

SAFAGRAM

President's Message



by Doug Spurgeon

Work is work.

Well, not exactly. We work inside a unionized environment with two active Bargaining Units on campus—SAFA, representing instructional staff, librarians and counsellors; and AUPE, representing support staff.

Some people may be uncomfortable with the word “union,” but for all intents and purposes SAFA is a union, representing its members within the foundation of a Collective Agreement. Yes, the name is “Association,” but as you file your income tax returns you will note that the dues paid to the Association are claimed as “Union Dues.”

Our work as SAFA members is work that, for the most part, directly relates to the education that we provide our learners. Section 36 of the SAIT/SAFA Collective Agreement outlines what is to be considered assignable work.

Examples of work that would be considered to be outside the Bargaining Unit include the following:

- creating schedules
- other administrative duties, such as processing payments
- maintenance of facilities, such as making repairs to rooms or equipment

While some may say that we do these all the time if we want to get the job done, I remind you that by doing these tasks, you are effectively working outside of your Bargaining Unit. Aside from performing work that is not part of your daily job, there are a few ramifications that can arise from this. Examples of the impact could include the following:

- an increase in your workload and stress levels due to added responsibility that rightfully resides with a Chair or other administrative position
- the reduction of AUPE positions for shortage of work
- a higher risk of injury, dependent on the task done, which may not be covered if you are injured when the task is not part of your assignable duties

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Editorial Board

Joan Newman
Pat Squibb
Wendy Strashok
B.J. Hamilton—Cartoonist

Layout

Luda Paul

Printed by

Students of the Digital Graphics Communications (DGC) Program

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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.

Library Report



by Dave Weber and Nora Robinson

⇒ The Library hosted two displays of student work in January and February. The ArchitEXPO exhibit in January showed off the work being done by Architecture students from SAIT Polytechnic's School of Construction. The work of our ICT Photojournalism students was featured in the second exhibit, the Photojournalism Showcase. This was the seventh year we have hosted these displays. New this year was the People's Choice Award. Library users got to vote for their favourite and the winners were announced during a social held for each display.



Tuyet Lee, Judy Dang, and Tiffany Lam (left to right), all first-year architectural drafting students won the SAIT Library People's Choice Award for their project: *The Bouquet*. The project is a sustainable structure that uses solar power and media to promote a green society. Contemporary and elegant, it's a design that incorporates nature as the solution. Over 500 visitors to the SAIT Library voted on the 16 projects on display for the month of January for the ArchitEXPO 2009 in the Library.



David Erickson, a second-year student, was the winner in the Photojournalism Showcase. Over 100 people cast their ballots for the People's Choice award. The voters loved David's photo of a Buddhist monk. David received a \$200 Camera Store gift certificate which was donated jointly by the Camera Store and the SAIT Library.

We thank the faculty in both programs for their help in making these displays possible.

⇒ New Staff

Susan McGoey has joined the Library staff as our new archivist. Susan holds a Bachelor's degree in history from UBC, Okanagan and a Master's of Archival Studies from UBC, Vancouver. Susan also holds two degrees in Hotel & Restaurant management. Her most recent position was at Athabasca University as the Assistant Archivist/Assistant Records Manager.

⇒ Library Safety Inspection Tour

Dave Weber and Audrey Farch have been busy addressing the safety deficiencies identified in our recent tour. The majority of the deficiencies (12/21) have been rectified by Facilities Maintenance staff. We would like to thank the FM Staff for their cooperation and prompt response to our safety needs. Correction of the remaining deficiencies will require capital expenditures, safety signage/stickers and staff training. CALS Health, Public Safety, and Environment held another meeting on March 10.

⇒ Library Survey

Our annual student survey ran from February 17–March 6. There were 1236 students who completed the survey which asked them what they like/don't like about the Library services and facilities. We have started analyzing the results and will share them through our web site when the analysis is ready. In past years, students have requested more computers, more books, longer hours, more study rooms, and enhanced wireless access. We have managed to get funding and have

- extended our hours
- added computers
- added a study room
- equipped all our study rooms with large-screen monitors so students can practice presentations or view assignments together
- increased the wireless capacity in the Library

We would like to recognize the Legacy Fund for helping us achieve some of these enhancements as well as SAIT management for recognizing the need and providing funding. ♦♦

In an effort to reduce paper usage, the SAFAGRAM is now being delivered to your e-mail Inbox and is also on the SAFA website—www.safacalgary.com. If you still crave your printed copy, a number of copies will be available at the SAFA office and in your department's mail room.

Evaluating Instructor Performance



by Sean O'Flynn, SAFA LRO

Having your performance evaluated and completing the Performance Planning and Review document can be a contentious process; however, having supervisors evaluate your

performance is an important part of their regular duties and can lead to an improvement in classroom instruction if done properly. While I have concerns that the SIR results have taken over the performance evaluation process, management is working to create a more comprehensive performance evaluation process. There are three main stages to performance evaluations

- identifying areas that could be improved
- working with your Chair to create a plan to improve your performance in those areas identified, with feedback on your progress
- having your overall performance formally evaluated, which is the PPR document

Techniques that you and your Chair can use to learn about your classroom performance include: SIR reports, classroom observation, peer-review, student comments, and general observations. Once your supervisor has used several methods to gain an understanding of your classroom performance, if there are areas they feel could be improved, they must give you specific suggestions on how to improve those areas. Specific suggestions could include

- having someone from the Centre for Instruction Technology and Development observe your class
- taking a professional development course
- working with other instructors or the Curriculum Coordinator to modify course material or tests
- selecting other techniques that are appropriate in the given circumstance

The last step, evaluating your overall performance, must also be done using a variety of techniques, as this will provide

the most accurate and fair measure of your performance and avoid the pitfalls that any one method of evaluation will have.

SIR reports are designed to help identify areas of classroom instruction that could be improved and can be used in combination with other techniques to monitor performance. On March 4, Dr. Gord Nixon, VP Academic, e-mailed a document on using the SIR entitled "Enhancing Your Teaching Through Use of the SIR II report: Suggestions for Improvement," which is a good example of how the SIR report can be of value to you. The use of this document, in combination with your SIR report, can provide you with specific techniques to improve classroom instruction. However, it is important for you and your Chair to recognize that the SIR results are not meant to provide a comprehensive overview of your performance but are rather meant to provide an understanding of what impression the students have of your performance.

When it comes time for you and your supervisor to create the formal Performance Planning and Review (PPR) document, this should be a collaborative, engaging, and individualized process.

It seems clear that the SIR results have become the focal point of performance evaluations; however, this may change soon. The Standards, Teaching, Assessment, and Recognition (STAR) Team, which has representatives from all major stakeholders at SAIT, will soon release a report entitled "Teaching Excellence: Findings & Recommendations." This report

addresses many of the performance evaluation concerns raised by faculty, particularly the heavy reliance on the SIR results, and encourages a more holistic approach to performance evaluations. However, the critical test will be how well the Chairs are able to implement the STAR Team recommendations at the faculty level. There is no doubt that improving the PPR process will be a challenge, but faculty can help by taking an active approach in their performance evaluations and holding Chairs accountable for

- creating appropriate evaluation

criteria based on your program and individual circumstances

- administering a PPR process that is consistent with the Ethics FIRST principles, most notably Fairness and Transparency
- working with you to create mutually agreed-upon goals
- providing a thorough explanation of their concerns and how they have reached their conclusions
- using a variety of evaluation techniques to get a complete picture of your performance
- providing a specific plan on how you can improve your performance

While there may be some hesitation to accept more performance evaluation methods, the end result should be a fairer, less stressful, more engaging and useful PPR process. Please contact the SAFA office if you have any further questions about the expectations of the PPR process or would like to review your PPR document with us before signing it. ♦♦

S.T.E.P. into SAIT

Student Transition and Education Planning Workshop

by Student Development and Counselling Services

If you haven't heard yet, SAIT Student Development and Counselling Services in partnership with the Learning Assessment & Skills Centre, offers a free, voluntary, one-day orientation workshop for newly registered SAIT Students during September and January intakes. The workshop offers information and strategies to help students succeed in their post-secondary studies. It runs in addition to the typical orientation spearheaded by Customer Services or academic departments.

Student Response:

September 2008—Five sessions were offered for the fall orientation, four of which were before classes started.

Attendance: 129 students

Evaluations were positive overall and the majority, 94 percent, found the

continued on page 7

Course development is one area that always creates confusion. Do I have to do this? Can “they” force me to develop a course? The answer can be found within Section 36.10 of the Collective Agreement. If faculty members have the knowledge and the time available, most would have little problem accepting the chance to make improvements to a course and update programs to keep them current in today’s changing market. However, when time is scarce, this becomes a burden rather than a chance to improve the learning. If you are approached for any course development, please ensure that you have the time and the expertise to perform the task. If there are areas that you can’t do or your time is limited, you need to bring this to the attention of the individuals requesting you to take these tasks on. I have done a fair bit of course development and have found that it runs very smoothly if I inform those involved of my time constraints and any areas that I may need help in. It could be that you do only a portion and act as a consultant or sounding board to ensure course flow. The time spent can be used either as part of your instructional load, if a significant amount of time pulls you away from instruction, or as overtime if your current schedule does not allow for the completion of this within the 40-hour work week.

SAFA has been in talks with Senior Management over the creation of a “Program Specialist.” It has been agreed that such a position would occur where a Chair may be responsible for multiple programs but not be an expert in those programs. This is where the “Program Specialist” comes into play. The role of this position is still being worked out, but the main con-

cept is have that person act in a consultative manner to ensure the needs of the program are identified. It has been clearly indicated that this new position would not include administrative tasks, such as developing class schedules; that is one of the reasons Academic Chairs were removed from the Association.

In today’s market climate, you may feel that any work is good to have. However, you must be cognizant of what is and what is not Bargaining Unit work. If you were to do work that is effectively outside the realm of SAFA, you may find that, if anything should happen, you could be limited to the amount and type of representation or financial assistance that is available to you.

If work is requested of you that is outside the Collective Agreement—i.e. outside the Bargaining Unit—you need to discuss it with your direct supervisor. It may be that your help is required to act in a consultative manner, not to actually perform the task.

In all circumstances, please do not automatically assume that you must perform the task. Make sure you clearly understand what has been asked and what scope of involvement is being asked of you. For example, if a schedule does not look right, you might be asked to suggest times but not asked to make up the schedule and submit it to Timetabling.

By working together, we can ensure that the **right** work is done by the **right** people. ➡



ATB Financial SAIT campus branch is proud to offer its services to SAIT Academic Faculty Association.

We encourage the members of SAFA to take advantage of the full retail services available to them at their doorsteps.

Come and experience the new way of banking!

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Where there’s a Way

A+ The SAIT DGC Program Wins Three International Printing Awards

by Luda Paul, DGC Instructor

The Graphic Professionals Resource Network/International Association of Printing House Craftsmen (IAPHC), International Gallery of Superb Printing, is a testament to the people and companies involved in producing the finest printing and graphic arts products throughout the world.

Last May, four entries printed by the Digital Graphics Communications (DGC) students were submitted to the International Gallery of Superb Printing competition. On February 19, 2009, the Alberta Graphic Arts Industries Network (AGAIN) held their Annual Gallery Awards Gala in Calgary.

DGC was awarded three international awards: one Silver, and two Honourable Mention Awards.

The 34th International Gallery of Superb Printing displayed and presented more than 3,000 entries from 13 countries to its international jurors in early January 2009, in Minneapolis, Minnesota, USA. The competition is devoted to the principles of honouring excellence in the graphic arts by "Celebrating Craft, Applauding Art, and Showcasing Science." Throughout its development as a prestigious graphic arts competition, the International Gallery has been proudly produced by the IAPHC, a trade association with thousands of individual members around the world. ➡



Kathryne VanLindenberg accepted the Honourable Mention award on behalf of the DGC Projects Group, for Water Bottle Labels in the category of: Sheetfed Offset—Conventional Labels—Other than wine—4 colour



AGAIN President, Gary Shemanski, presented Randiawn Rollinson with a Silver award for her Business Cards in the category of: Sheetfed Offset—Conventional Business Cards—2 colour



AGAIN President, Gary Shemanski, presented Jonathon Schroeder with an Honourable Mention award for his Business Cards in the category of: Sheetfed Offset—Conventional Business Cards—3 colour

40th Anniversary Celebrations

On May 23, DGC will be hosting a 40th Anniversary celebration of the first graduating class, 1969.

DGC History

On December 15, 1964, D. W. Ford, English Department, sent an investigated report to F. C. Jorgenson, Principal of SAIT, outlining the proposed courses for a new program to be called Graphics Arts Technology. His conclusion:

"It would appear, at this stage of the investigation, that there is a need for courses in graphic arts and that the industry could absorb the graduates."

In January 1965, after attending a meeting of the Graphic Arts Association in Saskatoon, Saskatchewan, Mr. Ford sent a second report dated February 18, 1965, to F. C. Jorgenson, Principal of SAIT:

"It would appear that we have the backing of the graphic arts industry and that we should go ahead with our investigation of a course in graphic arts."

In January 1966, the Minister of Education gave SAIT permission to offer two new courses, Graphic Arts Administration and Journalism Administration.

In 1967, six instructors and 68 students formed the nucleus of the Communication Arts Department. Four home programs were set in place—Television, Stage and Radio Arts (now CTSR), Library Arts (now LIT), Journalism Arts (JA), and Graphic Arts Administration (now DGC). Over the years these programs have expanded and diversified. For more info and to register, log into

www.sait.ca. ➡



Scholarship of Teaching and Learning Awards 2009

Purpose

The Scholarship of Teaching and Learning (SoTL) refers to taking a systematic look at some teaching and learning practices and recording what was done, why it was done, collecting data, analyzing the data, and reflecting on how the results might influence future teaching endeavors. If done carefully and thoughtfully, this type of research can improve an individual's teaching and provide guidance for improvement for others.

Research has the potential to generate genuine and sustained improvements in our colleges and institutes. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with colleagues; and to make decisions about which new approaches to include in their curriculum, instruction, and assessment plans.

Eligibility

These awards are open to all members of the Alberta Colleges and Institutes Faculties Association (ACIFA). All applications must include appropriate institutional consent to conduct the research.

Awards and Judging

The Alberta Colleges and Institutes Faculties Association (ACIFA) through The Alberta Public Post-Secondary Trust Fund will award up to two grants of \$1,000.00 each annually for research projects related to improving teaching and learning conducted by members of ACIFA. The award is intended to assist with materials and/or study costs associated with the research project.

The research project may span part or all of the 2009/2010 academic year but must not exceed that time limit.

Applications must be received by the ACIFA Office by June 15, 2009. Award winners will be notified by September 15, 2009.

Applications will be judged by a sub-committee of the Professional Affairs Committee of ACIFA.

Award recipients are required to present their project at the ACIFA Annual Conference following the completion of their research project and to write a summary article for the ACIFA newsletter.

Application is made by submitting a typewritten **Proposal for Research**. For further information, please visit the ACIFA website at www.acifa.ca or contact:

ACIFA Executive Officer Lynn Devlin at devlinl@acifa.ca or 780-423-4440

Negotiations Advisory Committee: An Invitation to Get Involved



by Sean O'Flynn, SAFA LRO

SAFA is starting to prepare for the next round of collective bargaining, and we need to get as many faculty as possible involved in this process. Although the current collective agreement does not expire until June 30, 2010, and official negotiations with SAIT will not begin until January, 2010, it is important to bring all faculty concerns to the forefront so we can plan a way to have them addressed during negotiations. To facilitate as much SAFA membership input as possible, SAFA will be creating a Negotiations Advisory Committee. A description of the Negotiations Advisory Committee follows:

Purpose: An informal town-hall style gathering to generate discussion based on members' concerns. The purpose is to ensure members have an avenue to express and discuss their thoughts on working conditions and areas of the collective agreement they would like to see changed.

Structure: A minimum of one and ideally two representatives from each department. Any SAFA member who would like to participate is welcome to join.

Meetings: Meetings will be held once a month. If necessary there could be more.

Invitation: I will be sending an e-mail to ask all interested SAFA members to reply. A Negotiations Advisory Committee mailing list will be compiled, and those people will receive monthly meeting requests. If at any time you would like to join the Committee, please send me an e-mail and I will add your name to the mailing list to receive information for meetings.

I would like to gather as much SAFA member input and support for negotiations as possible, so I strongly encourage you to join and get involved. Always feel welcome to discuss any negotiations ideas with me at any time, whether by e-mail, phone, or by stopping by the SAFA office.

sean.oflynn@sait.ca, 210-4067, N201 ➡

S.T.E.P. into SAIT
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workshop “useful” or “very useful.”

We are looking to partner more with departments to help promote the workshop and/or to assist in tracking its efficacy. If you are interested in more information or would like to talk about possibilities, please call us at 403.284.7023. The following provides a brief summary:

First Section—Student Development and Counselling Services

- *Adjustment to post-secondary*—a model of transition is provided to help normalize some of the potential challenges students might face as they enter post-secondary.
- *Stress Management*—Information and resources to assist students in managing it.
- *Career satisfaction and the career planning process*—including the importance for students in assessing their interests, values, personality,

lifestyle preferences, and skills as they actively make decisions about programs, internships, volunteer experiences, and occupations.

Second Section—Learner Assessment and Skills Centre (LASC)

- LASC provides specific strategies to assist students in working more efficiently and effectively.
- Students complete an online inventory, the LASSI (Learning and Study Strategies Inventory), to help them uncover some of their strengths and areas they might attend to as a means of helping them succeed in post-secondary. The LASSI also provides students with some strategies to help them improve. In terms of learning strategies, the LASC presents a section on developing effective time management skills and how to process information from textbooks.

A review of the main resources at SAIT

Take a break – Attend the ACIFA Conference

Canmore, Alberta

Radisson Hotel & Conference Centre

May 21–24, 2009

Registration deadline
May 7, 2009

Check the website for more information

<http://www.acifa.ca/acifa2009/>

Mark Your Calendar

Calgary is in the international spotlight from September 1–7, 2009 when it hosts WorldSkills Calgary 2009. Welcoming the more than 1,000 competitors from 51 countries participating in a once-in-a-lifetime opportunity, the 40th WorldSkills Competition will be the largest event ever held on Stampede Park. Hailed as the Olympics of the skill, trade, and technological professions, experience the grandeur of intense competition in 45 categories. Admission is free.

is also provided to students to support their success.

Let's work together to support student success and retention!

Danica Heidebrecht, M.Ed.
Registered Psychologist
SAIT Student Development & Counseling Services
403.210.5825 ➡

Student Bloopers

“The sun never set on the British Empire because the British Empire is in the East and the sun sets in the West. Queen Victoria was the longest queen. She sat on a thorn for 63 years. He reclining years and finally the end of her life were exemplary of a great personality. Her death was the final event which ended her reign.”

