

THE FAX

MHC FACULTY ASSOCIATION NEWSLETTER



FACULTY ASSOCIATION
of Medicine Hat College

FEBRUARY 2020

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When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.

Confucius





submitted by FAX Editor, Lorne Jeal

“The government has recently announced a series of funding conditions for post-secondary institutions. This ‘outcomes-based’ model has a number of metrics including graduation and completion rates, graduate employment, experiential learning, domestic and international enrollment numbers, and student satisfaction among others. Much of this is focused upon the pursuit of student success.

It is interesting to me that government believes that something as nebulous as student success can be fully quan-

while government increases tuition for those same students (bye-bye student satisfaction)! Imagine post-secondary institutions being held accountable for students who either don’t want work in their field. What about students who’ve trained for careers where demand has dropped since they undertook their education?

I attend a for-profit university as I pursue my doctoral studies. My education feels a little too much like a commodity. Let me assure you that those folks

tified. And further, that factors for student success rest so significantly on the shoulders of post-secondary institutions! All of this

at “my” university measure everything! And they badger me repeatedly for student “feedback”. But what I’ve noticed is that much of the data collection doesn’t seem to translate into a better student experience - at least not that I can discern! Much of the data collection seems to inform administrative elements, but known problems at the institution persist. And the education I’m pursuing is costly! Our “free enterprise” loving government seems to be heading down a path similar to the one chosen by “my” university. If my experience and observations play, I’m cynical about any better outcomes for students from this new model from our provincial government.”

Cheers, Lorne.



LONG NIGHT
— AGAINST —
PROCRASTINATION

FEBRUARY 5 / 5PM-12AM



ACIFA Annual Spring Conference 2020

Hosted by Keyano College

Theme - 2020 Vision

Jasper Park Lodge

May 10th to 12th, 2020

Aberta Colleges & Institutes Faculty Association (ACIFA) hosts this dynamic conference annually. The ACIFA Conference is a peer-reviewed, educational, professional conference, encouraging networking and collaborating between teaching professionals from all institutions under the ACIFA umbrella. This three-day conference highlights scholastic and motivational workshops by college instructors and learning professionals who face the same encounters, challenges, and rewards of instructing at a Post-Secondary level.

The conferences are held in beautiful park locations. This year the venue is Jasper Park Lodge, in beautiful Jasper, Alberta, May 10th to 12th.

The Faculty Association, as well as the FA Professional Development Committee, have designated a total of \$15,000.00 to assist faculty in attending the ACIFA Conference. These funds will be distributed among faculty attendees. If you would like to attend, please contact facultyassoc@mhc.ab.ca to ensure your name is on our attendee listing. The registration

deadline is April 30th. Check out the ACIFA Conference website link below.

Delegates need to reserve rooms directly with the hotel. Be sure to mention 'ACIFA' to qualify for the noted group rates. Much scheduling and planning has gone into this conference to ensure your satisfaction on every level: social, professional, and intellectual.

Won't you consider attending?

[Click here to open the conference registration.](#)

MEDICINE HAT
COLLEGE



PD QUEUE

A presentation and social series in recognition of scholarly activity
organized by the **Faculty Association** and **CITE**.

ACADEMIC FREEDOM CHICAGO PRINCIPLES



The province's decision to apply the
Chicago Principles to post-secondary education
has led to several questions.

How does this change my classroom practice?

How does this affect policy?

Has my ability to exercise academic freedom changed at all?

This PD Queue will offer faculty help to address and hopefully respond to any and
all concerns faculty have regarding these changes that the college has adopted
this academic year.

FEBRUARY 12TH, 3:30 PM
CROWFOOT ROOM

**Presented by Lorne Jeal &
Mark Kaethler**

Everyone welcome! Refreshments provided.
Don't forget to bring your PD Passport.



Jason Openo
Manager,
Teaching & Learning

Teaching & Learning

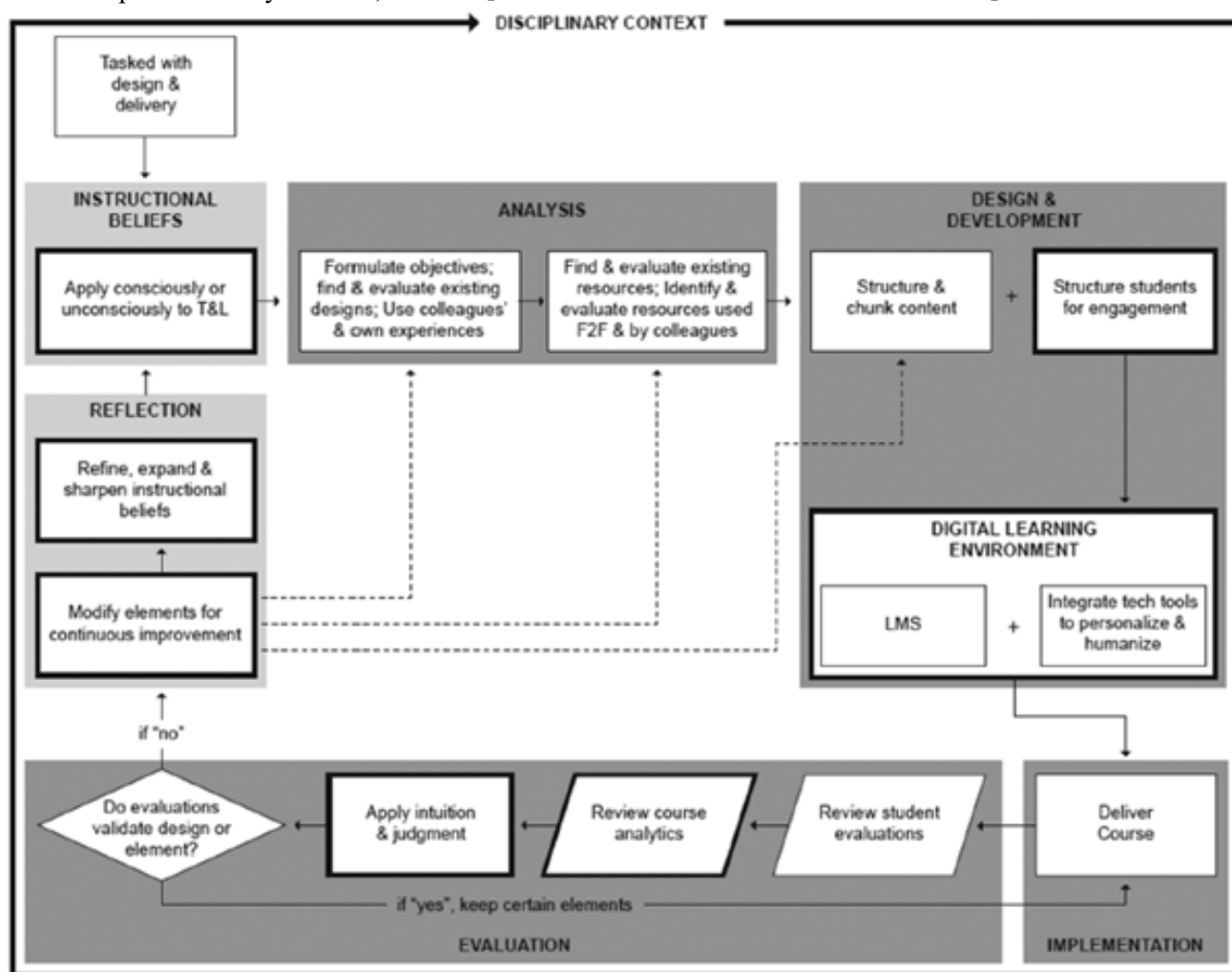
Learning to Teach Online

Online education continues its rapid expansion and evolution in Canada. For much of the first two decades of the 21st century, online education operated outside the formal structures of postsecondary. But online education has now moved from the periphery to the core of the postsecondary mission,

and all faculty need to have a basic level of competence with online learning technologies.

Because of a lack of universal reporting requirements and inconsistent reporting, much remains unknown about the current composition, preparation, and experience of online instructors in

Canada. What appears to be known, however, is that a majority of faculty who have taught online (77%) felt that teaching online provided deeper insight into the nature of teaching and learning in every setting. It also appears that training and support for faculty is central to overcoming the primary barriers to the adoption of online education.



Openo, J. (2019). Can (post-heroic) leadership be taught online? A library educator's expansion of Baldwin, Ching, and Friesen's grounded theory model of online course design and development. *Journal of Education for Library and Information Science*, (60)4, 354-372.



*Jason Openo
Manager,
Teaching & Learning*

Teaching & Learning

This article provides a brief overview of how I approached building an online course in the University of Alberta's Graduate School of Library and Information Science three years ago.

Instructional beliefs. When starting to teach online, many faculty bring their fears, inhibitions, and bewilderment to teaching in mediated and networked contexts. The experience of teaching online can be a disruptive and disorienting dilemma for faculty that requires a reconsideration of one's teacher identity and their belief systems. This is why a good first step before teaching online is unpacking our beliefs about what teaching and learning is. Faculty may possess unquestioned assumptions or unexamined beliefs about teaching. Intentionally surfacing these assumptions and beliefs then informs the learning objectives, assessments, and how the course is organized.

Establish teaching presence early and often. The Community of Inquiry framework is the most highly researched theoretical model of online education, and one of the core elements of the Community of Inquiry framework is Teaching Presence, which consists of design, facilitation, and direction of a community of inquiry. Design also includes assessments. To build teaching presence, instructors can provide a welcome letter, brief videos, announcements, and feedback to ensure strong teaching presence. In online settings, it is critical to design interactive experiences that incorporate frequent and substantive personal interactions.

Structure students for engagement. Teaching online requires a different set of skills than delivering content, and intentional thought needs to be spent on structuring students for maximum engagement. Many online instructors find discussion boards uninspiring. Discussion boards are only one way to get engaged interaction with students. Collaborative projects, peer assessment, debates, brainstorming activities and learner-developed and directed questions provide alternatives to uninspired discussion boards. Learner-generated questions and learner-facilitated discussion can serve as mechanisms for learners to refine their ideas and promote group reflection (Blaschke, 2012). Collaborative learning can also serve as the primary method for students to practice essential self-management skills, such as communication, task negotiation, emotional intelligence, and decision-making, as well as demonstrating personal responsibility.

Go beyond the LMS. Jon Dron (2017) at Athabasca University puts in candidly, "the learning management system alone will not take us where we need to be." Building a learning environment that goes beyond the LMS flows from one's instructional beliefs, activities, and the course goals. Reflective journals, blogs, wikis, concept mapping software, and apps such as Padlet or Remind can all be used to supplement and transcend the limitations of the LMS. Some instructors use Twitter to great effect in teaching micro-writing, but consideration must be given to the

necessity/value of walled or open systems.

Reflect and modify. No course design is perfect the first time around (or the 20th time around). Keep a journal that records what worked and what could be changed or improved. Review the course analytics and learner comments (which are rarely straightforward to understand and take action on). Then activate your intuition and judgement. Revise your teaching beliefs, if necessary, adapt the course design, and improvise.





NOMINATIONS FOR 2020/2021 FACULTY ASSOCIATION COMMITTEES

Although nominations will be accepted at the Annual General Meeting, on Friday, April 24^h, we would appreciate receiving nominations in the Faculty Association office on or before April 9, 2020. **This greatly facilitates the elections at the AGM!** The signature of the person being nominated is required. If you have any questions regarding the duties of any of these positions, please contact the FA office (3616).

Our bylaws outline the following positions and committees.

OFFICERS

Name (please print)

President

Vacancy **Electing for a two-year term**

President - The President shall be an ex-officio member of all committees and shall be a member of the Negotiations Committee and shall act as Chair of the Executive Board of the Association. The President shall also preside over all meetings and be responsible, for the agenda of all meetings and be empowered to countersign cheques. (Bylaws)

Treasurer

Vacancy **Electing for a two-year term**

Treasurer - The Treasurer of the Association, who is empowered to countersign cheques, shall oversee the record keeping and annual statement preparations for the Association. The Treasurer shall provide regular budget updates to faculty at the three regular general meetings and at the AGM. (Bylaws)

Continued on page 9

EXECUTIVE BOARD

Academic Board Rep _____

Vacancy **Electing for a two-year term**

Board of Governors Rep. - Candidates for the position of faculty nominee(s) to the Board of Governors shall be nominated by the Nominations Committee and from the floor at the Annual General meeting. The name of the successful candidate shall be forwarded to the Minister with a request for appointment to the Board. The Faculty Board Representative shall serve the term specified by the Minister's letter of appointment and shall report to faculty at each general meeting. The Board Representative is a non-voting member of the Faculty Association Executive Board. (Bylaws)

Brooks Rep: _____

Vacancy **Electing for a one-year term which will expire June 30, 2021.**

Torill Hutchinson is willing to let her name stand.

The Brooks Representative shall be nominated by the faculty at Brooks campus and shall be elected by the membership at the Annual General Meeting. (Bylaws)

The Following Committees are elected annually at the AGM. Won't you consider letting your name stand?

- The Social Committee
- The Bylaws Committee
- Health & Safety Committee
- MHC Children's Christmas Party Planning Committee
- Fall Faculty Social Planning Committee

The Instructional Skills Workshop

A lesson in dedication and leadership

Information included in the following article has been taken from an interview with Betty Koch and Rod Lerner by Monika Farmer.

Reprinted from the September 2019 FAX

What difference can one person make? At Medicine Hat College, history was made when one person initiated the Instructional Skills Workshop training. Ed Maruska, both a former MHC instructor and President of the Faculty Association, brought the concept to MHC after a 1988 trip to California where he initially heard of the training. Unbeknownst to Ed at the time, the ISW had originated in Canada in 1978 by Douglas Kerr from Vancouver Community College. It was Ed who contacted a number of his colleagues with the goal of providing this workshop for new instructors at Medicine Hat College. The original four college instructors who received training back in 1989 were Ed Maruska, Jay Johnson, Rod Lerner, and Dennis Umpleby. Rod reminisced that two female facilitators came from British Columbia to train the foursome and commented on what a tough group they were. They may have been tough, but they were truly passionate about teaching and learning, and from here, the ISW at MHC was born. When Betty Koch was asked about her initial involvement in the ISW, she reported that between the Fall and Winter Semesters she overheard Rod on the phone in his office saying, "Sure Betty would love to do that." When she asked for what she'd just been volunteered, he told her it was the ISW. In 1992, Betty went to Red Deer College for Facilitator training and since that time has consistently facilitated ISWs at MHC.

What is the ISW? It is a laboratory approach for improving teaching and learning concepts. One advantage of

the training is that faculty are trained by faculty. The intense three and a half day workshop provides the opportunity for faculty to practice teaching in a comfortable and safe environment. Participants are asked to free up time to attend each day's sessions. Feedback is provided by both the facilitators and the participants. During the first half day session, the facilitators demonstrate mini lessons and then provide feedback, showcasing the format that will be used for the remainder of the three days of training. Groups comprise four to six participants. Each member provides a lesson for each of the three remaining days. The time for each participant is forty minutes. The time breakdown structure is shown below:

Set up – 10 minutes
Mini lesson – 10 minutes
Written feedback – 7 minutes
Verbal feedback – 13 minutes

After each presentation, the class members review what they think is positive and what could have improved the presentation for them. A discussion ensues, and the facilitator records each comment on a large sheet of paper. In addition, participants offer written reports of each mini lesson and each day provide both formative and summative evaluations. Each participant's mini lesson is recorded on a USB drive for him/her to keep and evaluate. Initially, this was not a mandatory program; however, it has become a required workshop for all new Medicine Hat College full-time faculty.

Facilitators now receive a stipend for their work in this workshop. However, it has not always been this way. Both Betty and Rod came back in August, one week earlier than their peers in order to facilitate the ISW for no compensation at all, for over ten years! Betty recalled that one particular year she was working in the Open Learning Centre, teaching a full course load, and held the responsibility of being a coordinator in Adult Development and College Prep. She was asked by then FA Vice-President Nora Way if she'd be willing to facilitate another ISW. Feeling the need for a break from an intense work schedule, she said that she would not be interested in facilitating without compensation, thinking that the funding would not be found. However, college administration saw the value in the workshop, and from this time forward, ISW facilitators receive a stipend for their training. When asked why they would come back early and facilitate without reimbursement, both agreed that the training is insightful and valuable to new instructors and gives each an opportunity to make social connections outside of their Divisions. This also inspires facilitators for the start of a new semester.

Rod and Betty agreed that the greatest transformation in this workshop is the use of technology and how it has changed teaching techniques. Participants are grateful for the opportunity and feel much more prepared to begin teaching after completion of the ISW. Betty encourages all faculty to take the ISW, even if they've taken it before. It offers an opportunity to meet with other

The Instructional Skills Workshop

A lesson in dedication and leadership

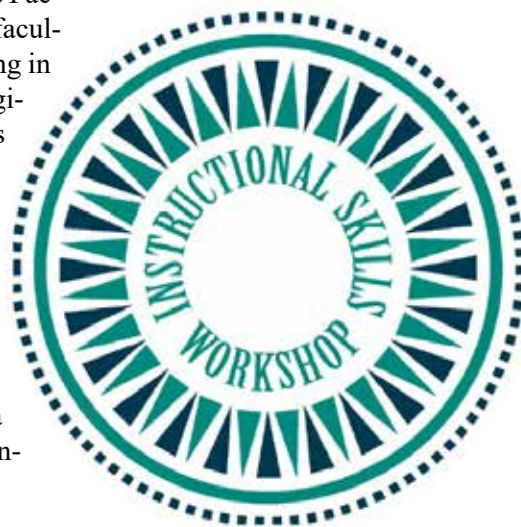
Information included in the following article has been taken from an interview with Betty Koch and Rod Lerner: by Monika Farmer.

colleagues and provides an avenue to try new or unique teaching techniques that instructors might want to practice before utilizing them in the classroom.

On behalf of the Faculty Association, thank you, thank you, to Betty and Rod. Your ISW participants have appreciated the enthusiasm you've shared about teaching and have also been enriched by your experiences and training. It is rare to find the commitment and dedication you both have shown.

This year, 2019, both Rod Lerner and Janice Kirchner have announced their

retirement. Janice also has been instrumental in facilitating the ISW. The Faculty Association will reach out to faculty regarding ISW facilitator training in the hope of raising up a new regiment of dedicated professionals zealous in facilitating the ISW. Would you be interested in becoming an ISW Facilitator? If so, please e-mail the Faculty Association at facultyassoc@mhc.ab.ca to be included. The torch is being passed; which of you will accept the torch and make a positive difference in the lives of instructors and students alike?



Valentines Haiku For You Contest

Haiku is traditional Japanese poetry which has only three lines. The first & last lines have five syllables, the middle line has seven.

Submit your entries to FAX Editor, Lorne Jeal at ljeal@mhc.ab.ca, and you could win some fast prize money.

1st prize - \$30.00
2nd prize - \$20.00
3rd prize - \$10.00

Submissions are to focus on love and Valentines Day. Each submission will be featured in the February 12th FAWN.

Facilitator Development Workshop (FDW) Instructional Skills Workshop Facilitator Training We're Recruiting Now!

What is the FDW? It is an intensive training workshop for dedicated teaching professionals who are interested in providing ISW facilitation to new college faculty.

The ISW is a laboratory approach for improving teaching and learning concepts. One advantage of the training is that faculty are trained by faculty. The intense three and a half day workshop provides the opportunity for faculty to practice teaching in a comfortable and safe environment. Participants are asked to free up time to attend each day's session. Feedback is provided by both the

facilitators and the participants. The ISW has been a time honoured tradition at MHC for many years. Each new full time instructor is required to take this training. As many of our dedicated facilitators have retired, we are now looking at recruiting new ISW facilitators. If you are a faculty member who is passionate about professional development and the benefits of the Instructional Skills Workshop, won't you consider becoming a facilitator? The ISW is generally held the second week of August and requires a four day time commitment. A stipend is included for facilitation services.

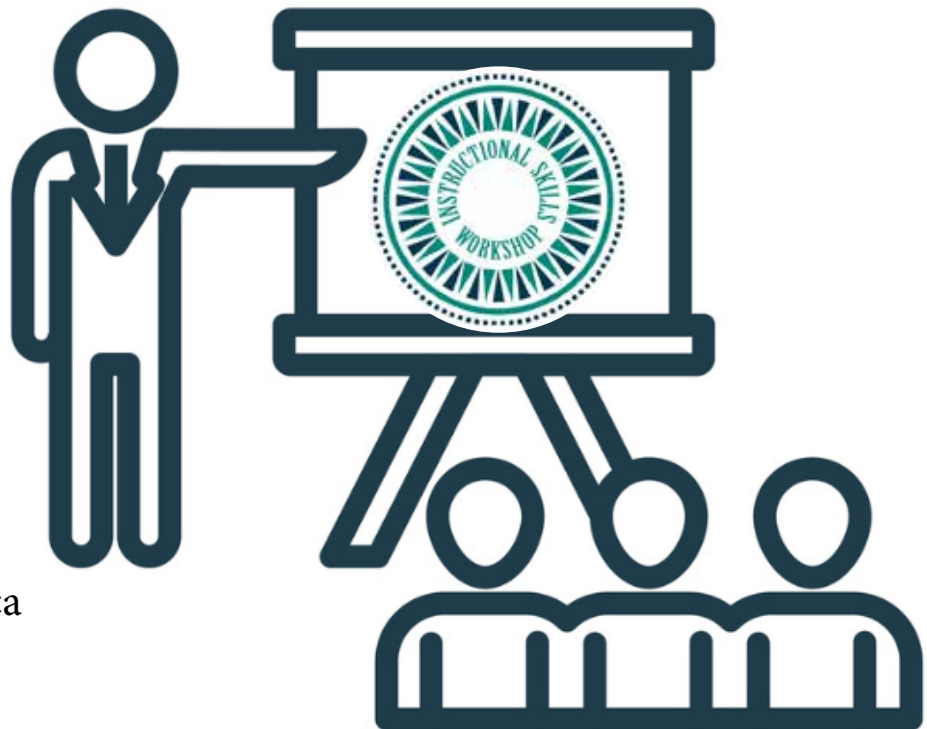
FDW

May 4th to 7th

2020

10:30 a.m. to 6:30 p.m.
Complimentary
Lunch & supper
are included

Please register at
the MHC Faculty
Association at
(403) 504-3616 or
by e-mail at
facultyassoc@mhc.ab.ca





*All Faculty are
invited to attend
the FA's
first ever*



**MARDI
GRAS
LUNCH**

*Tuesday, February 25th
in the Crowfoot Room
from 11:30 to 1:15*

Come out and enjoy some delicious
Cajun Cuisine and experience Mardi
Gras MHC style. Sponsored by your
FA Social Committee.

Please RSVP to
facultyassoc@mhc.ab.ca
by February 20th, 2020



MHC Medicine Hat College
FA **FACULTY
ASSOCIATION**

St. Patrick's Day
Faculty Luncheon
FREE Irish Stew & Biscuits!

Tuesday, March 17th, 2020
12:00 p.m.
Crowfoot Room

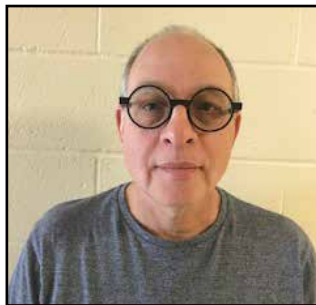
Please RSVP to
facultyassoc@mhc.ab.ca
or call 504-3616 by March 12th.

*This event is
sponsored by the
FA Social Committee*



From the Editor's Desk

by Lorne Jeal



I've been reviewing our faculty salary and benefits here at MHC. While these factors in our employment may well change in the future, I couldn't help but be appreciative of my benefits in particular! Holidays, sick time, compassionate leave, statutory holidays, healthcare insurance - these are all wonderful benefits of working here.

I had a conversation the other day with someone who doesn't have sick time available from their employer. So they frequently go to work sick. I had another conversation, and that person, while their employer does offer sick time, has an employer that *closely* monitors employee use of sick time. That same employer even has a special *advisor* who consults with employees who are away sick "too often", or who have too many occurrences of sick time usage in a period! This person too now feels as though they ought to come to work if they are sick. This employer goes so far as to follow up with employees while they are away ill! Mix in children, exposure to and close contact with the public, and incidents of employee illness are just likely to go up!

In addition, the first person mentioned above only has two weeks of holidays annually. The second person mentioned has more holidays, however, they, like us, are part of an organized labour group! Our faculty contract here at MHC stipulates 44 days of holidays annually! I feel like I'm part of a good thing from a benefits perspective.

The protections and benefits offered by collective agreements that are negotiated by associations and unions are designed to protect members' rights. Those collective agreements help to shape the work environment to accommodate more than management's wishes and demands. On the other side of every collective bargaining round sits management. Recently, MHC management has - without much notice, and no consultation - rolled out a "Voluntary Leave Program" for MHC employees. While you should know that your FA Executive is working on your behalf with this matter, it is clear that management is willing to and (clearly) does act unilaterally!

Not all members of the Faculty Association here at MHC agree all of the time

with our collective approach. It is important to remember that management wields a significant amount of power, and is willing to use it. It may be tempting to believe that individuals might do better on their own in structuring their working conditions. But I personally believe that now, more than ever is a time to stand united. We might not achieve all that every member wants or needs in negotiations. But when I sit with the other FA Executive members, I am convinced that we are pursuing the best outcomes for as many members as possible. Our ultimate employer - the provincial government - is only going to make this harder than we've experienced in recent years. But, we as your executive, need to hear from you on all matters great and small. Please consider engaging with your executive, and with other FA members over the next weeks and months. Tell us what you've experienced in the workplace. And be sure to tell us what you would like to see in our next collective agreement. Thanks!"

Cheers, Lorne.

THE FAX

MHC FACULTY ASSOCIATION NEWSLETTER

NEXT ISSUE:

First week of April 2020

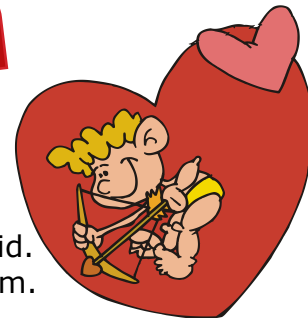
The opinions expressed in this newsletter are those of the authors and do not necessarily represent those of the Faculty Association of Medicine Hat College or its Committee members.



Word Search

Valentine's Day

Find and circle all of the words that are hidden in the grid.
The remaining letters spell a popular Valentine's Day item.



P I H S D N E I R F D I P U C A L
V D H S U R C A C F B A L E N D O
N Y N T I A E A S O L C T O Y M V
S R N E N S N L Y E H O I E R I E
T L E D I D S F A O N T W S A R B
R E Y S L R R E C T C T L E U E I
A W S E R I F O N A I A I C R R R
E E S E E E L L R D S O O M B S D
H J C N S A V T R O N U N T E D S
T G D N T O T O P I P O A S F N A
E N Y E A A R O L L G C F E H I T
E I S D U M R B E L O V E D B I G
W L O D R P O A F F E C T I O N P
S R E M A L F R R E N T R A P A R
E A Y C N A F O R E V E R L I K E
R D R O T I U S D N O I T O V E D

ADMIRER	COUPLE	FLOWERS	LOVERS
ADORE	CRUSH	FONDNESS	PARTNER
AFFECTION	CUPID	FOREVER	PROPOSAL
ATTRACTION	DARLING	FRIENDSHIP	RELATIONSHIP
BEAU	DATE	GIFT	RESTAURANT
BELOVED	DEAR	GIRLFRIEND	ROMANCE
BOYFRIEND	DEVOTION	HEARTS	ROSES
CANDLES	FANCY	JEWELRY	SENTIMENT
CANDY	FEBRUARY	LIKE	SUITOR
CHOCOLATES	FLAME	LOVEBIRDS	SWEETHEART



Complete and submit to FAX Editor, Lorne Jeal, for a chance to win a \$20.00 gift card to Crave.

Draw date is Friday, February 7th at 12:00 noon. We thank all who submit solutions. FA members in good standing who submit correct solutions are eligible for the draw. Thanks.