences, professional development workshops and other events. He also continues to teach a variety of college, undergraduate and graduate courses.

In addition to seven years employed in a variety of positions with the federal government (departments of Justice, Secretary of State and Indian Affairs), he has worked for two private sector organizations involved in education related issues. More recently, he spent seven years with the New Brunswick government in the Post-Secondary Affairs Branch (Department of Post-Secondary Education, Training and Labour) and as the Manager of Innovative Learning and Professional Development with the Department of Education.

Richard served as the Executive Director, Research and Programs with the Higher Education Quality Council of Ontario (HEQCO) from 2009-2016, where he was responsible for managing research projects dealing with Student Services, Teaching and Learning and Graduate Enrolment Expansion, as well as a major five-year research project on Work Integrated Learning that involved 14 Ontario colleges and universities. He also served on the Editorial Board of the Canadian Apprenticeship Journal, as an External Associate with the University of Waterloo's Centre for the Advancement of Co-Operative Education, and on the Program Advisory Committees (PACs) for several different college postgraduate certificate programs.

Currently, Richard is the Associate Dean, School of Liberal Studies at Mohawk College in Hamilton Ontario.

You can connect with Mr. Wiggers on:

- Email: richard.wiggers@mohawkcollege.ca
- [LinkedIn Profile](#)

Workshop Descriptions

Revisiting the Student Code of Conduct: Roundtable Discussion

This discussion will share insights and observations on the process involved in rewriting George Brown College's student code of conduct, which was initially written over 20 years ago. Our student numbers have increased, and their needs and concerns have changed a lot since then. This discussion will focus on how George Brown revised its existing student code of conduct with a view to shifting the philosophy, language and procedures away from ideas of discipline and toward new focus on soft-skill development, Essential Employability Skills, and life-long learning. The new policy has two book ends: one is the Circle of Care, and the other is a focus

on conflict resolution. As more and more colleges embark along a similar path, participants are encouraged to share their own ideas in this roundtable discussion.

Facilitator Bio: Dale Hall

Dale Hall is the Student Concern Manager at George Brown College. She has worked for the past two years to revise the Student Code of Conduct Policy and provide training to students, staff, faculty and administrators on the new policy and conflict resolution. Dale has worked as a Human Rights Advisor in university and college settings for the past 25 years. She is considered a leader in her field. She began her career at York University in Toronto, where she was the Senior Coordinator of the Human Rights and Equity Office. Following this, she worked as the Human Rights Advisor to the President at George Brown College for 14 years.

Understanding and Applying the Ontario Qualifications Framework (OQF).

This workshop is for you if you've ever wondered what makes a college diploma a college diploma, or what determines whether or not a degree that one college offers is comparable to a degree offered by another school. The OQF is an important guide that describes the main purposes and learning goals for each qualification we offer, and it sets out the continuum of learning expectations along which any new qualifications can be placed in the overall educational system. You will learn about how you can use the OQF as a guide in the development of new programs and in the review of existing ones. You'll also find out how the OQF can be used to inform the development of learning outcomes and assessments. Understanding the OQF and knowing how to utilize it is an important tool in a program coordinator's leadership toolkit.

Facilitator Bio: Daphne Bonar

Daphne Bonar is the Manager of Degree Development and Academic Pathways at George Brown College. After almost ten years as an itinerant professor of history, Daphne joined the Postsecondary Education Quality Assessment Board (PEQAB) where she conducted and facilitated quality reviews of degree programs for two years. She joined the Office of Academic Excellence at George Brown College in September 2014.

Mentoring Contract Faculty

Description TBA

Facilitator Bio: Lazaros Simeon

Lazaros is a Faculty Development Facilitator at George Brown College. He has worked at George Brown College as a contract faculty member and program coordinator since the early 1990s and moved to the Organizational and Staff Development Department in 2008. He has developed college-wide orientations and PD opportunities for contract faculty members. He also developed the Online Teacher Training Program.

Building a College Culture of Scholarship of Teaching and Learning

Traditionally, scholarship has been the foundation and domain of universities, but as the post-secondary landscape has changed, colleges are beginning to embark on various forms of

scholarship, particularly teaching and learning research. In this session, the presenter will share Centennial College's framework of the Scholarship of Teaching and Learning and discuss how the College has implemented this framework as a way to build an organizational culture that encourages and supports the scholarship of teaching and learning. In addition, examples of faculty research projects will be shared with participants.

Facilitator Bio: Zabedia Nazim

Zabedia Nazim earned a PhD in Sociology and Equity Studies from the Ontario Institute for Studies in Education at the University of Toronto in 2007. She currently works at Centennial College with the Centre for Organizational Learning and Teaching where she is a professor of Learning and Teaching. Zabedia has a strong research, publishing and consulting background in areas of education, critical pedagogy, social justice, global citizenship, equity, research methods, labour and globalization. Zabedia has an extensive teaching record and has developed and taught online, blended and classroom-based courses for various universities and colleges in Ontario.

Surviving Academic Life

How can you keep your sense of humour and stay emotionally balanced through all the demands of teaching, grading, coordinating, helping students and the rest? In this workshop, former professor and faculty developer John Oughton shares some of the skills he developed to keep work fun, while staying employed a couple of years past the usual retirement age. We will do some interactive exercises, share a few jokes, and repeat the mantra "In a hundred years, none of this will matter (much)."

Facilitator Bio: John Oughton

John Oughton has a MA in English and most of a PhD in Education. He taught at Acadia University, Sheridan College, Centennial College, and other institutions. For the last decade, he led faculty orientation and worked on various projects as Professor Learning and Teaching at Centennial. John has published five books of poetry, a mystery novel, and over 400 blogs, articles, reviews and interviews. He is also a photographer and amateur musician.

What to Expect When Teaching Online: Helping Faculty Plan for, Succeed and Survive Teaching Online

The movement to develop and deliver online courses has been growing steadily – a trend that show no signs of slowing. Unfortunately, many faculty who are asked to develop and/or teach online courses have neither the experience nor training required to do so. Many have no idea what to expect – nor how to handle it. How can we as Academic Coordinators best support our faculty in ways that are both effective and sustainable? This workshop will provide you with a collection of practical strategies and tools to help your faculty plan for, succeed and survive the unique demands and expectations of teaching online.

Facilitator Bio: Iain McPherson

Iain McPherson has a Master of Education (*Specialization: Distance Education, Instructional Design*) from Athabasca University where he was nominated for the Governor General's Gold Medal award. He has taught at both college (Durham, Humber) and university (UOIT /

Athabasca). Currently a member of the Teaching and Learning Department at Seneca College, Iain was a member of Durham College's Centre for Academic Excellence (C.A.F.E). In a previous life, Iain spent 25 years in the music industry working with artists U2, Madonna, Nine Inch Nails, Watchmen, Rankin Family, etc. Family life includes time at the cottage with his fabulous wife, walking their two rather smelly dogs, or getting in 'just 100 more kilometers' on his road bike.

Facilitator Bio: Mark Ihnat

Bio TBA

Implementing UDL into Course Design: What a Program Coordinator Needs to Know

Participants will receive an overview of Universal Design for Learning (UDL) and explore how UDL can be implemented in course design. We will also consider the role a program coordinator can play in implementing UDL. Participants will leave the workshop with ideas and resources that can help them to implement UDL into their own course design and that they can share with colleagues.

Facilitator Bio: Jennifer Jahnke

Bio TBA

College Students and Mental Health: What's Happening with Our Students?

During this workshop, participants will look at the recent results of the National College Health Assessment (2016). This comprehensive survey gives us an excellent look into the lives of our students and we will discuss ways we can "recognize and refer" when students may need assistance with mental health issues. Participants will also talk about resources available for faculty in order to assist students.

Facilitator Bio: Eric Dunn

Eric is a Registered Psychotherapist in the province of Ontario and former Chair of "Ontario College Counsellors," a provincial group representing College counsellors. He is a Counsellor at Centennial College, a position he has occupied for 25 years. His role is to provide personal counselling to students. This includes counselling students experiencing personal difficulties that can interfere with their academic progress. He helps students navigate the new and sometimes stressful experience of post-secondary education.

Mindfulness 101: The Antidote to "Busy"

When someone asks you how you are, what is your standard response? Is it, "busy?" Omid Safi in a 2014 blog post asks, "When did we forget we are human beings and not human doings?... How are we to live, to examine, to be, to become fully human when we are so busy?" While we may know that taking time to care for ourselves, to manage our stress, to reflect, to "slow down" is good for our health and well-being, we don't always know how to do this or we may feel we just can't take the time. Join Anne for this highly interactive workshop where you will be introduced to Mindfulness practices and "quick tips," that foster self-care and remind us of the value of "being vs. doing."

Facilitator Bio: Anne Martens

Ann Martens is a full-time community college professor and coordinator in the Community and Child Studies Foundations Program at Centennial College. Ann has been a practitioner of Mindfulness for over 25 years. She introduced Mindfulness practices to post-secondary students in the Social Service Work Diploma and collaborated on the creation of the first ever GNED elective in Mindfulness called, Mastering the Moment; An Introduction to Mindfulness and Meditation for community college students. Ann has facilitated numerous Mindfulness workshops for educators at the elementary, high-school and post-secondary level, as well as to human service professionals Ann holds both a Masters Degree in Social Work and Bachelors degree from York University in Toronto and completed a post graduate certificate in Mindfulness for Educators from Antioch University in Vermont in 2013.

Underprepared and Overwhelmed: Promoting Resilience in the classroom (on campus)

This session will provide some background about our underprepared and overwhelmed students (and faculty), using a mental health lens. We will provide some examples that teachers at Georgian and other post-secondary campuses are already doing to create classrooms that support wellness. The strategies are often simple; in this session, we will provide opportunities to practice a few of the proven strategies and share with other faculty some successes and challenges we currently experience around mental wellness in our classes.

Faculty that consider the well-being of their students by implementing some simple strategies are reporting increased engagement and positive course evaluations. By incorporating a few strategies faculty will see an improvement in not only their students' well-being but also their own.

Facilitator Bio: Melanie Doyle

Melanie Doyle is a full-time faculty member at Georgian College, with over 16 years of teaching experience. Her Master's thesis has fed her passion for student success and creating awareness around mental wellness on campus. She sits on the Mental Health and Wellness Committee at Georgian and has worked with the Student Success department on several mental health initiatives over the last three years.