

SAFAGRAM

President's Message

By James McWilliams



The last of the oversized tents were dismantled and the numerous banquet tables were folded, amidst a soiree of rental company employees busily rolling, dragging, and stacking an assortment of fixtures that had illuminated SAIT's 100 Year Centennial event. From the wooden stages and platforms to the bouncy castles and mini golf, this organized chaos was swiftly and efficiently "packed and stacked" inside a fleet of half ton trucks. Those few unclaimed flyers and campus maps were blowing briskly across the roads and walkways outside Heritage Hall, all remnants of a most memorable day.

The SAIT Centennial was a well-orchestrated event; hundreds of SAIT volunteers were conspicuously dressed in their purple T-shirts, brandishing their volunteer buttons with a sense of ownership. They attended to their duties by providing events maps, flawless directions, courtesy answers to many repetitive questions, and all with an exuberant smile and hint of pride.

The Centennial Event kicked off sharply on Sunday morning (October 16) with early visitors taking advantage of the smaller crowds and the cooperative weather. As noon hour approached, the number of attendees began to increase. Parents chauffeured their children through the crowds in those new ultra-modern strollers that you could easily mistake for some kind of "Transformer." Anxious kids lined up patiently to have their faces painted, others pulled at their parents to get to the Bouncy Castles. Of course, in my mind the mini golf was the big winner (sponsored by SAFA)... no prejudice here!! Many people took advantage of the complimentary hot lunch that was available, as provided by our partners, Chartwells. Although the food line outside the Johnson Cobb building seemed to be endless, people were quite content to stand in line and enjoy the conversations and the action going on around them.

At 1:30 p.m. the long awaited opening of the 50-year Time Capsule was unveiled in the Atrium. A collective array of nostalgic memorabilia from the sixties was revealed depicting the Calgary landscape of that time, and the evolution of the Institution and the surrounding communities. An assortment of photographs and pictures from the capsule were displayed for all to view in the SAIT Library. The piece de resistance of the event was the Centennial cake, a seven foot tall artistic ensemble of colours,

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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



Recently, I've had several questions regarding casual sick leave, general sick leave (GSL), long term disability (LTD), and the return-to-work process.

Employers have a legal duty to take reasonable steps to accommodate individual needs to the point of undue hardship. This is called the Duty to Accommodate. The Supreme Court of Canada says: "The pur-

pose of the duty to accommodate is to ensure that persons who are otherwise fit to work are not unfairly excluded where working conditions can be adjusted without undue hardship." *SCC decision (Hydro Quebec)*.

But any accommodation must be based on a need related to a ground that is protected under the Alberta Human Rights Act.

The Alberta Human Rights Act prohibits discrimination based on the protected grounds of race, colour, ancestry, place of origin, religious beliefs, gender, age, physical disability, mental disability, marital status, family status, source of income, and sexual orientation.

The duty to accommodate as it relates to disability—mental or physical—caused by illness or injury has a lot of moving parts. Thankfully, we have a process that we can follow.

If you are ill with the flu, cold, etc., you may be absent from work for up to three consecutive work days without penalty. You have up to ten casual illness days available to you annually. This is provided in Section 25 of the Collective Agreement. The "Casual Sick Days" reset on January 1 each year.

If, however, you are absent for more than three days in a row, a doctor's note is required. On the fourth day of absence, you are required to provide a note from your attending physician. The required information is the date your absence commenced and the expected return date. You do not need to go into details concerning your illness or injury at this time.

On the fourth day of absence you transition from Casual Illness to General Sick Leave (GSL). You can receive income replacement for 80 days (including any statutory holidays). Depending on your years of service, you can receive up to 60 days at 100 per cent, with the remainder at 70 per cent pay. The GSL days reset on your anniversary date (the date you began employment at SAIT). Please refer to Section 26—General Illness—in the SAFA Collective Agreement.

If your illness/injury requires that you are off for more than 10 consecutive work days, you will be asked to provide a medical certificate completed by your physician on the eleventh day of absence. The information required will be: the date you became disabled or sick, the prognosis for your return, the basis for medical conclusions, and any restriction or limitations caused by your disability. SAIT uses a third party (Homewood) as the interface so that your private medical information isn't shared with SAIT.

DO NOT give your private medical information to anyone except Homewood.

During the initial 80 work days of General Sick Leave, SAIT's

Return to Work Coordinator will contact you concerning your benefits. If you are off for more than 30 or 40 days, even if it is anticipated that you will be able to return to work prior to the end of the 80 day GSL period, you will receive the application forms and instructions for transitioning to Long Term Disability (LTD). It is important that you submit these forms because there is always a delay between submitting the forms and being approved for LTD. That way, in the event you do not return to work before your GSL expires, you will be able to transition to LTD benefits seamlessly.

Typically, the return to work process begins when the Instructor expresses an interest in returning to work. You should be prepared to provide medical documentation—from your doctor—indicating that you're able to return to work and detailing any limitations or accommodations that may apply. In order to protect your privacy, there are limits on what medical information SAIT can request and who gets to view it. SAIT has a Return to Work Coordinator (Homewood) who effectively "blinds" them to any medical information not required for formulating a return-to-work plan. What they are entitled to know is How are your restrictions (and any accommodations required) connected to your illness.

Homewood can't contact or ask for information directly from your doctor without your "informed" consent. That means that you understand the reasons for and the limitations of the request. Whatever information they are requesting must be focused on what is reasonably required to accommodate your disability. SAIT may have some follow-up questions or require more details once they have made the initial request of your doctor. Again, this follow-up information must be only to assist in determining the correct accommodation for your restriction.

When SAIT becomes aware that you intend to return to work, they will make enquiries of your department about the types of suitable work that is available. The Association has a role to play in facilitating the accommodation process. Often, the Instructor may feel more comfortable communicating through the Association. You have the right to have a SAFA representative with you during any return to work meeting. If you have any questions regarding these meetings, please contact the SAFA office.

The longer the absence the more time it may take for you to return to work. This can be complicated if there are delays in getting medical information from your doctor or if assessments are required—such as ergonomic assessments and reports. However, once SAIT is made aware of your desire to return to work, they need to take steps to commence the process. At the early stages, SAIT may simply make inquiries and seek information. If you can demonstrate (via the requested doctor's opinion, etc.) that you are ready and able to return to work, SAIT must continue with the return to work process.

Once you have returned to work, the responsibilities of the parties continue. SAIT must monitor you to ensure there are no issues with the return to work. It may be necessary to re-evaluate the work as you progress with the return-to-work plan. You will be expected to communicate any issues with the work so that SAIT has an opportunity to adjust the plan. The

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LibLIGHTS

Highlighting success stories at the Reg Erhardt Library

Story contributor: Corrinna Meidinger, Library Technician & GIS Specialist

Data, data everywhere!

Did you know the Library has an educational agreement with City of Calgary in which we provide access to spatial data sets that would otherwise cost thousands of dollars?



In 2015-16, we provided **88 students** with access to **213 data files** which would have cost more than **\$60,000!**

Students in programs from Architectural Technology to Civil Engineering Technology used the data for projects on topics ranging from redesigning public spaces to locations for future LRT stations.



The Library also provides access to socioeconomic data which is frequently used by students in School of Business to reveal information such as target demographic locations and first language distribution across city neighbourhoods.

[Click here to find out more about the national, provincial, and regional data you can access through the Library.](#)

President's Message
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patterns, caricatures—a visual contemporary mosaic of skilled workmanship. The crowd took every advantage to covet as many selfies as possible with the cake as the background, and they were excited to have the opportunity to snap a few shots of Mayor Nenshi and the other dignitaries who had joined the SAIT entourage.

Even more enlightening was the fact that several of the Instructors who had worked on the 1966 Time Capsule were in attendance. There were proud memories for them, and it was a prestigious moment for SAIT. As I reflected on the delight and gratification exhibited by these former Instructors, I came to the realization that this sense of pride is visibly noticeable in the vast majority of Instructors presently at SAIT. “The same old same old” takes on a very different connotation for Instructors in this Institution. No two days are ever the same in front of a classroom full of students. Every day for Faculty is a day for a new game face... or whatever it takes to insure that our passion is sensed and experienced by our students.

There has been an abundance of students pass through the hallowed halls of SAIT, many to upgrade their core skills, others

enrolled in Continuing Education classes, and those more fortunate, graduating from a full-time program. Yet through this endless convoy of students the one constant denominator that remains persistent is the unwavering dedication of the SAIT Faculty. As I hesitantly departed from the crowds and activities of the event day, I couldn't help thinking about my tenure here at SAIT, almost twenty years of service... which seems like only a few years ago. I reminisce about the colleagues I have known and worked with who have retired or passed from this world. Of the many Instructors I have befriended now and in the past, their friendships and connections are forged forever in my memory. Yes, we all are aware that infrastructures will change, technology will advance, and education will evolve beyond all of our expectations. We may or may not have the opportunity to be around to participate in the next fifty years “time capsule,” but one entity that will live on faithfully will be the unwavering commitment of SAIT's Faculty.

*“Training teaches How;
Education teaches Why.”*
(Nido Qubein) 🦇



Labour Relations Report
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Association is still engaged in the event you require representation.

A return to work plan after a lengthy absence may require time for SAIT to prepare. In addition to understanding your capabilities and restrictions, SAIT has to ensure there is productive and suitable work. This can cause tension—SAIT will be going through their due diligence process to prepare for the return to work—while you will want to get back to work as soon as possible, especially after a long absence and a real need for income.

A return-to-work can be stressful. You may have feelings of anxiety as you are re-integrated into the workplace. SAIT may suggest a graduated return-to-work plan with reduced hours in the beginning, building toward a full workload. In some cases it may be beneficial for you to visit the workplace to be re-oriented with practices, procedures, or the general environment.

Also, please keep in mind that there is 24/7 counselling available from the Employee and Family Assistance Program. This confidential, professional assistance is free and available to all academic staff members—just stop by the SAFA office to pick up a brochure or call 1-800-663-1142.

As a result of the normal stress associated with returning to work, you may make mistakes, take longer to complete assigned work, or be less productive in the early stages of the return to work plan. Initially, you may even feel unwanted and consider quitting because of the stress and anxiety associated with returning to work. Your Academic Chair and your Dean need to have patience as you progress toward a full integration back into the workplace. They should focus their efforts on ensuring you have a supportive environment that is conducive to a successful return-to-work.

The key to much of this is getting the Association involved early so that we can stay in the loop in order to support effective communication at the early stages of the return-to-work plan and help make it a success. Please alert us at SAFA if you are going

on General Sick Leave, Long Term Disability, or returning to SAIT on a return to work plan.

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

Proofreading – Headlines

“Man Kills Self Before Shooting Wife and Daughter”

“Something Went Wrong in Jet Crash, Expert Says”

“Police Begin Campaign to Run Down Jaywalkers”

“Miners Refuse to Work after Death”

“Juvenile Court to Try Shooting Defendant”

“See if that works any better than a fair trial!”

“War Dims Hope for Peace”

“If Strike Isn't Settled Quickly, It May Last Awhile”

“Cold Wave Linked to Temperatures”

“Enfield (London) Couple Slain; Police Suspect Homicide”

“Red Tape Holds Up New Bridges”

“Man Struck By Lightning: Faces Battery Charge”

“New Study of Obesity Looks for Larger Test Group”

“Astronaut Takes Blame for Gas in Spacecraft”

“Kids Make Nutritious Snacks”

“Local High School Dropouts Cut in Half”

“Hospitals are Sued by 7 Foot Doctors”

“Typhoon Rips Through Cemetery; Hundreds Dead” 🦇

Keeping an Open Mind

By Karyn Mart, AIM Program, School of Business

We know that we need to be open to learning to actually learn something new. I am sure you have had the feeling, as I have, of the fear to learn something. For some of us, the first time riding a bike (without training wheels) may be a very distant memory but from experience it generally is one many people remember. I find it is not the moment of success we remember but the falls and crashes, the pain and hurt. We remember our strong emotional responses far better than the fleeting moment of success. In this, we start to understand emotional intelligence but wait... that's another topic!

I think having an open mind is something that we lose as we grow up. As a baby, we repeatedly tried to stand; once standing, we repeatedly took a shaky step and often fell, only to try again. This process was repeated over and over and over again. We lose that drive to try for many reasons, though I think we become conscious of how we are perceived by others, and we don't want to be seen as failures. With this fear of failing, we refuse to try. It is this refusal, whether outwardly crossed arms and shaking head or internal feeling of anxiety that sets our mind to be closed.

As instructors, we sometimes forget that our learners may be feeling this fear. This feeling may be connected to fear of the material, fear of the workload, fear of the other learners, or a fear outside of the academic environment. Have you told learners that the course is hard with lots of work and the average grade is below a C? Have you mistakenly instilled fear of the course? Yes, I have too! In my defence, I thought this would help motivate the learners, and help them plan to work; I did not realize the negative effect I was having on them. By making these statements to the learners, we potentially cause their minds to close.

We need to help our learners understand how they are feeling. We need to help them validate their feeling of fear and possibly show them that they are not alone. We need to understand what a closed mind is so we can help our learners understand it.

I believe by becoming aware of our own beliefs we can better assist learners in becoming aware of their mindset. When we do this, we instill in them the responsibility for their learning. We provide them with a skill that is far more valuable to their future success.

Perhaps you are reading this and thinking, "Great, something more to take precious time away from my learning outcomes and objectives." I, too, thought this but as academics we need to strive for improvement and working toward a growth mindset that can offer as much benefit to you as to your learners.

The first step is to believe that you can learn. That sounds easy but we all fall into the trap of a fixed mindset. By that, I mean we are limited by our IQ or our learners are. We view our ability to learn something new based on some level of intelligence that we were born with. Once you see that you can grow your intelligence as much as any other skill, you become more open to new concepts. This becomes our first hurdle, personally and professionally.

Secondly, you need to establish that the classroom is a learning environment. Everyone will have a different journey to the end ability, but the process is important. In creating a learning environment, we can help learners understand their mindset by helping when they say things like "I'm stupid," "I'm too

old to learn this," or other negative comments like "I'm frustrated," "What am I missing?" or "I'll use a different strategy." Simply changing how we express feelings can and does change our internal perception. Once again this leads into emotional intelligence, understanding, and verbalizing our feelings.

Lastly, remind the learner that you, too, had to learn, that you, too, make mistakes, and you are still learning. Tell them how your mistakes lead to learning. I believe stories help learning, and the more personal the story the more connection and understanding you can derive from it. Show your learners that mastery does not come without persistence and that failure is not wrong but rather a step on the path to learning.

I remind learners that the path is not the same for everyone, but we will all make it to the outcome! Oh... and osmosis is not a viable learning option! 🦇

Teacher Q & A

TEACHER: Why are you late?

STUDENT: Class started before I got here.

TEACHER: John, why are you doing your math multiplication on the floor?

JOHN: You told me to do it without using tables.

TEACHER: Glenn, how do you spell 'crocodile'?

GLENN: K-R-O-K-O-D-I-A-L'

TEACHER: No, that's wrong

GLENN: Maybe it is wrong, but you asked me how I spell it.

TEACHER: Donald, what is the chemical formula for water?

DONALD: H I J K L M N O.

TEACHER: What are you talking about?

DONALD: Yesterday you said it's H to O.

TEACHER: Winnie, name one important thing we have today that we didn't have twenty years ago.

WINNIE: Me!

TEACHER: Millie, give me a sentence starting with 'I.'

MILLIE: I is ...

TEACHER: Now, Simon, tell me frankly, do you say prayers before eating?

SIMON: No sir, I don't have to, my Mum is a good cook.

TEACHER: Clyde, your composition on 'My Dog' is exactly the same as your brother's.

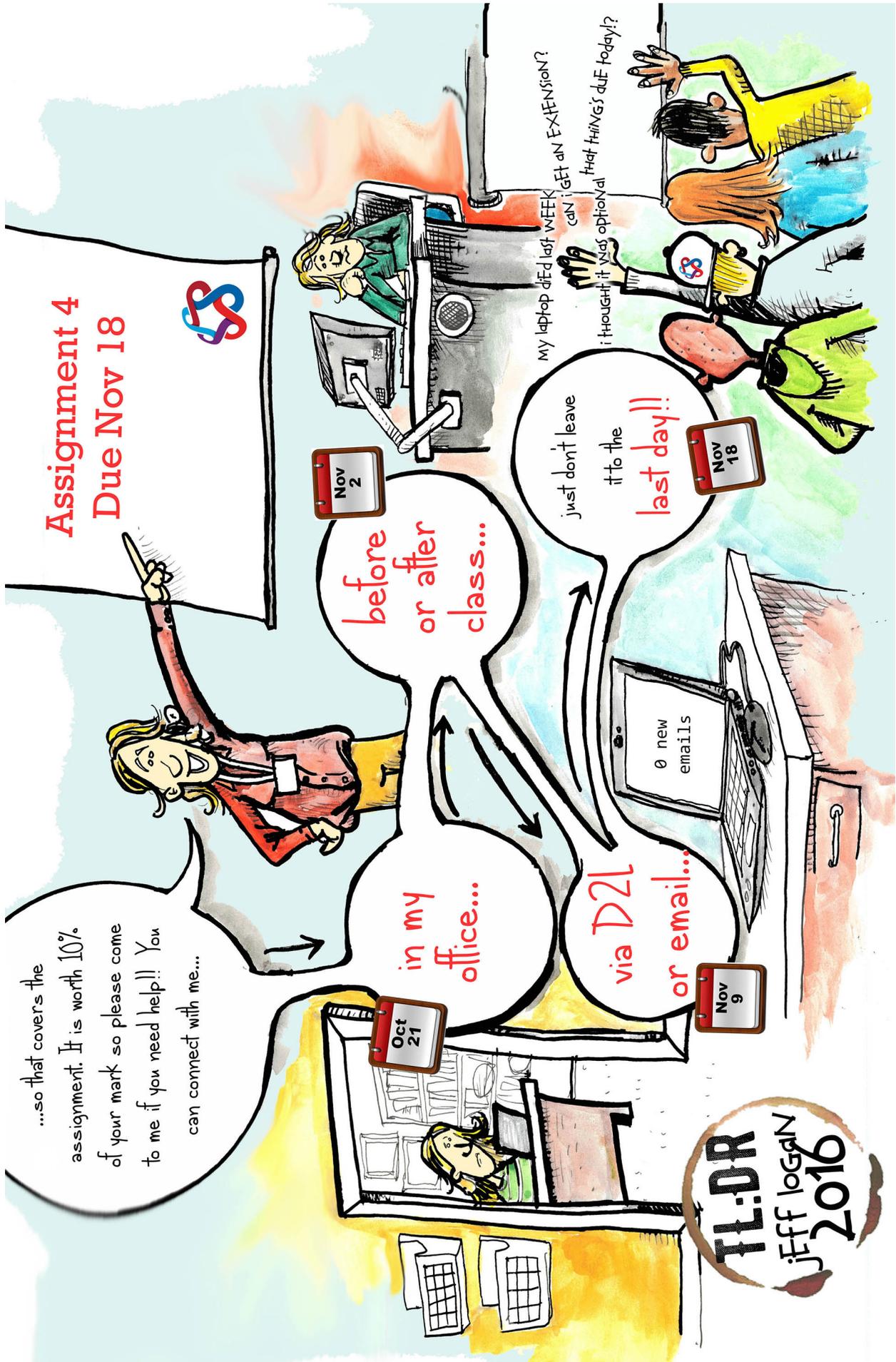
TEACHER: Did you copy his?

CLYDE: No, sir. It's the same dog.

TEACHER: Harold, what do you call a person who keeps on talking when people are no longer interested?

HAROLD: A teacher 🦇

Assignment 4 Due Nov 18



...so that covers the assignment. It is worth 10% of your mark so please come to me if you need help!! You can connect with me...

before or after class...

in my office...

just don't leave it to the last day!!

via D2L or email...

My laptop died last week can I get an extension?

I thought it was optional that things die today!?

TL:DR
JEFF LOGAN
2016