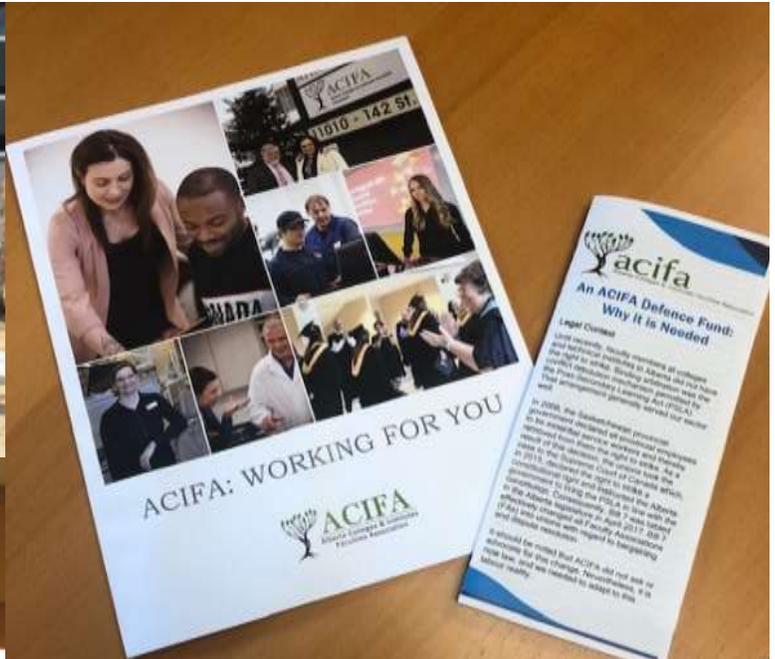


A YEAR IN REVIEW: SOME OF OUR FAVOURITE MOMENTS OF 2018/19





HIGHLIGHTS:

ACIFA's Office Move

This year, ACIFA moved our office from our former downtown location to the Alberta Teachers' Association (ATA) Building. The space includes access to a presentation atrium, a large boardroom, in-house catering and in-house professional printing. But best of all, the residents in the building have a shared purpose and vision. Because of the synergies between the work done by ACIFA and the ATA, the mutual benefits of this move will become increasingly clear and continue for many years to come.

ACIFA's Defence Fund

All 13 institutions are now on board, and Garry Wilson, NASA President, will be head of the Defence Fund Management Board.

ACIFA Membership Engagement

The "ACIFA: Working for You" booklet was created and distributed. The booklet brings to light what your ACIFA membership dues do for you. ACIFA also made an introduction video that tells the same story. [Ctrl+Click Here to Watch the Video](#)

Lions Club Partnership

This year, ACIFA was approached by the Millwoods Lions Club in Edmonton to partner with them in their fight against global blindness. The way they do it is by collecting old eyeglasses no longer being used and then distributing them to those with vision impairment in less affluent parts of the world. On June 10, 2019, the Lions Club agreed to sponsor ACIFA's Scholarship of Teaching and Learning Award for the next three years!

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Our New Mailing Address

ACIFA
317, 11010 142 St. NW
Edmonton, AB T5N 2R1



LETTER WRITING CAMPAIGN: E-MAIL YOUR MLA

We are embarking on an email/letter writing campaign to make our political leaders aware of the important role post-secondary education (PSE) plays in Alberta society and to urge them to take this into consideration when setting the next provincial budget.

We need your help to do this successfully. Just follow three simple steps to get your concerns to your MLA:

1. Get the name and email address of your MLA. [Click Here](#) to find the name and e-mail of your institution's MLA. You can also get the contact information of the MLA who represents your home riding from the Government of Alberta's website by typing in your address. [Click Here](#) to go there now!
2. From the list of talking points, select a paragraph or two that resonates with you; then, copy and paste it into an email to your MLA. (See below, or [Click Here](#) for the Word document.) There is nothing preventing you from adding your own concerns about the damage that funding cuts do to the PSE system. The intent of these talking points is to help, not to limit. However, it is not advisable to copy and paste all the talking points into an email because that might look like spam. Just choose one or two paragraphs.
3. Fire off the email.



TALKING POINTS FOR THE WRITING CAMPAIGN

Administrative densification must be addressed.

The Blue Ribbon panel that studied Alberta's finances, and released their report in early September 2019, found that Alberta spends significantly more on administration in PSE than other provinces. Alberta spends \$8,372 per student on administration compared to only \$4,233 in BC and \$4,910 in Ontario. As instructors, we see this as diverting resources away from classrooms. Class sizes increase while layers of administrative oversight are added. We urge the government to protect frontline services and ensure that resources are directed toward the classrooms, shops and labs where the teaching and training takes place.



Spending on Post-secondary education (PSE) leads to a higher return than spending on almost anything else.

When considering which public services to target for reduced funding, it is necessary to weigh the benefit or return on investment of the various services funded by the Alberta government. Every dollar invested in PSE generates a higher rate of return to society than any other public service. It is imprudent financial management to reduce spending on the public service (namely PSE) that contributes significantly to society's long-term well-being.

The benefits to the individual student are well known: a more rewarding career and higher income earning capacity. The benefits to Alberta stem from savings (or avoided cost) associated with improved health and lifestyle habits, lower crime rates, and a lower incidence of social assistance and unemployment – all associated with higher education of the individual. In addition, post-secondary education is invaluable in addressing social, technological and environmental issues through science, technologies and business ventures.

However, the bulk of these benefits only materialize over the longer term, while the cost of PSE has to be incurred in the present.

Diversifying Alberta's economy is the best way to shelter the province against oil price volatility.

The PSE sector plays a central and irreplaceable role in equipping the labour force with skills necessary to diversify the economy. To significantly reduce funding to the PSE sector now is to lose the opportunity to speed up diversification of Alberta's economy.

Finding efficiencies in resource use must occur within the PSE system.

A major source of efficiency can be found in tying funding to PSE schools' core mandates. The current funding system enables resources to be drained away from core mandates, such as teaching, into activities that are only peripherally related to core mandates. During times of affluence, "nice to have" functions might be justifiable, but during times of scarcity, core mandates must take priority. Aligning funding to the core mandates of PSE institutions should not be confused with performance-based or outcomes-based funding. Outcomes-based funding (called performance envelopes) has been tried in Alberta before and found to be unsustainable and too difficult to administer.

Post-secondary education (PSE) requires stable, predictable funding, if it is to work well.

Funding cuts to PSE are disruptive both to current operations and future planning. They undermine quality education, and the system does not easily recover from it, even if funding is restored. This implies not subjecting PSE institutions to annual or other irregular fluctuations in their funding, but rather to committing to funding for a 3- to 5-year time period.

Within the context of addressing our fiscal situation now, don't lose sight of the benefits (i.e. return on investment) that advanced education has for Alberta society:

- Innovation and diversification are sparked by the activities and efforts in our post-secondary education institutions.
- Albertans' quality of life is enhanced through the broad spectrum of arts, sciences, technologies and business explored in our post-secondary institutions.
- Our communities will be more culturally diverse.
- There is evidence of crime reduction and health improvements in a society that spends more on PSE.
- Student careers will be more rewarding financially.
- Creativity is cultivated to address our social, technological and environmental issues.



MEET OUR NEW EXECUTIVE MEMBERS

Congratulations, and welcome, to our new Executive Council Members!

Leslie Sayer - VP External



Leslie has been an advocate of barrier-free post-secondary education for adult learners since his time as a student at the same college in which he is currently employed. He is looking forward to working with ACIFA's Executive Committee to continue advancing the issues facing Alberta's faculty associations to the provincial stage.

Leslie has been a science instructor in the Academic Upgrading unit at NorQuest College for almost 20 years. This year, he stepped away from his role as President of the NorQuest College Faculty Association after two terms of service, and over the past decade has occupied the Faculty Welfare and Secretary portfolios. Leslie's non-academic interests include video production, and he has created a promotional video for ACIFA.

[Click Here to Watch the Video](#)

Cheryl Meheden - VP Finance and Records



Cheryl has been an employee of Lethbridge College for more than 20 years. During that time, she has taught in several program areas and currently teaches in the School of Business. In addition to teaching, Cheryl is in her second term as VP Finance for the Lethbridge College Faculty Association (LCFA).

When not working for Lethbridge College, Cheryl enjoys her book club, gardening, travelling, and two grandsons.



NOTES FROM THE MEETING WITH THE MINISTER OF ADVANCED EDUCATION



On July 31, 2019, at 2 pm, sixteen ACIFA delegates (Presidents and Executive members) met for the first time with the new UCP Minister of Advanced Education, Demetrios Nicolaides.

ACIFA delegates were Anna Beukes, President ACIFA; Ken Heather, VP External ACIFA as well as FA President Red Deer College; Leslie Sayer, VP Executive ACIFA; Cheryl Meheden, VP Finance and Records ACIFA; Blair Howes, FA President SAIT; Garry Wilson, FA President NAIT; Kevin Wiber, FA President Lethbridge College; Alexandru Caldararu, FA President NorQuest College; Rick Robinson, FA President Medicine Hat College; Keith Smyth, FA President Olds College; Shona Hommy, FA President Northern Lakes College; Natali Rodrigues, FA President AUArts; Vanessa Sheane, FA President Grande Prairie Regional College; Al Brown, LRO SAFA; Gail Hiar, FA President Portage College; and Neil Napora, FA President Lakeland College.

Our overall impression was that Minister Nicolaides came to the meeting with an openness and a genuine willingness to listen and engage with all of us. He was also generous with his time and allowed the meeting to run overtime.

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

Topic for Discussion	Topic Introduced By:	Time Allocated
Round Table Introductions		5 minutes
Bill 9	Blair Howes	15 minutes
Performance-Based Funding	Cheryl Meheden	10 minutes
Bill 2	Alex Caldararu	10 minutes
Administrative Densification	Anna Beukes	10 minutes
The Minister's Vision for PSE	Demetrios Nicolaides	10 minutes



Blair Howes on Bill 9, talking points:

Blair asked specifically about Bill 9 and the government interference in collective bargaining. Blair also asked about the alleged \$70 million cut to capital in PSE funding. He informed the minister that he had reviewed the letter from the previous government holding the line at zero percent increase in year 3 wage reopeners and asked if it would be rescinded.

Blair asked specifically about the government's interest in sectoral bargaining in PSE.

Minister Demetrios Nicolaides' response to Blair Howes: The minister replied that the government has no budget ready yet because they are waiting on the Mackinnon report. He would be happy to meet with us again, once that report has been released, to get our input on how to implement the recommendations.

As for sector wide bargaining, the minister assured us that his government has no interest in it at this time, but the government was looking at all options to improve the economy and cut government spending.

Cheryl Meheden on performance-based funding, talking points:

Anna Beukes has shared your letter of introduction, and we are pleased to see your commitment to post-secondary education. I especially appreciated that you recognize post-secondary education as critical to a thriving economy and a vibrant society, making it an investment, rather than an expense.

I believe some of the references in the article Anna Beukes sent to you demonstrate that spending on post-secondary education leads to a higher return on investment than spending on almost any other government-funded activity.

Thus, we are curious about your priorities, in particular your priority to measure performance and how that might be used to determine funding.

Although the goals of outcomes or performance-based funding are well intended, the evidence shows this creates funding instability that leads to institutions steering towards what is financially rewarded, irrespective of quality in student experience or student outcomes.

I would like to believe that we all share a desire to provide society with the best-educated citizens who, as a result of their post-secondary training, have better career outcomes and higher earning capacity. We know that this extends to public benefits as well, from savings or avoided costs associated with improved health, to lower crime rates and a lower incidence of social assistance and unemployment.

We also recognize the challenge of balancing these long-term benefits with the present cost of post-secondary funding. Thus, we ask you how we can support continued excellence in teaching and scholarly activity, knowing the tremendous benefits a well-functioning post-secondary system provides to Albertans.

When you are making funding decisions, we ask that you consider the evidence which highlights the shortcomings in performance-based funding, particularly how, though well intended, it has failed in Alberta as a result of the difficulty in administering the model. Your government has clearly stated their desire to reduce red tape, and a performance-based model would appear to be in direct opposition to this goal.



We would like to make three suggestions. First and foremost, we suggest that funding be viewed as an investment and not just an expense, thus being sufficient to maintain, strengthen and protect the core mandates of post-secondary institutions.

Second, we suggest that funding be stable and predictable in order to allow for institutions to optimally plan and function, rather than continually face the threat of losing funding.

And finally, we suggest that the funding model you choose considers the differences in delivery between rural and urban institutions, guarding against creating wide variations in quality across institutions.

Many of my comments are informed by the research done for the ACIFA position journal, which I would like to share with you. I hope you find it highly informative.

With that, we look forward to hearing your ideas and perspective on post-secondary funding in Alberta.

Kevin Wiber: The amount of the total resources being used in the classroom is diminishing; this is often presented as finding great “efficiency” – as the percentage of the grant being spent on direct instructional expenses has been reduced.

It is also important to consider the dramatic shift from full-time faculty to the increasing use of casual, temporary or fee-for-hire instructors. This undermines the core mandate of post-secondary education – instruction. In addition, it moves from full-time jobs in Alberta to income supplementing positions.

Shona Hommy: Performance outcomes – While being able to assure Albertans of public service accountability, it is important to recognize the cost of measuring and tracking outcomes. There is no greater measurement of outcomes than to see it and experience it from the front line. It is pretty much a guarantee that an efficiency review will uncover a large number of inefficient, ineffective, irrelevant operations across the board. With this information, work can begin in streamlining services and operations to show maximum efficiency.

Minister Demetrios Nicolaides’ response to performance-based funding: He noticed that the funding model for the post-secondary education system needs attention and consultations.

Ken Heather pointed out that a full-day consultation session on changes to the funding model was done on July 27, 2017. It was an extensive consultation session. All stakeholders were included in the conversation. A complete report summarizing what came out of that meeting does exist and might be helpful to the new administration. If the minister has trouble locating that report, Ken offered to provide a copy.

Alexandru Caldararu on Bill 2, talking points:

Point #1: Clarity around the context of why the “supports for employees” was deemed necessary.

The Alberta Labour Board’s (ALRB) duty of fair representation mechanism already exists, and is free for workers to access. What is the concern the government is trying to address here? Is the government assuming that unions are not representing their members fairly? On the surface, this does create the impression that the government is creating extra taxpayer-funded mechanisms for individuals to go after their own unions.



While we understand the difficult economic climate the government is operating in, the government campaigned on reigning in costs. How does the creation of an entirely new program that has a higher likelihood of leading to a further ALRB backlog advance that mandate? What services will this program offer?

Will there be resources for unions to access this program as well? If not, why not? When will details of this program be unveiled? Will there be public consultation? If not, why not?

Point #2: Clarity around the rationale for changes to marshalling of proceedings.

The new government has been very forthcoming with its intention to implement “evidence-based” decision making in its policy directives. What evidence was utilized for this particular change in Bill 2?

If streamlining various complaints processes was the main impetus for this change, how does that fit with the potential of having the ALRB being backlogged with the potential of having more DFR cases to adjudicate, PLUS now having to rule on matters covered by Human Rights Legislation? What is the rationale for severely limiting the scope under which other autonomous boards (Human Rights, Employment Standards, WCB) can operate now, and what criteria will be utilized to determine the “fairness” of a matter?

Minister Demetrios Nicolaides’ response to Alexandru Caldararu: The minister gave assurance he will undertake looking into these questions and get back to us. He explained that he is still new in the position and cannot reply to this request for additional information off the top of his head.

Anna Beukes on administrative densification, talking points:

We present the minister with data showing how resources allocation within our schools has changed over the past decade. The percentage of government grants allocated to instruction has gone down consistently. The number of instructors employed, as a percentage of total number of people employed per school, has declined. In order to get an accurate picture of how resources are diverted away from the classroom, we urge the minister to ask the following questions about resource use in each school: How many Associate Deans are at each school now compared to a decade ago? How many Vice Presidents are there compared to a decade ago? How many frontline supervisors are there who do not have any teaching responsibility? How many instructors are there compared to a decade ago? How many instructors are full-time permanent, compared to part time/sessional? How much of the school’s resources are allocated to its core mission/mandate (i.e. instruction)?

Blair Howes: Blair informed the minister of the percentage numbers on salary spends at SAIT: 54%:46% - the lower number being salaries spent on the classroom (instructor), and the higher number being salaries spent on administration.

Kevin Wiber: Kevin noted the organizational chart on the Lethbridge College website shows 472 employees; only 144 (30.5%) of them are instructional staff. College administration has explained that government reporting and regulation have made many additional staff necessary; for example, Lethbridge College now has a compliance officer in place.

Shona Hommy: Over the past 10 years, a significant number of management positions and support persons for management have been added to the salaried positions across all PSE institutions. There seems to be a lack of monitoring of this densification. There is no evidence of improved quality of PSE in Alberta as a result of this investment. In fact, it can be argued that fewer and fewer resources are actually being applied to program delivery. In addition, as the number of administrative and management positions increases, the number of faculty remains static or decreases in comparison to the increased demand of program growth.



Fiscal Accountability – In times of economic challenge, it is imperative that government ensures that public funds are spent on ensuring delivery of core services. In the PSE sector, this means ensuring that funding is directed towards frontline services, which is delivery of academic programs. Dollars spent on the “nice to haves” must be closely scrutinized. Unless the funds being put towards non-essential services such as innovation, event planning, etc. can show a demonstrable benefit over academic program delivery, then the PSE Board of Governors and Presidents and CEOs should be held accountable.

Annual Reports to Ensure Public Accountability – Annual reporting from the PSE institutions across the province appears to lack definitive and clear guidelines on how to reflect where the budget dollars are spent. In the mandatory annual reporting, there is no way to determine with any certainty what is actually being spent where. For example, what might be captured under academic salaries in one report can mean something completely different in another report. Often times, it is recognized that grouped under academic salaries are positions that have no direct function in the academic delivery of programs. It is also imperative to note that the structure and format of annual reports from various institutions changes significantly from year to year. This makes it very difficult to understand trends in spending and fiscal accountability for the publicly funded service.

Shona Hommy on Deterioration of Full-time and Tenure Positions – The current trend of hiring sessional faculty to replace full-time faculty positions is going to lead to disastrous outcomes in the very near future. Sessional, contract and wage faculty do not have the same vested interest in maintaining program quality or the same level of professional and personal investment in student outcomes. It is not possible to have sessional and contract faculty carry a background in the history of the programs or the same dedication and commitment to the academic success of an institution. This history and tenure is an invaluable asset for all institutions, which ensures a commitment to continuous quality improvement and commitment to producing excellent graduates who will work in Alberta and contribute to the overall economic success of this province. In current times, much more attention and work is required to ensure curriculum quality and to maintain pace with the rapid advancement in knowledge, science, global innovations, and technology. Tenured and permanent faculty are required as steady influencers and contributors to continuous curriculum and program quality improvement. Dollars dedicated toward funding CQI of curriculum and programs is minimal, and this work is being done as uncompensated time by the permanent faculty. This is one of the many roles and tasks carried out by permanent faculty that is coined “Professional Responsibility”. No professional association or government agency approached in determining the actual premise of “Professional Responsibility” has been able to defend this definition. “Professional Responsibility” is not working significant overtime hours without compensation, yet this is an increasingly urgent reality for faculty members across this province.

Minister Demetrios Nicolaides’ response to information on administrative densification: The minister found this information interesting and seemed generally surprised by it. He repeated his government’s commitment to evidence-based decision making and expressed his concern about the reporting inconsistencies of institutions and his staff’s understanding of the reports.

Ken Heather: Ken made the minister aware that Red Deer College, and other institutions, were recently allowed to pursue degree granting university status. The costs that come with that change should not be placed on the backs of existing programs.

Kevin Wiber: Kevin pointed out there are unseen implications of the large numbers of international students. Faculty have a very difficult time dealing with such a variety of ethical, moral and even language variations. These demands have a significant effect on the classroom dynamic, moving away from proven instructional formats in order to cater to the specific demands of the international students. This has the potential to disadvantage the domestic students and places a huge additional demand on the faculty.



It was agreed that there is more to be said about international students and that it would be put on the agenda for a future meeting with the minister.

Shona Hommy on Investment in International Students. In addition to the points raised by my colleagues, investment in attracting and retaining international students is a current government mandate that requires significant reconsideration. While it cannot be argued that any jurisdiction wants to have the “Brightest and Best” in their midst and contributing to their economic success, there is something further to consider. There are a number of Albertans who would rival the world’s “Brightest and Best” across all industries. The issue is, however, some of our “Brightest and Best” do not have access to PSE in order to have this talent realized. We need to ensure we have fully and effectively invested in and supported the “Brightest and Best” of Albertans before we expend dollars that could be used to support training and education of our own on attracting and retaining international students. The importance of smaller northern and rural PSE institutions is critical to ensuring all Albertans have access to PSE. Student funding to support students to access education in the north and rural Alberta is a priority, to be at least balanced with funding being devoted to international student investments. If northern and rural PSE institutions cease to exist, the very real reality is the majority of the northern and rural populations will not have access to higher education.

Demetrios Nicolaides’ vision for PSE in Alberta: The minister gave the big picture vision. He explained that his government is committed to supporting post-secondary education as critical to a thriving economy and a vibrant workforce and society. His priorities included the following:

- Supporting and modernizing post-secondary education. This includes strengthening the apprenticeship model, experiential learning, and skills for jobs to build the economy and prepare Albertans to succeed now and in the future. Retirement of skilled trades people during the next decade is expected to leave a gap in labour market needs. To fill that gap, the government would like to expand RAP and incorporate trades training in high school curriculums.
- Reducing red tape across PSE and skills development to enable students, learning providers, employers, and communities to be entrepreneurial, create jobs, and grow the economy.
- Measuring performance and ensuring accountability for increased value for investment. This involves measurement of labour market outcomes of programs, economic returns on taxpayer dollars, talent attraction/retention strategies, and research and innovation performance.
- Encouraging Alberta’s post-secondary providers to attract and retain a greater number of qualified foreign students while ensuring all Albertans, particularly youth, can pursue education and skills training for jobs. Alberta is behind other jurisdictions in international student participation rates. The minister would like to see PSE schools in Alberta invite the best and the brightest in the world to become students. Alberta will benefit from international expertise leading to citizenship.

He looks forward to regular monthly meetings with ACIFA presidents and building collegial working relationships.

The meeting ended with us suggesting agenda topics such as the following for future meetings:

- International students – certificates and permanent residency requirement
- Code of Conduct legislation
- 2022 deadline as sole bargaining agents



2019 AWARD WINNERS

Every year, ACIFA is proud to present three awards to exceptional faculty members. The Distinguished Instructor Award and the Innovation in Teaching Award are sponsored by Johnson Insurance. Each comes with a \$1500 prize for the recipient and \$500 for the recipient's faculty association. The Scholarship of Teaching and Learning has previously been funded by ACIFA, but will be funded by the Edmonton Millwoods Lions Club from 2020-2022; it comes with a \$1000 prize for the recipient. All expenses are paid for the recipient to attend the annual ACIFA Conference of their winning or presentation year (based on the award), and each recipient is required to present at the conference.

The Distinguished Instructor Award Carla Grant – NorQuest College



Carla Grant is a meticulous pharmacist, award-winning post-secondary educator, photographer and author of *Uncommon Girls*. She manages the hectic schedule of a single parent of three kids and two dogs in a funky historic home constantly under renovation. Carla was the 2018 recipient of the Edmonton Pride Festival Society *Amazing Ally Award* and was recently appointed to the Sexual Orientation, Gender Identity and Expression (SOGIE) Provincial Advisory Council.

In her 2019 Conference Session, *Is SOGIE the New LGBTQ?*, she explored the far-reaching impacts of being a visible ally. SOGIE (diverse sexual orientation, gender identity and expression) learners fill seats in classrooms, but what is being done to ensure inclusion by way of policy, privacy, curriculum, language, visibility and safety? Carla walked us through her personal and professional journey of barriers and breakthroughs experienced while shepherding her transgender daughter through school...and life.

Submitting Nominations for ACIFA Awards

Nominating is easier than ever! ACIFA's Professional Affairs Committee did an exceptional job streamlining the nomination process. Information and nomination submissions will be available September 30, 2019, online at acifa.ca/awards. We welcome you to nominate your colleagues for the 2019/2020 awards.



The Innovation in Teaching Award Stephanie Powers – Red Deer College



First year business students are the pieces in a life-size game of Monopoly where classes of ten to eighty all move simultaneously. Rental and purchase prices adjust during the game to simulate inflation and deflation. Taxes, subsidies, and the money supply all change during the game so that students can experience first-hand the impact of fiscal and monetary policy. Students experience for themselves the impact on the economy of inflation and unemployment. Students see when fiscal and monetary policies can reduce the impact of the business cycle or exacerbate it.





The Scholarship of Teaching and Learning Award Shireen Bell – Red Deer College



As a nurse educator, I constantly feel the tension of teaching in a field that is driven heavily by science and technology content yet attempts to integrate concepts of person-centred care. When I heard about Scripps's Opening Minds Through Art (OMA), an art program for seniors who have Alzheimer's or dementia-related illnesses with a focus on personhood, I was more than thrilled to partner with my local community members and use this opportunity as a learning experience for my nursing students. It was, however, a community-based research project, so my project was to ensure that while I wanted to see how effective this program was in fostering what I call essential, non-technical skills in my students, I also wanted to ensure my community partners were able to demonstrate the effectiveness of OMA for our local seniors. I worked with OMA facilitators Carlene Wagner and Helle Tees who ran the art program through a local seniors' living facility as a pilot program in Central Alberta. I had my eight students directly involved in one-on-one art sessions with our elder artists over a period of 10 weeks. The group of eight students provided me with qualitative insights through a weekly photo voice reflection on their experiences. They also helped me collect information from their elder artists using a special feedback form that informed us about their moods before and after each session. I also involved the larger course cohort of 88 for conducting a quantitative pre-test/post-test survey on attitudes towards dementia. Family members of the elder artists were also asked to provide feedback. A program end art show was held as part of OMA's social advocacy commitment and to raise money to replenish art supplies; students rocked it, and we raised enough money to fund two more art sessions! My community partners were happy that our results echoed other literature in showing the benefits of OMA for their elder artists and have since been advocating its use with other community sites. My results were strongly positive for showing statistically significant changes in students' ability to comfortably and meaningfully understand, work with, and value seniors with Alzheimer's and dementia-related illnesses; and, therefore, I continue to promote this experience as a valuable learning opportunity for post-secondary students. In fact, since our first pilot project, I am happy to report that other programs such as practical nurse, occupational assistants and social work students have also been using OMA as part of their learning experiences!

Once again, thank you most kindly for the receipt of the Scholarship of Teaching and Learning award! I am still truly grateful for receiving such a prestigious acknowledgement!

Kind regards, Shireen

P.S. Here is a link to the video of our experience I made at the end of data collection phase!
<https://www.youtube.com/watch?v=EhXzOs9pH7I&feature=youtu.be>



ACIFA IMPORTANT DATES OF 2019/2020

2019

September

30 (Monday) Nominations for the ACIFA awards open

October

1 (Tuesday) 2020 Annual Conference Presentation Submissions Open

25 (Friday) Executive Council Meeting Calgary

26 (Saturday) Presidents' Council Meeting Calgary

December

1 (Sunday) 2020 Annual Conference Presentation Submissions Close

20 (Friday) ACIFA Awards Nominations Deadline

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 (Formerly Alberta College of Art and Design)

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 new office in the Alberta Teachers' Association building:

317, 11010 142 St. NW

Edmonton, AB T5N 2R1

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

Association Newsletters

Collective Agreements

Information about ACIFA Awards

Copies of Submissions to the Government from ACIFA

and much more!



acifa

Alberta Colleges & Institutes Faculties Association