

The FAN

BVC FACULTY ASSOCIATION NEWSLETTER

FALL 2019



BOW VALLEY COLLEGE
FACULTY ASSOCIATION



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Can you spot all the pumpkins in the newsletter?

Email bvcfa@bvcfa.com with your answer



PRESIDENT'S MESSAGE

Dear Fellow Faculty Members,

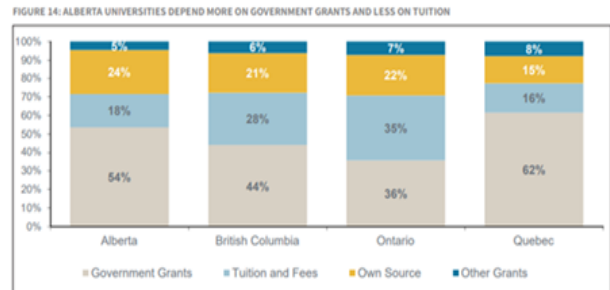
As we await the government budget on October 24, 2019 I wanted to remind our membership of the current status of the Collective Agreement.

We have an effective CA which runs until June 30, 2020. All parts of our collective agreement, including compensation, have been bargained between the Board of Governors and the Bow Valley College Faculty Association. As of today's date, there is no provincial budget and we are not currently in collective bargaining.

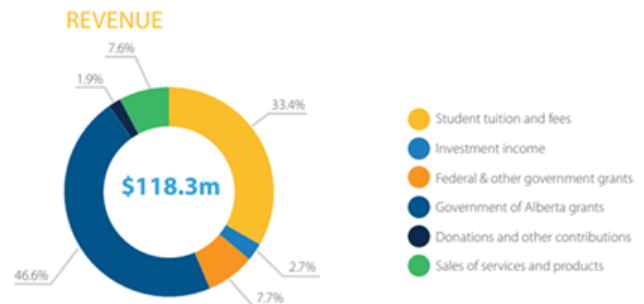
The MacKinnon report certainly illustrates that this government will be looking at Post-Secondary Education for cost savings.

Bow Valley College has been extremely fiscally responsible and has already achieved a similar funding percentage to British Columbia. As you can see from the graphs, BC receives 44% of their funding from government grants while BVC is at 46.6% from provincial grants; meanwhile the Alberta average is 54%.

This from the MacKinnon report.



This from BVC Annual Report



Lifting of the tuition fee, while increasing the financial load of our learners, will allow the college to take an increase, which they haven't been able to do for domestic students in recent years.

According to BVC Annual Report 2017-2018, BVC realized an operating surplus of \$11,515,000 in 2018 and \$10,422,000 in 2017. This obviously, speaks to the financial viability of Bow Valley College.

Sincerely,
Bart Chudleigh
President, BVCFA

BVC
FACULTY
ASSOCIATION



**2019 GENERAL
MEETING**



NOVEMBER 5, 2019

3:30 PM - 5:30 PM

BVC N231

Light Refreshments provided

NETWORKING WITH FACULTY EXECUTIVE

THURSDAY, NOVEMBER 14,
12:45 - 1:45
N534

PLEASE JOIN YOUR FACULTY ASSOCIATION
EXECUTIVE FOR THIS INFORMAL, BRIEF
PRESENTATION INCLUDING UPDATES AND CURRENT
FOCUS OF THE ASSOCIATION, FOLLOWED BY Q & A.
THERE WILL BE TIME TO MEET YOUR COLLEAGUES,
ENJOY LIGHT REFRESHMENTS, AND ENGAGE IN
DIALOGUE WITH YOUR EXECUTIVE.

Wise & Well

Sessions for Faculty

Crucial Conversations
(Attend either of these identical sessions.)

Session 1:

Wednesday, October 23

2:15 - 3:15

Room: N305

Session 2:

Thursday, October 31

11:15 - 12:15

Room: N619

**Update and Networking
with Faculty Association
Executive**

Thursday, November 14

12:45 - 1:45

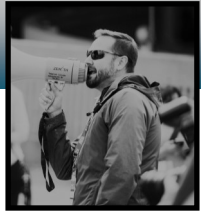
Room: N534



pac@bvcfa.com | bvcfa.com

BVCFA WELCOMES...

VP COMMUNICATIONS & ENGAGEMENT



Jason Kingsley

I am honoured to serve in the role as VP Communications and Engagement and represent faculty at Bow Valley College.

Our college has seen a significant amount of change recently. As change happens, our focus will be to openly and transparently communicate with you as information becomes available. At the same time, and in my opinion more importantly, we will work to create clear channels for faculty engagement, to provide all faculty with a voice and ensure accurate representation on issues that are important to you.

Watch for communication updates, and upcoming opportunities to engage with us!

Sincerely,

Jason A. Kingsley

VP, Communication and Engagement

TREASURER



Brenda Thomas

I am looking forward to working with the Faculty Association as your Treasurer!

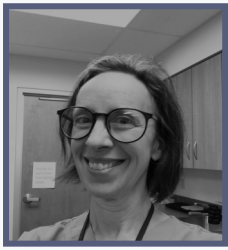
I am an instructor in the School of Foundational Learning where I have been for the past 5 ½ years. I have worked in various supportive faculty positions previously, such as the Professional Development Committee in SFL and currently as the Secretary in the Professional Advisory Committee with BVCFA.

I am looking forward to meeting even more fellow BVC'ers and gaining more exposure to the scope of work that the Faculty Association performs for our members.

All the best,

Brenda Thomas

Treasurer



Board of Governors Faculty Representative

Mauri Loyer

Can we all agree that there is something magical about the beginning of the Fall Term?

In August 2019, in my role as Faculty member I had the honour of welcoming learners to the Practical Nurse Program for their very first class of their very first course in their very first term. Magical. Earlier I had the honour of having an orientation meeting with the BVCFA Board of Governors representative emeritus Hana Imai – also magical. As Hana wrote in the last edition of the FAN, being on the board means a shift in focus from operational to strategic thinking. Each requires skill and each requires different thinking. Hana also highlighted a commitment to putting effort into the experience to get the most out of it. That message sounds similar to the message that we all give our learners around making the most of opportu-

nities in their education. The second message inspired me to go to the library and scan some books on board governance. My favorite so far is *The Imperfect Board Member* by Jim Brown. Bow Valley College President/CEO Laura Jo Gunther was generous in her time and provided me with an orientation session. It was magical and yes I brought with me the gravitas appropriate to the situation.

As I write I am holding the space between the orientation time and my attending the first meeting of the Board of Governors later in the month. I had the honor of being elected to be your representative. Thank you. The official letter came from government appointing me to the Board of Governors. This time is a period of anticipation and excitement.

Doesn't that sound like how many of our learners feel between new student orientation and their first class? ■

FANTASTIC FALL HIKES

1. Chester Lake - 10 km, 310 m elevation gained, 5 hours

Trailhead at the Chester Lake Day use Area

This is a fairly easy trail just off the Smith-Dorrien Trail between Canmore & Peter Lougheed P.P. The first third of the trail climbs up and then opens into an alpine meadow. Continue on towards the crystal-clear lake. Walk a loop around the lake, and take a detour at the far end to visit the Elephant Rocks.

2. Bourgeau Lake - 15 km, 710 m, 6.5 hours

2.5 km west of Sunshine Village on Hwy. 1

Those who want to get their heart pumping can trek up the slopes of MT. Bourgeau to a small lake high above the Bow Valley. The first 5.5 km gradually rises, but after crossing Wolverine Creek the trail gets quite steep. Ending at the scenic lake huddled among rugged peaks. You can choose to continue for another 2.5 km one way towards Harvey Pass. This portion though should only be attempted by experienced hikers.

3. Pocaterra Cirque - 6 km, 204 m, 4 hours

Trailhead at the Highwood Meadows Day Use Area

Follow the interpretive trail at Highwood Pass until you see a sign asking visitors to stay on the trails. This is where you will find a small dirt trail heading west, which takes you through the forest, past avalanche chutes and up to a serene tarn. It's a good way to see fall larches without having to gain tons of elevation. Wear good boots as this trail can be muddy with some loose sections..

4. Sunshine Meadows - various distances

Sunshine Village access road, 8 km west of Banff

Not only for skiing, Sunshine Village offers a shuttle or gondola up to this alpine utopia. Trails vary in difficulty. You can explore lakes, open meadows and an exceptional 360 degree view of the surrounding peaks. Pricing information can be found at www.banffsunshinemeadows.com.

5. Moose Meadow Loop, West Bragg PRA - 11 km, low elevation, 3 hours

Take Balsam Ave. across the river & turn left on Centre Ave/ W Bragg Creek Rd. Follow road to end

This easy multi-use trail near Bragg Creek is great for families looking for a lengthy hike but without being too strenuous. Head west from the parking lot through the forest, passing a creek. Turn right at the sign for Moose Connector and follow the loop around a large meadow bordered by aspen and spruce. This hike offers great wildlife sighting opportunities; keep your eyes open for moose, deer, and of course, birds..

Be sure to check the weather and for any trail or road closures before you leave and always let someone know where you're going and when you plan on being back. Bring bear spray and lots of water. Wear hiking boots and dress in layers. These are estimated distances. You can find most of these listed on TrailPeak.com or AllTrails.com.





ARE YOU AVOIDING A CRUCIAL CONVERSATION?

Kim Smith
Labour Relations Officer

This year I celebrated 20 years of marriage. It's something I am pretty proud of. In the last two decades I've learned a lot about how I communicate. I've learned some things about what I'm good at communicating, but more importantly I've also learned a lot about what I'm not good at communicating. I used to be the queen of the "Silent Treatment." While my husband, I would refer to him as the king of "you should just know what I mean, when I say nothing at all." A classic case of communication breakdown.

In my experience facilitating workplace conflict discussions, I found that conversations in our personal lives are not much different from conversation in the workplace, and I met many people who make the same mistakes that I once made. These difficult conversations are where relationships are not only tested but, in most cases, grow stronger. They are what we call CRUCIAL conversations!

On average 7/10 employees are currently facing a difficult conversation with a boss,

a peer, or a direct report. For most employees, the number one person they fear holding a difficult conversation with is their boss, and the most common topic of these difficult conversations is about their conduct. Out of these 7 people, more than half avoid holding these difficult conversations. The one thing worse than having a difficult conversation is the energy we put into avoiding one. Putting off a difficult conversation is not only destructive to your physical body, it also creates a very disruptive and destructive environment. Common ways of putting off a difficult conversation are:

- (a) avoiding the person
- (b) dancing around the topic
- (c) the silent treatment
- (d) speaking to everyone else except the person
- (e) quitting a job

Avoiding a conversation leads to poor performance, poor conduct, poor productivity, reduced confidence, lower morale, and toxic work environments. Here are 6 tips for you to stop avoiding and start engaging in a crucial conversation:

Continued on page 9

1. Talk face to face. Try to avoid speaking through text or email. Face to face is always the best way to address challenges.

2. Assume the best in others before assuming the worst. Perhaps they are not aware of what they are doing. Enter the conversation as a curious friend rather than an annoyed coworker.

3. Describe your problem with a fact-finding statement: “I am not sure if you are aware but...”

4. Stick to FACTS, not conclusions. Conclusions create defensiveness. “The last four meetings you arrived between two and five minutes late, I understand you are busy but, can you tell me why this is?” Instead of, “Can you tell me why you are ALWAYS late for EVERYTHING?”

5. Ask others for their viewpoint. “I was wondering what your thoughts were on that? Do you see the problem differently?”

Ensure you are always respectful and responsive in a timely and courteous manner. If you are not ready to talk at that moment, make sure that you let the party know when you will be able to talk and keep your appointment. Usually, 24-48 hours is a reasonable time frame to revisit a crucial conversation.

For more information on how you can facilitate crucial conversations, please consider attending one of our Crucial Conversation Workshops:

Session #1. October 23, Wed. 2:15-3:15 N305

Session #2. October 31, Thur. 11:15-12:15 N619



Deep thoughts during conflict



COMMUNITY MOBILE FOOD MARKET

WEDNESDAYS 11:30AM - 1:00PM

2nd Floor Lobby - South Campus

Bringing budget-friendly fruits & vegetables to
your College community! Students and staff are
welcome! Bring your own reusable bags.

We accept cash, credit, and debit.

Much has been made of micro-credentials, but are they the future, or are they just fantasy? In short, micro-credentialing is a way to recognize competencies or skills acquired through a wide variety of learning experiences, including international experiences, community-service learning projects, and short courses. The micro-credential is often represented by a digital badge, or an icon that includes metadata on who issued the badge, when it was issued, and the criteria and/or evidence for earning the credential. A user can share the micro-credential as part of an integrated method for demonstrating their learning in ways beyond just formal coursework and the transcript (Taylor Institute for Teaching and Learning, 2017).

Microcredentials and digital badges are easy enough to create, but the big question is who values them?

The opportunity exists for badges to find their place in postsecondary education, but just because you can develop a digital badge or microcredential, that does not mean it has any value. The value may come from the ability to break learning down into chunks, or providing some evidence of skills that are harder to demonstrate, such as communication skills. Even though claims of change are rampant, microcredentials have not yet had much impact.

As Dianne Conrad and I wrote in our book (Conrad & Openo, 2018), my favorite example of the successful deployment of micro-credentials comes from a hands-on undergraduate chemistry course. Students earned badges in the proper use of lab equipment. In the videos that learners submitted for assessment, students stated their names, showed their face and hands, and then did a task, such as performing a close-up shot of a calibration mark on lab equipment. Mid-semester examinations on how to use the equipment demonstrated that between 74% and 95% of students who received their laboratory badges answered laboratory use questions correctly. At the same time, the department saved \$3,200 in equipment costs—two very

different ways to prove that students had more effectively mastered the learning outcomes of safely and effectively using lab equipment.

What is the lesson here? As the use of digital badges increases, it may become clear when and where they are most effective in influencing student engagement and motivation. It's unlikely that badges are going to replace the parchment any time soon, but perhaps there are specific cases (new graduates, evidence of soft skills, or experiential learning opportunities) where micro-credentials make sense (Selingo, 2017).

Casilli and Hickey (2016) put forth two strong arguments indicating that badges might become a more prominent feature on the assessment landscape. The first is that digital badges provide an opportunity for schools to generate more claims of student learning, with more evidence to support those claims. Secondly, digital badges increase the transparency of assessment practice, and through the transparency of badges—which includes metadata, assessments, and artifacts—it is possible that the importance of conventional forms of recording learner performance, for example, transcripts, where there is no supporting evidence of student learning, may diminish. Or a blockchain verified transcript might be enhanced through the integration of the transcript, attendant micro-credentials, and evidence of learning from a student's e-portfolio.

Maybe. Maybe not. Micro-credentialing is not a new idea, but there are some new approaches emerging. Wilfrid Laurier is now using a tracking tool to capture students' experiential learning experiences, and the University of Alberta awards a Community-Service Learning Certificate as part of a student's co-curricular record. These are good examples, but significant challenges remain. First off, micro-credentials haven't gained acceptance in work or academic worlds, so they need to evolve and mature (Harvey, 2017).

...Continued on page 13

Plus, not all degrees are created equal. Sometimes, institutional prestige determines the signal value of the parchment. In areas where you need a specific credential to practice (Registered Nurse, for example), micro-credentials won't do you a lot of good (Duque, 2018). And a remaining problem is coming up with rigorous and reliable measure that someone has achieved the competency specified for the badge (Greene, 2019). This takes us back to perennial problem of assessment in general; what proof do we have that learners have actually acquired any of the knowledge, skills, or values we claimed they have?

So here is my not so bold prediction: some in-

stitutions are going to continue to play and experiment with micro-credentials because of increasing pressure on postsecondary institutions to provide evidence of learning, which will increasingly be tied to funding and performance-based outcomes. They will also continue to play and experiment with micro-credentials as a new business model. Incredibly prestigious and well-resourced universities (Cambridge, Harvard, and MIT) are all working to figure how achieve scalable modularity, and I suspect someone will eventually figure out a model that works. Arizona State University's Global Freshman University (a micro-Bachelors) failed, but it might end up being a failure in the right direction. ■





Talking Shop with Crystal Manyfingers

V.P Operations Matt Kriz

In "talking shop" we interview a faculty member to chat about their work here at the college. For this issue I talked with Crystal Manyfingers, the Curriculum Indigenization/Decolonization consultant in Teaching and Learning Enhancement about her life as a teacher and her work indigenizing curriculum at Bow Valley.

Here is Crystal's story as told to Matt Kriz

Matt Kriz: *We'll start with your background. How did you get involved in education to begin with?*

Crystal Manyfingers: Sure. Well, let's see, I come from a very large family. We are from the Kainai First Nation. It has to be said. My mother and father were both Indian residential school survivors. We lived a childhood of poverty and I have seen things that would otherwise traumatize many a young person. I was often protected and sheltered by my older brothers and sisters so I never experienced abuse firsthand. However, after an incident happened in my childhood home where a cousin of mine was murdered, my mother decided that she would take me and my two brothers from that place and we moved to the city of Lethbridge. Long story short, she went from being a janitor, killing mice and cleaning toilets, to entering university and getting her Bachelor of Education degree. I and my two brothers were just in grade 3, 4 and 5 when we registered at our new elementary school. Three little native kids in the city of Lethbridge, we didn't know anybody and we were the only natives in the school. With a last name Manyfingers you could imagine the racism and discrimination we all experienced. Anyway, when she got her Bachelor of Education degree, it showed me and my brothers that this is how a normal life should be.

She got really involved in the University of Lethbridge. They gave her an Honorary Doctorate of Law degree for her work in helping to establish the Native American Studies faculty at the U of L. She was a legend at the University of Lethbridge. Dr. Helen Manyfingers, in the year 2000, received the Order of Canada in Ottawa. So I've always had really big shoes to fill.

There was no such thing as dropping out or quitting of anything. When I earned my Bachelor of Arts, I told her that I wanted to go and change the world. I'm going to be the biggest, best Indigenous writer, I'm going to be an author, I'm going to be the Indigenous Stephen King. I just remember her going "no, no, no, no, no. You're going to go and get your Bachelor of Education, you're going to teach English, you're going to be the best teacher. And if you want to write a book on the side, do that. But this is what you're going to do." So I finished my Bachelor of Education at the U of C. And then I said, okay, now I'm ready to go. I'm going to be the best Indigenous teacher ever. I'm going to teach English and I'm going to write. And I got the same finger: "No, no, no, no, no, no. You're already poor. You already live on Kraft Dinner. You know what it's like to live in poverty. You're going to continue to get your Master's degree."

So with her support, financial, emotional, everything, I did it. I finished my Master's degree in 12 months. Then she wanted me to do a PhD and that's when I said, "No, I think I need a life now. My children would like to get brand new clothes for once." So that's when I decided I would teach. I landed a job as adult upgrading instructor at Bullhead Education Center out at Tsuu T'ina. I thought about returning to the City to teach and I told our Education Director that I wanted to resign. He said, "Don't be too hasty, Crystal. Let me meet with the Board of Education, and I will get back to you next week." So I waited. It was the end of the school year and I was ready to pack up and he came in my office and he says, "Would you like to be the principal?" I said, "Well, that kind of changes things."

...Continued on page 15

Talking Shop with Crystal Manyfingers

V.P Operations Matt Kriz

Dr. Cheryl Kinzel, Associate Dean of Applied Research where we have

How much autonomy would I have?" And he said if you wanted teacher-centered classrooms, we can hire extra teachers. Tell us what you want. So basically, I restructured the Bullhead Center. The Tsuu T'ina, they're good people, they treated me very well – and we started hiring teachers.

After 12 years of graduating student after student, the Chief and council finished negotiating the new ring road. My school was in the way of it. They asked me if I wanted to stay, but I decided that this was my cue for a change. I applied to Bow Valley College and was hired as Lead Instructor for the School of Foundational Learning, Literacy and Essential skills. When I was principal out at Tsuu T'ina, the students saw that I came from the same childhood as they did. So they would open up to me and tell me everything about their lives, their challenges and their hardships. Some of our adult Indigenous students really go through many challenges as they struggle to complete their post-secondary educations. Some of our instructors here don't see it until they are faced with a tough situation in their classroom. This is where a part of the scope of work I do here at the college is, to help faculty and staff understand the first hand experiences of intergenerational trauma.

After a couple of years as Lead Instructor, I learned of an opportunity to work on indigenizing and decolonizing the curriculum in conjunction with our Indigenization Strategy. I applied and about a month later I was told you you're the lucky candidate. In 18 months, we indigenized the Practical Nursing program, and many courses in the Social Science and Humanities. I worked with two lovely individuals, Mauri Loyer and Dr. Margaret Toye. The three of us took on a task that no person had ever done before here at the College. Now my position has been made continuous and I now report to

widened our scope of work to include all of the Schools here at the College. An even bigger challenge!

MK: *Well, that was great. I didn't even need to ask any questions. But could you give an example of what was involved in indigenizing a nursing course?*

CM: When we first started day one, Mauri and I met with Dean Nora Maclachlan. We knew that we were starting from ground zero. There were no guiding principles to follow. There was no framework in place. So Mauri and I looked at the existing Courses of study. We decided that the Truth and Reconciliation Call to Action 24 would best begin with Nursing Arts and Nursing Foundations. I put together a history of Indian residential schools in Southern Alberta. I did a timeline since the Doctrine of Discovery all the way up to the signing of Treaty 7. We found that to make it relevant for our students, we needed to focus on Calgary and surrounding areas. In Nursing Arts, the students study the history and legacy of Indian residential schools. I decided to pick the nine residential schools that went up after Treaty 7 was signed.

I looked at the IRS that my mom and dad attended on the Kainai First Nation (aka Blood Tribe). I started to remember the stories that my mom told me when she was a little girl and what happened when her brothers were taken and then they came for her next. Sometimes it was a difficult task, but I thought, "no, this history needs to be told." I've experienced times where I have had to take a walk and think about all of the abuses that my family and my people had experienced. I showed the students many videos, I shared testimonials from elders, and we came up with some really fabulous PowerPoints that the nursing students really empathized with.

Talking Shop with Crystal Manyfingers

V.P Operations Matt Kriz



MK: Right, so it's been a very valuable experience.

CM: Yes, it has. As the curriculum consultant, I asked the instructors, "what are you interested in that you would like me to talk with you about?" So that's where we went from there. I have heard probably 95% of instructors tell me, "Crystal, I've never heard this history before. Being born and raised in Alberta, Calgary, Canada. I never heard about the residential schools."

We call it Canada's dark history because it was never taught at public k-12 schools.

MK: It sure wasn't.

CM: Margaret Toye came up with a really great idea to take some instructors out to the Old Sun Indian residential school, the old one, which is now a college. We brought about 10 instructors out there, got a tour from Lorelee Waterchief (Old Sun College Registrar). She opened up the doors to us. They felt the cold, they felt the breeze, they felt the ghosts, they felt everything. It helped them to build an empathy that couldn't be simply taught from a book. Now, they can talk about residential schools to their students. They can say, "I was out at Old Sun. I was up on the third floor, I stood in the basement boiler room. I felt the sadness and isolation of the students who resided there for most of their childhoods."

I think that one of the best things about working with faculty is how they share their ideas. I always learn from them too. So it's kind of a partnership.

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Talking Shop with Crystal Manyfingers

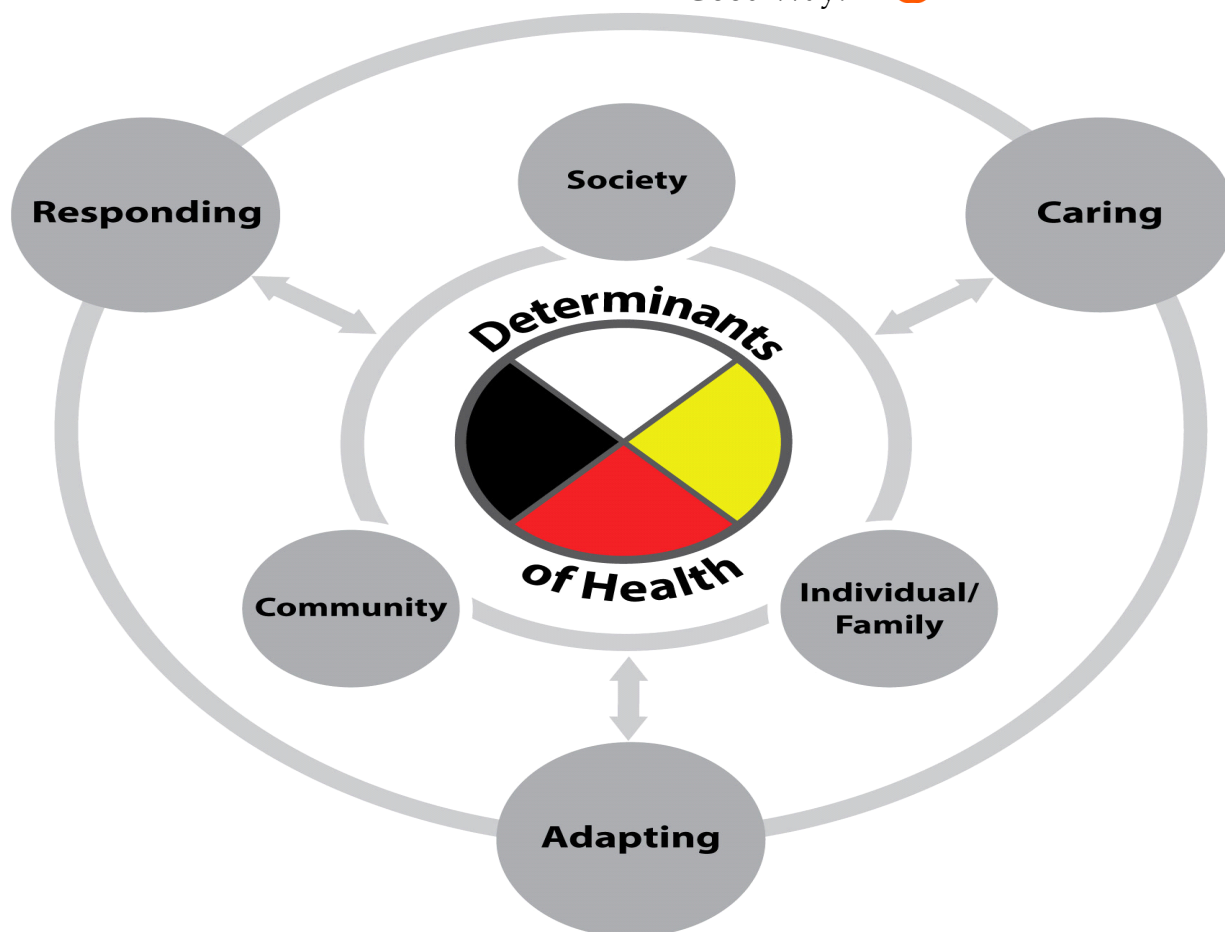
V.P Operations Matt Kriz

What do you want me to teach you? And then they give me great ideas about pedagogies, assessments and teaching strategies. We work together. This is Truth and Reconciliation in Action!

MK: *There's something else I'm curious about because I understand how indigenization works in my course, English. But in the nursing program it must be a different challenge. I was thinking, actually, that one of the aspects that you're supposed to be doing is decolonizing. And so even in that sense, part of the decolonizing is looking at something other than Western medicine, right?*

CM: Yes. One of the things that I am most proud is how we incorporated the Medicine Wheel concept of holistic wellness into the Practical Nurse Sphere of Caring framework model. It is a visual model that helps the student nurse to look at all of the four dimensions of a person's being. In other words, I tell them that we all have a body, we all have a brain, we all have a heart and we all have a soul. So nurses, look at your person in care like that. Look at their whole being. Don't just look at their physical "owie." This will make you a better nurse. The new Spheres of Caring framework was given the stamp of approval by the curriculum committee, our Dean of Health and Wellness, our college President and two Vice-Presidents.

I feel honored to be given such a great task here at the College and it is one that I will approach with utmost trust and respect. According to our elders, we will approach our task of Decolonization and Indigenization of Bow Valley College curriculum "in a Good Way." 🍎



As a response to Truth and Reconciliation Commission of Canada's Call to Action # 24, we have incorporated the teachings of an ancient tool used for healing by the Plains First Nations people since time immemorial. The Medicine Wheel is a powerful symbol that acknowledges every aspect of existence within its four quadrants. To the Indigenous people it represents the great Circle of Life. Its teachings "create a bio-psychosocial and spiritual foundation for human behavior and interaction. It is about walking the earth in a peaceful and good way and about helping those who seek it. It helps individuals move along the path towards mental, spiritual, emotional and physical enlightenment. It is a tool to be used on your healing and spiritual journey." (Laframboise and Sherbina, 2018).

<http://www.dancingtoeaglespiritsociety.org/medwheel.php>



October 23rd – Wise & Well: Crucial Conversations

October 31st – Wise & Well: Crucial Conversations

October 31st – Halloween

November 5th – BVC Faculty Association 2019 GM

November 11th – Remembrance Day

November 14— Faculty Association Meet & Greet

November 11—15—Reading Week

November 30th – BVC Children's Holiday Party

December 6th – BVC Adult Holiday Party

December 17th – BVCFA Faculty Holiday Party

Advice from a

PUMPKIN

Be well-rounded

Get plenty of sunshine

Give thanks for life's bounty

Have thick skin

Keep growing

Be outstanding in your field

Think big!

Ilan Shamir



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We Are Here For YOU!

Contact any member of the executive team by emailing directly, sending an email to the Office Manager (Lindsay Fairbrother) at bvcfa@bvcfa.com, or by calling the office at 403-453-0444.

Find us on Twitter BVCFA (#bvcfa)



Look out for our next edition of the FAN in Winter 2020!



You made it to the end!

The first 10 people to email bvcfa@bvcfa.com saying “Hi Five Me—I Read the News-letter!” will receive a voucher for a free coffee, tea, or canned beverage redeemable on BVC campus’ The Riverwalk Café or The Market!

The opinions expressed in this newsletter are those of the authors and may not represent those of the Bow Valley College Faculty Association or its Committee members.