

# SAFETY

## How Safe is Your Workplace?

SAIT policies and provincial occupational health and safety regulations are in place to ensure that workers have a safe working environment. The SAIT policies and provincial regulations are referenced in this article.

Policy HS.1.1 of the SAIT "Board of Governors is to commit to a health, safety and environmental protection program for the benefit of its staff, students, property, other workers who enter onto the property of the Institute and the general public."

SAIT policies are accessible to employees on mySAIT.ca. Below are excerpts from policies HS.1.1 and HS.1.2—

*The SAIT Occupational Health, Safety and Environment Section of Campus Operations and Maintenance shall provide guidance and direction for the overall Institute health and safety program.*

*Department Deans, Directors and Managers shall be responsible for implementing departmental health and safety policy, program and procedures and to provide proper equipment and training.*

*The Goal of the Occupational Health and Safety Program shall be a healthy, injury-free work place for all employees, students, contractors and visitors.*

*All SAIT operations shall adhere to all applicable Federal and Provincial regulations dealing with environmental impact and serve as a model of environmentally conscious operation.*

*SAIT academic programs shall include a strong component of environmental awareness training applicable in the relevant industry or discipline.*

The SAIT/SAFA Collective Agreement Section 22 provides for a Joint Worksite Health and Safety Committee. There are three faculty members on the SAIT Health, Safety and Environmental Council—**Ernie Grummett**, Energy; **Gary Wagner**, Construction; and **Laurie Walline**, Health & Public Safety.

Section 24 of the Collective Agreement stipulates that "protective clothing and safety equipment shall be supplied by the Employer as required by the Occupational Health and Safety Act including the Regulation thereto."

Alberta's new Occupational Health and Safety Regulation, which took effect on March 31, 2003, deals primarily with administrative and policy issues. The new regulation can be viewed at the Queen's Printer website [www.qp.gov.ab.ca/documents/Regs/2003\\_182.cfm](http://www.qp.gov.ab.ca/documents/Regs/2003_182.cfm)

The *Alberta Occupational Health & Safety Magazine*, in its September 2003 issue highlighted the workplace regulation.

*Critical workplace documents must be in writing and available to affected workers. If an employer is required by the Occupational Health and Safety Act to prepare a report or plan, or to develop or put procedures in place, the report, plan or procedures must be:*

- In writing
- Available at the work site to the workers these documents affect

*Having reports, plans, and procedures in writing proves that these documents have actually been prepared and increases the likelihood that they've been well thought out and are useful.*

*Employers must ensure that workers carry out the safety-related duties required of them. If the Act, a regulation or an adopted code imposes a duty on a worker, the Employer must ensure that the worker performs that duty. The Employer, who controls the work site and how work is done, is responsible for health and safety at the site.*

*A worker must report any unsafe equipment to the employer. In the past, section 16 (2) of the General Safety Regulations required a worker to remove from service any unsafe equipment under his or her control. However, since accountability for health and safety and work site operations rests with the Employer, the Employer, not the worker, should be the one deciding what actions need to be taken. Therefore, workers are now required to make their Employer aware of the unsafe equipment so that the Employer can take appropriate action such as stopping work, removing or isolating the equipment or repairing the equipment.*

SAIT has an obligation as an employer to provide a safe working environment. If there are health and safety concerns in your work area, contact your Dean, one of the faculty members on the Health, Safety and Environment Council, or the SAFA office. ♦

### IN THIS ISSUE

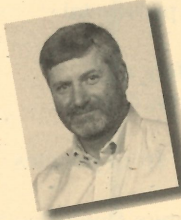
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## PRESIDENT'S MESSAGE



by Ed Logue

I believe that one of the main contributors to stress and low morale at SAIT is the perceived lack of job security. Recent developments like the continuing rumor of up to 80 position abolishments and the abolishment of two permanent faculty in the CALS Department have only added to this perception.

Due to these concerns, this is probably a good time to review the types of employment at SAIT.

Employment at SAIT is divided into two main categories, permanent employment and temporary employment. There are two types of temporary employment: temporary salaried employment and casual employment.

Temporary salaried employees are paid the same salary as permanent salaried employees, have the same benefits, and may opt to participate in the pension plan; however, their position is for a definite time, and they do not accrue position abolishment pay.

Casual employment is non-permanent employment on an hourly basis and, as such, was intended to be used sparingly.

At one time the majority of employment at SAIT was of the permanent variety. An employee was hired, worked a varying number of years, and resigned or retired. This was often referred to as having a career. This career gave employees a decent salary, decent benefits, great vacation, and a pension. Temporary employees were used mainly to replace permanent employees who were ill or on leave.

Today at SAIT, the reality is quite different. The permanency would seem to be gone from permanent employment. The case of Paula and Kevin, the two instructors in the

CALS Department, shows us that the Employer feels that simply by paying position abolishment (redundancy pay), they are free to terminate permanent employees and have their work performed by temporary employees.

It should be noted that the Association does not agree with the Employer's position in this matter, and an arbitrator will soon decide the issue.

The use of temporary employment has also increased dramatically at SAIT. The use of the terms "temporary" and "casual" would seem to imply that this type of employment would be used for specific short-term courses (programs) and not for courses (programs) that continue year after year. The Employer does not see it this way. To the Employer, the terms "temporary" and "casual" are synonymous with low cost and are to be used wherever possible. It was never the intent to have temporary and casual employment that is, in fact, permanent in nature.

In conclusion, it has come to the attention of the Association that some temporary and casual employees have been told that by working for a number of years as a temporary or casual employee, they will eventually become permanent. There are non-permanent employees who have worked for over seven years at SAIT and have not been made permanent, while the Employer has continued to hire permanent employees, so I would put very little faith in such a promise. ♦♦

## SAFAGRAM

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SAFAGRAM is published by the Sait Academic Faculty Association (SAFA) five times a year on or about the first days 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. Please keep submissions under 300 words, double space, and, if possible, submit on floppy disc (Mac or DOS) with an accompanying hard copy. 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.**

## SAFA Apprenticeship Award Recipient Thank You

December 16, 2003

I would like to take this time and sincerely thank you for the SAFA recognition and achievement reward. As a single father with two young children, this reward is truly a blessing, especially at this time of year.

So thank you again from myself and all my family. I look forward to returning to SAIT in April 2004 to further my studies in this trade.

Gerri Cappelli  
Electrical Apprenticeship Student

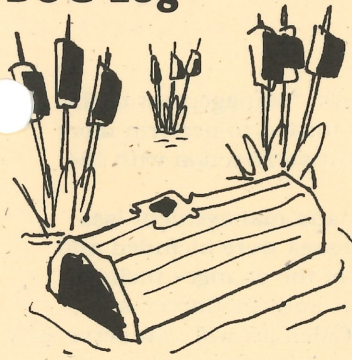
## New Employment Insurance Compassionate Care Benefit

Beginning January 4, 2004, up to six weeks of Employment Insurance (EI) Compassionate Care Benefits will be available to EI-eligible workers who must be absent from work to provide care or support to a child, parent, spouse, or common-law partner who has a serious medical condition with a significant risk of death. The six weeks of benefits can be taken within a 26-week (six-month) time frame.

The Compassionate Care Benefit is responsive to business and accommodates business's ability to retain a skilled work force by bearing some of the cost of employees who take time off work to care for gravely ill or dying family members.

Human Resources Development Canada  
HRDC Web site [www.hrdc-drhc.gc.ca/ae-ei](http://www.hrdc-drhc.gc.ca/ae-ei) ♦♦

## BOG Log



by Marcel Carpenter\*

On Tuesday, January 27, the first meeting of the Board of Governors (BOG) for 2004 took place. Our role as governors is to oversee and be accountable for finances, policies and procedures, and pretty well everything else that is of a strategic nature. We do not get involved in anything operational as that is the responsibility of the SAIT CEO and her executive.

I appreciate the opportunity to communicate with you concerning the Board as it allows me to address a number of frequently asked questions.

***I have a really burning issue I want you to present to the Board for me. Will you do this?***

Often I am asked to take an issue to the Board. There is really no accommodation for any such request unless it fits the criteria of a strategic agenda item.

***Whose side are you on? How can you possibly represent my interests?***

Both Doug Chudleigh and I sit on the Board as faculty representatives, and we have an equal role to play with the other members of the Board. We represent the thinking of faculty

by voicing our unique perspective concerning the various topics under discussion.

***Do you ever accomplish anything?***

We strive not only to achieve our goals annually but also to wrestle with realities few even consider. Succession planning, fiscal accountability, institutional positioning, lobbying, and many more areas fall under our jurisdiction.

***Isn't the role more ceremonial than useful?***

Doug sits on the Expansion Subcommittee, and I attend the Governance and Priorities Subcommittee of the Board. There is an Audit and Finance Subcommittee, an Executive Committee, and a Chairman's Circle. With regularly scheduled meetings, social functions, speaking engagements, and committee work, we average approximately 20 hours a month of service to the Board.

***Who exactly is on the Board?***

For detailed information, go to the SAIT website and all the information can be found online including biographies, governance responsibilities, as well as our mandate. Essentially our membership consists of 10 public members, 2 faculty members, 1 non-academic member, 2 students, and our CEO.

***Why all the secrecy?***

It is neither a covert operation nor is it the proverbial "House of Lords." The confidentiality of our discussions is designed to protect the interests of SAIT as it endeavours to be successful in a highly competitive marketplace. There is only one spokesperson for the BOG and that is the chairperson, Doug Mitchell.

***Doug Log***

I'll twist Doug Chudleigh's arm to have him address some of the remaining FAQs in the next issue of the SAFAGRAM. The BOG reconvenes in late February. ♦♦

## FAQs



### Know Your Collective Agreement

by Heather Sagan

**FAQ: During what hours can instructors be scheduled throughout the day?**

**A:** Instructors can be scheduled for classes between 8:00 a.m. and 6:00 p.m. Class contact hours cannot exceed the greater of 20 hours or 3% of the applicable unit standard class contact hours in any given week averaged over a 16-week period unless agreed to by the Instructor.

Class contact hours cannot exceed 6 hours in any given day unless agreed to by the Instructor (Section 36 SAIT/SAFA Collective Agreement).

The normal hours of work for academic staff members in the Instructor category **shall not exceed 40 hours per week or the equivalent on a monthly or annual basis.**

**FAQ: How many days sick leave are available before Long-Term Disability (LTD) commences?**

**A:** Section 26 of the Collective Agreement sets out the number of days of general illness leave available to

academic staff members. After six years of service, faculty members are entitled to the maximum of 80 days general illness leave (60 days at 100% salary plus 20 days at 70% salary).

An eligible academic staff member who becomes ill or disabled and who, as a result of such illness or disability, is absent from work for a period of 80 consecutive work days, may apply for long-term disability benefits under the LTD Plan (Section 28 of the SAIT/SAFA Collective Agreement).

**FAQ: Are there any paternity benefits available to faculty members?**

**A:** Yes, there are paternity leave benefits covered by EI available to academic staff members.

**Independent Contractors pay SAFA dues and receive the following benefits:**

- Advice from the Association on a variety of issues
- Legal opinion if deemed appropriate by SAFA Executive Committee
- Indirect benefit from the salary grid in the SAIT/SAFA Collective Agreement
- SAFAGRAM newsletters
- SAFA social functions ♦♦

## Management of the Academic Year

by Lynn Hoover, Enrollment Management Project Coordinator

When a deadline is missed, it doesn't just mean a delay in that particular project or service. It's more like a domino effect where one thing after another will eventually collapse. For example, if curriculum change were to be delayed, it could make course modules late, delay loading and scheduling, and lead to students receiving incorrect course information via the academic calendar.

To avoid these kinds of potential problems, a new integrated process was created called the **Management of the Academic Year**. The concept originated through recommendations in the Enrollment Management Committee Report. The Enrollment Management Steering Committee, which includes representation from academic departments, Finance, Customer Services, and Marketing & Communications, is now moving it from concept to implementation.

**Management of the Academic Year** is essentially a document that identifies key processes and timelines for every function that impacts students. It's a more sequential flow that strategically aligns budget, curriculum, recruitment, timetabling, etc. Alex Zahavich, Interim Dean of Energy, says, "It provides an excellent roadmap for organizing the work year and creating a clear sense of operational direction."

The primary goal is to improve the overall SAIT experience for our students, and this tool has already helped align our processes to benefit students. Fraser Wilson,

Dean of Business & Tourism says, "Management of the Academic Year will help the institution to perform more efficiently and to improve student satisfaction with the SAIT learning environment."

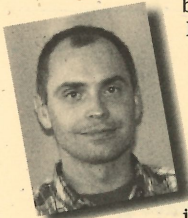
Feedback from faculty, staff, and management was gathered to ensure all key processes were included and integrated appropriately. Some of the changes include timing of the Academic Calendar and the Career & Program Guide. The Academic Calendar will now serve as a retention tool and will be printed just prior to the upcoming academic year to ensure more accurate and timely information. The Program & Career Guide will serve as the recruitment tool and will be printed in August for the following academic year.

Irene Langille, Advisor to the Vice President Academic, says "It (Management of the Academic Year) will function as a reference in planning work and understanding deadlines. It is a tool that can inform future planning; if we contemplate a change in one area, we can see the impact it will have in other areas."

**Management of the Academic Year** was presented and approved by Deans' Council, Management Council, and Executive Management. Plans are underway to move forward with campus-wide rollout. Faculty will receive presentations in their academic department or program meetings. ♦♦

## Laptop Classroom Management

by Tim Loblaw  
Faculty Development Services, Centre for  
Instructional Technology and Development



Laptop classroom management: oxymoron or the impossible dream?

If you're a laptop/e-Learning instructor, you've probably already had to deal with issues of classroom management. Laptop classroom management can take on many forms: from troubleshooting the technology, to failing to connect to the network, to monitoring web browsing, to curbing the instant messaging.

So what can you do to effectively manage the laptop environment while at the same time maximize the learner experience? (How many times have your students raised the issue of the "technology access fee" when you ask them to close their laptops?)

In 2003, I had the opportunity to work with a number of SAIT instructors whom I would identify as champions in laptop learning. The group collaborated to identify common issues that SAIT instructors face in the laptop-based programs and to initiate a process for establishing a SAIT community of resources in laptop learning. The group assembled based on a goal set by the 2002-2003 SAIT Academic Council: Evaluate the effectiveness of laptop learning.

Obviously, based on the title of this column, classroom management emerged as one of the key issues. Instructors generally face challenges in the laptop classroom with respect to student deportment and inappropriate use of the

laptop. But the topic is larger than student deportment; classroom management also involves structuring class time so it isn't all lecture-based and adjusting the lesson plan to accommodate all types of learners. One effective practise of dealing with the classroom management challenges is to establish a "learning contract" with your students. Hold a session at the beginning of the semester and, collaboratively, come to an agreement about what you (instructor and learners) will tolerate within the classroom with respect to behaviour. Expand the definition of "behaviour" so it includes laptop behaviour. You can even go so far as to print the contract and have every stakeholder (including yourself) sign it. As the semester progresses, refer to the contract whenever issues of classroom management emerge.

The group's recommendations are by no means a panacea to laptop classroom management, but the collective experience and practises of SAIT laptop instructors do represent a community of resources. SAIT Academic Council has given itself a similar goal for this academic year: Establish a standing subcommittee to research, monitor, and advise Council on issues in laptop learning. Curriculum Council has also established a subcommittee for the purpose of increasing the effectiveness of laptop learning. I have the opportunity to represent faculty on both these subcommittees, but let's share our community of resources. If you want to be involved with either subcommittee, directly or indirectly, please contact me, ♦♦

## LIBRARY REPORT



by Dave Weber (284-8476) and  
Nora Robinson (210-4073)

- ⇒ On January 12, the Library hosted an open house for students and staff in the Architectural Technology program to celebrate their display of interpretive pavilions on architectural themes. The pavilions, which are the final project for the ARCH361: Architectural Theory and Design course, illustrate and explain the work of either prominent architects or historic and cultural architectural styles. The pavilions include explanatory panels and scale models. This year's pavilions look at the work of Arthur Erickson, Richard Meier, and Santiago, and illustrate Japanese, organic, interpretive, and Palladio styles of architecture. Darcy Ellison and Robert Scott co-teach the course. We are pleased to provide the venue for the entire campus to see the results of their students' work. The interpretive pavilions will be on display until February 12, and we invite everyone to drop by for a look.
- ⇒ On January 29, the Library is again hosting the Photojournalism student work display. Last year's display was very successful. The Photojournalism work will be on display until the end of February.
- ⇒ The Library is renovating to improve service. Level 1 Information Desk is being redesigned to improve our staff visibility to library users. The redesign will also improve the traffic flow at the library entrance. Installation of the new Level 1 Information Desk is scheduled for early March. We have also installed new flat screen monitors at our information desk workstations and at some of the public-use workstations. The flat screens take up less counter space creating more work space for the computer user.
- ⇒ The library reserve collection now includes textbooks. If a title in our collection is a textbook, it has been moved from the circulating collection to the reserve collection and designated for a 2-hour, in-library use loan. Textbooks received from instructors have been put on reserve. It is not the Library's intention to substitute a copy for mandatory course textbooks, and we do not usually purchase textbooks. By moving books that we had in the collection to a reserve collection, we will be able to provide students with more equitable access on a limited-time basis to books that they are expected to purchase for course work. If you would like more information about putting textbooks on reserve, please contact Jean Amatt (local 8682).
- ⇒ The new due date for semester loan materials is May 14, 2004. ♦

## Humor

These individual quotes were reportedly taken from actual employee performance evaluations. You may want to consider using them for someone you work with.

"He would be out of his depth in a parking lot puddle."

"This young lady has delusions of adequacy."

"He sets low personal standards and then consistently fails to achieve them."

"This employee should go far, and the sooner he starts, the better."

"He would argue with a signpost."

"A photographic memory but with the lens cover glued on."

"Gates are down, the lights are flashing, but the train isn't coming."

"If you stand close enough to him, you can hear the oceans."

"It's hard to believe that he beat out 1,000,000 other sperm."

"One neuron short of a synapse."

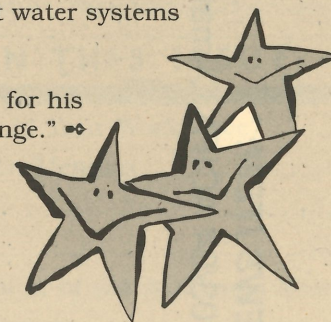
"Some drink from the fountain of knowledge; he only gargled."

"Takes him 1½ hours to watch 60 minutes."

"The wheel is turning, but the hamster is dead."

"He turns off electric hot water systems during a gas crisis."

"If you give him a penny for his thoughts, you'd get change." ♦



**NEWS ITEM:**  
2003/04 ACIFA Climate Survey results released

Is just me, or is big wall  
of ice closer today?



# CLIMATE SURVEY