

Faculty Average Salary

I keep hearing about our "average" salary from the annual report, so I thought that I would see if I could make sense of it. The calculation in the report is based on total salaries to 507 faculty of \$35,885,000. If you look a little harder, you will find that the total includes 14.5% for benefits (calculated on page 33), 12% for overload and contract payments (page 13) and 2.6% for professional development (page 12). If you take out benefits, overload and PD, total salaries are \$25,442,425. Divide that by 507 faculty, average base salary is \$50,182.38. This seems like it might be closer to an "average salary" that is comparable to other institutions. ♦

Submitted anonymously as requested by the writer.

Editor's Note: Why is the number of salaried faculty reported differently on pages 13 (556) and 33 (507) of the annual report?

Editorial Continued from page 1

Negotiate in good faith; raise wages.

Why is it that...

...faculty's salaries have lagged so far behind salaries that were at one time at a par or lower than instructors' salaries' (e.g. 10 years ago, a fireman and F10 instructor earned the same; now, the fireman earns \$13,000/year more. 15 years ago, a high school teacher earned 10% less than a SAIT instructor; today, that high school teacher earns 10% more.)
 ...we were constantly insulted with low wage offers (including the 0% for 6 months)?

...we don't go to arbitration faster?

...we seem to always be in negotiations or waiting for arbitration?

...the annual report keeps showing faculty salaries and benefits as being so much higher than even the top of the salary grid?

...former employees who were not here on December 12, 2000, have to request retro pay? Was this a SAIT or arbitrator's decision?

Reduce workload.

Why is it that...

...workload can't be reduced to allow for time to make curriculum changes to create quality courses?

...Team Leaders are expected to do so much with so little off-loading, no clear job description, and no remuneration?

...instructors have brutal workloads (e.g. 20+ hours/week, several new courses and five preps/semester) leaving no time for keeping up to date, reflection, conferring with colleagues, or even preparing thoroughly?

...our workload is such that we don't have time to finish our marking at the office, but have to take it home (which interferes with our family life and well-being)?

Working Environment

Assess staff needs.

Why is it that

...working environments are overcrowded?

...ergonomic comfort needs are not met campus-wide?

Continued on page 3

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 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.

STOP HARASSMENT & DISCRIMINATION ON CAMPUS!

Discrimination is hurtful, offensive and illegal.

SAIT does not tolerate any form of Harassment or Discrimination as defined in legislation and policy.

If you think you are experiencing discrimination or are being harassed, call the confidential Discrimination/Harassment hotline to contact one of our specially appointed advisors at 210-4406.

You have the RIGHT to study and work in an environment that is free from Harassment and Discrimination.

The following are campus departments and services available to provide you with additional information and assistance:

AUPE Office	284-8316
Campus Health	284-8666
Campus Security	284-8530
Chaplain	284-8332
Counseling	284-7023
Employee Assistance Program	284-8761
Human Resources	284-8633
SAITSA	284-8036
SAFA Office	284-8321

<p><i>Editorial</i> Continued from page 2</p>	<p>...faculty have no privacy because of the number of instructors in one office? ...some offices don't even have complete walls around them for privacy? ...phone lines and computers have to be shared by instructors sharing an office? ...the Take 4 lounge in the Senator Burns Building is now a work area instead of a place to take a break? ...so much time and energy is wasted on writing proposals that are never carried through or fulfilled? ...construction couldn't have worked around some of the beauty on campus (e.g. the rock garden, the 50-year-old evergreen next to the John Ware Building)?</p>
<p>Facilities/Equipment <input type="checkbox"/> <i>Increase capital, renovation, and maintenance budgets.</i></p>	<p>Why is it that ...our clocks aren't being repaired and/or replaced? (No clocks! In a technical institute!) ...one or more elevators is so often out of service? ...expenditures aren't going into existing programs and facilities? ...maintenance of machine tools and classroom equipment is not being done regularly, and yet classes are still scheduled in rooms with poorly functioning equipment? ...instructor office furniture is in such disrepair, is lacking altogether, or is a motley collection of assorted make-do items? ...there's lots of money for new construction, but little for maintenance of existing facilities and equipment? ...employees have to work in such filth (the floors, the chalkboards and ledges, the walls, the desks, etc., etc.)? ...administrative staff have such nice-looking office furniture? ...instructors should have to be embarrassed to bring guest speakers to their classrooms because of the shoddy equipment and surroundings? ...students have to "...learn in a dump" (as one mature student put it)? ...the photocopier (an essential service for instructors) couldn't be left where it was in the Senator Burns Building? ...everyday supplies have to be signed for (notepads, tape, etc.)?</p>
<p>Customer Service/Timetabling <input type="checkbox"/> <i>Consider students and instructors first.</i></p>	<p>Why is it that ...timetables are issued with no thought to students' needs? ...five-hour gaps between classes and classes from 4:00 - 6:00 p.m. on Fridays (students often don't attend) are considered okay? ...timetables can change three or more times at the beginning of a semester? ...classes run anywhere from 8 a.m. to 6 p.m. on a single student's/instructor's schedule? ...instructors have to deal with complaints from students about the Registration office? ...graduation revisions were proposed without consultation? ...an instructor's classes are scheduled from one end of the campus to the other from one hour to the next making it difficult to carry all books, papers, laptops, and supplies, and still get there on time? ...when an instructor is on a less-than-full-time workload, that instructor can't get one full day off per week? ...there appears to be no logic to some deadlines/end dates in the calendar? ...worthwhile half- and full-day workshops and seminars are offered during the term when so few can attend because of teaching loads?</p>
<p>Parking <input type="checkbox"/> <i>Provide reasonable parking; treat all employees equally.</i></p>	<p>Why is it that ...faculty parking falls so low on the priority list? ...new managers, construction workers, and residence students rate higher than mere instructors do when it comes to receiving parking spots quickly?</p>
<p>Freedom of Speech <input type="checkbox"/> <i>Remove the gag order.</i></p>	<p>Why is it that ...any mention of problems associated with teaching is seen as being critical of SAIT ...employees who speak up are silenced, fired, or never receive a Code 1 position? ...intimidation, threats, and stifled freedom of expression are commonplace (insulting to our intelligence and integrity)?</p>
<p>Communication <input type="checkbox"/> <i>Improve communication from administration/management.</i></p>	<p>Why is it that ...communication is so poor? ...there is such a lack of direction from our "leaders"? ...administrators try to avoid engaging in conversations with us? ...Irene Lewis's sessions to listen to the staff when she first arrived at SAIT were so short-lived?</p>

<i>Editorial Continued from page 3</i>	
Academic Issues <input type="checkbox"/> <i>Consult faculty before making changes that affect them.</i>	Why is it that ...our marking scale was changed without staff being consulted? ...working on joint committees is often a frustrating waste of time because management pushes until they get their own way (e.g. workload committee)? ...if an instructor catches a student cheating or plagiarizing, his/her decision is overturned if the student complains enough? ...customer service or administration can sometimes decide if a student passes or fails, or if a student qualifies to enter a program? ...we are forced to sell modules that are of poor quality and that haven't been updated?
Human Resources <input type="checkbox"/> <i>Provide more consistency from HR.</i>	Why is it that ...HR has had, in the recent past, different rules for the application of MIPS (Manual for Instructor Preparation Standards) for each instructor? ...HR can't maintain a constant staff of its own? ...separate cheques for retro pay couldn't be issued in January, but when a mistake was made at the end of February, cheques could be issued within days?
Professional Development <input type="checkbox"/> <i>Increase team building within and between departments.</i>	Why is it that ...there is such a lack of PD money? ...team building within and outside of our programs is lacking? ...an adversarial nature exists among departments (revenue generation, courses offered, charging for courses taught to other departments, etc.)? Aren't we all part of the same organization?
Management <input type="checkbox"/> <i>Treat employees like people.</i>	Why is it that ...there is no communication from the Board of Governors? ...people who raise concerns are fired rather than listened to? ...management seems concerned only with image making, new buildings, photo ops, and external relationships? ...management pays out huge amounts of money for consultants, new surveys, new logos, etc.? ...deans didn't rally behind instructors and insist that the photocopier in the Senator Burns Building be kept where it was for instructors' convenience? ...management has an antagonistic view of employees? ...management thinks that their way is the only way? ...instructors have to apologize to students for the learning conditions and facilities? ...SAIT is in the bottom quartile for "Employer Satisfaction with the Results of Apprenticeship Training" (according to an Alberta Learning survey) while NAIT is in the top quartile? ...there is a lack of support to start new courses? ...some benefits for management (i.e. cars and car allowances) are not reported as part of the total salary and benefits package in the annual report, yet faculty's salary and benefits are reported in amounts that many faculty members are never party to (overtime, overload, performance payments, contracts)? ...SAIT's percentage of government funding is so low compared to some other post-secondary campuses? ...there is such disparity between what management says we will be by 2010 ("Canada's premier technical institute") and what we actually have to deal with on a daily basis? ...management sets certain goals (e.g. 95% pass rate) and new programs (e.g. TEP, GIS) and then expects faculty to follow through with little/no authority, recognition, or training time for doing so? ...management doesn't address the practical day-to-day equipment and facility needs of instructors? ...senior management isn't more visible and doesn't show a more personal presence on campus?

For each of these issues and questions, there are likely innumerable examples and stories that individual faculty members could tell—some positive, some negative.

Have we missed any? Probably. Would you like to give us some feedback? We'd appreciate it. ♦♦

Spell Check Bloopers

(Comic relief while marking papers.)

It maintains four levels of accommodations to ensure that all types of gusts can be accommodated.

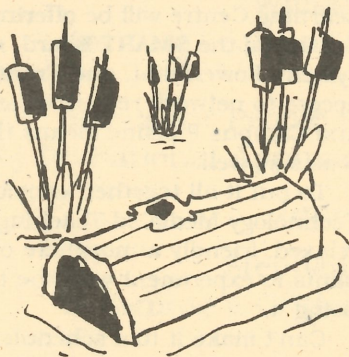
From Resumés

I will be most graceful for any other information you can give me.

BOG REPORT



by Katherine Henry and Gary Codner



The last Board meeting was held on February 27.

1. Surveys. The Board is aware of the level of dissatisfaction shown in the ACIFA and SAFA surveys. These surveys show the dissatisfaction but not the issues or proposed solutions. The new survey questions, developed by an outside group, will have input from faculty and staff. Your Board representatives would like to encourage everyone to get involved in the development of this survey and to give serious thought to what the critical issues are and what the solutions are. The Board is adamant that the results of this published survey must be addressed. The critical issues from the survey will receive high priority from management and the Board. Let's all treat this as an opportunity.
2. BDIIT gave a presentation on growth. The Board discussion focused on how big SAIT should become—recognizing the impact on departments, instructors, staff and students. Discussions will continue at the Board Retreat in June.
3. The Annual Community meeting will be held on April 3 from 10:00 a.m. to 1:00 p.m. at the Telus Convention Centre. Everyone is invited to attend. The theme this year is "Where Technology Meets Innovation."
4. September will be "Celebrate SAIT Month." There will be much to celebrate; i.e., the annual welcome back and building grand openings. Activities will be announced later.
5. Thanks to the efforts of the Expansion Team, all of the construction work is on time and on budget!
6. The Board is going through a period of change. The following people are all awaiting letters of appointment from the Minister: Andrew Shields (CPR), John Aldred (Enerflex Systems), Dave Buffett (Nortel), Doug Mitchell (Bordon, Ladner and Gervais). John Brick and John Leighton have both resigned from the Board. Larry McDonald and Jim Hume will end their terms this year. Faculty representative Katherine Henry will complete her two-year term this year; Tracy Quinton, AUPE rep, will complete her three-year term. Student representative, Peter Gulka, will finish his one-year term. ♦♦

Library Updates



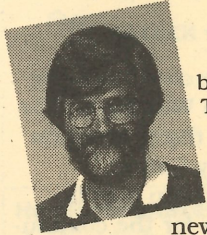
by Dave Weber
Educational Resources Library N204 (8408)

⇒ Nearly 700 students have completed the on-line WebCT Library Skills Workshop. The Workshop, which includes a thirty-question quiz, is delivered in conjunction with many Career Communication classes. The Library Workshop quiz is incorporated into the assignment schedule for the communications courses. The library will be surveying Career Communications instructors to determine the effectiveness of this new method of delivering library skills instruction. The Workshop is available for anyone interested in improving his/her research skills, and knowledge of the SAIT Library. You can self-register for the Workshop by clicking on Library Skills Workshop Web CT Workshop Module in the "WHAT'S NEW" section of the Library Home Page at www.sait.ab.ca/library.

I would be interested in connecting with others who use WebCT on campus and learning about their experiences.

- ⇒ Library staff are working hard to improve the Library Student Computer Lab software and hardware support. Many staff have taken advantage of the Microsoft Office training sessions sponsored by the Teaching and Learning Centre, and many Centre for Learning in-service sessions have also been organized. In addition to boosting one-to-one student support from the Library Information Desk, a TIPS SHEET program is being developed.
 - ⇒ The Library welcomed a new librarian to the staff in February. Nora Robinson replaces Zahina Iqbal who has assumed the position of Knowledge Management & Quality Officer. Also Irene Guidos, a library technician in the Library Customer Relations Group, has decided not to return following the end of her maternity leave. Peggy Williams replaced Irene in 2000 and will continue in the position.
 - ⇒ Statistics Canada offers research information in three formats. The Library collects materials in hard copy. This collection is located with the Reference material and is arranged by Statistics Canada document number. Indexes are located with the collection and at the Information Desk. The Library Catalog also has a link to the Statistics Canada Web site. An "AUTHOR" search using the search term "stats canada" takes you to the catalog record listing the web address:
<http://dsp-psd.pwgsc.gc.ca/dsp-psd/Pilot/Statcan/indexe.html>
- The Library is also currently organizing the collection of Statistics Canada CD-ROM's. When available, the CD-ROM's will be cataloged and available at a designated Library computer workstation. This workstation will also have Internet access to enable researchers to access both Web and CD resources.
- ⇒ In preparation for the Library move to the Heart building in August, staff are undertaking a massive deselection of unused material. Following this project, an automated inventory will be conducted in May and June of this year. ♦♦

Expand Your Skills for Expansion 2001



by Dennis Beaulieu
Teaching & Learning Centre

With the opening of the "Heart" building over the summer come opportunities for new approaches to teaching and learning.

Wired classrooms and study areas, instructor workstations, and audio-visual technology will be available as never before. The Teaching & Learning with Technology stream of this year's PD Series has been designed to provide the experience you need to make the most of the new tools.

Of the 96 new learning areas within the Heart building, approximately 65 will be "A-V equipped." Each of these A-V rooms will have a ceiling-mounted data projector, a SMART desk (with audio system), an instructor desktop computer, a VCR, and an Elmo document camera (with desk light).

Each of the 22 laptop-ready classrooms will also be equipped with a wall-mounted SMART Board. In addition, 12 transportable SMART Boards will be available for use in the other classrooms.

So, what would you like to learn? The Teaching & Learning Centre will be offering workshops on such topics as the use of the SMART Board, managing the projection system, PowerPoint, and FrontPage. The expanded student access to network resources such as course web sites, e-mail, and Campus Pipeline means that we'll have sessions on these topics as well.

To put it all together, consider registering in the Technology Mediated Teaching Workshop (TMTW). The relaxed, friendly atmosphere of the TMTW has helped participants to experiment with the technology and to have fun doing it.

Can't make it to a scheduled workshop as indicated in the PD Series brochure? Contact us about setting up a special session for your work group, or about the hard copy and online resources available. Drop by the Teaching & Learning Centre, Room N202, give us a call at 7283, or use the e-mail. ♦♦

This article is provided by Sandra Clark and Al Whittall, founding partners of Bellwether-Ecliptic Inc. This Calgary-based company has facilitated a wide variety of organizations to plan and improve performance since 1986. Information on new workplace programs is found at the bottom of this page or contact 403-560-2981. (Reprinted with permission.)

Rocking the Boat Works

(November 5, 2000)

The most dangerous attitude for an organization is to believe in its own perfection. The most dangerous behaviour for people within an organization is to deny their reality in favor of maintaining a "positive" approach so as to not "rock the boat."

When an organization adopts these thinking patterns, there are not many places for the company to go, except down. Either of these belief patterns begins to drive an attitude throughout the company that says everything is working well. We don't need to do anything too drastic, and we're doing O.K. This passive behavior leads people to overlooking opportunity, and creates vulnerability in the market place that won't take long for the competition to exploit.

A distinctive difference that sets the truly great companies from the mediocre is the unending drive to continue to find those things that don't work well and change them, and to develop new approaches to the market.

These companies never rest on last year's strategies to take them into next year's market environment. Management and employees are never "protected" from the internal problems of the company. Rather, they drive an expectation that finding and fixing them is a type of performance that is

rewarded, because it positions the company better to deliver to its potential

"Sugar-coating" reality may be more of a need driven by leadership than it is by the employees in the company. Many leaders, when confronted by their employees about the problems that interfere with performance, go into a pattern of "explaining away" the problems or "covering up" the issues. This pattern leads to greater frustration on the part of staff. They know the problems are there. They experience them everyday. A leader who tells them "why it shouldn't be so" is really acting out the drama of the "emperor who has no clothes."

What these employees are looking for is leaders who will organize so that the problems are worked through and resolved. Instead, what these leaders inadvertently begin to drive is a mindset of apathy amongst employees. Why surface the issues that interfere with performance when leadership isn't prepared to acknowledge they exist or lead people to resolve them?

Leaders who choose to "diffuse" their people's concerns get in the way of unfolding the potential to see and deal with the performance issues they are facing. No one can touch reality when the leader refuses to see it.

Other leaders take the opposite approach. Faced with falling organizational results, they move to "pound" harder on their employees, demanding, and sometimes threatening them to work harder and produce more. These leaders too are driving an "attitude of denial" throughout the organization. Pushing to do more of the same isn't the answer when the market has changed and new approaches or strategies are needed. They aren't thinking at the level of the problem. They want to focus on getting more out of their employees without recognizing the reality that the company has to shift its

Continued on page 8

PD SERIES 2001

The Great Teaching Getaway:

Your Invitation To Learn**KeyNote Events**

May 10, 2001

William Purkey:

Inviting Learning Success for Everyone
&Advice for People under Seven Feet Tall:
An Invitational Approach to Conflict Management

June 7, 2001

Stephen Brookfield:

Becoming a Critically Reflective Teacher

Mark Your Calendars!
April 30 - June 15

May the 4th be with you!
At the PD Series Kick-off Pub
Friday, May (you guessed it) 4th

FEATURED SPEAKER

May 23

Tony Bates:
Thinking Strategically
&
Strategies for Handling Technological
Change

GUEST SPEAKERS

May 14

Stephen Hobbs
(aka The Hobbit)

May 30

Margo Husby Scheelar

June 4

Marilyn Samuels

A SAMPLE OF SESSIONS . . .**Spotlight Cafes:**

- > Just How Exactly Do You Expect Me to Learn All That Stuff?
- > The Case Of The Missing Case
- > Game Show "Make Your Fortune In Peanuts"
- > Improv In The Classroom

Teaching for Learning:*Restore Your Passion For Your Profession: Let's Talk Learning*

- > Why Can't They Be More Like Me?
- > Tales From The Pressure Cooker
- > Expansion 2001: The PD Implications
- > How The Brain Learns
- > From Socrates To Dilbert: Discovering Your Philosophy of Adult Education

Technological Tools

- FrontPage, PowerPoint, SMART Board
- > I Love Elmo: Secrets of Document Camera Success
- > Troubleshooting in the Laptop Classroom
- > Campus Pipeline
- > Adobe Acrobat for Instruction

Keeping Sane in an "In SAIT" World

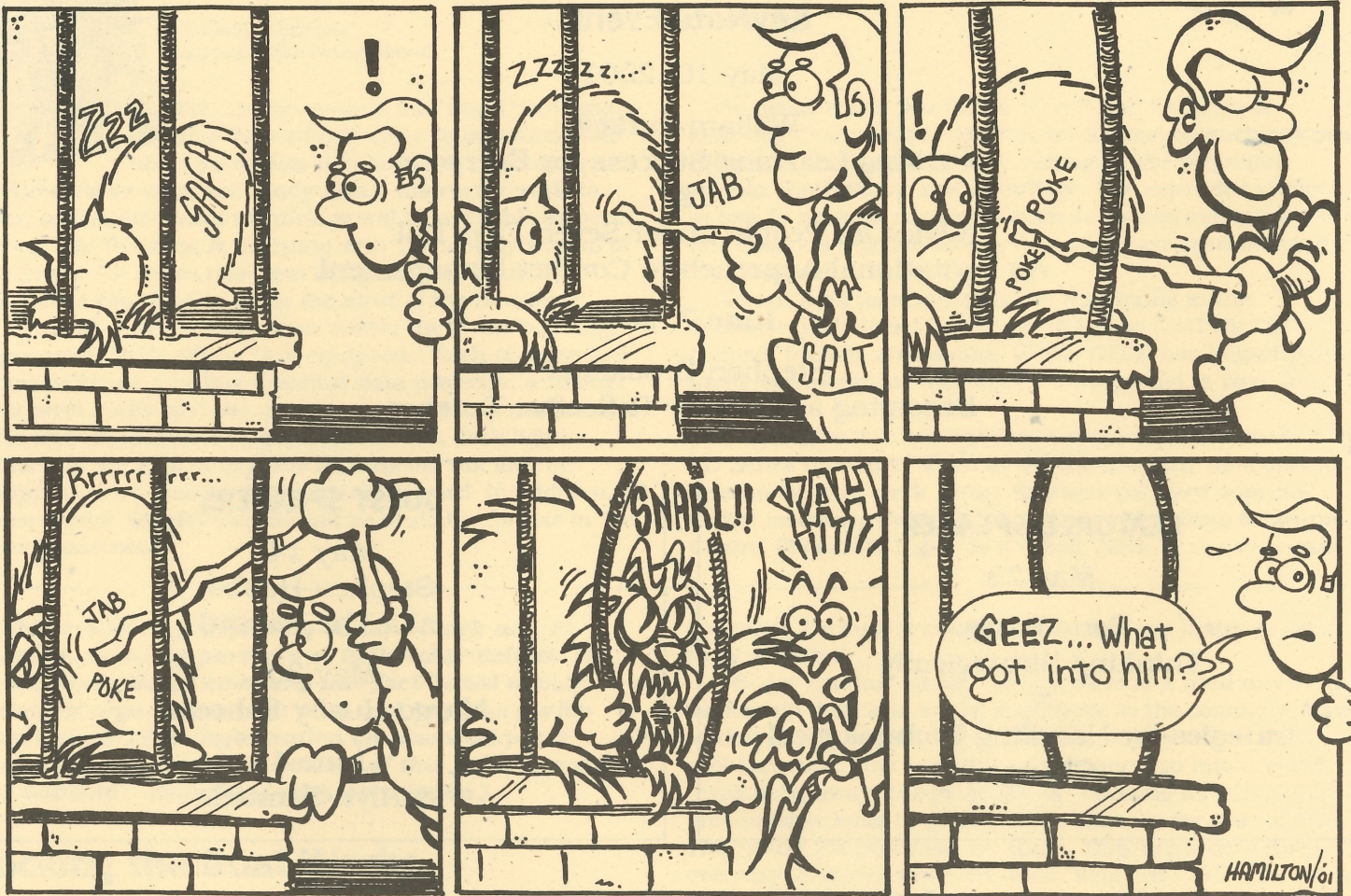
- > Kananaskis Konvoy
- > Improving Your Golf Swing
- > Stressed Out !!!!!!!?
- > Bill and Helmut's Excellent Adventure

YOUR SAIT PRESENTERS FOR THE GREAT TEACHING GETAWAY PD SERIES 2001:

Rene Blais, Bill Bradley, Jack Buck, Marquis Bureau, Deni Cashin, Terry Duncan, Ceres Estante, Judy Grattan, George Haeckel, Connie Hahn, Laura Anderson Ho, Blair Lindsay, Viola Tanner-McLure, Judy Nash, Jean Paterson, Rob Salomons, Dave Samson, Steve Olson, Helmut Schoderbock ... and the TLC Facilitator Team - Pam August, Denis Beaulieu, Marcel Carpenter, Laura Cuthbertson, and Jane Duncan.

WE LOOK FORWARD TO SEEING YOU THERE!!

Watch your MAILBOX for your
"Key to Learning"
You could win a Weekend for two at the Banff Rimrock Resort



Rocking the Boat
Continued from page 6

direction in order to be positioned in the market differently.

Again, apathy sets in. Employees sense that doing more of the same isn't going to be enough to correct the results that are slipping. It's going to take something bigger than that. They look to leadership to draw thinking together and create new strategies that will re-focus the company and the employees to create more successful work processes.

An organization that is driven by an attitude of "being perfect" and "there are no problems here" has basically "capped" the creative thought and development of the people in it. The truly successful organizations have learned to embrace the challenge that comes with finding what isn't working well, and the creative energy that emerges when the organization is brought together to manage these opportunities to excel.

We value your comments. E-mail us at Performpeople@cs.com

QUOTE:

Keep looking below the surface appearances. Don't shrink from doing so (just) because you might not like what you find. "If it ain't broke, don't fix it" is the slogan of the complacent, the arrogant or the scared. It's an excuse for inaction ... It's a mind-set that assumes (or hopes) that today's realities will continue tomorrow in a tidy, linear and predictable fashion. Pure fantasy. In this sort of culture, you won't find people who pro-actively take steps to solve problems as they emerge. Here's a tip: don't invest in those companies.

Lesson 7, A Leadership Primer, General Colin Powell, Chairman (Ret.), Joint Chiefs of Staff, USA ↔