

Learning Culture

Conference PROGRAMME

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Alberta Colleges & Institutes
Faculties Association

acifa

Serving college & technical institute faculty

Overview

registration desk

- The registration desk will be in operation for the duration of the conference (hours will be posted).
- Opens @ 5:00 pm on Thursday, May 21.
- Each conference delegate receives a conference t-shirt and bag (pick up @ the registration desk).
- Throughout the conference the permanent location of the desk will be in the **LOBBY of the CANMORE RADISSON.**
- If you have any questions or need any help, assistants will be on hand to come to your aid.
- Coffee will be available & displays are set up here.
- For sessions with limited capacity, sign-in sheets will be located here.

Sessions

- Concurrent sessions will take place in the **Crocus, Wolverine, Caribou, Squirrel, Grizzly and Cougar rooms of the CANMORE RADISSON. Outdoor sessions convene in the CONCOURSE.** All sessions are scheduled for Friday morning and afternoon, and Saturday morning.



hospitality suites

- On both Friday and Saturday night there will be an opportunity to visit with your colleagues during the hospitality suites, starting at 10:00 p.m. and

located in the **Crocus Room**.

- A **silent auction** for the **Alberta Public Post-secondary Education Trust Fund** will also be located here, both Friday and Saturday.

ACIFA Annual General Meeting

- Takes place in the **Crocus Room** on Saturday between 2:30 and 4:30 pm.

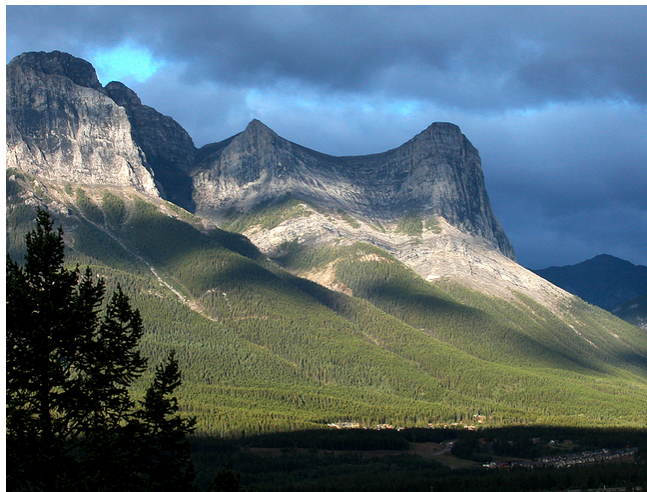
collective assemblies

Arnica lady Orchid Room is the location for:
Keynote Addresses, Friday breakfast, lunch & banquet, Saturday breakfast, lunch & barbeque, and Sunday breakfast



recreation time

- Activity sessions will take place concurrently on Friday afternoon, starting at 3:30 p.m. There will also be free time available in the late afternoon on Saturday to take time on your own to enjoy the mountains and Canmore town site. Information on local activities will be available at the registration desk.



Ha Ling Peak, Canmore

the Barbeque takes place:

- Saturday evening at 7:00 pm at the **Arnica lady Orchid Room**.

Welcome Messages

The ACAD Faculty Association executive spent a good deal of time and thought discussing possible themes for this year's conference. While I can no longer recall the rejected alternatives, I am confident that the final choice of Learning Culture is entirely fitting. I'm sure it will provide a thought provoking context for the many excellent panels and other events scheduled to take place, and an informal backdrop for the many casual conversations which are also an important element of any conference.

Canmore is a great location for both the ACIFA conference, and (I very much hope) for all of us to usher in a summer which is certainly taking its time to arrive. As always, the conference provides many opportunities for valuable professional development, and for renewing acquaintances and making new friends. I hope you all have a great time engaging in both learning and culture.



Ben Fullalove, Ph.D.

Alberta College of Art and Design Faculty Association President

Welcome to the 25th annual ACIFA Conference. A lot of people were surprised to learn that our association has been hosting this marvelous gathering since 1984 (one year was missed). Our spring conference is the envy of other organizations, and people return year after year for the mixture of academic enlightenment and peer camaraderie that makes this gathering so special. It wouldn't happen though without the tireless efforts of the ACIFA staff, the members of the Professional Affairs Committee, and this year's host, the Alberta College of Art and Design Faculty Association. Their theme, "Learning Culture", speaks to the heart of the educational environment, and many of this year's presenters will thoughtfully build on this theme. I know you are going to have an enriching and entertaining time!



Dave Purkis

Alberta Colleges and Institutes Faculties Association President

Thursday May 21

NOON – 4:30 pm Presidents' Council Meeting
Orchid Room

5:00 pm Registration Desk opens
Concourse, Canmore Radisson

7:30 – 10:30 pm Welcome Reception
Crocus Arnica Room

Friday May 22

7:30 -8:45 am Breakfast
Arnica Lady Orchid Room

8:45 – 9:30 am keynote speaker
Arnica Lady Orchid Room



Keynote Speaker: Jim Turk Executive Director, Canadian Association of University Teachers

Are we losing the culture war?

There are multiple learning cultures in our colleges and universities. Old ways are being challenged by governments, special interest groups, boards of governors, students and staff. Today we are in the midst of the quest for degree-granting status in our colleges; the marginalization of teaching in our universities; the transformation of students into customers; the bureaucratization of administration; the marginalization of academic staff; and persistent under funding. These are causing fundamental changes in every aspect of our institutions and our daily lives as teachers and staff.

Jim Turk's talk will look at these changes from a national perspective and what we can do to create learning cultures that is beneficial for our students and beneficial for us as teachers and academic staff.




Jim is the Executive Director of the Canadian Association of University Teachers. He has written extensively, and is a frequent media commentator, on education, academic freedom, civil liberties and related public policy issues. His most recent book is *Universities at Risk: How Politics, Special Interests and Corporatization Are Threatening Academic Integrity*.

Prior to joining CAUT, Jim was an Associate Professor of Sociology at the University of Toronto, specializing in Canadian Studies, and Director of the Labour Studies Program at University College. He also served as Director of Education for the Ontario Federation of Labour and as a member and acting chair of the Ontario College of Regents for Colleges of Applied Arts and Technology.

Jim received his B.A. from Harvard, his M.A. from the University of California at Berkeley, his Ph.D. from the University of Toronto, and was a Knox Fellow at Cambridge University. He is a member of the Executive and Board of the Canadian Centre for Policy Alternatives.



Friday morning Programme – sessions

 60-minute sessions: 9:45 am – 10:45 am

[2] Academia and Politics: Two Solitudes?

Dr. David Swann; Leader of Alberta Liberal Party. Lecture (60 min.):

Academia and politics seem to represent two solitudes. Why? Can we bridge this gap? How? Why are people politically disengaged? Who should be teaching a “living democracy?” How urgent is the need for faculty to link critical thought to action and engage students in the political process? Dr. Swann would like to hear faculty views about these issues.

As the new leader of the Alberta Liberal Party, and long time public health specialist, I understand the importance of education. I would like to meet faculty across Alberta to hear their views and recommendations for strengthening post-secondary education in Alberta and re-invigorating democracy.

My major concerns are listed in the abstract. This presentation would allow province-wide faculty to hear my views as the new leader of the official opposition, and exchange ideas about the educational-political climate in Alberta. Both of these themes relate well to the conference focus on “Learning Culture.”

Political engagement is largely absent in this province. I would like to hear faculty views and ideas about how academics and politicians can best work together to create a vibrant, participatory democracy. I intend to hold public forums and meet as many people as possible from all walks of life and cultural backgrounds to understand this better. I want a healthy society and healthy public policy that results from engaged citizens, including students, whose wealth of creative energy is vital for democratic renewal. I hope this will energize faculty toward that ultimate goal.

- David Swann, MD, MLA, and ALP Leader of the Official Opposition

[10] Celebrating Our Strengths: An ESL Staff Development Initiative

Diane Hardy, Hanna Imai; BVC. Lecture (60 min.):

We connect, support and empower our learners, so why not connect, support and empower ourselves? In this presentation, we will share the outcomes of a new professional development

initiative that has been implemented within the ESL Department at Bow Valley College. Our purpose is to build capacity through inclusion. This initiative, currently in its second year, began with self discovery which has led to the development of communities of practice. In this presentation, we will share some of the techniques and strategies we have used to celebrate our strengths.

English as a Second Language is a Centre of Excellence within Bow Valley College and professional development is an integral piece of our strategic plan. To manage growth and ensure succession planning, the ESL Department has spearheaded a staff development initiative that focuses on celebrating personal strengths, fostering communities of practice, and building capacity through inclusion. The goal of this presentation is to provide a rationale and strategy for purposeful staff development that, in turn, helps to grow skill sets, manage change and enhance program delivery. Participants will learn about the process we have implemented to support staff development. We will discuss concepts and activities that have successfully connected colleagues, supported collective development and empowered the growth of our department. Specific examples of professional development activities that will be showcased include Mandela wheels and a poster session.

[19] BEING INSIDE A STORY: Learning Through Imaginative Transference

Annie Smith, PhD; GPRC. Activity (60 min.)

This activity session utilizes story telling. Participants will experience the joy of losing themselves inside a story and then reflect on what they experienced, the questions they have, and their application ideas.

There are two area topics that I address in this activity session: ☺learning and creativity, and ☺narrative culture. I am convinced of the importance of narrative to learning. We need to be part of a story – whether it is the story of our family’s heritage, the stories of shared experiences with our friends, or being caught up in a story we read or see performed. Story opens up a space within us to imagine ourselves as someone else, in a different time and place, doing things we may never get to do in our “real” lives.

This is a potent space for learning that ancient cultures have always recognized. What occurs in the creative space of story, is a reinterpretation of one’s self. The skill of being able to imagine oneself as a character in different environments increases one’s ability to respond to change successfully. This is crucial for us as teachers and as learners.

Recent scholarship acknowledges the importance of emotional engagement to learning. If we do not engage emotionally, we do not invest in our learning. Learning with our hearts is the doorway to learning with our heads. The imaginative space of story telling engages our hearts and opens new vistas for the mind.

The goals of this session are for participants to experience the imaginative space of story and to reflect on their learning experience within this creative space.



2-hour sessions: 9:45 am – 11:45 am

[22] Creating Hope for Practitioners in Aboriginal Education – The Circle of Courage Philosophy by Dr. Martin Brokenleg will be referenced as an Aboriginal hopebag is designed and discussed.

Allan Ross; NorQuest College. Activity (120 min.):

Whether one teaches First Nations, Métis and Inuit students or not, teachers are increasingly aware of the need to learn more about the histories, cultures, worldviews and teachings of Alberta’s first peoples. Important aspects of their collective identities have been neglected, minimized or only

superficially dealt with in curriculum. The lack of authentic information has contributed to misinformation, perpetuation of myths and stereotyping. The result has been that Aboriginal¹ students have not fared well in our schools and non-Aboriginal students lack knowledge and understanding of their perspectives. It is no surprise that Aboriginal students are among the highest risk groups for dropping out of school.

Because prejudice, discrimination and stereotyping of First Nations, Métis And Inuit people continues to be pervasive, many school districts, schools and individual teachers are taking actions to counter these trends. While these workshops do not presume to provide all of the answers, they do ask participants to consider ways to increase their effectiveness in addressing Aboriginal students' needs and helping non-Aboriginal students understand their diverse perspectives. This workshop is designed to help teachers and support staff become

more *aware* of issues related to First Nations, Métis and Inuit education. It does not provide detailed, in-depth information. It should; however, stimulate the desire for participants to learn more about their histories, cultures, worldviews and pedagogies.

Like any group of students, the First Nations, Métis and Inuit learners have diverse learning styles, abilities and needs; however, research indicates that some pedagogies can work more effectively than others. These workshops incorporate learning activities that integrate content and skills that can work effectively not only with Aboriginal students, but with all students. Use the learning activities demonstrated in the workshops in your own classroom.

[31] Roles and Responsibilities of Your Faculty Association

Terry Sway; ACIFA. Lecture/Workshop (120 min.)

This session is intended for people new to their faculty associations, either as an executive officer or on one of the standing committees. "Veterans" are welcome as well.

This session deals with the formation of the faculty association. The introduction deals with the structure of the association, its executive committee, various standing committees, and roles of other officers.

The focus is primarily on the legal obligation of the association to its members. There will be detailed discussions on collective bargaining and the handling of grievances. In addition, we will review the rights arbitration and interest arbitration processes.

The participants in the session will participate in a workshop where two separate grievances will be presented and the "work groups" will make decisions on how to proceed from beginning to end.



60-minute sessions: 10:45 am – 11:45 am

[28] Governance – Shouldn't Faculty Be Making the Decision?

James L. Turk; CAUT. Lecture (60 min.)

College faculty have traditionally been denied the right to make the academic decisions within their institutions, unlike their university counterparts. But does the university model really work for faculty? What lessons can be learned to help college faculty play the proper role in academic decision making?

[30] Goin' Mobile: a Postmodern Celebration of Modernism via Sculpture, Criticism, Poetry, Film and Song

Christopher Frey; ACAD. Paper Presentation (60 min.)

The presentation considers the idea of "mobile" using primary examples of Calder's mobiles, Eliot's poetry, and Bergman's film, and making references to critical writing by Arnheim, Sartre, Bradbury, and Sontag. It uses a postmodern approach, to be defined, to organize these fragments of example and critical writing, to reconsider what modernism was and how it still informs capitalistic culture in imaginative but no longer structural ways. The presentation displays complex theoretical concepts in an entertaining and useful way for anybody who enjoys transforming ideas into realities.

[11] **Samarpana Meditation (A)**

Kumud Acharya, NLC; Kirtida Acharya; Dr. Kate McKenzie. Activity (60 min.)

In this fast paced world, the body, the mind and the intellect are constantly under pressure and demand to perform at its peak capacity. The pace never slows down.

For self-preservation it is very important that we learn to slow down and relax and meditate. Discussion of benefits of general meditation will be introduced. Participants will all take part in a 35-minute meditation (a non-activity!) followed by a short discussion.

Free meditation CDs will be distributed to those who wish to continue the meditation process at home. (This meditation is not affiliated with an particular religious group but follows the techniques as advised b Sri Baba Swami, India.)



Lunch

11:45 am - 12:30 pm **Crocus Room**



Lunch Greetings: Bill Moore-Kilgannon


Executive Director, Public Interest Alberta

Bill Moore-Kilgannon is the Executive Director of Public Interest Alberta. Prior to joining Public Interest Alberta, he worked in Ottawa as the Director of Campaigns and Communications of the Council of Canadians from 2001 – 2004 and he was the Executive Director of the Parkland Institute at the University of Alberta from 1997 - 2001. He was the coordinator of the Global Visions Festival from 1992 – 1997 and is also a documentary video maker (most recent production is a video about the music, art and theatre of street children in Nicaragua). Bill studied Canadian and Latin American history, political science and economics at the University of Alberta and l'Université de Sherbrooke, and speaks French and Spanish. Bill also worked as a forest fire fighter in Alberta.

ACIFA is a founding member of Public Interest Alberta, a broad coalition of groups working together to advocate for public institutions, public services and public spaces in Alberta.



Friday afternoon Programme – sessions continued

 90-minute sessions: 12:30 pm – 2:00 pm

[27] Academic Freedom Vital for College Teachers

James L. Turk; CAUT. Lecture (90 min.)

Academic freedom is a right traditionally associated with universities – a right vital for university professors if they are to be able to do their jobs properly. This session will explore why academic freedom is every bit as important for college teachers and why college administrations have been reluctant to acknowledge that fact. Options will be explored about how to win academic freedom in colleges and institutes.

[3] DOGMATISIM: What's So Wrong With Being Absolutely Right: The Dangerous Nature of Dogmatic Belief

Judy Johnson, PhD; MRC. Lecture (60 min.)

Science, politics and religion are the most influential forces that alter the course of human history. Dogmatism is the psychological force that disrupts the best intentions of all three. This session presents a wide-angle portrait of dogmatism—in all its manifestations.

"Like pesky wasps buzzing circles around us, people who act as if they were the sole expert on a subject put us on edge. In halls of learning where we least expect to find it, in governments, in religious temples, in businesses, in marriages and families, dogmatism is the arrogant voice of certainty that closes the mind, damages relationships, and threatens peaceful coexistence on this planet."

- Excerpt from Chapter One

- Judy J. Johnson. *What's So Wrong With Being Absolutely Right: The Dangerous Nature of Dogmatic Belief*. New York: Prometheus Books, 2009.

This presentation outlines the thirteen characteristics of dogmatism and the influencing factors that shape its trajectory. Is higher-education an inoculation program against dogmatism? If so, then why is it that, as Richard Feynman notes, "The discipline of economics progresses one funeral at a time"?

Dogmatic academics are over-invested in their intellectual property and unwilling to work collaboratively. They swim against the currents of new theories and research; in the extreme, they reveal the greatest irony in higher education. The more tragic loss is stalled scientific progress—individual and collective.

The objective of this session is to increase awareness of dogmatism's harmful effects in our personal lives as well as our educational, political and other social institutions.

[9] Breaking the Bubble: Research is a Blast

Sarah Pearce, B. Tech, R.T.R., A.C.R., A.C.R., C.B.I. ; Ann Ripley, B. Sc., R.T.R. ; Terry Schlitter, C.L.X.T.; NAIT. Activity (90 min.)

This 'activity-based' session will explore the fundamental steps involved in an applied research project. Participants will perform a mock research project where a hypothesis is generated, data collected and results presented.

The goal of this session is to provide an interactive, step-by-step, approach to understanding the research process. The learning objective is to have participant understand the main steps of a research project and experience data collection and analysis.

This session will be partitioned into three parts 1) a didactic approach describing research, the problem and the project design; 2) an experiential activity involving the collection and analysis of 'research' data; 3) a discussion regarding the process. Part 1 will describe the primary elements of a research project including development of a research question, review of scientific literature, development of a hypothesis, methodological considerations (design/procedures/analysis), presentation of results and discussion. Part 2 will have the participants performing a "mock" data collection to answer the hypothesis from Part 1. Part 3 will involve data analysis and discussion of how the results would be presented (e.g., poster, oral presentation, journal article).

This session addresses the conference theme on a number of levels. It utilizes three distinct forms of instruction, which promotes an inclusive learning culture. The session also looks at the concept of research, which is becoming a greater component of Alberta Colleges and Institutes. This session's format may be used in the classroom setting to as a teaching tool.



60-minute session: 12:30 pm – 1:30 pm

[5] Continuous Connections with Learners using E-Journals and E-Portfolios

Rod Corbett, MRC. Demonstration (60 min.)

Electronic learning journals and portfolios allow you to monitor what learners are thinking while putting the onus on them to demonstrate what they learn and how well they understand it.

Learning communities depend on learners being connected to instructors and the other learners in the class. Emerging Web 2.0 technologies allow instructors to continuously monitor the thinking and reflections of learners both inside and outside of the class room. Electronic portfolios help learners to share their work, give each other feedback and demonstrate how well they understand what they are learning.

Objectives of this presentation:

- Demonstrate how e-journals and e-portfolios can be used to enhance learning.
- Discuss various strategies with participants on how to refine the applications of these technologies.

This presentation relates to the theme of Learning Culture because it focuses on using emerging Web 2.0 technologies to establish a learning/learner centred culture of learning in the classroom in ways that are not easy to do otherwise.



3-hour session: 12:30 pm – 3:30 pm

[16] Aboriginal Art Project

Margaret Cardinal; NLC. Workshop (3 hr.)

First Nations: *Celebrations & Protocols **Tipi Teachings ***Traditional Art Forms

In the Plains Cree Point of view You are invited.

*All cultures & religions share a common thread in that, they possess a set of rules or guiding principles upon which human behavior and interaction is based on.

** Each of the fifteen teachings symbolizes a tipi pole that comprises a traditional tipi. The tipi's purpose extends beyond shelter, the design and components all carry cultural meanings.

*** A sharing of the different traditional art forms.

A power point presentation of all these teachings will be given. Answer & Discussion session to follow.



60-minute sessions: 2:00 pm – 3:00 pm

[7] Write and Publish That Book!

Ken McKee, NAIT. Lecture (60 min.)

Have you been considering writing a book and were wondering what the proper procedure is?

Where will you find time to write it?

Where do you start?

Once finished, how do you go about copyright protection, ISBN numbers, barcodes, printing, and all the technical publishing stuff?

How will it be accepted?

Will you be able to retire from the proceeds?

It is a lot of work, but well worthwhile, personally and professionally.

I have published over 80 technical manuals that are in use in colleges around the world. I wish to share my expertise in this area with all that are interested in writing their own book or manual. It has been a great benefit to my teaching, to my students, and to my institution. I have been able to formalize this expertise and experience and thus share ideas and innovations with colleagues in a format that will help new instructors, and save them from recreating the wheel. Over the years we have become the experts and need to share what we have learned with others to create rich learning cultures that will extend beyond us into the future.

[18] Calgary – Banff: Mountain Marketing

Gilles Mossiere; MRC. Lecture (60 min.)

Based on pictures that I took along the TransCanada Highway during the last 10 years, this theoretico-poetico meditation on landscape and life addresses the topic of "Mountain Marketing" in two ways: how mountains are marketed to people, but also what else is being marketed to people on their way to the mountains.

This presentation is inspired by Simon Schama's book *Landscape and Memory* and the notion that "landscape is the work of the mind", that it is "built up as much from strata of memory as from layers of rock". Following in Schama's footsteps, I weave together historical and geographical perspectives on Western Canadian landscape with my own mountaineering and literary experiences and memories.

This presentation therefore addresses ACIFA Annual Conference's theme of "Learning culture" in at least three ways.

Firstly, as the 2009 Conference takes place in Canmore, most participants will have driven the stretch of highway, and seen some of the scenery, billboards and signs, that I explore: the "learning" aspect of this session will build on participants' personal experience and enhance it.

Secondly, Canmore and its mountain landscape will provide a timely historical/geographical backdrop for exploring mountain culture and mountain marketing issues: one could say that this presentation will be "learning culture" in context.

Thirdly, this presentation will deal with some of the broader socio-economic implications of mountain marketing: going beyond the Romantic city/mountain dichotomy, it will explore the theme of "learning culture" on a larger scale.

[15] Narrow Is Good: Specialization as a ticket to success in marketing communication

Ian FitzGerald; ACAD & MRC. Lecture (60 min.)

Marketing communications firms can specialize by discipline (e.g. websites), industry sector (e.g. agriculture) or audience (e.g. youth). What does it mean to be a specialized ad agency? Can it be a successful business strategy? Do clients prefer it?

The proposed session will outline the dynamics of specialization in marketing communications. The advertising sector is the focus of the seminar, but it applies to public relations, sales promotion and other related disciplines as well. My Master's thesis is a case study of Critical Mass, a leading digital marketing company in Calgary and the cultural implications of that company being a specialist. I have discovered that the *learning culture* created in the company is very much a part of its specialization strategy.

In order for firms (both client organizations and agencies) to have success in their marketing communications, specialized services and knowledge are often required. Marketing communications firms can specialize by discipline (websites, events etc.), by industry sector (agriculture, high tech) or by audience group (sports fans, youth, aboriginals etc.) As specialized experience grows, so too does the firm's expertise and reputation. In this way, they become differentiated and really, really good at something.

Learning Points include:

- 'All things to all people' – a generalist approach – means less and less to fewer and fewer;
- Clients prefer dealing with specialists, especially in their own industry sector;
- Specialized firms can serve clients right across North America.



90-minute session: 2:00 pm – 3:30 pm

[20] Not What I Signed up For: Influencing Learning Culture as Faculty Chair/Coordinator

Rika Snip; Lethbridge College. Lecture / Activity (90 min.)

Chairs and coordinators who are also faculty members face particular challenges as they walk the boundary line between faculty and administration. Some see this position as a "no win" position; however, chairs and coordinators have tremendous opportunities to positively influence the culture of their departments and the larger college organization.

Typically, the chair/coordinator position is thought of as the "neither fish nor fowl" position—not truly faculty (because of administrative responsibilities) nor truly administration (because of close ties to faculty). Others think of it as the "vise" position, as chairs and coordinators continually experience the pressures of the differing and often conflicting needs and priorities of faculty and administration. Both of these images have negative connotations and miss the tremendous opportunities afforded by the uniqueness of this position in the academic structure. In addition to offering the opportunity to deepen one's breadth of knowledge and skills for the chair or coordinator personally, the position also offers deeply satisfying opportunities to influence the learning culture of the department--and that of the larger college or technological institute.

The objectives of the session:

1. Explore current assumptions/experiences/perceptions about the positions
2. Validate the pressures of these positions
3. Highlight the critical juncture of the chair/coordinator position in shaping and responding to the learning culture of the institution: the "Janus" image
4. Identify ways that the chair/coordinator can maximize the position to support positive learning culture within the department, whether or not it is supported by the larger institution.
5. Identify ways the chair/coordinator can contribute to a positive institutional learning culture.

The session will include a number of short activities that will require audience participation.



afternoon activity sessions: 2.5-hour session 3:00 pm - 5:30 pm

[4] Aromatherapy Tour

Jacqueline Krossa, RDA, Wilma Plishka; NAIT. Activity (2.5 hr.)

Explore the sensual world of fragrance and find out why it can be very therapeutic in this tour of local Canmore companies that captivate our sense of smell. The route includes visits to Mountain Blends Coffee, Rocky Mountain Soap Co., and Le Chocolatier.

- maximum 20 participants, there will be a sign-up sheet at the registration desk



afternoon activity sessions: 3-hour sessions 3:30 pm - 6:30 pm

[14] Digital Photography Workshop

Ray Rasmussen, Photographer; Chris Olsen; Lakeland College. Activity (3 hr.)

Digital camera equipment routinely produces images that are flat, and lacking contrast, color vibrancy and sharpness. The digital files contain the information needed to produce good quality images, but they have to be enhanced with color management software. Ray Rasmussen introduces digital enthusiasts to the power of Photoshop. This hands-on, beginner-level workshop is aimed at users that want more contrast, color vibrancy, and sharpness from their digital images. Participants will be coached in basic techniques for managing adjustment layers, and using the 'curves' program as a tool for refining their digital photos. While participants should not expect to master the Photoshop software in this session, they will have a feel for the importance of color management, and will be provided with information about how to engage in additional online learning.

- maximum 15 participants, there will be a sign-up sheet at the registration desk

[36] Cyanotype Art Workshop

Mireille Perron; ACAD. Workshop (3 hrs.)

This hands-on workshop is an introduction to one of the first photographic printmaking processes ever developed. The cyanotype process, also known as blueprint or sunprint utilizes photosensitive iron salts and continues to be relevant today to produce fine art prints. The instructor will provide paper and fabric already prepared with the cyanotype solution, which will be exposed in the sun and rinsed in water. This is a contact printing method. Where the light reaches paper, it turns blue. Where light is blocked, it remains white, or the color of the paper. During the printing process—which requires no darkroom--the chemical-brushed paper appears bright yellow, turning to the hallmark Prussian Blue when exposed to sun light

Participants can bring materials for exposing the imagery but objects found on site will also be used. You can use computer generated text and images printed onto transparencies, drawings and photos copied onto transparencies, old photographic negatives or drawings produced directly on acetate. You can also use objects such as lace, string, leaves, gears, marbles, etc. to create shapes and cast shadows. Experimentation can produce some really interesting results.

Cyanotype chemistry and paper are included. Enrolment is limited (15-20) to ensure one on one attention. Workshop will be cancelled if it is a rainy day.

History: Cyanotypes are one of the oldest printing methods in photography; its invention is credited to astronomer Sir John Herschel in 1842. Originally, Cyanotypes (called "ferro prussiate") were used in conjunction with scientific recordings. For example Anna Atkins (1799-1871), often credited as the first woman photographer, used the method for impressions of British algae.

- maximum 20 participants, there will be a sign-up sheet at the registration desk

[37] How Do You Perform in Your Work? AKA How To Make Better Use Of Learning Preferences

Dick Averns; ACAD. Workshop (3 hrs.)

- maximum 30 participants, there will be a sign-up sheet at the registration desk

Contemporary art and culture will be front and centre in this performative lecture and workshop, highlighting preferences for student learning in concert with suggestions for teaching modification. Commencing with the question "How do you perform in your work?" artist and ACAD Instructor Dick Averns will present strategies for evaluating learning preferences on four continua: whether people learn visually or verbally, globally or sequentially, intuitively or via senses, and if learners best absorb new material via actions or reflection.

Participants can expect not just an engaging and dynamic presentation, but a real-time performance that integrates both quantitative and qualitative factors to the learning environment. Those in attendance will complete a personal exercise to calibrate their own learning preferences, create a register of custom learning strategies for their own discipline, and leave the workshop with a take-home package for future use in their own teaching situations.

Biography:

Dick Averns - Artist, Educator, Performer, Writer

Dick Averns' art practice researches spatial control. Mental spaces are addressed on conflicted fronts: the overt and covert. In terms of overt conflict, Averns researches contemporary war art. He has been selected by the Department of National Defence for the 2008-2009 Canadian Forces Artist Program for which he will creatively engage the War on Terror. Conversely, covert conflict is probed via applied research into mental health disorders. This has included the role of principal investigator for an interdisciplinary project investigating mental health, career choice and achievement in the workplace.

Born in London, UK, Averns has studied at the Parsons School of Art & Design, the Wimbledon School of Art and the University of British Columbia (MFA 2003). As a cross-departmental faculty member at the Alberta College of Art & Design, teaching between liberal studies and studio, Averns complements his research, teaching and studio practice with conference moderating and critical and scholarly writing.

38. Making a Web Site In Under 3 Hours


Darlene Lee; ACAD. Workshop (3 hrs.)

The world has gone digital, which means you need a website. These days as a creative professional, you're expected to show your work on demand. This course will take you through all the steps of creating an on-line portfolio using iWeb. The entire process of designing a digital portfolio – from selecting the appropriate address, to optimizing digitized art, creating a site, web hosting, and uploading to the web. At the end of the course students will have a live site on the web.

Participants are **encouraged to** bring their own Mac laptop computers. Some laptops will be available at the session. iWeb and iLife is part of the original software included on Mac computers. Images are provided for demonstration and work, but a portion of the workshop can be dedicated to participants working with their own photos. A basic knowledge of computers, and the Mac operating system is assumed. Students will learn from a standard set of web authoring tools and will gain insight into adding new tools to their arsenal in the ever-changing environment of the Internet.

Canadian designer Darlene Lee calls herself a 'Jack of all Trades,' with a Masters in Design. She has designed for famous designers such as Ralph Lauren, while running her own design studio. There isn't a household in NA that does not contain a product she has influenced. Darlene has a BA in Fine Arts and a Masters Degree in ID. She is completing a Doctorate at Columbia University and teaching at the ACAD in Canada. She is a founding member of the Association of Women Industrial Designers. Darlene has been honored with numerous awards in design and new media. Contact Darlene Lee (darlene.lee@acad.ca) for more information.

- maximum 25 participants, there will be a sign-up sheet at the registration desk


 **afternoon activity sessions: 2-hour session 3:30 pm – 5:30 pm**

[6] Enjoy some structured recreation and discuss the conference with Judy and George on a bike tour in the Canmore / Banff area

Judy Grattan, George Haeckel; SAIT. Activity (120 min.)

Join Judy and George for an opportunity to discuss topics based on the conference theme while exploring the Canmore (possibly Banff) area on a bike. We will be riding on roads/trails which for the most part will be paved. The ride will be of the order of 20 km with some hills although we are not planning to ride up any mountain passes. Participants should bring their own bike and be prepared for an outdoor activity in the mountains.

This session is intended to support the concept of 'wellness for faculty'. Physical wellness has a direct impact on our mental wellness and our ability to successfully adjust to the ever changing environment in our institutes. We hope that by participating in our session, some of the faculty will take part in a physical activity, meet with colleagues in a less formal setting and discuss mutual challenges and opportunities. We would like to promote physical activity as a means to help cope with the stresses that we see in our classrooms and our institutes.

 **afternoon activity sessions: 90-minute session 3:30 pm – 5:00 pm**

[34] Hiking with Don

Don Fisher; GMC. Activity (90 min.)

Enjoy a refreshing and invigorating experience taking this leisurely hike with Don to experience local Canmore trails.



Friday evening

7:00 pm – 10:00 pm dinner banquet

Arnica Lady Orchid Room

Activities include:

- ACIFA 2009 Award for Innovation in Teaching
- Presentations to ACIFA Executive, and additional presentations.

Friday evening entertainment

8:30 pm – 10:30 pm

Arnica Lady Orchid Room

The Steve Pineo BAND



photo by Marc Anderson

Steve Pineo is a renowned songwriter, singer and guitarist. His songwriting credits include "Canadian Man" by Paul Brandt and "Too Bad For Me" by Prairie Oyster and his songs have been recorded by such diverse artists as Tim Williams, Willie Mac Calder, Heather Blush, Allistair Elliott, Vann Shaw, Richie Pollack and many more.

Steve's baritone voice can span the styles of Frank Sinatra to Howlin Wolf with all stops in between. Jazz precision and rootsy honk. He has 4 solo CDs to his credit ranging from 60's rock(Hindsight)to swing(A Perfectly Good Friendship)to brassy R&B(Around the Horn) to introspective folk(When I Grow Up).

As a guitarist, Steve has recorded with Back Alley John, Mike Stack, Jane Hawley and others too numerous to mention. He is perhaps best loved for his work with the great Billy Cowsill and the Co Dependents. As Billy once said, 'If Steve played any more notes it would be too much, and if he played any less it wouldn't be enough.

The Blue Monday Trio

The Blue Monday Trio are Steve Pineo(guitar and vocals),John Hyde(acoustic bass)and Kelly Kruse(drums and percussion).John is well loved in the Calgary jazz and world music scene. His great technique is combined with a rare ability to innately understand and respect all types of music. John's first band when he was a teenager played blues. Kelly is becoming well regarded as a guitar player in Adele and the Krusers although his first instrument is drums. Kelly is still the go to guy in town for anything bluesy or rootsy. The Blue Monday Trio play every Monday night at Mikey's Juke Joint in Calgary.



10:15 – midnight hospitality suite

Crocus Room hosted by the Alberta College of Art
& Design Faculty Association

Saturday May 23

7:30 -8:45 am Breakfast
Arnica Lady Orchid Room

8:45 – 9:45 am keynote speaker
Arnica Lady Orchid Room



Keynote Speaker: Robert Kelly Artist, Educator, Author & Creativity Specialist

OK Everyone, Be Creative! Creativity As A Primary Rationale for Education (and Everything Else!)

Creativity is a central source of meaning in our lives. Improvisation, invention and innovation reveal much about us that is both interesting and very human. Engaging in acts of creativity enables us to engage our life world more fully. The excitement of generating ideas, experimenting, and becoming vulnerable makes for a passionate world that runs across disciplines and all walks of life.

This keynote will explore the meaning and vocabulary of creativity. The need for an emerging educational culture of creativity is an imperative against the backdrop of the predominant learning culture of measurement and standardization. How can these cultures co-exist? What enables individual creativity? What enables creativity within educational systems? What holds us back?

Robert Kelly will shed some light on these questions through a careful blend of his creativity research, his educator and artist practice, and a host of nonsensical anecdotes. Bring your ideas and a sense of humour to explore creativity as a primary rationale for education.




Artist and educator Robert Kelly is an associate professor in the Faculty of Fine Arts at the University of Calgary. He is co-editor of a new book entitled *Creative Expression, Creative Education: Creativity As A Primary Rationale For Education*. He is currently researching and developing two new volumes on creativity in education focused on creativity across all disciplines and creativity in educational practice. As artist, his most recent work is his conceptual *Minutia* installation that consists of eleven books of concrete poetry on lecterns, based on the sentence fragment "*the first time I heard the sound of a page turning.*" Robert has received numerous awards for teaching excellence and is featured on the University of Calgary's Great Teachers website. He is currently developing new courses for educators and the general public on creativity through his Creativity Education Project and his Creative Journey initiative. Robert Kelly has been a featured speaker at lectures and workshops across Canada with his insightful, and humorous anecdotes that are mined from his interestingly, diverse personal journey.

Robert Kelly can be reached at rkelly@ucalgary.ca www.robertkelly.ca



Saturday morning Programme – sessions

 60-minute sessions: 9:45 am – 10:45 am

[1] **Creativity Jam Session:**
Jamming on Creativity in Education, Metaphorical Thinking, and Anything Else

Robert Kelly; University of Calgary. Workshop (60 min.)

Robert Kelly will lead this jam session as a follow up to themes and ideas raised during his keynote presentation. Bring your ideas and questions to this open forum session designed to explore any topic related to creativity, educational practice, or enabling strategies. This is an opportunity to share and listen to ideas and to dig deeper into some of the issues related to the concept of creativity from a personal or educational perspective across disciplines and educational institutions. Metaphorical thinking or adhocacy...anything is fair game. Generate possibilities through this exciting dialogue.

[23] **Pickled Sharks and Head Lice: Contemporary Art as a Transformative Event**

Christopher Willard, Laurel Smith; ACAD. Lecture (60 min.)

Contemporary art may be utilized as a transformative tool in teaching because of its ability to challenge, transform, and reflect larger societal ideologies.

More than fifteen years ago Damien Hirst shocked the art world by submersing a shark in a tank of formaldehyde. Today it is found quaintly embedded in history books and its second incarnation is on view at the matron of art museums, The Metropolitan Museum of Art. More contemporary cutting-edge artists are now serving soup, slinking around a closed museum in a bear suit, or infesting their scalp with head lice. What has become of art as we knew it? In order to teach visual cultural content we must first come to an understanding of what art is in an era where every previous determinate has been assaulted. Laurel Smith and Christopher Willard (both educators and artists) shed light on the state of and form of current visual art. They promote the position that art can be used as a transformative tool in teaching because of its ability to challenge, transform, and reflect larger societal ideologies. Further, because contemporary art is understood by way of a hermeneutic process, the interpretation of art by means of local knowledge and shared assumptions, it acts as an ideal bridge for broadening classroom discussions into areas such as identity and diversity.

[8] **“Yes We Can: Creating a Safe Learning Culture with Distance Aboriginal Students”**

Arlene Wolkowycski, Karen Van Niejenhuis; NorQuest College. Lecture (60 min.)

Creating a safe learning culture optimizes student motivation and success. Distance education courses and programs with aboriginal students have generally been unsuccessful related to a variety of factors. Norquest College (NQC), Special Projects and Continuing Education (SPCE), Health and Human Services Careers (HHSC), has partnered with Health Canada, First Nations and Inuit Health (HCFNIH), to offer the Health Care Aide (HCA) Workplace Distance Education Delivery (WDED) across the province of Alberta.

Goals and Objectives of the session:

Learn how this provincial partnership project was completed with an ideal academic success rate.

Key points of the project that contributed to a safe learning culture:

- Respecting and honouring aboriginal ways
- Engaging essential employer, community and Elder support
- Empowering aboriginal communities as they are looking after their own members
- Building in success in all phases of the project: Assessment, Planning, Implementation and Evaluation
- Threading positive relationships on all levels (Health Canada, site supervisors, students, communities, Elders)
- Promoting studying and learning in their own communities
- Recognizing student personal and workplace caregiving experiences
- Recognizing learning styles and educational experiences of students
- Balancing structure of courses and programs with flexibility
- Hiring prospects are close to 98%, both on reserve and off
- Stepping stone to other health related careers

[14] Digital Photography Follow Up Workshop to Field Trip

Ray Rasmussen, Photographer; Chris Olsen; Lakeland College. Activity (1 hr. Classroom)
Follow-up to Friday field trip photography session.

[17] An Innovative Learning Environment for Early Learning and Childcare Practitioners

Lona Tarney, Tina Tian, Jianping Cui; BVC. Demonstration (60 min.)


We will show the pedagogical effectiveness of the Early Learning and Child Care (ELCC) program using online, print-based and workshop-based curriculum. All of the three-credit ELCC certificate and diploma courses were modularized into one-credit courses. A three-dimensional teaching model was adopted, which integrated media, various learning styles and interactivities to create engaging learning environments.

New educational technology makes flexible learning become possible. The goal of this presentation is to introduce an innovative blended learning program for ELCC practitioners and the instructional design approaches applied to this program.

Two interrelated, innovative strategies were employed to enhance the delivery options and opportunities for child care staff to pursue education and training: Blended Delivery Methods: Online, Print-based, and Workshop-based; Modularization of the Early Learning and Child Care Certificate and Diploma Programs

We will discuss how the two strategies were applied in the program design and how this innovative program created a more flexible and accessible learning culture for child care staff through a blended learning approach. Students can: Enroll on this program anytime; Learn from anywhere at anytime; Learn on their own pace; Choose any delivery options: online; print-based and workshop-based; Take the challenge exam at any learning period

Knowledge studies, case studies, exercises, combined with field trip activities and distance practicum were employed to meet the different requirements of learning styles and achieve the learning objectives at different levels. The learning methodology moved from a teacher-centric approach to a student-centered, self-paced approach. A sample of the online courses will be demonstrated during the presentation. Content structure, learning process, interactive activities, and evaluation methods will be introduced as well.

 **60-minute sessions: 10:45 am – 11:45 am**

[21] Academics' Copyright: New Strategies for New Learning

Travis Huckell, Roy Jensen; GMC. Workshop (60 min.)

This workshop explores academics' ownership of copyright. It also explores how academic employers' terms of employment (usually collective agreements) affect that ownership. Participants are encouraged to bring a copy of their institution's Copyright ownership policy (or relevant section of their collective agreement).

Academics have generally owned their copyrightable expressions even when created as part of job duties. This is the academic exception to the usual employment practice that copyrightable expressions created as part of job duties belong to the employer. This presentation will explore the history of the academic exception, the present practice of the exception, challenges to the exception said to arise because of new learning media and the strategic choices academics may make exercising their academic freedom.

[24] **Wilderness 101: History, Art and Hiking in the Canadian Rockies (and maybe some other mountains too...)**

Dr. Benedict Fullalove, Susan Menzies; ACAD. Lecture / Demonstration (60 min.)

Ben Fullalove and Susan Menzies present an impractical guide to hiking in the Canadian Rockies, along with some amusing anecdotes about historical travel in the region, and an introduction to contemporary art-making in wilderness spaces.

Drawing on our combined expertise as an art historian and practicing artist, as well as our considerable experience in backpacking, hiking, climbing, canoeing, skiing and stumbling in the mountains) we will present a talk with three interwoven themes. First, we will discuss long distance backpacking in the Rockies and provide information about skills and equipment that are useful when undertaking trips of five to ten days. Second, we will discuss the history of travel and exploration in the Rockies. Third, we will introduce the works of a number of contemporary artists whose practices are connected with wilderness travel. The talk will be illustrated with many images from our own trips, historical images, and images of the works of the artists we will introduce. The main goal of the presentation is to show how wilderness and various forms of visual representation are and have been interconnected. Audience members will hopefully take away some increased knowledge of travel in the Canadian Rockies both past and present, and an appreciation of an interesting and significant field within contemporary art practice

[33] **Nurturing a Culture of Engagement**

Dianne McDonald, Dr. Arnie Smith; GPRC. Focus Group (60 min.)

The facilitators of this focus group will, along with participants, explore how we can nurture a positive learning environment that will fully engage learners. Both presenters are in the early stages of developing a qualitative study of students' response to instructors' efforts to open positive learning spaces. The first stage of their research is to clarify the question "How may we understand the dynamics of a cultural engagement?"

Questions for discussion may include, but are not limited to: What are positive learning spaces? How can instructors create positive learning spaces? How can instructors motivate students to submit only their best work? How important is it that an instructor formally state their person intention in creating the learning environment? Instructors from all disciplines are invited to participate in this focus group and contribute their experiences and share observations on the value of creating a nurturing culture of engagement in the classroom.

[25] **Besotted with SoTL**

Jacqueline Flood; Portage College. Lecture (60 min.)

Publish or Perish? Come find out why the Scholarship of Teaching and Learning (SoTL) might just be the research niche you have been looking for. SoTL is changing the learning culture of comprehensive colleges and universities around the globe. Find out how you can access \$\$ to conduct your own SoTL projects!

This session will describe how SoTL is evolving as a legitimate international research paradigm for comprehensive colleges and universities. Because this research paradigm focuses on teaching and learning it offers the potential to dramatically change the learning culture within the institutions that value it. I will provide evidence from the SoTL literature to develop this thesis. I will also share with participants my own learning journey that resulted in me becoming "besotted with SoTL". Participants will learn about how the learning cultures of higher education institutions around the world are being impacted by this systematic study of learner outcomes and experiences and how research in this area is being disseminated through growing publishing and conference opportunities.

Practical information will be shared about how to plan & execute a SoTL project and how to get published. Participants will also learn about how they can apply for the acifa Scholarship and Teaching and Learning Award to assist them in pursuing their own SoTL projects.


[26] Creating Supportive Learning Environments for Today's Aboriginal Students

Walter Belcourt; NorQuest College. Lecture (TBA min.)

This workshop will look at many aspects and roadblocks that many aboriginal college students are facing today. It is my experience that I have seen many students both aboriginal and non-aboriginal not just withdraw from their program, but walk out because in their words were limited or no supports for them. This disconnection of working with students in my opinion has many taking programs in a more safe/secure facility. However, there may be more disadvantages in this transition than first thought. I believe this is one of the key barriers that are overlooked by many institutions.

Some main objectives of this workshop would be to breakdown what type of supportive systems will be effective to help encourage student learners to learn how to balance, accept challenges and become for self sufficient as soon to be graduate students. I believe helping to introduce effective timeline management and encourage learning from life experiences as an option of helping the student to understand their immediate value in their career choice.

In our case the focus of our programs is human service careers. Having students immediately connect with community resources allows them the inclusive feeling of being part of something that has always been waiting for them.

 **60-minute sessions: 11:45 am – 12:45 pm**

[32] Visual Learning Through Vidcasting

Alison Cervi; SAIT. Lecture (60 min.)
(recipient of the 2009 ACIFA Innovation in Teaching Award)

Have you ever thought about becoming a movie producer one day? This "how to" session will demonstrate and provide tips on how to use free software to develop instructional videos for your students.

Work, school, and life-balance demands seem to be increasing among the student population which may affect students' attendance. As well, in the current learning culture, students receive information through a variety of avenues and teaching styles; reading notes and textbooks, lecture presentations, multi-media, lab activities, group projects and discussions. With some free software, a digital camera and some time, instructors can toss it up for students and foster independent, visual learning by making demonstration videos for students. In combination with the cost-effective, contemporary distribution offered by YouTube, students can watch and hear and replay the video at their convenience, as many times as they require to visualize steps, prepare for labs, revise their technique, and to clarify understanding. Through this session, Alison aims to illustrate the simplicity of some free software and highlight the steps of producing video for a course or lab. Students in the SAIT Polytechnic School of Health and Public Safety appreciate the accessibility and flexibility of the popular media and the benefit of unlimited access to learning materials from the comfort of their own home. Maybe there are applications for video demonstrations for your students and courses?


[12] Samarpana Meditation (B)

Kumud Acharya, NLC; Kirtida Acharya; Dr. Kate McKenzie. Activity (60 min.)

See session #11 on Friday for description.

[35] Student Skill Development in Second Life

Ed Beerwart; NAIT. Lecture/Discussion (60 min.)

 90-minute sessions: 11:45 am – 1:15 pm

[29] **Academic Staff and Intellectual Property**

Paul Jones; CAUT. Lecture (90 min.)

Academic Staff and Intellectual Property – An introduction to intellectual property concepts including copyright and patents and a discussion of their evolving and controversial roles on campus.

PAUL JONES is a Professional Officer at CAUT. He joined the organization in 1998 after practicing law at an Ottawa union-side labour law firm. Prior to his legal career he worked and volunteered with environmental, labour and development groups as an organizer, educator, graphic designer and flying picket. At CAUT, Mr. Jones specializes in member education, policy development and intellectual property issues.

[13] **A DONDE VAS? That is Spanish for “where are you going?”**

Cameron Macfarlane C.E.T.; Lakeland College. Workshop (90 min.)

An informative, interactive, hopefully thought provoking discussion at retirement planning/living, and expectations for activities/work with a Latin flavor. My retirement plans and dreams. There are many aspects to a healthy learning culture. For me one of them is the realization that one day I will see the fruits of my labor and I can retire. Retirement is sometimes looked at with dread and fear because the person is unsure of what the “not working, unstructured, no salary, I’m not being productive or useful, et cetera changing world holds for them. This can make a person feel trapped in their jobs, not wanting to change the status quo with feeling of missing out, resentment, becoming a dinosaur and no place to go. Dealing with, preparing for and anticipating retirement can be a joyful, stress relieving and invigorating experience. It is this rejuvenation and zest for life now and in the future that leads to positive attitudes that make such a difference in every day life. I am less than two years from retirement and would like to share my experiences and encourage my peers on their own retirement journey as I plan on spending some of my retirement in the Caribbean.

Lunch

1:15 –2:15 pm

Arnica Lady Orchid Room

Greetings from: **Cindy Oliver** President of FPSE of B.C.



The **Federation of Post-Secondary Educators of B.C.** is the provincial voice for faculty and staff in B.C. colleges, university colleges and institutes, and in private sector institutions. FPSE works to further the interests of over 10,000 post-secondary educators. **Cindy Oliver** is President of FPSE. Prior to being elected President in 2002, Cindy served three years as FPSE’s Secretary-Treasurer. Previously, she was an instructor of Adult Basic Education and an Educational Advisor at the College of the Rockies. Cindy is an officer of the B.C. Federation of Labour, and represents FPSE at many external organizations and agencies, including the Canadian Association of University Teachers.

FPSE and ACIFA have had an extensive and valuable relationship over the years, and Cindy has frequently met with ACIFA’s Executive and Presidents’ Council.

Saturday afternoon

2:30 – 4:30 pm ACIFA Annual General Meeting
Crocus Room



4:45 – 7:00 pm Free Time

Saturday evening

7:00 pm **the Barbeque** at the Arnica Lady Orchid Room

further musical stylings by

The Steve Pincus BAND

10:15 – midnight hospitality suite



Crocus Room

hosted by the NAIT Academic Staff Association

Sunday May 24

8:30 -10:30 am Breakfast

Arnica Lady Orchid Room **Conference Wrap Up**

🌸 prize draws 🌸 presentations 🌸 closing comments

Thank you to ACIFA member faculty associations & other contributors for their donations to:

the Silent Auction for the Alberta Public Post-secondary Education Trust Fund

- In operation since 1995, the Trust Fund provides funding to provincial award programs and a range of PD activities.

Thank you for coming to the Conference. See you next year!



hosted by NAIT Academic Staff Association ACIFA 2010 will be in JASPER at