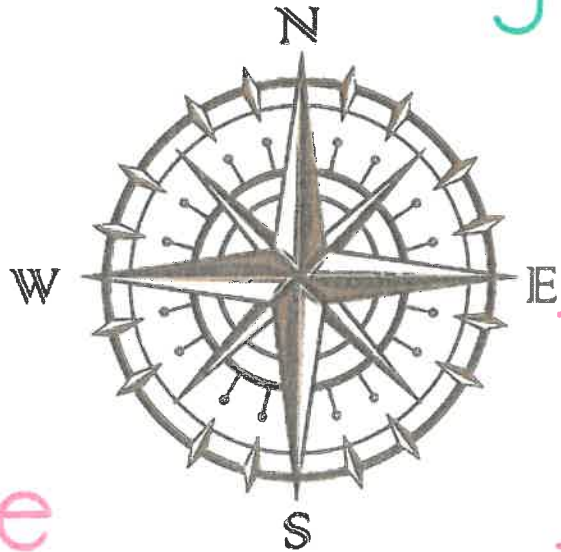PacksPaddlesandPortages
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Conference Programme

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Contents:

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ACIFA 2015 Conference Schedule Overview

Sunday - May 24

- Presidents' Council Meeting — 10:30 am to 3:00 pm
- PAC Meeting — 3:00 pm to 6:00 pm
- Registration Desk Open — 4:00 pm to 7:00 pm in Mount Temple Lobby
- Opening Reception — 7:00 pm to 10:00 pm in Heritage Hall

Monday - May 25 — Rooms

Time	Lakeshore	Plain of Six Glaciers	Beehive	Saddleback	Parker
breakfast 7:30 - 8:45 am					
keynote 8:45 - 9:45 am					
10:00 - 11:00	1	2	3	4	5
11:15 - 12:15	6	7	8	9	10
lunch 12:15 - 1:45 pm with discussion tables					
2:00 - 3:00	11	12	13	14	15
3:15 - 4:15	16	17	18	19	20
Free Time 4:15 - 6:30 pm					
Banquet 6:30 - 8:00 pm — Entertainment and Dance begins at 8:00 pm in the Victoria Room					
hospitality suite/silent auction 9:00 to 11:00 pm — Sun Room					

Tuesday - May 26 — Rooms

Time	Lakeshore	Plain of Six Glaciers	Beehive	Saddleback	Parker
breakfast 7:30 - 8:30 am					
ACIFA annual general meeting 8:30 - 9:50 am					
10:00 - 11:00	21	22	23	24	25
11:15 - 12:15	26	27	28	29	30
lunch 12:15 - 1:45 pm					
2:00 - 3:00	31	32	33	34	35
3:15 - 4:15	36	37	38	34	39
Free Time 4:15 - 6:30 pm					
BBQ 6:30 - 8:00 pm — Entertainment begins at 8:00 pm in the Victoria Room					
hospitality suite/silent auction 9:00 to 11:00 pm — Sun Room					

Wednesday - May 27

- delegates depart

NAC Meeting 10:00 am-3:00 pm — Pipestone Room

*breakfasts and lunches located in the Mount Temple Ballroom

Session Room Locations:
Lakeshore (Lower Floor)
Plain... Glaciers (Lower Floor)
Beehive (Lower Floor)
Saddleback (Lower Floor)
Parker (Upper Floor)

*Registration desk & information in Mount Temple Lobby

*there are 15 minute transition breaks between concurrent sessions

KEY
- Session
- Keynote
- Activity

ACIFA 2015 Conference - DAY AT A GLANCE
Monday - May 25
Rooms

	Lakeshore	Plain of Six Glaciers	Beehive	Saddleback	Parker
	breakfast 7:30 - 8:45 am				
	keynote 8:45 - 9:45 am				
	NAC Meeting 10:00 am - 3:00 pm Pipestone Room				
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11:15 - 12:15	6	7	8	9	10
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2:00 - 3:00	11	12	13	14	15
3:15 - 4:15	16	17	18	19	20
4:15 - 6:30	Free Time 4:15 - 6:30 pm				
6:30 - 8:00	Banquet 6:30 to 8:00 pm				
8:00 - 12:00	Entertainment and Dance 8:00 pm - midnight in the Victoria Room				
10:00 - 11:30	hospitality suite/silent auction 9:00 to 11:00 pm in the Sun Room				
	*Registration desk & information in Main Lobby				

KEY

Session
Keynote
Activity

60-minute sessions: 10:00 am – 11:00 am
[1] **Levelling the Playing Field**

[2] **Working Well: Integrating Mindful Practices in Post-Secondary Learning**

[3] **Workplace Investigations**

[4] **Designing Community Service Learning Opportunities: Supporting Learner-Centered Teaching**

[5] **License Practical Nursing Students Perceived Competency Post Mental Health Simulation**

60-minute sessions: 11:15 am - 12:15 pm
[6] **Up, Over and Through the Theory/Practice Gap: Building Self-Efficacy and Confidence in Teaching Faculty**

[7] Process of Learning Model – Every Step of the Journey

- ACIFA Scholarship of Teaching and Learning Recipient

[8] Dipping Your Paddle in the Water to Raise the Writing Bar

[9] The Changing Face of ABE: A look at online adult basic education

[10] No Experience Necessary – Negotiations 101

🌸 60-minute sessions: 2:00 pm – 3:00 pm

[11] Pack Lightly and Enjoy the Trip

[12] From Lecturer to Facilitator – My Journey Towards the Flipped Classroom

- ACIFA Scholarship of Teaching and Learning Recipient

[13] The Twitter-ific Classroom

[14] Colloqui – What?

[15] Just-in-Time Teaching in the English Classroom: Fostering Critical Reading, Writing,
and Thinking

🌸 60-minute sessions: 3:15 pm – 4:15 pm

[16] Advocacy, lobbying and engaging decision makers in post-secondary – lessons learned

[17] High Impact Task-based Learning Strategies for your Classroom

[18] Mobile technology Use at Portage College: Student and faculty access and practices

[19] Synergistic Collaboration with the Glenrose Hospital Foundation through BTech Capstone
Projects

[20] "Outcomes Based Education: What it is, What it is Not"

Banquet starts at 6:30 p.m.

Entertainment: 8:00 PM
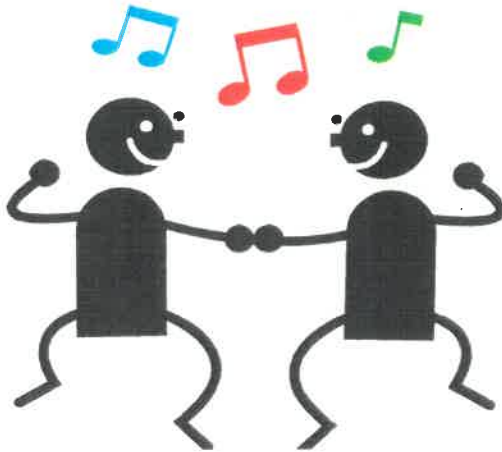
ACIFA 2015 Conference - DAY AT A GLANCE
Tuesday - May 26
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4:15 - 6:30	Free Time 4:15 - 6:30 pm				
6:30 - 8:00	BBQ 6:30 - 8:00 pm Entertainment 8:30 to midnight in the Victoria Room				
8:00 - 12:00					
10:00 - 11:30	hospitality suite/silent auction 9:00 to 11:00 pm in the Sun Room				
	*Registration desk & information in Main Lobby				

KEY

Session	
Keynote	
Activity	

60-minute sessions: 10:00 am – 11:00 am

[21] The Importance of Feedback and Audio Technology

[22] Cancelled - Understanding Assessment: The Rubric in Post-Secondary Education

[23] Picking your Paddle: Faculty Associates/Favorite Educational Technology Tools

[24] The Importance of a Creative Spirit on the Journey

[25] Don't get lost... pack your intercultural toolkit!

60-minute sessions: 11:15 am – 12:15 pm

[26] Critical Thinking, Authenticity, and Authority

[27] Scientific Literacy: Supporting Learners in their Science Journey

[28] Check Me Out: Diversity Meets Curiosity in an Academic Human Library

[29] Finding Pathways: Addressing the Critical Reading and Writing Gaps from High School to PSE in Canadian & International Student Populations

[30] Lessons Learned in a Blended Classroom

60-minute sessions: 2:00 pm - 3:00 pm
[31] National trends in PSE: What to expect and how to respond
[32] Get Your Game On
[33] Student PD: Training, wellness and community – experiences of an upgrading program
[35] Top 10 Strategies for Engaging Learning Using Free Online Technologies

60-minute sessions: 3:15 pm – 4:15 pm
[36] Standing Together: Innovations in outreach efforts to promote student mental health and wellbeing
[37] WAIT!!! I didn't know that was cheating: Breaking the rules of Academic Integrity
[38]Faculty Navigator Program: Supporting the transition from practice to education
[39] Canadian Electrical Code Trivia Game - 2015 Innovation Award Winner

2-hour session: 2:00 pm - 4:15 pm
[34] Represent Members

BBQ Dinner Begins at 6:30 pm

Entertainment: 8:00 PM

PORTAGE COLLEGE ACIFA 2015

Overview: Charting the Course

Collective Assemblies

The Mount Temple Ballroom
is the location for:

- Keynote Address
- Monday Breakfast & lunch
- Tuesday Breakfast & lunch

Registration Desk

The registration desk will be in operation for the duration of the conference (hours will be posted).

The desk will open @ **4:00 pm** on Sunday, May 24th.

Each conference attendee will receive a conference accessories bag (pick up @ the registration desk).

Throughout the conference the location of the desk will be in the **Mount Temple Lobby.**

If you have any questions or need any help, assistance will be on hand to come to your aid.

Sessions

Concurrent sessions will take place in:

The **Lakeshore Room, Plain of Six Glaciers Room, Beehive Room, Saddleback Room** and the **Parker Room** at the **Chateau Lake Louise.**

All sessions are scheduled for Monday morning and afternoon, and Tuesday morning and afternoon.

Connect with other Conference attendees on twitter by using our official hashtag: **#acifa2015**

Hospitality Suites

On both Monday and Tuesday night there will be an opportunity to visit with your colleagues during the **hospitality suites**. Suites start at 9:00 p.m. and are located in the **Sun Room.**

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

Recreation/Activities

Scheduled free time will take place on **Monday** and **Tuesday** afternoon (4:15 pm – 6:30 pm) to take time on your own to enjoy the beautiful scenery of Lake Louise, Alberta. Check with the Activities Desk for any activities that may be available during that time.

The **ACIFA Annual General Meeting** Takes place in the **Mount Temple Ballroom** on Tuesday between **8:30 am and 9:50 am.**

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ACIFA 2015 Welcome! Charting the Course

It is great to see you at the 2015 ACIFA Conference! Portage College Faculty Association is excited that you have taken the opportunity to discover how *Charting the Course* is an important part of post-secondary education in Alberta. As always, this conference includes diverse sessions by faculty representing many institutions throughout Alberta. With such a plurality of perspectives and knowledge, we anticipate the conference will allow for much discussion and interaction with your colleagues. Thanks for attending ACIFA 2015 and sharing your expertise and vision. Throughout the conference, we hope you remain engaged and share your insights on *Charting the Course* of post-secondary education. Oh, and have fun – you're in beautiful Lake Louise!

Beverly Lockett
President, Portage College Faculty Association

PORTAGE COLLEGE

Packs, paddles and portages will be an interesting theme for this year's conference. In my own limited experience of canoeing I tended to feel the portage as the most difficult part of the trip, as we transitioned from one stream or lake to another. The paddling was rigorous but fairly enjoyable and shooting over beaver dams a lot of fun, unless you got stuck.

With austerity the focus of government's today and with their transition away from supporting public goods to relying more heavily on individuals and businesses our portage will be tough and I suggest unfortunate. We will want to include the full range of tools in our packs ready to make the argument that society is best served with an enduring commitment to public goods, in our case quality post-secondary education.

That is why this conference is so wonderful. We bring together colleagues from across our province and across Canada to collaborate on the scholarship and practice of teaching and learning. The conference provides opportunities to share our common and unique experiences in education.

I would like to thank the organizing committee from Portage College for putting together this year's terrific conference. And a special thank you to the office staff in the ACIFA office. Welcome to all our members and guests from across the country. Enjoy ACIFA's 2015 Annual Conference.

Slainte!

Doug Short
President, Alberta Colleges and Institutes Faculties Association

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Schedule:

10:30 am to 3:00 pm
Presidents' Council Meeting
Pipestone Room

3:00 pm to 6:00 pm
PAC Meeting
Beehive

4:00 pm to 7:00 pm
Registration Desk opens
Conference Reception Desk
in the Mount Temple Lobby

7:00 to 10:00 pm
Opening Reception
Heritage Hall

Sunday, May 24
Registration
Opens at 4:00 pm

Don't forget to pick up your ACIFA Conference 2015 "Swag Bag" complimentary of the Portage College Faculty Association Hosting Committee.

Monday, May 25

Keynote Speaker – James Raffan

Schedule (A.M.):

7:30 am to 8:45 am
Breakfast
Mount Temple Ballroom

8:45 am to 9:45 am
Keynote
Mount Temple Ballroom

10:00 am to 3:00 pm
NAC Meeting
Pipestone Room

10:00 am to 12:15 pm
Sessions

12:15 pm to 1:45 pm
Lunch/Discussion Tables
Mount Temple Ballroom

Award-winning educator James Raffan is rumored to have been born in a canoe (his mother has a different version of the story) and has spent most of his life, so far, venturing in the wilds of Canada and beyond.   Using Tennyson's *Ulysses*, a poem often quoted by experiential educators, in his ACIFA Keynote James examines what is and what is not effective education, through the lens of risk. His talk draws on his 19 years a Professor and Head of the Outdoor and Experiential Education Program at Queen's University as well as on his continuing exploration of expeditionary learning from a variety of perspectives—as an educator, curriculum innovator and strategic planner with organizations like Students on Ice and the Canadian Canoe Museum and as a student in his own right, most recently learning from a three-year journey around the world at 66.6°N for a new critically-acclaimed book called *Circling the Midnight Sun: Culture and Change in the Invisible Arctic.*

Monday Morning Sessions

⊛ 60-minute Sessions: 10:00 am – 11:00 am

[1] Levelling the Playing Field

Catherine Brown, Linden Couteret; NorQuest College. Workshop (60 min.)

Lakeshore Room/ Monday, May 25th/ 10:00 am – 11:00 am

Come check out this fun, interactive workshop and learn about creating an inclusive environment for students with disabilities, as well as how to encourage academic success for learners of all ability levels!

Through this game-based workshop you will learn:

- What it means to "level the playing field"
- What accommodations are, why students have them, and how they benefit students
- What role a disability department might play in these accommodations
- What Universal Design for Learning (UDL) is and why it matters to you

As more and more students with disabilities enter the world of post-secondary, it is up to all of us to provide a great experience for diverse learners. This workshop will let us discuss how we already do this, explore how we can do even better, and play a fun game. And let's face it, we all love games.

[2] Working Well: Integrating Mindful Practices in Post-Secondary Learning

Sherry Greenbank, Nathalie Mercier; NorQuest College. Workshop (60 min.)

Plain of Six Glaciers Room/ Monday, May 25th/ 10:00 am – 11:00 am

Building on our "Working Well" self-care series from previous ACIFA conferences, this session will take it to the next level, asking the question: "How can we adapt and/or integrate "mindfulness-based stress reduction" and contemplative practices into our professional activities as College and University faculty?" In Canada, we have just begun to explore the educational benefit of mindful practices as "teaching tools". But… Applications of mindfulness in post-secondary classrooms is in its infancy across North America, offering tremendous opportunity to "get out ahead of the pack" as innovative educators and researchers. We will introduce a sample of techniques that have been tried and found effective in diverse post-secondary and K-12 educational settings. Our intent is to engage faculty in a conversation about the opportunities and challenges they see in mindfulness-based educational practices within their disciplines. Ultimately, we hope this discussion will light "idea fires" within the hearts and minds of our session attendees.

[3] Workplace Investigations

Allan Brown; SAIT. Lecture (60 min.)

Beehive Room/ Monday, May 25th/10:00 am – 11:00 am

As the Faculty Association President or Grievance Officer, you've just received a call from HR informing you that there has been a complaint of misconduct or harassment involving one of your members and that there will be an investigation that may result in discipline. Now what?

Does the member have a "right" to representation? What questions can the Employer ask? What questions should Employees answer? What about confidentiality?

This presentation will provide an overview of what the investigation process should be, pitfalls to avoid, mitigating or aggravating factors to look for and tips to help you represent your Association and its members rights.

[4] Designing Community Service Learning Opportunities: Supporting Learner-Centered Teaching

Brandi Heather; Red Deer College. Lecture (60 min.)

Saddleback Room/ Monday, May 25th/ 10:00 am – 11:00 am

Want to know how to develop service learning in your courses? If you don't know how it is different from practicum, field experience etc., come find out! You will leave with practical examples of how to start using this process to enhance your student's educational experience and connect them to real world and community initiatives and projects.
Participants will leave with a format for building service learning from simple instructor lead project work to more complex community service learning where students design their own learning projects in the community.

[5] License Practical Nursing Students Perceived Competency Post Mental Health Simulation

Jeanne Weis, Harrison Applin; NorQuest College. Lecture (60 min.)

Parker Room/ Monday, May 25th/ 10:00 am – 11:00 pm

Nursing competence is a requirement for Licensed Practical Nursing (LPN) students to ensure safe, ethical, and legal practice in Alberta. Nurses perceive they are graduating with a lack of knowledge to complete a mental status exam and ability to apply pharmacology to practice. (Morrell & Ridgeway, 2014; Tognazzini, Davis, Kean, Osborne &Wong, 2009). Approximately 50% of three independent PN student cohorts (225 out of 450 students) indicated that they do not consider themselves competent to practice in areas relating to mental health and as a result, feel unprepared for clinical practice. The objective of this research is to measure the student's perceived competencies in mental health and pharmacology and reduce the feelings of unpreparedness through the integration of simulation to theoretical learning. This simulation experience utilizes real simulated patients in a variety of mental health settings that the students may be exposed to in practice. The project utilized mixed research methodologies including quantitative and qualitative analysis. Data collection instruments include self-reports and transcriptions derived from the student debriefings. In supporting the theme of the conference "Packs, Paddles and Portages" this proposed session supports the inclusion and integration of knowledge, practical application and technology to support consolidated learning, competent practice and student success. Exposing the student to a simulated mental health scenario, within a safe learning environment, enhances student competency for the integration of theory to practice.

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[6] Up, Over and Through the Theory/Practice Gap: Building Self-Efficacy and Confidence in Teaching Faculty

Margaret Milner, Shelley Winton, Colette Foisy-Doll; Grant MacEwan University. Workshop (60 min.)

Lakeshore Room/ Monday, May 25th/ 11:15 am – 12:15 pm

In professional practice education, navigating the theory/practice gap is a central problem in post-secondary education in Alberta. Faculty with clinical expertise, derived from experience and intuition, frequently express challenges in relating theory concepts to real-world applications without the intimate knowledge that comes with teaching the theory itself. Theory faculty become discouraged when they see the potential for greater learning unfulfilled. In this presentation, we highlight the opportunities and challenges that arose in our experience managing this gap; and showcase the simulation-driven strategies and innovations used for faculty development. We discuss how a shift in philosophy toward shared governance, transparency, and building capacity while working collaboratively as an integrated team resulted in renewed faculty confidence and an excellent learning experience for our students. Together we will explore the pivotal role portaging plays in empowering educators to bridge the gap between theory and practice.

[7] Process of Learning Model – Every Step of the Journey

Steve Janz; SAIT. Workshop (60 min.) – ACIFA Scholarship of Teaching and Learning Recipient

Plain of Six Glaciers Room/ Monday, May 25th/ 11:15 am – 12:15 pm

The Process of Learning Model provides a step-by-step guide to develop an effective "flipped classroom." The Model was developed based on my observation of instructors at Harvard, MIT, University of British Columbia, and my own institution – Southern Alberta Institute of Technology Polytechnic. In this session you will learn the Process of Learning Model and identify ways this model may be used in your classes. The model presented will include strategies for providing students with a learning framework that includes pre-class work, in-class work, post-class work and assessment strategies. These methods work amazing well and students have reported appreciating this approach.

[8] Dipping Your Paddle in the Water to Raise the Writing Bar: How Blogs, Discussion Boards and Journaling Facilitate Acquisition of an Authentic Voice for Students

Andrea Chute, Sharon Johnston; Grant MacEwan University. Demonstration (60 min.)

Beehive Room/ Monday, May 25th/ 11:15 am – 12:15 pm

A student's journey through their chosen educational program can be enriching, complex, and fearful as a result of entering unfamiliar territory. Inclusive teaching strategies to facilitate confidence in unchartered environments may facilitate a student to find their voice in an authentic, creative and analytical manner and address their fear of technology, feedback and writing. Furthermore, student fears regarding participation in the development of an on line learning community influence the expression of their authentic voice. The use of technology can create a vibrant and proactive means to engage students and provide them with feedback that leads to student success. The use of blogs, journals and discussion boards removes or at the very least reduces the perception of instructor formal and informal "control" thereby allowing students to make discoveries independently. In this session, we will demonstrate how the use of blogging, journaling and discussion boards fosters co-operative learning environments; provides multiple opportunities for students to review, reinforce and make sense of core concepts; encourages authentic expression and ownership of

ideas/thought/opinions; enhances student's informal writing (which in turn may enhance student's scholarly writing) as well as enriches the learning environment through their ability to provide insightful, thoughtful and meaningful responses to posts. This session will also provide strategies and considerations for future use and research.

[9] The Changing Face of ABE: A look at online adult basic education

Lindy Fors; Northern Lakes College. Lecture & Workshop (60 min.)

Saddleback Room/ Monday, May 25th/ 11:15 am – 12:15 pm

Join me for a discussion about online learning for adult students at the basic education level. The objective of this session is to address the questions: What barriers and best practices do adult ABE students face? What are effective online programming practices for students at lower literacy and numeracy levels? In this session, we will briefly take a look at the history of adult basic education at Northern Lakes College*. In defining what adult basic education is, we will explore how face to face programming has translated to the online environment. Current research and findings from a photostory research project will be used to facilitate discussion and the sharing of wise practices between participants.

*Northern Lakes College has been delivering basic education programming to residents of northwestern Alberta since 1970. The College services a region of $163,000km^2$ The College currently has 21 campuses providing upgrading support to a diverse demographic of students, including rural, remote, First Nations and Metis learners.

[10] No Experience Necessary – Negotiations 101

Serge Gingras; Red Deer College. Lecture (60 min.)

Parker Room/ Monday, May 25th/ 11:15 am – 12:15 pm

Have you considered joining your association's negotiations team but feel that you don't have the background or experience necessary to be part of this important process in the life of your association? In this session, you will hear the story of a faculty member who had no experience (and didn't think he had what it takes to even be there), who very rapidly went from total negotiations novice to chair of his association team, and experienced the whole negotiations process from face-to-face meetings to arbitration.

Monday Afternoon Sessions

⊛ 60-minute Sessions: 2:00 pm – 3:00 pm

[11] Pack Lightly and Enjoy the Trip

Marjorie Contenti; Bow Valley College. Workshop (60 min.)

Lakeshore Room/ Monday, May 25th/ 2:00 pm – 3:00 pm

This interactive session will appeal to anyone who wants to experience more satisfaction and less stress in their teaching. Come prepared to reflect on and discuss how to lighten the load. What are you "packing" into a day or week that is no longer serving you well? What are the necessities for meeting your day-to-day

commitments, and what is truly worth carrying in **your** pack? This session will help you identify some of the healthy practices and strategies that prepare you to be at your best in the 21st Century teaching environment.

[12] From Lecturer to Facilitator – My Journey Towards the Flipped Classroom

Cynthia Maier; SAIT. Workshop (60 min.) – ACIFA Scholarship of Teaching and Learning Recipient

Plain of Six Glaciers Room/ Monday, May 25th/ 2:00 pm – 3:00 pm

After a decade of enjoyment and fulfillment as a contract instructor lecturing to evening students, I took early retirement to begin a second career in the School of Business at SAIT Polytechnic. Over my first term, I became dismayed as I realized that my old teaching model was not engaging this younger generation of learner.

In this session, you discover how and why I converted from a lecturer to a flipped classroom facilitator and how I use PeerWise, scratch cards, snowballs, and crosswords to facilitate students' pre-class work, in-class work, post-class work and assessments. PeerWise, scratch cards, snowballs, and crosswords have an aspect of novelty that students report keeps them interested and engaged. At least, they keep coming back to find out what will happen next.

[13] The Twitter-ific Classroom

Ted Noakes, Joel Rivero; NAIT. Demonstration (60 min.)

Beehive Room/ Monday, May 25th/ 2:00 pm – 3:00 pm

Are you wanting to engage your students using Twitter but don't know how? Do you want to create a sense of community in your class that extends beyond the classroom walls? Do you want your students to take the lessons they learn in their textbooks and apply them to the world around them?

In "The Twitter-ific Classroom" Ted Noakes and Joel Rivero will show you how they have been using Twitter to excite students about the material they are learning and foster a creative, collaborative classroom environment. They will demonstrate the tools that they have used and discuss the benefits and the challenges they faced incorporating Twitter into student every day learning. Lastly, they will discuss with participants ways in which they can incorporate Twitter into their classroom. Come see how they have used Twitter to create a positive learning environment that gives students ownership over their own learning. Learn how you too can have a "Twitter-ific" class! *All electronic communication devices are welcome and ENCOURAGED at this session.*

[14] Colloqui – What?

Candace Van Apeldoorn; SAIT. Lecture (60 min.)

Saddleback Room/ Monday, May 25th/ 2:00 pm – 3:00 pm

Would you like to see students more engaged with independent research and presentations, but feel too crunched for classroom time to accommodate that high level of accountability? Enter the Research Colloquium! A more interactive, iterative, and deeper approach to student projects, that actually INCREASE student satisfaction while DECREASING instructor workload! Sound too good to be true? Learn more and hear student testimonials that back it up!

[15] Just-in-Time Teaching in the English Classroom: Fostering Critical Reading, Writing, and Thinking

Mary Chan; NorQuest College. Lecture (60 min.)

Parker Room/ Monday, May 25th/ 2:00 pm – 3:00 pm

What does it mean to "flip a classroom" that is traditionally already flipped? Humanities courses are based on the expectation that students will engage with material (usually readings) before in-class time, the defining feature of a flipped classroom. However, there are still opportunities to incorporate strategies of the flipped classroom to improve student engagement. This session will discuss the results of implementing Just-in-Time Teaching in a first-year college English course and explore ways to enhance the already-flipped Humanities classroom to further develop students' critical reading, writing, and thinking skills.

☺ 60-minute Sessions: 3:15 pm – 4:15 pm

[16] Advocacy, lobbying and engaging decision makers in post-secondary – lessons learned

Doug Short, Anna Beukes; NAIT. Lecture (60 min.)

Lakeshore Room/ Monday, May 25th/ 3:15 pm – 4:15 pm

Through the "bitumen bubble", several Ministers of Advanced Education and the recent oil price slump the post-secondary sector has taken greater funding hits than the other public service departments. Furthermore we are in an age of austerity dominated by conservative oriented politicians. Securing support amongst the decision-makers in administration, the public service and the politicians is a challenge. What are the differences between advocacy, lobbying and engagement?

This presentation describes the methods, the initiatives and the strategies attempted in an effort to influence the allocation of government resources during this recent period. It lays out the various steps that have been taken to influence public option, various public servants and government decision makers, including cooperation with partners in the sector such as PIA on the "PSE is the answer" campaign and with CAFA on quarterly visits to the minister of Innovation and Advanced Education. We will identify interactions with the media, presentations to President's Council and meetings with MLAs. It describes the briefs prepared and sent to members of the budget committee and finally, the presentation describes the co-operation between ACIFA and student groups.

The presentation addresses the questions: which of these strategies (if any) had been successful? What have we learned from the process? How will we do it next year (your input desired)?

[17] High Impact Task-based Learning Strategies for your Classroom

Tammy Sherrow, Rod Corbett, Brenda Lang, Carolyn Sterenberg; Mount Royal University. Lecture (60 mins.)

Plain of Six Glaciers Room/ Monday, May 25th/ 3:15 pm – 4:15 pm

Do your students like coming to class and listening to you lecture? Is there a way to deepen your student's learning while increasing student engagement? Have your student's learned how to play school and take the role of the passive recipient? If you are asking yourself these questions then this workshop is for you! Come learn about active task-based learning and accompanying strategies that will make your classroom come alive.

This workshop will discuss how to build meaningful interactive individual and collaborative learning strategies for your teaching/classroom. Included will be things to consider such as what you want your students to know, level of interaction, personal choice, level of comfort and level of student experience.

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The workshop will focus on four key components to incorporating these strategies into your classroom: creative design, thoughtful preparation, fearless execution and debrief and reflection. Examples of high impact active task based learning strategies from practice will be integrated throughout the workshop.

[18] Mobile technology Use at Portage College: Student and faculty access and practices

Joan Wall, Robin Tizzard; Portage College. Lecture (60 min.)

Beehive Room/ Monday, May 25th/ 3:15 pm – 4:15 pm

Whether we like it or not, we are submersed in the digital age and there is a need for educators to consider the implications of mobile devices in the teaching and learning environment. In line with this need, an extensive study was conducted in 2014 at Portage College. A survey focused on mobile device integration was completed by 52 faculty and 362 students. Through the use of the survey the following information was gained: mobile device ownership rates and use in education; types of mobile devices used; types of Apps used in the education setting; beliefs regarding the value of mobile devices in education; roadblocks that prevent the use of mobile devices in education; and needs associated with integrating mobile devices into education. Infrastructure must also complement the use of mobile technology. Areas of shortage and direction for improvements in terms of infrastructure were also identified. In the presentation at ACIFA the survey results will be shared and open discussion about the influence of mobile technology in the classroom will be encouraged.

[19] Synergistic collaboration with the Glenrose Hospital Foundation through BTech Capstone Projects

Melissa Dobson, David Forgan, David Schmaus, Joseph Varughese; NAIT. Lecture (60 min.)

Saddleback Room/ Monday, May 25th/ 3:15 pm – 4:15 pm

As part of the Bachelor of Technology Capstone Project, students are assigned to develop solutions to industry opportunities identified by sponsors. Over the last several years, students in the BTech-TM program have developed solutions to several projects/opportunities identified by the Glenrose Hospital Foundation. Working together with custom fabricators, these solutions are designed, built, and tested for use by patients at the Glenrose Rehabilitation Hospital. This presentation will share the experiences of the faculty as they guide the students with their projects; such as the Recumbent bike – Wii controller project, Adjustable stair-height project and the Height adjustable bench project. The findings of the testing, feedback from users, and the "capstone experience" of the students will be discussed, with regards to the opportunities and challenges of post-secondary education in Alberta, to provide students with a "real-world" problem solving opportunity.

[20] "Outcomes Based Education: What it is, What it is Not"

Garry Wilson, Stephen Ashworth; NAIT. Panel Discussion (60 min.)

Parker Room/ Monday, May 25th/ 3:15 pm – 4:15 pm

One of the constant challenges with postsecondary education is staying current with the ever-changing workplace that our students graduate into every year. The key recurring question with an Outcomes-Based Educational approach is: what must our students be able to do upon graduation that we are responsible for teaching them while they are our students?
In this session, we will examine the following ideas: 1. What is Outcomes-Based education? What are some of the misconceptions around this approach? 2. What are effective ways to involve industry and community stakeholders in the process? 3. What are Program Outcomes vs. Course Outcomes? 4. A discussion of the pros and cons connected with implementing an outcomes-based approach. 5. Strategies around communicating with faculty when an institution is considering changing to an outcomes-based framework.

Schedule (P.M.):

4:15 pm to 6:30 pm
Free Time

6:30 pm to 8:00 pm
Banquet
Victoria Room

8:00 pm to 12:00 am
Entertainment & Dance
Victoria Room

9:00 pm to 11:00 pm
Hospitality Suite and Silent Auction
Sun room

Monday, May 25

Evening Entertainment
The Torpedoes

The Portage College Hosting Committee proudly presents The Torpedoes, a classic rock band right out of Lac La Biche.

The Torpedoes have been described as Northern Alberta's finest classic rock band. Formed in 1993 when Lionel Peterson (guitar), Brian Deheer (bass, vocals) and Rick Hemmaway (guitar & vocals) met in Lac La Biche through Lionel's brother Neil, the band's original drummer. Over the years there have been changes in band members; current drummer Scott MacDougall (St Paul) has been in the line-up for the last decade.

A Torpedoes show is a treat of high-energy classics, with the sounds of CCR, Rolling Stones, Beatles, Steve Miller & Tom Petty, among others. The band is known for their versatility, which comes through in songs from other styles as well: country-rock, blues, punk, reggae. Also known for their harmony vocals, this is a band in which all the members sing.

Banquet
Dinner Banquet
6:30 pm – 8:00 pm
Victoria Room
Includes the Presentation of:
ACIFA 2014 & 2015 Awards

HOSPITALITY SUITE
& Silent Auction

9:00 pm – 11:00 pm

Sun Room

Hosted by Portage College Faculty Association

17

Tuesday, May 26

Schedule (A.M.):

7:30 am to 8:30 am
Breakfast
Mount Temple Ballroom

8:30 am to 9:50 am
Annual General Meeting
Mount Temple Ballroom

10:00 am to 12:15 pm
Sessions

12:15 pm to 1:45 pm
Lunch
Mount Temple Ballroom

8:30 am – 9:50 am
ACIFA Annual General Meeting

Located in
Mount Temple Ballroom

Or **8:30 am – 9:50 am**
Free Time

Tuesday Morning Sessions

60-minute Sessions: 10:00 am – 11:00 am

[21] The Importance of Feedback and Audio Technology

Jennefer Rousseau, Duff Wadell; Bow Valley College. Activity & Demonstration (60 min.)

Lakeshore Room/ Tuesday, May 26th/ 10:00 am – 11:00 am

In this presentation, the audience will reflect on student commentary about feedback. The session will explore: What is Feedback, the Positive and Negative Aspects of Written vs. Audio Feedback, and a demonstration on how to use the Audio Feedback Tool in D2L will be given. Finally, the audience will be given a chance to practice preparing audio feedback, which can be challenging because D2L only offers a 1 minute recording time.

Note: Your college doesn't use D2L? No problem – the concepts learned can be applied to any audio recording tool.

18

[22] <u>Understanding Assessment: The Rubric in Post-Secondary Education</u> - Cancelled

Alicia Christianson; NAIT. Workshop (60 min.)

Plain of Six Glaciers Room/ Tuesday, May 26th/ 10:00 am – 11:00 am

Developing valid and reliable assessment criteria can be difficult particularly given the variety of outcomes instructors are expected to deliver. This session provides you with the opportunity to build a pedagogically-sound rubric, or a portion of one, to be used in your classroom or for faculty evaluation. You will receive important background information, theory regarding assessment best-practices, the opportunity to discuss with peers, and time to work on your own materials. Presented in a friendly, open manner, instructors of all backgrounds are encouraged to join the conversation about how to build, implement, and review healthy assessment tools in post-secondary institutions.

[23] <u>Picking your Paddle: Faculty Associates/Favorite Educational Technology Tools</u>

Ewa Wasniewski, Melanie Mattila, Mary Chan, Matthew Rolheiser; NorQuest College. Demonstration (60 min.)

Beehive Room/ Tuesday, May 26th/ 10:00 am – 11:00 am

Educational Technologies change so rapidly that it is difficult for Faculty to keep up.   Over the past two years, NorQuest College has been transitioning to a new Learning Management System (LMS) and supporting institution-wide Faculty training. As a collective response to the increasing need for educational technology training, a Faculty Associate model has been implemented. In this model, Faculty members from the different program areas have been identified as being experts in embedding innovative educational technologies into their classes. Faculty now support faculty, which increases reciprocal information exchange and develops capacity for teaching, service and scholarship (Rousseau, 1989). We also embedded theoretical best practices into our technical training sessions to increase overall understanding of teaching and learning with technology. Currently, there are five faculty members and two staff members who work together to provide scheduled training and just-in-time support to all Faculty members at the institution. This presentation will share Faculty Associate experiences and their favourite educational technology application for active learning. We will also report on some of the overall lessons we have learned as a team supporting the entire institution with College-wide supported educational technologies.

[24] <u>The Importance of a Creative Spirit on the Journey</u>

Ruby Sweetman; Portage College. Workshop & Activity (60 min.)

Saddleback Room/ Tuesday, May 26th/ 10:00 am – 11:00 am

Ruby Sweetman, an instructor for the Native Arts and Culture at Portage College, will guide you through the importance of creativity and spirituality while creating a birch bark craft. This session provides the participant an opportunity to use their creativity and learn more about the Native Culture.

[25] <u>Don't get lost... pack your Intercultural toolkit!</u>

Sarah Apedaile, Krista Schwabl; NorQuest College. Workshop (60 min.)

Parker Room/ Tuesday, May 26th/ 10:00 am – 11:00 am

Like a long paddle into the wilderness being in an intercultural classroom requires some preparation to help the journey go smoothly. In this session you will be shown a way to prepare an inclusive learning space that promotes effective communication and ongoing development of intercultural communication skills.

Participants will also have an opportunity to practice using a variety of learning resources available from the NorQuest Centre for Intercultural Education.

60-minute Sessions: 11:15 am – 12:15 pm

[26] Critical Thinking, Authenticity, and Authority

Yoni Porat; SAIT. Lecture & Activity (60 min.)

Lakeshore Room/ Tuesday, May 26th/ 11:15 am – 12:15 pm

While some pedagogical objectives may explicitly require critical thinking, it is often more time-consuming and less likely to succeed at reaching educational objectives than approaches that don't require critical thinking. The benefit is that students who have successfully solved problems requiring critical thinking will have made association that they otherwise wouldn't have, and will have used abstract techniques which can be generalized across disciplines.

Students often resist methods which do not involved detailed instructions for completing a task; for example, they'll balk at having to choose which formula to use out of a formula book unless the question specifically points them to the answer. While having an instructor on hand to answer the questions which a text or online resource leaves vague certainly establishes the instructor as an authority on the subject matter, but being able to have those methodological questions quickly answered ("which formula should I use", "on which page should I look", etc.) does not require critical thinking. By emphasizing critical thinking in those moments, and by building those moments into a lesson plan, more authentic, genuine learning is encouraged.

In this session, we will look at some techniques that provide an abstract framework for problem solving, and explore opportunities for critical thinking at all levels of Bloom's taxonomy. Amongst the methods to be covered, participants will learn Mill's Method for determining causation and to identify logical fallacies.

[27] Scientific Literacy: Supporting Learners in their Science Journey

Maureen Stewart, Penny Marcotte; Bow Valley College. Workshop (60 min.)

Plain of Six Glaciers Room/ Tuesday, May 26th/ 11:15 am – 12:15 pm

Join us to explore how and why we developed a foundational level science program for adult learners, and the lessons we learned along the way. This program was developed in collaboration between Bow Valley College and Northern Lakes College and aims to address the needs of learners with interrupted formal education who plan to study science in High School Upgrading. The program offers two courses, Foundational Science and Science Prep that focus on vocabulary and basic science concepts to build learners' scientific literacy and address some of the gaps in their education before they move on to Science 10. It will be an exemplar course in our department, the Centre for Excellence in Foundational Learning, will feature various media components to support learning, and will be available in four platforms (face to face, self-paced, synchronous and asynchronous) through our LMS Desire to Learn. We welcome your feedback, input, and suggestions.

[28] Check Me Out: Diversity Meets Curiosity in an Academic Human Library

Liz Fulton-Lyne, Rebecca Hardie; NorQuest College. Panel with Papers (60 min.)

Beehive Room/ Tuesday, May 26th/ 11:15 am – 12:15 pm

Human Libraries have grown increasingly popular in public libraries and academic institutions all over the world. Originally conceived as community-led initiatives aimed at challenging racism and prejudice, they have

broadened in scope with the model being adapted to a variety of settings, in response to local concerns and objectives. In one human library project, it would not be uncommon to have human books with titles such as "atheist", "drag queen", "refugee", or "vegan". NorQuest College staged its first human library in March of this year in order to promote two college wide learning outcomes: Creative & Critical Thinking and Inclusive Culture. While human library projects have been extensively documented and their impact much discussed, the perspective of an academic setting like NorQuest College with a highly diverse, urban population, has been given less consideration.

This presentation will address the role and learning potential of the human library in academic institutions like NorQuest College, the process involved in organizing such an event, and discuss the impact of the NorQuest Human Library based on reflection and analysis of qualitative feedback received from human books and readers.

[29] Finding Pathways: Addressing the Critical Reading and Writing Gaps from High School to PSE in Canadian & International Student Populations.

Amy Abe, Leigh Dyrda; NorQuest College. Panel Discussion (60 min.)

Saddleback Room/ Tuesday, May 26th/ 11:15 am – 12:15 pm

This panel introduces 'English for Academic Purposes' (EAP), a course developed by Amy Abe and reviewed by Leigh Dyrda that addresses the critical skills gap in reading and writing that may prevent students from achieving success in the first year of post-secondary studies. This panel will cover research on the need for EAP, a detailed discussion of the outcomes and tools of EAP, and an interactive lesson on graphic organizers as a teaching tool. Abe and Dyrda will suggest ways in which post-secondary institutions and instructors can help both international and Canadian students chart a new, more successful, course, from high school to post-secondary education.

[30] Lessons Learned in a Blended Classroom

Jason Openo, Norene James; Medicine Hat College, Grant MacEwan University. Lecture (60 min.)

Parker Room/ Tuesday, May 26th/ 11:15 am – 12:15 pm

A blended learning course was designed for MacEwan University's Library and Information Technology program that would benefit students who were entering into a practical and people-based profession. Combining the expertise of two instructors (one remote) and utilizing both online and in-person delivery, a learner-centered environment was developed. Using a combination of online discussions, recorded and live video lectures, and interactive exercises, the class became an active learning environment with more time allotted for the students to purposefully think, reflect, share, and create.

In this session, the instructors will share their goals for the class and reflect on successful strategies that were used to achieve these goals. Various methods will be shared, including effective use of online discussions and interactive classroom activities. One primary goal of the instructors was to strengthen group skills more intentionally, and this was accomplished through synchronous online "staff meetings" with student teams in order to replicate, as much as possible, a project-based work experience. Using collaborative tools in Blackboard, such as Collaborate and the Discussion Forum as well as other tools such as Skype, the instructors overcame time and distance. Significant class time was devoted to activities and group work that emphasized synthesis of course learning materials presented online.

How the students responded to this unique approach to learning will be discussed, along with suggestions for designing a blended learning course or establishing an effective, co-instructed environment.

Tuesday Lunch

12:15 pm – 1:45 pm

Mount Temple Ballroom

w/ Discussion Tables

Signs of Spring in the Mountains

What: An afternoon hike in beautiful Lake Louise

When: Tuesday May 26th
1:30 pm – 5:00 pm

Who: Led by Chris Olsen & Laurie Hunt

Join biologists Chris Olsen (Lakeland College) and Laurie Hunt (NAIT) for a hike along the trails near Lake Louise. Bring your binoculars and come prepared to meet some new critters and hopefully have a chance to see some early spring bloomers. This hike is for all levels of fitness. We will be taking our time as we sleuth along the trail watching and listening for signs of spring in the mountains. Wear comfortable walking shoes, and bring a small day pack with camera, snacks, water, sunscreen and a sun hat (OK- maybe a rain coat too). We will meet at **1:30 pm in the front lobby of the hotel**, where we will then car pool to the trail head (less than 20 min drive). We should be back between 4-5 pm. Hope you can join us!

Tuesday Afternoon Sessions

60-minute Sessions: 2:00 pm – 3:00 pm

[31] National trends in PSE: What to expect and how to respond

Anna Beukes; NAIT. Lecture (60 min.)

Lakeshore Room/ Tuesday, May 26th/ 2:00 pm – 3:00 pm

Over the last 3 years I have observed emerging trends in PSE. By paying attention to how faculty associations and unions in other provinces are dealing with these trends, I have learned valuable lessons. For instance, cuts to operating grants are a trend across the country. This ricocheted into changes such as infringement on academic freedoms and intellectual property (policies that allow administration the right to use, revise,

reproduce, and license teaching materials of faculty members), internationalization (policies that let institutions contract out a "foundation year" for international students to a third-party corporation) and respectful workplace policies (policies which override collective agreements and become whatever management prefers). These changes put faculty under more increasing stress, creating constant pressure to do more with less. This presentation looks at responses to these changes. The responses included vary from co-operative governance, creative resolutions, and subtle resistance to outright defiance. By paying close attention to how our friends are dealing with these trends in PSE, without dramatically compromising the quality of the education provided, we will be better prepared to deal with these challenges to our profession.

[32] Get Your Game On

Lynn Parker, Hailey Hough, Shireen Bell; Red Deer College. Workshop (60 min.)

Plain of Six Glaciers Room/ Tuesday, May 26th/ 2:00 pm – 3:00 pm

There is something about games that excites and enthuses people, that pulls them in and keeps them playing, that motivates them to play again. It is not hard to see that games are everywhere. From the games children play in school and on the playground to corporate and military leadership games. Game based learning is simply learning through games. Using gaming for learning is not solely about learning facts; it allows students to manipulate and connect the facts supported by principles founded in neuroscience. Playing games through means of a computer or face-to-face gaming is something that people like to do; not bound by gender or culture. The halls of post-secondary education are not immune to this concept. Games are intrinsically motivating for students and they will take part for no other reason than to play the game. Benefits of game based learning include: repackaging course content, enhancing critical and strategic thinking, increasing student engagement, and supports all levels of student abilities. It is not unreasonable to believe that within a

short amount of time, the ideas of game based learning will be common throughout post-secondary institutions and considered a valuable tool for the instructor. This session will introduce instructors to the power of gaming in the classroom by providing a brief overview on game based learning and discussing application of gaming in our course design. The interactive component of the workshop will equip participants with ideas and resources to infuse game based learning into the classroom.

[33] Student PD: Training, wellness and community – experiences of an upgrading program

Lindy Fors; Portage College. Lecture (60 min.)

Beehive Room/ Tuesday, May 26th/ 2:00 pm – 3:00 pm

As we all know, professional and personal development are keys to learning. For students, personal and academic development can mean a successful transition into their program and ensure ongoing success. The Academic Upgrading Program at Northern Lakes College has developed a variety of tools and initiatives to reach out to our students, who are located in any of our 21 campuses in our region (and beyond). This session will outline the training and wellness strategies that we use to generate a culture of community and wellness with our students. Use this session as an opportunity to share your experiences as well! It's a chance to network and celebrate what we all do for our students.

[35] Top 10 Strategies for Engaging Learning Using Free Online Technologies

Rod Corbett; Mount Royal University. Demonstration (60 min.)

Parker Room/ Tuesday, May 26th/ 2:00 pm – 3:00 pm

Join us for this review and demonstration of 10 top strategies for engaging learners using free and easy-to-use online technologies. Strategies to facilitate effective learning experiences will address both face-to-face and online classes. Participants can expect to learn how to employ these strategies in their own courses.

⚙ **60-minute Sessions: 3:15 pm – 4:15 pm**

[36] Standing Together: Innovations in outreach efforts to promote student mental health and wellbeing

Julie Egers, Shelann McQuay, Billie Rae Busy; SAIT. Workshop (60 min.)

Lakeshore Room/ Tuesday, May 26th/ 3:15 pm – 4:15 pm

It is recognized that student wellbeing needs to be a cross campus effort. With the goal of working together to reach out to students during the most stressful months of the academic year, various campus supports developed outreach efforts to support student wellbeing. This workshop will describe examples of pilot student support initiatives that have been successfully implemented across a campus, along with their learning and challenges. Examples include SAIT's Counselling Centre's *"28 Days of Happiness"* where students received a roadmap of facts, thoughts and activities known to improve happiness & wellbeing; the *"Make Some Noise for Mental Health"* pilot project driven by SAIT Trojans student-athletes with the intent of encouraging conversation about mental health and better promote resources available on campus and in the local area, etc.

[37] WAIT!!! I didn't know that was cheating: Breaking the rules of Academic Integrity

Melanie Hamilton, Karla Wolsky; Lethbridge College. Activity (60 min.)

Plain of Six Glaciers Room/ Tuesday, May 26th/ 3:15 pm – 4:15 pm

During this session, we will address and discuss ways that participants have experienced academic dishonesty within the classroom setting. We will present findings from our current research from the perspective of both staff and students related to academic dishonesty. This interactive session allows participants to review modern and high tech cheating techniques. We will identify several common reasons why students engage in academic dishonesty. Following this discussion, participants will have the opportunity to share their own experiences with academic dishonesty in the college setting. Our session will conclude with practical strategies college instructors can incorporate into their own classroom setting.

[38] Faculty Navigator Program: Supporting the transition from practice to education

Elizabeth Hagell; Red Deer College. Panel Discussion (60 min.)
Panel Members: Heather Grauman, Jessica Green, Jodi Smith Dorn, Sara Daniels, Kristen Gulbransen

Beehive Room/ Tuesday, May 26th/ 3:15 pm – 4:15 pm

Economic concerns are making headlines every day. Historically, when oil prices decline and employment in the resources sector decreases, student numbers at post-secondary education institutions increase. The challenge is to make post-secondary education institutions the obvious choice to help Alberta move to a more diversified economy. To ensure the relevance of post-secondary education and meet the challenges of the future, the quality of teaching is of prime importance. Adult learners demand learner-centred teachers. As more is discovered about the process of learning, it is clear that content and practice expertise is not sufficient to ensure a quality education experience for students. What is required is the formation of a teacher identity. This process is developmental and is more than a particular skill set. It involves identity change. Supporting new and novice faculty in the transition from practice expert to educator is critical for effective student learning. The Faculty Navigator Program (FNP) at Red Deer College is an innovative approach to support this transition. The program consists of opportunities for individual consultations between faculty and the Faculty Navigator. A Community of Practice to create a supportive community focused on exploring best practices in teaching and learning is part of the FNP as well. The panel members will discuss the effect of the Faculty Navigator Program on

self-efficacy for teaching and the process of transformation to becoming an educator. Discussion on the FNP in other disciplines and future areas of research will be explored.

[39] Innovation Award Winner – Canadian Electrical Code Trivia Game

Martin Jones; Keyano College. Workshop (60 min.)

Parker Room/Tuesday, May 26th/3:15 pm – 4:15 pm

Designed to mimic the popular game Trivial Pursuit, the Canadian Electrical Code (CEC) trivia game pits a team of electrical instructors against teams of electrical apprentices, representing different periods/classes. This past paced, competitive, cooperative learning activity not only enables competency with electrical code, a critical learning outcome for electrical apprenticeship, it also promotes team building and the development of essential skills such as reading comprehension, document use, oral communication and critical thinking.

2-hour Session: 2:00 pm – 4:15 pm

[34] Represent Members

Jasmine French; Grant MacEwan University. Panel Discussion (120 min.)
Panel Members: , Terry Sway, Reddy Ganta, Bob Graves

Saddleback Room/ Tuesday, May 26th/ 2:00 pm – 4:15 pm

How do different Faculty Associations discharge their duty of fair representation? We all know Faculty Associations have a duty to represent and we all know there may be a grievance or arbitration to follow but what happens before this? This session will explore how Faculty Associations manage their member services from the first moment a member contacts them to how decisions are made about the member's issue, and who does the work or has carriage of the file. Three Faculty Associations will share their experience in serving their members. The Executive Director of the Grant MacEwan University Faculty Association will facilitate a discussion with the panel and the audience. The attendees will then participate in round table discussions about their challenges and experiences. Highlights of those discussions will be shared with the larger group.

Schedule (P.M.):

1:30 pm to 5:00 pm
Mountain Hike
Meet in front lobby

4:15 pm to 6:30 pm
Free Time

6:30 pm to 8:00 pm
BBQ
Victoria Room

8:00 pm to 12:00 am
Entertainment
Victoria Room

9:00 pm to 11:00 pm
**Hospitality Suite &
Silent Auction**
Sun Room

Tuesday, May 26
Evening Entertainment

Access Entertainment: The Feud

Get ready for a live, fast-paced TV-style game shows include entertaining, comedic emcee & host who will call guests up in groups of eight to play the game. Once on stage, it's a fantasy come true when players play a real game show just like the ones you see on TV. Our game shows are action-packed interactive fun for everyone including the audience.

Come Join Us

HOSPITALITY SUITE
& Silent Auction
9:00 pm – 11:00 pm
Sun Room
** Hosted by Bow Valley College Faculty Association **

Don't miss out on the final evening of our **Silent Auction!**

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

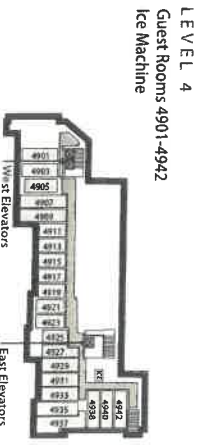*The Silent Auction for the Alberta Public Post-secondary Education Trust Fund*

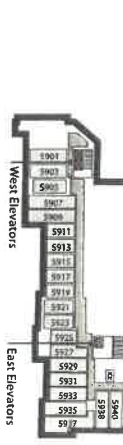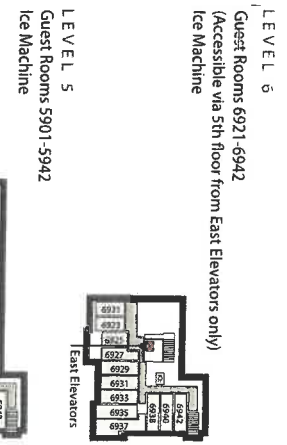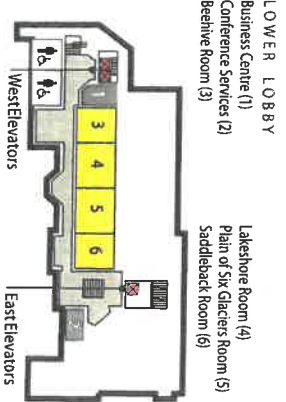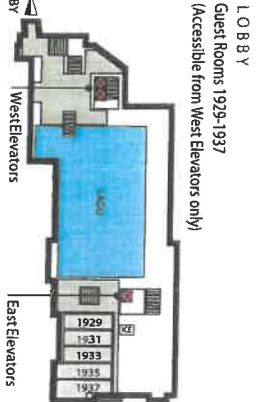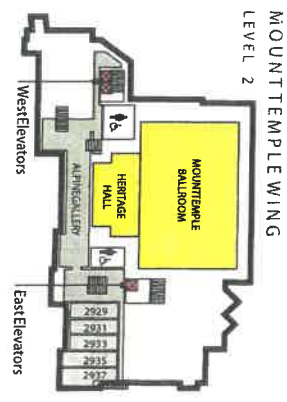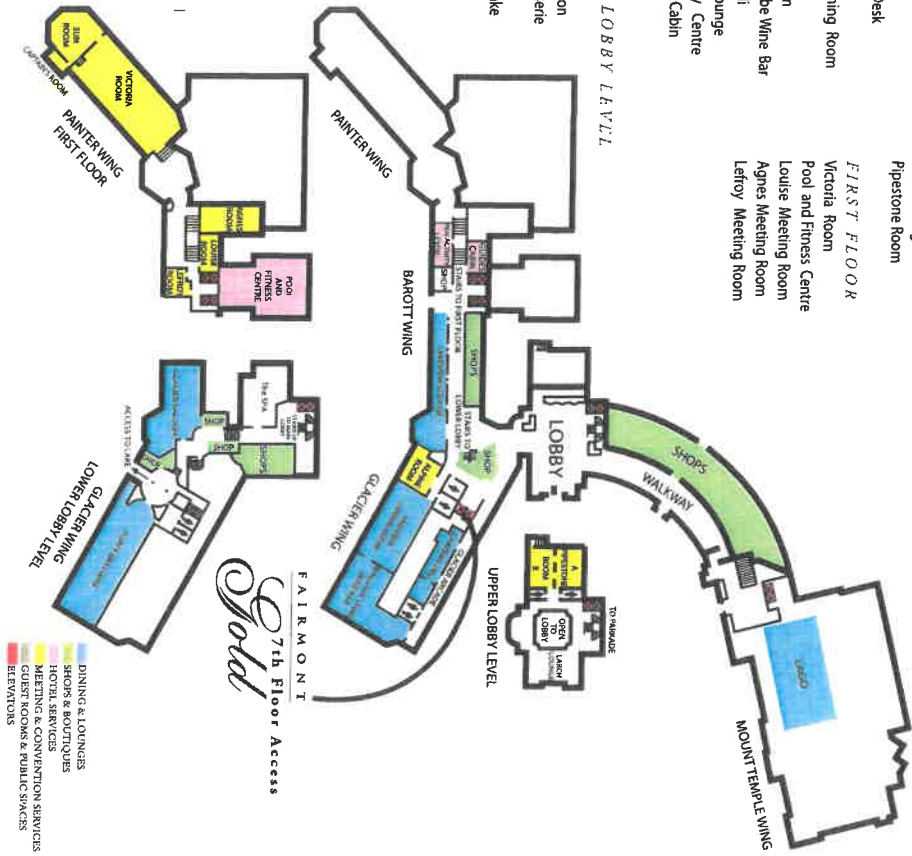In operation since 1995, the Trust Fund provides funding to provincial award programs and a range of PD activities.
Thank you for coming to the Conference. See you next year:
ACIFA 2016 will be in Jasper hosted by **Bow Valley College Faculty Association**

MAIN LOBBY LEVEL
Main Reception
Bell Desk
Concierge Desk
Ski Valet
Fairview Dining Room
Lago
Alpine Room
Walliser Stube Wine Bar
Chateau Deli
Lakeview Lounge
Kids' Activity Centre
The Guides Cabin
Shops

LOWER LOBBY LEVEL
The SPA
Glacier Saloon
Poppy Brasserie
Shops
Access to Lake

UPPER LOBBY LEVEL
Larch Lounge
Pipestone Room

FIRST FLOOR
Victoria Room
Pool and Fitness Centre
Louise Meeting Room
Agnes Meeting Room
Lefroy Meeting Room

VICTORIA ROOM
CABOT ROOM
PAINTER WING FIRST FLOOR
PAINTER WING
POOL AND FITNESS CENTRE
BAROTT WING
GLACIER WING
LOWER GLACIER WING
GLACIER WING LOWER LOBBY LEVEL
The SPA
SHOP
SHOPS
SHOPS
ACCESS TO LAKE
LOBBY
SHOPS
WALKWAY
UPPER LOBBY LEVEL
OPEN TO LOBBY
LARCH
TO PARKADE
MOUNT TEMPLE WING
LAGO
STAIRS TO FIRST FLOOR
STAIRS TO LOWER LOBBY

FAIRMONT Gold
7th Floor Access

DINING & LOUNGES
SHOPS & BOUTIQUES
HOTEL SERVICES
MEETING & CONVENTION SERVICES
GUEST ROOMS & PUBLIC SPACES
ELEVATORS

MOUNT TEMPLE WING
LEVEL 2
West Elevators
East Elevators
MOUNT TEMPLE BALLROOM
HERITAGE HALL
ALPINE GALLERY

LOBBY
Guest Rooms 1929-1937
(Accessible from West Elevators only)
West Elevators
East Elevators
LAGO
Ice Machine
1929
1931
1933
1935
1937

LOWER LOBBY
Business Centre (1)
Conference Services (2)
Beehive Room (3)
Lakeshore Room (4)
Plain of Six Glaciers Room (5)
Saddleback Room (6)
West Elevators
East Elevators
TO MAIN HOTEL LOBBY
3
4
5
6

LEVEL 3
Parker Room (A)
Mollison Room (B)
Guest Rooms 3901-3942
Ice Machine
West Elevators
East Elevators
3901
3903
3905
A
3921
3923
3925
3927
3929
3931
3933
3940
3942
3938
3971

LEVEL 4
Guest Rooms 4901-4942
Ice Machine
West Elevators
East Elevators
4901
4903
4905
4907
4909
4911
4913
4915
4917
4919
4921
4923
4925
4927
4929
4931
4935
4937
ICE
4940
4942
4938

LEVEL 5
Guest Rooms 5901-5942
Ice Machine
West Elevators
East Elevators
5901
5903
5905
5907
5909
5911
5913
5915
5917
5919
5921
5923
5925
5927
5929
5931
5933
5935
5971
5940
5942
5938

LEVEL 6
Guest Rooms 6921-6942
(Accessible via 5th floor from East Elevators only)
Ice Machine
West Elevators
East Elevators
6921
6923
6925
6927
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6931
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6938