

# Intellectual and Academic Dishonesty—Is the Tail Wagging the Dog?

In policy AC.3.4 and procedure AC.3.4.1, SAIT Board of Governors requires that students exhibit intellectual and academic honesty throughout their studies.

*The principles of truth and academic honesty are the basis of the search for knowledge, and students must honor these principles. Academic dishonesty is any misrepresentation by deception or by other fraudulent means. Academic dishonesty is considered to be an extremely serious academic offence. Academic dishonesty includes, but is not limited to, plagiarism and cheating.*

*Plagiarism exists when a student presents work in a course or program of study as if it was the student's own work when, in fact, it is not.*

*Cheating means any form of fraud, deceit, dishonest conduct, or misrepresentation.*

*Any student who aids or assists another student in the commission or attempted commission of academic dishonesty is also guilty of academic dishonesty.*

Quotes from SAIT Policy AC.3.4 and Procedure AC.3.4.1

If there is alleged plagiarism or cheating by a student, the process is outlined in the procedure as to what options are available to the student. The procedure outlines three offence procedures.

Procedure	Consequence
First Offence	Grade of zero (F) on assignment/exam/evaluation
Second Offence	Suspension from SAIT (may re-apply for admission after one year)
Third Offence	Expulsion from SAIT

**Students have the right to appeal any of the offences.**

This Intellectual and Academic Dishonesty Policy was reformatted in August 2003. The process is well-defined and should be consistent (uniform) across the campus. In some cases, instructors are hesitant to report suspected incidents of academic dishonesty because they feel they lack the support from the departmental supervisors.

**Comments and feedback from faculty members:**

*If SAIT is determined to use the paradigm that students are the "customer" and the role of instructors is to satisfy the customer, instructors are going to be reluctant to allege academic dishonesty for fear that the student (the customer) will seek retribution by approaching the instructor's "boss" and completing a vengeful SIR. The SIR is the principal instrument used by SAIT to assess whether instructors are satisfying the customer's needs (the student). Could this contribute to increasing academic dishonesty? Quite probably!*

*Every term, I have at least two cases of plagiarism or cheating on quizzes; dealing with the situation becomes a nightmare every time. The consequence of the first offence is not a deterrent. Many students show little remorse. Offenders should get an F in the course and have to repeat it.*

*As well, sometimes appeals are difficult. Instructors are often spending at least 6 hours of valuable marking time reproofing the original offence. ♦♦*

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## PRESIDENT'S MESSAGE



President's Message  
by Ed Logue

## Performance Planning Reviews (PPRs)

Performance planning reviews, or PPRs, as they are more commonly called, are becoming a concern for more and more instructors at SAIT. Why do we have performance reviews? The simplest answer to this question is that the legislation governing technical institutes in Alberta requires that there be some form of performance review. Article 87(5) (c) of the Post-Secondary Learning Act stipulates that an agreement between the Board of Governors and the academic staff association of a technical institute shall, with respect to the employment of the academic staff members, contain provisions respecting at least the following: procedures for determining conditions governing probation, term of employment, performance review, promotions, reassignment of duties, suspension, and dismissal.

As can be seen from the Post-Secondary Learning Act, it does not stipulate the method to be used for performance reviews or how often they are to be done.

To find out how often performance reviews must be conducted, we have to look at Section 18 of the SAIT/SAFA Collective Agreement, which states that the employer will review each academic staff member's performance annually. Section 18 does not contain a method or procedure for doing these performance reviews.

### SAFAGRAM

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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.**

The method used for conducting performance reviews at SAIT is contained in Procedure HR.1.3.1 - PERFORMANCE PLANNING CYCLE PROCEDURES. The following are some interesting and informative excerpts from this document and the comments in italics are my own.

- The supervisor and the employee shall work together to produce a planning document which clearly states expectations related to work performance and employee development.

*Since the planning document should be for an academic year, the instructor and his or her coordinator should meet and discuss the expectations related to work performance and employee development before the start of the academic year. An instructor should know exactly what is expected of him or her for the academic year, it should be in writing, and it should not be changed without discussion between the instructor and the coordinator. If the instructor has requests for professional development, they should be discussed at this meeting and recorded in the document.*

- Throughout the performance period, the supervisor shall work with the employee to (1) create a motivating environment through effective communication, (2) identify and resolve potential problems.

*During the academic year, it is incumbent on the coordinator to police his or her program, identify any problems, and communicate these problems to the instructor. Typical problems could consist of timetabling concerns, changes to the program, class discipline, or problem students. Good communication between the coordinator and the instructor is imperative if the program is to run smoothly.*

- Through regular discussions, the supervisor shall work in face-to-face communication with the employee to determine progress on the performance plan.

*In essence, the performance review document is supposed to be a living document. During the academic year, things can change. Classes may be cancelled, instructors may become ill, programs may change, all of which will have an effect on the workloads of other instructors in the program. When these things happen, the coordinator should meet with the affected instructors to discuss the changes required and update the instructor's performance review document.*

- On an annual basis, a summary review will be completed by the supervisor and will be discussed with the employee.

*This summary review should just be a formality. Because the coordinator is required to have face-to-face communications with the instructor to determine progress on the performance plan, the instructor should already know most of what will appear in the summary review. With good communications, how could there be any surprises?*

- The employee shall initial the performance review document, acknowledging that he or she has been advised on the contents.

*It is important to note that when an instructor signs his or her performance review document, this signature does not indicate that the instructor agrees with the contents, only that the instructor has been made aware of the contents of the document.*

- The employee may submit a written response to his or her supervisor. This written response will become an integral part of the summary review document.

*If an instructor does not believe that the summary review is a valid representation of his performance, he can submit a*



## The SAIT DGC Program Wins Three International Printing Awards

by Luda Paul, DGC Instructor



DGC Instructors and 2nd year students at the Gallery of Superb Printing Gala

From left to right, back row: Tyler Nagel, Danny Miller, Christine Coffin, Jennifer Reyes (student), Shena Parsons (student), Luda Paul, Gordon Blough, Willem Sijpheer  
Front row: Toni Buston (student), Brenda Klassen, Niki Saga (student).

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

### President's Report continued from page 2

written rebuttal which will become an integral attachment to the performance review.

- The employee shall be provided with a signed copy of the completed summary review document.

An instructor who believes that his or her performance review does not properly reflect his or her performance for the academic year can, under the provisions of Section 18 of the SAIT/SAFA Collective Agreement, file a grievance.

Performance reviews, if they are conducted properly, should help both the instructor and the coordinator in performing their respective duties in an organized and productive manner. Performance reviews are not intended to be used by the coordinator as a top-down punitive management tool. They are supposed to be a consultative document laying out expectations for

Last May, four entries, printed by the Digital Graphics Communications (DGC) students were submitted to the International Gallery of Superb Printing competition. On October 29, 2004, the Alberta Graphic Arts Industries Network held their Diamond Anniversary Gallery Awards Gala in Calgary. DGC was awarded:

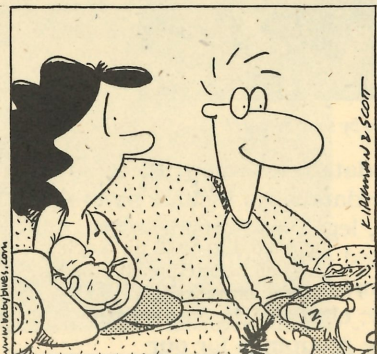
- one Gold Award for a 2-colour, 2-sided business card for RPM Services Ltd. (printed by Aaron Hamilton and Cassidy Lee),
- one Bronze Award for the 1-colour Rick Mercer coasters (printed by various students),
- one Honourable Mention Award for Jennifer Bartsch, 2-colour business card (printed by Jennifer herself).

Precision Label, a local print company responsible for placing many of our DGC grads, was awarded the International Gallery of Superb Printing Best of the Best Award for "The Best Flexo Label" for the "Arecha Rum Refino" label, the first such prestigious award in Alberta. As the graphic artist responsible for the "Arecha Rum Refino" label artwork, I'd like to express my personal congratulations to Precision Label.

The 30th International Gallery of Superb Printing presented more than 3,000 entries from 13 countries to its international jurors in late June 2004, in Minneapolis, Minnesota, USA. The competition is devoted to the principles of honoring excellence in the graphic arts by Celebrating Craft, Applauding Art, and Showcasing Science. Throughout its development as a prestigious graphic arts competition, the International Gallery has been proudly produced by the IAPHC, a trade association with thousands of individual members around the world. ♦♦

the academic year.

There is training available at SAIT for coordinators who are responsible for instructor performance reviews. When an instructor meets with his or her coordinator for a performance review, the instructor should ask the coordinator if he or she had this training. Performance reviews can affect an instructor's working life at SAIT, so it is not unreasonable to expect the person doing the review to be fair and competent. ♦♦

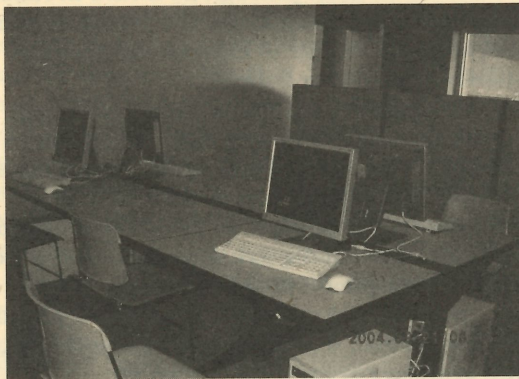


**LIBRARY REPORT**

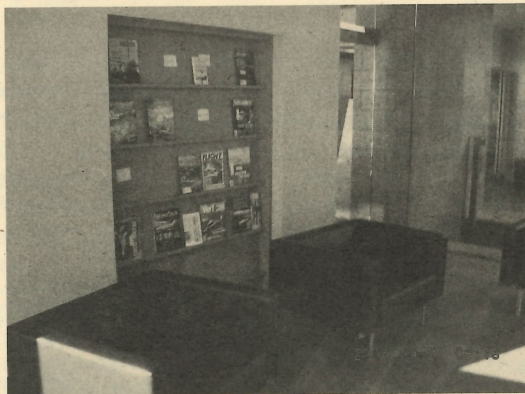


by Dave Weber (284-8476) and Nora Robinson (210-4073)

⇒ The new Art Smith Aero Centre has a library. During the summer, library staff packed up the books, journals, and videos dealing with aeronautics and delivered them to the Centre. The new library has three rooms: a reading room, a study/exam room with study carrels and computer workstations, and a room that houses the book collection. Students and staff may also request material from the main library through our Intercampus Loan service. There is currently no library staff at this satellite location, but we are asking for funding for a library staff member to provide services at both the Art Smith and Mayland Heights campuses in 2005.



Reading Room (photo by Dave Weber)



Study/Exam Room (photo by Dave Weber)

⇒ We have started hosting a series of art displays. The art works are part of the Alberta Foundation for the Arts traveling exhibitions collection. In October, we had a collection called "An Epic of Alberta Immigrants." This collection of photographs, paintings, and prints was brought together by the Foundation as part of its celebration of Alberta's centenary in 2005. It highlights the role immigrants played in Alberta society in the past 100 years. We were very pleased that the exhibition included two works by George Webber, a SAIT instructor and long-time library supporter.

⇒ The next art display begins on November 10. It is called "Margaret Shelton: Alberta Memories." Margaret Shelton's works are landscapes done in relief and Japanese block prints. We invite you to drop into the Library to see this and the ones that follow. We are also looking forward to displaying SAIT student work in January and February. ⇨

**Trades Teaching Chair**

A Chair is a position in an academic institution where faculty is recognized for their excellence. In a university, Chairs are recognized for research and publications. The Trades Teaching Chair position at SAIT will recognize one outstanding apprenticeship trades instructor each year. The definition of a trades instructor is someone teaching in an apprenticeship program. All full-time and part-time instructors are eligible. The Cadmus Foundation was established to promote and support the trades in Alberta and set up the Trades Teaching Chair at SAIT.

It is the vision of Dr. Gord Nixon, Vice President Academic, to establish ten such teaching chairs at SAIT to promote teaching excellence so that every instructor has the opportunity to apply for one in his/her area of discipline.

The complete Overview of the purpose of the award, Nomination Procedure, and Selection Criteria are available on the Public Folders in Outlook. ⇨

⇒ In October, we added 15 new databases to our Electronic Resources collection. The new databases include several specialized ones in the health, legal, and business areas and also some very broad-based ones found under the "General" category on the Library's Electronic Resources web page ([www.sait.ca/library](http://www.sait.ca/library); click on the Electronic Resources link to see the topic groupings for our databases).

Public Folders : Campus Information : Trades Teaching Chair					
<input checked="" type="checkbox"/>	!			From	Subject
<input type="checkbox"/>				Irene Rhodes	Selection Criteria
<input type="checkbox"/>				Irene Rhodes	Nomination Procedure and Form
<input type="checkbox"/>				Irene Rhodes	Attachment - Trades & Occupations
<input type="checkbox"/>				Irene Rhodes	Overview

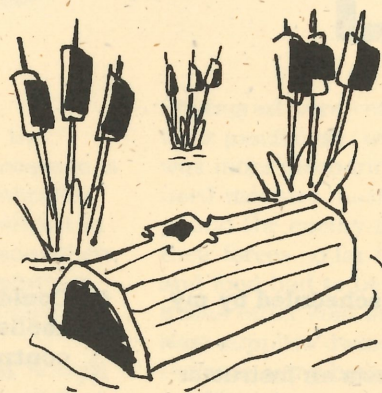
## BoG Report

by Marcel Carpenter  
Faculty Representative  
SAIT Board of Governors

SAIT became a Board-governed Institute April 1, 1982, and operates under the authority of the Post-Secondary Learning Act/Statutes of Alberta 2003 Chapter P-19.5 (effective as of March 18, 2004). The Institute provides educational programs to provide a skilled, productive work force for the economic development of Alberta and Canada. The Board of Governors includes:

- 10 public members
- 2 students
- 2 faculty
- 1 non-academic staff member
- SAIT's President and CEO

The Board is the permanent governing body of SAIT and makes and administers policy for the Institute. The Board sets the mission for the Institute in its pursuit of educational excellence, is accountable and responsible for the educational and financial governance of SAIT, and is responsive to the needs of the communities SAIT serves.



*Board of Governors Mandate*

### Public Members:

John Aldred, Vice-Chair, March 3, 2004 – March 2, 2007 (second term)  
Brent Altwasser, June 25, 2002 – May 31, 2005 (second term)  
Ivan Bernardo, October 21, 2003 – October 20, 2006  
Alan Browne, June 25, 2002 – May 31, 2005  
Frank Duffin, June 25, 2002 – May 31, 2005  
Doug Mitchell, Chair, July 1, 2004 – June 30, 2007 (second term)  
Robert Pierce, November 5, 2002 – May 31, 2005  
Ruth Ramsden-Wood, June 25, 2002 – May 31, 2005 (second term)  
Beth Reimer-Heck, June 2, 2002 – May 31, 2005  
Clare Rhyasen, October 21, 2003 – October 20, 2006

### Other Members:

Kelly Kennedy, June 2, 2004 – June 1, 2005 – student  
Stu Sherry, June 1, 2004 – June 2, 2005 – student (second term)  
Marcel Carpenter, July 1, 2004 – June 30, 2006 – faculty (second term)  
Doug Chudleigh, July 1, 2003 – June 30, 2005 – faculty  
Ellen Flynn, December 16, 2003 – April 25, 2005 – non-academic staff  
Irene Lewis, SAIT President & CEO, Ongoing

Biographies of all Board of Governors' members are available on the SAIT website.  
[www.sait.ca/executive/bog](http://www.sait.ca/executive/bog) ♦♦

## Position Abolishment

by Ed Logue, President  
SAIT Academic Faculty  
Association

In August 2003, two Instructors in the CALS Department had their positions abolished. As these Instructors had been assigned classes and given timetables for the Fall Semester, they felt that their workload had not disappeared but had simply been assigned to other Instructors.

Upon termination, the Instructors were each paid 15 months salary as required under Section 16 Position Abolishment of the SAIT/SAFA Collective Agreement.

These Instructors filed a group grievance under Section 20 of the SAIT/SAFA Collective Agreement. The corrective action requested in this grievance was "reinstatement of full time permanent Instructor positions with no loss of salary or benefits."

This grievance was heard internally at Level 2 by Keith Pedersen, Vice President Finance and CFO. It was denied at Level 2. As a result of this denial, an Arbitration Board was convened to hear the grievance on September 27, 28, and 29, 2004. This was a year after the two positions were abolished.

The Association requested a meeting with the Employer to discuss this matter before the Arbitration Hearing, but a meeting did not occur.

When the date for the Arbitration arrived, it was decided to use September 27 for discussions on evidence to be introduced at the Hearing. These discussions extended to September 28, at which time, the Employer offered a settlement to the two Instructors. After a year, both Instructors had gone on to other things, and after serious consideration, decided to accept the offered settlement. ♦♦



*From the SAFAGRAM  
Editorial Staff*

## FAQ'S



by Heather Sagan

**Q: Am I required to attend a meeting scheduled by my Coordinator?**

**A:** Yes. If an Academic Coordinator requests an Instructor attend a meeting, the Instructor must attend. However, if the meeting conflicts with a scheduled class, then the meeting would have to be rescheduled as classes take first priority.

**Q: What if the Instructor has scheduled child care arrangements and must pick up a child at day care?**

**A:** If the Instructor has a time constraint to pick up a child at day care and cannot make other arrangements, the Instructor can request that the meeting be rescheduled to a more agreeable time.

**Q: Can I apply for Four-for-Five Leave while I am on Four-for-Five Leave?**

**A:** Yes. Applications are submitted to the Dean by April 30 each year and SAIT may grant up to a total of 34 leaves each year. One of the criteria for consideration for granting leave is the length of time elapsed since the last leave of three months or longer. Departmental operational requirements are also a factor and the decision ultimately would rest with the department Dean.

**Q: I'm an Independent Contractor. Why do I pay SAFA dues?**

**A:** This question is asked frequently. The Post-Secondary Learning Act stipulates that there shall be an academic staff association and the academic staff association executive and membership shall decide the charging of membership fees and the amount of those fees. Section 9 of the SAIT/SAFA Collective Agreement states that "all instruction offered by any contractor . . . is subject to the payment of Association fees."

**Q: Does SAFA have any disciplinary authority over its members based on the SAFA Professional Code of Conduct?**

**A:** No. The SAFA Professional Code of Conduct is only a guideline for faculty members at SAIT. Under the Post-Secondary Learning Act, SAFA does not have any disciplinary authority over its members.

**Q: Is there anything in the Collective Agreement for instructor/student ratio in labs and shops at SAIT?**

**A:** No. The guiding principle is safety in the lab or shop. Another dimension is occupancy load based on room size, taking into consideration equipment and number of people. Occupancy load is outlined in provincial legislation in the Occupational Health & Safety Act.

**Q: Could you explain to me the difference between an abolished position and the decision not to review a contract.**

**A:** Pursuant to Section 16 of the SAIT/SAFA Collective Agreement, permanent academic staff members are eligible for position abolishment.

Renewal of contract applies to temporary salaried positions, casual employment agreements, fee-for-service agreements, and independent contractor agreements. All of these types of employment are for a definite period and have a defined end date. The decision to renew the contract of employment is made by the Dean or designate. None of these are permanent positions; therefore, these employees and independent contractors are not eligible for position abolishment.

**Q: Does SAFA PD apply to all Code 1, 7, and 4 positions?**

**A:** Yes. Code 1, 7, and 4 positions (a coding system used by SAIT Human Resources) are all salaried positions. Code 1 positions are permanent. Code 7 and 4 positions are temporary salaried positions.

Section 14 of the SAIT/SAFA Collective Agreement stipulates that each salaried academic staff member is eligible for an amount of \$600 over a 24-month period.

**Q: Can I purchase a digital camera with SAFA PD?**

**A:** No. The Canada Revenue Agency does not allow any computer hardware or anything of this type under educational allowances. If SAFA PD is extended to include this type of purchase, it would be deemed a taxable benefit under the Canada Revenue Agency guidelines.

**Q: Am I required to take a day of casual illness leave for a medical appointment?**

**A:** No.

*Section 25 Casual Illness*

25.02 *An academic staff member may have time off for the purpose of attending a dental, physiotherapeutic, optical or medical appointment, that is not charged against Casual Illness nor deducted from his pay provided*

- (a) *he has been given prior authorization by the Dean/Director or designate; and*
- (b) *he works one (1) hour in a half day absence. A half-day absence is a consecutive four (4) hour period of time prior to or after the mid-point of the academic staff member's work day. ↔*



## STALINGRAD

by Mark Snaychuk

For this November/December issue of the SAFAGRAM, this message is relevant for Remembrance Day and just as relevant in the Christmas season when we ask where humanity is going and what we have

really learned from the past.

In the fateful summer of 1941, the Nazi emperor Adolph Hitler drew up the final plans to finish off Britain and the Soviet Union; but he realized that Germany would inevitably be drawn into conflict with the United States, a sleeping giant that had vastly superior riches in terms of natural resources—especially oil and gas. Germany had long been one of the poor boys of oil and gas production and had only been able to commence the war because German engineers were leaders in the technology that converted coal gas into gasoline. It is interesting to note that the Germans were able to do this with a series of patents that were sold to them by Standard Oil of California.

In addition to their technical brilliance, Berlin's aspirations were aided by the fact that they had captured Romania's considerable oil wealth early in the war. These two fuel sources were sufficient in terms of conquering Europe, but Hitler knew that if his goal of world conquest was to be realized, then he would need the light oil riches of the Caspian Sea and the Mid-East.

Accordingly, there was an established route to the oil fields of the Caspian that would take German armies through the Western extremities of the Soviet empire where the Germans might be viewed as liberators rather than invaders. So it was that in the autumn of 1941, they smashed their way through the Soviet Union's reluctant armies, and within weeks, they had captured the Ukraine and its vast stores of grain. When the Germans fell short of capturing Moscow, they decided to turn their fury south to the treasure chests of the Caspian Sea. However, along their planned march to victory, they would pass an urban centre that has become synonymous with the words "war" and "annihilation"—the City of Stalingrad. It was here that the Nazi warlord would meet his match in terms of cruelty and barbarism, and it was here that the backbone of the German army would be broken and left to die a slow death that would alter the course of history.

Much has been written about why the Nazis did not simply try to push past Stalingrad and leave it as a relatively unimportant outpost on their way to the oil fields, but as human affairs sometimes dictate, ego takes over from reason. Hitler, self-righteous in his delusions about his "thousand year Reich," was anxious to show his empire and his few remaining rivals that he could easily conquer anything that bore the name of that other megalomaniac from World War II—Joseph Stalin.

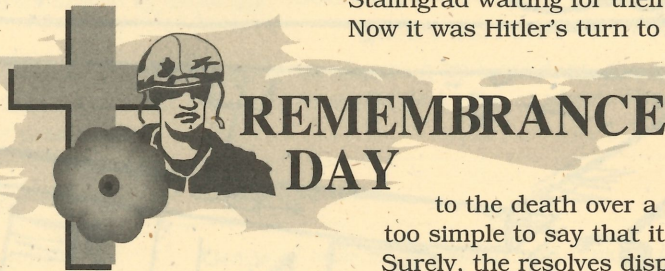
As it is with today's military, the armed forces at

Stalingrad were completely dependent on oil and gas for their machinery, weapons, and food. The German military was more mechanized than its Soviet counterparts, and they used monster machines with 600 mm mortars to relentlessly pound the enemy-held positions. However, the sheer size of their forces so far from home meant that 500 tons of fuel and food had to be flown in by the Luftwaffe every day. As it was bitter cold and enemy aircraft swirled overhead, the Nazi supplies dwindled to 10 percent of requirements. The German army began to starve while the Soviets turned out 1,200 tanks per month and rushed them to the defense of the City. The Russians added further pressure by bringing in expert snipers who lay in the frozen, rotting garbage of Stalingrad waiting for their favorite targets—Nazi officers. Now it was Hitler's turn to experience the full wrath of a resentful and unrelenting enemy.

Some sixty years later, we look back at Stalingrad and ask why these men fought

to the death over a pile of shattered rubble. It is too simple to say that it was just a fight for resources.

Surely, the resolves displayed on both sides suggest that irrational hatred and naïve ideologies aggravated the conflict. As the world's petroleum supplies continue to dwindle in the twenty-first century, it will be interesting to see if our own behavior will be any more civilized than those we witnessed at Stalingrad, or if history is doomed to repeat itself—lest we forget. ♦♦



## REMEMBRANCE DAY

To all SAFA Members

You are cordially invited to attend the annual

SAFA Christmas Party

on December 22, 2004

3:00 – 5:30 p.m.

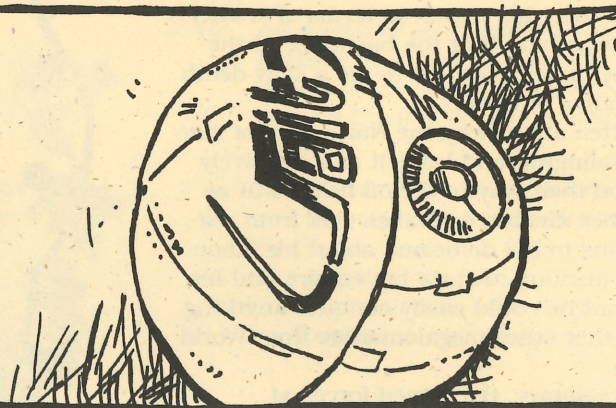
at

The Gateway, Campus Centre

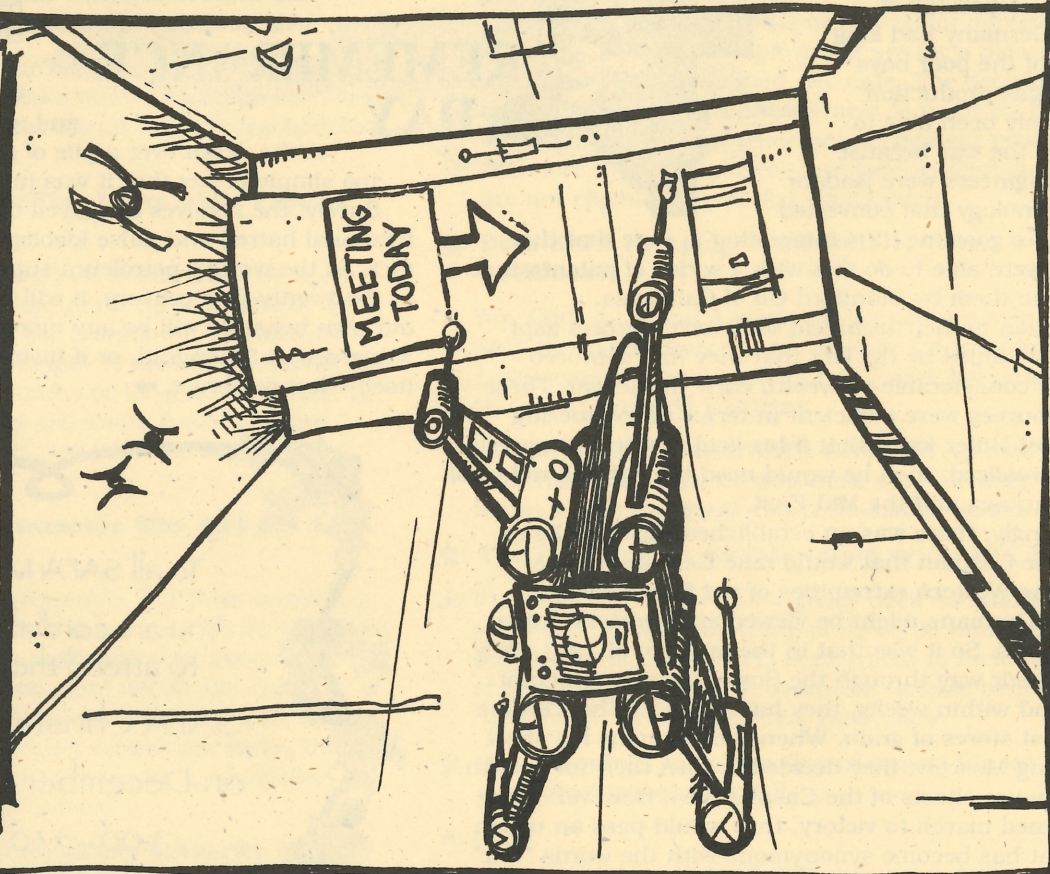
Please join us for some Christmas cheer, wonderful food, and great company.

Hope to see you there!

Sometimes  
I think SAIT  
is like  
the Death Star  
in Star Wars ...



It's big, full of shiny toys,  
and there's lots of scurrying around ...



... and just like  
Luke Skywalker,  
I sometimes feel like  
I'm part of  
the Rebel Alliance ...

**Must... resist  
... the... Dark Side...**

Ooo! Can  
we add one  
more item  
to the  
agenda?

KRAK ..

