

A+

Kay Hunter, B.A, B.Sc., M.Sc.



Kay Hunter, an instructor in the Career Communications section of the Centre for Academic Learner Services, has recently accepted a position as a Program Coordinator at the Foothills Medical Centre. February 25 was Kay's last day at SAIT.

Kay began teaching at SAIT in January 1989 and, over the years, has contributed to the SAIT community as an instructor and as a coordinator in her department, as a valued member of various department committees, and on the SAFAGRAM editorial board for the past three years. We, at the SAFAGRAM, will miss Kay's high standards, critical eye, and outstanding writing and editing abilities.

Thank you, Kay, for the exemplary work you have always done. Thank you for your standards of excellence that you expected not only of yourself, but also of your students. Thank you for being such a fine colleague: one who was always professional, reliable, and approachable.

We wish you success and career fulfillment in your new position as Program Coordinator at the Medical Centre. ♦♦

What are they afraid of?

The last year at SAIT has brought in a new level of paranoia in SAIT's management. Fear, intimidation and veiled threats are the management styles that have been exhibited this past year. An instructor takes it on himself to represent student concerns at a Board of Governors' meeting and he is fired. Coincidentally, his wife's contract services are no longer required. Why? Because he exercised his right and disagreed with management. It takes a lot of courage to do what he did, to confront management with concerns in support of students. What is this saying to us as an educational institute when instructors are fired for supporting student concerns? Are students not the primary reason why we are an educational institute? What are they afraid of?

Another instructor wrote a letter to the *Emergy Weal* and in the letter openly indicated that, because he was airing his views, he fully expects to be disciplined. He was sent a carefully worded letter that was just short of being a disciplinary issue. Interesting. What are they afraid of?

As a consultant in the 1980s, I worked with an individual named Kent, who was gung-ho on a new project in which I participated. In our meetings to plan and discuss the project, he invited one of the most negative and surly persons I have ever had to sit down to a meeting with named Dan. Dan found fault with every idea or concept discussed.

When Dan went to the washroom, I asked Kent why he had invited someone who is so negative. He replied that Dan's job was to be the "devil's advocate." It allowed Kent to see the pros and cons of each and every

project before jumping into a project. "Without Dan's input," Kent said, "my company would not be in the strong position it is today. I'm able to make decisions that I feel very confident about."

At SAIT, instructors who disagree with management are punished. E-mails are marked CONFIDENTIAL, participants in program meetings are told that the topics discussed are CONFIDENTIAL and that what is discussed is not to leave the room. It makes me wonder, Are we not a publicly funded government institution? What would be discussed in an e-mail that would require it to be marked CONFIDENTIAL? What would be discussed in a program meeting that would be deemed CONFIDENTIAL? What is so wrong with SAIT that we have to be blanketed with these confidential clauses now unlike the previous 80 or so years? What are they afraid of?

We have Deans spending their time on weekends trying to track down rumours—who said what to whom?—and phoning program coordinators to find out which individual leaked information to the students

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PERSPECTIVE



by Ed Logue, SAFA President

One of the primary functions of the SAIT Academic Faculty Association is to negotiate and enter into a collective agreement. This is of such importance that the government has made it a requirement of the Technical Institutes Act. So then, what is a collective agreement, and why is it so important?

A Collective Agreement is an agreement in writing between an employer and an association which contains provisions about the terms and conditions of employment of employees covered by the collective agreement. In a more general way, a collective agreement is a collection of commitments in writing by an employer, an association, and a group of employees to do certain things and not to do certain other things. It is a living record of the continuing relationship between an employer, an association, and a group of employees; binding on them all, to be respected or reviled but, in any event, to govern the relationship of the parties and provide a code of conduct for them to follow and enforce on each other.

As stated above, a collective agreement is binding on all parties: the employer, the association, and the employee. Contrary to appearances at SAIT, it is not always the employer who violates the collective agreement. An instructor, for example, who agrees to take time off in lieu of overload or overtime pay would be in violation of the collective agreement. Likewise, a coordinator who hires an instructor as a casual, knowing full well there is more than six months continuous employment for this instructor, would also be in violation of the collective agreement. As faculty, we are bound by the collective agreement and must adhere to it. The collective agreement is not a "buffet" where we can pick and

choose the parts we like and leave the parts we don't. Whether we love it or hate it, we must live with it.

Another important aspect of a collective agreement, as stated in the definition above, is that it must contain procedures for the settlement of differences between the parties. This is the Grievance Procedure, and it is also a requirement of the Technical Institutes Act for all collective agreements. Any faculty members who feel their rights under the collective agreement have been violated can and should grieve.

The collective agreement is an important document, and every faculty member should have a copy. It is hard to know if you are being treated fairly if you don't know what your rights are. Under the terms of the collective agreement, the employer must give all new faculty members a copy; however, this is not always done. Any faculty member who needs a copy of the collective agreement should come to the SAFA office (N201) to pick one up or call us at 8321, and we will send you a copy.

PS: If you want to know who SAFA is, you should just look in the mirror! ♦

FAQs



by Heather Sagan

FAQ: Are part-time salaried instructors eligible for overload and how is it paid?

A: Part-time salaried instructors are eligible for overload pay. Overload pay will be based on the full-time salary at the instructor's salary grid level. For a half-time instructor position (or a position less than full-time hours), any hours of overload must be paid at the FULL overload rate.

FAQ: Can instructors hired on a contract (casual) basis and then moved into salaried positions have their date of employment in a salaried position backdated?

A: There are many instructors who are hired on a contract (casual) basis and then after a few, or several, months of employment are moved into salaried positions. If instructors have been teaching full time in a casual position, when moved to a salaried position, your date of employment can be backdated to the date of hire as a casual. Your date of employment affects accrued vacation, waiting period for the dental plan, and your probationary period.

FAQ: What is the process for backdating your employment date?

A: You should contact the H.R. Advisor for your department and request that the commencement date of your term salaried position be retroactively adjusted. If you have any difficulties in having this request accommodated, contact the SAFA office at 8321. ♦

SAFAGRAM

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Printed by

SAIT Printing Management
Technology—2nd year students

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 email 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.

EDITORIAL

Instructors Earn \$0.35/Hour Less than in 1992 And the Gap Widens!

Compare the salary from 1992 of permanent, full-time SAIT Instructor X with his/her current salary. Instructor X has a Masters or Doctorate with ten or more years of teaching experience, or an equivalent combination of education and experience. These qualifications put him/her at the **top** of the current salary grid (F10) at \$ 55 260 (not at the 1999 SAIT Annual Report's **average** SAIT instructor's salary of \$ 66 226). For the purposes of this discussion, let's just ignore all the benefits, overload pay, performance payments, etc., and deal only with salaries on the grid. After all, the executives' salaries that were reported for 1999 didn't include car allowances either, so let's forget all the extras.

Since 1992, eight years have passed, and Instructor X is earning **\$0.35 per hour less** (before deductions). On paper, s/he now works 16.25 hours more per month. In reality, s/he probably works even more hours because his/her class sizes have increased significantly since 1992 and, therefore, s/he's likely spending more time marking papers and managing an increased number of students. Instructor X's salary has gone up by only \$ 4 512 over an eight-year period (an average of \$564 per year). After deductions, the picture is even bleaker. Approximately one-half of the gross annual increase is going to increased deductions. Let's compare Instructor X's number of hours and salaries in 1992 with those in 2000.

Instructors' Hours and Salaries

	1992 (F10)	2000 (F10)	Increase (Decrease)
Regular Monthly Hours	157.08 hours (FTE)	173.33 hours (FTE)	16.25 hours
Annual Gross Salary	\$ 50 748.00	\$ 55 260.00	\$ 4 512.00
Monthly Gross Salary	\$ 4 229.00	\$ 4 605.00	\$ 376.00
Hourly Gross Salary	\$ 26.92	\$ 26.57	(\$ 0.35)

FTE = Full-Time Equivalent

Now let's have a look at SAIT administrators' average salaries in the same two years.

Administrators' Salaries

Annual Gross Salary (FTE)	1992 (Average)	2000 (Average)	2000 Performance Bonus (Max.)	Increase + Performance Bonus
-President	\$ 105,000	\$ 116,000 - 155,000	15% \$ 17,400 - \$ 23,250	\$ 11,000 - \$ 50,000 + \$ 17,400-\$23,250
-VPs	\$ 92,000	\$ 93,000 - 124,000	10% \$ 9,300 - \$12,400	\$ 1,000 - \$ 32,000 + \$ 93,00 - \$ 12,400
-Management	\$ 68,000	Unavailable for 2000;1999 average without benefits = \$ 92,000	10% \$ 9,200 (based on 1999 average salary)	\$ 24,000 + \$ 9,200 (based on 1999 average salary)

And the gap widens between administrators' and instructors' salaries with each year. According to the Bank of Canada Inflation Calculator, an equivalent amount to the president's \$105 000 in 1992 would be \$ 118 000 today; the VPs' \$92 000 would be \$103 000; and management's \$68 000 would be \$ 76 000. By the looks of things, SAIT's administrators are

doing much better than the Consumer Price Index indicates. They have thousands of dollars over and above the inflation rate; their buying power has skyrocketed when compared to Instructor X's! Let's not forget that, with the exception of one VP, all administrators and managers are newer to SAIT than an F10 instructor, and yet their salaries are still "way up there." Instructor X has been here for a long time, and his/her salary has gone nowhere.

Instructors who have been at SAIT for a number of years have proved their commitment to SAIT. They've shown how much they value the education that SAIT provides and how much they value their students. Why aren't they being rewarded with a fair share of the increased salaries and performance bonuses to go along with that commitment?

Instructors who have been here a shorter time need to be shown that SAIT can provide an environment where they can build a career. (Isn't it ironic that SAIT's motto is *Building Careers Building Business* when it's so difficult for an instructor to build a career?)

If SAIT wants to attract quality instructors, its administrators must value and appreciate their faculty. That appreciation must be shown with more than **minus \$0.35 per hour** in eight years! ♦♦

SAFA Barbeque

Friday, May 12
3:00 - 6:00 pm

4th floor
Staff Lounge
Thomas Riley Bldg.

SAFA Election

Support your Faculty Association!

Now is your opportunity to get involved and help to shape the direction of not only SAFA but also SAIT, and by association, the direction of the institute.

Positions on the SAFA Executive are a one-year term. The SAFA Executive Committee meets every Wednesday for approximately two hours. At these meetings we discuss the issues that affect SAIT and the professional and employment interests of instructors. Issues are then addressed through the available channels—discussion, negotiation, grievance, or arbitration until the best interests of the whole of SAIT community (students, faculty, staff and management) have been met. The more active you are, the better the Association can serve you. It is important that we get a high number of candidates so that all positions benefit from competition. Nominations are required for the following positions:

President

Secretary Treasurer

Directors—two directors are elected from each division:

Division I: Construction, Manufacturing and Transportation

Division II: Information & Communications Technology

Energy

Centre for Learning Systems

Human Resources

Customer Services

Division III: Health & Public Safety

Applied Management Hospitality & Tourism

Centre for Academic Learner Services

Academic Council (due to the realignment in the Academic Division)

in Division I there are two positions to be filled

in Division II there will not be an election this year

in Division III there is one position to be filled

Board of Governors

Due to the by-election held in January 2000, there will not be an election for a faculty rep to the Board of Governors.

SAFA Constitution 11.01 The position of Association President and Secretary Treasurer shall only be filled by permanent full-time or permanent part-time salaried members. ♦♦

Coming Soon

Great Teaching Getaway
(May 5 – June 16)

TLC hosts another 5-star
Professional Development series

Featuring

One of the most outstanding
collection of speakers and
workshops ever!

Including

Great Teachers' Seminar/David Gottshall

&

7 Humorous Habits of Highly Effective Instructors/Ron Berk
and much much more!

Watch for details in the PD Brochure! Coming to a mail slot near you.

Register early!

*What are they afraid of
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or to other instructors.
What are they afraid of?

Another tactic used by management is to spread fear, uncertainty, and doubt about programs. Instructors are having to justify their programs to the Deans, justify the number of students enrolled, justify the employment statistics. This is a poorly veiled threat to the instructors to justify their jobs. What are they afraid of?

We were offered a 0.54% performance bonus. So when you have a performance evaluation this year, keep in mind that all you would have to do is 11 hours and 14 minutes extra over the next year to rate the bonus. Well, 2080 hours (52 weeks x 40 hours) times 0.54% equals 11 hours 14 minutes, which can be easily accomplished by spreading it out over 52 weeks at 13 minutes per week. Or better yet, do 2.6 minutes extra per day. It seems that SAIT rewards mediocrity and is discouraging excellence in our fields. If you want to see this for yourself, view your Human Resource file, which is the ONLY file that counts. All the basics are there, but what you will not see are comments to say that you have done anything except an average job. Very disappointing! No pat on the back. No acknowledgements that you have done anything except the 0.54% effort that they have offered us. What are they afraid of? ♦♦

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TEACHING & LEARNING CENTRE

by Laura Cuthbertson



How Do We Score on the Learning Centred Scale?

The terms "learner centred" and "learning centred" are being bantered about a great deal in educational environments. Exactly what do they mean?

"Learner centred" and "learning centred" are not synonymous terms, although to be effective in the educational arena, we strive to achieve both. To be learner centred means that we are, in essence, focused on learners as clients and, on this basis, strive to meet their needs. To be learning centred, on the other hand, implies that we are focused on the learning that takes place across the curriculum, both in and out of the classroom.

What does it take to make a class, department, or post-secondary institute learning centred? Much has been written on this topic. What follows is a synopsis of the major considerations for and characterizations of a learning centred environment. Read it and assess how you feel we are doing, both at organizational and individual levels.

Learning centredness can be assessed according to three primary criteria: curriculum, instruction, and the relationship between student and academic affairs.

Curriculum

Learning centredness can be characterized by curriculum. How are we doing? I'd say we score relatively high!

- The institute offers programs in areas that are relevant to the needs of the workplace, to the extent that learners see the relevance of what is being proposed for study.
- Curriculum across the program seeks to focus on teaching students how to learn the content to ensure that learning continues in the workplace.
- Curriculum is designed so that it focuses on learning, incorporating a process for student tracking of what is learned and how it is learned.
- Curriculum is integrated so that the relationship between various elements is clearly understood by the learner.
- Curriculum design considers developmental issues;

learners begin individual courses at one level and are moved strategically through to the next level.

- Curriculum bridges the theory/practice gap as field work, observations, internships, and practicums become integral curriculum components.

Instruction

I teach...they learn? Is it really so? In the traditional "instruction paradigm," teachers are subject-matter experts who dispense and explain information to students. In a learning-centred environment, students become more involved in the learning process. Terry O'Banion explains this characterization of learning centredness by reminding us that, "The goal is to think of learning as something that kindles new ways of seeing, thinking, and doing that lead to changed behaviours." What's your score? How are you doing?

- Methods of instruction incorporate collaboration and cooperative learning to the extent that learners develop an understanding of group dynamics and their role.
- Methods of instruction are discovery based. This means less "teaching by telling" and more "learning by doing." This is the difference between learning about the work and actually doing it.
- Methods of teaching and learning are infused with technology—not PowerPoint as the electronic replacement for overhead transparencies, but technology as the tool through which students learn to access, manage, organize, and evaluate information.
- Instruction involves and engages the learner in decisions that can be legitimately shared.

Relationship between student and academic affairs

Learning-centred environments reinforce the relationship between what is learned in class and its application out of class. This means students learn experientially across and outside of the curriculum. In creating a learning-centred environment, we foster the opportunity to become more learner centred and meet our learners' needs more effectively. *For more information on creating a learning-centred environment or for workshop schedules, contact the Teaching and Learning Centre at 284-7283.* ♦

Group Benefits Plan for Retired Faculty Members

by Heather Sagan



The Alberta Colleges & Institutes Faculties Association has arranged with the Alberta Retired Teacher Association (ARTA) to provide retired faculty members with access to a group benefits plan. ARTA offers a comprehensive benefits program for retired teachers who are members of ARTA or who are affiliate members of ARTA.

All retired teachers are welcome, including retired teachers from any educational institution.

In order to access this plan, you are required to be an associate member of ARTA. Associate memberships can be purchased for \$20 annually when you purchase any of the benefit plans. For membership in ARTA, call the Alberta Retired Teachers Association office toll free in Alberta at 1-800-232-7208. If you are currently employed by a college or technical institute, you may purchase any of the benefits without having to take a medical examination. If you have

been retired from a college or technical institute for more than two months, a medical will be required.

The benefits program highlights include

- extended health care
- semi-private hospital
- dental care
- life insurance

If you apply for benefits under the ARTA program within 60 days of the termination of other group insurance coverage, you will be accepted regardless of the state of your health. No maximum age! You don't need to be 65 to apply!

If you are getting close to retirement or know of any retired SAIT faculty members who may be interested in this benefits plan, please pass on this information to them.

For further information or assistance, call the Program Administrator at Johnson Incorporated: 1-800-461-4597 in North America. ♦

Library Updates



by Dave Weber
Educational Resources Library N204 (8408)

- ⇒ The SAIT Library Home Page, located at <http://www.sait.ab.ca/library>, is much more than a book catalogue; it is a dynamic information tool ideal for all SAIT Library customers, be they staff, instructors, or students; for example,
- ⇒ Remote information sources available on the World Wide Web are linked to the catalogue feature of the Home Page. One such link is to the **Statutes of Alberta**. To view a few examples use the Keyword LOOKUP method called Words or Phrase. Enter a keyword such as **government**, and toggle the LOOKUP OPTION, *Location*, to INTERNET. Press Search Catalog.

⇒ Through the Home Page, instructors can play an active role in assuring student academic success. The Library seeks instructor expertise in building and delivering information sources. The REQUESTS button offers the following interactive methods of communicating with the Library:

- SUGGESTION BOX
- QUESTIONS
- COMMENTS
- NEW TITLE PURCHASE
- REQUISITION ADDITIONAL COPIES
- PLACE ACADEMIC RESERVE
- REFERENCE SERVICE AND COMMERCIAL DATABASE SEARCHING
- AUDIO VISUAL MATERIALS PREVIEW
- INTERLIBRARY LOAN - MAGAZINE/NEWSPAPER
- INTERLIBRARY LOAN - BOOK

⇒ Customers no longer rely solely on information sources physically located on site, and SAIT is serving more and more distance learners. To meet these customer needs, the Library Home Page offers the following links:

Distance Learner Library Services

Services

- Register for Library Services. Obtain your borrower and PIN #s.
- Research - Assistance with research strategies or help in finding information.
- Ask-A-Question - Request information by e-mail from library staff.
- Faculty Aids & Current Awareness - Register a profile.
- Learner Support - Financial, counseling, tutoring.

Access

- Subject/Program Guides
- SAIT Library Catalogue - Search for books, videos, digital documents/Internet resources
- Library Electronic Resources - Search for articles, full-text journals, newspapers. Borrower and PIN #s are required to use these services.
- Internet Information - Select from:
Internet Search Engines— Basic Search Tips—Learn about the Internet—Internet Starting Points and Sites
- Contact/Suggestions:
distlearner.support@sait.ab.ca

Our goal is to provide the best possible access to information by eliminating any disadvantages of distance, be they distant customers or distant information sources. ♦

It's
Coming!

Live

From SAIT...

It's Friday Night!

Entertainment
Appetizers, After Hour Beverages
& Camaraderie

at

TLC

PD Series Kickoff Pub

Friday May 5 (3 - 6 pm) at the Highwood

Mark your calendar now!

Spellcheck Bloopers

From a Job Application Letter

- I feel conformable in the working environment.

A Heading from a Resume

- Resent Employment

From Student Reports

- Its world renounced reputation was established in a short time.
- One of the quirks of being a full-time employee is a benefit package that covers up to 100% on some items. ♦

SAFA Scholarships

The SAIT Academic Faculty Association established a scholarship fund in 1983 and the decision was that the endowment fund would maintain a minimum balance of \$10,000. (This was jointly funded by the SAIT Instructors Association and SAFA.) Any difference between interest earned and scholarship funds awarded would be made up by SAFA for the year scholarships are released.

Over the years the endowment has increased to approximately \$20,000. The diploma and apprenticeship scholarships have been awarded each year. To ensure that the scholarship fund continues to be sufficiently funded, it was approved in the 1998/99 SAFA budget that the minimum balance be increased to \$20,000.

We encourage all instructors to pass on the SAFA scholarship information to their students.

SAIT Academic Faculty Association Apprentice

Value: \$400

Number: 1

Conditions: For a student entering second or third year of an apprentice program at SAIT. Selection is made on the following basis: minimum 75% academic achievement during the previous years of the program, preference given to a dependent of SAFA or a member, financial need and other scholarships received. The applicant must identify whether or not he/she is a SAIT staff dependent.

SAIT Academic Faculty Association Dependents

Value: \$ 1,000

Number: 1

Conditions: For students who will be enrolling in a full-time program at a recognized university, college, or technical institute. Awarded to applicants who a) provide proof of acceptance in a post-secondary institution and b) are a direct dependent of a deceased SAFA member, whose death occurred while employed at SAIT or during normal retirement immediately following employment at SAIT. Only one award per family made.

SAIT Academic Faculty Association Diploma

Value: \$600

Number: 1

Conditions: For a full-time student entering third or fourth semester of a two-year or longer program. Selection of the recipient is made on the following basis in order of importance: minimum GPA 2.5 during the previous year, preference to a dependent of SAFA member, financial need, extra-curricular activities, and other awards received. The applicant must identify whether or not he/she is a SAIT staff dependent.

Application: Deadline is May 30. Apply through the Awards office. A SAIT application form is required. ➡

Quips and Quirks

Did you know...

1. The glue on postage stamps from Israel is certified kosher.
2. If you toss a penny 10,000 times it will not be heads 5,000 times, but more like 4,950. Because the heads picture weighs more, it ends up on the bottom.
3. The longest recorded flight of a chicken is thirteen seconds.
4. The Ramses brand condom is named after the great pharaoh Ramses II, who fathered over 160 children.
5. Every time you lick a stamp you are consuming 1/10 of a calorie.
6. The saying "three dog night" (attributed to Australian Aborigines) came about because on especially cold nights these nomadic people needed three dogs (dingos, actually) to keep from freezing.
7. Your stomach has to produce a new layer of mucus every two weeks; otherwise, it will digest itself.
8. Studies show that a cat falling from the 20th floor of a building has a 30 per cent higher chance of

- surviving than a cat falling from the 7th floor. Supposedly, it takes about eight floors for the cat to realize what is happening, relax, and correct itself.
9. The housefly hums in the middle octave, key of F.
 10. An ostrich's egg is bigger than its brain.

Crazy Laws From Around the World

1. It is illegal to look at a moose from the window of an airplane or other flying vehicles *in ALASKA!!*
2. You are not allowed to hang male and female underwear next to each other on a clothesline *in MINNESOTA!!*
3. It is illegal to own a dog *in REYKJAVIK!!*
4. Unless both participants are registered blood donors, it is illegal to duel *in URUGUAY!!*
5. It is forbidden for one citizen to give another citizen a box of candy larger than 5 lbs *in IDAHO!!*
6. It is illegal for pregnant women to wear hats or eat eels *in MADAGASCAR!!* ➡



News Item: SAFA rejects call to contribute \$1M to SAIT Fundraising Campaign.