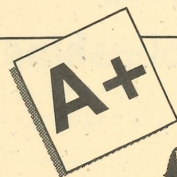


## Teaching and Learning Excellence Award

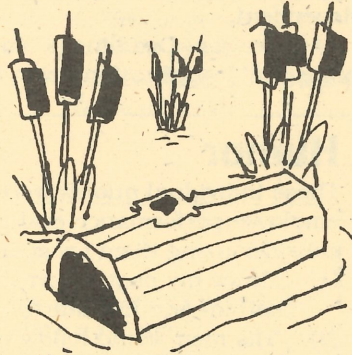


by Laurie Walline

Teaching and Learning Excellence Award, International Conference of Teaching and Leadership Excellence 1998, sponsored by the National Institute for Staff and Organizational Development (NISOD), University of Texas.

I've been asked how I won the NISOD award and exactly what one does to deserve it. That question needs to be directed to Dean Brian Larson and his leadership team. All I know is that all post-secondary institutes have an opportunity to celebrate their excellence through this international conference. It is indeed a celebration! Colleagues and leaders, recognizing your efforts, co-workers and people in your community congratulating you, friends seeing you from another perspective, and family glimpsing a reason for the long hours... Oh yes, and a fabulous trip to Austin, Texas, where you have the opportunity to learn what's happening in post-secondary education, gather new ideas, and find out that SAIT is leading in many areas! Pervading all of this is the respect extended to the achievement of excellence in teaching and leadership.

Excellence is a process, an ongoing ever-moving goal. Hard work, continual striving, give and take, bad days, good days, successes and failures describe my 15 years at SAIT. More successes than failures have kept me here. Personally, the opportunity of doing something I believe in, with others who believe in it too, has given me untold energy, motivation, and satisfaction. This award helped me stop for a minute and feel good about what I've done over the past years. Thank you to everyone for so openly celebrating with me: excellence in teaching is held in great esteem by many, many people. Thank heavens for our humanness; may it never fit into a box or a bottom line! ♦♦



### BOG Log



by Irene Langille

Since my last review of Board activities, we have had one regular meeting (September 29, 1998) and one special meeting (October 14, 1998). The routine business of the Board included approval of policy, procedure and terms of reference revisions, and approval of audited financial statements.

Dr. Jeanette Nicholls reported on the work and success of the SAIT Investment Foundation. I had heard about the NAIT/SAIT Lottery difficulties before, but I hadn't heard about, and I was very impressed with, the accomplishments of the fund development team. This team, along with many volunteers, makes contacts, follows up on contacts, and receives money and commitments to support SAIT's various centres, scholarships, and renovation plans. I attended the TOAST TO EXCELLENCE student scholarship fundraiser at the Palliser Hotel, October 26, 1998. Faculty and staff from the Hospitality Careers Department joined the Fund

Development Team in making this wine and food-tasting event a great success. It was a perfectly planned evening, enjoyed by SAIT employees and the community, and the proceeds will support many students in the future.

The Board also approved a 2.04% institution performance payment for those employed during 1997-98. We received this on the October month-end pay, and all faculty I have spoken to found this to be a bitter-sweet experience. Sweet because faculty feel they deserve some recognition for the extra effort required to ensure SAIT's quality programs. Bitter because something doesn't feel right. Maybe it's that faculty feel

*Continued on Page 4*



Volume <sup>5</sup>2 • No <sup>2</sup>4

NOV/DEC 1998

### IN THIS ISSUE

A+.....	1
BOG Log.....	1
TLC.....	3 & 6

## SAFA Scholarships



by Heather Sagan

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 \$13,500. 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 that the Association increase the scholarship endowment fund by \$6,500.

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 the 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 a SAFA member, financial need, and other scholarships received. The applicant must identify whether or not 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 a SAFA member, financial need, extra-curricular activities, and other awards received. The applicant must identify whether or not he/she is a SAIT staff dependent.

Application: Deadline is May 30. Apply through Awards office. SAIT Application Form required. ♦♦

**SAFAGRAM****Editorial Board**

Pam August  
Bonnie Benoit  
Hilde Clovechok  
Marilyn Hall  
Kay Hunter  
Heather Sagan  
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 email submissions to [luda.paul@sait](mailto: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.*

**Humor**

These individual quotes were reportedly taken from actual employee performance evaluations. You may want to consider using them for someone you work with.

- (1) "Since my past report this employee has reached rock bottom and has started to dig."
- (2) "His men would follow him anywhere, but only out of morbid curiosity."
- (3) "I wouldn't allow this employee to breed."
- (4) "This employee is really not so much of a has-been, but more of a definite won't be."
- (5) "Works well when under constant supervision and cornered like a rat in a trap."
- (6) "When she opens her mouth, it seems that it is only to change feet."
- (7) "He would be out of his depth in a parking lot puddle."
- (8) "This young lady has delusions of adequacy."
- (9) "He sets low personal standards and then consistently fails to achieve them."
- (10) "This employee is depriving a village somewhere of an idiot."
- (11) "Got a full 6-pack, but lacks the plastic thing to hold it all together."
- (12) "A gross ignoramus — 144 times worse than an ordinary ignoramus."
- (13) "This employee should go far, and the sooner he starts, the better."

Continued on Page 5

## Lyceum 98 Canadian Lifelong Learning Conference

Prepared by Heather Sagan

According to the conference organizers, a Lyceum is an academic gathering or a coming together of great minds.

SAIT faculty members Irene Langille, Pat Green, Rae Verity, Harold Sylven, and Ernest Bellam participated in the Lyceum '98 Canadian Lifelong Learning Conference, October 15 - 18 in Victoria. The conference was sponsored by the Canadian Vocational Association, Canadian Link to Lifelong Learning, B.C. Centre for Curriculum Transfer & Technology, and the B.C. Council of Families.

The Canadian Lifelong Learning Association encourages any initiative that facilitates learning any place, any where, any time. Some of the things that were emphasized at the Conference were the importance of Prior Learning Assessment and support infrastructure for students and faculty (i.e., counselling, child care, staff lounge facility) to encourage networking, learning from each other, and cross-departmental communication.

The topics discussed included:

- Individuals as Learners
- Learning in Families
- Learning in Organizations
- Learning in Communities
- Planning of the Canadian Year of Lifelong Learning-2001

### Learning in Families

The learning that takes place within families is probably not something to which we give a lot of thought. It happens. When we reflect on it, the learning that takes place in the context of families is truly lifelong and profound. It spans not only our life-cycle but also several generations and is a combination of experience, lessons learned, and life lived.

Family is where we first learn to tell our heads from our toes. Here we learn language—one of the most precious, complex, and far-reaching abilities. In families children are first given voice and the foundational skills for a lifetime of literacy.

### Learning in Organizations

"Learning Organizations" is really a 1990s thing. Each organization which embarks on the journey of becoming a learning organization needs to interpret, develop, and implement its own definitions. In practical terms, could government organizations become learning organizations? Governance and leadership are key factors in learning organizations. The challenge is to know who the principal players, individuals, communities, or organizations are in making and sustaining learning organizations or organizational learning. Learning involves individuals, groups/teams/communities, organizations, and society at large; it also comprises other elements such as systems, structures, procedures, practice, and culture. "Who in fact does what" is as important as "who should do what". This distinction evokes leadership and highlights the current shift in thinking from the traditional, hierarchical view of leadership to the modern concept which recognizes that leaders operate throughout an organization at all levels.

### Learning in Communities

The process of extension education is one of working with people, not for them; of helping people become self-reliant, not dependent on others; of making people the central actors

in the drama, not stage hands or spectators; in short, helping people by means of education to put useful knowledge to work for them.

An example of learning in rural communities is demonstrated by 4-H organizations: working with people to strengthen their organizations and build their communities in the form of facilitating group discussions and consultations to help in the decisions being reached; providing resources, information and advice; and delivering training in capacity building, organizations' effectiveness or economic development.

### 2001: The Year of Lifelong Learning

The year 2001 will be declared "A Canadian Year of Lifelong Learning: A Possible Dream." Federal Finance Minister Paul Martin strongly supported lifelong learning in his last budget with the subsequent Millennium Fund. The Ministers of Education, Training and Career Development, across Canada all use lifelong learning quite freely in their speeches.

The champions of learning are wonderfully diverse and excited about the possibilities of this Year of Lifelong Learning. Of course the traditional and well-known providers of elementary, secondary and post-secondary education—the strongest supporters. Employers in all sizes and types of

*Continued on Page 4*

TLC

## Technology Enhance Project (TEP)



by Laura Cuthbertson  
Teaching and Learning Centre

A+ goes out to five faculty members: Rudy Amann and Craig Maynard, Information Technologies; Foster Stewart, Business, and Dave Thompson and Chris Perry, ACET, for the work they have done in integrating technology into teaching and learning practices and for their willingness to share their experiences with colleagues. Rudy, Craig, Foster, Dave and Chris recently set the stage for the TEP practices/mentoring program at the information night on October 28.

Their presentations were based primarily on the work they have done in revising course material for delivery on the Web and use of computer technology in the classroom.

- Craig started the evening off with a discussion regarding the use of simulation software in the classroom.
- Rudy discussed his experiences using TLM in the laboratory environment.
- Foster shared the knowledge he has gained regarding delivery in the TEP environment and the experience of building partnerships with the publisher.
- Chris brought his vast experience regarding question banking and TLM to the group.
- Dave completed faculty presentations with tips for using Smart Boards in the TEP classroom.

These five faculty members have gained pioneer status here at SAIT with the Technology Enhancement Project. ♦♦

Lyceum 98  
continued from page 3

corporations are eager to join a movement that strengthens the opportunity for learning as it positively affects their bottom line. Governments at all levels and in all areas, such as the Public Service Commission, see the value to having Canada and its citizens as leaders in lifelong learning in this next Millennium. The goal is to develop champions in unions, industry, and business to provide a true balance of champions.

Anyone interested in being the SAIT contact for planning the Canadian Year of Lifelong Learning celebration? If you are, call Irene Langille, Health Sciences (7224), and she will provide you with a contact name and number for the Canadian Link to Lifelong Learning. ♦♦

## Grammar Bloopers

From a set of instructions:

NOTE: If the wheel will not come off with ease, get a hammer and hit the wheel from the inside of the car until the wheel comes off.

It is kind of a pain in the butt, but if you really want to save that 15 bucks read on.

While the oil is draining, get out from underneath the car and get under the hood.

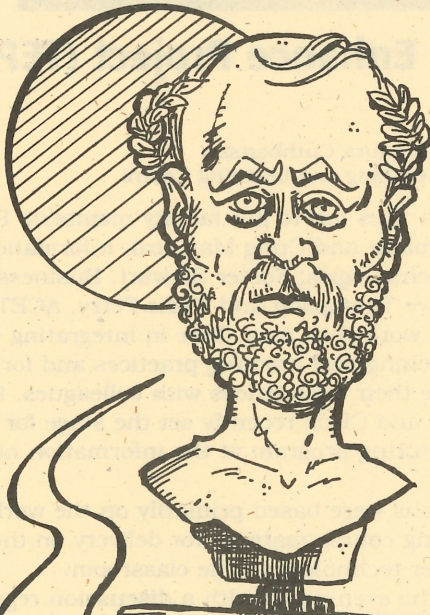
BOG Log  
continued from page 1

undervalued as they share frustrations and concerns about the quality of student learning experiences, and few of these concerns get addressed. Maybe the majority of faculty don't experience the benefit of SAIT's many initiatives in their classrooms.

At the special meeting, the Board spent considerable time discussing the proposed motion asking the Board to support the SAIT-sponsored pension plan. Board members didn't feel they knew enough about the plan to support it. The Board recommended that the Pension Plan Steering Committee communicate with, and educate, pension plan members. It is ultimately up to the plan members to decide on the plan they believe will best meet their retirement needs. I hope you were able to attend one of the pension plan information sessions and that you will be an informed voter. The Board will respect the decision of the majority of LAPP participants and will hear a presentation of the results of the pension information sessions at its next meeting. The October 29, 1998, Board meeting was cancelled as there wasn't sufficient progress with the SAIT project teams to warrant a meeting. The various project teams — Customer Service, ISO, Academic Task, etc. — will report to the Board at the December 1, 1998, meeting.

I look forward to seeing you and wishing you a "Merry Christmas" at the SAFA Christmas party! ♦♦

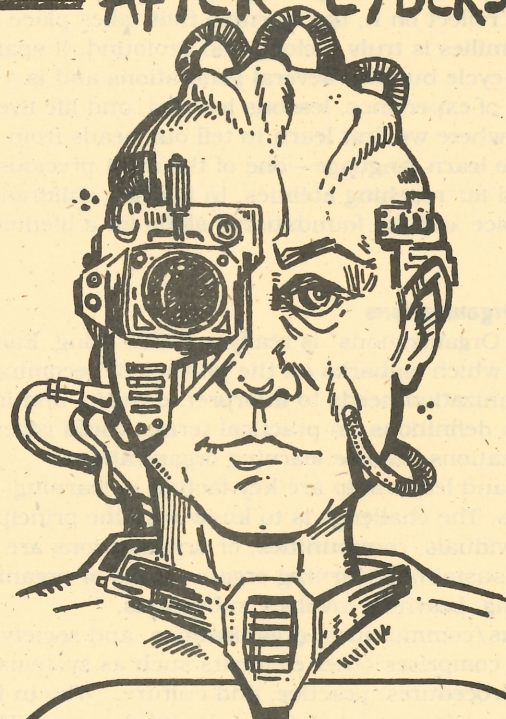
BEFORE CYBERSAIT



ARISTOTLE

For the things we have to learn before we can do them, we learn by doing them.

AFTER CYBERSAIT



We are the Cybervisors.  
We will assimilate your facilities and students. Resistance is futile.

HAMILTON '98

# SAFA Dues Levy

## Historical Information

At the first SAFA General Meeting held in March 1982 the dues levy was approved at 1% providing a review of the assessment be held at the annual general meeting.

In March 1983 the dues were reduced to a half (1/2%) percent and continued at that levy until 1989.

At the 1990 Annual General Meeting, it was approved that the dues levy would be increased to 0.6%.

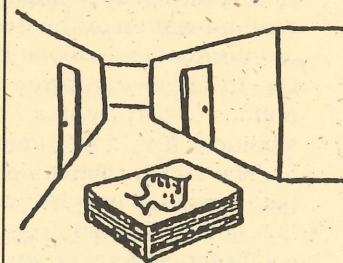
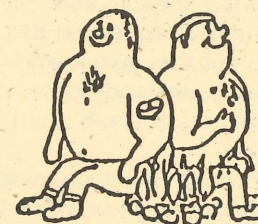
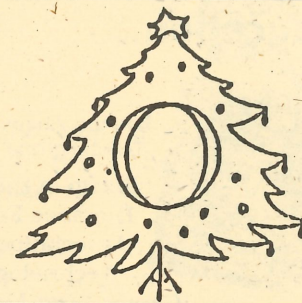
At the 1992 Annual General meeting, it was agreed that the dues levy would be increased to 0.7%, which, at that time, kept the monthly dues under \$30 per average instructor and placed SAFA in the second lowest dues levy category of all ACIFA members: (This was approved by 82% of those attending the 1992 AGM.) In 1998/99 the Association has continued to maintain the dues levy at 0.7%.

The SAFA Secretary-Treasurer and Administrator prepare the SAFA budget which is presented to the Executive Committee who, in turn, recommend the proposed budget to Faculty Council. The budget is then circulated to all faculty members as part of the agenda for the Annual General Meeting. Each year as part of the budget process, the dues levy is reviewed as well as the current surplus or working capital. The SAFA Constitution requires that the proposed budget and dues assessment be included on the Annual General meeting agenda.

## Comparison with Other Colleges/Institutes

Alberta College of Art	1.0% of gross
Fairview College	0.6% of gross
Grande Prairie Regional College	0.7% of gross
Grant MacEwan College	1% on midpoint of grid
Keyano College	\$30/month
Lakeland College	\$50/month
Lethbridge College	\$55/month
Medicine Hat College	\$34/month
Mount Royal College	0.9% of step C-12 (57,916 less 3%)
NAIT	0.75% of gross
Olds College	1.0% of gross
Red Deer College	0.7% of Grade 3, Step 4, rounded up to nearest dollar
SAIT	0.7% of gross

Each Picture below represents a Christmas Carol. Can you guess them?



Answers on page 6

## Humor continued from page 2

14. "He certainly takes a long time to make his pointless."
15. "He doesn't have ulcers, but he's a carrier."
16. "I would like to go hunting with him sometime."
17. "He's been working with glue too much."
18. "He would argue with a signpost."
19. "He has a knack for making strangers immediately."
20. "He brings a lot of joy whenever he leaves the room."
21. "When his IQ reaches 50, he should sell."
22. "If you see two people talking and one looks bored, he's the other one."
23. "A photographic memory but with the lens cover glued on."
24. "A prime candidate for natural deselection."
25. "Donated his brain to science before he was done using it."
26. "Gates are down, the lights are flashing, but the train isn't coming."  
"Has two brains: one is lost and the other is out looking for it."
28. "If he were any more stupid, he'd have to be watered twice a week."
29. "If you stand close enough to him, you can hear the oceans." ♦♦

## FEEDBACK

We would like your feedback on the articles in the SAFAGRAM and on the Faculty Association:

SAFAGRAM Format: \_\_\_\_\_  
\_\_\_\_\_

Suggestions for Future Articles: \_\_\_\_\_  
\_\_\_\_\_

Does the Faculty Association meet the needs of members? Suggestions for improved customer service: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Star Trek and Technology in Education...



by Pam August  
Teaching and Learning Centre

Recap of the Keynote Address at the Alberta Distance Education and Training Association Fall Workshop 1998—  
"Technology and Values: Making the Connections More than Virtual."

Lee Easton from Mount Royal College delivered a thought-provoking keynote address at the ADETA Fall Workshop at the end of October. He discussed affective (i.e., attitudinal) aspects of the virtual world and education. His session posed several issues and questions on which we would like to know your thoughts. Grab a cup of coffee, find a comfortable spot and read on...

- \* Do you view technology as a tool or part of culture? How does your view affect the use of technology in teaching and learning?
- How is authority reconfigured in cyberspace? How is communication authenticated? (i.e., What gives speakers or information credibility?)
- Do virtual environments force us to rethink traditional notions of participation, student interaction, and responsibilities? (i.e., if a student is not "speaking" on-line, is he/she still participating?) How does our view of participation change in cyberspace?
- Is it ethical to track log-on activity of students in a computer conference situation? In a classroom, we cannot connect with our students' brain activity to see if they are with us or somewhere else. We know that physical presence does not equal intellectual presence. Do the same rules apply in the virtual world? What of the student who logs on and then leaves to shoot some hoops?
- Cyberspace is not a neutral space. Individuals who log on do so with the same history and "baggage" they carry around in their "real" lives. How do we address the uniqueness of individuals through the computer? Should we concern ourselves with this question?
- On-line, different types of communities are formed. Issues of gender, class and race play out in the virtual world, although technology changes the interaction. How do we deal with diversity issues in the virtual world?
- Some literature points to the fact that women generally have a different view of technology than men. Women more often view technology as a tool to accomplish other goals. Men tend to experiment more with technology and value it in its own right. How do gender differences

- impact on the design of curriculum using technology?
- What kinds of interactions will we value in the future?
- When will be the time for face-to-face interaction?
- What we leave out of curriculum is as important as what we leave in. With technology, what is gained and what gets lost?

The speaker ended the session with an analogy to which Trekkies will relate. Non-trekkies can skip to the end of the article or pick up the latest Star Trek film at the video store. Central to Star Trek—First Contact is the flight of the crew to prevent assimilation with the BORG. In doing so, they maintain their humanness. This is a common theme amongst those who oppose technology for humanist reasons. In contrast to this "either-or view" is the character Seven of Nine. Seven of Nine, seen weekly on *Star Trek: Voyager*, is both human and BORG, her aim being able to enjoy the best of both worlds. Balancing technology and humanness is an ongoing challenge for today's society and for us educators.

What are your views on the questions and issues posed? E-mail us at [tlc@sait.ab.ca](mailto:tlc@sait.ab.ca) or fax us at 284-7391. We're ready for two or five hundred responses! Your feedback will assist us in planning future professional development events related to effectively integrating technology into teaching and learning.

Learn well and prosper! (Teaching and Learning Centre translation of the Vulcan greeting.) ⇨



*The SAFAGRAM Editorial Board would like to wish all faculty a*

*Merry Christmas and a Happy New Year*

### Danish Canadian Club Extends Membership Privileges to SAIT Faculty

The Danish Canadian Club is extending membership privileges to SAIT faculty members. If you are interested in a membership, you can call the Club directly at 261-9774 or pay a visit to 727 - 11th Avenue S.W. The Danish Canadian Club offers a pleasant dining room and a variety of social activities throughout the year. You can also call the SAFA office (8321) for further information.

Answers to Christmas Carols From page 5:

1. Oh Christmas Tree
2. Chestnuts Roasting on An Open Fire
3. Deck the Halls