Professional Conduct

The SAFA Code of Ethics was developed and approved by SAFA Faculty Council in 1983. It has not been actively used for several years, but in October 2002 faculty representatives requested that it be reinstated.

Lorne Rankin and Jed Lau, Faculty representatives on SAFA Faculty Council, have agreed to review this document and make recommendations to Faculty Council. Please provide your input and feedback to the SAFA office via e-mail or by interoffice mail.

SAIT Academic Faculty Association
Professional Conduct

Definitions

The Association shall mean the Southern Alberta Institute of Technology Academic Faculty Association.

The Institute shall mean the Southern Alberta Institute of Technology (SAIT).

Members shall mean members of the Association.

A word used in the masculine gender applies also in the feminine.

Inclusive of and in addition to the terms and conditions of employment, the SAIT Academic Faculty Association members bear ethical responsibilities to:
1. The students of the Institute
2. Colleagues in the Association, and the Association
3. The Institute

Insofar as the members are representatives of the Association.

1. Relationships Between Faculty and Students

1.1 No Association member may inflict academic reprisals upon students for non-academic disagreements or conflicts.

1.2 No Association member shall use his authority in any excessive or abusive manner, such as making unusual, extraordinary, or contradictory demands on students.

1.3 The Association member shall always be fair to his students. It is unethical to exploit the student for his private or personal advantage.

1.4 The Association member must keep in confidence all information gained about a student excepting:
   i. Where it is given to a colleague for the purpose of aiding or evaluating the academic progress of the student; or
   ii. When it is given with the prior consent of the student.

1.5 The Association member shall avoid all activities which undermine the confidence of students in a colleague.

2. Relationships Between Association Members and with the Association

2.1 The Association member shall refrain from making false statements, written or verbal about other Association members.

2.2 The Association member has the obligation to defend the right of his colleagues to academic freedom. It is unethical for him to act so as to infringe deliberately upon that freedom.

2.3 The Association member shall avoid damaging criticism of a colleague except when made to the colleague's immediate supervisor, or to an officer or committee of the Association, and then only in confidence and after the colleague has been informed in writing of the nature of the criticism.

2.4 All authority delegated to Association members should be exercised with proper restraint. Consequently, no member should use his authority in any excessive or abusive manner, such as making unusual, extraordinary or contradictory demands on other members.

IN THIS ISSUE

LIBRARY REPORT

by Nora Robinson and Dave
Weber, Library Instruction
www.sait.ab.ca/library

☞ It has been six months since the resignation of Marquis
Bureau, Dean of the Centre for Learning (CFL). During
that interim period, the Centre including the Library
reported to Pat Martens, Dean of the Centre for Academic
Learner Services (CALS). Gord Nixon has now proposed
that the Library and Chinook Lodge join the CALS
Department on a permanent basis. He has begun the
recruitment process for a director for the CFL. He is also
proposing a name change for the CFL.

☞ The February photojournalism photograph exhibition in
the library was a great success with many positive com-
ments from students and staff.

☞ March was student library survey month. Our annual
survey seeks input from students concerning our facilities,
collections, and staff.

☞ In March the Library is applying for student job funding
from Alberta Summer Temporary Employment Program
(STEP) and Human Resources Development, Summer
Career Placement Program.

☞ The plans for upgrading the Library automated system are
progressing. Staff training on the new software is planned
for May, and we hope to go live with the upgrade in the
summer.

☞ The Library will be participating in the annual Teaching
and Learning Centre May/June Professional Development
Series. We will be hosting a resource development open
house and a workshop on Library electronic resources.➥

PRESIDENT'S MESSAGE

by Ceril Kenny

By the time you receive this issue of the
SAFAGRAM, we'll be finished the semes-
ter—frightening how fast time goes, isn't it? I'd
like to provide a short, but certainly not exhaustive, list of
issues that have come to the Association recently.

Thank you for your fast, informative responses to our e-
mails when we ask for feedback on various issues.
Summaries of the responses are sent to the principals on the
respective committees. Recently, we've responded to the
chuckwagon canvas proposal, the Fresh Air Committee
(smoking policy), and the Graphic Services expression of
interest.

Some other items that have come up which have been, or
are still being addressed, are the "appropriate use of e-mail,"
the proposed "Intellectual Property" policy, and FOIP issues.

We recently concluded an arbitration hearing on Workload,
but we do not expect to receive the Arbitrator's award for a
few months. We are still waiting for reports from arbitrations
which were held last September—one on an instructor
termination and the other on casual employment.

We received an arbitration award on the requirement for
the Employer to provide Fee-for-Service contracts to SAFA.
The award seemed to indicate that all "Fee-for-Service"
contracts should be forwarded to SAFA; that is, the award
seemed to be in our favor. The result was disputed by the
Employer, and the award is now being handled under the
Freedom of Information and Protection of Privacy (FOIP) Act.
The FOIP Commissioner's letter indicated that the contracts
should be given to SAFA; however, the dispute is continuing
under other sections of the Act.

The above items are a sample of issues. As you can see,
there is variety and I, for sure, am still learning a lot. Please
remember to e-mail, call or drop in to the SAFA office, or
attend any of our informal information sessions if you have
any questions or comments. We look forward to seeing you. ➥

Driving Home a Point with PowerPoint: Take "Route 66"
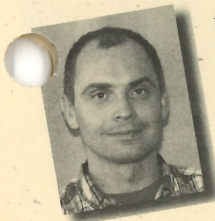
by Tim Loblaw, Teaching & Learning Centre

PowerPoint can be an effective visual aid to a presentation. But like any visual aid, PowerPoint works best when it supports your presentation, not when it drives your presentation. Concerned that your last slideshow left the audience scrambling for a road map? Perhaps it's time to take "Route 66."

"Route 66" is a great metaphor when it comes to effectively designing a PowerPoint slideshow. Simply put: limit the text on each slide to generally 6 bullets per slide, and limit each bullet to 6 words. Generally, we think visually.

In a presentation, images, charts, and diagrams help learners visualize what's being said aloud (the visuals can also trigger an emotional response). Text-based slides, however, force learners to translate the words back into pictures. So the key is to cut back on the amount of text: travel "Route 66."

When it comes to special effects, don't let the technology drive your presentation. Too often, custom animation and sound enhancements take control of the presentation and compete with the actual message. Granted, revealing one point at a time helps learners focus on the topic, but too many "fly-ins," "fade-ins," or whatever can distract your audience.

Remember the adage as you design your next PowerPoint slideshow: less is more. PowerPoint is more effective when it reinforces the key points of your presentation. Take the "presentation highway" that's the best; get your PowerPoint kicks . . . on "Route 66."

For more information on presentation design and delivery tips, look for upcoming professional development workshops.
Reference:

Morgan, N. (Ed.), (2000), *The Manager's Guide to Effective Presentations*, Harvard Management Communication Letter (Reprint Collection). ➡

Instructor Workload

One of the SAIT-specific statements on the 2002 ACIFA survey says, "The amount of work you are expected to do has increased over the past few years." Of faculty respondents, 83% either Agreed or Strongly Agreed with this statement.

While the amount of work is difficult to measure, the expectation is that instructors do more. Electronic communication and curriculum development are two areas that have added significantly to the instructor workload. At the same time, more and more support services are being taken away from the instructor group. One major example of this was the abolishment last June of 12 positions in the Centre for Learning—staff members whose primary role was to support the role of the instructor.

Since January 2003, two instances have come to the attention of the Faculty Association of instructors being asked to take on work that is not part of the instructor role. In the electrical apprenticeship area, it was suggested that instructors had been given the approval to do wiring in classrooms and lab areas. The ICT and Construction Departments put forward a proposal for the development of the old Library space on the second floor of the Burns Building suggesting that instructors and students would do the work. Maintenance and renovation work of physical facilities is not part of the instructor's role, nor is it part of the student's curriculum.

Why is consideration being given for instructors to do maintenance and renovation work? The Facilities Management Department no longer has a budget for maintenance work. The academic departments are being charged directly for any maintenance and renovation work. It is ironic that about one year ago, in February 2002, SAIT management made the decision to abolish 42 positions in the Campus Operations area and now faculty are being asked to maintenance and renovation work. **The role of faculty members is to teach.**

Suggestions for Faculty to Manage their Workload

Is your Coordinator getting you down with extra tasks for you to do when you have finished your teaching load? Are you concerned about having to make up the 400 (or thereabouts) hours that you owe SAIT? There is no such thing as an additional 400 hours of assignable work. The range of Unit Standard Class Contact Hours ranges from 576 hours in Business & Tourism to 790 hours in Business & Tourism and Manufacturing & Automation. Any non-instructional, assignable work must be agreed upon through the performance planning process.

You might also keep track of what and how much work is being done throughout the year including the marking of tests on evenings and weekends. This involves the discipline to actually write down (or enter into a database program) what tasks were done each day (that you do SAIT work) throughout a year. The payoff is that you then have a figure of how much time actually has been devoted to SAIT. You might find that the figure is quite high and is reached after only 8 months (for many of us) of the active teaching time. The data could prove useful to justify why extra projects should not be assigned.

Individual needs would dictate exactly what data should be gathered. A basic record of information might consist of a "task category" (such as administrative, course, professional development), the number of hours spent, the date, and a brief comment on the activity; for example,
Chem 201, 1.5, Feb 21, 2003, helped students with lab problems.

Using a database program would enable the production of summaries to determine how much time is spent in meetings, consulting with students, and so on. Also, adding up the hours for all the records would provide a figure for how much total time has been spent working.

There is no question that the workload of instructors at SAIT has increased. It would be a good idea to keep track of all the work you do during the year and when your Coordinator or Dean wants to assign additional tasks, perhaps you could ask him or her to suggest what activities you currently do that should be discontinued to free up time for the new activities. ➡

Is there life after SAIT?

In December, the SAFAGRAM Editorial Board sent letters to almost 30 recent retirees (most from 2000 – 2002) to find out what they're doing now. Responses came from many of our former colleagues, ten of which were printed in the previous SAFAGRAM issue. Replies from six (alphabetically at press time) are included here.
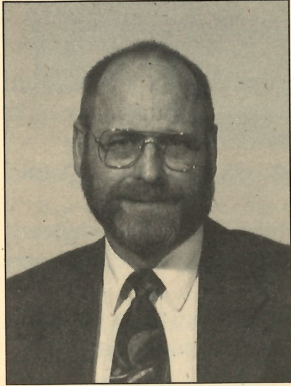
David Ormond

15 years 9 months   Instructor (August 1986 – May 2002)

Information & Communications Technologies Department (formerly Math, Physics & Computing)

I started at SAIT full time in August 1986 as an instructor in the Math, Physics, and Computing Department teaching languages in the Computer Technology Program. I taught in the ICT department until May 2002.

Since I left SAIT, I have been working in the financial services industry. We do asset management and help families get out of debt and save for retirement. I have my Life Insurance license and will soon have my Mutual Funds license.
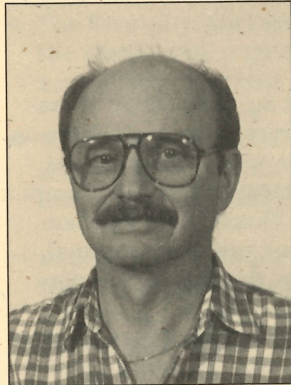
Nick Podalchak

26 years   Instructor (August 1976 – July 2001)

Construction Department – Refrigeration Apprenticeship

I now belong to SAIT's Alive (I find this a curious description of the organization as I often wonder: What is the other part of SAIT? That is, who are those who are not alive?!)

Several years ago, while on a holiday crossing the Strait of Gibraltar on a ferry, a friend of mine had told me to strive for four conditions in order to retire successfully: maintain your health, have enough money, develop interests, and keep friends. I feel that I have had some degree of success in all these areas. I did enjoy summer last winter in Australia with friends and family. I have enjoyed playing tennis this past summer at the Mount Pleasant Tennis Club. Last October, I participated in the Huntsman World Senior games in St. George, Utah. When I have time, I play chess and hike in the Rockies. If winter does come this year [Ed. Note: written before February] and I am not in Las Vegas playing tennis, cross-country skiing and snowshoeing will be on the agenda. Of course, just doing nothing significant in a Tim Horton's coffee shop or just floating on a dingy on Two Jack Lake during a hot summer day also is great fun. What are also great are the greetings that I still get from colleagues and friends when I visit the SAIT Campus Centre.

It is a good life and it is even a better life in retirement. In my 26 years at SAIT, I have had enough successes to keep me eager and enough failures to keep me humble. Often now, I find it difficult to believe that I have actually reached my retirement, but I am accepting that now, and I am accepting also that I will not be getting up on a cold and dark winter morning and threading my way through traffic.
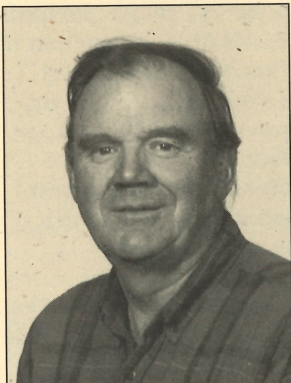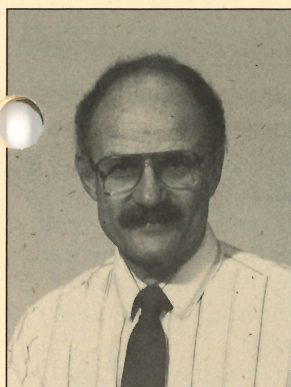
Bill Poelman

22 years   Instructor (August 1979 – February 2001)

Energy Department – Petroleum Technology

[By Telephone] Enjoying retirement; doing a lot of traveling and developing an acreage; also doing some woodworking.

Barry Pratt

35 years   **Instructor (June 1967 – May 2002)**

Energy Department – Chemistry Technology

After SAIT: Doing some contract work in industry.

Helping my wife with her Playschool. I actually do a class with four-year-olds on Tuesday mornings (much different than SAIT).

Doing house renovations.

Going to England for a month on December 25 [Ed. Note: written in December].

Retirement is GREAT. (The only way to find out is to "do it.")

Art Schlenker

35 years   **Instructor (August 1967 – December 2002)**

Centre for Academic Learner Services – Career Communications

Employed 35 years at SAIT in the Career Communications Section of CALS (as it's now called--I think!--It was once the Communication Arts Department, then Applied Arts and Sciences, then…), I also "outlived" seven Department Heads (Deans).

Before I was a graduate from the work world, I would inwardly moan when recent retirees used the cliché: "I don't know how I found time to work!" There's a very good reason for using this particular cliché—it's accurate! Am I really retired? So far, that concept really hasn't sunk in. Starting to catch up with years of "put-off" stuff, travel, grand-parenting, and volunteer work have been serious time-consumers. Any timetable conflicts are now of my own doing. I don't at all miss the marking, but I really miss a fine group of colleagues and students—thanks for the great memories!
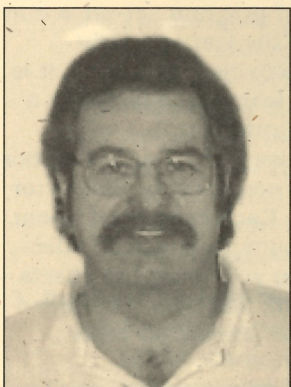
Chris Smith

21 years   **Instructor (August 1981 – May 2002)**

Energy Department – Instruction Programs

A bit of info on life after SAIT, ain't it great…

I am presently semi-retired and frantically trying to avoid a full-time job. Currently I am working as a school bus driver, as well as helping a friend with his RV business. Cardinal Coach Lines has the utmost respect for the law of the land to the extent that employees are disciplined or terminated for violations. They have a clear vision of their business—transporting students—and continuously reinforce to the front-line employees their importance to that vision. Every day that I work at the RV store, without fail, the owner thanks me for my efforts: more often in a month than I was in several years previously. I have been in communication with many ex-SAIT employees and have not found one who regrets "life after SAIT." To quote Spock, "Live long and prosper" seems to come with an early departure.

If you know of any additional SAIT retirees who might be interested in letting us know what they're up to, please forward their names to us and we'll contact them. Contact Heather in the SAFA office at 8321 or by e-mail at safa@sait.ab.ca. ➥

SAFA Annual Election

by Heather Sagan

Support your Faculty Association! Now is your opportunity to get involved and to help share the direction of SAFA and, by association, the institute's direction.

Positions on the SAFA Executive are a one-year term. The business and affairs of the Faculty Association are managed by the SAFA Executive Committee. The Executive Committee meets for approximately two hours each week. At these meetings, the Executive discusses the issues that affect SAIT and the professional interests of instructors. Those issues are then addressed through the available channels—discussion, negotiation, grievance, and arbitration—as the circumstances demand, until the best interests of the whole SAIT community—students, instructors, and management—have been met. In addition to the positions on the SAFA Executive, there will be a position as faculty representative to the Board of Governors and also positions on Academic Council.

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. **Your Association needs your support!**

Section 8 of the SAIT/SAFA Collective Agreement, SAIT Academic Faculty Association Recognition, states: "The Employer and the Association agree that there shall be no discrimination or coercion exercised or practiced with respect to any academic staff member for reason of membership or legitimate activity in the Association."

We must become the change we want to see!
Ghandi ∞

Enrollment Management's Other Teams

by Lynn Hoover, Enrollment Management Project Coordinator

My previous articles have focused on the Enrollment Management project teams involved in Retention and Learner Support Services. In this article, I'll explain the progress being made on some of the other project teams.

The Enrollment Management **Customer Process Team** focuses on improving processes that relate to the admission of new learners. With the assistance of academic department and Customer Services members, this team made progress by implementing an annual process to define over-subscribed (high demand) and under-subscribed (low demand) programs. In follow up, Customer Services is ensuring that all selection procedures are documented and updated on an annual basis. Learner line-ups are also a concern; to alleviate these line-ups, we have installed two drop-boxes for applications and payments in Heritage Hall. An online phone directory, organized by program, is also in the works, which will help Customer Services link learners to program contacts easily. Another area this team is currently working on is streamlining learner billings. Although there are several other initiatives this team has worked on, this gives you an idea of the improvements being made in this area.

Customer Services is working to leverage technology in their processes. We already have online admissions and, in some programs, online registration. Learners will benefit from additional web-enabled processes in the near future such as drop/add and transcript requests. Customer Services is working with Information Systems and Corporate Reporting to make tuition payment more convenient. Learners will soon be able to pay their tuition at certain banks, and web payment is also on the horizon.

Another Enrollment Management team is the **Loading and Scheduling Team**, which focuses on making the timetabling process smoother. This includes integration of four processes: Instructor Loading, Curriculum Change, Room Inventory, and Scheduling (Timetabling). One component of this is the implementation of the Timetabling Product Heures Interface (TPHI) software.

Lois Buchart, from Customer Services, says that the TPHi software will provide a mechanism to build timetables that are more learner- and instructor-friendly, while utilizing SAIT's institutional resources. TPHi is a tool that will allow academic staff to spend less time on timetable administration and production and more time dealing with the day-to-day learner and program issues.

Program set-up and timetabling is the foundation on which the Banner system operates. If program set-up is done incorrectly, a ripple effect occurs for the learners right through to graduation and alumni activities. Therefore, it is important for the institution and its learners to facilitate a clean process for program set-up information.

There are several challenges that we face as an institution. The winter 2003 semester alone saw requests for instructor constraints exceeding 16,000 hours. Each constraint (room, instructor, or learner) lessens the ability to timetable effectively. In other words, what you do in your program affects every other program in the institution, and what you may perceive to be a simple change has an impact on other learners and other instructors.

The past year has seen a greater efficiency in timetable production. Timetables have been generated earlier over the past year and this provided faculty and learners an opportunity to review room requirements and times earlier. In the coming months you will be given the opportunity to preview your timetables before they are finalized. Please ensure you review them carefully and request any changes through your Coordinator. Typically, changes will be made for operational requirements only; i.e., a better timetable for learners, more efficient room utilization, and broken scheduling rules. Please rest assured that all changes are considered, but the magnitude of requests restricts Customer Services from making non-essential changes.

To mitigate the impact of change, communication/collaboration and mutual understanding is the key to working together for the benefit of our learners. ∞

BOG Log

by Bill Maxwell
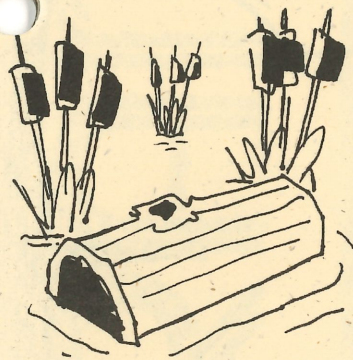
On Tuesday, February 25, 2003, the Board of Governors held a scheduled meeting. Both Marcel Carpenter and I attended the meeting. As this meeting was entirely "in camera," the Bylaws of the SAIT Board of Governors do not permit me to comment on the discussions and results of the meeting.

During the week of March 3, 2003, I met with Michael Dyer and the managers and coordinators of the H.R. Department. I will be reporting to the Board any concerns or recommendations that I have resulting from those talks.

Representatives of the Board attended the Chairman's Circle meeting with industry on March 12. At the Chairman's Circle, representatives from business are invited to discuss their concerns and to make recommendations that will be taken to administration and to the Board. The discussion with industry highlighted an increasing need for our technology graduates to have people and management skills in addition to technical knowledge. There is also a view in industry that there will be an ever-increasing gap between the graduates who institutes can supply and the needs of industry to fill positions resulting from "baby boomers" leaving the work force.

On March 13, 2003, the Board of Governors hosted the annual dinner for all the Executives of SAIT's constituent groups. I was unable to attend, but it was a good opportunity for SAIT's Board to meet with all the executive members of the constituent groups interested in SAIT's success as an institution.

In discussions with Doug Mitchell, it has been made clear that Board members may not discuss the closed proceedings, and his only comment was that he encourages interested parties to attend the open meetings that are scheduled.
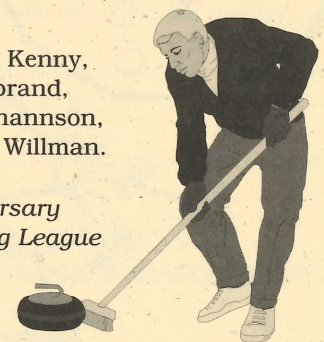
The next open meeting is scheduled for May 27, 2003, starting at 5 p.m. in MA317. In respect for the efforts Chris Smith made in having Board meetings open to the public, I hope you will all attend. ↝

2.5 No Association member shall openly or covertly, violate a stated or implicit bond of secrecy, privilege, trust or confidence between members; between members and the Association. Moreover, no member or group of members of the Association will speak for the Association without the knowledge and consent of the said Association or its Executive.

2.6 The member does not divulge confidential information pertaining to Association affairs or received in the course of his professional duties, except as required by law or by consent of the Association.

2.7 Association members shall honour and uphold all agreements and policies adopted by the Association, and all verbal and written agreements among themselves, respecting their professional responsibilities and obligations.

3. Relationships with the Institute

3.1 Every Association member shall perform the duties of his position with impartiality and diligence, with candour and fairness, with courtesy and good faith, and with the strictest integrity.

3.2 The Association member has a responsibility to abide by the rules and regulations established for the orderly conduct of the affairs of the Institute, provided that these rules and regulations do not infringe upon the academic freedoms of any member or the principles of ethical conduct as set forth in these guidelines or in codes established by recognized professional or academic societies. At the same time, he has a responsibility to seek reforms which would, in his judgment, improve the Institute.

3.3 A member of the Association should avoid the appearance of professional impropriety. That is he should act in a manner which promotes confidence in the teaching profession even when explicit guidelines do not exist. ↝

2002 - 2003 SAIT Curling League Bonspiel "A" Event Finals

Left to Right
Karl Janousek, Bruce Kenny, Lori Nielsen, Mike Hildebrand, Baldur Gislason, Joe Johannson, Vi Rosebloom, and Mike Willman.

Watch for 40th Anniversary events of the SAIT Curling League 2003/2004!

Super Stumper WINNER

Sonia Perna, Centre for Academic Learner Services, was the lucky winner of a gift certificate to the Highwood Dining Room. The correct answer to the Super Stumper is 676 male faculty members and 267 female faculty members. ↝