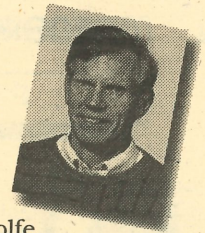


Simon Bergen-Henengouwen

Mechanical Trades & Technologies



Fellowship in the Canadian Aeronautics and Space Institute (CASI) Simon Bergen-Henengouwen graduated from SAIT in Aeronautical Engineering in 1964 and achieved his P. Eng. status by the examination route, a notoriously difficult process. His thesis, *Methods of Detecting Transition in the Boundary Layer*, received the S.E. Wolfe award for most outstanding in 1967. He subsequently completed both a B. Eng. and M. Eng. at Carleton University. His area of research into reconstruction of aircraft accident scenarios by analysis of debris trajectories led to publication of a manual on the subject that was sold to most developed countries in the world. In 1973, Simon joined SAIT as a faculty member in the Aero-Mechanical Department now Mechanical Trades & Technologies. He has been the key faculty member responsible for coordination of the aerospace option. He has made an outstanding contribution to Canada and CASI by his leadership in the education of a large number of aerospace technologists.

The Council of CASI is pleased to recognize Simon Bergen-Henengouwen's contribution to the education of aerospace technologists in Canada by granting him Fellowship in the Institute.

Simon and colleagues are presently providing assistance to P. Eng. candidates across Canada by offering a course on the Internet at www.cybered.ab.ca ♦

Submitted by Don Ward, Instructor, Mechanical Trades & Technologies

EDITORIAL

Pensions

SAIT is currently involved in discussions with all employee groups regarding the Local Authorities Pension Plan. A Steering Committee with representatives from all employee groups has been struck to provide input on this very important issue. If you have any questions or concerns, please address them to the three faculty representatives on the Committee:

Ron Hill, Business
Chris Fairbrother,
Electrical/Electronics
Wayne Marshall, Energy &
Natural Resources

At the May 7th pension meeting for employees, Rick Blakely and Tony Krivoblocki, Board Members for the Local Authorities Pension Plan Board of Trustees, presented information about the history and changes of the Local Authorities Pension Plan (LAPP). A summary of information from that meeting follows:

- LAPP is a *defined benefits plan*. Employees should understand the difference between a *defined benefits plan* and a *defined contribution plan*. If you are not familiar with these two

plans, call one of the faculty representatives on the Steering Committee.

- Based on the input from two years of meetings with employees from various organizations belonging to LAPP, some changes will be included in the new LAPP which will be finalized in the next couple of months. These changes include aspects of portability and vestment.
- In the new LAPP legislation there will be a section which will allow member organizations to withdraw from LAPP *at any time*. If employees at SAIT wish to withdraw from LAPP, a majority of SAIT employees (50% + 1) participating in LAPP have to vote in favour of withdrawing. This vote can be taken *at any time*, yet we have been asked to vote on this important issue by June

30th of this year. We need more time and extensive information to consider all of the important factors. We need more time to ask questions. Perhaps the first question to ask is:

Why are SAIT employees being asked to vote on such a complex issue as pension plans by June 30th?

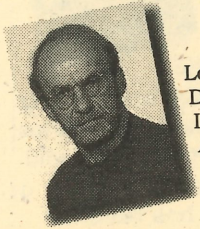
LAPP Steering Committee Faculty Representatives:

- Ron Hill, Business (8790) ron.hill@sait.ab.ca
- Chris Fairbrother, Electrical/Electronics (7175) chris.fairbrother@sait.ab.ca
- Wayne Marshall, Energy & Natural Resources (8452) wayne.marshall@sait.ab.ca
- Rick Blakely, Board Member, Local Authorities Pension Plan Board of Trustees, Blakely@a1.LethbridgeC.ab.ca ♦

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PERSPECTIVE



Lorne Dalrymple,
Instructor,
Architectural
Technologies

Lorne sent a memo on April 22, 1998, to SAIT President Ken Myhre, Vice Presidents Gary Kerr, Keith Pedersen, with a copy to the Board Chair. At press time, he had not received any response. Following are excerpts from his memo:

Re: Should all the money be spent on a vision of a CyberSAIT?

In light of SAIT's Mission and Value Statements, the 1997 annual faculty opinion survey results and the recent decision to spend \$92 million over the next three years on the vision of a CyberSAIT, I would like you to consider the following:

1. Although our **Mission** statement asserts we "provide relevant skill-oriented education" and our advisory committee still upholds the teaching

of the relevant skills of fundamentals and traditional drafting, we are attempting this in rooms where too many students are crammed into a space designed for smaller classes, creating limited space, poor visibility of screens and whiteboards, safety concerns, and an inadequate work environment for both students and instructors.

Will CyberSAIT help?

2. Our **Value** statement regarding people is at best shallow and at worst does not express true value of people at all. If we really value people, we should be concerned about their wellness and attempt to maintain their physical, mental, and emotion health. Disregarding this has resulted in the current "stretch to the limit" policies that are wearing faculty down and burning them out, as evidenced by the following:
 - a. Last December I evaluated a total of

Continued on Page 4

SAFAGRAM

Editorial Board

Bonnie Benoit
Hilde Clovechok
Laura Cuthbertson
Marilyn Hall
Kay Hunter
Heather Sagan
B.J. Hamilton — Cartoonist

Layout
Luda Paul

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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 email 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 14th, 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.

FAQs

Frequently Asked Questions



by Heather Sagan,
SAFA Administrator

FAQ: What is the definition of casual employment?

A: Casual employment is defined as non-permanent employment on an hourly basis. When continuous casual employment of an academic staff member exceeds six months in any academic year, in a full-time capacity, the academic staff member shall be appointed to a temporary position. (However, casual hourly and temporary salaried instructors are not eligible for workload and overload while instructing in business and industry or government extension programs.)

FAQ: Are instructors employed on a casual basis paid according to the instructor salary grid?

A: A casual hourly position must be paid at the salary grid level (Section 46 collective agreement). They must also receive an additional 10.8% in lieu of annual vacation and statutory holidays (Section 15).

FAQ: What should be included in contracts for instructors employed on a casual basis?

A: In order to ensure that individual employment agreements do not compromise the terms or conditions of the collective agreement, academic departments should ensure that the following are observed:

1. Hourly rates of pay should be determined with regard to Section 46 and based on the appropriate preparation level.
2. There should be explicit allowance for the additional 10.8% to be added to the hourly rate of pay in lieu of annual vacation and statutory holiday entitlements (see Section 15.02(b)). Our individual employment agreements will be revised to reflect such an amount.
3. Unless assigned to earned revenue generation, the provisions of Section 36 (Workloads - Instructors) must be observed. For practical purposes, it should indicate on the individual employment agreement the number of hours assigned instructional hours together with the number of hours being allowed for preparation, marking, student consultation, etc., as well as any hours allotted for non-instructional work (this will also help us comply with Employment Insurance reporting requirements).
4. In the application of Section 51 (Overload Pay), and in the absence of any other provision to guide its administration, "annual salary rate" as referred to in this Section should be based on the instructor's total earnings for the academic years in question.

If you have any questions, please do not hesitate to call the SAFA office at 8321 or 8378 or stop by N201 in the Senator Burns Building. ♦♦

MY EXCELLENT RUSSIAN ADVENTURE

Part II



by Shelagh McCormick, Instructor,
Applied Arts and Sciences Department

The City of Moscow

One guidebook I read described Moscow as “exhilarating, brutal, and bewildering.” It was all those things. The city is old—it celebrated its 850th year last year—and HUGE. Its population is an estimated 9 to 12 million people, and it is beginning to develop traffic and pollution problems as more and more people buy cars. Everyone seems to drive too fast, park anywhere, and change lanes whenever. Also, pedestrians do not have the right of way. You have to have your wits about you before you step off the curb. (Strange but true: I did not see one woman driving a car the three months I was in Moscow.)

Moscow's Metro, however, is impressive. Fast and efficient, it carries over 8 million passengers a day. You step onto a fast moving escalator and go down, down into the bowels of the city to elaborate stations that were built in Stalin's time. Each one is distinctive with marble arches, mosaics, bas reliefs, statues, paintings, etc. But there never seemed to be enough time to look closely at them. Crowds of people gently move you to the platforms, and trains arrive every two minutes or so. I was glad I had spent a couple of weeks learning the



Moscow's Metro

Russian alphabet before I left as station signs are in Cyrillic only and very few people speak English.

The cultural events available any day of the year are indeed exhilarating and inexpensive. We saw ballets, operas, orchestra concerts, and visited fabulous art galleries. Even though foreigners pay more for these, the most expensive ticket I purchased was about \$US 25 for a main floor seat at the Bolshoi Theatre. The college also provided “cultural” outings on Saturdays for out-of-town students and any instructors who wanted to attend. We were guided on tours of estates, palaces, cathedrals, museums, monasteries, and private graveyards where people still leave flowers for famous long-dead actors, or musicians, or politicians.

I loved Moscow's outdoor markets which sold arts, crafts, jewelry, and just about everything else. The vendors usually spoke a bit of English and were warm, friendly, and very rarely pushy. They must be open all year because I was still

buying Christmas presents outdoors on December 15 when it was 38 degrees below zero. (Does anyone want a black rabbit hat, size small, Russian style? It didn't fit any of my male relatives.) On the other hand, many regular stores were still run Soviet style with all goods behind a counter, chits written out by hand to take to a cashier, and service with a snarl (if you could get anyone to serve you, that is.)

“Was it dangerous living in Moscow?” people ask me. I didn't feel that I was threatened or in danger at any time. I just took the same sort of precautions that I would anywhere such as not walking alone at night through a poorly lit area. We did have a 24-hour-a-day guard in the college, however, and every building in our area had bars on its ground floor windows. Any apartments that I visited in Russia were also secured with two doors—one steel—and many locks.

What's the best thing to see in Moscow? My favourite

tourist attraction was the Kremlin, and right beside it, St. Basil's Cathedral and Red Square. My biggest regret was not getting back to the Kremlin. I spent only a few hours there and you could spend days. St. Basil's is the church with the colourful, fanciful domes that most people recognize as Moscow's symbol. It happened to be open to visitors on the day I was there, and I quite enjoyed walking through its intricate arched passageways, up winding stairways, and through chapels with unusual vines and flowers painted on all



St. Basil's Cathedral

the walls and ceilings. One of the bewildering things about Moscow is the seemingly arbitrary opening and closing times of monuments and attractions on strange days and at strange hours. Why was Lenin's tomb closed on Saturday afternoon? (And why was there no Car 5 on the train my husband and I took to St. Petersburg? We were booked on Car 5, of course.)

Would I recommend visiting Moscow as a tourist? Absolutely. It's an exciting city bursting with energy and reconstruction. There's definitely a feeling of optimism in the air. It's also a city of contrasts—Mercedes Benzes and beggars, twig brooms and high tech, Tchaikovsky and McDonald's. But I understand it's still very expensive for the ordinary tourist to stay in hotels and to eat in restaurants. As well, public washrooms are few and far between and can be revolting. It may take Moscow a few years to clean up its act and work on its customer service. I would certainly recommend taking a teaching assignment in Moscow or elsewhere in Russia. They'll take very good care of you. It can also be quite an adventure. If you do go as either a teacher or a tourist, remember to “expect the unexpected.” ♦♦

Perspective
continued from page 2

- 2,152 assignments and tests in three courses.
- Both the marking as well as the necessary preparation must be done evenings and weekends since the daytime hours are occupied with class presentation, class critiques, cross-class coordination, out-of-class student consultation, cooperative marking, deficiency clearances, correspondence, industrial contact, meetings, etc.
 - The above notwithstanding, as a team member, I am still expected to help shoulder the administrative responsibilities of the program supervisors who were eliminated. Even if I were capable of credibly carrying out this added responsibility, when, considering our divergent timetables, should the whole team meet?
 - The above circumstances and workload are not rare. I'm one of many.

Will CyberSAIT help?

- The faculty are not the only ones being affected by our lack of real concern for people. Our "bare bones" staffing policy is overworking the dedicated and competent, trying to do their jobs with integrity, forcing them into errors and oversights that further erode the SAIT climate. As an example, my final exam was scheduled two months in advance, but the room was double booked. As a result, we had two angry classes unable to write final exams on the second last day of the semester.

This was not a climate-building experience for the students, instructors, office staff, supervisor, or dean. Was the double booking a display of incompetence, or a natural consequence of under staffing?

Will CyberSAIT help?

- We do not always value **Quality** in our programs as we profess.

The architectural program has a long, successful history based on quality of content and delivery. It has remained popular and oversubscribed even during economic downturn. When SAIT had to cut budgets to eliminate red ink, we first gave up services, supervisors, and permanent positions. It wasn't enough, no money was available, so further cuts had to be done.

Our knees jerked, the structural component was eliminated and since

"Fewer hours = fewer instructors = greater savings,"

SAIT was happy even though students questioned our wisdom and voiced their concern and unfavourably compared us to our competitors.

A short time later, the Alberta Society of Engineering Technologists mentioned "accreditation." Our knees jerked again, there was money, there was a new directive, and we scrambled to add hours.

Were we initially motivated by our Mission statement, our Value statements, or by money. Where was our vision?

Will CyberSAIT preserve the quality we profess, or will it funnel money away from our traditional programs?

- All the above should make us question the integrity of our values of **Commitment** and **Quality**. Are they empty words, or fact?
 - Commitment. "...to continuous progress, to quality, and to the communities we serve." Although I am committed to quality, I am incapable of my previous standards. I readily and honestly admit this. I run faster, but the track is longer; and as a consequence, the "continuous progress" above is a canard.
 - Quality. "...we continually strive for excellence in our

programs, services, and environment." Item #4 previous is documented fact. Repetitive recitation (or denial) cannot erase fact. No matter how often I read or repeat Mission or Value statements, my performance cannot progress because my services are required by a greater number of people in an increasingly degenerative classroom environment.

- We've had bad visions. I have spent 33 years at SAIT: two as a student, three as a supervisor, and 28 as an instructor. In this time, I have worked under a principal, seven presidents, three department heads, a dean and seven program supervisors. Some of their various visions included:
 - Changing the structure of the academic year to a quarter system would be the panacea for SAIT's ills. The vision sounded good, but suffered from one fundamental flaw. There weren't enough students in all of Western Canada to provide four intakes a year.
 - Changing a program's name to "Environmental Technology" to reflect contemporary awareness. (We retreated to "Architectural" after a few years of being confused with everything from waste managers to biologists.)
 - Identifying our "strengths, weaknesses, opportunities, and threats," as well as our "goals and strategies," had us "understand, agree, and commit" to a vision of SAIT as a train bearing down the track to a distant, perhaps unknown destination. We were informed we were "either on the train or off it." This scared me a little, not enough to leave the train, but enough to relinquish a supervisory position and move to a rearward coach when I realized the engineer was a lawyer confusing trains with drilling platforms. You know the rest of the vision. He successfully lost \$10 million and then we paid him \$250 thousand to lose himself!

There were many more visions, some admittedly self-inspired, long since forgotten in their details, but undoubtedly predicated on the false assumption that the last idea is the best one.

Is CyberSAIT a good vision?

- I am not anti-vision. Vision is good. Without vision there can be no plan. A cornerstone of our architectural program is learning to plan.

I have a vision also. It's a little different from yours, but not incompatible with it. It is in line with our Mission and Value statements and mitigated by past experience. I also believe it is fair.

The vision would require

- SAIT should spend some money upgrading the facilities used to teach those skill components still deemed relevant by our customers.

Not all programs can be delivered, practiced, or monitored electronically. Our customers still want our learners to have a mastery of certain skills. These skills require large work surfaces, accessibility, visibility, layout space, cluster demonstrations, exhibits, and storage, all of which have been eroded over the last few years. A laptop does not cut it for these courses.

A class size of 32 in the current room size doesn't cut it either. Just because we can cram 32 students in, doesn't mean 32 can function. Either the room size has to increase or the class size decrease. Either will cost money, but we have this nagging Value of Accountability which states "we are accountable to our customers and our funders, to responsibly, effectively, and efficiently provide

To SAIT and The Advisory Group:



by Joan Birkett, Business Department

I apologize for the lateness of this survey (SAIT Climate Survey) and my comments. My end-of-semester commitments prevented me from completing this within the requested deadline; I could not take sufficient

time to give it the serious consideration that it warranted. However, I sincerely hope that you will include my comments in your submission to the SAIT Board of Governors.

Although I indicated through question 8 on the survey that I have a sense of personal accomplishment from my job, this comes only from the positive outcomes and feedback that I receive from my students and my colleagues. It makes the 80-hour work weeks seem (almost) worth the investment of time and energy.

However, that sense of accomplishment is greatly diminished by the current atmosphere at SAIT. In this environment, I feel completely overlooked as an asset to the organization. I feel that my opinion—if it is not in line with the current thinking—is considered of little or no value. There have been some very difficult times at SAIT, but we have worked through them as committed professionals. Yet I feel that the staff who have helped to maintain this institute's reputation of excellence in training through the times of adversity are now being shunted aside. Never before have I felt such a sense of hopelessness and mistrust.

My department is one of those that is losing its dean in the plans for a forced restructuring. I perceive the restructuring as an attempt to silence any opposition to the massive changes that the senior executive has planned—without consultation with the faculty or our clients, the students—and to take control of the income generated by the departments and use it for the CyberSAIT project. I resent the communications from the senior executive that gloss over this whole situation yet most likely in their minds fulfill their obligation to communicate with staff. And I am very disheartened that they would remove our deans during this forthcoming time of change, when we will most need them to guide us through it.

The senior executive may well say that they are regularly communicating with staff and answering questions through

“brown bag lunches.” However, many of us are unable to attend these sessions because our teaching commitments extend through the lunch hour. There have been no messages from the senior executive who hold these information sessions to summarize the content of the discussions and address any of the questions that may have been raised during the sessions. For the questions that I am aware have been asked, responses have often been vague, and it appears that all the potential problems have not been thought through carefully in the process of pushing this massive project through quickly.

I fear that the senior executive are acting with great shortsightedness on the CyberSAIT project. They may well say that they have consulted the parties who will be affected by this project. Yet I know of no staff with whom I work nor students in my teaching area (300+) who have been consulted. Carefully selected focus groups cannot give appropriate

Continued on Page 8



The SAFAGRAM Editorial Board would like to wish all SAFA members a relaxing and enjoyable Summer Holiday!
(L to R) Bonnie Benoit, Laura Cuthbertson, Heather Sagan, B.J. Hamilton, Kay Hunter, and Luda Paul. Missing: Hilde Clovechok, Marilyn Hall

*Perspective
continued from page 4*

high quality programs and services.”

b. SAIT should attach a real worth to people. A recent statement claimed that “employees are the cornerstone of SAIT’s achievements,” yet the 1997 SAFA opinion survey indicates that 56% felt they were valued poorly or worse. This is equivalent to feeling expendable. Are we concerned about Climate, concerned enough to do something about it? Something tangible? Something beyond well-intentioned pancakes and burgers on staff appreciation days that many are too busy or too jaded to attend?

Let’s spend some money on more people. With something more than words, it’s time to reward those faculty and staff who have endured, who have helped by their “above and beyond” efforts to convert red ink to black, who have maintained their integrity and remained loyal, sometimes even to their physical, mental, or emotional detriment.

Hire markers!

Rehire some of the support personnel!

Off-load for administrative/supervisory responsibilities!

Then watch the Climate improve!

Why do we go to such lengths to hire the best and then not look after them? I work with some exceptional, committed, younger people, both faculty and staff, in the earlier stages of their careers at SAIT: I’ve watched their well-being deteriorate as semesters progress.

They won’t last! Unless you help!

8. I have taken the time and made the effort to write this because we have another Value statement, previously unmentioned, dealing with Communication, which states, “We value constructive, open, accurate communication, enhancing teamwork and the exchange of ideas.”

And I believe it!

Thank you. ♦♦

TLC



Laura Cuthbertson
Teaching & Learning Centre

It's that time of year again—many are joining in a collective sigh of relief and visions of summer provides a welcome reprieve for tired minds. As you renew your energy level over the summer months, you may be interested in preparing for the challenges of the fall semester by attending the plenary sessions for the Instructional Skills Program or an Instructional Skills Workshop. Plenary sessions include the following workshops:

Monday, August 10, 1998

- 10:30 – 12:00 PM The Adult Learner
1:00 – 2:30 PM Establishing Rapport
2:45 – 4:00 PM Motivating Learners

Tuesday, August 11, 1998

- 9:00 – 10:15 AM Organizing Course Content
1:00 – 2:15 PM Writing Learning Outcomes

Wednesday, August 12, 1998

- 9:00 – 10:15 AM Developing Basic Lesson Plans: Ropes
1:00 – 2:30 PM The Lecture/Presentations Skills
2:45 – 4:00 PM Using Examples

Thursday, August 13, 1998

- 9:00 – 12:00 PM Learning Styles:
Kolb's Experiential Learning Cycle
2:30 – 4:00 PM Questioning Techniques

Friday, August 14, 1998

- 9:00 – 11:00 AM Creating Evaluations

Monday, August 17, 1998

- 10:00 – 12:00 PM Instruction and Course Management

Tuesday, August 18, 1998

- 8:30 – 10:00 AM Collaborative Learning:
Using Group work
9:00 – 9:45 AM Using Role Play
10:00 – 12:00 PM Using Case Studies

Thursday, August 20, 1998

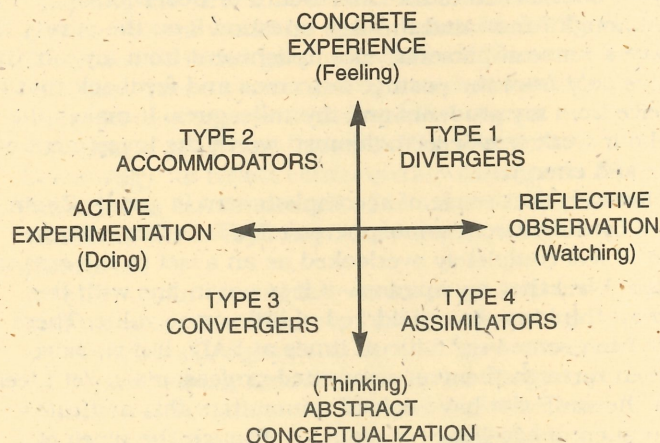
- 8:30 – 9:45 AM Understanding Learning Disabilities
10:00 – 12:00 PM Diversity in the Classroom

Friday, August 21, 1998

- 9:00 – 12:00 PM Computer Managed Learning

One of the plenary sessions mentioned above focuses on Kolb's Learning Styles. Kolb's four learning styles are based on the ways people perceive and process information. The vertical line represents how we perceive information, with one extreme being concrete experience and the other being abstract conceptualization. We each fall somewhere along that line—between those two extremes. The horizontal line represents how we process information, with one extreme being reflective observation and the other being active experimentation. Superimposing these lines yields four quadrants illustrating the preferred learning style. Kolb calls these

learning styles divergers, assimilators, convergers and accommodators. Understanding the preferred style of your learners enhanced communication with your students and provides a basis for designing curriculum that will engage each learning style.



This workshop investigates the characteristics of each learning style and explores ways to engage each style. You will leave with an understanding of your own and other learning styles, and will acquire the skills necessary to identify the preferred style for each of your learners.

The Instructional Skills

The Instructional Skills workshop is a *hands-on* learning experience—designed to improve the teaching and learning process. Through this workshop you will gain the opportunity to work closely with peers to develop your skills, the opportunity to practice a variety of instructional techniques, and the opportunity to receive valuable feedback from your peers immediately following your lesson.

By the end of this workshop, attendees will be able to

- use instructional objectives to inform learners about what they are expected to learn
- write a useful, practical lesson plan
- evaluate what has been learned in relation to your instructional objectives
- use simple techniques for testing during your lessons
- conduct a highly participatory classroom session
- use common instructional aids
- use good questioning techniques
- give objective feedback

This 24-hour workshop is offered:

- Saturday August. 22 8:30- 4:30
Tuesday August. 25 6:00-10:00
Thursday August. 27 6:00-10:00
Saturday August. 29 8:30-4:30

If you are interested in registering in any of these professional development opportunities, please give Maureen or Phyllis a call at 7283.

Have a great summer, see you in the fall. ➔

1998/99 SAFA Executive Committee & Academic Council

198/99 SAFA Executive Committee

Barry Pratt - President	- 8995
Jan Nyholt - Secretary/Treasurer	- 7049
Directors Division A - Dennis Boghean	- 8031
	Dave Macaulay - 8242
Directors Division B - Joan Birkett	- 8719
	Steve Hosier - 8959
Directors Division C - Judy Murphy	- 7013
	Roger Wilhelm - 8195
Past Executive Rep. - Ed Logue	- 8252

The 1998/99 Academic Council representatives and their respective terms are as follows:

Division A (Mechanical, Auto-Diesel, ENRD & Phys. Ed. Leisure):

Position Vacant	Sept. 1/98 - June 30, 2000 (1 st of a 2 year term)
Ed Beeler (8236)	Mechanical, Sept. 1/97 - June 30/99 (2nd of a 2 year term)

Division B (Applied Arts & Sciences, Business, Health Sciences, Information Technologies):

Alice Hrupchuk (8896)	Applied Arts - Sept. 1/98 - June 30, 2000 (1 st year of a 2 year term)
Barb Peterson (8733)	Health Sciences - Sept. 1/97 - June 30/99 (2nd year of a 2 year term)

Division C (ACET, Electrical/Electronics, Hospitality Careers, Counselling/ERC/TLC)

Mark Kolodziej (8640)	Student Career & Development Services - Sept. 1/98 - June 30, 2000 (1 st of a 2 year term)
Fred Malley (8948)	Hospitality Careers - Sept. 1/97 - June 30/99 (2nd year of a 2 year term)

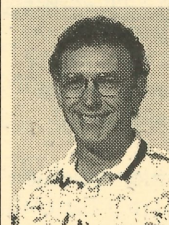
1998/99 Board of Governors Representatives

Irene Langille, Health Sciences - 7224 (1 st of a 2 year term, June 1, 1998 to May 31, 2000)
 Len Filmer, Mechanical Trades & Technologies - 8675 (term extended to May 31, 1999 to complete John Schmale's term)

May 28, 1998

THE CANADIAN QUIZ

- TRUE or FALSE: The Toronto Maple Leafs are called Maple Leafs because they get kicked around in September, October, and November?
- Canada's National Anthem is: A) O' Canada or B) The theme for Hockey Night in Canada?
- How many painters were there in the "Group of Seven"?



A special thanks goes out to Stu Birkett for supplying the SAFAGRAM with all the necessary Staff photos.
Thank you Stu.



News Item:

Besides a Pay Band of \$120,000 to \$150,000, and a "Performance" Award of up to \$15,000, SAIT's Board of Governors approves an \$800 per month automobile lease for the President.

*To SAIT and the Advisory Group:
continued from page 5*

feedback and cannot be considered to be sufficient consultation. I am dismayed that SAIT is taking this huge risk of its finances and its reputation without meaningful discussion and close work with the parties who will be affected. The attrition rate for non-traditional, directed self-study courses is high—as I understand it, as much as 60%! Has this not been considered? Few of the students whom I teach and mentor have the self-discipline or desire to work through a 2-year program on their own; they value the support, encouragement, and one-on-one assistance that our faculty gives them as adult learners returning for training, as well as the interaction with their classmates. Skill courses generally do not lend themselves well to distance learning; in fact, many of the courses that my colleagues and I teach could not be taught without the instructor present to create simulated practical experiences.

I am amazed that the Board has given the senior executive

approval to invest all of our surplus funds in the CyberSAIT project. Many of us remember all too well the financial losses, difficult economic times, and loss of reputation that resulted when SAIT first entered the new area of international education. One would think that the organization would tread more carefully into yet another uncharted territory rather than rushing headlong into a plan that doesn't have the full support of its staff or students.

Another fear I have is that the senior executive may be attempting to use employees' pension funds by asking them to pull out of LAPP—something that, from the information that I have, no other post-secondary institutes involved in LAPP have asked their employees to do.

The current senior executive may see their plans as a more cost-effective delivery; however, if they lose both valuable staff as well as students, SAIT will lose its reputation for a quality product...and we may not be able to get it back this time! ♦♦