

A Year Off With Pay! Does This Appeal To You?

The Four-for-Five Salary Leave Plan allows SAIT academic staff to have a year of leave with salary. The term of a leave under this plan will be a twelve-month period from September 1 of one academic year until August 31 of the following year. The contributory period is normally a period of 48 months immediately preceding the leave period.

Any full-time permanent employee designated as academic staff of SAIT may apply to participate in the plan. Applications from employees are to be submitted to their Dean by April 30 of the year of commencement of the plan. SAIT shall review applications and may grant up to a total of 34 leaves each year. SAIT will notify each applicant of its decision by May 31 of the particular year.

The leave period may be postponed for one year by SAIT for operational reasons, providing the employee is advised no later than May 1 in the calendar year that the leave was to have commenced.

The criteria that SAIT shall use for selecting qualified applicants to be granted leave are as follows:

- Departmental operational requirements
- Length of time elapsed since last leave of three months or longer

If SAIT approves an employee's application, he/she shall, without undue delay either sign an agreement or withdraw his or her application. The signed agreement will be countersigned on behalf of SAIT by a Human Resources representative.

Following approval of the agreement, the employee becomes a participant in the plan effective September 1.

The application form and Four-for-Five Salary Leave Plan documents are available from Human Resources or from the SAFA office. ♦

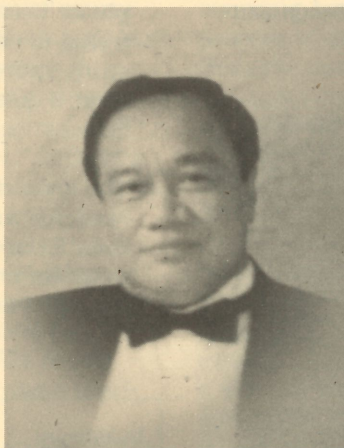
In Memory of Fred Tan

Career Communications instructor Fred Tan—husband, father, friend, gardener, musician, poet, and master teacher—died unexpectedly on October 25, 2002.

Fred had had a long and very interesting career in teaching before he joined SAIT in fall 1998. He was a roll-with-the-punches fellow who taught in a variety of programmes, including Pre-Careers, Transitions, English Language Foundations, and most grant-funded programmes.

Those who knew Fred—as colleagues and as students—know that he was an innovative, caring teacher. He was not afraid to take chances in the classroom—even when

those chances were controversial! He was not afraid to challenge and to lead his



students, and he was not afraid to let his students challenge and lead him in return . . . because he understood that the teacher is also the student.

Fred enjoyed an easy-going relationship

with his students. Fred was enthusiastic about SAIT, about CALS, and most especially about his students.

Fred's teaching philosophy was that good teaching is good teaching, and he always worked hard to ensure that he was a good teacher, and that his students received the very best in his classrooms. As a poet (at first glance an odd qualification

for someone teaching technical and business writing), Fred used poetry to help his students get the "rhythm of the language in their bones," . . . to help them become better writers, . . . to help them see the beauty of the language vs. taking the "paint-by-numbers" approach to writing . . . and, he made it work!

Many of you will recall (indeed, you may have been there) Fred's response to his students' grief over the

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SAFA



Volume 9 • No 2

Nov/Dec 2002

LIBRARY REPORT



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

- ⇒ The library liaison teams have been actively working with liaison representatives from the academic departments to develop the library collection and to ensure that the library services are meeting student and faculty needs. Liaison team leaders and members have met with coordinators from the CALS, Business and Tourism, and Transportation departments. If you have suggestions for the Library, for either collection development or service delivery, please let us know. The library liaison team leaders are Susan Brayford for Transportation; Dave Weber for CALS and Construction; May Chan for Health and Public Safety and Energy; Zahina Iqbal for Business and Tourism; Nora Robinson for ICT and Manufacturing and Automation.
- ⇒ We will soon be asking for assistance from the academic department liaisons in the evaluation of our print journal and newspaper collection. With the cost of subscriptions rising and our budget not able to keep pace, we are looking at eliminating titles. Several of the subscriptions we are receiving in paper are also available in full text in one of our electronic resource databases (e.g., ProQuest,

InfoTrac, Canadian Business and Current Affairs). Electronic access gives readers the benefit of remote Web access. If you have any suggestions for changes to the periodicals we receive, please let us know.

- ⇒ Library staff members have been attending professional development activities such as **NetSpeed**, a conference on technology and libraries organized by The Alberta Library and a Special Library Association virtual workshop called **Beyond the Firewall: New Research about the Usability of Corporate Research Intranets**. Mike Parkinson, Library and Information Technology program, organized the virtual workshop; and we thank him for inviting us to participate. Nora Robinson attended a one-day workshop on Information Literacy at the University of Lethbridge. It focused on incorporating research and evaluation skills in the curriculum.
- ⇒ The library research team has experienced an increase in in-depth research requests this fall. This has resulted in an increase of interlibrary loan and document delivery requests as well. If you need research done, please contact Zahina Iqbal (7387) or your library liaison team member.
- ⇒ In response to the student survey carried out last spring and to several complaints posted on our Talkback Board, the Library is implementing two new policies. Beverages in open and non-spillproof containers and hot foods are no longer permitted in the Library. The use of cell phones is also a complaint we receive, so we will be asking cell phone users to take their calls outside the Library. We are trying to encourage students to use Level 0 as a quiet study space, respecting the wishes of those students who want a quiet atmosphere for studying. Watch for our "Safe Snacks" contest in January.
- ⇒ The second-year Library and Information Technology students are once again doing a three-hour practicum for their Reference course in the SAIT Library. If you see a new face at the Information Desk, it might be a student. Stop and say "Hi." ♦♦

SAFAGRAM

Editorial Board

Hilde Clovechok
Heather Sagan
Pat Squibb
Wendy Strashok-
B.J. Hamilton—Cartoonist

Layout

Luda Paul

Printed by

Quick Print Graphic Services

SAFAGRAM is published by the SAIT Academic Faculty Association (SAFA) five times a year on or about the first days of October, December, February, April, and June. Deadline for submissions is the 10th of the month preceding publication. Send submissions to SAFAGRAM, care of the SAFA office, N201 or e-mail submissions to luda.paul@sait. Please keep submissions under 300 words, double space, and, if possible, submit on floppy disc (Mac or DOS) with an accompanying hard copy. Submissions may be edited for grammar, length, or content. SAFAGRAM editorial policy, as

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

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

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

*In Memory
continued from page 1*

September 11 attacks. Fred took an enormous chance, and he encouraged his CTSR students to complete a course assignment by responding to those attacks. Through film, poetry, music, and writings as people directly affected by the attacks in New York, Fred helped his students express their grief. Fred also gave them the opportunity to share their work with others.

There are many other examples, many other stories, too many to list here . . . and each would illustrate how Fred encouraged and supported his students in their learning.

Personally, and professionally, we—Fred's colleagues and students—are all poorer as a result of his death. ♦♦

Maximize Your Instructional Time with Zero-based Thinking

By Laura Cuthbertson, Teaching & Learning Centre



As instructors, we face the constant tension between continuing to develop our curriculum by incorporating current methodology and time for delivery. It is often difficult for us to identify areas that we can eliminate; however, this is essential if our curriculum is to maintain its currency and relevancy to industry.

Zero-based improvement thinking, widely practiced in business circles, can be a powerful strategy for improving your teaching and your students' learning. Zero-based thinking requires that, before you begin a new term, you seriously re-evaluate your current practices, methods, course content, learning activities, and teaching and learning assumptions. Zero-based thinking also requires justification of everything you do—including content delivery, assignments, learning activities, the number and type of tests, examinations, and the ongoing evaluations of your instruction. Spending this time reviewing and reflecting will position you to approach your teaching in a proactive rather than reactive mode. For example, it may result in the dropping of sections of a course that has experienced inflation over the years, the elimination of some outdated learning outcomes, and streamlining of content with a greater focus on relevant learning outcomes and objectives.

In preparation for next term, why not begin now to root out the time-wasters—the trivial, the repetitive, the inflated, and the nice-to-know content? Focus your efforts on only the most essential, fundamental, important, and crucial content, learning activities, and assignments. If you feel your course could benefit from a liberal dose of “zero-based thinking,” but don't know where to begin, contact the Teaching and Learning Centre to arrange a consultation with one of our faculty.

Reference: Shrawder J., “Teaching for Success,” *Breaking Success Barriers*, Aug 2002.

Masterful Teaching—Motivating Learners

“If the members of the academic community—at large—were polled on ways to improve the quality of education, the students would likely suggest hiring and promoting faculty who are better teachers, while the faculty probably would suggest admitting brighter, better prepared, and more motivated students” (Lowman, 2002). Who is right?

No instructor can make students learn. With students free to take or leave what it is that we, as instructors, have to offer, it becomes crucial that we work towards engaging them to a level where they are involved in the learning. The importance of this motivational function is immense.

According to Lowman (2002), superior college teaching involves the incorporation of two distinct sets of skills. The first is speaking ability, which includes not only giving clear lectures but also leading discussions that engage the learner. The second is effective interpersonal skills that result in positive relationships, which translate as enhanced levels of learner motivation. To be an excellent instructor, one must be outstanding in one of these sets of skills and at least competent in the other. Mastery, claims Lowman, demands outstanding levels of achievement in both areas. How well the

instructor presents material and fosters positive interpersonal relationships with the students impacts learner motivation and level of success.

Lowman's Two-Dimensional Model of College Teaching (2002) describes the quality of instruction as being impacted by two dimensions:

DIMENSION 1: INTELLECTUAL EXCITEMENT

This is based on two components: the clarity of an instructor's communication and the positive emotional impact on the students. Clarity is based on mastery of the content, along with an ability to present the material clearly. For a teacher to do an excellent job, he or she must be able to do far more than simply present the details of a subject—and students seem to know this. They like to receive an overall perspective and love to compare and contrast different concepts in addition to learning individual facts. To present material clearly, instructors must approach and organize their subject matter as if they too know little about it. They must focus on the early observations, essential milestones, key assumptions, and critical insights into a subject. Being able to do this leads to the ability to explain a complex subject simply.

Work to make points understandable by using simple language, concrete images, and simple metaphors. Most students who receive consistently clear presentations will be able to correctly define, illustrate, and compare and contrast concepts. However, understanding material is not the same thing as being intellectually excited about it. The ability to stimulate strong positive emotions, such as intellectual activity (e.g. considering ideas, understanding abstract concepts and seeing their relevance, and participating in the process of discovery) in students, separates the competent from the outstanding instructor.

DIMENSION 2: INTERPERSONAL RAPPORT

Classrooms are highly emotional interpersonal arenas in which a wide range of psychological phenomena occurs; for example, students' motivation to work will be reduced if they feel that their instructor dislikes them or controls in a heavy-handed or autocratic way. All students are vulnerable to such influences; even students whose work is superior will become angry if testing and grading practices are perceived to be unfair.

Instructors are not immune to what happens in the classroom either; many events can interfere with their enjoyment of teaching and lessen their motivation to teach well. If students are not learning as much as expected, an instructor is only human in feeling threatened and being tempted to show anger by criticizing student efforts. Also, because they are human, instructors want to be liked and respected as individuals. College classrooms provide for a complex interpersonal arena in which a variety of emotional reactions can influence how much is learned and how the participants feel about it.

Lowman (2002) suggests that to maximize learning, firstly, avoid negative emotions and situations that invoke anxiety and anger toward the instructor. Secondly, promote positive emotions such as the feeling that the instructor respects the students as individuals and sees them as capable of perform-

Grievance Arbitration Hearings

The SAIT Academic Faculty Association has an obligation to its members to address any issues with the Employer that the Association believes are violating the SAIT/SAFA Collective Agreement. During the past two years, the Association has dealt with a large number of grievances. Some of these have been resolved between the parties; however, those disputes that have not been resolved advance to arbitration.

Several of these disputes have been handled as policy grievances by the Association. A policy grievance maybe initiated in writing by the President of the Association seeking to enforce an obligation that is alleged to have arisen. When a policy grievance is initiated, the parties have 15 days to resolve the grievance. Failure to resolve the grievance in an additional ten days, entitles the grievor (SAFA) to advance the grievance to Level 3 (arbitration).

When a grievance is advanced to Arbitration, the Association selects a nominee and the Employer selects a nominee. The nominees, in turn, select a Chair for the Arbitration Board.

Grievances that have resulted in arbitration in the last year are summarized below:

1. Failure to Provide Letters of Appointment

The Hearing was held on April 12, 2002, and the Award has been issued.

According to Section 9 of the Agreement, the Employer has to provide the Association with letters of appointment. On the Fee-for-Service Letters of Appointment, the SAFA copy has all of the employment details blacked out. The Arbitrator said that the Employer cannot black out the information but raised a FOIP issue. The Employer has asked that the Board reconvene to address this issue but the next available date is March 2003. In the meantime, the Association has sent a FOIP request for all of the Fee-for-Service employment agreements. The Employer continues to provide Letters of Appointment for permanent and temporary salaried positions and Casual Employment Agreement – Academic, wherein the employment details are made available to the Association.

2. Fee-for-Service Arbitration

The Hearing was held on May 6 & 7, 2002, and the Award was issued on October 9, 2002.

The Association filed a policy grievance on the use of "fee-for-service" by the Employer. The Association alleges that the Employer is introducing fee-for-service as another category of employment. The Employer's position is that there is no definition of fee-for-service employment in the SAIT/SAFA Collective Agreement other than for the payment of Association dues.

The Arbitrator, David Jones, dismissed the grievance. The Arbitrator essentially agrees with the Employer's position. During the Arbitration Hearing, the Arbitrator would not allow any history to be entered into evidence stating that it would be extrinsic evidence and his position is that the Collective Agreement is clear and unambiguous.

Based on the Arbitration Award recommendation that this be dealt with by the parties at collective bargaining, the Association proposed to the Employer that the Collective Agreement be reopened to address this issue. The Employer has refused to open bargaining.

Other options open to the Association are to request a review of the Award and to initiate a court challenge. The court challenge would be to address designation by the Board of Governors in 1982/83 that the Board had the authority to designate academic staff but does not have the authority to exclude a group of academic staff members from being covered by the Collective Agreement.

3. Instructors Hired as Casual Employment

The Hearing was held on September 18, 2002, and we are still waiting for the Award to be issued.

The Association initially filed this grievance February 2, 2000. The Association alleges that the Employer is in violation of sub-section 1.01 (j) (v) of the Collective Agreement; i.e., that there are a large number of instructors employed on Casual Employment Agreements – Academic and are teaching a full Unit Standard Class

Contact Hours (USCCH), and in some cases, in excess of a full USCCH.

One of the issues at this arbitration was "what constitutes full-time work." The Association's position is that if an instructor teaches a full USCCH that is equivalent to full time. The Employer's position is that an instructor has to work 2,080 hours in a year (40 hours/week x 52 weeks = 2,080 hours).

4. Termination of a Permanent Instructor

The Hearing was held on September 24 & 25, 2002.

The Association is still waiting for the Award to be issued. The Association alleges that the Employer did not have cause to terminate the instructor.

5. Workload

The Hearing is scheduled for November 19, 20 & 21, 2002.

There are three different groups grieving Workload. The Refrigeration Instructors are grieving the change of a USCCH from 655 to 688, which are two increases on the workload grid.

The Plumbing Instructors are grieving the change from Column II in the workload grid to Column IV, and the Transportation (Auto-Diesel) instructors are grieving the change from Column II in the workload grid to Column III. Their USCCH, in both cases, were reduced.

The change in workload is a result of the Final Offer Selection Arbitration on Workload in June 2000. These grievances were filed in Fall 2001.

A majority of instructors in each section have signed the grievances. ➡

“The SAIT Academic Faculty Association has an obligation to its members to address any issues with the Employer that the Association believes are violating the SAIT/SAFA Collective Agreement.”

Stawowski/SAFA Scholarship

In January 2001, Stan Stawowski, CA, who is the Auditor for SAFA, approached the Association and suggested setting up a scholarship. The Association received the following letter from Mr. Stawowski:

Every year before the Christmas holidays I sit down and decide what charitable societies I am going to support. Once the cheques have been issued to the various charities, my Christmas season truly begins. There are different types of charitable donations; the donations that I have made in the past typically provide help for immediate crisis or research such as the food bank or cancer research.

I would like to do something that provides a long-term benefit, which can be done by supporting the education of someone who does not have the financial ability to accomplish his/her goals. Education really is the only way for people to help themselves, and with your help, I would like to propose the following:

1. I would like to set up a scholarship fund. I would fund this scholarship through the 100% annual contribution of the audit fees that my firm charges.
2. This fund, commencing in 2001, would add annual contributions of approximately \$2,400 capital per year.
3. Income in the fund would be retained for the first 10 years in order for capital to be accumulated.
4. After 10 years, the income would be distributed on an annual basis to a deserving student; capital contributions would continue.
5. SAFA or an appointed committee would select successful recipients. SAFA and I would agree upon criteria for selection.
6. SAFA would handle the control of the separate bank accounts for this purpose.
7. I would like the fund to be called the Stawowski/SAFA Scholarship Fund.

The Stawowski/SAFA scholarship fund is now a reality and, thanks to the generosity of Stan Stawowski, the endowment fund is currently at \$7,200. Scholarships will be awarded when the endowment fund reaches \$25,000. The criteria are available at the SAFA office.

SAFA has expressed its utmost gratitude to Mr. Stawowski for his suggestion and his benevolence.

SAFA Scholarships

The SAIT Academic Faculty Association established a scholarship fund in 1983, and the decision was that the endowment fund would maintain a minimum balance of \$10,000. (This was jointly funded by the SAIT Instructors Association and SAFA.) Any difference between interest earned and scholarship funds awarded would be made up by SAFA for the year scholarships are released.

Over the years, the endowment has increased to approximately \$20,000. The diploma and apprenticeship scholarships have been awarded each year. To ensure that the scholarship fund continues to be sufficiently funded, it was approved in the 1998/99 SAFA budget to increase the endowment to \$20,000, and SAFA has been increasing the endowment by \$1,000 each year for the past three years.

We encourage all instructors to pass on the SAFA scholarship information to their students.

SAIT Academic Faculty Association Apprentice

Value: \$400

Number: 1

Conditions: For a student entering second or third year of an apprentice program at SAIT. Selection is made on the following basis: minimum 75% academic achievement during the previous years of the program, preference given to a dependent of SAFA or a member, financial need, and other scholarships received. The applicant must identify whether he/she is a SAIT staff dependent.

SAIT Academic Faculty Association Dependents

Value: \$1,000

Number: 1

Conditions: For students who will be enrolling in a full-time program at a recognized university, college, or technical institute. Awarded to applicants who a) provide proof of acceptance in a post-secondary institution and b) are a direct dependent of a deceased SAFA member, whose death occurred while employed at SAIT or during normal retirement immediately following employment at SAIT. Only one award per family is made.

SAIT Academic Faculty Association Diploma

Value: \$600

Number: 1

Conditions: For a full-time student entering third or fourth semester of a two-year or longer program. Selection of the recipient is made on the following basis in order of importance: minimum GPA 2.5 during the previous year, preference to a dependent of SAFA member, financial need, extra-curricular activities, and other awards received. The applicant must identify whether he/she is a SAIT staff dependent.

Application: Deadline is July 15 for all scholarships. Apply through Awards office. SAIT Application Form required. ♦♦

Student Socialization Makes a Difference

by Lynn Hoover, Enrollment Management Project Coordinator

Who said learning is only about exams and studying? What about concrete toboggan races? Barbecues? Bowling? SAIT is also about student socialization, which means helping students feel welcome while easing them into challenging and rewarding studies. Students are more likely to succeed if they develop a SAIT peer group and feel that they belong. These are some of the things our colleagues are doing to help support student retention through socialization.

Student competitions are an innovative way to promote student socialization. The **Construction** Department's Civil Engineering Technology program participates in the Great Northern Concrete Toboggan Races (GNCTR), which is an annual student competition that encourages creativity in civil engineering students throughout

North America and Europe. The students work with one another and their instructors, while getting involved in design, construction, sponsorship and much more. For the past nine years, students from the **Energy** Department's Industrial Instrumentation Technology program have excelled at the "International Student Games." The competition sponsored by the Instrumentation Systems and Automation Society (ISA) and includes skill-testing questions and a design project. Our students

participate in the division competition annually, and instructor Wayne Marshall says, "The teams have been fortunate enough to place in the international competition twice."

Manufacturing and Automation students compete in both the Basic Utility Vehicle (BUV) Competition and the Society of Automobile Engineers (SAE) collegiate design competitions, which include designing, building, and testing the performance of vehicles.

At the end of September the **Transportation** Department's Aircraft Structures program organizes a golf tournament, complete with prizes, for all students and instructors. In December, these same people can expose their hidden talents at foosball, darts, and pool events in a Triathlon. To celebrate the end of a semester, students and instructors go ten-pin bowling. Instructor Mark Kost says, "We try to pair up an instructor with each team." These are all great ways to help a student feel as if he/she is more than just a number.

Pizza parties and BBQs are also popular activities which allow students to bond. The **Business and Tourism** Department's Professional Cooking and Business Administration programs organize "Welcome to the Department" BBQs to help students get to know one another and interact with their instructors. Coordinator Rae Verity says of these BBQs, "We wanted the new students to get to meet other students new to SAIT who were sharing the same start-up trauma and also to meet some of the faculty who were cooking and distributing the food." Respiratory Therapy Coordinator Ron Wyrostock also organizes a similar BBQ or pizza party in the **Health and Public Safety** Department.

The **ICT** Department's Digital Graphics Communications

program offers a "First Year Meets Second Year" BBQ in late September. Instructor Jean Paterson says faculty does the cooking in a local community centre, and the students get involved in activities to get to know one another. There is also entertainment, such as a magic show, as well as a 50/50 draw. "It's a way for students to get to see their instructors outside the classroom where their true personalities come through," Paterson says. Throughout the year, these students organize monthly outings or a fundraising event for their program graduation celebration. Paterson says, "The students do the planning, and we are here to assist if needed, as well as attend the events to get to know our students better."

Cinema Television Stage Radio instructor Steve Olson explains that the CTSR Students' Club also organizes events throughout the academic year with the goal of offsetting the cost of a year-end semi-formal party. Students hold events such as laser tag and hot dog sales so the tickets for the year-end party can be offered for only \$15. CTSR student elections are held in February each year, so the incoming CTSR Club executives can learn and help plan the annual wrap-up event. Student socialization doesn't have to be costly. Students can organize events that help supplement the cost of other events.

Graduation is a celebration for our grads, but it can also be a chance to get our current students involved. In **Business and Tourism**, the Professional Cooking program's first-year and second-year students help organize graduation receptions, which are held twice a year. Coordinator, Sean Toner says, "Seeing others' success is a great incentive." Helping organize an event like this can help students become more connected and feel as if they have something to contribute.

Helping students create that bond is all part of improving their learning experience. Think about the times when you've been a student and remember what you learned from your classmates, and your educators—outside of class time. ♦

“SAIT is also about student socialization, which means helping students feel welcome while easing them into challenging and rewarding studies. Students are more likely to succeed if they develop a SAIT peer group and feel that they belong.”

*Maximize Your Instructional Time with Zero-based Thinking
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ing well. These sets of emotions strongly affect students' motivation to complete their assignments and learn material. Whether their motivation is desire for approval from the teacher or an attempt to meet their own personal standards, the result is the same.

Reference: Lowman, J. (2002) "What Constitutes Masterful Teaching?," MA, Pearson Custom Publishing.

For more information on masterful teaching, look for upcoming professional development workshops. ♦

To SIR Or Not To SIR?

by Mary Resch, Faculty Representative
Student Feedback Report (SFR) Committee

Yes, it is that time of year again. Some instructors are being SIREd, others are not; some are being SIREd in all their classes, and others in only one class. So, just what is the real purpose of the Student Instructional Report (SIR) and what is the bottom line on using SIRs?

To answer these questions and more, Academic Council appointed the Student Feedback Report (SFR) committee, a sub-committee of Academic Council, to review the purpose of the SIR II, the procedure used to implement the SIR process, and how to provide feedback to instructors. The committee, originally known as the SIR committee, was appointed in February 2001.

According to Educational Testing Services, the company that produces the SIR II, "The SIR II is a standard survey instrument that is used to obtain feedback from students on the quality of teaching. It is designed to:

- Identify areas of strength and/or areas for improvement.
- Provide information on new teaching methods or techniques used in classes.
- Provide feedback from students about their courses."

The results of the SIRs are intended to be used in a formative manner to enhance the learning environment. Educational Testing Services provides suggestions in "Guidelines for the Use of the Results..." to assist in interpreting the SIR II effectively. These guidelines suggest using multiple sources of information for evaluating teaching effectiveness, considering the course characteristics, using standardized procedures for administering the forms, and avoiding overuse of the SIR II forms because students get bored and may respond haphazardly. The SFR committee also encourages the use of other classroom assessment

techniques such as portfolios and self-checks to measure performance.

Based on the committee's work, Academic Council approved the following implementation recommendations in October 2001:

1. Train two staff in each department (Administrative Assistants/Program Coordinators) to administer the evaluations and assess students' feelings and biases. (The training would be provided by the Teaching and Learning Center.)
2. Script delivery of SIRs, according to SAIT's Instructions for the Student Instructional Report.
3. Select courses to SIR. Both the instructor and program coordinator will have input as to which classes are to be SIREd, but the coordinator makes the final decision.
 - The coordinator may request more SIRs if deemed necessary.
 - Salaried instructors must have a minimum of one class and a maximum of three classes SIREd each semester.
 - Contract instructors will be SIREd in all of their classes if administratively possible.
4. Distribute SIR results. Copies will go to the instructor, the program coordinator, and the dean's office.

Meanwhile, as mandated by Academic Council, the SFR sub-committee has reviewed a number of student feedback reports used by other institutions and is continuing the process of developing a SAIT-specific Student Feedback Report. Membership on the committee is undergoing some changes; however, I will continue to represent SAFA. ♦



DGC students win International Printing Awards

The Digital Graphics Communications Program is happy to announce they won two International Printing Awards. Two printed pieces were submitted to the International Association of Printing House Craftsmen Gallery of Superb Printing Competition in Minneapolis, MN in May. Students Jenn Berleigh and Paul Lisoway received a Silver Award for their print, a four-colour business card for Klankbloom Productions. Sean Gowing and Trevor Lungul received a Merit Award for their print of a four-colour poster "Out of this World." ♦



Awards were presented at the local Gala Awards Night in October. Left to right: Adam Glendon (president, Alberta Graphic Arts Industries Network), Gary Evans (president, Printing and Graphic Industries of Alberta), Jenn Berleigh, Paul Lisoway, and Sean Gowing.

Super Stumper

The early bird gets the gift certificate to the Highwood Dining Room for solving the Super Stumper!!

Rob Wall, Transportation Department, was the first person to provide the correct answer to the question "Which section and sub-section of the SAIT/SAFA Collective Agreement gives permanent instructors first right to participate in evening classes? What is the exact wording?"

Section 36, sub-section 36.09 (d) "Qualified permanent academic staff members shall have first right to participate in instruction given after 6:00 p.m."

Heather Sagan, Administrator
SAIT Academic Faculty Association
Phone: (403) 284-8321
Fax: (403) 284-0005
www.safacalgary.com. ♦

CHRISTMAS IS A TIME WHEN EVERYBODY WANTS
THEIR PAST FORGOTTEN AND THEIR PRESENT REMEMBERED.
WHAT I DON'T LIKE ABOUT OFFICE CHRISTMAS PARTIES
IS LOOKING FOR A JOB THE NEXT DAY.

- PHYLLIS DILLER



HAPPY HOLIDAYS - SEE YOU
AT THE SAFA SOCIAL!

December 11, Burns Bistro Cafeteria, 3:30 - 6:30

Holiday Greetings - 2002

As we embark upon this holiday season, let us reflect upon the impressions we have made on our students' lives. The gift of giving is reflected in the time and effort that we spend to produce and deliver our courses—providing our students with the skills to be successful in the future!!

While each of us celebrates in our own unique family traditions, we hope you will have a safe, joyous holiday. May the gift of peace and happiness be yours to enjoy and to share with family and friends this season.

Happy Holidays from the SAFAGRAM Editorial Board. ♦♦