

# SAFAGRAM

## President's Message

By Doug Spurgeon



Welcome Back to a New Academic Year!

The past few months have been very busy in the Association office. The abolishments of the summer have left a long line of work for both the Association and the instructors who remain. It appears from the Association's view that while things looked like we were getting some improvement overall around the campus there are still several areas that need work.

**SIR II Action Plan.** To increase the required score **from 3.5 to 3.8** has left a bitter taste for some instructors. While not completely a poor survey, it is noticeable to the Association how these reports are being used. For some areas, this seems to still be the main focus of evaluation of Faculty. The proliferation of SIR II "action plans" caused by the increase in overall required number (3.8) has become alarming. To suddenly increase the number for this year and apply it to last year's rating without consultation with the Association speaks poorly of not only the transparency but also a lack of understanding of the intent of Section 87(5)(c) of the Post Secondary Learning Act (PSLA), which clearly states that the Collective Agreement between the Board of a Public Post Secondary and its Faculty Association must have procedures for determining conditions governing performance reviews in its agreement. Inside of Section 87(5)(c), it clearly states "performance review." The SIR II being held as part of the performance review of Faculty should have indicated that prior to any increase or inflation of numbers the Association needed to have prior consultation. SAIT will, of course, indicate that it is within management's right to manage. While this may be partially true, it does not negate the terms or intent contained within the PSLA or the Collective Agreement. To this end, the Association would like to hear from any individual who has concerns about this inflation. The biggest concern that Faculty have expressed in this area is a fear that teaching standards will deflate in order to bring about a higher overall Question 40 score. It has also been brought to the Association's attention that the SIR II trend report may contain errors. Recently a Faculty member shared with me a trend result which included a course that he/she has not taught in years and actually belonged to another instructor. Also on this trend the Faculty are being held accountable for the student portions. In order for an Instructor to obtain greater than 3.8 in all areas of the SIR II, that would mean that

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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.**

# Library Report

By Luke Malone

## New Library Subject Guides – 24/7 Research Help

Library research can seem overwhelming, but now your students can rest assured that they're using the best resources in their subject area. New at the Library, each subject guide is a one-stop shop for current, top quality resources—books, articles, and websites—focusing on a particular topic.

### ⇒ Why Subject Guides?

- They are a great starting point for students or faculty who are unfamiliar with the Library or are unsure where to start their research
- Each focuses on one specific topic geared toward the students' particular information needs (e.g. Engineering, Health, Business, Construction, Manufacturing, etc.)
- They are great for those students doing self-service research. For distance education students, having an online research tool is invaluable when actual visits to the Library are not feasible

- 24/7 accessibility means students are able to use them when they want and at their own pace

### ⇒ What Kind of Content?

Based on feedback from our Student Survey, we designed our new subject guides to better meet students' needs. The following are included in each guide:

- Preset popular searches from the Library Catalog
- 3 to 5 suggested article databases
- 6 to 9 best journal titles
- 4 to 5 authoritative websites
- A Subject Librarian's contact information should students need more help

Have a look at our new and improved Subject Guides at <http://library.sait.ca/subject.asp> ➡

## 10 Things Faculty Should Know About the SAIT Library

By Luke Malone

Welcome back! We hope that you all had a wonderful summer break. We have been working very hard in the Library preparing for the fall semester. We like to call this our "Top 10 List," and its purpose is to inform SAIT faculty and staff about the services and resources we provide in the Library.

### 1. Contact Information



Website: [library.sait.ca](http://library.sait.ca)



Location: MC111, Heart Building, Main SAIT Campus



Phone Numbers: 403.284.8616 or 403.284.8397

E-mail: [library@sait.ca](mailto:library@sait.ca)

### 2. Hours of Operation

Monday to Thursday 7:30 a.m. – 11:00 a.m.

Friday 7:30 a.m. – 5:00 p.m.

Saturday & Sunday 10:00 a.m. – 5:00 p.m.

### 3. Your SAIT ID is your Library ID, but you also need your Library Personal Identification Number to:

- Access databases, e-books and more
- Renew materials
- Check your library account online

### 4. Print and Online Resources

- Books and e-books
- Magazines and databases
- Classroom use DVDs and digital streaming videos

5. **Library Instruction** – These sessions range from basic to advanced and are tailored specifically to meet your students' needs. Book online at <http://library.sait.ca/library-instruction.asp>, or contact [library.instruction@sait.ca](mailto:library.instruction@sait.ca) for more information.

6. **Online tutorials and subject guides** provide additional research assistance.

7. **Reserves** allow instructors to place personal or Library-owned materials on Reserve for use by students in a particular class for a limited-loan period. For more information, contact [library.reserves@sait.ca](mailto:library.reserves@sait.ca) or call 403.284.8411.

8. **Library Liaison Services** – Liaison staff work with academic departments to ensure that Library collections and services reflect the current needs of students and faculty at SAIT.

9. **Interlibrary loan** – a free service for SAIT students, staff, and faculty that makes material from libraries around the world available to them. For more information, contact [library.interlibrary@sait.ca](mailto:library.interlibrary@sait.ca) or call 403.284.8411.

10. **The Alberta Library (TAL) Card** lets you borrow materials from other libraries.

We realize that you may not remember everything on our list, and that's okay! The most important thing that we want you to remember is that our friendly, knowledgeable staff are here to help you find the best information sources for your students and for your own work. Have a great semester! ➡



## AIM Program has World Champion

Congratulations to Emily Daubert who, after winning the Microsoft Office Specialist Canadian Competition in Word 2007, went on to win the Gold Medal (Word) at the World Competition, held in Salt Lake City in August. Prior to this year, no competitors from North America had won a medal at the world level. This year, there were two medal winners from North America, including a young man from the U.S. who won the Bronze Medal (Word 2007).

The competition had four categories, Word and Excel 2003 and 2007. Emily is the first competitor in the history of the



*Phil Flegel, Emily Daubert, Peggy Noble, and Karyn Mart.*

world competition to represent her country in both Word and Excel as a result of her first place finishes at the Canadian level. Kudos to Emily and her instructor coaches from the AIM program, Janine Violini, Karyn Mart, Peggy Noble, and Phil Flegel.

Emily's first-place finish included the gold medal plus a cheque for \$6500 US and a congratulatory letter

from the President of Microsoft Canada. She knows her experience has prepared her well for industry, and she would like to pursue a career in Digital Literacy, working to develop student competencies in analytical and problem-solving skills. ♦♦

## Desire2Learn – SAIT's new Learning Management System

*By Sabine Soltani, CITD*

Over the next academic year, SAIT is transitioning to a new Learning Management System (LMS) – Desire2Learn (D2L).

The LMS implementation team has been hard at work over the summer integrating D2L with other systems on campus (including Banner), migrating course masters from WebCT to D2L, and communicating with the various schools and departments on campus to ensure that the latest information on the implementation, frequently asked questions, and training is available.

A pilot of D2L in the fall will test the system and gather feedback from users. The pilot will involve about 50 courses, 70 instructors, and 800 students. The "lessons learned" gained from this pilot will play an integral role in refining processes in advance of the campus-wide rollout in January 2011.

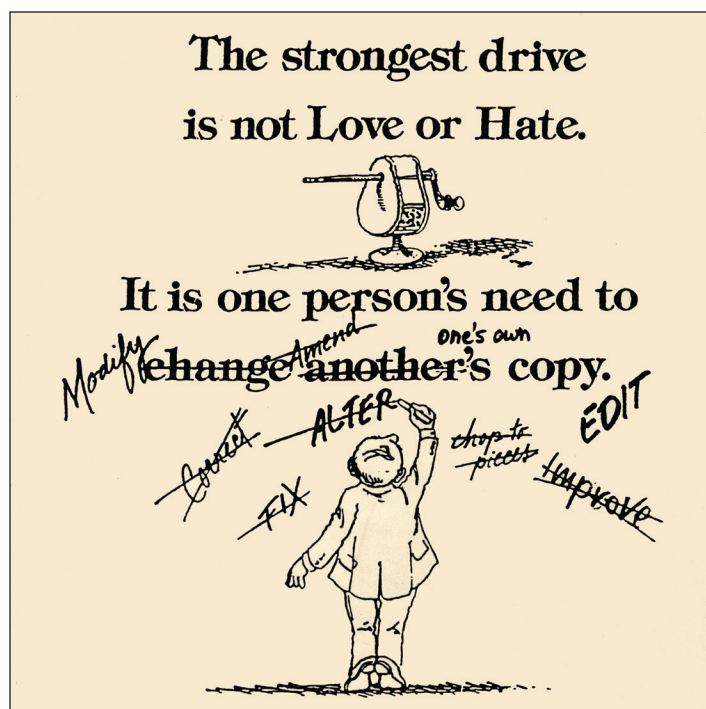
D2L training for faculty and staff starts in September in a variety of options including face-to-face, online, and Elluminate real-time web-based sessions. If you are interested, you can potentially earn one or both of the following certificates: the **Basic D2L Tools Certificate** and the **Advanced D2L Tools Certificate**. Each certificate takes about four hours to complete. There is also an opportunity for these certificates to be reflected in your performance planning.

For more information on training and to view the training schedule, please visit <http://d2lproject.sait.ca/updates/what-training-available>.

To get a head start on D2L you can check out our Self-Guided tour at <http://citd.sait.ca/d2l/>. This 40-minute overview allows

you to explore the basic tools of the system.

For more information on the implementation including training opportunities, FAQs, events, and project updates, please visit our LMS implementation project site at <http://d2lproject.sait.ca/>.





every Faculty member must have their students report that the workload and resulting effort they put into the class is greater than most other classes. Faculty have been told for years that the SIR II is purely to help enlighten an instructor in areas that can be improved upon and are by no means meant to be punitive in nature. This in the eyes of the Association has changed when Faculty members receive "counseling" letters solely related to the SIR II score and end with the notification of "corrective action up to and including termination" may result if improvement is not made. The question the Association now raises is "How much more punitive can you get?"

**Judicial Review of an Arbitration.** On December 17, when many Faculty will be going on Christmas vacation, I will be heading to Court for a Judicial Review of an arbitration that the Association won. This review deals with terms of "salary" and "monthly pay." The Association grieved the fact that the Educational Allowance was not included as part of the abolishment pay when a faculty member was terminated. The Association won this argument as in Section 16 the Arbitrator pointed out that it stipulates "monthly pay" and, therefore, the Educational Allowance ought to be included. SAIT has taken the stance that neither the Educational Allowance or Long Service Allowance are part of an Instructor's salary but are just allowances as they do not have an increase and the dollar amount has not changed. This has resulted in SAIT filing for a Judicial Review of the Award believing that the Arbitrator erred in his judgment. This does affect 13 instructors since the Association first filed.

**Hours of Work.** This topic seems to be a heated debate. Why is it that a casual employee receives a 1:1 class/prep ratio when full-time Faculty do not? Why is it when full-time Faculty are asked to do curriculum development as part of their load that they are given 40 hours of load yet expected to produce 80 hours of work? This all seems to be a 1:1 ratio that only applies when it benefits the employer and not the employee. The debate on this issue rages on, and the employer cannot arbitrarily decide to use it in one instance while denying it in another. In one instance, the employer has told Faculty that they cannot pay overtime for any hours between 8 a.m. and 6 p.m. as that time rightfully belongs to SAIT. There is a flaw in this logic. The Collective Agreement clearly states under Section 35 that the weekly hours shall not exceed 40. For SAIT to now claim all time between 8 a.m. and 6 p.m. makes it a 50-hour work week. Yes, the hours can be averaged and yes, we can use time in lieu. The Association has no disagreement if a Faculty member, in consultation with their Academic Chair, agrees to use the time in lieu after the winter semester. If for some operational need, the time in lieu cannot be given then through consultation an amount of hours that cannot be taken shall be processed as overtime. To boldly state that no overtime shall be paid not only goes against the Collective Agreement but also does severe harm to the goodwill that can be brought about by talking about the issue.

**Credential Enhancement Program.** This program has recently come under fire from the Association. The Association has grieved up to a recent Arbitration that the employer has violat-

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Faculty have been told for years that the SIR II is purely to help enlighten an instructor in areas that can be improved upon and are by no means meant to be punitive in nature

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ed the Collective Agreement through the separate deal created when they have an Academic Staff member sign the form. The Association was not party to the creation of the form nor was the Association consulted in this. The issue the Association is not with the entirety of the form, but the "claw back" clause if you were "terminated without cause." Yes, this has happened to a member who found his position abolished. The purpose of the Credential Enhancement is to allow Academic Staff the ability to receive assistance through funding to upgrade and thereby make them more useful to both the Institute and the students. No Academic Staff would enrol into the program if they thought they were no longer going to be working here. We will now have to wait to see how the Arbitrator rules on this issue. Perhaps Faculty will no longer be entitled to make use of the program if we are successful in the arbitral process.

So far, this article has seemed to be "doom and gloom," but I don't want to leave that impression with Faculty. The Association has been successful in the last few weeks to continue discussion and informally resolve five grievances prior to being heard at Level 1. This is a vast improvement and shows that both sides are willing to talk and come to resolution. Hopefully this will continue and less grievances need to be heard and more resolutions can take place.

**A Word on Negotiations.** The team will be meeting with the employer on October 8 to see if there is a chance of reaching terms that will keep them at the table to obtain a ratified agreement. The Association is hopeful that such a condition exists.

*See addendum on page 6*

## VOLUNTEERS NEEDED!

We are looking for volunteers who have expertise in editing articles, to help out on the SAFAGRAM Editorial Board for this school term.

If you can spare a few hours a month or for more information, please contact Kathie Dann in the SAFA office at 8321.

## Prevention and Remediation: “Back on Track” Workshop for Students With Low Grades

By Marta Edgar, Student Development and Counselling Services

As instructors, you are well aware of your students' performance. Poor academic performance may have many reasons. It is important to customize help for struggling students, and that's the goal of the “Back on Track.”

This all-day free workshop is offered jointly by Student Counselling and the Learner Success Centre. In previous years, it was designed specifically for students on academic probation; this year it was expanded to help any struggling students and to start intervening before they end up on probation. To support that, additional workshops are offered soon after mid-terms, at a time when most students get feedback on their current academic performance.

The Back on Track Workshop covers the following:

- explaining the academic rules, calculating GPA and monitoring one's performance throughout the semester
- making a self-assessment of factors that contributed to low grades
- reviewing options such as tutoring, study skills workshops, personal counselling, career planning, obtaining financial help
- making a preliminary plan of action
- motivating students to make positive changes

Please refer your students to this free workshop. The next one is scheduled for Saturday, October 16, 9 a.m. – 4 p.m. in Room MB 324. Students can register by e-mailing their name, phone number, and ID to [Learning.skills@sait.ca](mailto:Learning.skills@sait.ca). ➡

## Guest Article

### In Solidarity

By AUPE Local 039 Executive

After a quiet summer, our AUPE Local 039 Negotiations Team is back in talks. On April 9, SAIT served the Local with a notice to bargain. As a result there were three bargaining meetings on September 22, 23, and 24.

There is an update about the bargaining process on the following website for AUPE. <http://www.nucleus.com/~local39/news.html>

Our Local had an online survey in March to get input to assist the bargaining unit in finding out what issues are of importance to our members. More than 360 members responded which is outstanding. Some of the concerns included seniority, benefits, and cost of living.

The Annual General Meeting was held on May 18. Our executive includes

- Tracy Jewers, Chair
- Kathleen Woodward, Vice Chair (also Chief Steward)
- Danielle Nadeau McMillan, Secretary
- Kim Noble, Provincial Executive
- Dianne Worley, Treasurer

Other positions include

- Cisley Robinson, Board of Governors
- Wayne Jones, OHS Rep.
- Terri Kurn, Education Sector Rep.
- Amanda Roberts, Academic Council

Feedback from our members about the Joint SAFA/AUPE Barbecue in June was very positive. The food was great, and it gave us an opportunity to relax and enjoy each other's company.

In May, AUPE President Guy Smith and Dianne Worley (then Local Chair) met with Irene Lewis and Michael Dyer for an informal discussion. This was the first time that our AUPE president had arranged a workplace meeting with Executive. Also, a number of the Chairs in the Education Sector of AUPE, including Lethbridge College, University of Calgary, NAIT, and SAIT met with Doug Horner, Minister of Advanced Education and Technology, at the Alberta Legislature to discuss funding, budget cuts, and other education-related concerns. These meetings led to a greater understanding of the commonalities faced by the different schools and colleges. ➡

### Latin Quotes

ab imo pectore “from the bottom of my heart”

amor vincit omnia “love conquers all”

ad victoriam “to victory”

Ductus exemplo “Leadership by Example”

dum vita est, spes est “while there is life, there is hope”

magno cum gaudio “with great joy”

Non scholae sed vitae discimus “We learn not for school, but for life.”

nulli secundus “second to none”

nunc est bibendum “now is the time to drink”

nunc scio quid sit amor “now I know what love is”

pace “with peace”

primus inter pares “first among equals”

quando omni flunkus, mortati “When all else fails, play dead”

sapere aude “dare to be wise” ➡

## Addendum to the President's Message

### SIR II 3.8 New Benchmark

Since writing the original President's message, I have had two meetings with Gord Nixon, VP Academic, the latest one (October 15, 2010) in which the Associate VP Academic, Lee Halde-man was also present.

Through these discussions, it has been agreed that although I do not agree with the movement of the SIR II bar to 3.8 I do understand the reasoning behind the movement. Over the last few years, the exit survey information on instruction has been dropping. The effort to move the bar to 3.8 is an attempt to help Instructors improve their teaching. Having said that, the following is what has come out of these meetings:

It has been clarified that

1. The approach to look at SIR II results is a trend, yearly overall average (3.8).
2. Individual SIR II reports are NOT to trigger a SIR II action plan if the average is still above.
3. If the SIR II has a score lower than 3.8 on Question 40, then the Instructor and Academic Chair are to review the SIR II results, specifically looking at the sections which are under the control of the Instructor, as well as the comments that are made by students. These sections are as follows:
  - A: Course Organization and Planning
  - B: Communication
  - C: Faculty/Student Interaction
  - D: Assignments, Exams and Grading
  - E: Supplementary Instructional Methods

If the above sections are indeed good scores, then an improvement plan for the individual may not be necessary. Instead what may be looked at is a course improvement plan and what areas of the course could be changed, not what the Instructor needs to change.

4. Sections F: Course Outcomes, G: Student Effort and Involvement and H: Course Difficulty, Workload and Pace are outcomes and perceptions solely from the student point of view. Ideally these sections should be centered at a 3 or close to it.
5. Any individual section does not have to be at 3.8, and a SIR II action plan will not be implemented as a result of an individual section.
6. The BAR for this Academic Year, 2010/11, will be 3.8 and will not be applied to last year's results. If you meet the previous bar of 3.5, you will not be mandated to prepare a SIR II action plan.
7. If you are currently between 3.5 and 3.8, a "Teaching Excellence" plan will be used that is to help prepare you for the new movement to 3.8 for the 2010/11 Academic Year. We both have agreed that while it may look like an "action plan" the focus of the "Teaching Excellence" plan will be one that helps you prepare for the raised bar by focusing on what you're doing well and what may help, such as having CITD come into the class and give you feedback and tips.

8. Again a reiteration that the purpose of the SIR II is not to be punitive; however, both parties must agree to take some ownership and make attempts to improve. The failure on an Academic Staff Member's side to actively attempt any changes or improvement will bring about performance management. This is seen as a last choice, and as long as the Academic Staff Member is trying and some areas do improve, then the "performance management" would not become an issue. It is also important to note that if the Academic Staff Member is told to try some things, he/she should try them. If the results are good, then improvement is made; but if the results aren't good, then a new plan needs to be made and this again would not induce "performance management" as he/she had tried the suggestion given to him/her.
9. For those on a SIR II Action Plan already because they were below the 3.5 standard used for last year, they will continue on with the plan. The bar is set a bit higher now, but as long as there is improvement, they would simply continue with the plan and fine tune as time goes on. Hitting the bar--this is where Gord and I may disagree slightly--may not be achievable, but a lower mark should be identified with an attempt to increase to the bar but achieving the lower mark shows improvement and an honest attempt at improving the overall requirement.
10. A SIR II score of lower than 3.8 does NOT mean you cannot get PD. In fact, it points out that some PD may be required to help you, dependent on the factors which are in your control. What is being restricted is travel conferences. What was expressed to me was that the conferences such as NISOD would be restricted as SAIT wants you to focus on what you need, not to be travelling while still trying to work on improvements. Gord also stated that if there was PD specifically aimed at your area of expertise then there would be no automatic refusal as that would be counter-productive.

This list is long with some detailed descriptions. Gord, Lee, and I agreed that training about how to use the SIR II and interpreting the results are needed on both sides. With this in mind, we are committed to helping Instructors improve and will continue over this year to have discussions on the SIR II aimed not at how bad the Instruction is but how to help individuals enhance their teaching.

I do view these last meetings that I have had as a very positive approach to a situation that has often caused much heated debate. By continuing to work for a solution rather than focus on what's broken, together both SAIT Management and Academic Staff can work together to create the Academic Excellence that both parties truly want. ♦♦

### Test Your Lateral Thinking

Acting on an anonymous phone call, the police raid a house to arrest a suspect murderer. They didn't know what he looked like, but they knew his name was John. Inside they find a carpenter, a lorry driver, a car mechanic and a fireman playing cards. Without even asking his name, they immediately arrested the fireman.

How do they know they've got their man?



## Analyze (Pronounced Anal Lies) Studies, Surveys, Statistics and the Ubiquitous 1-5 Scale

*Anonymous*

In our society today we are inundated with surveys, polls, studies and whatever else we want to call them on an almost daily basis. Most of us will receive at least one phone call this week asking us to participate in a study or poll of some sort. When we do any kind of on-line activity, there is a good chance that a “Survey Monkey” of some sort will pop up asking for a few short minutes of our time. I just bought a new car and within a week the manufacturer sent a survey for me to pass judgment on the dealership. While it is easy for most of us to say “no thanks” and click off or hang up on the pesky pollsters and snide surveyors who make their living by asking us to rate something or someone on a scale of 1 to 5, it’s not so easy when it extends into the workplace.

We use some type of survey in so many areas. We answer questionnaires to determine our learning style and perhaps to chart our career path. Students complete entrance surveys, exit surveys, and SIRS several times per semester. We complete Hay surveys, ACIFA surveys, and perhaps several other SAIT or industry surveys that pop up on our desktops from time to time. Even as I write this, another survey from a SAIT department has popped up on my e-mail.

Why is there such an obsession to analyze? Is it simply that we are driven by the companies that make a living doing studies and are made to feel we are losing sight of something if we don’t participate in some way, or is there more? Of course, we all want to know how we are doing. We want a report card. We want to know how we compare to our peers. Our bosses want to have some sort of scale with which to judge our performance. This is understandable. The modern method of doing a study or analysis of any kind is to use the ubiquitous one to five scale to rate whatever we are asking or being asked. Of course, this type of data collection is supposed to be simple, repeatable and can be analyzed with a computer. That’s why it is done that way. The real question has to be what the validity of such studies is.

Gone are the days when you could give feedback or opinions in the form of a “sentence.” Yes the sentence—you may have heard of a time when we used such literary tools to express ourselves. Perhaps you have even used the “paragraph.” There was a time when effective communication was done by stringing words together in such a fashion to create meaning and express our feelings. Unfortunately that would require someone to actually read the said expressions and perhaps even contemplate their meaning. Our greatest computers are incapable of deriving the gist of a sentence or the meaning of Hamlet. We need to apply a number to everything so the great computers can crunch the numbers and tell us how we feel. We are trying in vain to quantify the intangible. Imagine if we took this business paradigm to our homes and rated our children, our spouses, the meals they made and their lovemaking on a 1-5 scale. I suspect professional help would be required to save those marriages.

One has to really question the validity of using one word answers or rating someone else’s words on a 1-5 scale. Questions can be worded to give a desired and skewed result or they can simply be nebulous and require clarification of conditions before any kind of answer can be given. We’ve likely all heard the question: “Do you like surprises?” How one were

to respond to that on a 1-5 scale would of course depend on whether it meant a good surprise like winning the lottery or a bad surprise like losing your job. The same lack of clarity applies to almost any situation. At SAIT we use the Hay group survey and are asked to rate various parts of the organization on 1-5 scales. We are all obviously more complicated than that. You can’t assess the effectiveness of an entire management group by a simple number. Yet that is precisely what we seem to keep attempting. We get results of these nebulous surveys and we analyze them to death as if they had real meaning. We all know that the results can vary depending on a variety of factors including the politics of the day, the weather, the time of year, those latest issues and so on. The surveyors would like us to believe that “it’s all taken into account” and we should just accept the results as valid, but are they? A large percentage of the population never responds to surveys: therefore, that entire demographic is left out. Likewise a large percentage of SAIT staff never complete the Hay survey. Perhaps they are tired of being surveyed to death or perhaps they simply believe the results are not valid. If 30 percent of staff never respond, is their opinion not valid or are they assumed to have the same percentage breakdown of those who do respond. This type of assumption is likely wrong.

The argument, of course is made that “it may not be the perfect tool, but it’s the best we have.” That may be true. Perhaps we must satisfy our hunger for numbered results to intangible thoughts and feelings, and we must gobble up what we can. Do I feel that the results of this type of survey are always bogus? Of course not. I just throw it out there that perhaps we should back off and take survey results with a grain of salt.

Now please complete the following survey:

On a scale of 1–5, with 5 being the best, please rate the following.

Surveys like this are useful.	1	2	3	4	5
You like completing surveys.	1	2	3	4	5
This article is useful.	1	2	3	4	5
This article is useless.	1	2	3	4	5

When you have completed the answers, please carefully fold this sheet into a paper airplane and toss it. ✈

### Our Strange Lingo

When the English tongue we speak.  
Why is break not rhymed with freak?  
Will you tell me why it’s true  
We say sew but likewise few?  
And the maker of the verse,  
Cannot rhyme his horse with worse?  
Beard is not the same as heard  
Cord is different from word.  
Cow is cow but low is low  
Shoe is never rhymed with foe.  
Think of hose, dose, and lose.

