SAFAGRAM

President's Message

By Doug Spurgeon

Final exams will soon be approaching, and we all know what that brings. Regrettably, I am not referring to the enormous amounts of marking and the rush to get final tabulations in. With the downturn in some programs/sections, it may also mean a reduction in some staffing positions. As of yet, there are only rumours that Faculty will have position abolishments at the end of the term. Just a reminder that these are still only rumours, and until you are called in for a loading meeting on the 10th floor of the Senator Burns Building, they remain just that.

There is an issue among Faculty that I feel needs to be highlighted and pondered over the coming summer months. This issue is not what the Faculty Association can do for you but what each member can provide to the Association so that you may be helped. We don't want Faculty to think that we're asking them to step up and fight for themselves; this is what we have an Association for. What we are asking for is when issues do arise that you bring them to the Association as quite often when the issue first arises whether it is grieveable or not we can often help get an understanding and clear any misunderstandings. By doing this, it helps keep a good working relationship by getting rid of ill feelings and tensions that could be avoided. One thing that we cannot stress enough is that no matter how small you think the issue is until it can be dealt with it may become a partial foundation in which more issues compound.

If the issue you do have is indeed grieveable, then we have time lines to consider. Please consult Section 20 of the Collective Agreement for these. Yes, the agreement has expired, but it remains in force until a new one is put in its place. Since we are on the topic of Collective Agreements, as everyone is aware we have filed for Interest Arbitration and now we await the timing. We now have an arbitrator chosen but need to receive dates. Speculatively thinking, the dates most likely to appear will be in the fall. We have to wait and be patient on this part as the process moves along.

In this Issue

Introducing Jason Kuffler—SAIT Library's New Coordinator of Instruction and Communications

By Danica Dixon, CALS

Jason arrived at SAIT in early December 2010. Instantly, he made the impression that he enjoys people and wants them to succeed.

As part of his team, I asked if I could write an interview-style article introducing him to the Faculty. He jumped at that idea with a resounding "Yes."

Danica: What did you do before you entered Library school?

Jason: I worked in a retail environment for 14 years (6 in management), taught English briefly in South Korea, and completed an undergraduate degree in History.

D: What first attracted you to the library profession? What aspect of library work do you enjoy?

J: I'm a huge fan of popular culture and like finding out about new things and finding out what things other people are into. The Library is a great place for the exchange of all types of knowledge.

I'm a people person, so I like the interaction with students and faculty. I also love reference and teaching how to use online resources which is what I do in the classroom.

D: What were the first three things you did on your first day at work here?

J: Went for coffee, met a bunch of people, went for coffee.

D: What do you want to bring to the SAIT Library or SAIT as a whole?

J: My outgoing and innovative spirit.

D: What do you want to achieve while at SAIT?

J: I would like to see Library instruction increase and for the Library to be seen as an indispensible resource by students and faculty.

D: What do you want the students to get out Library instruction classes?

J: I want students to understand that Google and Wikipedia are not sources of reliable info (or to at least be skeptical when using them) and how to find resources that are reliable. I also want them to feel that libraries are an ultimate resource for them whether it is here when they are a student at SAIT or when they are finished their studies and use the public library.

D: How would you explain a database in one sentence?

J: A collection of a nearly infinite number of resources that can be searched and read (if you choose "full text") on your computer.

Just a few more questions:

D: Do you have pets?

J: Two Chihuahuas (I'm NOT a weird small dog person!) named Manny and Salsa.

D: If you were written about in the newspaper on the front page, what would the headline say?

J: JASON KUFFLER PROVES THAT THE LIBRARIAN IS THE NEW ROCK STAR! ➥

School of Construction, Architectural Technologies Student Projects

1. Follow the link below to see a recent article published in *the WEAL* about two Architectural students (Jude Polsky and Christine Zevnik) and their instructor, **Marc Bussiere**:

   http://www.theweal.com/2011/02/17/at-students-help-construct-guatamalan-school-by-nicole-santerre-weal-writer-two-architectural-technologies-students-are-traveling-to-guatemala-this-week-to-help-design-and-build-a-sustainable-school/

   Check the following student website for further details on this project: http://www.panaproject.org/

2. Marc is taking 10 students to do a sustainable project at a University in Turkey at the end of this term. ➥

Test Your Lateral Thinking

From our previous issue . . .

There was once a recluse who never left his home. The only time anyone ever visited him was when his food and supplies were delivered, but they never came inside. Then, one stormy winter night when an icy gale was blowing, he had a nervous breakdown. He went upstairs, turned off all the lights and went to bed. Next morning, he had caused the deaths of several hundred people. How?

Answer: The recluse lived in a lighthouse.

HOW WAS YOUR LATERAL THINKING??

Update from Al Brown, LRO

Well – I've survived my first couple of months here at SAIT! During that time I've been involved in three grievance hearings, two informal conflict resolution meetings, one investigation and – oh yeah – collective agreement negotiation meetings as well! The two informal resolution meetings eventually led to satisfactory results for the members involved, and we didn't have to move either to level one grievance. Unfortunately, we didn't fair as well with the grievances, and as you know, the negotiations reached an impasse which means we're going to binding arbitration.

I've begun scheduling meetings with various levels of SAIT management: VPs, Deans, Associate Deans, Academic Chairs, etc., to introduce myself and to initiate a dialog on using informal conflict resolution meetings to reach a solution prior to going to grievance. The benefit of such an approach is that it gives management an opportunity to step back from the emotion of the moment to review their decisions while positions are still elastic. The problem can also result in a more timely resolution that tends to preserve work relationships.

My experience is, once the formal grievance procedure commences, that positions can become rigid. We move from a consensus-based agreement (win/win) that preserves relationships to a decision-based agreement on argument (win/lose) at a formal grievance hearing. Generally, the worker is simply looking for justice and is open to the informal process; however, this approach requires a willingness on both sides to reach a fair result. So, if we are unable to find a satisfactory resolution to our differences through informal discussion, we can still move to level one of the grievance process.

Often, grievances result from a misunderstanding or unfulfilled expectations. That is why it's important to understand your rights and obligations contained within your Collective Agreement. There are many areas within our Collective Agreement that allow for variances from the norm but require "agreement by the instructor" or "mutual agreement." Usually the process to get that "mutual agreement" is contained in some sort of verbal discussion between you and your AC or Dean; but whether it's management or an instructor looking for flexibility, it's always best to encapsulate in writing the discussion surrounding the conditions for the agreement. The easiest way of accomplishing that is by sending an e-mail reiterating the conversation back to management asking if you have captured it correctly. Their response will then be in writing if something different comes up later.

I've noticed that in the past our SAFAGRAM contained a recurring article entitled "Ask your Association" that had answers to a variety of questions from Instructors. I like this format and the open forum it provides, so I'm going to start it up again. Each issue—starting with this one—I'll answer some questions that have been submitted between issues.

Q: What exactly is the definition of "Class Contact Hour"(CCH)?

A: A CCH is defined in Section 36.08 (a) of the Collective Agreement as: "A class contact hour shall be 50 minutes of scheduled instruction to students."

Q: If an instructor gives a project for students to work on that requires some research during a scheduled classroom time, does the instructor have to be in class during the scheduled class time or could the instructor work in his office and be accessible to his students?

A: The intent would be that you are required to be available for students during that time. Working in your office may fit the description of "being available" assuming your office is close by. If in doubt, discuss it with your Academic Chair (Remember: get it in writing).

Q: Can this classroom time be called a work period, even though the students do not have to go to class?

A: If the classroom time been assigned as "class contact hours" within your workload for the academic year, then it counts as a work period.

Please stop by my office anytime if you have questions, ideas, or just want to talk. ✏

ACIFA

LAKE LOUISE 2011
"ALL ROADS LEAD TO LEARNING"

ACIFA 2011 Spring Conference, May 29–June 1, 2011

REGISTER NOW for the ACIFA 2011 spring conference at the beautiful Chateau Lake Louise, May 29 to June 1, hosted by the SAIT Academic Faculty Association. For MORE exciting details go to http://www.acifa.ca/. Click on the conference logo to obtain a registration form. ✏

Proofreading is a Dying Art these days!

Proofreading is a dying art, wouldn't you say?

Man Kills Self Before Shooting Wife and Daughter
This one I caught in the SGV Tribune.

Something Went Wrong in Jet Crash, Expert Says
Really? Ya think?

Police Begin Campaign to Run Down Jaywalkers
Now that's taking things a bit far!

Panda Mating Fails; Veterinarian Takes Over
What a guy!

Miners Refuse to Work after Death
No-good-for-nothing' lazy so-and-so's!

Juvenile Court to Try Shooting Defendant
See if that works any better than a fair trial!

War Dims Hope for Peace
I can see where it might have that effect!

If Strike Isn't Settled Quickly, It May Last Awhile
Ya think?!

Instructors are the Key!

By Karen McDaniel, Articulation Coordinator, Academic Development

Recent statistics from the 2009 Graduate Employment Survey indicate not only where graduates are working but also where they are going to university to complete degrees. As well, there is a question in the Learner Exit Survey asking if students know they can use their SAIT credential toward a degree.

In both cases, there are significant differences not only between schools but also among the programs in a school. One contributing factor to this is whether instructors talk about degree completion opportunities with their students.

A survey taken after the Transfer Options Fair in November 2010 confirmed that if the instructor spoke about the degree completion opportunities and events regarding meetings with recruiters, students' interest went up and their participation in events rose correspondingly.

To that end, there has been more advertising on SAITNow, posters have been mailed directly to instructors and placed in conspicuous places, and meetings have been organized by instructors for visitors from universities where we have degree completion agreements.

As well, a meeting was recently held with the Marketing Coordinators to encourage programs with Facebook pages to "like" the Transfer Options at SAIT Facebook page. This gives students faster knowledge of new transfer options as information is updated there before it gets on the www.sait.ca/transferoptions website. Students are using social media, and it doesn't hurt to send out information to them either through Facebook or D2L. You can help with both!

In many cases, there are degree opportunities not only for students but also for instructors. Programs are offered in many formats. Royal Roads also offers a compressed year-round program in which a degree can be completed in 14 months as opposed to two years and how hard could it be to live on Vancouver Island?

For further information, contact Karen McDaniel at 4238 or send an email to transfer.options@sait.ca. ✒

An Overview on Workload Compensation

By Eugene Blanchard, SAFA Faculty Council

If you are considering working extra hours "outside" of your standard Class Contact Hours (CCH), then you should seriously review the options that are available to you.

This article discusses three methods of compensation for work that is "outside" of the standard instructional workload at SAIT:

1. Overtime
2. Time off in lieu of overtime
3. Overload

1. Overtime:

a. **What is the process to receive credit for overtime?** The overtime approval process requires the following:

"The authorization of overtime requires prior written approval by the respective Manager/Dean and/or Vice President."[4]

It is unclear by the preceding SAIT Overtime Process's wording as to whether one or all of the stated positions need to approve overtime.

Section 36.05 of the SAIT/SAFA Collective Agreement states workloads of instructors shall be assigned by the Dean or his designee (non-academic staff member) after consultation with the instructor.

b. **When do overtime hours start?** The normal work week consists of 40 hours per week. This is based on past practices where for each student contact hour there is one hour of "prep" time. After student contact hours exceeds 20 hours per week, then overtime hours start.

SAFA has always viewed this as "at least" one hour of prep time per hour of class contact. Thus, if it is a new course to the instructor, there is an expectation that the prep time would be more.

c. **Do I have the right to refuse overtime?** Yes, you have the right to refuse any class contact hour loading that is greater than 20 hours per week or 3 percent of your CCH. Class contact hours are typically limited to 20 hours per week unless agreed upon by the Instructor.

Class contact hours shall not exceed the following unless agreed to by the instructor: The greater of twenty (20) hours or three percent (3%) of the applicable class contact hours, in any given week averaged over a sixteen (16) week period,[3]

d. **When is overtime paid?** Overtime is paid in the month after it is reported:

"Such overtime hours shall be paid in the month following the one in which they were reported."[5]

e. **How is overtime pay calculated?** Overtime is calculated based on 1 ½ times the normal hourly rate; for example:

An instructor with a yearly salary of $76,260 based on 40 hours per week for 52 weeks (total 2080 hours), would have an hourly rate calculated as:

$76,260 / 2080 = $36.66 /hr instructor's regular hourly rate.

Overtime would be

$36.66 x 1.5 = $54.99 /hr

f. **How does "prep" time affect overtime?** It is SAFA's interpretation of the Collective Agreement and based on past practice that for every student contact hour there will be an additional 1 hour of time allocated for preparation, marking, etc.

This interpretation means that for every hour of class contact hour performed while in overtime, you are entitled to an additional overtime hour for "prep" time.

g. **If I work on a holiday, how is overtime calculated?** You will receive the overtime pay as calculated per the hours that you work **plus** one day off in lieu with pay for the missed holiday.[6]

2. Time off in Lieu of Overtime:

a. **What is "Time off in Lieu of Overtime"?** Instead of being paid in cash for overtime, you will receive time off instead.

b. **Am I allowed to receive "Time off in Lieu of Overtime"?** Yes, SAIT's Overtime Authorization Policy HR.1.2.2 specifically addresses the administration of "Time off in Lieu of Overtime."

Actually there is no language within the SAIT/SAFA Collective Agreement that allows for time in lieu of overtime, but in any case, any such agreement would have to be approved by the SAFA president as SAFA is the exclusive bargaining agent for its members.

c. **What is the process for receiving credit for "Time off in Lieu of Overtime"?** The approval process follows the same process as overtime approval and as outlined in the Collective Agreement.[4]

See comments in Section b above.

d. **How is the time off calculated?** It is calculated based on 1 hour of overtime equals 1½ hours of time off.

e. **When can I take the time off?** The time period must be mutually agreed to by you and your Academic Chair. If the time off is not used by the end of the fiscal year, it is expected to be paid out in cash.

3. Overload:

a. **What is the process to receive credit for overload hours?** All overload must be pre-approved and documented using the **Overload Pre-Approval Form** by both the Academic Chair and the Dean in order to be paid:

Section 36.12 of the SAIT/SAFA Collective Agreement requires mutual agreement between the Employer and the Instructor.

b. **If I agree to work overload, am I guaranteed to be paid for the extra work?** There is **no** guarantee that extra work completed in the Fall or Winter sessions as "overload" work will be compensated for.

- For example, in the case of apprentice instructors, once you've met your yearly Classroom Contact Hours (CCH) load, there is a chance that you may not be loaded for the latter part of the year.

- If you accepted extra work in the Fall as "overload," classes may be collapsed due to poor enrollment or attrition, and you may lose part of your Winter or Spring load and not have enough total student contact hours to reach your CCH.

c. **Do sick benefits affect overload?** If you get sick **after** reaching overload, your sick days are deducted from the overload:

"Any class contact hours that are missed for any reason do not count towards overload."[1]

d. **How does offloading affect overload?** The CCH is not based on just classroom contact hours. If you are **offloaded** to do extra work such as curriculum development or

representing SAIT at an event, those hours **count** toward reducing overload!

"assigned offload will reduce the overload position. For example with a CCH of 688 and 100 hours offload, overload will occur after 588 class contact hours."[1]

e. **How is my CCH affected if I miss part of the school year?** If for some reason you cannot teach at SAIT during the school year, your class contact hours (CCH) will be prorated (reduced) by 10 percent per month of absence.

"For instructors that start or return to work during the academic year, they will receive an offload of 10% of their CCH for each month after the normal start date for that position when they return."[1]

f. **When is it paid?** It is paid at the **end** of July; the money you earn in September is not available until the end of July. You are required to submit your overload documentation at the end of the school year.

g. **When does overload "kick in"?** Once you reach your CCH, then any hours over your CCH count as overload.

h. **How is my CCH calculated?** It is important that you understand how your CCH is calculated in your particular situation if you are considering extra work that will result in overload pay. Your regular load (CCH) is calculated based on 16 weeks even though the "semesters" may be 6, 8, 15 or another variant depending on if you teach for the grant, apprentice, or earned revenue departments.

For example, if your loading is 656 student contact hours per year and the semesters are taught over 15 weeks at a normal weekly load of 20 hours per week:

15 x 20 x 2 semesters = 600 hours of student contact.

You must work an additional 56 hours of assigned offload or student contact hours before overload kicks in.

i. **How much does overload pay?** The calculation for the overload hourly rate is based on your yearly salary divided by 850:

early salary /850.

Here's an example for an instructor with a yearly salary of $76,260:

$76,260 / 850 = $89.72 overload hourly rate **per** student contact hour.

Compared to the regularly hourly rate based on 40 hours per week for 52 weeks (total 2080 hours), this "looks" extremely generous:

$76,260 / 2080 = $36.66 /hr instructor's regular hourly rate.

For each student contact hour, the staus quo has been one hour of prep so the hourly rate is ½ of $89.72 = **$44.86** or **1.22 times** the regular hourly rate.

References:

1 – SAIT Overload Communication June 27 07.doc

2 – SAFA Collective Agreement Section 35.01

3 – SAFA Collective Agreement Section 36.08b(i)

4 – HR-1-2-2 Overtime Procedure

5 – SAFA Collective Agreement Section 49.01

6 – SAFA Collective Agreement Section 37.041 ➻

We have some good news to share with Faculty in regard to grievances and arbitrations. Over the last couple of months, the Association has been able to avert two grievance hearings and two arbitration hearings through reaching an informal resolution with management. This is not only a cost savings to the Association but also it lays the foundation where hopefully many more disputes can be addressed and resolved before we must tread along the formal and often long legal path of dispute resolution. To that end, we wish to thank all those involved, both Faculty and management in terms of being able to address issues without maintaining the traditional adversarial roles, which result from the formal processes in place.

Recently, I was invited to participate in a panel and question forum at the AUPE Educational Sector conference in Edmonton. It was a good Saturday with lots of open discussion between two groups that work very closely together. Aside from driving through morning fog to Red Deer and returning to a spring blizzard in Calgary, it was a very good session. I wish to thank the members of the AUPE organizing committee for their invite and to thank Guy Smith, AUPE President, for the chance to speak to the support staff and share some of the issues that Faculty have while enlightening them on the conditions under which we perform our duties. I'm sure in the future there will be more chances for both Guy and me to meet and discuss issues which jointly affect our bargaining units. ✒

Celebrating the Diversity of our SAIT Students and Staff

By Jason Kuffler, SAIT Library

Recently, the Library collaborated with the International Centre for SAIT's International Awareness Day on March 14.

Why? It was easy because:

1. The Library serves a diverse student, faculty, and staff population.

2. Working with other departments raises the Library's profile on campus but also reinforces it as a friendly, helpful, and valuable environment that supports students, faculty, and staff.

We started by advertising their event with handouts, posters, and orange ribbons. To further illustrate diversity, we created a display and posted a world map for students to push pins into where they are from. The response was phenomenal. In fact, we now have decided to make this world map a permanent fixture in the library. Anyone who visits the library can "Show Us Where They Are From."

Since 2004, the Library has been exhibiting interpretative architectural and design projects by the first-year Architectural Technologies students. This year, 10 projects were featured, and the displays focused on individual architects, explained an architectural style, or illustrated a significant historic or cultural tradition. Anyone could come and vote on his/her favorite project. On March 18, an award ceremony took place in the SAIT Library; and the School of Construction faculty, Library Manager Susan Brayford, library staff, parents, and students were in attendance.

Over 200 students voted on the best project.

Second place went to the team of Nadia Malik, Aaron Tober, and Trenton Bullard

First place, with each group member receiving a $50 iTunes gift card from the Library, went to Jacqueline Davis, Reid McKnight, and Karly Kabayama.

Third place went to the team of Clayton Kelm, Scott Pynn, Ayumi Ueno, and Catherine Walsh. ✒

ARCHEXPO 2011 – A Library Event

SAFA/ACIFA Survey Results for 2010

By Doug Spurgeon

Attached to this SAFAgram are the 2010 SAFA/ACIFA survey results.

In order to make the SAFA Survey more readable:

- 5 and 4 responses are combined into one number
- 2 and 1 responses are combined into one number
- 5/4 number is on the side of the very well/good to simply well/good
- 2/1 is on the opposite side of the scale
- 3 has been left as is, since it sits in the middle of the road.

As you look at the results, you will see blue, red, green, and yellow highlighted numbers. These are the total numbers of what was described above. The number would become blue to show a positive change and red to show a negative change; green would indicate a static position in which the number remained constant; while a yellow highlight is simply to bring attention to this being a new question which does not have any previous historical data to compare. On the few occasions that you see both appears to be a polarization of faculty. To be a positive change (blue) that means the very well to well has increased or the other end of the scale has deceased. If you see a negative change (red), it is simply a reverse of what was previously mentioned.

New this year to the SAFA survey is a mean calculation very similar to the mean calculation found on the SIR II survey.

With the ACIFA survey, I have tallied the percentages in a similar manner as done with the SAFA survey. The intent of this was to show at a quicker glance where things have stacked up according to the surveys last year. The Provincial table will show you where we stack with our counterparts within ACIFA. From what I have gathered, just using a basic average of all the numbers provided, SAIT has moved from 11th position to 10th of the 15 member institutes. This is also an improvement over the 2008 year in which we were 13th. This shows that at least according to the survey we are heading in the right direction.

The results from these surveys have been discussed with SAIT Senior Executive, and a copy has been given to them. This year the numbers have gone down, but I don't believe that it is due to the membership just being disgruntled but rather we have a membership that cares and has expressed their feelings openly and honestly in an effort to identify issues and broach the possibility for change. For this effort of Faculty, I commend you on both your openness and commitment to the Association and the Institute.

For any members who would like to comment on the results, please communicate your thoughts to the SAFA office.

As in all surveys, a lot can be read into or out of the statistically compiled results.

Well since it's close to April 1, and we all need a dose of humour let's go back to the above-mentioned comment of the "mean" on the SAFA survey.

Perhaps we should look at the means a little closer. As instructors are expected to obtain an overall rating of 3.8, could the same be said for those of whom we have surveyed? If the answer is yes, then what would be the consequences of not meeting a "3.8"? For Faculty, it is the need to formulate a SIR II action plan. Should it be time for our managers to look at a "SAFA Action Plan"? I will digress a little here to recall a simple school boy lesson that went along the lines of what is good for the goose is also good for the gander.

What would a "SAFA Action Plan" consist of? One item that comes to mind may be the attendance at the Employee Services sponsored course "Managing Under A Collective Agreement." A second step in this forward-thinking resolve could also be courses in which the theme is "strive for understanding" or "active listening for managers." Carrying this further, I'm sure there has to be available material that exists along the lines of "how to be consultative while maintaining objectives." I'm sure with the ingenuity and inventiveness that exists at this institute a comprehensive plan to maintain the Institute's priorities while providing an increase to the mean score would not be out of reach for such an effective management team as we have. ✒

Test Your Lateral Thinking Skills!

1. There is a man that lives on the top floor of a very tall building. Everyday he gets the elevator down to the ground floor to leave the building to go to work. Upon returning from work though, he can only travel half way up in the lift and has to walk the rest of the way unless it's raining! WHY? *This is probably the best known and most celebrated of all lateral thinking puzzles. It is a true classic. Although there are many possible solutions which fit the initial conditions, only the canonical answer is truly satisfying.*

2. A man and his son are in a car accident. The father dies on the scene, but the child is rushed to the hospital. When he arrives the surgeon says "I can't operate on this boy, he is my son!" How can this be?

3. A man is wearing black. Black shoes, socks, trousers, jumper, gloves, and balaclava. He is walking down a black street with all the street lamps off. A black car is coming towards him with its light off too but some how manages to stop in time. How did the driver see the man?

4. Title: The Elder Twin
   One day Kerry celebrated her birthday. Two days later her older twin brother, Terry, celebrated his birthday. Why?

Answers in the next issue of the SAFAGRAM.

SAFA 2010 ANNUAL FACULTY OPINION SURVEY RESULTS
Faculty Response: 2010-202, 2009-252, 2008-217
New Questions Added in 2010 (Numbering has been changed to accommodate new questions.)

QUESTION	PERCENTAGE RESPONSE 10/ 09/ 08						
Mission	*Yr/ mean*	*5*	*4*	*3*	*2*	*1*	*0*
1. *How well does SAIT live up to its Mission:* **"SAIT shall be an innovative organization equipping people to compete successfully in the changing world of work by providing relevant, skill-oriented education."?** *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	9	42	36	7	6	1
	3.41	51				13	
	'09	15	40	35	6	3	
	3.55	55				9	
	'10	11	**37**	36	10	5	1
	3.36	48				15	
2. *How do you think SAIT has lived up to its value of* **customer service***: "We will be customer driven and earn the satisfaction of our learners and their employers by being responsive, by increasing accessibility and by being priced competitively."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	4	29	38	14	9	6
	2.87	33				23	
	'09	10	31	38	14	7	
	3.23	41				21	
	'10	7	30	**33**	19	9	3
	3.01	37				28	
3. *How do you think SAIT has lived up to its value of* **people***: "We value the cooperation, innovation, diversity and integrity of each individual."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	9	24	29	21	17	1
	2.87	33				38	
	'09	10	26	28	20	16	
	2.94	36				36	
	'10	7	22	**28**	22	20	0
	2.71	29				42	
4. *How do you think SAIT has lived up to its value of* **quality***: "We continually strive for excellence in our programs, services and environment."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	5	26	37	19	13	
	2.91	31				32	
	'09	9	29	37	17	8	
	3.14	38				25	
	'10	9	23	**39**	19	10	1
	3.02	32				29	
5. *How do you think SAIT has lived up to its value of* **communication***: "We value constructive, open, accurate communication, enhancing teamwork and the exchange of ideas."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	5	22	30	22	21	1
	2.68	27				43	
	'09	10	21	28	21	20	
	2.8	21				**41**	
	'10	8	19	24	20	**29**	0
	2.57	27				49	
6. *How do you think SAIT has lived up to its value of* **accountability***: "We are accountable to our customers and our funders, to responsibly, effectively, and efficiently provide high quality programs and services."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	4	27	38	15	11	6
	2.83	31				26	
	'09	7	26	43	15	9	
	3.07	33				26	
	'10	9	24	**31**	22	12	2
	2.9	33				34	
7. *How do you think SAIT has lived up to its value of* **environment***: "We demonstrate leadership in the areas of environmental protection, conservation and safety."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	4	22	36	16	10	12
	2.58	26				26	
	'09	10	30	38	13	8	
	3.18	40				21	
	'10	9	18	**34**	17	9	13
	2.62	27				26	
8. *How do you think SAIT has lived up to its value of* **commitment***: "We are committed to continuous progress, to quality and to the communities we serve."?* *(5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know*	'08	4	32	38	14	10	3
	3.0	36				24	
	'09	10	32	41	11	6	
	3.29	42				17	
	'10	11	25	33	21	7	3
	3.03	36				28	

Question	Yr/Mean	5	4	3	2	1	0
9.* The current system of managing curriculum makes my role as faculty member easier and less complicated. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 2.39	5 / 22	17	21	29	25 / 54	4
10.* The curriculum management process in my department makes the courses I instruct better and more meaningful for my students. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 2.46	5 / 23	18	23	30	20 / 50	4
11.* Making changes to curriculum to update and modernize is a relatively simple process in my department. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 2.16	5 / 16	11	18	29	35 / 64	3
12.* The curriculum management team in my department is easy to approach and friendly. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 2.92	10 / 40	30	29	11	13 / 24	7

Senior Management	Yr/Mean	5	4	3	2	1	0
13. SAIT's Vice-President, Academic provides effective leadership in the academic and instructional services area. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08 2.44	5 / 34	29	21	12	16 / 28	17
	'09 3.01	8 / 41	33	27	15	18 / 33	
	'10 2.41	9 / 24	15	25	18	25 / 43	7
14. The Vice-President, External Relations provides effective leadership in communications and fund raising. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08 1.8	4 / 26	22	18	6	6 / 12	44
	'09 3.4	8 / 50	42	35	11	5 / 16	
	'10 1.3	2 / 6	4	28	7	6 / 13	54
15. The Vice-President, Finance & CFO provides effective leadership in the areas of administration and finance. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08 1.53	3 / 17	14	22	5	6 / 11	50
	'09 3.1	6 / 33	27	45	15	7 / 22	
	'10 1.75	4 / 16	12	27	10	6 / 16	42
16. The Vice-President, Employee & Student Services, provides effective leadership in the area of employee and student services. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08 1.82	3 / 18	15	25	11	10 / 21	36
	'09 2.93	7 / 33	26	33	21	13 / 34	
	'10 1.91	4 / 17	13	23	16	18 / 34	26
17. SAIT's Senior Management fosters and encourages open, honest communication within departments. (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08 2.43	5 / 29	24	19	23	19 / 42	10
	'09 2.64	7 / 30	23	23	20	28 / 48	
	'10 2.29	5 / 25	20	14	27	28 / 56	6
18. How well has Senior Management implemented the Board Objective "To establish a consultative management culture"? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 1.97	3 / 16	13	25	17	21 / 38	21
	'09 2.48	6 / 20	14	28	27	24 / 51	
	'10 1.94	4 / 14	10	20	22	30 / 52	15
19. How well is SAIT encouraging the development of innovative programs and courses? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.73	4 / 33	29	31	19	6 / 25	12
	'09 3.09	6 / 35	29	41	16	8 / 24	
	'10 2.89	8 / 31	23	34	24	7 / 31	4

	Yr/Mean	5	4	3	2	1	0
20. Considering the foregoing, how much overall trust and confidence do you have in the SAIT President? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'08	16	31	27	16	10	
	3.27	47				26	
	'09	12	36	25	18	9	
	3.24	48				27	
	'10	12	24	24	27	12	
	2.94	36				39	

DEPT: ALL DEPTS. CONSOLIDATED
RESPONSES: 2010:202   2009:252   2008: 217

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	14	30	23	16	13	0
	3.04	44				29	
	'09	24	26	27	10	13	0
	3.38	50				23	
	'10	20	24	25	15	14	2
	3.15	44				29	
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	13	21	27	15	19	
	2.79	33				34	
	'09	22	20	26	12	20	
	3.12	42				32	
	'10	17	22	21	16	22	3
	2.9	39				38	
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	12	25	31	10	12	3
	2.85	37				22	
	'09	21	28	31	9	11	
	3.39	49				20	
	'10	15	26	27	12	11	8
	2.95	41				23	
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'08	15	31	29	14	11	
	3.25	46				25	
	'09	22	28	23	16	10	
	3.33	50				26	
	'10	18	25	25	19	13	
	3.16	43				32	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08	13	31	30	13	14	
	3.19	44				27	
	'09	20	30	21	14	15	
	3.26	50				29	
	'10	17	28	26	16	13	
	3.2	45				29	

DEPT: ALL DEPTS. CONSOLIDATED
RESPONSES: 2010:202

Middle Management	Yr/Mean	5	4	3	2	1	0
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	36	27	23	6	6	3
	3.75	63				12	
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	35	22	21	12	9	2
	3.59	57				21	
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	32	31	21	6	8	4
	3.67	63				14	
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10	35	28	23	8	7	
	3.79	63				15	

32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 3.94	40 71	31	16	8	6 14	

		PERCENTAGE RESPONSE 2008-2010					
QUESTION		*Yes*	*No*				
33. Would you support the implementation of a campus daycare for the SAIT community? (Yes) (No)	'08 '09 '10	79 77 77	21 23 23				
34. Do you see a daycare as an enhancement for the attraction and retention of staff and students to SAIT? (Yes) (No)	'08 '09 '10	83 80 83	17 20 17				
35. Would you make use of a campus daycare if it were available? (Yes) (No)	'08 '09 '10	17 18 15	83 82 85				

DEPT: BLANK/OTHER
RESPONSES: 2010: 11 2009: 98 2008: 80

Middle Management		*5*	*4*	*3*	*2*	*1*	*0*
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 '09 '10	7 40 25 46 0 0	33 21 0	30 31 33	14 13 0	8 22 10 23 0 0	67
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 '09 '10	4 31 26 40 0 0	27 14 0	31 28 33	1 15 0	10 11 18 33 0 0	67
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 '09 '10	7 34 21 43 0 0	27 22 0	29 37 33	12 12 0	9 21 9 21 0 0	67
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'08 '09 '10	8 46 19 43 0 0	38 24 0	37 28 100	10 21 0	8 18 8 29 0 0	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'08 '09 '10	8 33 20 49 0 33	25 29 33	42 19 67	15 16 0	11 26 15 31 0 0	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	50 50	0	0	0	0 0	50
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	50 50	0	0	0	0 0	50

		5	4	3	2	1	0
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	50 50	0	0	0	0 0	50
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10	50 50	0	50	0	0 0	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10	50 50	0	50	0	0 0	

DEPT: BUSINESS
RESPONSES: 2010:20 (questions 22-26)/ 17 (questions 28-32) 2009:15 2008:12

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (3) Very Poorly (0) I Don't Know	'08 2.72 '09 2.43 '10 2.25	8 33 13 26 10 15	25 13 5	33 20 15	8 13 40	17 25 40 53 30 70	0
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.91 '09 2.11 '10 2.05	8 33 7 14 10 15	25 7 5	42 27 10	0 7 30	25 25 53 60 45 75	0
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.84 '09 2.41 '10 2.55	0 42 7 27 10 20	42 20 10	33 20 30	0 13 30	17 17 40 53 15 45	5
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 3.25 '09 2.4 '10 2.3	25 33 13 20 10 10	8 7 0	42 20 25	17 27 40	8 25 33 60 25 65	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 3.51 '09 2.42 '10 2.2	17 67 0 20 10 10	50 20 0	8 27 15	17 27 50	8 25 27 54 25 75	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 3.93	29 70	41	24	6	0 6	0
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 4.11	41 76	35	18	6	0 6	0
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 4.05	29 82	53	12	6	0 6	0
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 4.11	41 76	35	18	6	0 7	

	Yr/Mean	5	4	3	2	1	0
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 4.29	47 / 82	35	18	0	0 / 0	

DEPT: CENTRE FOR ACADEMIC LEARNER SERVICES
RESPONSES: 2010:10 2009: 10 2008: 9

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 3.52	33 / 66	33	0	22	11 / 33	0
	'09 4.2	50 / 70	20	30	0	0 / 0	
	'10 4.2	50 / 80	30	10	10	0 / 10	0
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 3.52	44 / 66	22	0	11	22 / 33	0
	'09 4.1	50 / 70	20	20	10	0 / 10	
	'10 4.0	40 / 80	40	0	20	0 / 20	0
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 3.41	33 / 44	11	33	11	11 / 22	0
	'09 4.3	50 / 80	30	20	0	0 / 0	
	'10 2.6	20 / 50	30	0	20	0 / 20	30
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 3.63	33 / 66	33	0	33	0 / 33	
	'09 4.5	60 / 90	30	10	0	0 / 0	
	'10 4.3	50 / 80	30	20	0	0 / 0	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 3.63	33 / 66	33	11	11	11 / 22	
	'09 4.0	40 / 80	40	10	0	10 / 10	
	'10 4.1	50 / 80	30	0	20	0 / 20	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 4.07	44 / 66	22	33	0	0 / 0	0
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 3.85	44 / 66	22	11	22	0 / 22	0
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 3.41	33 / 55	22	22	11	0 / 11	11
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 4.12	56 / 67	11	22	11	0 / 11	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 4.23	56 / 78	22	11	11	0 / 11	

DEPT: CONSTRUCTION
RESPONSES: 2010: 42/41 2009: 34   2008: 32

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 3.5	25 69	44	6	9	13 22	3
	'09 4.0	44 71	27	21	0	9 9	
	'10 3.64	33 62	29	19	7	12 19	0
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 3.22	28 50	22	22	6	16 22	6
	'09 3.87	38 67	29	24	0	9 9	
	'10 3.5	31 55	24	24	5	17 22	0
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.98	13 47	34	25	3	16 19	9
	'09 3.79	35 62	27	29	0	9 9	
	'10 3.51	29 55	26	24	10	10 20	2
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 3.61	26 62	36	19	10	10 20	
	'09 3.81	32 70	38	18	3	9 12	
	'10 3.55	33 54	21	24	12	10 22	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 3.47	19 57	38	25	6	13 19	
	'09 3.57	29 58	29	24	6	12 18	
	'10 3.59	24 53	29	33	10	4 14	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 4.33	59 83	24	14	0	0 0	2
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 4.04	44 71	27	22	5	0 5	2
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 4.02	41 75	34	17	5	0 5	2
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 4.19	46 73	27	27	0	0 0	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 4.28	49 83	34	15	0	2 2	

DEPT: ENERGY **RESPONSES: 2010: 20/21 2009: 8 2008: 8**							
Middle Management	Yr/ Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.64	0 25	25	25	38	13 51	0
	'09 2.28	13 13	0	25	25	38 63	
	'10 2.6	15 30	15	15	30	20 50	5
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.15	0 13	13	25	25	38 63	0
	'09 1.9	0 0	0	38	13	50 63	
	'10 2.15	15 25	10	5	20	45 65	5
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 3.05	0 38	38	38	13	13 26	0
	'09 2.85	14 28	14	29	29	14 43	
	'10 2.55	10 30	20	20	20	25 45	5
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 3.28	13 38	25	50	0	13 13	
	'09 2.56	13 26	13	25	13	38 51	
	'10 2.7	5 35	30	15	30	20 50	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 3.06	13 26	13	50	13	13 26	
	'09 2.56	13 26	13	25	13	38 51	
	'10 2.65	15 30	15	10	40	20 60	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 2.85	14 33	19	29	14	24 38	0
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 2.66	14 24	10	33	14	29 43	0
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 2.74	10 29	19	33	10	29 39	0
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 2.85	14 33	19	29	14	24 38	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 3.01	14 47	33	14	19	19 38	

DEPT: HEALTH & PUBLIC SAFETY
RESPONSES: 2010: 20/21 2009: 16 2008:15

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.19	0 *13*	13	20	40	27 *67*	0
	'09 2.29	0 *44*	44	3	19	6 *25*	
	'10 2.7	5 *35*	30	20	20	25 *45*	0
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 1.73	0 0	0	13	47	40 87	0
	'09 2.59	0 19	19	38	25	19 44	
	'10 2.25	0 20	20	25	15	40 55	0
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.6	0 13	13	47	27	13 40	0
	'09 3.26	0 44	44	44	6	6 12	
	'10 3.25	10 55	45	25	5	10 15	5
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 2.46	0 13	13	40	27	20 47	
	'09 3.17	6 44	38	32	13	13 26	
	'10 2.5	0 35	35	10	25	30 55	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 2.53	0 13	13	47	20	20 40	
	'09 3.07	6 37	31	38	13	13 26	
	'10 2.7	0 30	30	35	10	25 35	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 3.48	38 52	14	29	5	5 10	10
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 3.32	29 53	24	19	10	14 24	5
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 3.36	38 62	24	10	5	10 15	14
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 3.52	38 52	14	24	10	14 24	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 3.76	43 62	19	14	19	5 24	

DEPT: HEALTH, SAFETY & WELLNESS
RESPONSES: 2010: n/a 2009: n/a 2008: n/a
Respondents captured in BLANK/OTHER section.

DEPT: HOSPITALITY & TOURISM
RESPONSES: 2010:11 2009: 13 2008:14

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.67	14	21	14	21	29	0
		35				50	
	'09 3.07	15	39	15	0	31	
		54				31	
	'10 2.79	18	9	36	9	27	0
		27				36	
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.39	21	0	21	14	43	0
		21				57	
	'09 2.91	15	31	15	8	31	
		46				39	
	'10 2.52	9	18	27	9	36	0
		27				45	
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 2.8	14	21	21	21	21	0
		35				42	
	'09 3.18	23	39	0	8	31	
		62				39	
	'10 2.79	9	18	45	0	27	0
		27				27	
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 2.6	14	14	21	21	29	
		28				50	
	'09 3.48	39	23	0	23	15	
		62				38	
	'10 2.79	18	9	36	9	27	
		27				36	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 2.39	14	14	14	14	43	
		28				57	
	'09 3.2	15	46	0	23	15	
		61				38	
	'10 3.06	18	27	27	0	27	
		45				27	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 2.79	9	18	45	0	27	0
		27				27	
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 2.7	9	18	36	9	27	0
		27				36	
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 2.7	9	18	36	9	27	0
		27				36	
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 2.79	9	36	9	18	27	
		45				45	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 3.6	45	9	18	18	9	
		54				27	

DEPT: Centre for Instructional & Technology Development
RESPONSES: 2010: 0 2009: n/a 2008:0

DEPT: INFORMATION & COMMUNCATIONS TECH.
RESPONSES: 2010: 26/25 2009: 24 2008:18

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 / 2.45	6	11	33	22	28	0
		17				50	
	'09 / 2.94	4	33	33	13	17	
		37				30	
	'10 / 2.84	0	23	50	15	12	0
		23				27	
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 / 2/36	0	17	28	28	28	0
		17				56	
	'09 / 2.62	4	26	26	17	26	
		30				43	
	'10 / 2.46	0	23	23	35	15	4
		23				50	
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08 / 1.87	0	11	33	11	22	22
		11				33	
	'09 / 3.16	9	26	44	13	9	
		35				22	
	'10 / 2.66	4	27	31	15	15	8
		31				30	
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08 / 2.6	0	22	33	28	17	
		22				45	
	'09 / 3.21	4	42	33	13	8	
		46				21	
	'10 / 2.84	0	23	46	23	8	
		23				31	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08 / 2.75	0	33	33	11	22	
		33				33	
	'09 / 3.09	13	26	35	9	17	
		39				26	
	'10 / 3.04	0	35	42	15	8	
		35				23	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 / 3.8	36	32	16	8	8	0
		68				16	
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 / 3.56	40	20	8	20	12	0
		60				32	
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10 / 3.76	32	36	16	8	8	0
		68				16	
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10 / 3.72	32	32	20	8	8	
		64				16	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10 / 3.84	40	36	4	8	12	
		76				20	

DEPT: MANUFACTURING & AUTOMATION
RESPONSES: 2010: 18/17 2009:11   2008:12

Middle Management	Yr/ Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	75	17	8	0	0	0
	4.67	92				0	
	'09	64	9	18	9	0	
	4.28	73				9	
	'10	56	28	17	0	0	0
	4.43	84				0	
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	67	17	17	0	0	0
	4.54	84				0	
	'09	46	27	9	9	9	
	3.92	73				18	
	'10	50	28	17	6	0	0
	4.25	78				6	
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	83	8	8	0	0	0
	4.71	91				0	
	'09	55	18	18	9	0	
	4.19	73				9	
	'10	50	22	17	11	0	0
	4.11	72				11	
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08	73	18	9	0	0	
	4.64	91				0	
	'09	55	18	18	9	0	
	4.19	73				9	
	'10	56	28	11	0	6	
	4.31	84				6	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08	55	36	9	0	0	
	4.46	91				0	
	'09	46	18	18	18	0	
	3.92	64				18	
	'10	56	22	11	6	6	
	4.19	78				12	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	53	24	24	0	0	0
	4.33	77				0	
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	65	0	18	18	0	0
	4.15	65				18	
30.* How would you rate your Academic Chair in terms of ability to manage administrative/ technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	47	29	18	0	6	0
	4.11	76				6	
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10	53	29	18	0	0	
	4.35	82				0	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10	53	24	18	6	0	
	4.27	77				6	

DEPT: TRANSPORTATION
RESPONSES: 2010: 24/25 2009: 20 2008:17

Middle Management	Yr/Mean	5	4	3	2	1	0
22. Overall do you feel your Dean is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	0	53	35	6	6	0
	3.35	53				12	
	'09	15	45	15	15	10	
	3.4	60				25	
	'10	13	42	29	8	8	0
	3.44	55				16	
23. How would you rate your Dean in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	0	29	41	12	18	0
	2.81	29				30	
	'09	16	32	21	16	16	
	3.19	48				32	
	'10	8	33	33	13	13	0
	3.1	41				26	
24. How would you rate your Dean in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'08	6	24	53	6	6	6
	3.03	30				12	
	'09	11	58	16	5	11	
	3.56	69				16	
	'10	8	38	29	8	8	8
	3.03	46				16	
25. How much trust and confidence do you have in your Dean? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence	'08	0	5	18	12	12	
	1.1	5				24	
	'09	21	37	11	26	5	
	3.43	58				31	
	'10	8	46	17	21	8	
	3.25	54				29	
26. There is effective two-way communication between my Dean and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree	'08	6	59	12	18	6	
	3.44	65				24	
	'09	20	35	10	20	15	
	3.25	55				35	
	'10	13	50	17	4	17	
	3.41	63				21	
28.* Overall do you feel your Academic Chair is doing a good job? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	25	38	21	17	0	0
	3.74	63				17	
29.* How would you rate your Academic Chair in terms of ability to manage "people" responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	25	29	25	17	4	0
	3.54	54				21	
30.* How would you rate your Academic Chair in terms of ability to manage administrative/technical responsibilities? (5) Very Well (4) Well (3) Average (2) Poorly (1) Very Poorly (0) I Don't Know	'10	29	33	29	4	4	0
	3.76	62				8	
31.* How much trust and confidence do you have in your Academic Chair? (5) A Great Deal (4) Quite a Bit (3) A Little (2) Very Little (1) No Confidence (0) I Don't Know	'10	17	46	21	13	4	
	3.62	63				17	
32.* There is effective two-way communication between my Academic Chair and me. (5) Strongly Agree (4) Agree (3) Neither Agree nor Disagree (2) Disagree (1) Strongly Disagree (0) I Don't Know	'10	21	50	21	8	0	
	3.84	71				8	

01/13/06 modified 02/09/11

SAFA's 2010 ACIFA Climate Survey Results

Response rates

2010/11	212/608 = 34.87%	2005/06	43	2000/01	53
2009/10	22.93	2004/05	25	1999/00	16
2008/09	29.06	2003/04	26	1998/99	29
2007/08	35	2002/03	28	1997/98	37
2006/07	35	2001/02	35		

NOTE: For comparison, percentages show the 2010 results in red and the 2009 results in parentheses

Question 1: My institution demonstrates a strong commitment to improving my teaching skills.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
17.5%	41.5%	17.9%	15.6%	7.5%

59% (67.1%)   23.1% (16.8%)

Means (out of a possible 5)

2010/11	3.46	2007/08	3.55	2004/05	2.9	2001/02	3.0	1998/99	2.9
2009/10	3.69	2006/07	3.3	2003/04	2.7	2000/01	2.7	1997/98	2.4
2008/09	3.66	2005/06	3.2	2002/03	2.9	1999/00	2.7	(new question)	

Question 2: My institution demonstrates a strong commitment to improving my discipline-specific knowledge.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
9.0%	33.5%	24.5%	21.2%	11.8%

42.5% (51.6%)   33% (25.8%)

Means (out of a possible 5)

2010/11	3.07	2007/08	3.14	2004/05	2.5	2001/02	2.5	1998/99	2.5
2009/10	3.27	2006/07	3.0	2003/04	2.3	2000/01	2.3	1997/98	2.5
2008/09	3.14	2005/06	2.8	2002/03	2.4	1999/00	2.3	(new question)	

Question 3: I have enough time to attend to my professional development needs.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
6.6%	16.5%	15.1%	42.0%	19.8%

23.1% (27.1%)   61.8% (47.1%)

Means (out of a possible 5)

2010/11	2.48	2007/08	2.69	2004/05	2.2	2001/02	2.1	1998/99	2.2
2009/10	2.71	2006/07	2.5	2003/04	2.0	2000/01	2.1	(new question)	
2008/09	2.65	2005/06	2.3	2002/03	2.2	1999/00	2.1		

Question 4: Senior administration communicates openly with faculty.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
8.0%	19.8%	18.9%	27.8%	25.5%

27.8% (37.4%)   53.3% (38.7%)

Means (out of a possible 5)

2010/11	2.57	2007/08	2.94	2004/05	2.1	2001/02	2.0	1998/99	2.5
2009/10	2.90	2006/07	2.5	2003/04	1.9	2000/01	1.6	(new question)	
2008/09	2.73	2005/06	2.3	2002/03	1.9	1999/00	1.8		

Question 5: I am informed in a timely manner about important changes that affect me.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
4.7%	18.9%	22.2%	29.7%	24.5%
23.6% (36.8%)				54.2% (36.1%)

Means (out of a possible 5)

2010/11 2.50	2007/08 2.77	2004/05 2.3	2001/02 2.3	1998/99 2.4 (new
2009/10 2.92	2006/07 2.6	2003/04 2.1	2000/01 2.1	question)
2008/09 2.72	2005/06 2.5	2002/03 2.2	1999/00 2.0	

Question 6: Input from faculty is sought AND seriously considered in decision-making at my institution.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
5.7%	14.2%	19.8%	29.2%	31.1%
19.9% (33%)				60.3% (42.6%)

Means (out of a possible 5)

2010/11 2.34	2007/08 2.69	2004/05 1.9	2001/02 1.9	1998/99 2.3
2009/10 2.79	2006/07 2.4	2003/04 1.8	2000/01 1.6	1997/98 2.2
2008/09 2.62	2005/06 2.3	2002/03 1.9	1999/00 1.6	1996/97 1.8

Question 7: Senior administration understands day-to-day challenges faced by instructors.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
4.2%	12.3%	15.6%	27.8%	40.1%
16.5% (27.1%)				67.9% (54.2%)

Means (out of a possible 5)

2010/11 2.13	2007/08 2.46	2004/05 1.8	2001/02 1.9	1998/99 2.1
2009/10 2.54	2006/07 2.3	2003/04 1.7	2000/01 1.5	1997/98 1.8
2008/09 2.40	2005/06 2.0	2002/03 1.8	1999/00 1.5	1996/97 1.7

Question 8: When making decisions, this institution refers to one or all of: a mission statement, a statement of goals, or a statement of values.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
9.9%	28.8%	33.5%	13.2%	14.6%
38.7% (45.8%)				27.8% (18.7%)

Means (out of a possible 5)

2010/11 3.06	2007/08 3.30	2004/05 2.8	2001/02 3.0	1998/99 2.8
2009/10 3.30	2006/07 3.1	2003/04 2.7	2000/01 2.5	1997/98 2.9
2008/09 3.30	2005/06 2.9	2002/03 2.9	1999/00 2.6	1996/97 3.4

Question 9: Outstanding performance by instructors is rewarded.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
6.6%	20.8%	25.0%	24.1%	23.6%

27.4% (33.6%)   47.7% (38%)

Means (out of a possible 5)

2010/11 2.63	2007/08 2.69	2004/05 2.1	2001/02 2.2	1998/99 2.3
2009/10 2.85	2006/07 2.5	2003/04 1.9	2000/01 1.9	1997/98 2.2
2008/09 2.76	2005/06 2.5	2002/03 2.2	1999/00 1.8	1996/97 2.1

Question 10: My institution demonstrates a strong commitment to my health and well being.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
6.6%	25.5%	30.7%	19.8%	17.5%

32.1% (41.6%)   37.3% (27.7%)

Means (out of a possible 5)

2010/11 2.84				
2009/10 3.14	2006/07 2.8	2003/04 2.1	2000/01 1.9	1997/98 2.1
2008/09 2.88	2005/06 2.6	2002/03 2.2	1999/00 1.8	(new question)
2007/08 2.98	2004/05 2.4	2001/02 2.2	1998/99 2.3	

Question 11: Academic council has a meaningful impact on academic decisions.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
4.2%	14.6%	49.5%	17.5%	14.2%

18.8% (22%)   31.7% (21.3%)

Means (out of a possible 5)

2010/11 2.77	2007/08 2.92	2004/05 2.6	2001/02 2.6	1998/99 2.6
2009/10 2.94	2006/07 2.7	2003/04 2.4	2000/01 2.2	(new question)
2008/09 2.84	2005/06 2.7	2002/03 2.5	1999/00 2.3	

Question 12: The president of this institution provides effective leadership.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
10.8%	24.1%	29.2%	14.6%	21.2%

34.9% (49%)   35.8% (27%)

Means (out of a possible 5)

2010/11 2.89	2007/08 3.30	2004/05 2.4	2001/02 2.4	1998/99 3.3
2009/10 3.23	2006/07 3.0	2003/04 2.1	2000/01 1.8	1997/98 2.8
2008/09 3.16	2005/06 2.7	2002/03 2.3	1999/00 2.0	1996/97 2.4

Question 13: I have the resources I need to do my job effectively.

Strongly agree—5	**Agree—4**	**Neither agree nor disagree—3**	**Disagree—2**	**Strongly disagree—1**
8.5%	41.0%	18.9%	23.6%	8.0%

49.5% (57.4%)   31.6% (22.6)

Means (out of a possible 5)

2010/11 3.18	2007/08 3.20	2004/05 2.6	2001/02 2.4	1998/99 2.6
2009/10 3.39	2006/07 3.1	2003/04 2.4	2000/01 2.2	(new question)
2008/09 3.20	2005/06 2.9	2002/03 2.5	1999/00 2.2	

*******(Institution-specific questions begin here.)*******

Question 14: The current campus Commercial food services (Chartwells/Franchise) provides satisfactory services, i.e.: quality, price, availability.

Strongly agree—5	**Agree—4**	**Neither agree nor disagree—3**	**Disagree—2**	**Strongly disagree—1**
2.4%	9.9%	30.2%	30.2%	27.4%

12.3% (9.7%)   57.6% (65.1%)

Means (out of a possible 5)

2010/11 2.30 (SAIT only)	2007/08 1.91 (SAIT only)	2004/05 3.9 (SAIT only; new question)
2009/10 2.08 (SAIT only)	2006/07 3.8 (SAIT only)	
2008/09 2.05 (SAIT only; new wording of same subject)	2005/06 3.8 (SAIT only; new question)	

Question 15: Instructor evaluation should not be based solely on the SIR II report.

Strongly agree—5	**Agree—4**	**Neither agree nor disagree—3**	**Disagree—2**	**Strongly disagree—1**
80.2%	11.3%	2.8%	0.9%	4.7%

91.5% (91.6%)   5.6% (4.5%)

Means (out of a possible 5)

2010/11 4.61 (SAIT only)	2007/08 4.35 (SAIT only)	2004/05 4.1 (SAIT only; new question)
2009/10 4.55 (SAIT only)	2006/07 4.1 (SAIT only)	
2008/09 4.30 (SAIT only)	2005/06 4.0 (SAIT only; new question)	

Question 16: Documents provided to you by x-Docs are delivered on time and prepared according to your instructions.

Strongly agree—5	**Agree—4**	**Neither agree nor disagree—3**	**Disagree—2**	**Strongly disagree—1**
23.6%	35.8%	29.7%	5.7%	5.2%

59.4% (53.5%)   10.9% (12.2%)

Means (out of a possible 5)

2010/11 3.67 (SAIT only)	2007/08 3.39 (SAIT only)	2004/05 2.4 (SAIT only; new question)
2009/10 3.52 (SAIT only)	2006/07 2.6 (SAIT only)	
2008/09 3.45 (SAIT only; new wording of same subject)	2005/06 2.6 (SAIT only; new question)	

Question 17: Scheduling (timetabling) allows sufficient course preparation time.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
3.8%	24.5%	21.7%	32.5%	17.5%

28.3% (36.1%)   50% (41.3%)

Means (out of a possible 5)

2010/11 2.65 (SAIT only)	2008/09 2.66 (SAIT only; new wording of same subject)	2006/07 4.6 (SAIT only)
2009/10 2.81 (SAIT only)		2005/06 4.5 (SAIT only; new question)
	2007/08 2.73 (SAIT only)	

Question 18: Campus facilities are clean, safe and well maintained.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
6.1%	30.7%	21.2%	30.7%	11.3%

36.8% (40.7%)   42% (40%)

Means (out of a possible 5)

2010/11 2.90 (SAIT only)	2008/09 2.70 (SAIT only; new wording of same subject)	2006/07 2.5 (SAIT only)
2009/10 2.94 (SAIT only)		2005/06 2.2 (SAIT only; new question)
	2007/08 2.62 (SAIT only)	

Question 19: Faculty morale has deteriorated at SAIT during the last year.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
42.5%	27.4%	16.0%	9.9%	4.2%

69.9% (51%)   14.1% (22.6%)

Means (out of a possible 5)

2010/11 3.94 (SAIT only)	2008/09 3.36 (SAIT only; new wording of same subject)	2006/07 3.4 (SAIT only)
2009/10 3.40 (SAIT only)		2005/06 3.7 (SAIT only; new question)
	2007/08 3.28 (SAIT only)	

Question 20: The increase of Management positions has improved the effectiveness of SAIT.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
2.8%	4.2%	26.9%	27.8%	38.2%

7% (10.3%)   66% (49.6%)

Means (out of a possible 5)

2010/11 2.06 (SAIT only)	same subject, which reverses the ranking emphasis)	2006/07 3.6 (SAIT only)
2009/10 2.34 (SAIT only)		2005/06 3.7 (SAIT only; new question)
2008/09 2.31 (SAIT only; new wording of	2007/08 3.68 (SAIT only)	

Question 21: The amount of weekly work you are expected to do goes beyond your regular hours.

Strongly agree—5	Agree—4	Neither agree nor disagree—3	Disagree—2	Strongly disagree—1
41.0%	39.2%	10.4%	6.6%	2.8%

80.2% (69.7%)   9.4% (14.8%)

Means (out of a possible 5)

2010/11 4.09 (SAIT only)	2008/09 3.86 (SAIT only; new wording of same subject)	2006/07 4.1 (SAIT only)
2009/10 3.85 (SAIT only)		2005/06 4.1 (SAIT only; new question)
	2007/08 3.77 (SAIT only)	

Question 22: There is pressure on faculty to maintain student numbers at the expense of academic standards.

Strongly agree—5	**Agree—4**	**Neither agree nor disagree—3**	**Disagree—2**	**Strongly disagree—1**
42.5%	31.1%	14.6%	9.0%	2.8%

73.6% (67.1%)   11.8% (16.8%)

Means (out of a possible 5)
2010/11   4.01 (SAIT only)   2008/09   3.73 (SAIT only)   2006/07   3.9 (SAIT only)
2009/10   3.86 (SAIT only)   2007/08   3.79 (SAIT only)   2005/06   3.9 (SAIT only; new question)

Question 23:   SAIT's Ethics (FIRST) process is effective.

Strongly agree—5	**Agree—4**	**Neither agree nor disagree—3**	**Disagree—2**	**Strongly disagree—1**
3.3%	19.8%	35.4%	20.8%	20.8%

23.1% (26.5%)   41.6% (30.9%)

Means (out of a possible 5)
2010/11   2.64 (SAIT only; new question)   2008/09   2.80 (SAIT only; new question)   2006/07   3.9 (SAIT only)
2009/10   2.89 (SAIT only; new question)   2007/08   2.68 (SAIT only)   2005/06   3.8 (SAIT only; new question)

Administration and interpretation of the survey

Questionnaires are provided electronically by email to all members of the academic staff associations at participating institutions in November. Results are tabulated through the web-based Survey Monkey. The survey is based on climate surveys used by organizations involved in total quality management programs. The literature on climate surveys suggests a strong relationship between perceived climate and absenteeism, turnover, and level of union activity (e.g., grievances). This survey is meant to provide a broad overview of organizational climate and highlight areas of concern for further study by administrators and faculty members.

While the survey is not based on a random sample, the rates of return provide support for the validity of the results. Further, a number of institutions have commissioned external surveys that broadly replicate the results of the ACIFA survey. These data represent perceptions and must be interpreted carefully. Of specific concern is the use of means (averages) in results. The data collected does not contain the metric properties necessary to calculate means and standard deviations. Despite this, means are an important component in showing smaller changes in perception over time and are included.

ACIFA 2010 Climate Survey Results

Institution	Year	%	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
ACIFA Provincial averages	**2010**	**38**	**3.4**	**3.2**	**2.8**	**2.9**	**2.9**	**2.7**	**2.6**	**3.3**	**2.7**	**3.0**	**3.1**	**3.2**	**3.2**
	2009	38	3.5	3.3	2.8	2.9	2.9	2.7	2.6	3.3	2.9	3.1	3.0	3.3	3.2
	2008	45	3.5	3.3	2.9	3.0	3.0	2.8	2.6	3.4	2.9	3.1	3.1	3.3	3.2
ACAD	**2010**	**43**	**2.2**	**2.3**	**2.1**	**2.6**	**2.3**	**2.6**	**2.3**	**3.1**	**1.7**	**2.4**	**3.2**	**3.4**	**2.2**
	2009	52	2.0	2.1	1.9	1.9	2.0	1.7	1.7	2.7	1.8	2.5	2.6	1.9	2.1
	2008	71	1.8	1.8	1.8	2.2	2.3	2.0	1.5	3.6	1.6	2.6	2.9	1.8	1.9
Bow Valley College	**2010**	**26**	**3.6**	**3.4**	**3.1**	**3.1**	**3.2**	**3.0**	**2.8**	**3.5**	**2.8**	**3.1**	**3.3**	**3.6**	**3.5**
	2009	29	3.6	3.5	3.0	3.1	3.0	2.9	2.8	3.6	3.0	2.9	3.3	3.5	3.4
	2008	27	3.5	3.5	2.9	2.8	2.9	2.6	2.6	3.4	2.8	2.8	3.2	3.3	3.3
MacEwan University	**2010**	**14**	**3.8**	**3.3**	**2.8**	**3.0**	**2.9**	**3.0**	**2.8**	**3.4**	**2.8**	**2.9**	**3.3**	**3.3**	**3.4**
	2009	10	3.9	3.3	2.8	3.1	3.1	3.0	2.8	3.4	3.1	2.9	3.2	3.2	3.5
	2008	14	3.8	3.3	2.8	2.9	3.1	2.9	2.7	3.4	3.0	2.8	3.2	3.2	3.5
Grande Prairie	**2010**	**19**	**3.5**	**3.5**	**3.4**	**3.4**	**3.3**	**3.2**	**3.1**	**3.7**	**3.2**	**3.7**	**3.2**	**4.0**	**3.3**
	2009	40	3.3	3.2	3.1	3.3	3.0	3.0	2.9	3.4	2.9	3.4	3.2	3.9	3.1
	2008	39	3.4	3.3	3.6	3.8	3.5	3.4	3.2	3.7	2.9	3.5	3.2	3.9	3.5
Keyano College	**2010**	**60**	**3.2**	**3.1**	**2.8**	**2.1**	**2.4**	**2.2**	**2.1**	**2.8**	**2.5**	**3.0**	**2.8**	**2.4**	**2.9**
	2009	47	3.3	3.1	2.7	2.3	2.5	2.2	2.2	2.9	2.3	3.2	2.8	2.6	2.7
	2008	49	3.6	3.6	3.0	2.4	2.6	2.4	2.4	2.9	2.5	3.5	3.1	2.8	2.9
Lakeland College	**2010**	**34**	**3.7**	**3.6**	**2.9**	**3.2**	**2.9**	**2.7**	**2.9**	**3.2**	**2.9**	**3.2**	**3.1**	**3.7**	**3.4**
	2009	47	3.9	3.8	3.2	3.4	3.3	3.1	3.1	3.4	3.0	3.5	3.4	3.7	3.5
	2008	54	3.8	3.7	2.9	3.4	3.2	3.1	3.0	3.4	3.1	3.3	3.3	3.7	3.6
Lethbridge College	**2010**	**22**	**3.7**	**3.4**	**2.9**	**3.1**	**3.0**	**2.9**	**2.8**	**3.6**	**3.2**	**3.3**	**3.4**	**3.5**	**3.4**
	2009	20	3.8	3.5	3.0	3.1	3.3	3.0	3.0	3.7	3.2	3.1	3.1	3.6	3.3
	2008	26	3.5	3.1	2.8	3.2	2.9	2.8	2.6	3.5	3.1	2.9	3.2	3.4	3.1
Medicine Hat Coll.	**2010**	**37**	**3.8**	**3.6**	**3.0**	**3.1**	**3.3**	**2.9**	**2.9**	**3.4**	**3.0**	**3.1**	**3.3**	**3.4**	**3.5**
	2009	40	3.8	3.7	3.3	3.2	3.3	3.0	2.9	3.4	3.2	3.2	3.2	3.6	3.5
	2008	46	3.6	3.5	3.3	3.1	3.3	2.8	2.8	3.4	3.0	3.1	3.1	3.5	3.5
Mt Royal University	**2010**	**14**	**4.2**	**3.4**	**2.9**	**3.7**	**3.6**	**3.7**	**3.1**	**3.7**	**3.2**	**3.4**	**3.6**	**4.3**	**3.5**
	2009	14	4.3	3.4	2.8	3.7	3.5	3.6	3.2	3.7	3.3	3.4	3.5	4.3	3.6
	2008	13	4.2	3.1	2.7	3.7	3.6	3.4	3.1	3.6	3.2	3.3	3.5	4.1	3.5
NAIT	**2010**	**14**	**3.4**	**3.2**	**2.8**	**2.7**	**2.8**	**2.6**	**2.6**	**3.3**	**3.0**	**3.2**	**3.0**	**2.5**	**3.2**
	2009	27	3.5	3.2	2.8	3.0	3.1	2.8	2.8	3.4	3.1	3.2	3.0	3.4	3.3
	2008	27	3.8	3.5	3.0	3.2	3.2	3.0	3.0	3.6	3.2	3.4	3.2	3.7	3.5
Northern Lakes	**2010**	**54**	**3.7**	**3.4**	**2.9**	**3.1**	**3.2**	**3.0**	**2.8**	**3.5**	**3.0**	**3.6**	**3.3**	**3.3**	**3.7**
	2009	49	3.7	3.4	3.1	3.0	3.2	3.1	2.8	3.5	3.1	3.6	3.2	3.3	3.6
	2008	58	3.4	3.2	2.9	2.6	3.0	2.7	2.4	3.4	3.1	3.4	3.1	2.9	3.4
NorQuest College	**2010**	**58**	**2.9**	**2.8**	**2.3**	**2.9**	**2.8**	**2.7**	**2.3**	**3.2**	**2.3**	**2.5**	**2.6**	**3.4**	**2.9**
	2009	46	3.0	3.0	2.6	2.6	2.9	2.5	2.3	3.2	2.4	2.6	2.7	3.0	3.0
	2008	60	3.4	3.3	2.8	3.0	3.3	2.8	2.6	3.3	2.6	2.6	3.0	3.3	3.3
Olds College	**2010**	**76**	**3.4**	**3.4**	**2.6**	**2.1**	**2.6**	**2.1**	**1.9**	**2.9**	**2.5**	**2.5**	**2.6**	**2.7**	**2.8**
	2009	55	3.2	3.2	2.4	1.9	2.3	1.9	1.9	2.7	2.6	2.6	2.4	2.6	2.3
	2008	93	3.8	3.7	3.1	2.7	2.9	2.6	2.4	3.1	3.0	3.4	3.3	3.2	3.1
Portage College	**2010**	**67**	**3.0**	**2.7**	**2.6**	**2.4**	**2.2**	**1.9**	**2.0**	**2.9**	**2.4**	**2.7**	**2.4**	**2.0**	**2.9**
	2009	76	3.6	3.6	3.2	2.7	2.6	2.6	2.3	3.2	3.1	3.4	2.8	3.3	3.3
	2008	69	3.6	3.5	3.2	2.6	2.5	2.5	2.3	3.2	2.9	3.1	2.7	2.9	3.4
SAIT	**2010**	**35**	**3.5**	**3.1**	**2.5**	**2.6**	**2.5**	**2.3**	**2.1**	**3.1**	**2.6**	**2.8**	**2.8**	**2.9**	**3.2**
	2009	23	3.7	3.3	2.7	2.9	2.9	2.8	2.5	3.3	2.9	3.1	2.9	3.2	3.4
	2008	29	3.7	3.1	2.7	2.7	2.7	2.6	2.4	3.3	2.8	2.9	2.8	3.2	3.2

ACIFA Provincial Rankings

SAIT ranks 10 out of the 15 member institutes that took part in the 2010 ACIFA Climate Survey. The ranking order was determined by averaging the responses to the 13 questions from the survey.

Institute	Year	Question Total	Average	Ranking	Percent Responding (%)
ACAD	2010	32.4	2.49	14	43
Bow Valley	2010	42	3.23	6	26
MacEwan	2010	40.7	3.13	8	14
Grande Prairie	2010	44.5	3.42	2	19
Keyano	2010	34.3	2.64	12	60
Lakeland	2010	41.4	3.18	7	34
Lethbridge	2010	42.2	3.25	5	22
Medicine Hat	2010	42.3	3.25	4	37
Mt. Royal	2010	46.3	3.56	1	14
NAIT	2010	38.3	2.95	9	14
Northern Lakes	2010	42.5	3.27	3	54
NorQuest	2010	35.6	2.74	11	58
Olds	2010	34.1	2.62	13	76
Portage	2010	32.1	2.47	15	67
SAIT	2010	36	2.78	10	35