

SAFAGRAM

President's Message

By James McWilliams



"You better watch out, you better not cry, you better not pout . . ." is a familiar verse to most of us at this festive time of year. For the last few weeks of the fall semester we will pace ourselves for marking final exams, correlating required assignments and projects, and having those last heart-to-heart discussions with our aspiring students, or even the *pouting ones*. Some will be reminding themselves to bring in that saved bottle of Malbec for the department "wine draw," e-mailing an electronic version of a Christmas card to colleagues, or taking that precious time to pen our best wishes and personal sentiments on the old traditional Christmas cards, which miraculously have reappeared from the

depths of our desk drawer. We will promise colleagues that "we'll do lunch" in the New Year and get the families together for an afternoon skate, prior to us reassembling for another semester. As the momentum builds toward the Christmas Break, and as preparations get under way for those last-minute shopping items and those well anticipated visits from friends and family, let's not forget that special gift for that "special" person in our lives.

Yet in all this exhilaration; as *"we watch out,"* it is difficult to ignore the plight of people less fortunate than us . . . specifically the Syrian refugees. Speaking for myself, I cannot imagine the devastation, fear, uncertainty, and feeling of hopelessness that would consume anyone who has no recourse but to escape from their homeland for fear of persecution, a calamity on a global scale. As many countries around the world open their ports to these lost refugees, we as a nation are all too familiar with the challenges that lie ahead for these unfortunate souls. Shelter, housing, furniture, food, medicine, hospitalization, and education—the main essentials in a productive society—are now necessities of life for these refugees.

Canada will accept 25,000 refugees into the country within the next three months. Agencies such as "Furniture Bank," "Lifeline Syria," and the "Syria Emergency Relief Fund" are appealing to the nation to donate whatever resources they can. Furthermore, numerous cities, towns, communities, and religious affiliations across the country have organized donation centres for all and anything that will be of aid to the refugees. More encouraging is the news that \$2 million from private Canadian colleges, which equates to 40 institutions associated with the National Association

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SAFAGRAM editorial policy, as approved by the SAFA Executive on June 14, 1995, is as follows:

1. The Editorial Board has the final say as to what is included or deleted from the newsletter.
2. Editorial Board decisions about newsletter material must be agreed to by consensus.
3. The newsletter will include a disclaimer stating that the views expressed in its content do not necessarily represent the views of the Editorial Board or SAFA.
4. All material included in the newsletter must
 - be signed by the author when submitted to the editors, but anonymity may be requested and granted for printing.
 - be based on "reasoned argument" if personal criticism is used.
 - not involve name-calling.
 - not include sexist, racist, or homophobic comments.
 - be related to SAIT, although this will be interpreted broadly.

The views expressed in SAFAGRAM do not necessarily represent the views of the Editorial Board or SAFA.

<http://www.safacalgary.com/>

Labour Relations Officer (LRO) Report

By Al Brown, LRO



In January 2015, the Supreme Court of Canada (SCC) released its decision regarding a case brought before it by the Saskatchewan Federation of Labour (SFL). The case concerned the right to strike/lockout as it pertained to essential services legislation that had been enacted by the Saskatchewan government. This legislation declared some workers as “essential services” and

took away their right to strike and the employer’s ability to lock out the workers in the event that contract negotiations stalled.

In a landmark decision, the SCC found that the right to strike is fundamental to the collective bargaining process and is constitutionally protected under “Freedom of Association” of the Canadian Charter of Rights and Freedoms. The Court went on to say that the employees’ right to withdraw services when collective bargaining breaks down is critical to that process. The Court also said that some employees in the public sector supply essential services that must be maintained—nurses, ambulance, etc.

As a result of this decision, the Government of Alberta is considering changes to the labour relations model for Academic Staff members in the publically-funded sector of post-secondary education. We (SAFA) are governed by the Post-Secondary Learning Act (PSLA). This legislation requires the Faculty Association to negotiate a collective agreement with the Board of Governors and requires us to use binding interest arbitration to resolve collective bargaining disputes. This means that Academic Staff members are not allowed to go on strike and SAIT cannot lock out their employees during a labour dispute.

Further, the PSLA contains provisions that are specific to the post-secondary world; specifically, in terms of governance. Seats on the Board of Governors, Academic Council, etc., give the Faculty Association input into the way the institution is run, including curriculum offered, the scholarly activity, and so on. The regulatory governance contained in the PSLA is known by both the faculty associations and the employer, and we have established processes that we are comfortable with. I think this has resulted in a more collegial approach to labour relations and a less adversarial approach to the negotiation process.

This legislation (the PSLA) is unique to Alberta. In all other Canadian provinces, academic staff members are governed by the equivalent of the Alberta Labour Relations Code. In those jurisdictions, the parties may choose to include binding arbitration in their collective agreements as a dispute resolution mechanism, but otherwise they have the right to strike and the publically-funded institution has the right to lock them out. Being governed by the Labour Code gives other benefits as well. Both the faculty association and the institution can access the Labour Relations Board to settle disputes such as bargaining in bad faith and other unfair labour practices (ULP). Faculty Associations at Alberta’s five privately-funded institutions (Concordia, etc.) are already governed by the Labour Relations Code. You can view a guide to the Alberta Labour Relations Code here: <http://www.alrb.gov.ab.ca/guideopening.html>

In order to comply with the SCC decision, the Government has a range of options to choose from. They could simply amend the PSLA to bring it into line with the SCC decision by repealing the compulsory binding arbitration provisions. This would result in the academic staff having the right to strike. At institutions where the faculty association and the Board of Governors want to continue using binding arbitration, the PSLA would allow them to continue doing so; but if there was no agreement to continue using binding arbitration, they would have the freedom to negotiate some form of dispute resolution of their choosing, including the right to strike/lockout. At the other end of the range, the Government could reduce or eliminate the PSLA altogether and transition academic staff associations and their employers to the labour relations model contained in the Alberta Labour Relations Code.

If a right to strike is inserted into the PSLA, then we require guidelines, and those guidelines require supervision by an administrative tribunal. The PSLA should be amended to contain provisions indicating when strikes are permitted and when they are prohibited. There needs to be a process to be followed for a party to be placed in a strike/lockout situation and there should be a mediation process mandated prior to any strike/lockout.

For our part, SAFA takes a minimalist approach. The regulatory governance model currently in place has existed since 1981 and as such, both SAIT and SAFA have established a process that we know and are comfortable with. Neither of us has been seeking changes to the negotiation process so a minimalist approach is seen as the best response.

Part of our rationale is the timeline—the Government gave less than a month’s notice requesting submissions from the parties. Accepting that deadline, SAFA perceived that the other topics, such as designation, governance, etc., require more dialogue and time prior to making any changes.

If you have any questions, please stop by the SAFA office, N201 in the Burns Building, or contact me directly at Ext. 4067, or e-mail al.brown@sait.ca.

I hope everyone has a joyful and restful time over the Holidays! See you in 2016! 🎄

SAFA/AUPE

CHRISTMAS PARTY

THURSDAY, DEC. 17

4:00 P.M. – 7:30 P.M.

4-NINES



Library Report

By Alison Hart

Another very busy year has passed. Since September, we had over 183,475 visitors, and our staff worked hard to ensure that our resources continue to meet the needs of students, faculty, and staff.

New and Notable

- Three new study rooms were constructed on Level 0. We now have 11 study rooms where students can study by themselves or with their classmates. Since September, these rooms have been booked over 3,000 times.
- A new games collection has been added, and it has been so successful that we have hosted several games nights and even a chess tournament!

Student Activities

- The Conversation Club helped students learn about the Library, meet other students, and have fun practicing their speaking and listening skills.
- We also offered free Library and computer classes at the Learning Hub in the Senator Burns Building.
- The Community Arts Meet Up was introduced this fall. Every week, students and staff dropped by the Library to participate in creative activities, relax, and have fun.
- This semester, our Apprentice Awareness Outreach booths provided over 1,000 apprentice students with access to Library resources and PINs.

Events and Exhibits

- We worked with SAITSA and other SAIT clubs to create new eye-catching events such as “Own Your Midterm,” “Trojan Athletics in Action,” and the “Gingerbread House Challenge.” We also presented the “Get out the Vote” campaign and the Red Dress display, which honoured indigenous women who are gone but not forgotten.



Gingerbread House Challenge



Red Dress Campaign

- Returning exhibits and student projects included the Wood Trades Fair, International GIS Day, and the ASA (Alberta Society of Artists) Travelling Art Shows.
- Additionally, the Library gave back to the SAIT Community through our student scholarship program by assisting another Library Information Technology student for the next year. The Food for Fines Forgiveness campaign also collected money and food donations for the SAITSA Adopt a Family Program.

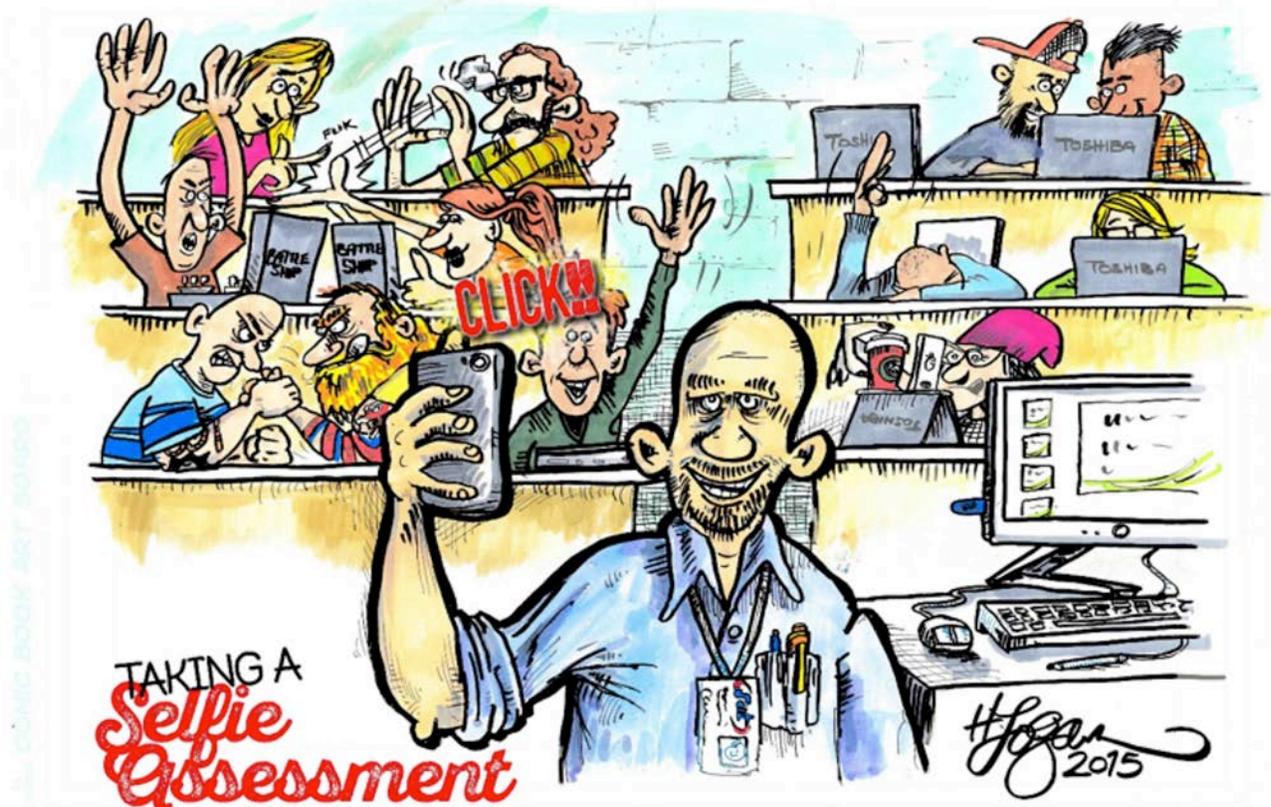
The Reg Erhardt Library is a place where people come to study, but it is also where they learn about what makes SAIT great!

Happy Holidays! ▲



Thinking out loud

- The secret of happiness lies, not in doing what you like but in liking what you do.
- When instructors and other school authorities have fixed ideas about poor student's inability to succeed, the students will respond by failing.
- Even perfect people buy pencils with erasers.
- The fellow who thinks he knows it all has missed the most important part of his education.
- There was a time when people who wore blue jeans, worked.
- Some folks are like wheelbarrows—they only start rolling when they're pushed.
- Worry takes more time than work and doesn't pay as well.
- Managing your time is like going on a diet—talking about it gets you nowhere—you must start doing something and keep doing it!
- A practical politician is one who finds out which way the crowd is moving, then elbows his way to the front and yells like blazes.
- He thought it wouldn't—it did—he is!
- Use your head; your brains are in it.



Instructor Self-Assessment and the Scholarship of Teaching and Learning

By Moira MacLoughlin

At the 2015 Symposium on Scholarship of Teaching and Learning—Connecting People, Practices and Pedagogies, put on by Mount Royal University, the FDS Team participated to gather further information on what the Scholarship of Teaching and Learning (SoTL) means to an Instructor.

Why should instructors analyze their own practices? Peter Felten, Keynote Speaker at the Symposium, gave me some new reasons on the "why" of examining my teaching practice. His emphasis that the inquiry be focused on what my students are actually learning was a very tangible reason for assessment of my own practice. How do I know what my students are learning without having learning conversations with my students? If I don't participate in formative assessment of my students in my classroom, will the summative mark on an exam reflect on me or the learners? Felten also noted that when exploring the "why" of examining my practice of teaching and learning, it's to be "grounded in context." The contexts are my classroom, my students, my learning, student learning, and ultimately the effects of my teaching. I also enjoyed Felten's value that this examination of my practice become "appropriately public," not just a reflective practice I keep to myself. After all, if I share what I see in the classroom with my learners and colleagues, there's little room for me to hide behind the discovery of a "not so nice reflection." My learners and colleagues would keep me honest. Maybe that's what learning communities are all about?

So now that I'm convinced to examine my practice contextually and openly, how does that connect to the scholarship of teaching and learning? Kimberley Grant (University of Calgary), a presenter, gave some ideas: She acknowledges the

interrelationship of teaching and learning with an emphasis on critical reflection. I analytically reflect on my lessons--did they bomb or did something work well? Grant urged practitioners to focus on factors within the teacher's control, not systemic influences like student health, finances, etc. What's in my control? Might it be finding out how deeply students learned something through their application of a new concept rather than a simple reiteration of what I said as an instructor? Grant believes there should be an emphasis on measuring success through the students' learning. Sometimes, I ask my students, "Do you feel successful this week? What can you do with what you learned?" But maybe an even more important question could be, "What can I do with what you taught me about my teaching practice this week?" Perhaps I am beginning the practice of the scholarship of teaching and learning.

Sources:

Peter Felten: Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History at Elon University. Recent publications include the co-authored books *Transforming Students: Fulfilling the Promise of Higher Education* (Johns Hopkins University Press, 2014) and *Engaging Students as Partners in Learning and Teaching* (Jossey-Bass, 2014). Co-editor of the *International Journal for Academic Development*. Retrieved from <http://isotlsymposium.mtroyal.ca/docs/MRU-ISTL-PRO-GRAM-2015.pdf> December 8, 2015.

Kimberley Grant, University of Calgary: http://dspace.ualgary.ca/bitstream/1880/50594/1/2014_IDEAS_Presentations_Grant.pdf. ♣

How Do We Stay Current

By Karyn Mart
School of Business

For some occupations staying current is a requirement of maintaining a license or certification, but I have found staying current to be more of a challenge in my IT and Administration fields.

I always have the best intentions and add various conferences and possibilities on a “to do” list. These always seem to fall to the bottom of the list and do not get completed. I understand the need to remain current in one’s field, but when your focus is on teaching the information and theories, staying current can sometimes get lost.

I believe currency needs to be set to a higher priority. We need to make it an active part of our professional development. We need to take an active role in our learning. As such, I’ve been reading and talking to others, and here are a few of my suggestions:

Read

Read articles and journal entries—more specifically the ones about your field. They are out there. Even the most obscure fields have some writings and if they don’t, start one!

Talk to Your Connections

Not everyone can attend the Program Advisory Committee (PAC) meeting, but this is one way to discuss what the front line sees as the current trends or needs. Use social media to connect with alumni and other members in your field of expertise. I recommend LinkedIn, as opposed to Facebook, but there are many options.

Sometimes just sharing with others in your area when you see something new or interesting is helpful. My group regularly shares an interesting article or video. We also share cartoons!

Volunteer

This one may sound odd, but it can provide you with a rewarding experience personally and professionally. Several studies show the benefit of volunteering.

I was fortunate this semester to have no classes on Tuesdays. I could have used this day in a variety of ways; but I chose, as the practicum team leader, to job shadow, network, and most importantly volunteer! For most of the semester, I became a practicum student with one of my hosts. One day a week I worked in administration and reception with a group of wonderful people. I was treated to the true practicum experience, and I have the pictures to prove it!



Though I was able to volunteer directly with one of my practicum hosts, I have found many other opportunities that could use my skills. Volunteering is a personal choice. It will require some investigation to find the right opportunity for you, but I am confident that you can find your own way to offer your knowledge. This may include being a mentor. Calgary has many organizations that would love to use your expertise.

Attend Conferences & Webinars

There, of course, is always the annual conference or monthly lunch meetings and even the recorded webinar. Remember the goal of staying current is knowledge management. We need to be current and have the right knowledge to share with our students to make them ready for the work force and validate SAIT’s graduate outcomes!

Staying current does not have to be a gruelling event! It has many forms and can offer personal satisfaction as well as wonderful networking opportunities—not to mention the great stories to bring back to your classroom! ▲



Mark your Calendars!

SAIT Distinguished Speaker Series
January through May 2016

This Distinguished Speaker Series on Interculturalization is hosted by English Language Foundations and SAIT Faculty Development Services. There will be five sessions:

Thursday, January 14

Social Justice at the Heart of our Work

Dr. Darren E. Lund, Professor, Werklund School of Education, University of Calgary

Please watch for further details regarding four other sessions on the following dates:

Thursday, February 18

Thursday, March 10

Wednesday, April 20

Wednesday, May 26

For more information or to register, e-mail
speaker.series@sait.ca

President's Message
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of Career Colleges (NACC), is being offered as scholarships to cover full tuition cost for 200 Syrian refugees. I am confident that other Canadian Post-Secondary Education (PSE) Institutions will provide the equivalent options. The international enrollment in Canada has increased by 10 percent from 2013 to 2014 with students primarily from China, India, South Korea, France, and Saudi Arabia, the largest student population coming from China. The need for education is pivotal in the development of refugees to increase their aptitude for sustainability. It reminds me of the Famous Chinese Proverb "You feed a man a fish he will eat for a day, you teach a man to fish he will eat for a lifetime."

I realize that the Syrian refugee crisis is a sensitive subject with many individuals, and people in general do not like to be pressured or made to feel uncertain about whom they wish to advocate for, either financially or through material commodities. However, as austerity looms predominately on the horizon of our economy and education sector, we each will evaluate our own internal conscience, and let that be the barometer for the choices we make. Many of our Canadian citizens are below the poverty line and many struggle to provide the bare necessities for a dignified life. This dilemma is most apparent when we see how much dependency there is on the "Food Banks" and "Inn from the Cold" venues in our city, where the resources are being exhausted. The generosity of Calgarians is to be complimented. We who are more fortunate do recognize the flaws in our democratic system and do what we can. As we prepare for the festive season and the joyfulness of families, let's be attuned to the nations that are disadvantaged by war and unrest, and thank our maker for the abundances we enjoy in our own country. I would like to leave you with a quote I believe is relevant:

"Mankind must put an end to war ... or war will put an end to mankind."

John F. Kennedy 🇺🇸

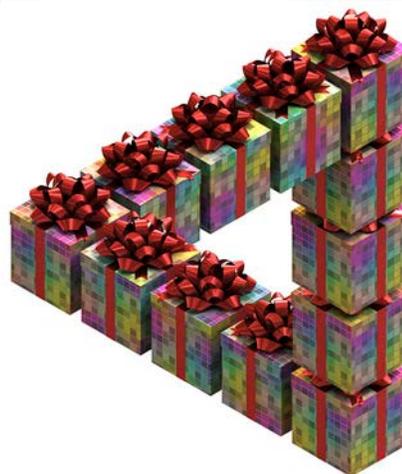


REMINDERS:

Christmas Holiday Break

SAFA members start holidays on Thursday, December 24, 2015, and return to work on Monday, January 4, 2016.

Enjoy your holiday time!



IMPORTANT DATES

December 2015	
14 – 18	Final Exam Week
24 – 31	Faculty holiday break Institute closed Dec. 25 – 31
January 2016	
1 – 3	SAIT closed
4	SAIT open
11	Classes commence
22	Add/drop deadline
February 2016	
15	SAIT closed; Family Day
16 – 19	READING WEEK (Exception Apprenticeship Programs) Faculty in Attendance (or on holiday leave)
March 2016	
25	Good Friday, SAIT closed
28	Easter Monday, SAIT closed
30	Withdrawal deadline
29 – April 8	SIRs
April 2016	
25 – 29	Final Exam Week



Alex Gall

Winner of the SAFA Dependent Scholarship

Alexander (son of Cam Gall, School of Business) is a second-year accounting student at U of C and hopes to pursue a law degree to work in the field of human rights. A member of the U of C track team, he is ranked fifth in Canada for the 110 m hurdles. He also holds the high school record for Grade 12 hurdles. Every spring he returns to William Aberhart High School to volunteer coach their hurdle team. At U of C, he is on the ENACTUS team where he has created and manages a project to help aboriginal students to transition from first nation schools to post-secondary school.

Last year Alexander was chosen as an All Canadian athlete for keeping an academic average above 80%.

Best wishes for future success, Alexander.

Emily Lees, Academic Chair

MacPhail School of Energy

WINNER of the SAFA FIRST Award

Special mention to other nominees:

Sonja Chamberlin, Academic Chair
Health & Public Safety – Clinical
Support Services

Steve Motto, Academic Chair
Construction

Verda Kocabas, Academic Chair
Construction

Marion Synnott, Academic Chair
Communication Studies

Bradley Ackroyd, Academic Chair
CITD

Anagrams

An anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once:

PRESBYTERIAN: When you rearrange the letters:
BEST IN PRAYER

ASTRONOMER: When you rearrange the letters:
MOON STARER

DESPERATION: When you rearrange the letters:
A ROPE ENDS IT

THE EYES: When you rearrange the letters:
THEY SEE

GEORGE BUSH: When you rearrange the letters:
HE BUGS GORE

THE MORSE CODE: When you rearrange the letters:
HERE COME DOTS

DORMITORY: When you rearrange the letters:
DIRTY ROOM

SLOT MACHINES: When you rearrange the letters:
CASH LOST IN ME

ANIMOSITY: When you rearrange the letters:
IS NO AMITY

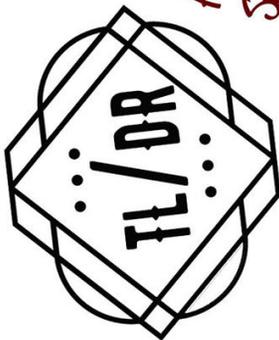
ELECTION RESULTS: When you rearrange the letters:
LIES - LET'S RECOUNT

SNOOZE ALARMS: When you rearrange the letters:
ALAS! NO MORE Z 'S

A DECIMAL POINT: When you rearrange the letters:
I'M A DOT IN PLACE

THE EARTHQUAKES: When you rearrange the letters:
THAT QUEER SHAKE

ELEVEN PLUS TWO: When you rearrange the letters:
TWELVE PLUS ONE

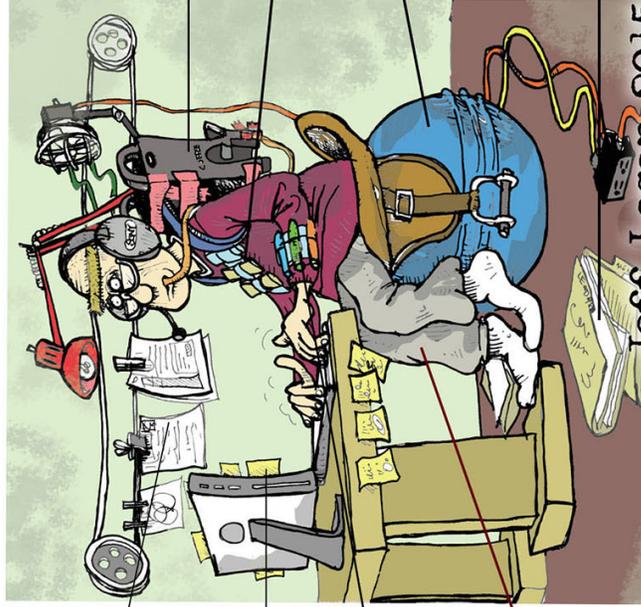


Light Source - Vitamin D deficiency makes you a grumpy marker

you... it gets hot after the first six hours of working in front of a computer with 8 gallons of steaming coffee on your back and another two in your gut!

*Assignment Page
SALT Modules and
APA Style Guide*

*Standard marking phrases - Good Job!
Don't forget citations! Looks like
we'll be seeing each other again! Etc.*



Coffee Supply

Energy Bars

*Exerc-ball chair to build up core
muscles and guarantee you won't
fall asleep*

Candy Points

Highlighter Pens

*Marked papers - or were these the
unmarked papers... they all look so
similar now*

Jeff Logan 2015

THE MARKING ZONE