

The Changing Face of SAIT

A request for information from administration about some changes at SAIT resulted in the following submission. It is printed in its entirety.

During the past few years, SAIT has transformed the way it approaches some of its operations. As part of that approach, SAIT has focused on its core business of providing skill-oriented, relevant education and has reviewed areas of its operation that contribute towards its core business but do not fall within it.

As part of this sharpening focus on its core business, some departments have undergone changes. This has resulted in some changes with some of the services that keep a complex campus like SAIT going from day to day. Sometimes that has involved contracting out of non-core business activities.

"The core business of SAIT is education and training," says Keith Pedersen. "With overall costs exceeding our allotted two per cent increase in government grants next year and the following year, we have to be vigilant in how we address our overall operations and, therefore, have changed how we deliver some services on campus."

"In particular, two areas of SAIT's operations have undergone some changes—Commercial Services and Facilities Management," says Pedersen. Commercial Services oversees Food Services, Campus Recreation, Parking, Graphic Services, the Bookstore, Computer Store, Food Stores, the Residences, and the rental of SAIT facilities to outside organizations for events and seminars. Facilities Management, on the other hand, oversees Maintenance, the Distribution Centre, the Power Plant, Landlord Tenant Services, and Planning and Development.

"Although both departments contribute toward the overall experience staff and students have at SAIT, they are not directly involved in the development and delivery of curriculum," says Pedersen. "Therefore, the choice was made to look at their operations to see how we could deliver their services in a more cost-effective manner."

Peter Kuran, Director of Commercial Services, sees the services that his department has chosen to outsource as being a move that benefits SAIT as a whole.

"Aside from the benefit of cost savings from outsourcing areas like parking and the residence, each of these areas is made better by the perspective the two management companies in these areas bring to their core businesses of parking and managing residences," says Kuran. "The expertise they bring to managing these operations saves SAIT on administrative costs and provides a better rate of return through the generation of revenues that can be turned back into the overall operations of SAIT and, therefore, benefits staff and students."

One example Kuran points to is the success that has come about from having Campus Living Centres manage SAIT's residences.

"I think the common misconception that most people have about the changes is that the outsourcing we underwent with parking and the residences was only about the changing of people. It is actually much more involved and includes saving on equipment costs and utilizing our facilities during non-peak times. For example, revenue from summertime stays at our residences have doubled because Campus Living Centres brings their national network from the work they do with campuses across the country to the table to ensure that rooms are rented during non-peak times. That is not something we could do cost-effectively if we were to do it ourselves."

Facilities Management has undergone some of the largest changes recently at SAIT through the outsourcing of some of its maintenance operations such as custodial, plumbing, electrical, painting, landscaping, snow removal, and security. Bing Runquist, the Director, Facilities Management, echoes many of Kuran's comments to the benefits outsourcing has brought to SAIT.

"Aside from now having the flexibility to meet fluctuating demands in a changing environment, one of the largest benefits we have seen is that SAIT is no longer required to take on the purchasing and maintaining of sometimes very expensive equipment," says Runquist. "This is an activity that is now taken on by the company that provides the service to SAIT and, because of that, we no longer manage an expensive inventory of equipment

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such as lawnmowers, tablesaws, trucks, and tractors.”

“In addition, there are administrative savings because the management company takes on the administrative functions instead of Facilities Management to ensure that there is enough staff to supply the services required.”

The service providers that provide service to SAIT through Facilities Management are significant. Service providers cover primary areas such as plumbing, electrical, building operators, refrigeration mechanics, millwrights, painting, carpentry, sheet metal, landscaping, snow removal, security, and custodial services. Secondary service providers include companies that provide services such as insulation, asbestos removal, glazing, overhead doors, water treatment, elevators, fire alarms, and irrigation.

“SAIT has benefited in many ways, ways that most wouldn't be aware of, like the \$750,000 worth of tools and equipment Facilities Management donated and the valuable space that was given up to the academic departments as a result of moving to a service provider model. Furthermore, we now receive a one-year warranty on all service work conducted by the service providers, where, in the past, we received no warranty.”

One of the main complaints SAIT staff had with the decision to outsource was that the level of service would decrease and that costs would be higher.

“It has been quite the opposite,” says Runquist. “We have signed long-term (five-year) contracts to control costs and reduce inflationary risks. Our base building maintenance work order time has gone from a 4.71 to 2.07 average hours per work order and our preventative maintenance work order time has gone from 1.61 to 0.89 average hours.” ♦♦

SAFAGRAM

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approved by the SAFA Executive on June 14, 1995, is as follows:

1. The Editorial Board has the final say as to what is included or deleted from the newsletter.
2. Editorial Board decisions about newsletter material must be agreed to by consensus.
3. The newsletter will include a disclaimer stating that the views expressed in its content do not necessarily represent the views of the Editorial Board or SAFA.
4. All material included in the newsletter must
 - be signed by the author when submitted to the editors but anonymity may be requested and granted for printing.
 - be based on “reasoned argument” if personal criticism is used.
 - not involve name-calling.
 - not include sexist, racist, or homophobic comments.
 - be related to SAIT, although this will be interpreted broadly.

The views expressed in SAFAGRAM do not necessarily represent the views of the Editorial Board or SAFA.

Looking for a new position or opportunity at SAIT?

by Scott Willis, Human Resources

Please take a moment to look at the SAIT career site at www.sait.ab.ca/careers for any opportunities that may be available. Human Resources recently purchased “Corporate Works,” a powerful résumé database and screening tools system from Workopolis.com. For job seekers, this means improved job searches and alerts to new positions.

In the Careers section, you can create multiple résumés tailored for individual positions, enhancing the match between “your résumé” and “our position.” Once you have registered*, you can also create Career Alerts that automatically notify you of any opportunities that match your criteria.

All postings will have questions preset on the education and experience requirements for the position. Take the time to complete the questions; it will help identify you during the screening process.

For some positions, you will also see a Psychometrics Questionnaire that will attach a personality profile along with your application.

You will see general unsolicited postings for any job seekers wishing to submit their résumé for future consideration. These applications will be screened in the same way and forwarded to relevant hiring managers. This function will also prove beneficial for Corporate Training, as contract positions can also be filled through the Corporate Works system.

For more information, please contact Human Resources at 284-8633.

SAIT is committed to Employment Equity and invites applications from all qualified individuals.

* The Careers section is Workopolis.com. If you have already registered with Workopolis, your existing user name and password should be used to access the application process. ♦♦

SAFAGRAM

The SAFAGRAM Editorial Board welcomes articles and story ideas from faculty. We also welcome volunteers to serve on the Editorial Board for 2003/2004.

The newsletter is published five times a year with issues and deadlines for 2003/2004 as follows:

September/October	September 11, 2003
November/December	November 6, 2003
January/February	January 15, 2004
March/April	March 11, 2004
May/June	May 7, 2004

The Changing Face of SAIT—The Faculty Perspective

Following are comments from faculty members who responded to a request for feedback.

"The outsourcing doesn't seem to affect you at the time, but you are gradually aware as an instructor that there isn't the level of service any more. There seem to be more time-consuming things an instructor has to deal with."

1. Cleaning

Let's start from the ground or floor up with cleaning. That's a contentious word across campus since the firing of the janitorial staff two years ago. There is no ownership by the cleaning people since they are not SAIT employees, nor do they seem to do as good a job as before. We were blessed with a very conscientious cleaner before then. He would sweep the floor thoroughly and mop regularly as well as empty garbage cans every day. He would **lock** all doors and leave the doorstops. When we departed for the summer, he would swing into action, removing **all** furniture from offices, labs, and classrooms so that the floors and walls could get a good cleaning and polishing.

Now? I don't see a cleaner, but I think one comes in most days. Perhaps they bring a broom with them, but I see lots of dust bunnies and so do the students. In fact, they have complained to me about the unsanitary conditions in their areas. There's no sign of a mop and sometimes the only way I know that someone's been in is the door is left open and/or unlocked (so much for security). A floor polisher may pay a quick visit to rooms over the summer but no desks, cabinets, etc., will be moved, and as for the doorstops, someone must have a hobby collecting them! I don't blame the current staff. If you're getting peanuts for wages and have no ties to SAIT, you're unlikely to match the work ethic of a permanent worker.

While teaching an evening class in the Heart Building in the winter semester, the classroom was often dirty—papers and wrappers on the floor and desks, and pop cans lying around. The room temperature was hot many evenings with temperature averaging 27°–29°C. On April 24 during an exam, the temperature was 29°, which created very difficult conditions for the students to write a three-hour exam.

Due to lack of regular cleaning, many places on campus are filthy; and in some areas, there are odors of an unclean building. In some offices, there are strange things growing in corners. They could be mutated dust bunnies—no killer mould or cockroaches, yet!

The classrooms and labs have been in decline. Often the garbage is left to overflow, and lights are not all operating. If you do tour the classrooms and labs, do not drop your coat on the floor or you will have to have it cleaned.

It appears that Heritage Hall receives more attention from the cleaning staff.

2. Maintenance

Maintenance of facilities and washrooms particularly are another matter. It is always a gargantuan effort to get anything done now! In the Heart Building, the escalators are off more than they are on. At one time, if a toilet or urinal wouldn't flush (or wouldn't stop flushing), a quick phone call to Campus Ops remedied that. (Or most janitors knew what to do). Now a call on the HELP line **may** get a response in a few days. If the toilet is blocked, then reach for the

clothes peg for your nose because it may be a **long** time before it's fixed.

Lights are the same. Until early last year, a request to the DARK line brought a speedy response from Bill Fehr. That usually meant replacing a fluorescent tube or two while they were flashing. Now? Put in a request to FM Help, and it may take up to two weeks to have it replaced. By then the tubes are kaput and so is the starter in the light. The result? Many more pieces of black electrical tape dangling from lights meaning an electrician has to replace starter and tubes. I wonder how much money SAIT is saving here.

A walk down the hallways and into the stairwells of our buildings will quickly attest to the fact that outsourcing of maintenance only results in work not being done. Having no on-campus maintenance crew has resulted in broken and unfixed doors, hinges, and hydraulic openers that have remained so for up to six months. Many of the fire doors in the Burns Building do not operate properly and important seals, once noticed by our full-time staff, have not been kept to what some people feel are the required fire-rated standards. Broken floor tiles in classrooms are not replaced when they should be.

Is it a coincidence that in February 2002 all of the maintenance staff in the Facilities Management Department were abolished, and then early in 2003, the Construction Department and the ICT Department were suggesting that it is part of the instructor's role to do maintenance on campus?

3. Grounds

Let's head outside—not so worrisome now as it was whenever it snowed. Until early last year, one could walk up from the north end of the LRT station just after 7 a.m. and find Roger and company had already cleared paths to the Burns Building. Not any more. Coming past Mount Royal College half an hour earlier, you see their **staff** hard at work. Our contractors are no doubt clearing a mall parking lot. I pick my way cautiously for days after because FM has the same faith as the City in Chinooks doing the job. The sidewalks were often treacherous, and they were especially dangerous this winter just north of the campus centre where the sun's rays did not penetrate. The use of a Bobcat resulted in a virtual sheet of ice forming between the Heart Building and the Thomas Riley Building this past winter. I wonder when someone will have a nasty fall and sue SAIT for a big amount. Then I'll ask if contracting out snow removal has saved any money. We seem to be very image conscious but have difficulty practicing it. Even the Faculty Professional Development Series Keynote Speaker, David Jones from U of C, remarked that he had to ski across campus to get to the Campus Centre . . . without ever having skied before.

To suggest to people that they ensure the wearing of suitable footwear and to pay particular attention when walking is insulting, and it shows the total disdain that management has for the staff and students at SAIT. In past years, the snow removal crews were out prior to the morning rush of people coming onto campus. The sidewalks at SAIT this past winter were dangerous for students and staff and in the worst condition in the history of the institute. Outsourcing has seen a disturbing trend toward a non-caring, late-at-best system being implemented. It is not working!

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And now that it's spring I wonder what flowers we'll see in the weeks ahead around campus. We know the answer after last year—none! I guess flowers, even perennials, are too expensive to maintain. Of course, we have no grounds-keeping staff because they weren't needed year round! One instructor stated, "I used to be proud to be an instructor on this campus. Now I find it an embarrassment." Among the many outsourcing mistakes SAIT has made, the decision to terminate Larry, our former groundskeeper, has been the worst. Trees that were vandalized between the Heart and Burns Buildings have been untended for weeks; limbs there were broken in March and left hanging from the trunks exposing the trees to infection and leaving them looking less than attractive. Larry would never have allowed this to occur! Larry also took great pride in maintaining the rock garden and the flower beds. Since the advent of outsourcing, the SAIT campus has never looked so neglected.

4. Parking

Parking is not an issue for me, but it is for many of my students. Those with vehicles are often required to go off campus on assignments and return during the day. They naturally get angry at the lack of a re-entry pass, sticker, etc., and having to fork out another \$3.25(?) for carrying out activities required by the curriculum. This was not an issue until Sterling took over. Another instructor who pays for a reserved parking spot frequently finds a vehicle parked in the reserved spot.

Is it in the contract with Nanook Landscaping to occupy four parking spots on the ground level of the parkade for their equipment? The exit area of the parkade is full of Nanook's equipment, piles of sand and gravel, and various other vehicles. It is an obstacle course to exit the parkade. Is this what employees have to contend with as paying customers putting up with the disorganization of a contractor at SAIT?

The garbage bins in the parkade are often full and overflowing, and the pigeon droppings frequently pile up beside some of the exit stairwells. The salt in the stairwell was there for months after it was laid down by the bucketful. It appears that to get anything cleaned in the parkade or the garbage emptied takes a phone call. There is no routine cleaning—you have to call to get it done. Communication between the cleaning contractor, the parking contractor, and Facilities Management seems poor at best. The communication between the Sterling Parking office and the parking booths is shaky. Many staff members have sent parking requests for visitors to the parking office. However, when the visitors arrive at the designated parking lot, the attendant has no record of the request.

5. Security

A big issue in the ICT, Construction, and Business & Tourism Departments recently is the break-ins in several offices and classrooms over the last few months. These break-ins netted thieves laptops, pcs, burners, scanners, and money. I have had a laptop for five years now and recall Mag Housken issuing warnings aplenty over that time about laptop security. However, Mag was let go after SAIT dumped the commissionaires after Christmas. The reflex reaction from FM was to suggest locking down all buildings overnight. I fully support measures to curb thefts but believe that should

not happen until all departments have had a reasonable time to consider the effects on their staff and especially on students. I may have to make some changes to my students' curriculum for this fall. I'd like to know now, but I fear the will be no news on changes until after I'm gone for the summer. Then I have to spend precious time the week before classes start on this issue.

6. Student Residence

Many students who live in the residence are unhappy with the service offered, and the same lack of caring is very evident when dealing with the staff at res. Many students decided that it was better to pay the extra money and move off campus. The extra money wasn't necessarily higher rent; it was the transportation required to get here. It just wasn't worth it to stay!

7. People

What about the people? The loss of a fine professional such as George Webber can't be reflecting well on the reputation of SAIT. I can't comment on the savings in terms of \$\$\$, but the loss in terms of human resources is shocking. I understand that the cutting isn't close to being finished yet. What a shame that SAIT is moving in that direction. The morale is sliding lower and lower.

Outsourcing is not working. Permanent workers have a pride in where they work while outsourced workers couldn't care less. Outsource companies must make a profit while in-house workers do not. If outsourcing is such a good thing, then perhaps we could outsource the accounting group and administration.

8. Lack of Services

Clocks . . . Back into the classroom—what time is it? Oh, I can't tell in many rooms because the clock is stopped or missing. It's a pain for me because I look up at the clock out of habit. I understand someone in the hierarchy decreed no more clocks were to be repaired or installed. Many of my courses contain penalties for lateness. Once upon a time, the student and I could look at the clock and there was no argument. Now whose watch is right?

Timetables. This can't be blamed on outsourcing, I know, but it's one face of SAIT that it seems will never change for the better. I'm in a program that operates largely in its own facilities using a production model. Classes don't need to change from one year to the next. Our setup means we have to funnel many sessions into a Monday. The obvious solution would be to roll over the timetable from year to year. But that's impossible according to Customer Services. Even though we spend an inordinate amount of time filling out course constraints, we waste a lot of time re-inventing the wheel because classes are all over the map. I understand the desire to see all rooms in use as much as possible. Yet it seems this requires tossing out every old timetable and starting from scratch. Why?

Library. (newspapers and magazines) We get these from the library. The staff cutbacks last summer mean newspapers aren't available some days until after 8:30 a.m. (they used to be there at 7:45 a.m.). Newsmagazines like *Maclean's* sometimes don't reach me for weeks because the person responsible for dispatching them is doing the work of two people now. The result? I bring my own copies in now so the

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students will have topical access to them.

Centre for Learning. When an instructor needed a TV and a VCR for a room in the Heart Building, he had to track one down in the basement of the Burns Building and then haul it over to the Heart Building on a cold, snowy day—and then return it. It was very difficult and the instructor won't do it again. Who loses? The students do because they won't have that extra bit of knowledge that they had access to before. Video playback is sadly non-existent and students suffer. Overheads and other A/V equipment are hard to find and are harder to find in working order. I am frustrated and students suffer.

Food Services. In the past, the Food Services operations have closed the main cafeteria in the Burns Building for July and August. This year it was closed at the end of April and several staff members were laid off. Although they may be called back to work in August, it puts extra hardship on those committed workers who have always gone out of their way to serve the SAIT population. There is a noticeable difference between the long-term, committed staff of the Burns Building cafeteria, who recognize the importance of customer service, and the newer staff of the Heart Building fast food outlet area, who show no eagerness to help in any way. (One might assume that this is due to their being paid minimum wage with no security.)

The choices and standards of meals have decreased considerably as well. Evening students and faculty were accustomed to a freshly prepared, reasonably priced meal in the Burns Building cafeteria. However, that was eliminated with the introduction of the Heart Building fast food outlet, and even that closes early in the evening. Now, even the Burns Building SenSations store closes at 6 p.m., leaving night class and weekend students facing vending machines or a hurried walk across campus—not an appealing option during winter!

The closing of food outlets has been made without notice or signs citing alternative venues, leaving visitors and staff wandering around the campus in search of sustenance. The impact on SAIT's image with the lack of quality food alternatives and with the staff in the Heart Building fast food outlet can only be negative.

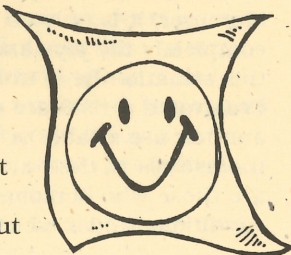
And be forewarned—if you think the Burns Building spring/summer fare is dismal, wait until fall! Rumour has it that the kitchen will be removed and the same poor offerings of the Heart Building fast food outlet will replace it!

But we look at the statement: "By 2010, SAIT will be . . . Canada's premier technical institute . . ." with a mixture of amusement and frustration. If we last that long here, we'll see if that's a reality. With so few staff and so many more contractors, we may have to look for the salt cellar.

Administration has indicated that some of the contracts with the companies to do the outsourcing are five-year contracts. What is the process to get rid of the companies when they provide poor service?

Is outsourcing really saving SAIT money or is it costing SAIT money? Is outsourcing contributing to the budget shortfall for the last two years?

Yes, the face of SAIT is changing, but is it for the better? ♦♦



Alumni in Action

by Marla Firby



"The best thing about teaching? The knowledge you gain—not the knowledge you give," says alumnus instructor Ed Beeler of his 28-year history on campus. Ed completed his Welding Apprenticeship in 1972, returned to SAIT, and became a member of the first Welding Engineering Technology (WET) graduating class in 1975.

Ed joined the teaching team right after he completed the WET program. "It was a big change from industry," he says. "I was the Plant Manager at Unimelt and enjoying industry, so to make the move to teaching was a big decision, but it was a good decision. I've been enjoying it ever since."

Since coming to SAIT, Ed has spent most of his time in the classroom with the exception of 10 years from 1979-1989 when he was Academic Coordinator. He has also been an active SAFA member in the role of Secretary-Treasurer for five years in the 1990s and as part of two negotiating teams.

There are a number of proud teaching moments in Ed's career. "Too many to mention!" he says with a smile. "They happen often—which is why I am still here!" Ed is also proud of the success of the program and is involved in the WET Alumni Chapter that is looking forward to celebrating 30 years of the program in 2005.

Being at SAIT runs in the Beeler family. Ed's brother Lloyd was also a graduate of the Welding Apprenticeship Program, and two of Ed's three sons are members of the Class of 2001. Jamie is a welder and Wes has completed the Business Administration Program with a major in finance.

When not in the classroom, Ed has kept his hand in industry with a couple of business ventures and is also busy on the curling ice in the winter as part of the SAIT Curling League.

Thank you, Ed, for your contribution to the SAIT community and for all you give back to your students and to us. ♦♦

Reflections of My Learning at SAIT

by Eugene Blanchard, Instructor

I came to SAIT eight years ago as an industry expert. The only formal instructor training for me was at SAIT. Over the years, I have learned the following:

Unwritten Objectives

- Labs and theory classes must be fun—the students will do well if they enjoy what they are doing.
- Learning environment must be relaxed—eliminate stress as much as possible. Exams, assignments, and labs are given more than ample time to complete so that even weak students can finish them. More gifted students are rewarded by finishing early.
- It is okay to make a mistake—people may learn more by their mistakes than from what they've done correctly.
- It is unfair to evaluate a student on the first attempt; for example, try to separate labs into "do this procedure" and then "answer these questions on what you've done." The importance is placed on doing the procedure properly and then the understanding of what has been done is evaluated. Often the student will be allowed to hand in the lab only when it is 100 percent correct.
- The students must feel that they are accomplishing during the course and, by the end of the course, they have accomplished something important.
- My job is to help the students succeed, not to fail.
- Students must feel comfortable enough to ask questions without being made to feel foolish—every question deserves an honest answer.
- The students need to be made to feel trustworthy.
- The students must see the big picture in what they are doing.
- The students deserve respect.
- Give the students the confidence that they will succeed. For example, many of the students are deathly afraid of microprocessors in a course that I teach. There is a look of disbelief on their faces on the first day of class when I tell them that they will write an unbelievable amount of assembler code (800 lines) and pass the course. I have

the confidence in the students that they will succeed and they do!

When it is time ...

- There comes a specific point in the students' space/time continuum when they are ready to receive a specific set of instructions. Even though the procedure or process has been discussed or written up in the procedures, the students will still not be ready to assimilate the information until they reach that critical point. Some students require individual explanations. Once we realize this, our stress levels will go down as well as the students'.

Open book exams are learning tools also.

- My preference is to use open book exams as I cover a lot of material. The exam becomes a learning tool as the students have the opportunity to research during the exam. The feedback from the students is often that "the exam was hard but fair."

ESL Students

- Would we have the courage to go to a new country, learn the language, and enrol in a post-secondary institute in a highly technical program as many of our ESL students do? After realizing the courage and conviction that these individuals have, I have learned to go out of my way to assist these students who may otherwise fail because of language difficulties.

It is okay to not know the answer.

- The worst mistake that can be made by an instructor is to try to fool the students into believing that you know the answer to something that you don't. Students will lose confidence in you. I tell the students "I would rather be told that I am wrong than give you misinformation" and invite them to question me on things that they feel are incorrect. Sometimes they are right, and I learn something new. ♦♦

The True Teacher Accepts All Students

by Ernest Q. Melby from *The Teacher and Learning*

From the WEB:

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/truteach.htm>

A teacher says: "I can accept my good students, those who behave and do good work, but I can't accept those who do not work, who have the wrong attitude and who cause me trouble." They forget that it's the acceptance of all that gives power to the teacher. In fact, it is in relation to students who are difficult that the teacher's true qualities are demonstrated. We all find it easy to accept those who lend themselves to our designs. It is in their relationship to those who cause them trouble, who are dirty and poorly dressed, and who fail to achieve that teachers prove their beliefs.

It is the essence of the point of view here presented that only a complete gift of oneself makes the teacher an artist. Teaching is a jealous profession; it is not a sideline. This is

not only because of the problem of time, nor because of the impact of lesser efforts on pupils: it is because of the effect on the teacher himself. It is only as we give fully of ourselves that we can become our best selves. Thus halfway measures and attitudes of whatever kind reduce our effectiveness:

When we ask the teacher to give himself fully to his students, to his colleagues, to his community, and to humanity, we are thus only asking him to be maximally effective. Moreover, it is only as he gives himself that he can experience completely the joys and satisfactions of being a teacher. In this situation he is in the same position as any artist. Frustrated artists are often those who for one reason or another are unable or unwilling to make a complete gift of themselves to their art. Similarly, the unhappiest teachers are those who bemoan the weaknesses of their pupils and the conditions under which they work and who fail to sense that

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PRESIDENT'S MESSAGE



by Ceril Kenny

This will be my last contribution to the SAFAGRAM as SAFA President.

I plan on taking my summer vacation early next year (in January and February to be precise—no worries about accrued vacation for me!) to bond with a new grandchild. Really, when it came to a choice between the SAIT family and my personal family, there is no question which takes priority.

Thank you to all the faculty members who sent good wishes when I announced that I was removing my name from the election for the position of SAFA President. I enjoyed my term of office and now know that the Association is in good

hands with Ed Logue as incoming President. Ed is an "old hand" at this and will be coming in at a high point on the learning curve having served in this position before.

Every day is an interesting day in the SAFA office and next year will have its challenges, I'm sure. The current faculty issues which seem to be uppermost in members' thoughts are the handling of accrued vacation, ID cards, and PPRs.

Thanks for your support over the last two years. I hope I was able to adequately fulfill at least some of the duties of the position.

Have a great summer. See you in the fall. ♦♦

SAFA Executive Committee 2003/3004

The SAFA Executive Committee for 2003/3004 will be as follows:

President - Ed Logue, Construction

Secretary-Treasurer - Nurit Ofer, Construction

Past Representative - Amoel Lisecki, Centre for Academic Learner Services

Directors:

Division 1 - Dave Tainsh, Construction
Bill White, Construction

Division II - Ernie Grummett, Energy
Doug Spurgeon, Information & Communications Technologies

Division III - Ray Gauthier, Business & Tourism
Jack Buck, Centre for Academic Learner Services

The term for the SAFA Committee will be September 1, 2003 - August 31, 2004. ♦♦

*The True Teacher Accepts All Students
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it is their own half-hearted efforts that defraud them.

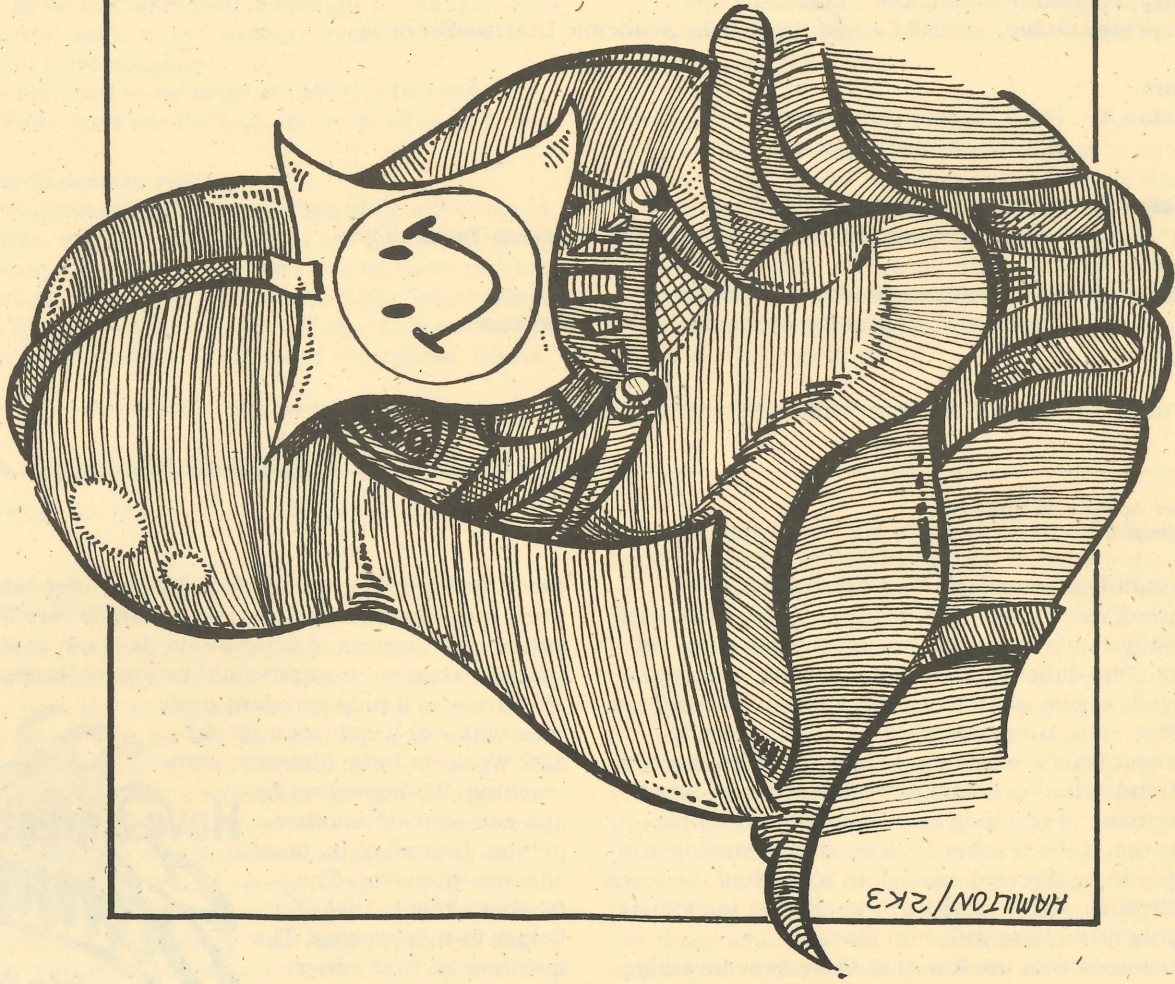
One measure of the teacher's willingness to give of himself is his accessibility to his students, his willingness to spend time with them. One difficulty here is the narrow conception that often prevails about what it means to teach. To teach means more than to lecture or explain before a group of students. The best teachers influence their students more in their personal, individual contacts with them than in strict classroom situations. If teaching and learning are complementary processes, if the teacher is to teach by learning and if his teaching is to be directed toward an individual, he must know that individual. And how is he to know that individual if he spends little or no time with him alone?

Another illusion defeats us. It is that there is some magic in lecturing and in the hearing of recitations. We want as

much time for this as possible. We begrudge taking time to work with individual pupils. Yet we know very little about the actual effectiveness of what we do. Is it not at least possible that our classroom work would be greatly increased in effectiveness if only we spent more time with our pupils as individuals? We seem to be obsessed with teaching. We know that no one can educate another person, that all of us must educate ourselves. The teacher's role is that of a helper in this process. The question is: How can we best help? ♦♦

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The Changing
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