

SAFAGRAM

President's Message

By Doug Spurgeon



We welcome two new people to the SAFA office: Michelle Caron, who is the Office Assistant, and Al Brown, who is the Labour Relations Officer (LRO).

Bargaining Update

The negotiating team is waiting for a response to the “verbal” offer of salary that SAIT has made. Now don’t plan to spend that increase just yet as the last time I checked 0 percent was not an increase. We can’t say for sure exactly what the proposal looks like as the team was told, not shown, but apparently our team made a “good catch.” It would appear that if things go the way they have with AUPE bargaining then we can expect to consult “comparables” in the near future.

Speaking of comparables, it is important to note that most other colleges that have settled seem to be running along the same theme. This theme seems to be 0 percent in the first year but a signing bonus of \$1000. In the second and third years, it seems to be close to 2 percent and 3 percent respectively. Some have even taken a new approach by splitting the increase throughout the year such as a 1 percent followed by another 1 percent six months later.

SIR II Update

There is another meeting scheduled with Gord and me on November 30 to discuss this again. I have now seen the new “SAIT SIR II ADMIN GUIDELINE” and have found it quite interesting. The manufacturer of the SIR II, Educational Testing Services (ETS www.ets.org), includes a section on the back of the SIR II, labelled “Interpreting the SIR II” which has some very interesting information. For example, SAIT’s new guideline states that they will submit the SIR II class report when at least five forms are filled out, yet ETS flags the report as “possible reliability concerns” when ten or fewer students or less than 60 percent of the class fill out the questionnaire. Does this mean that in the future the students will receive a SIR II completion adherence policy? I have seen several SIR II reports in the last few days that have been flagged for less than 60 percent return rate.

Continued on page 4

In this Issue

President’s Message	Page 1
New at Your Library—Online Research Tutorial	Page 2
Servant Leadership and the Montgomery Burns School of Management	Page 2
The SAIT Digital Graphics Communications (DGC) Program Wins Awards	Page 3
An Alternate View	Page 3
SAFA Scholarship Winner	Page 3
Yes SIR, Yes SIR 3.8	Page 5
Transfer Options	Page 6
Update from the School of Health and Public Safety	Page 7
The 2010/2012 SAFA Executive Committee.....	Page 8
SAFA “FIRST” Award.....	Page 9
Editorial Cartoon	Page 11

Editorial Board

Pat Squibb
Wendy Strashok
BJ Hamilton—Cartoonist

Layout

Luda Paul

Printed by

Students of the Digital Graphics Communications (DGC) Program

SAFAGRAM is published by the SAIT Academic Faculty Association (SAFA) five times a year usually closer to the end of the months of October, December, February, April, and June. Deadline for submissions is the 10th of the month preceding publication. Send submissions to SAFAGRAM, care of the SAFA office, N201 or e-mail submissions to luda.paul@sait.ca. Please keep submissions under 300 words, double-spaced. Submissions may be edited for grammar, length, or content. 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.

New at Your Library—Online Research Tutorial

By Zahra Razaghi

Do you have students who struggle with research? Whether your students need help narrowing their topics, selecting appropriate research materials, or avoiding plagiarism, the Library's online research tutorial is their one-stop shop. This exciting development is based on some of the feedback that we received from our annual student survey. Forty-six percent of students who participated in the survey asked for more online tutorials and how-to guides.

The Library's online tutorial provides key advantages for library users, particularly distance education instructors and

students, for whom an in-person library session is not feasible. A virtual tutorial can reach our students when traditional classroom instruction can't. For all students, our online tutorial provides 24/7 library assistance. Although the tutorial cannot replace the effectiveness of in-person instruction, it does enhance traditional instruction.

For those still struggling with research, the Library's new tutorial is the first step to getting back on track. Let your students know they can take a look at it on the Library's website at <http://library.sait.ca/libraryresearchtutorial/>. ➡

Servant Leadership and the Montgomery Burns School of Management

Anonymous

The concept of "servant leadership" may sound like an oxymoron, but that is the paradigm that successful organizations are following today. What does it mean? To understand the concept, one has to look at it in light of the "old school" way of running an organization—commonly known as "command and control."

The old days of top-down leadership, which is epitomized by Montgomery Burns of "The Simpsons," should be a thing of the past. The days of the authoritarian, egocentric, whip-cracking "boss" who surrounds himself with boot-licking henchmen should be a part of history. These are the leaders who do not earn respect but demand it. They lust for praise and put a high priority on titles. They issue orders and demand they are followed whether they are right or wrong. They espouse the "my way or the highway" philosophy. Multi-level hierarchies of management are all kept in constant fear of being fired for any challenge to the authority of the person above them in the pecking order. Terms like "being a team player" are bandied about right alongside terms like "insubordination" and "termination." Being a team player means keeping your head down and never questioning the decisions made by the enlightened leader or leaders in the ivory tower. The "Burns-esque" leader develops an exaggerated sense of self-importance. He compares his salary and benefits to others and demands more. He sees employees as subjects that must be subjugated. He feels employees are paid too much and that they do too little. He thinks staff will always try to shirk work and rip off the company if given the opportunity. He becomes a suspicious micro-manager and encourages inter-office backstabbing.

Does this type of organizational structure still exist? Unfortunately, yes. Many organizations and institutions are successful despite their adherence to this archaic paradigm. How can that be? Could it be the hard-working staff who make the organization successful? Could employees, whether they are line workers, teachers, or doctors, take pride in their work and do it well for the customer, the student, or the patient in spite of the vacuous leadership? These organizations enjoy success despite the management though that management will inevitably take credit. Why would anyone seek a leadership role in these types of organizations? The corporate ladders are filled with climbers who choose to pursue "leadership" to achieve status, money, and power. Some look at their posi-

tions as their own little empires. Some "leaders" in these positions are people who feel they have been stepped on and have axes to grind—scores to settle. These are the worst kind. The multi-level structure of administration does not lend itself to a positive or efficient work environment since everyone in the management chain is afraid of being kicked off the ladder by the person on the rung above them. The top-heavy management system becomes costly since managers and especially the top brass expect to be paid much, much more than front-line workers or the next step below them. The front-line workers may still garner the lion's share of the budget especially in a field like education or medicine since these are people businesses. This bothers the bean counters in the system, and it cuts into the bonuses of the leaders. The rank and file staff is often seen as a burden to the organization's success—whatever that success is supposed to be. A confrontational approach is taken in dealing with employees. If those workers are organized, the "leadership" will focus its energy on cracking down and breaking the union or professional organization. True leaders in these companies usually don't stick around too long.

So what is this concept of servant leadership? The servant leader realizes that it is the front-line people who keep the organization going and make it thrive. The front-line workers are the ones who make the product, teach the student, and heal the patient. As leaders, their role is to empower and support those front-line people and stay out of their way. They earn respect by putting the needs of others ahead of themselves. The well-run hospital wants the doctors and nurses to practice medicine, not worry about office politics or whether they will be walked out of their office by some middle manager for standing their ground on some issue. The same applies to education. A well-run educational institution has administrators who realize that their sole purpose is to have teachers, instructors, and professors teach students. Their role is to make sure there are no obstacles to that, and that if those front-line people are happy, the institution will run smoothly. They know that happy people will take ownership and pride in the institution's success. The front line feel empowered and work with confidence, knowing that their leadership is behind them for support and not waiting with an axe for them to slip up or for the higher-ups to issue some illogical demand. The true servant leader knows this and accepts it as his or her burden of responsibility. The true servant leader sees leadership

Continued on page 6



The SAIT Digital Graphics Communications (DGC) Program Wins Three International Printing Awards

by Luda Paul, DGC Instructor

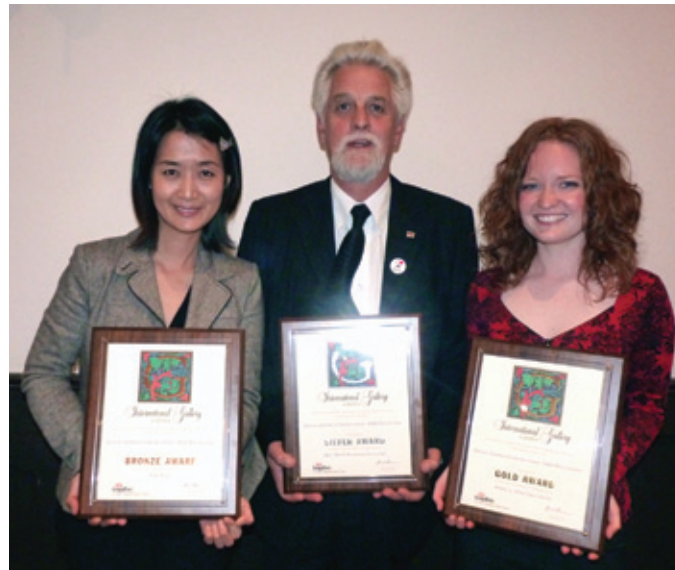
The Graphic Professionals Resource Network/International Association of Printing House Craftsmen (IAPHC), International Gallery of Superb

Printing, is a testament to the people and companies involved in producing the finest printing and graphic arts products throughout the world.

Last May, three entries printed by the Digital Graphics Communications (DGC) students were submitted to the International Gallery of Superb Printing competition. On October 22, 2010, the Alberta Graphic Arts Industries Network held their Annual Gallery Awards Gala at the Elks Golf and Country Club. Eleven companies from Calgary submitted 72 entries and won 54 awards (22

Gold, 20 Silver, and 12 Bronze)

The DGC second-year students received three awards: a Gold, a Silver, and a Bronze.



Accepting the awards DGC grad Junie Park, DGC Chair Willem Sijpbeer, and DGC grad Ashley Patton

The 36th International Gallery of Superb Printing displayed and presented more than 3,000 entries from 13 countries to its international jurors in late September 2009 in Minneapolis, Minnesota, U.S.A. The competition is devoted to the principles of honouring excellence in the graphic arts by "Celebrating Craft, Applauding Art, and Showcasing Science." Throughout its development as a prestigious graphic arts competition, the International Gallery has been proudly produced by the IAPHC, a trade association with thousands of individual members around the world. ♦♦

An Alternate View . . .

By Eugene Blanchard

I believe that knowledge should be free and I have contributed to this by creating many web pages that I share on the Internet. I haven't been happy with the standard copyright laws or open source licensing such as Copyleft or the Open Source Initiative as I've felt that they inhibit sharing in different ways. I would like to share the licensing agreement that I came up with.

EULA You are allowed to use it, view it, and modify it without permission of the author Eugene Blanchard, provided that you agree to the following:

That you will try to be a better person today than yesterday;

That you will exercise your body as well as your mind;

That you will tell the persons dear to you that you love them;

That you will defend the rights of those who are unable to defend themselves;

That you will not hurt your family members emotionally or physically;

That you will respect your elders and care for them in time of need;

That you will respect the rights of others in their religious beliefs;

That you will respect the rights of others in their sexual orientation;

That every man, woman, and child has the right to be here and is equal regardless of race, creed or colour;

That you will act honourably in all aspects of your personal and business life;

That your family is first and foremost the most important thing in your life; and

That when you make a mistake, you admit it and make amends.

If you have suggestions to add to this licensing agreement or even giving it a name, I would like to hear from you. ♦♦

SAFA Scholarship Winner

Carmen Croft, daughter of Randy Croft, Construction

Carmen grew up on a farm in Water Valley, Alberta, and now resides in Calgary with her boyfriend and two dogs, a chocolate lab and a Chihuahua. She has been surrounded by animals her entire life and finally decided it was time to follow her dreams and take the Animal Health Technology Diploma through Olds College. For her practicum, Carmen is considering a sheep farm in New Zealand, an exotic animal practice or zoo. After Carmen graduates in the summer of 2012, she plans to work in a small animal practice or a Humane Society. She is very passionate about animal welfare and promoting humane animal care and someday would like to get involved in educating people about these important topics.

Carmen would like to extend sincere thanks to SAFA and to the selection committee for this award. ♦♦

One major area of this is the “Preliminary Comparative DATA” section, again on the back. It is surprising to realize that the comparative means used throughout the report come from not only a sample of two- and four-year institutes that participated in the SIR II pilot administration in 1995-1996 but also the comparative mean for two-year institutes came from only five, yes, that number was **five** two-year institutes. At least as of 2008, the comparison of results included 57 two-year institutes. The latest report on the ETS website is from 2006, but the numbers used are for all classes which now has reached 66,481 classes. ETS also states that there are differences between classes and differences between disciplines as well as a standard deviation. None of this is taken into account at SAIT. The painting of all Instructors with one brush (arbitrary 3.8) not only goes against what ETS states when trying to interpret the results but also helps Teaching Excellence the same way hunting squirrels with a 12-gauge shotgun helps trim the branches.

It is also interesting to note that in September 2009 Massachusetts State College Association (www.mscaunion.org) had consolidated three grievances alleging procedural violations in the post-tenure review process which related to the misuse and inconsistent use of SIR II. It is identified in this report that according to the “Chronicle of Higher Education” there are 2,474 four-year institutes in the U.S., but the report is based on 19 of those which equates to 0.77 percent of four-year institutes.

The SIR II action plans are coming under scrutiny by the Association. It is indicated on the action plan that you are below the “SAIT mean.” The first person who can tell me what the SAIT mean is please drop by the SAFA office for a free candy. Not knowing what the “SAIT mean” is makes it rather difficult to reach. This also shows why 3.8 should not be applied to last year’s SIRs. Gord and I had the discussion over this when I indicated that one of the criteria to introduce a rule which the union disagrees with is that the member who is affected must first be told before it can be acted on.

Below is a table from which you can draw your own conclusions.

SIR II™ Pricing

SIR II Online and e-SIR Surveys (All reports issued online)	\$0.90 per survey
Paper-and-Pencil Survey	
1 – 300 (sold in packs of 100)	\$29 per 100
Orders over 10,000	10% discount
Orders over 20,000	20% discount
Processing of paper-and-pencil surveys	\$0.48 per survey
Orders over 10,000	5% discount
Optional Reports (Paper-and-Pencil format only)	
Combined reports (class, department or institution-wide)	\$0.60 per class
Data diskette/CD (contains the Mean data for all classes; data in ASCII format)	\$75
Data CD (with item-level responses; data in ASCII format)	\$150

The prices above are for U.S. orders only. For international information, please contact an ETS Global Advisor.

All in all it should make for an interesting meeting on November 30.

Looking forward to seeing everyone at the Christmas party in the 4-Nines starting at 4 p.m. on December 16. ➡



Yes SIR, Yes SIR, 3.8

Anonymous

Teaching Excellence! It sounds like an admirable and noble objective for a school, a university, or a polytechnic institute like SAIT. In fact, our leaders—the Board of Governors—have seen fit to identify it as one of SAIT’s strategic priorities for the coming year. (I suppose it is good that they did not identify Teaching Mediocrity as a key priority.) We can picture the board spending important time deliberating over this important strategy, and we wouldn’t want it any other way.

Now that this key strategic priority has been identified, there has to be a way to measure whether we are, as instructors and as an institution, practicing teaching excellence or if we are striving for mediocrity. Our leaders have identified the SIR II as the best instrument with which to measure our excellence. The SIR II is a questionnaire service which SAIT purchases from the American company “Educational Testing Services (ETS)” at a significant cost to allow students to provide feedback. With this tool, students themselves are asked to rate the instructors and their courses on a scale of 1 to 5. The same questionnaire is used across North America or wherever ETS does business. By using one standard questionnaire for all customers, ETS is able to maximize profits—oops—I mean provide standardized results. The problem with this approach is that using the same questions for liberal arts colleges and for technical institutes such as SAIT is like comparing apples to oranges. Results will inevitably be different. Even at SAIT, there are a variety of different course types—some very difficult and tedious, while others are easier and perhaps more entertaining. To say that the results will be no different is somewhat asinine.

Nonetheless, SAIT’s leaders have determined that the SIR II is the tool and that a magic number of 3.8 out of 5 must be granted to all of us by our students, lest we be hauled before the Grand Inquisitor and forced to do unspeakable things. Those unspeakable things are, of course, to come up with a plan to throw out teaching excellence in favor of pandering to the whims of students in order to get a better SIR score. Surely with all the brilliant minds here at SAIT Polytechnic, we could develop our own, much more effective tool to assess student opinion; one that looks at each course and course

type on its own merits rather than trying to use a “one-size-fits-all” foreign questionnaire.

The other side to this discussion is whether the opinion of the students should be the primary tool to evaluate teaching excellence. It appears to be the only valid indicator in consideration at SAIT. The days of SAIT having a high standard of excellence, as determined by industry advisory groups and subject matter experts, is gone. I don’t see industry satisfaction used anywhere to evaluate the effectiveness of our teaching. Is that not a much better indicator of whether our efforts are bearing fruit? To have smiley happy graduates who prove to be a disappointment to their employers and to themselves will discredit our teaching, our programs, and ultimately SAIT itself. If all we do is strive to make students happy at the moment so that we get good SIR results, we will surely erode the reputation for teaching excellence of which we have been proud.

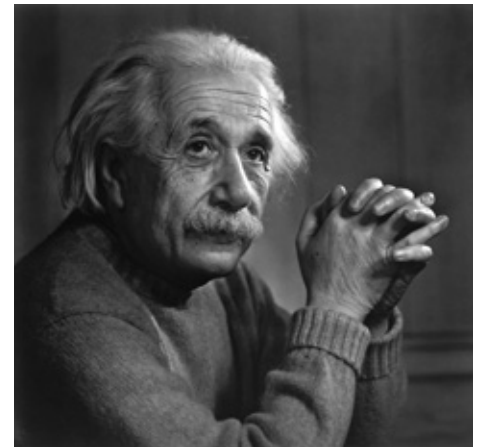
Is this to say that student opinion and feedback is not to be considered? In the past, there were no SIR questionnaires to evaluate instructors. If the students had a concern, they would go to the instructor or department head and make their case. This worked very well with some very difficult situations resolved. Then along came an ETS salesman, and SAIT was sold the SIR tool. Perhaps they promised great things and offered customer testimonials or even had a trade show display and gave out some great swag. Perhaps someone bought someone lunch.

When I started as an instructor, I desperately wanted to get feedback from my students so I could do a better job. When I heard that the students were surveyed for their opinion, I thought this would be great; but when I found out that they were simply asked to rate various generic statements on a scale of 1–5, I sought my own relevant feedback. I asked some simple questions such as “what is working” and “what is not working,” and I asked for suggestions. I got some great feedback and suggestions that I could actually use. I didn’t need a computer to crunch the results, and I couldn’t care less how my rating compared on a 1–5 scale with art teachers in Arkansas. I also took the feedback and suggestions I could get from my peers

and from the industry advisory to make my courses as good as I could make them. But I guess I was wrong. I guess my goal to do the best I could, to prepare students for the “real world” was foolishness, and I should have been striving instead for a certain SIR score since that is ultimately how the SAIT vision of excellence is to be measured.

Not everything that counts can be counted, and not everything that can be counted counts.

~Albert Einstein



One could easily rephrase Einstein’s quote as follows:

“Not everything that is of value can be measured, and not everything that can be measured is of value.”

What implications does this statement have for performance assessment for SAIT, its faculty, and its administration? ⇄

Test Your Lateral Thinking

The answer to last month’s question is **“All the other card players were women.”**

Here’s another one . . .

There are six eggs in a basket. Six people each take one egg, how can it be that one egg is left in the basket?



TRANSFER OPTIONS

by Karen McDaniel, Articulation Coordinator
G240B Crandell Building
karen.mcdaniel@sait.ca

Have you been thinking about Transfer Options and wondering what they are? A transfer option is the opportunity to use a credential earned at one institution for credit toward the completion of an advanced credential at another institution; e.g., a certificate toward a diploma, a diploma toward a degree, applied degree toward a baccalaureate degree, etc.

How can a SAIT credential be used? A SAIT credential may be used as an admission requirement to the advanced program, or it may be used to meet curriculum requirements so that you do not need to duplicate coursework—how it is used depends upon the receiving institution.

Why would having a transfer option be important? Knowing what additional learning opportunities are available after completing a SAIT credential allows for better career planning. Having transfer options available provides opportunities to enhance one's career or education after being in the workforce for a while.

What kinds of transfer options are available now? Currently, SAIT offers recent graduates and alumni transfer options in all of the applied degrees, all diplomas, and some certificates with more being added all the time. There are over 600 transfer options that are available internally, provincially, nationally, and internationally with over 50 different post-secondary institutions.

More importantly, SAIT staff and instructors can take advantage of these transfer options provided they meet the necessary requirements. Of particular interest are the bachelor degrees for apprentice instructors with work experience from Thompson Rivers University and University of Fraser Valley. Instructors with bachelor's degrees may also be interested in UBC's Masters in Educational Technology. Doctorates are available from Griffith University in Queensland, Australia.

There are more specific details on the website at www.sait.ca/transferoptions where you are invited to browse through program links, read Frequently Asked Questions, and Transfer Options Terminology, which can sometimes be confusing.

There is also an e-mail address transfer.options@sait.ca where you can send your questions about anything else you would like to know about transfer options.

Life-long learning is only a click away! ⇨



Dr. Karen McDaniel, Articulation Coordinator, Kim Frayn, Admin. Assistant

*Servant Leadership and the Montgomery Burns School of Management
continued from page 2*

as a calling to serve. He earns his authority and is in the position for his or her desire to serve rather than to lust for power and control. Servant leadership embodies trust, ethical use of authority, and empowering individuals to be the best they can be.

Does this mean then, with servant leadership, nobody is in charge? Absolutely not. There are times when tough decisions have to be made and when crises arise that someone needs to be in control of the situation. The servant leader will then have the support of the rank and file employees because decisions will be made collaboratively, and respect and trust will have been earned by virtue of the leader's actions rather than have been demanded by virtue of the leader's title.

So where does SAIT Polytechnic fit into this discussion? Is servant leadership the paradigm that is practiced by SAIT administration, or do we adhere to the Monty Burns "command and control" model? Does the administration at all levels support us, build us up, and empower us; or are there a litany of grievances and a confrontational approach between management

and staff. Are decisions made as a team or are directives given from the top down? Does the SAIT "Polytic" motivate and inspire the students and staff, or is it a source of conflict and frustration? Perhaps SAIT like many other organizations has heard the talk about servant leadership and likes to occasionally sing the song but is unwilling to dance the dance.

Far be it from me to pass judgment, but if you are in a leadership role or considering it, you need to do some serious soul-searching. Do you feel motivated or called to serve your fellow employees, or are you simply after more pay and the places of honour at banquet tables? Perhaps you began with the best of intentions and felt you could make a positive difference but now feel you have been dragged into a Burns-esque machine and don't know how to change it. Perhaps SAIT leadership is a blend of paternalistic command and control types and some genuine servant leaders. In any case, I would strongly encourage anyone in or seeking leadership roles to study the concept of servant leadership and decide for yourself the type of leader you would like to be. ⇨

Update from the School of Health and Public Safety

By Michelle LeGrandeur

The School of Health and Public Safety consists of many exciting, dynamic programs. The following is a small update on some of the interesting things happening in the Nuclear Medicine, Ultrasound, and Respiratory Therapy programs.

Nuclear Medicine Program (NMT)

The NMT program has undergone the most extensive renovations among the Diagnostic Imaging programs. Three rooms were created from one large space to accommodate the new equipment from Philips Medical Systems. The program has acquired two Brightview XCT and one Brightview SPECT gamma cameras as well as ten Extended Brilliance Workspace (EBW) processing stations.

The Brightview XCT system is a hybrid camera that fuses the nuclear medicine gamma camera with a CT scanner. These state-of-the-art cameras allow us to combine the nuclear medicine functional images with the anatomical information from the CT. This means any disease process localized through the nuclear medicine study can be pin-pointed to its exact location with the addition of CT, improving diagnostic capability. Having this equipment as part of the nuclear medicine program allows our students to work on some of the best equipment in the field, giving our graduates an edge upon entry to practice.

Ultrasound Program

A government grant has allowed the Diagnostic Medical Sonography (DMS) program to upgrade all scanning equipment in their lab. The purchase of seven new Philips HD11 XE ultrasound machines has helped the DMS program stay current with the industry. The new equipment is equipped with the software and transducers for imaging in all the specialties (ECHO, Abdomen/Superficial Structures, OB/GYN, and Vascular). This allows our students to practice scanning skills to better prepare them for their practicum rotation.

Respiratory Program

The respiratory students are working with some mega-cool new mannequins. "Suzie" is a mannequin who can talk, wink, and stop breathing. These mannequins are extremely useful in simulation labs where the students have the opportunity to apply their knowledge in critical-thinking situations. Another mannequin named "Noelle" is actually pregnant and can deliver her "bundle of joy" named "Hal" with the same life-like features identical to those of Suzie's. These different mannequins are essential in assisting respiratory technologist students in learning to perform the vital skills required of them in their field of practice. ➡

Only a Teacher ...

Author Unknown

The guests were sitting around the table after dinner discussing life.

One man, a CEO, decided to explain the problem with education. He argued,

"What's a kid going to learn from someone who decided his best option in life was to

become a teacher"

To stress his point he said to another guest; "You're a teacher, Bonnie. Be honest. What do you make?"

Bonnie, who had a reputation for honesty and frankness replied, "You want to know what I make? (She paused for a second, then began...)

"Well, I make kids work harder than they ever thought they could.

I make a C+ student feel like she/he could win the Order of Canada.

I make kids sit through 40 minutes of class time when their parents can't make them sit for 5 minutes without an iPod, Game Cube, Xbox, or movie rental.

You want to know what I make? (She paused again and looked at each and every person at the table)

I make kids wonder.

I make them question.

I make them apologize and mean it.

I make them have respect and take responsibility for their actions.

I teach them to write and then I make them write ... keyboarding isn't everything!

I make them read, read, read.

I make them show all their work in math. They use their God given brain, not the man-made calculator.

I make my students from other countries learn everything they need to know about English while preserving their unique cultural identity.

I make my classroom a place where all my students feel safe.

Finally, I make them understand that if they use the gifts they were given, work hard, and follow their hearts, they can succeed in life.

(Bonnie paused one last time and then continued.)

Then, when people try to judge me by what I make, with me knowing money isn't everything,

I can hold my head up high and pay no attention because they are ignorant. You want to know what I make?

I MAKE A DIFFERENCE.

What do you make Mr. CEO?"

His jaw dropped, he went silent.

Teaching is the profession that makes all other professions possible!

The 2010/2012 SAFA Executive Committee

President Doug Spurgeon, ICT (4315)

Secretary-Treasurer Cameron Gall, Business (8240)

Directors:

Division I	Andrew Bleackley, Construction (8708)
	Derek Ollen, Construction (7241)
Division II	Gary Codner, Energy (8056)
	Tom Vernham, Energy (7156)
Division III	Tracy Fawcett, CALS (4749)
	VACANT
Division IV	Fred Malley, H&T (8948)
Past Representative	James McWilliams, H&T (8943)

Academic Council

Division I Andrew Bleackley, Construction - September 1, 2009 – June 30, 2011
 Russ Davis, Construction - September 1, 2010 – June 30, 2012

Division II Jean Paterson, ICT - September 1, 2010 – June 30, 2012
 Candace VanApeldoorn, ICT - September 1, 2010 – June 30, 2012

Division III Marion Hill, Business - September 1, 2009 – June 30, 2011
 Marcel Carpenter, CALS - September 1, 2010 – June 30, 2012

Division IV Moira MacLoughlin, CITD - September 1, 2010 – June 30, 2012
 VACANT

Board of Governors Representatives

Morgan Chetty, Manufacturing & Automation,
 July 1, 2009 - June 30, 2011

Steve Olson, Information & Communications Technologies,
 July 1, 2010 - June 30, 2012



Tracy Fawcett, Derek Ollen, James McWilliams, Ray Gauthier, Fred Malley, Belynda Garcia, Sean O'Flynn, Kathie Dann, Cameron Gall, Dave Weber, and Andrew Bleackley
 Missing: Doug Spurgeon, Blair Hawes, Tony Wallace, Tim Thomas, Gary Codner, and Tom Vernham



Signs You're Working Too Hard

You've somehow managed to convince yourself the evening traffic *finally* eases up around 1:00 a.m.

In what might be a first, your company fired all those overpaid people in Bangalore and "insourced" the entire operation to you.

Your unborn child is diagnosed with carpal tunnel syndrome.

You drop the kids off at daycare on the way in, and pick them up from junior high on the way home.

Your boss even refuses to give you time off to attend your own funeral.

Last week alone, you put two robots out of work.

You desperately want to spend more time with your kids, so you hire them as interns.

Your "vacation" this summer? Telecommuting from home—but you wore shorts! ❖

AUPE Update

There have been a number of questions pertaining to what is happening in the bargaining progress between AUPE Local 039 and SAIT. The short answer is that on September 24, the AUPE Staff Negotiator initiated the union's application for the appointment of a third-party mediator. The first mediation meeting has been set up for the beginning of December.

A history of what has transpired during the bargaining process is found in the following website:

http://www.nucleus.com/~local39/pdfs/bargaining/SAIT_BU_Sept24.pdf

A few weeks ago, a letter was sent to the homes of the individual members from AUPE President Guy Smith which contrasts the process between NAIT and SAIT and offers some opinions on how the bargaining process is being handled. Following is the URL for his letter:

http://www.nucleus.com/~local39/images/letter_nov2010_small.jpg ❖

SAFA “FIRST” Award

The new SAFA “FIRST” Award is to honour a current member of SAIT’s Management team that best exemplifies SAIT’s Ethics FIRST principles. The Ethics FIRST principles are Fairness, Integrity, Respect, Safety, and Transparency (FIRST). Please submit This is our way of showing our appreciation for the work and principles that he/she stands for. The winner of the SAFA “FIRST” award is nominated by faculty.

What is the award? The winner of the award will receive a dinner at THE Highwood and a commemorative plaque showing our appreciation.

Who is eligible? Any member of SAIT’s management team is eligible for the award: President, VPs, Deans, Associate Deans, Academic Chairs, etc.

The winner and all nominees will be published in the SAFAGRAM.

When? The award will be presented each year and nominations for the 2011 award will be accepted starting January 1, 2011. The deadline for nominations will be April 30, 2011.

Where? The SAFA “FIRST” award will be presented by the SAFA President to the winner at SAIT Day in the Spring of 2011. (to be confirmed)

How? To nominate a member of SAIT’s management team, complete the SAFA “FIRST” Award Nomination Form with the name and contact information of the person being nominated and the reasons why this person best exemplifies SAIT’s Ethics FIRST principles. You must be a member of SAIT’s Faculty Association in order to nominate someone.

All SAFA “FIRST” Award nominees will be reviewed by the SAFA Faculty Council, and the winner will be chosen based on the merit of the nomination.

SAFA “FIRST” Award Nomination Form

I, _____, nominate the following person for the SAIT “FIRST” Award:

Nominee: _____

Department: _____

Contact Information: _____

I believe that the above-named nominee deserves the SAFA “FIRST” Award for the following reasons:

Nominator:

Name: _____

Signature: _____

Date: _____

Contact information: _____

Please submit completed nomination form to Kathie Dann, SAFA Office N201
Deadline April 30, 2011

You are cordially invited to the

SAFA/AUPE Christmas Party

*Join us in the 4-Nines Cafeteria
located in the John Ware Building*

Thursday, December 16th, 2010

4:00 p.m. – 7:30 p.m.

Please join us for delicious appetizers and refreshments.

2 complimentary drink tickets per person.

Additional drink tickets may be purchased for \$2.00 each.

All proceeds will go to The Calgary Women's Shelter.

Taxi vouchers will be provided.

Please drink responsibly.

