

President's Message

By Dr. Anna Beukes

I was invited by the Saskatchewan Polytechnic Faculty Association to attend their first conference in Saskatoon on May 31, 2019. Warren White, President of the Saskatchewan Polytechnic Faculty Association, invited me to do the lunch address. What follows is the message I delivered at that conference on ACIFA's behalf.

Fellow college teachers, I bring you good wishes from your fellow college teachers in Alberta. Your president, Warren White, has graced our ACIFA conferences for a number of years now. At our last two conferences, he gave presentations which were very well received and greatly

appreciated. Because we have benefitted a great deal from Warren's presence at our conferences, I could not turn down an invitation to come to Saskatoon and visit you folks. When I asked Warren what he would like me to talk about, he said, "Share with our members what you guys do." So, here I am. I want to preface everything I am about to say by emphasizing that this is not intended as advice. I will share with you what ACIFA does, and if any of it is interesting, or potentially helpful to you, feel free to use it, but be sure to adjust it to your local reality.

If you should ask me to describe in two words what ACIFA does, I would say, "relationship building." Whether that is among our 13 ACIFA affiliated associations, or with our provincial government, or with other provincial organizations, ACIFA works diligently at establishing and maintaining relationships.

We speak to the Alberta provincial government as often as they are willing to speak to us. In the case of previous governments, the frequency was monthly. We will see what the recently elected UCP government wants to do. We expect the UCP government will expose us to Ralph Klein style funding cuts. This may be funding cuts of similar intensity to what we lived through in the early 1990s. Our strategy this time around is not to hunker down and brace the storm, but to be proactive and attempt to influence where those cuts will be directed. A proactive strategy means we take charge of the narrative. We tell our story as instructors in our authentic voices. We plan to explain the importance of post-secondary education in equipping the Alberta labour force for a post-fossil fuel economy. For this, post-secondary education should be considered an investment more than an expense. Nobody knows the system better than instructors, so nobody is better equipped to give suggestions on how to direct funding cuts without harming frontline services.

One of the rumors we are hearing is that we are likely to be exposed to "outcome-based funding" similar to what the Ford government is attempting in Ontario at the moment. There, as much as 60% of college funding might be tied to outcome criteria over which colleges have no control, such as how much their students earn 5 years after graduation. In an attempt to influence this, ACIFA put together a well-researched position paper on institutional funding. We point out how outcome-based education funding has been tried in various places around the world, with less than desirable consequences. Outcome-based funding, called envelope funding, has also been tried in Alberta before. It was





discontinued after only 3 years because it proved to be too difficult to administer. The position paper on institutional funding is available on the ACIFA website and was also included in our “ACIFA: Working For You” booklet.

In addition to building relationships with our provincial government, ACIFA also encourages our members to be informed and active participants on their respective institution’s Board of Governors (BOGs) as well as on their Academic Councils.

In Alberta, Faculty Associations have representation on the BOGs of their schools. This is enshrined in legislation. Our Post-Secondary Learning Act (PSLA) stipulates how many representatives there are on the BOGs from each constituency – how many student representatives, how many Faculty Association representatives, and so on. What makes this arrangement challenging is that the BOGs are also our employers. Faculty Associations do not have enough representatives on the BOGs to force decisions, just enough to inform and (ideally) influence decisions. The BOGs mostly consist of community members who know very little about the operations of their colleges. Unless Faculty Association representatives on the BOGs do their jobs well, the BOGs can too easily become cheerleaders for college presidents instead of overseeing and ensuring that the mandate of each school is implemented and fulfilled.

ACIFA continues to advocate for more authority for our Academic Councils. Currently, it is stated in our PSLA that our Academic Councils are to *advise* the BOGs on academic matters. What ACIFA is asking for is full bi-cameral governance similar to the way it is for universities—which is to say, let the BOGs continue to be in charge of the business side of managing the colleges, but make all academic matters the privy of Academic Councils. Colleges in British Columbia have full bi-cameral rights enshrined in legislation already. Colleges in Ontario are asking for similar rights. And, we in Alberta are hopeful that the UCP government will see the benefits a bi-cameral governance structure has for quality education.

ACIFA also works hard at nurturing relationships with our rank and file members. Unless a Faculty Association has involvement and support from its members, it has no authority. **Membership engagement is thus extremely important to us.** As part of that process, ACIFA recently published a booklet called “ACIFA: Working For You”. The intent of the booklet is to inform individual faculty members of the work ACIFA does on their behalf. The booklet includes an extensive article called, “What Does ACIFA Do for Me?” In it, we set out in great detail all the benefits individual faculty members get from ACIFA membership. Because ACIFA is an association of associations, individual faculty members often do not have the benefit of experiencing our work or seeing what their dues buy in the way of services. The booklet also includes various position papers on topics which are of concern to our faculty members, such as academic freedom in the college context and the appropriate use of student evaluations. All these position papers are well-researched documents in which ACIFA takes a measured stance that has been deliberated at our Presidents’ Council meetings and adopted as ACIFA’s official position. We recently also made a video telling the story of what ACIFA does to advance the interests of individual faculty members.

Let me conclude by saying, even though I started by saying I do not give advice, that the **secret to any relationship, whether with the provincial government, your academic councils, or your BOGs, is to involve yourself.** Unless you are involved at every level, you cannot give your perspective on issues and do not have any hope to influence decision makers.

Thank you, again, for inviting me to your conference. I am delighted to be here.

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Highlights from Meeting with Minister Eggen



I would like to extend greetings from the ACIFA Executive, and I hope your semesters are going well. My name is Keith Smyth. I am your Vice-President, Professional Affairs. I would like to take this opportunity to share with you some highlights of ACIFA's executive meeting with the NDP's Critic on Post-Secondary Education in the Alberta Legislature, the Honorable Mr. David Eggen. After this meeting, I am convinced of three main points about which I would like to share.

To begin, I would like to thank Mr. Eggen for taking the time to meet with ACIFA. As an organization, ACIFA has endeavored to expand our voice regarding teaching and learning, adult education, and collegial governance through advocacy and positive external communication. These elements provided the basis for a great discussion to help inform all involved in government of the values and principles that are important to faculty.

Firstly, our discussion could be considered a discovery meeting in that Mr. Eggen was keen to learn about not only ACIFA, but many of the elements that make our institutions across the province unique. One message discussed was the importance of institutional autonomy from a faculty perspective (bargaining) to maintain moving forward. The *one size fits all* approach will have much deeper consequences than perceived benefits.

Secondly, we discussed items such as administrative densification, institutional reporting processes, and other challenges that currently exist within the post-secondary system as seen through the faculty lens. The purpose of this was to help inform further discussion within government and seek the best possible actions to achieve long-term, sustainable adult learning environments in the diverse communities our colleges and institutions serve.

Lastly, I was inspired by Minister Eggen's recognition of the importance of all colleges and institutions to the communities they serve. Beyond teaching and learning, the impacts of Alberta's colleges, polytechnics, and institutes are integral to the overall success of Alberta through localized economic growth, industry specific adult education, local research, and problem solving, to name but a few. Also, he recognized that individual colleges and institutes are unique to their demographic and not only benefit local environments, but also provide the backbone to a time-tested, proven, dynamic, and nation-leading post-secondary education system.

It is important to acknowledge that our discussion was not defamatory or negative, but rather a positive exploration of ideas that could serve to further the conversation to provide the government with context to help make future decisions based on a broader, overall system-thinking approach.

ACIFA is and always will be a non-partisan association. Having the privilege to collegially offer thoughts and support to all facets of government is a testament to the power of positivity and passion for teaching and learning. Moving forward, ACIFA will continue to seek opportunities to engage and collaborate with our elected officials to offer perspective, ideas and information.

"Coming together is a beginning; keeping together is progress; working together is success." (Henry Ford)

Kindest Regards, Keith Smyth



ANOTHER YEAR - ANOTHER HUGE CONTRIBUTION FROM



Randy Pearson from Johnson Insurance presenting a support payment cheque of almost \$18,000 to ACIFA President Anna Beukes. "We are delighted with the ongoing partnership between ACIFA and Johnson Insurance," Randy said. "This mutually beneficial partnership has been serving Alberta educators for almost 2 decades. It is a membership driven home and auto program which grows as more ACIFA members sign up." Anna Beukes points out that in addition to an annual support payment, Johnson Insurance also annually sponsors two ACIFA awards.



Johnson Insurance has been a strong financial supporter of ACIFA; when you obtain a quote or use Johnson Insurance, a contribution is made to ACIFA. Johnson Insurance also annually solely funds the Distinguished Instructor Award and the Innovation in Teaching Award.



2019 ACIFA CONFERENCE - FEEDBACK



With 267 registrants, our conference in Lake Louise was a success! Thank you to all of the presenters and to the hosting committee of the Faculty Association of Red Deer College.

Below: Jennefer Rousseau, of Bow Valley College, and the e-mail she shared with ACIFA and her colleagues about her experience at the conference.

Another year, another ACIFA conference. ACIFA stands for the Alberta Colleges & Institutes Faculties Association. The theme of the conference was *creativity is contagious*. A few of us were lucky enough to attend and met some new friends and old friends.

A highlight of the conference was Brian Keating who reminded us that nature is creative! If you never saw Brian speak, I highly recommend it. Brian told us about elephants and their purposeful habit of working together in a herd to protect themselves from predators. Elephants will go out of their way to scare lions away from the watering hole and make sure everyone gets a drink. We as educators are also like elephants. We are here to protect the weak and give everyone a chance to strive.



As the day continued, June Parham from NorQuest taught us that we must be aware of our lizard brain and our student's lizard brain. Lizard brain stops us from thinking and learning. As we continue to learn about mental health, it's important we practice our deep breathing exercises when our bodies get tense. We need to take breaks and create safe learning environments. A safe environment isn't difficult to create. As an instructor or manager, simply make sure the outcomes you wish to achieve are expected and the process to meet those outcomes is familiar. For example, tell your students what to expect on assessments, how they will be conducted, and what the process will look like. If you will walk around the class during a test, tell your students that.

From NAIT, Clare Mulcahy spoke about gender dynamics in the classroom. In her technical college, the male students outnumber the female students perhaps 10:1. This might not be the case in the SFL, but her tips resonated with me. We all have students in our class who do not participate. We know some of our students are ridden with fears, fears that are real! Many of our students were not allowed to learn in their home country, ask questions, or even benefit from basic human rights like they do here in Canada. Some of our students are introverts. It's important to give all our students the opportunity to participate in class, and that might mean posting discussion questions one day ahead, letting students share ideas in smaller groups, and create a rotating leader role in your groups.

Again, universal design for learning (my passion, if you didn't know) was a reoccurring theme at the conference. There's many things we can do to make the classroom accessible to every student. Jenny Olsen and Nola Vorra from NorQuest addressed the topic, as did I in my session on rotating note taking. Implementing UDL might feel like an overwhelming task, but UDL can be applied in a variety of ways. Read to your students in class, provide audio books or recordings of



ACIFA FACULTY CIRCUIT

Late Fall
2019

texts, provide students with assignment options, eliminate time on tests, provide a video with your lesson, and /or use graphic organizers. What you choose should help your students. We do many of these things already. For more ideas, research how to help students with anxiety, post-traumatic stress, autism, or students learning English as a second language.

In 2019, many colleges in Alberta have adopted “Paws for Learning” which is a program that uses dogs in post-secondary to reduce anxiety in students. These professional dogs and handlers are trained by St. John Ambulance and come with their own liability agreement. Usually found in student spaces, these working pairs help identify students that need extra help and walk them to the appropriate services. They also make everyone happy!



In the end, I learned that in times of change, we must build relationships with others. We must build relationships with our co-workers we find difficult, with governments we don't like, and with our provocative students. We will do better if we create partnerships, and the opportunity is all around us. We can do it! We are elephants!

Thank you ACIFA - I had a great time!



**Registration for the ACIFA 2020
Conference at the Fairmont Jasper
Park Lodge is now open!!**

To register, please go to acifa.ca/shop

Looking forward to seeing you there:
May 10 to 12, 2020.



WHAT PEOPLE WERE SAYING ABOUT THE 2019 CONFERENCE

CONGRATS TO ORGANIZING COMMITTEE AND ALL PRESENTERS - GREAT WORK



TOO MUCH FOOD! ALL AMAZING!



ALWAYS GOOD TO SEE COLLEAGUES PRESENT



EVERY SESSION I ATTENDED WAS WELL ORGANIZED & WELL PRESENTED



THE THEME OF CREATIVITY WAS EVIDENT - THE USE OF TOYS AND CRAYONS ON THE DINING ROOM TABLES WAS NOVEL & ENTERTAINING



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EXTREMELY WELL ORGANIZED



ACIFA & RDC TEAM WORKED REALLY HARD TO MAKE A GREAT CONFERENCE. THANKS FOR THE HARD WORK



I WOULD GIVE 95% IF I HAD TO GRADE THE CONFERENCE OVERALL - A LOT OF LAUGHTER!



I FOUND THE SESSIONS THIS YEAR TO BE EXCELLENT!



THE "FEUD" WAS FUN AND A WELCOME CHANGE FROM HAVING A DANCE BAND



THE SCHEDULE WAS VERY WELL LAID OUT



LOVED THE SMALL COURSE SELECTION CARDS!



Call for Submissions

Alberta Colleges & Institutes Faculties Association
2020 Annual Spring Conference – May 10 to May 12, 2020

Theme Strands:

- Who Owns the Classroom?
- Internationalization
- The State of Higher Education

Hosted by the Keyano College Faculty Association



Submission Deadline: December 1, 2019

- SPACE IS LIMITED, SO PLEASE APPLY EARLY
- You will be notified by mid-January about the status of your proposal

The Call for Submissions Form is available on the ACIFA website:
<https://www.acifa.ca/acifa-conference> Submit your proposal to
admin@acifa.ca.



Nominations for ACIFA Awards are Now Open!

Nominating is easier than ever! Information and nomination submissions are now available online at acifa.ca/awards. Nominate your colleagues for the 2019/2020 awards!

Scholarship of Teaching & Learning Award

The Scholarship of Teaching and Learning (SoTL) refers to taking a systematic look at a teaching and learning practice and recording what was done, why it was done, collecting data, analyzing the data and reflecting on how the results might influence future teaching endeavors. If done carefully and thoughtfully, this type of research can improve an individual's teaching and provide guidance for improvement for others.

Research has the potential to generate genuine and sustained improvements in our colleges and institutes. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with colleagues; and to make decisions about which new approaches to include in their curriculum, instruction, and assessment plans.

The Edmonton Millwoods Lions Club will fund one grant of \$1,000.00 annually for research projects related to improving teaching and learning conducted by members of ACIFA. The award is intended to assist with materials and/or study costs associated with the research project.

Eligibility

This award is open to all members of the Alberta Colleges and Institutes Faculties Association (ACIFA). The research project may span part or all of the current academic year but must not exceed that time limit.

Proposal for Research Guidelines

The following information must be included as part of the proposal:

1. Name, address, phone number and e-mail address of researcher(s). If more than one researcher, please identify lead researcher.
2. Name of college or institute you are a member of.
3. Designated teaching assignment and employment category.
4. Title of research project.
5. A description of the plan to share the results with the educational community beyond the requirement of the award.
6. A copy of the research proposal, including the following components:
 - Title of project
 - Purpose
 - Materials to be used in study
 - Data collection plan
 - Process used to analyze and evaluate data
 - Implementation plans
 - Project start and end date
7. Copy of approval from ethics board OR your institution



The Selection Process

Four members, selected on an annual basis from and by the Professional Affairs Committee of ACIFA, will select the final award winner from the nominees submitted by the local faculty associations. The local faculty association judging committees are to be selected and structured by the local faculty association as they deem appropriate for their association.

An effort will be made where possible to avoid assigning committee members to adjudicate applications from members from their own institution in the event of a perceived or real conflict of interest. To protect fairness and impartiality of the review process, committee members have a responsibility to recuse themselves from the process in the event of a perceived or real conflict of interest. In the event of a member recusing themselves, the remaining three (3) members will be permitted to make the final selection, with the input of the PAC Chair (if required).

Mutual Obligations

ACIFA will

- Award the winner of the ACIFA Scholarship of Teaching and Learning Award with \$1000 on behalf of the Edmonton Millwoods Lions Club.
- Fund the winner's conference registration, accommodations, and travel expenses for the year in which the research project presentation is given.
- Make an announcement regarding the award in the ACIFA newsletter and on the ACIFA website.

The Award Winner will be expected to

- Attend the ACIFA Annual Conference to accept the Award.
- Submit for publication in the ACIFA newsletter a description of the innovation and its successful implementation before the end of the year in which the Award was won.
- Present their winning submission in a session at the ACIFA Annual Conference the year following the research project's completion.

Application Dates

November 30, 2019 - Applications must be submitted electronically to ACIFA by midnight.

January 2020 - The ACIFA Awards Committee or ACIFA Office will notify the award winner.

The award is sponsored and administered by:

ACIFA

and

The Edmonton Millwoods Lions Club





Distinguished Instructor Award

The aim of the Distinguished Instructor Award is to recognize teachers who exhibit commitment to teaching, learners and learning through a variety of measures. This province-wide award attracts both recognition and a financial award of \$1500 for the faculty member or team and \$500 for the faculty member's faculty association.

Eligibility

The award is open to all ACIFA members who instruct at least one course. The instructor may be someone who instructs learners in any learning platform. A learner is considered any individual who is enrolled in a credit or non-credit course at an ACIFA institution. The nomination may be for an individual or a group/team. Nominations for the award are made by colleagues with the consent of the nominee(s). Nominations must adhere to the *Format for Applications* below. An instructor who wins the award is not eligible for the award for 5 years following the winning of the award. An instructor who has been nominated, but has not won the award, is eligible for resubmission the following year.

The Nomination Process

Upon determining that a faculty member is a qualified candidate for this award, a nominator or nominators will prepare a two to three-page document expressing the nominee's skills and qualities that make them a distinguished instructor. Each participating ACIFA member association will conduct a nomination and selection process at the local level, in accordance with the guidelines in this document, to select up to two nominees to be submitted to the ACIFA Awards Committee. The ACIFA Awards Committee, established by the Professional Affairs Committee of ACIFA, will select the winner of the award from nominees put forward by each of the participating local faculty associations.

Selection Criteria

An instructor may qualify for the Distinguished Instructor Award if they demonstrate commitment to learners and learning through a variety of measures:

- Responds to the individual needs of learners in and out of the classroom by respecting the diverse talents and ways of learning.
- Promotes a quality, respectful and positive learning environment by encouraging cooperation among students, and by giving prompt feedback.
- Demonstrates effective and inclusive instruction and learning strategies, including communicating high expectations and encouraging active learning.
- Demonstrates a thorough knowledge of subject matter and strives to keep current in their field of expertise.
- Explores professional development opportunities with interest and enthusiasm.
- Models professional attitudes and values.

Other Qualities. A nominee may possess other qualities that the judging panel may consider in determining the winner:

- Cooperative spirit
- Professional
- Reliable
- Open to new challenges

Supporting Documentation

Nominations may be supported with a collection of resources to showcase the skills and attributes of the nominee:

- Letter of support from colleague(s) (to a maximum of two)
- Name, position, and place of work of nominee



- A description of the nominee's instructional qualities (as described in the selection criteria)
- A description of other qualities
- Student testimonial(s) (to a maximum of three) (Note that students need not be currently enrolled in the nominee's course(s).)

Format for Applications:

Please provide information on the nomination form that includes:

1. Up to two supporting letters describing the nominee's instructional qualities and other qualities (as described in the selection criteria). 2-3-page limit plus appendices.
2. Up to three student testimonials supporting the nominee's instructional qualities and other qualities (as described in the selection criteria). Up to 2 pages.

The Selection Process

Four members, selected on an annual basis from and by the Professional Affairs Committee of ACIFA, will select the final award winner from the nominees submitted by the local faculty associations. The local faculty association judging committees are to be selected and structured by the local faculty association as they deem appropriate for their association.

An effort will be made where possible to avoid assigning committee members to adjudicate applications from members from their own institution in the event of a perceived or real conflict of interest. To protect fairness and impartiality of the review process, committee members have a responsibility to recuse themselves from the process in the event of a perceived or real conflict of interest. In the event of a member recusing themselves, the remaining three (3) members will be permitted to make the final selection, with the input of the PAC Chair (if required).

Mutual Obligations

The ACIFA Awards Committee will undertake to award the winner of Distinguished Instructor Award with:

- an announcement in the ACIFA newsletter,
- \$1500 for the winner and another \$500 to the winner's faculty association,
- a formal presentation at the ACIFA Annual Conference, and
- an announcement on the ACIFA website.

The Award winner will be expected to:

- Attend the ACIFA Annual Conference to accept the Award and present a conference session. ACIFA will cover the conference registration, accommodations, and travel expenses for the winner.
- Submit for publication in the ACIFA newsletter a description of the commitment they have made to learners and learning.

Application Dates

November 30, 2019 - Applications must be submitted electronically to ACIFA by midnight.

January 2020 - The ACIFA Awards Committee or ACIFA Office will notify the award winner.

The award is sponsored and administered by:

ACIFA

and Johnson Insurance





Innovation in Teaching Award

The aim of the Award for Innovation in Teaching is to recognize and encourage the use of innovative and creative teaching methods and design. This province-wide award attracts both recognition and a financial award of \$1,500 for the faculty member or team and \$500.00 for the faculty member's faculty association.

Eligibility

The Award is open to all ACIFA members. The nomination may be for an individual or a group/team. Nominations for the award are made by colleagues with the consent of the innovator(s). Nominations must adhere to the *Format for Applications* below.

An instructor who wins the award is not eligible for the award for 5 years. An instructor who has been nominated, but has not won the award, is eligible for resubmission the following year.

The Nomination Process

Upon determining that a faculty member is a qualified candidate for this award, the nominator(s) will prepare a two to three-page document in accordance with selection criteria in this document. The nomination forms are to be submitted to the member's association.

Each participating ACIFA member association will conduct a nomination and selection process at the local level, in accordance with the guidelines in this document, to select up to two nominees to be submitted to the ACIFA Awards Committee.

The ACIFA Awards Committee, established by the Professional Affairs Committee of ACIFA, will select the winner of the award from nominees put forward by each of the participating local faculty associations.

Selection Criteria

- The extent to which the innovation has had a practical outcome that improved teaching, learning, curriculum design, and/or assessment.
- Evidence of student satisfaction and learning outcomes.
- Evidence that the innovation was successfully integrated into the total learning process for the relevant course of study.
- The potential for the innovation to be applied to different fields of study.
- The extent to which the innovation made effective and efficient use of resources.

Format for Applications:

Submit a 2- to 3- page document limit plus appendices. Please provide information in the following format:

1. Innovator/project team details: name(s), position, and college/institute
2. A description of the innovation
3. The rationale for implementing the change
4. The outcomes of the innovation
5. Name and signature of a nominator
6. Any supporting documentation to be attached as appendices



The Selection Process

Four members, selected on an annual basis from and by the Professional Affairs Committee of ACIFA, will select the final award winner from the nominees submitted by the local faculty associations. The local faculty association judging committees are to be selected and structured by the local faculty association as they deem appropriate for their association.

An effort will be made where possible to avoid assigning committee members to adjudicate applications from members from their own institution in the event of a perceived or real conflict of interest. To protect fairness and impartiality of the review process, committee members have a responsibility to recuse themselves from the process in the event of a perceived or real conflict of interest. In the event of a member recusing themselves, the remaining three (3) members will be permitted to make the final selection, with the input of the PAC Chair (if required).

Mutual Obligations

The ACIFA Awards Committee will award the winner of an Innovation Award in Teaching with:

- an announcement in the ACIFA newsletter,
- \$1500 for the winner and another \$500 to the winner's faculty association,
- a formal presentation at the ACIFA Annual Conference, and
- coverage of expenses for the winner to attend the Annual ACIFA Conference to receive their award.

The Award winner will be expected to:

- attend the ACIFA Annual Conference to accept the Award,
- submit for publication in the ACIFA newsletter a description of the innovation and its successful implementation before the end of the year in which the Award was won,
- present their winning submission in a session at the ACIFA Annual Conference.

Application Dates

November 30, 2019 - Applications must be submitted electronically to ACIFA by midnight.

January 2020 - The ACIFA Awards Committee or ACIFA Office will notify the award winner.

The award is sponsored and administered by:

ACIFA

and Johnson Insurance





Aspects of Academic Freedom





Quality Education and Control Over Academic Decisions

- With no academic freedom, managers are:
 - changing faculty grades
 - imposing textbooks on faculty
 - developing and designing courses
 - making direct deals with publishers to purchase “courses in a can” for faculty to teach
- Without academic freedom, faculty can’t challenge management’s manipulation of course design and evaluation factors to fit budget constraints
 - written assignments are being removed
 - multiple choice and “in process” evaluations are being mandated

1

Online Learning and Workload

- Without academic freedom, faculty are unable to determine when and how online learning is used
 - Faculty are being forced to put courses online, over their professional objections and over student obligations
- Without academic freedom, management can mandate delivery methods that increase workload.
 - Faculty are given insufficient time and resources to develop and deliver online courses.
- Online courses are used to expand class sizes and reduce the number of sections
- Online courses are more easily assigned to part time faculty

2

Intellectual Property and Job Security

- College ownership of faculty intellectual property means that managers can:
 - More easily hire part-time workers
 - Contract out more teaching work to technicians
 - Sell programs to private colleges in direct competition with faculty at community colleges- curriculum licensing
 - Outsource our work to Ontario Learn and Ontario Online
 - Force faculty to put their course material on learning management systems (LMS); these materials are then owned by the college, and accessible to them at all times
 - Record faculty lectures without their permission, which makes it even easier for faculty to be replaced in course delivery

3

A Voice in our Work Environment and in the System

- Without academic freedom, faculty can’t challenge poor management decisions that lead to low workplace morale.
 - Professors can’t criticize their employer, even when management decisions are unethical, clearly degrade the quality of education, put students at risk, or undermine professional standards
- Without academic freedom, counsellors and librarians don’t have their professional expertise respected concerning student mental health, and the support of student learning.
- Without academic freedom, professors have little input into how the Ontario college system develops.
 - Faculty can’t ensure that academic integrity, student success, and good public sector jobs are at the forefront of system priorities
 - Colleges are creating academic freedom policies, but they can be changed, revoked, or ignored at a management’s dictate

4



ACIFA CLIMATE SURVEY

In November, you will receive the 26th annual ACIFA Climate Survey. It is a highly valuable tool for your Association:

- It enables your local FA to hear members' views concerning working conditions and attitudes within your institution.
- This knowledge provides your FA with a strong foundation to assist them in discussions with administration regarding key areas of concern.
- The continuity from year to year of the 13 core questions allows associations to track changes.
- The comparative, cross-institutional score chart shows system-wide results from across the province.

The survey is **SECURE**:

- We use SurveyMonkey.com, a leading survey tool on the Web.
- The survey is completely anonymous. IP addresses are NOT being logged, nor are any personal identifiers.
- The survey is SSL protected so that data is collected in a totally encrypted environment.

When you receive the link from your Association, please take the time to complete the survey and let your opinion be heard. For your reference, here are the core survey questions; your Association may choose to add some of its own:

1. My institution demonstrates a strong commitment to improving my teaching skills.
2. My institution demonstrates a strong commitment to improving my discipline-specific knowledge.
3. I have enough time to attend to my professional development needs.
4. Senior administration communicates openly with faculty.
5. I am informed in a timely manner about important changes that affect me.
6. Input from faculty is sought AND seriously considered in decision-making at my institution.
7. Senior administration understands day-to-day challenges faced by instructors.
8. When making decisions, this institution refers to one or all of: a mission statement, a statement of goals, or a statement of values.
9. Outstanding performance by instructors is rewarded.
10. My institution demonstrates a strong commitment to my health and well being.
11. Academic council has a meaningful impact on academic decisions.
12. The president of this institution provides effective leadership.
13. I have the resources I need to do my job effectively.





ACIFA IMPORTANT DATES OF 2019/2020

2019

November

30 (Saturday) ACIFA Awards Nominations Deadline

December

1 (Sunday) 2020 Annual Conference Presentation Submissions Close

2020

January

24 (Friday) Executive Council Meeting Edmonton

25 (Saturday) Negotiations Advisory Committee Edmonton

25 (Saturday) Professional Affairs Committee Edmonton

March

13 (Friday) Executive Council Meeting Edmonton

14 (Saturday) Presidents' Council Meeting Edmonton

2020 Annual Conference, Jasper Park Lodge

May 10 (Sunday) Presidents' Council Meeting Jasper Park Lodge

Negotiations Advisory Committee Jasper Park Lodge

Professional Affairs Committee Jasper Park Lodge

May 12 (Tuesday) Annual General Meeting Jasper Park Lodge

May 10-12 ACIFA Spring Conference Jasper Park Lodge

(Sunday to Tuesday)

Future ACIFA Annual Conferences 2021 – 2024

2021 May 9 Hosted by Lethbridge College Faculty Association at Banff Springs Hotel

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

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