

Take a Hike

FILE COPY

by George Haeckel

Take a hike (ski) on the Ridge Trail at West Bragg Creek.

Trail head: Large parking lot at the end of the West Bragg Creek Road. Drive through town as though you are driving to Winter Green and cross the bridge over the Elbow River. Turn left at the 3-way stop immediately west of the bridge (instead of right to Winter Green). Drive to the end of the road.

Distance: About 10 km return, depending on how far along the ridge you go.
Elevation: About 300m, depending on how far along the ridge you go.

One of my favourite cross-country ski trips in the West Bragg Creek area is the "ridge trail." It is an unofficial trail that connects the Hostel Loop with the Telephone Trail in the West Bragg Creek network of trails. I have skied, biked, and hiked this trail. It is actually an old logging road that runs along the ridge between the west and east legs of the Telephone Loop. What makes it appealing is that it runs close to the top of the ridge through a number of old cut blocks giving fine views of the prairies and the front ranges (mostly Moose Mountain). In places, the trail is a bit overgrown with willow bushes. Some people who know about this trail do a bit of informal maintenance such as cutting back willows with pruning shears brought along for the occasion!

When there is at least 30 cm of snow on the ground, and before a Chinook hardens it, this is a fun trail to ski on. There are a few hills to go up and down. Gillean Daffern rates it as an "intermediate" ski. In lean snow years, such as this year, it can also be easily hiked during the winter. If you do walk when there are ski tracks, please be considerate of skiers and avoid walking in the ski tracks.

This trip can be made as a loop of varying lengths, or straight out and back. I prefer out and back because of the views.

- Begin on the Telephone/Hostel Loop, which starts out behind the ski patrol trailer about the middle of the parking lot.
- Head up a small hill to the first junction that is signed.
- Turn left to go up the hill on the Hostel Loop.
- Leave the Hostel Loop, which makes a substantial turn to the right (north), and continue on the trail that proceeds straight ahead. This is where you leave the official trail system. It is not a signed junction, although if you look up the Hostel Loop that you are leaving, you will see a sign indicating that it is a ski trail.
- Stay on this old logging road, which is easy to follow as it winds its way to the top of the ridge, affording fine views near the top toward the direction of Calgary, and then cross over to the west side, affording views of Moose Mountain. On the west side, the trail loses elevation gradually, crosses a gully, and then continues to descend into another cut block.
- At the lowest point on this southwest facing slope, another old logging road can be used to descend to the forest and the Telephone Trail on its west side. I generally continue along to the northwest to the top of another small hill with fine views of the front ranges. From here, I retrace my steps, although it is possible to continue on to the northwest and connect with the Telephone Trail.

For a complete description of this route, consult *Kananaskis Country Ski Trails* by Gillean Daffern, Rocky Mountain Books, 1992. ♦♦

IN THIS ISSUE

Take a Hike	1
President's Message	2
Library Report	3
Ask Your Association	3
Cadmus Foundation Trades Teaching Chair	4
Post-Secondary Education at the Crossroads	5
Art Exhibitions Displayed In the Library	5
Editorial Cartoon	6

www.safacalgary.com
 SAFA office is located
 in N201 Burns Building
 Phone - 284-8321
 Fax - 284-0005
 e-mail: safa@sait.ca



PRESIDENT'S MESSAGE



by Ceril Kenny

What is a Survey?

Webster's English Dictionary defines a survey as "a detailed study or inspection, as by gathering information through observations, questionnaires, etc. and analyzing it." As faculty, we are asked to complete various surveys—the SAFA survey, the ACIFA survey, and the SAIT (Hay) survey—climate surveys with questions about departments, managers, and members of the SAIT Executive.

Students are asked to complete the SIR II survey with questions on courses, programs, and faculty.

So far this academic year, faculty members have completed the SAFA and ACIFA surveys. The response rate for these was the highest in several years. We received the results of the SAFA survey in mid-January and will receive the ACIFA results in February. As instructors we were probably SIR-d more than once in classes in the Fall semester. The results will be given to us sometime this semester. (These survey responses are analyzed externally, presumably using statistical software. The results go to the sponsoring group.)

We are quite familiar with the SIR II document. The mean value of the responses to Question 40 "Rate the quality of instruction in this course as it contributed to your learning (Try to set aside your feelings about the course content.)" on the SIR II document for each instructor is called the "Overall Evaluation Mean." This value is compared with that

for North American two-year institutions, within SAIT, within departments, and is also tracked as a five-year trend for individual instructors.

This overall evaluation mean also appears on the instructor's PPR. The scale used goes from **1: Ineffective** to **5: Very Effective**. In other words, the higher the value, the better the result. The SIR II value on the PPR has changed from the range of 3.5–3.8, to the current value of 3.8, to what we have been told will be 4.0 on the next edition of the PPR document. From what I understand, instructors whose annual mean value for Question 40 falls below 3.8 (currently) have to be counselled by their managers/coordinators on how to improve their teaching to reach the desired value (at least 3.8), with the recommended course of action documented in the PPR.

The current report for the SAFA survey was produced on the scale of responses to the questions from **1: Very Poorly** to **5: Very Well**. In other words, as with the SIR II report, the higher the value, the better the result. There is no "Overall Evaluation Mean" reported in the SAFA survey, but the best result was to the question: "How well does SAIT live up to its Mission Statement? 'SAIT shall be an innovative organization equipping people to compete successfully in the changing world of work by providing relevant, skill-oriented education.'" The mean value for the responses for this question was 3.09. The poorest response was to the statement: "SAIT's senior management fosters and encourages open, honest communication within departments." The mean value for the responses for this question was 1.75. For both of those items, the number of responses was the same.

I realize that the two surveys are not exactly equivalent, but I think that we can, practically and perceptually, ask how the results from the SAFA survey compare with the SIR II value of 3.8, which is a stated minimum requirement for faculty before remedial action is required. ♦♦

SAFAGRAM

Editorial Board

Hilde Clovechok
Stewart Hall
Heather Sagan
Pat Squibb
Wendy Strashok
B.J. Hamilton—Cartoonist

Layout

Luda Paul

Printed by

Quick Print Graphic Services

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.ca. Please keep submissions under 300 words, double space. 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.

Daffynitions

Energizer Bunny arrested—charged with battery.

A pessimist's blood type is always B-negative.

Practice safe eating—always use condiments.

A Freudian slip is when you say one thing but mean your mother.

Shotgun wedding: A case of wife or death.

I used to work in a blanket factory, but it folded.

If electricity comes from electrons, does that mean that morality comes from morons?

A hangover is the wrath of grapes.

Corduroy pillows are making headlines.

Is a book on voyeurism a peeping tome? ♦♦

Please NOTE:**Canada Day and Remembrance Day, 2006**

Canada Day will be observed on Monday, July 3, and Remembrance Day will be observed on Monday, November 13.

LIBRARY REPORT



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

⇒ People

The Library would like to extend a warm welcome to the new Dean of CALS, Greg Michaud. We look forward to working with Greg to make the SAIT Library the academic focal point of the campus. Jing Jiang, hired by Information Systems in fall 05, is the new library systems support staff. She has been busy with SIRSI training both here and in Alabama over the past few months. She will be instrumental in the next library system user interface upgrade called I-Bistro that is scheduled for the spring. This upgrade will include more item content information and even book covers.

⇒ Practicums

The Library hosted a Library Information Technology (LIT) practicum student for three weeks in January. The student completed projects and tasks assigned by staff in sections ranging from the Information Desk to the archives. The Library is also hosting the annual LIT LIBR 295 circulation practicum at our Information Desk.

Collection and Resources News

Over 2,300 new electronic books were added to the collection in January. This brings the electronic book total to almost 30,000. Instructors, staff, and students can access this collection on or off campus via "Catalog Search" in the "Search Library Resources" link in the home page, www.sait.ca/library. Searchers can locate and open the full content of individual electronic books by using the search term box in "Quick Search" or view all books by selecting electronic books from the "Item Type, Search Limit," pull down menu in "Power Search."

⇒ Research & Knowledge Management Unit News

Zahina Iqbal and staff have begun the planning process with CITD and the Chinook Lodge to develop an online Aboriginal Centre and Faculty Resource Centre.

⇒ Art Exhibitions Displayed In the Library

The SAIT Library hosted its first-ever SAIT staff artwork exhibit from November 14 to December 16. Fourteen instructors and staff from six departments displayed photographs, wood sculptures, fabric art, paintings, blown glasswork, and mechanical sculptures. (See photos on page 5.)

The Library once again hosted the Architecture program ArchiEXPO. Thirteen teams of second-year students in the ARCH 361 class produced a design proposal for a small pavilion consisting of a model and information display board. Each proposal explained the style of a prominent architect, historic architectural style, or cultural building tradition. The exhibit was displayed from January 9 to February 3.

⇒ Library Renovations

Lowering several shelves to 1.5 metres and reorienting several high 2-metre shelves in the magazine area have improved sight lines across the library and to the north-end bay window. To improve circulation and in-library use, the English as a Second Language and Children's Literature collections were moved from the main circulating shelves to dedicated low shelving near the lower level Information Desk.

Planning is underway to incorporate approximately 300 square metres of space next to the Library entrance into desktop/laptop access space. This renovation will need two new sets of library doors, a new library information desk, and new book drop, plus workstations, a printer, a photocopier, and a print-release station. ♦♦

ASK YOUR ASSOCIATION



by Heather Sagan

Q: Are staff allowed to bring their dogs to the office? Does SAIT have a policy about this?

A: SAIT does not have a policy on bringing pets to the office. We were, however, advised that faculty/staff cannot bring pets to the office and that this may be covered by City of Calgary By-laws regarding pets in public places. The other concerns are that some people may be allergic to pets and/or the dogs may be of a vicious nature.

Q: Do temporary salaried Instructors have to re-apply to a competition to continue in their position?

A: If a temporary salaried Instructor is hired through a competition, the position can be renewed without re-applying; however, the Dean/Director of the department may decide to re-post the position. Temporary salaried Instructors who have been hired through a competition can be transferred to a permanent position without going through another competition.

Q: Do permanent Instructors have the first right to participate in the teaching of Continuing Education classes?

A: Pursuant to sub-section 36.09 (d) of the SAIT/SAFA Collective Agreement, permanent Instructors do have the first right to participate in instruction given after 6:00 p.m. ♦♦

Cadmus Foundation Trades Teaching Chair

by Jack Firth

Continued from the Nov./Dec. issue

Late January/February 2006

New Zealand

I propose to visit Australia and New Zealand to study their apprenticeship systems compared with Alberta's.

In 2001, New Zealand brought in a new system called the Modern Apprentice, a system that is administered by the Tertiary Education Commission (TEC). Broadly speaking, it is a system where persons called Apprentice Coordinators assist young people to:

- a) determine what trade they hope to pursue while still in school.
- b) find an employer in the specific trade and introduce the said apprentice to the employer.
- c) help the employer and apprentice agree on a contract of employment.
- d) make sure that the apprentice is learning the specific skills required for competency and that the employer is happy with the apprentice's progress.
- e) act as advisor to the employer and apprentice in dispute situations.
- f) advise, encourage, and mentor the apprentice through his or her two- or four-year apprenticeship.

Coordinators also market and promote apprenticeships within their region and industries: target audiences, industry associations, local employers and their associations, potential apprentices, schools, and the general community. I have contacted one such coordinator for information on the apprenticeship system, and I am waiting for a reply.

I am also in the process of contacting two colleges in the North Island of New Zealand to communicate with instructors to determine their course outlines in the engineering trades.

The Gateway program, which is possibly similar to the RAP program in Alberta, assists schools to make learning relevant and to broaden students' options by offering them both traditional and workplace learning. Students pursue individual learning programs, which allow them to gain new skills and knowledge within a workplace in their local community. The learning is hands-on and practical. I would like to learn more about this system and how it ties into the modern apprenticeship program.

My intention is to find out more about how the system is set up and what the practical applications are.

Because the school year in New Zealand starts in February, I am requesting that funding for this visit be extended. I would be prepared to research and prepare a report during my deferred leave, which commenced in January 2006.

Australia

Australia has a different apprenticeship system from New Zealand, but trades persons qualified in one country are recognized in the other. Both apprenticeship systems have special agreements for training of native persons, which I would like to explore.

I propose to visit two colleges in the Sydney area: one 40 miles north of Sydney, Gosford College, and the other in southwest Sydney, Bankstown College. The reason that I picked two different colleges is that I want to get an impression of a rural institute and a metropolitan institute. The rural institute, Gosford College, offers an introductory course in the metal-working trades course #3443, nominal hours 144. This course is for trainees in manufacturing, engineering, and related industry areas. It gives the student base-level skills required by a person working in these areas. I am hoping that this course is similar to the Alberta pre-apprenticeship courses. I know from my previous experience of working in New Zealand that the trades persons in both these countries were multi-skilled. I want to see if the courses taught reflect this.

Bankstown College offers apprenticeship courses. I intend to look at three different courses in the metal working trades:

Course # 3349 Engineering and Fabrication Trade Certificate 3

This course is for the metal fabrication apprentices working as boilermakers, welders, and sheet metal workers. The modules for the course are chosen according to the student's classification. All trades are in the same class, but modules relate to each particular trade.

Course # 3448 Engineering and Mechanical Trade Certificate 3

This course is for apprentices in manufacturing, engineering, and related industry areas. Mechanical trades persons such as machinists, millwrights, and diagnostic technicians attend.

Course #3452 3448 Engineering and Mechanical Trade (Toolmaking) Certificate 3

This course is for apprentices in the tool and die-making trade. At the present time in Alberta, there is no college training for this course. Alberta Apprenticeship and Industry Training is looking at setting up a course in this trade.

All these courses are specific to the trades I am knowledgeable in; however, I want to learn how they teach their apprentices, what teaching methods they use, and how much practical shop work is involved. I also want to know how broad-reaching their combined course outlines are. Also, I want to know how the apprenticeship system rates, according to the instructors, apprentices, and employers.

Respectfully submitted,

Jack Firth ♦♦



Post-Secondary Education at the Crossroads

February 24-26, 2006
Crowne Plaza, Edmonton

Public Interest Alberta, a broad-based advocacy organization, is hosting a conference on Post-Secondary Education from February 24-26 in Edmonton. The conference will bring together leading post-secondary education advocates and interested members of the public, provincial and local unions, members of the media, academics, and experts.

The purpose of the conference is to provide a forum where people can plan to make post-secondary education a system that is affordable, accessible, and top quality. The conference will be action-oriented so that all participants can have a key role in keeping Alberta's post-secondary education system moving forward.

Delegate fees for the conference are \$125 or \$75 for stu-

dents and under-employed persons. Please contact your local faculty association for more details. Registration forms are available from your local faculty association.

The keynote speakers, Jeffrey Simpson, Globe and Mail Columnist, and Peter MacMenamin, from the Teachers' Union of Ireland, will be making a special presentation in Calgary at 7:00 pm on February 23 at the Orpheus Theatre.

Tickets for the keynote presentation in Calgary will be available at the door for \$10 or at the SAFA office.

A full conference itinerary is now available. Consult the Public Interest Alberta website, www.pialberta.org, to get complete details on the post-secondary education advocacy campaign. Contact Public Interest Alberta at (780) 428-0471 for further information. ♦♦

Art Exhibitions Displayed In the Library

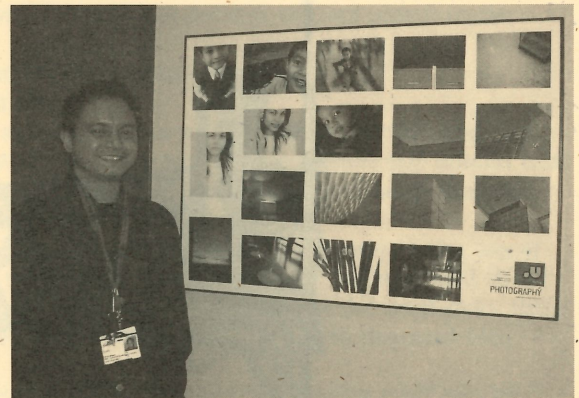


A display of a variety of artwork completed by SAIT staff

Photos and captions courtesy of Nadia Nastov – CALS Library



Leta Jeanes and Bruce Watson from CALS stand beside Leta's painting



Richard Manuel (CITD) stands beside a collection of his photography



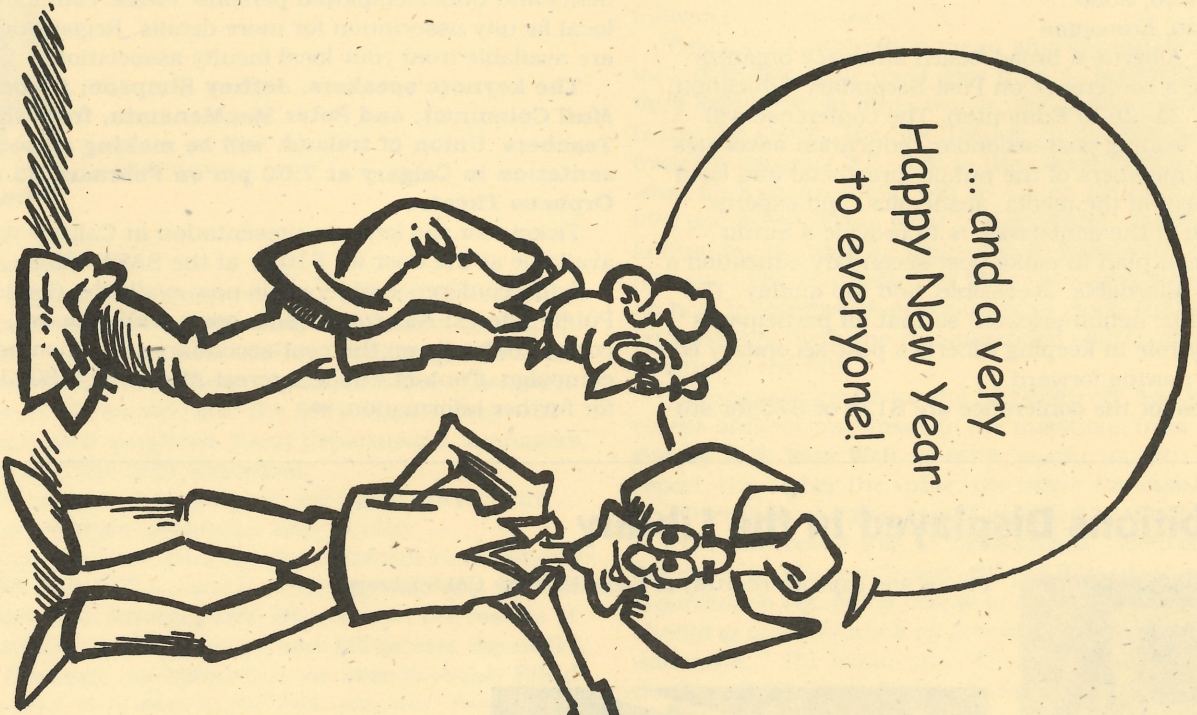
Rebecca MacNaughton stands beside her painting



Bruce Watson demonstrates how his mechanical structure prototype 'Operate' works

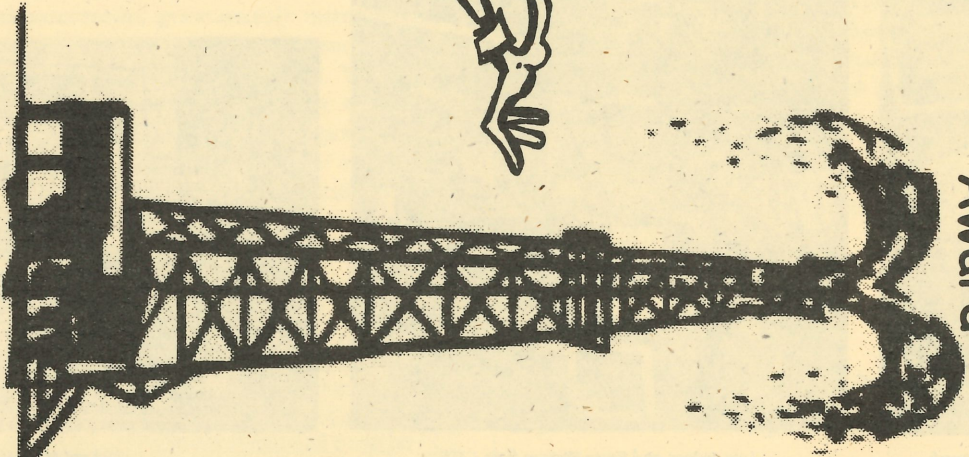


Staff art displayed in the SAIT Library

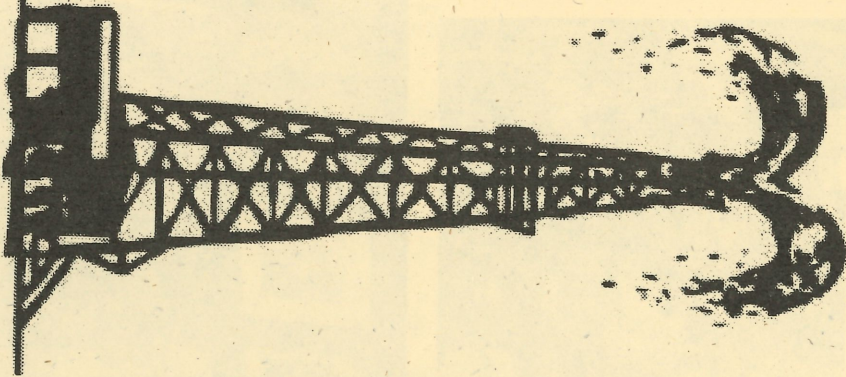


Arbitration

Award



Ralphbucks



Hamilton/2k6