



President's Message

By Ken Heather

"If you think education is expensive, wait until you see how much ignorance costs." Barack Obama.

Once again, I would like to take this opportunity to commend all of you for your continuous dedication to your student success. We have all experienced the trials and tribulations of online teaching. I applaud the tremendous efforts that you have made to make it the best it can possibly be in this ever-changing educational world.



Reports

There have been two reports that have come out over the last year that ACIFA feels will shape the future of the 13 institutions we represent.

The **"Alberta Colleges Economic Recovery Task Force"** report came out in November, 2020. This report was created by the 11 post-secondary colleges in Alberta. A number of college presidents, business

representatives, and government representatives sat on this task force. This report was created ahead of the Alberta 2030 post-secondary review final recommendations. The Alberta Colleges Economic Recovery Task Force report was to focus on the economic challenges faced due to the global COVID-19 pandemic within the province of Alberta and post-secondary.

"Skills For Jobs Task Force Final Report" came out in January of 2021. This report was created by a number of colleges, institution presidents, apprenticeship, industry, business and government representatives. Both NAIT and SAIT presidents co-chaired this report. This report focused on the apprenticeship system in Alberta and compared it to ones around the world. It looks at the pros and cons of all the apprenticeship programs, and it made a number of recommendations to improve the Alberta system.

Both of these reports will have a significant impact in our post-secondary sector.

"Alberta 2030 Building Skills for Jobs Review",

This report had not been released at the time this report was created; however, we are starting to hear some of the review contents. Two significant things that are being heard, at this time, are Work- Integrated Learning (WIL) and Micro- Credentialing. Both of these are just the beginning of some significant recommendations that will change all of post-secondary in the Province. We await the release of this report to better understand the changes to post-secondary now and in the future.

Meeting with Minister Nicolaides

Pres. Council meets with Minister Nicolaides on March 15th. Minutes of the meeting can be found on page 4 of this newsletter.

Negotiations,

All of the 13 institutions that ACIFA represents have just begun negotiations or are on hold in their negotiation process. At this time, we are unsure how negotiations timelines will move forward, with some institutions saying that they are wanting to wait until the fall to proceed. Others are wanting to proceed through spring and summer.

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Public Interest Alberta

<https://www.pialberta.org/> "Stop the cuts to our Universities and Colleges"

Working conditions are learning conditions, a campaign that ACIFA donated funding to, has been very successful!

The lawn signs, trail signage, drive-bys, and social media campaigns got a lot of attention to the public and media outlets.

Moving Forward

As we continue through the rest of the 2020/21 academic year, there could be a number of things that could influence our institutions.

Depending on how negotiations go, and what the AB 2030 review recommendations say (and which ones the Gov. implements), we may be in for a lot of change in a short period of time.

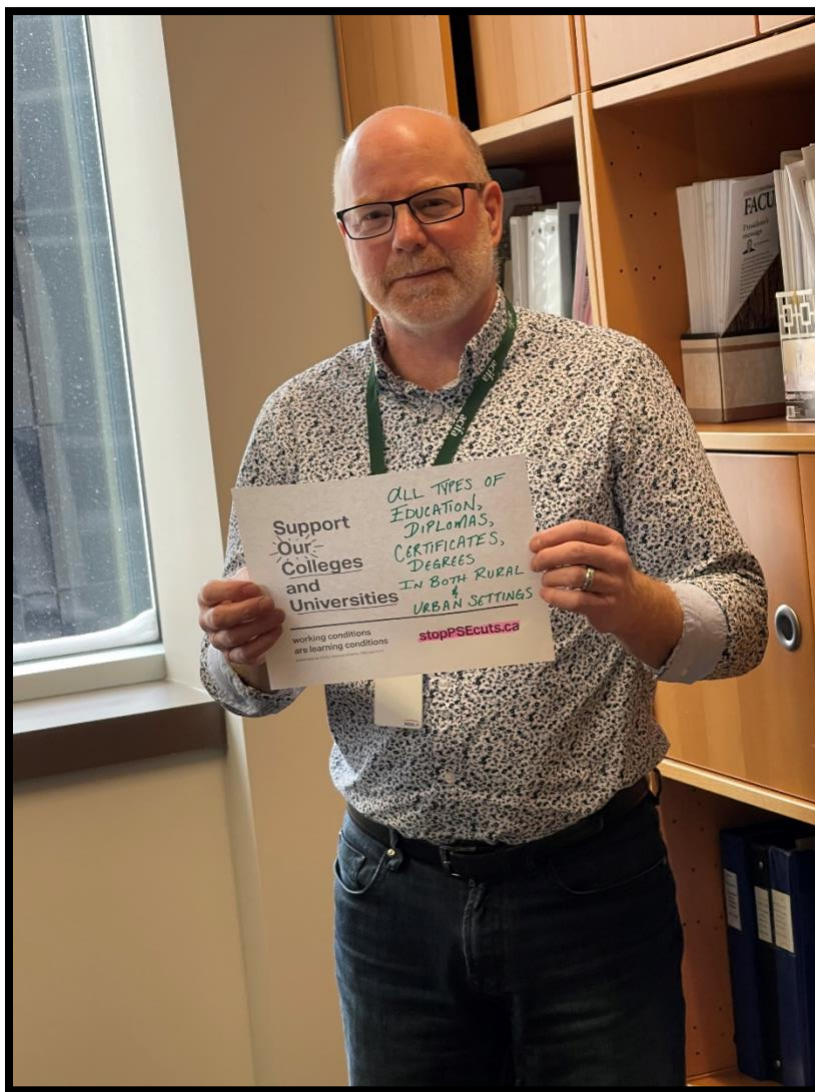
ACIFA will continue to be the provincial voice for its members' associations on all matters that pertain to post-secondary education in the province of Alberta.

The government announced in March 2021 that all publicly funded institutions would be going back to face-to-face instruction in September 2021. We're hearing that all institutions will be offering face-to-face instruction in conjunction with some type of blended/hy-flex classroom delivery being synchronous or asynchronous. This continues to raise many questions around the workload, intellectual property, privacy, class sizes etc.

Undoubtedly, all of these issues will become items for negotiations as institutions start to roll out the type of delivery they are wanting us to provide to our students. Changes coming to post-secondary in Alberta and we, ACIFA, will be there to defend our members working conditions and our students' learning conditions.

In solidarity,

Ken Heather
Pres. ACIFA





ACIFA AGM

The ACIFA AGM will be held via Webex on May 15th from 9:00 am to 11:00 am.

Join from the meeting link

<https://acifa.my.webex.com/acifa.my/j.php?MTID=mad72e41a019fc9b5d706ee7975217536>

Join by meeting number

Meeting number (access code): 182 920 8264

Meeting password: D8McCShmN63 (38622746 from phones and video systems)

Tap to join from a mobile device (attendees only)

[+1-415-655-0001](tel:+14156550001), [1829208264](tel:+1829208264) #38622746# US Toll

Some mobile devices may ask attendees to enter a numeric password.

Join by phone

+1-415-655-0001 US Toll

[Global call-in numbers](#)

Join by video system, application or Skype for business

Dial 1829208264@webex.com

You can also dial 173.243.2.68 and enter your meeting number.





NOTES FROM THE MEETING WITH THE MINISTER OF ADVANCED EDUCATION



On March 15, 2021 at 1:00 pm, sixteen ACIFA delegates had a meeting with the Minister of Advanced Education, the Hon. Demetrios Nicolaides.

What follows are the notes from that meeting. On the agenda were the following topics for discussion:

1. Performance-Based Metrics
2. Mandate Letters
3. Plan for Apprenticeship
4. Job Losses

Discussion

1. We are very concerned about the metrics included in performance-based funding. Which metrics do you intend to employ? What's the validity of the data in each case, given the effect of the pandemic and the economic downturn? We have specific concerns around enrollment, including international enrollment, around the employability of graduates, and work-integrated learning in that regard. We've also discussed a metric in this forum previously around administrative growth, and we wonder if there's been any progress on that as it relates to the cost per student? (Kevin Wiber)

Minister Nicolaides said they are pursuing the admin to faculty ratio with a lot of intent and desire. He thinks it's a strong metric that measures and evaluates the right things. He said that he suspects that it will become a measured metric at some point in the future, but probably not now. They are still doing some analysis to decide on what the right metric would be: Is it the admin to faculty ratio? Is it an administrative expense ratio? What about data validity? Do all institutions record administrative expenses the same way? How would they account for that? They are looking at this and pursuing this. On the other metrics, nothing is near close to being finalized as it relates to what those might look like because there is a lot more investigation that needs to happen. That being said, they are still dealing with a pandemic. These are very challenging times for faculty, students, and the entire post-secondary community. Moving forward on a full implementation as originally contemplated, at this time, does not make a lot of sense. He said that he does think that it's important that they do get the ball rolling and get more familiar, as a sector, as to what performance-based funding means and what it could entail. Originally, the proposal that he had tabled included a three-year investment management agreement that would begin at 15% of funding at risk and scale up from there. Again, during these times, as he mentioned prior, that full implementation may need to be adjusted given the circumstance that we are in. What he is proposing is a one-year investment management



agreement with institutions as a pilot/test run. This will have 0%-5% funding at risk. The number is still to be determined. They will activate one or two metrics, probably one, that will be implemented as part of the performance-based model. His thinking, at this stage, is that if they are to move forward on implementing one metric, for a pilot/test year, that it would be a metric around work-integrated learning. When they say work-integrated learning, that can mean a lot of different things, and that can be articulated in many different ways. He doesn't think it would make sense, right now, to have a metric around the number of students who are in work-integrated learning opportunities because given the pandemic, those opportunities are not as strong as they could be, and an institution should not be penalized for challenging economic times. Nothing has been finalized in this regard, but one of the possibilities that they're looking at is the proportion of programs in an institution that have a work-integrated learning component as part of the program. It's not a measure of whether or not students are finding placements, but a measure of how many programs are built and designed in a way that contemplate an internship, co-op opportunity, or whatever it may be into the program that could receive credit towards their completion. That's the thinking at this stage of where performance-based funding is at today.

2. My question is a follow-up question from a question that we raised in an earlier meeting regarding mandate letters that have been given to our institutions but have not been shared with the faculty. As previously mentioned, we are aware the letters exist, and we'd like to request transparency regarding their content. As faculty, we are very willing to work with your ministry and our institutions to help move forward in this time of change in ways that best support our students, but it's difficult to do this when we are uncertain of what the mandate letters direct. The closest example that I have would be that as a faculty member, I'm teaching a class and I'm telling my students that we have learning outcomes that we need to achieve, yet I'm not prepared to share those with them. You'll need to figure those out once the course is over. So, the question is, can you provide clarity around the rumor of the 4% reduction, and if it's across the board? Can we be given copies of the mandate letters that were shared with our institutions for better understanding and transparency? Can you explain the challenge of asking that four-year collective agreements be signed when a provincial election will take place in two and knowing this might bring change to government structure? (Gail Hiar)

Minister Nicolaides said he'd have to follow up with the Ministry of Finance and Treasury board to see whether or not that can be shared by the employer, being the board of governors, that operates as a pseudo government entity in a particular way. He would have to get back to us as it's primarily the Ministry of Treasury Board and Finance. They lead all efforts as it relates to collective bargaining. He asked his staff to make a note of the question, and they will follow up and give a more precise answer.

3. How much of the skills for jobs taskforce is being incorporated into the *AB 2030*, and is the base funding for apprenticeship being rolled into the CAG funding? If it comes in one lump sum, how do we know that come next year that money was spent in the area that it was needed if you leave it up to the institution? We are worried that some of our apprenticeship programs may not get funded properly. (Ken Heather)

Minister Nicolaides said he has no plans in place to make any adjustments to funding for apprenticeship education, or to eliminate the apprenticeship training grant, or to lump that into the base operating grant in any way. With respect to the Skills For Jobs taskforce, he will append that to *Alberta 2030*, and it will be one of the key inputs into the development of the ten-year strategic plan. A lot of the pieces of the ten-year strategic plan will be based on



implementing many of the recommendations from the Skills For Jobs taskforce. They will have the ability this coming spring to make modifications to the legislation to help update and modernize apprenticeship education in line with the recommendations of the Skills For Jobs taskforce. Help provide for more flexibility and more opportunities to deliver apprenticeship education. In terms of *Alberta 2030*, he sees this as an area of significant growth. He thinks this is an area that can broadly assist with the economic recovery of the province. It can assist with helping unemployed Albertans to reskill and find new occupations. They do need to make some legislative changes to allow some of that modernization to happen. He believes they will be well positioned to be a strong leader within Canada within the context of modernized apprenticeship education. He said that there are many areas that could be taught through an apprenticeship style, and he sees opportunities this year to create new apprenticeships. He's excited to begin to implement those recommendations.

Garry Wilson asked for a point of clarification. He said that the minister said that there were no plans to roll the apprenticeship funding into part of the base funding. He asked if that was correct.

Minister Nicolaides said, "Not at this point."

Garry said that he was informed today from the Dean of the School of Trades at NAIT that that's how it was, and that NAIT will be setting the number of seats, so that's why he was curious about that.

Minister Nicolaides asked if he was referring to the apprenticeship training grant, and whether that will be rolled into base operating funding?

Garry said yes, and that's what they were told this morning. Demetrios said that he didn't believe they had any plans to do that, but he will need to confirm. He said his department officials are always looking for ways in which to improve the delivery of operations, but they've rolled out the base grant and indicated in budget 2021 the continuation of the apprenticeship training grant. They did not make any changes to that grant, but he will circle back and ask.

4. My question revolves around the job losses that were announced in the budget. Where do you expect them to land, and how was the 750 number calculated? (Blair Howes)

Minister Nicolaides replied, "That 750 number that was contained in the budget is an estimation. I couldn't give you precise clarification on how that number was contemplated, and what methodology was used to determine that, but I could certainly follow up with you on that number. From my understanding, it's simply an estimation as to the potential maximum number of positions that may be eliminated as a consequence of a reduction of base operating funding to institutions. As you can imagine, that may not play out. It's ultimately dependent on what actions institutions take in response to their funding reductions. It's not to say that government will be targeting the elimination of 750 positions in post-secondary. It's an estimation based on the reductions.

5. At this time, I'd like to let you speak to us on *AB 2030* and the budget. (Ken Heather)



Minister Nicolaides responded, “What I was hoping to do today was have a chat with all of you as it relates to *Alberta 2030*. Obviously, it has been a large effort, and a long effort over the course of several months. I’m certain many of you have been following it very closely, and I am very cognizant of the fact that it is absolutely impossible to develop in any way, shape, or form a ten-year strategic plan that has the agreement of everybody. That’s a pretty impossible task. That being said, I do believe we can get to a position or point where we can develop broad consensus and broad agreement over the high-level plans contained within *Alberta 2030*. I’m cognizant of the fact that most of you have been following the effort closely, and I’m happy to give you an update or answer any questions that you may have about any of the key elements of the plan or go over it at a very high-level for you. Recognizing that we are almost at the finish line with this effort, we have a very robust set of recommendations from the Skills For Jobs taskforce that explored apprenticeship education and the future of apprenticeship. We have conducted over one hundred one-on-one interviews, roundtable discussions, surveys, townhalls, other formats of engagement such as this, and furthermore contracted the services of an outside independent body that has experience and has worked with higher education systems from around the world and has a global database that relates to labour market trends, skills, development trends and challenges and reforms in higher education. Now we are at the stage where we are bringing all of that complicated material from McKinsey, interviews, round tables and other reports and bringing it all together, and to the best of our ability, synthesize the key pillars of our ten-year strategic plan that bring all of these perspectives forward. What I was hoping to do today, is get a better understanding as it relates to the position of ACIFA. A couple of things: First is from what you’ve seen so far, are there any elements that you see thus far in this strategic plan that you would not be able to support in any way? Are there any areas or policy directions that if they manifested in the strategic plan, would be highly problematic for you or your membership? On the other side of that question, what are the elements that you strongly believe must be reflected in *Alberta 2030*?

Ken asked when the minister believes *Alberta 2030* will actually be a public document? Ken said he is still very concerned over intellectual property. He thinks intellectual property is going to become a huge issue in post-secondary. In light of where we are going and how things are being developed and delivered, our faculty develop a lot of things. Our faculty go to the wall to make programs the best they can be, and we are really running into who owns what, and what it will do if faculty don’t have the right to curate things and own things; then, it’ll stop, and students and the institutions lose.

Minister Nicolaides said there’s a lot we need to address and explore. We need to make clear who owns what. How do we protect intellectual property of the property developers and the property owners and encourage and strengthen academic freedom at our institutions while at the same time ensure we build an environment that promotes the commercialization of research, and the partnership between and further strengthening of faculty and post-secondary institutions and the private sector? *Alberta 2030*, as a ten-year strategic plan, has a lot of the elements that will be at a 50,000-foot level. It won’t be suggesting or making any clear-cut determinations around intellectual property that it should change one way or the other. What it will probably do is suggest that we develop a more provincial standardized framework around intellectual property so that there is more consistency and we develop more channels to promote industry participation. Many of those are going to require many more conversations, discussions, and analysis, but it definitely helps plant the flag in the sand about what we need to explore around intellectual property. Some of the objectives that we’re looking at attract world class faculty and



students, drive Alberta's competitiveness by aligning resources and incentives, and set a national standard for policies and practices that foster commercialization. They are quite broad in terms of direction, but makes it clear that when we talk about research and innovation, we want to make sure we are leveraging those best national and global practices around commercialization.

Garry asked, "When you open up the *PSLA*, are you going to look at Section 68 of that?"

Minister Nicolaides said that he doesn't believe so, not at this time. For clarity, they will not be opening up the *PSLA* until the fall session. They anticipate that they will be opening up the *PSLA* to make many governance changes. This may be the opportunity to change other areas that need strengthening. At this time, he doesn't believe they are moving forward with any strong policy recommendations to change any *PSLA* provisions as it relates to actual intellectual property at this point.

6. While you're talking about opening up the *PSLA*, has there been any more talk about keeping the associations sole-bargaining agents? (Kevin Wiber)

Minister Nicolaides said, "Yes, 100%. Unfortunately, our legislative plan has gotten tossed around quite a bit with COVID. I'm still working with my colleague in labour. I believe they might have a bill this fall, but I'm not 100% certain. If labour is not able to address it, if they do not have a confirmed legislative spot, or if they are not looking to make any further amendments or changes, we will have the ability because largely it's been confirmed that we will have a spot in the fall legislative session, so when we do that, we can make export potential changes as it relates to statutory bargaining representation rights of the associations."

7. Are there going to be mechanisms in place to reduce the financial burden that students will have for having to go out and work for free in the community as a condition of their practicums and graduation? When people do their unpaid practicums or internships, there are several ways they pay for it in addition to their tuition. If Alberta wants to be seen as cutting edge, this is a very bold statement to make, and it would be one way that we say to students that not only are we actively encouraging you to this, but we are going to financially support you explicitly in the WIL components. I was a little bit disappointed to see that was not really mentioned in the documentation. It did not address the financial obstacles this could put on not only the students, but also the organizations that have them. A lot of them are community-based, non-profit organizations that would have to devote time to that. What steps are the government willing to take to mitigate that if they are going to be mandating this? (Alex Caldararu)

Minister Nicolaides said, "We may very well need to take those steps. If you look at what are the most effective policy instruments and incentives that we can employ, we can then go from there and employ them. I would not rule anything out, whether it's financial incentives to students or support for employers to take on an apprentice/intern. For clarity, I don't think we should look at WIL from the perspective of making it a requirement for graduation. I think there's a lot of obstacles associated with that. I think what we can strive for, as an ambitious goal, is that we become the first province in Canada to offer every student a WIL opportunity. It's not to say that every student participates in one, but that every student has the option. As you mentioned, there are things that the government undoubtedly will need to do to support employers, institutions, and students as part of that effort, and we'll need to look at the most effective policy instruments and then put them to work."



Alex said that the minister indicated earlier today that perhaps work-integrated learning would be one of the metrics that would be the earliest to be rolled out. Even if it's not mandatory, having that be part of the metrics in which institutions and programs are evaluated, we will have those conversations. They will become part of the necessary conversations around funding, around graduation rates, and around employment rates. Even if it's not mandatory for every student, it is something that is going to become part of our lexicon if this is the thing going on. With that piece, maybe there are things government can do to help with the rollout of that. Similarly, regarding the point about it being optional for people who can afford it, we need to take a look at what the implications are for student access. Who can afford to go take work-integrated learning opportunities? A lot of the students at the community colleges have substantial financial barriers that may not have access to that, so leaving it as an optional piece, when it's part of the government's plan for PSLE moving forward integrating it to the labour market, raises the concern that this is going to exacerbate the haves and the have-nots when it comes to quality of education and access to education.

Minister Nicolaides said he thinks the first step is to determine how they make sure that the breadth of programs that they have across the province are contemplated or articulated from the perspective of being able to incorporate WIL in some way. Step number two might be something like making sure the Campus Alberta Quality Council creates a requirement there that every new program that is approved has that WIL piece. Step number three might be looking at incentives for employers so that we can begin creating some of those spaces. Maybe there's funding that has to go into that. Then, of course, there is the access question as well. How do we make sure that students have the opportunities? What other kind of financial instruments or other types of supports do we put in place to encourage student participation? There are so many things that we need to examine and explore. It's certainly not a matter of one announcement and we're done.

Jane asked if WIL has been rolled out as a metric, or if it is just potentially the metric that will be rolled out.

Minister Nicolaides said that they have not signed investment management agreements with institutions yet, so nothing has been finalized. They will sign investment management agreements with them probably by May or June. It's highly likely that the metric we will use in there will be oriented around work-integrated learning as he'd described. As it stands today, they do not have any signed investment management agreements with institutions. There is no funding at risk, today.

Jane asked if those agreements have been sent out with those numbers and percentages attached to them, but they are not signed yet.

Minister Nicolaides said that he does not believe that they have sent the agreements out yet.

8. Discussion concluded at 1:55, with Ken thanking the minister for allowing us to have this time with him, and for allowing us to follow up on some of these questions. The minister said that he is going to cabinet in the next ten days to present the final strategy. Subsequent to cabinet giving the final go ahead, and approving the strategy, they will be aiming to move forward on releasing the strategy for April.



ACIFA 2020/2021 AWARD WINNERS

Scholarship of Teaching & Learning Award

*The award is now sponsored and administered by:
The Alberta Colleges and Institutes Faculties Association and
The Edmonton Millwoods Lions Club*

On June 10, 2019, the Edmonton Millwoods Lions Club committed to sponsoring ACIFA's Scholarship of Teaching and Learning Award for the next three years! The award winner receives a cheque for \$1000 from the Club. Congratulations, Dr. Viola Manokore and Dr. Jeff Kuntz, on being this year's recipients of this award. We look forward to you presenting your findings at next year's conference!

Dr. Jeff Kuntz is a Faculty Development Advisor at NorQuest College. He works with instructors and instructional assistants and provide them with support through workshops, classroom visits, one-on-one coaching and resource development. Jeff holds a Ph.D. in Secondary Education with specializations in Instructional Leadership and School Improvement.



Dr. Viola Manokore is an instructor at NorQuest College in the department of Practical Nursing. Viola holds a PhD in curriculum, instruction and teacher education and has more than 15 years of post-secondary teaching experience in biological science, human anatomy, human physiology, pathophysiology and science education.

2022 Conference Session: Reimagining Higher Education: The Impact of COVID-19 in Post-Secondary Learning and Teaching.

PURPOSE OF RESEARCH: The main objective of our study was to explore experiences of post-secondary educators in Alberta during COVID-19 pandemic. In September of 2020, Dr. Viola Manokore and Dr. Jeff Kuntz invited post-secondary instructors from ACIFA institutions to participate in an online survey about their experience in transitioning to online instruction in the face of the Covid-19 pandemic. 140 instructors completed the survey and ten instructors participated in follow-up interviews. In addition, 439 NorQuest students provided feedback on how they experienced this transition. What these instructors and students shared was informative, inspirational and, at times, heartbreaking. Now the data collection and analysis is over. What have we learned from this "Great Online Hack of 2020"? In this interactive presentation, Viola and Jeff will share what they discovered while sifting through the quantitative and qualitative data. There were many suggestions made about creating community, enhancing instruction through online apps, providing support, linking asynchronous and synchronous environments and tasks, making lessons interactive, and being authentic and available. As well, Viola and Jeff will identify some of the continuing pressures of pandemic teaching and how Albertan educators and learners have learned to deal with issues related to isolation, technology, communication, independent skill development, assessment requirements, and other educational concerns.



Distinguished Instructor Award

*The award is sponsored and administered by:
The Alberta Colleges and Institutes Faculties Association and
Johnson Insurance*



Johnson Insurance has been a long-term sponsor of this award, providing a cheque for \$1500 to the award winner and \$500 to the recipient's faculty association. Congratulations, Dr. Ivan Ourdev, on being this year's recipient of this award. We look forward to your presentation at next year's conference!



Dr. Ivan Ourdev came to Canada to pursue a PhD in Computational Physics at UoA. In the last year of his studies he discovered, by chance, the fascinating world of Quantitative Finance. Then he embarked on a years-long journey of collecting a list of financial degrees and professional designations -- MBA, MFE, FRM, CIM, CAIA, CFA. After graduating, he went to work in the Investment Industry for the next 10 years. After teaching one summer course of Corporate Finance, he decided to join the amazing team of dedicated instructors at NAIT and to apply his conviction that if you know what are you talking about, you can explain and convey even the most complex issues in simple terms to any motivated to learn student. Outside of teaching, there is still a bit of room left for the challenges of life.

2022 Conference Session: "Learning Machine Learning the easy way... sorta"
Machine Learning has become a part of our reality and an essential skill in the workplace. At the same time, learning the subject matter seems to require advanced knowledge of both mathematics and computer science, which restricts access for those with a general background. How we, at NAIT, are attempting to overcome this roadblock for Finance students is the topic of this talk.

Innovation in Teaching Award

*The award is sponsored and administered by:
The Alberta Colleges and Institutes Faculties Association
and Johnson Insurance*



Johnson Insurance has been a long-term sponsor of this award, providing a cheque for \$1500 to the award winner and \$500 to the recipient's faculty association. Congratulations, Dr. Cheryl Meheden on being this year's recipient of this award. We look forward to your presentation at next year's conference!

Dr. Cheryl Meheden has taught at the college and university level for more than twenty years. During her initial tenure, that which is viewed today as common instructional practices were only sci-fi fantasies. Technologies such as real-time video exchange were only seen on Saturday morning cartoons with the Jetsons. Dr. Meheden says that having the lived experience where anything which can be imagined can be made real has helped her embrace alternative delivery methods. With this underlying assumption, Dr. Meheden tackled the idea of work integrated learning opportunities for students moving from physical placements to virtual





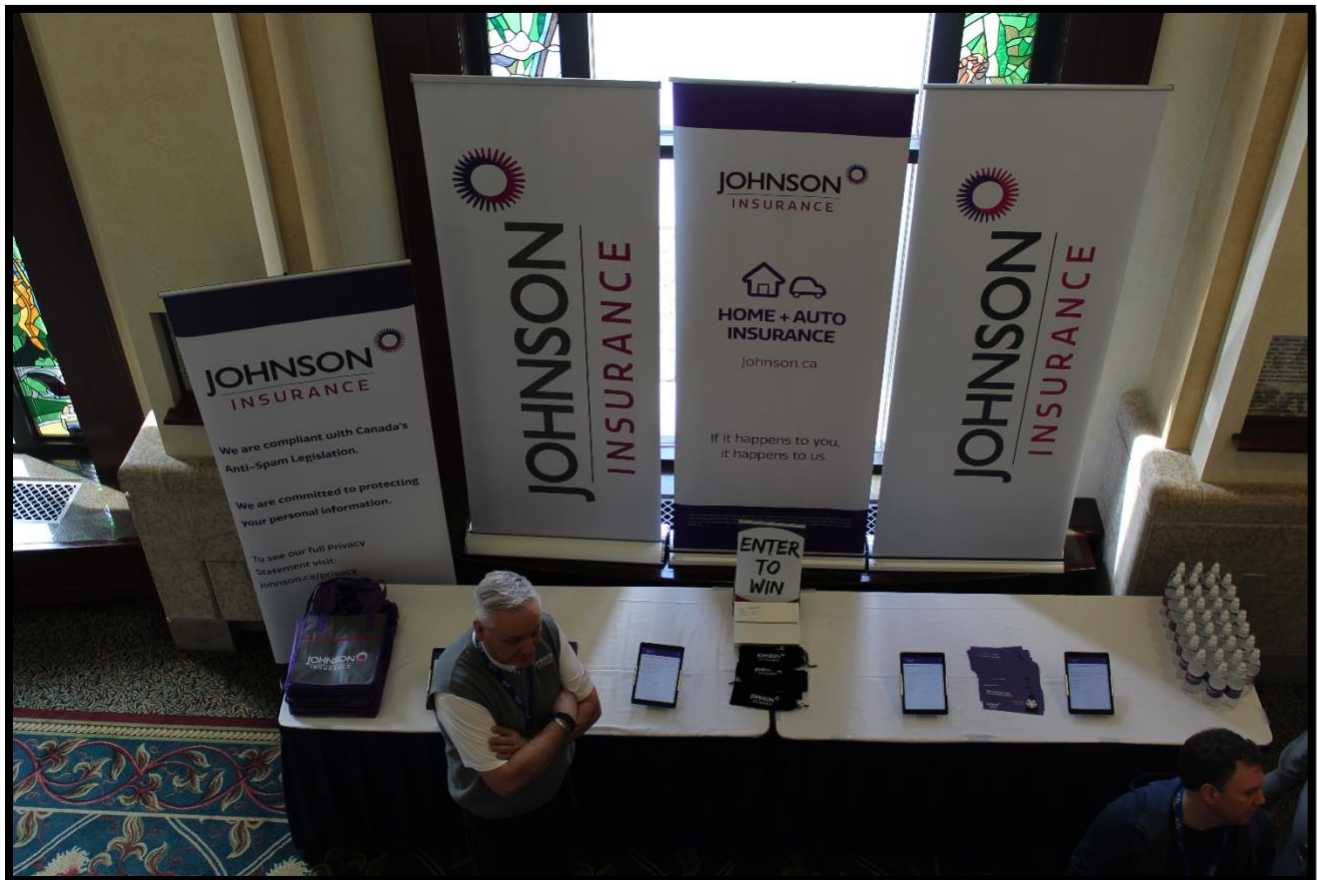
workplaces. This opened up a world of possibilities and the project submitted to represent innovation in teaching had human resource management class students in Lethbridge, Alberta developing job descriptions, recruitment tools, and performance management criteria for an Ontario based Space Apps Corporation.

2022 Conference Session: *Work Integrated Learning Using Virtual Internships*. Participants will receive frameworks, guides, and tools to create a meaningful work integrated learning experience for students, using a virtual platform. Rubrics will be developed by participants, with consideration to successful outcomes for both students and employers.

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Check out the 2021 Johnson Scholarship Program which opened on April 15, 2021. Johnson is proud to offer 50 scholarship opportunities, valued at \$1000 each, to eligible applicants. For more information, visit www.johnson.ca/scholarship



ACIFA IMPORTANT DATES OF 2021/2022

2021

May

May 15 (Saturday)	Annual General Meeting	Cisco Webex
May 15 (Saturday)	Negotiations Advisory Committee	Microsoft Teams
May 15 (Saturday)	Professional Affairs Committee	Microsoft Teams
May 15 (Saturday)	Presidents' Council	Microsoft Teams

October

22 (Friday)	Executive Council	Microsoft Teams
23 (Saturday)	Presidents' Council	Microsoft Teams

2022

January

28 (Friday)	Executive Council	Microsoft Teams
29 (Saturday)	Negotiations Advisory Committee	Microsoft Teams
29 (Saturday)	Professional Affairs Committee	Microsoft Teams

March

11 (Friday)	Executive Council	Edmonton
12 (Saturday)	Presidents' Council	Edmonton

April

16 (Saturday)	Executive Council	ACIFA Office / Conf. Call
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2022 Annual Conference, Jasper Park Lodge

May 8 (Sunday)	Presidents' Council	Jasper Park Lodge
May 8 (Sunday)	Negotiations Advisory Committee	Jasper Park Lodge
May 8 (Sunday)	Professional Affairs Committee	Jasper Park Lodge
May 10 (Tuesday)	Annual General Meeting	Jasper Park Lodge
May 8 – 10 (Sunday to Tuesday)	Spring Conference	Jasper Park Lodge

Future ACIFA Annual Conferences 2022 – 2024

2022	May 8	Hosted by Lakeland College Faculty Association at Jasper Park Lodge
2023	May 7	Hosted by Alberta University of the Arts Faculty Association at Chateau Lake Louise
2024	May 11	Hosted by NAIT Academic Staff Association at Jasper Park Lodge



ACIFA MEMBER ASSOCIATIONS

Alberta University of the Arts Faculty Association
Grande Prairie Regional College Academic Staff Association
Keyano College Faculty Association
Lakeland College Faculty Association
Lethbridge College Faculty Association
Medicine Hat College Faculty Association
NAIT Academic Staff Association
NorQuest College Faculty Association
Northern Lakes College Faculty Association
Olds College Faculty Association
Portage College Faculty Association
Faculty Association of Red Deer College
SAIT Academic Faculty Association

Contact ACIFA at admin@acifa.ca, or 780-423-4440
Website: www.acifa.ca

Come visit us at our office in the Alberta Teachers' Association building:
317, 11010 142 St. NW
Edmonton, AB T5N 2R1

Did you know you can find the following on the ACIFA website?

Association Newsletters
Collective Agreements
Information about ACIFA Awards
Copies of Submissions to the Government from ACIFA
and much more



acifa

Alberta Colleges & Institutes Faculties Association



acifa

Alberta Colleges & Institutes Faculties Association

P. 780-423-4440

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www.acifa.ca