

SAIT
Academic
Faculty
Association

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New Method of Measuring Workload

BACKGROUND

This is as much a SAFA project as it is a SAIT management project. Both groups recognize the current unit standard instructional workload is problematic. Both groups have invested time and money to analyse the workload issues and develop a new method of measuring and recognizing work that is done by faculty. SAFA members want to see reasonable expectations for hours and kinds of work and consistent application of workload intra-and-inter departmentally. SAIT management wants greater managerial flexibility. Both groups recognize the financial limitations and agree the new method would be cost neutral. A simulation, that would provide workload data for all to review, was determined to be the next required step.

RATIONAL

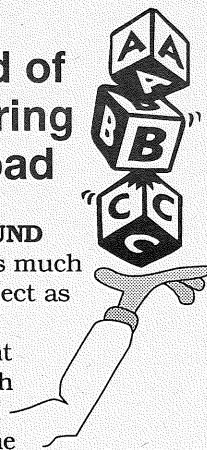
Why is it important?

Outside observers, and this may include Board members or arbitrators, look at the unit standard workload and believe faculty at SAIT work between 570 and 900 hours a year. To them it looks like we work 70 - 100 days a year and get paid for 255. Sounds like a pretty cushy job! Many faculty members when first hired think they can teach 12 - 20 hours per week with relative ease. It takes about a week to experience the fallacy of that belief. We need a new method of measuring workload to recognize the work done outside of the classroom.

PREREQUISITE

Ratification of Letter of

Continued on Page 2



An Instructor's Worst Nightmare

by Simon Bergen-Henengouwen

It is your first day of teaching at SAIT. You have never taught before and have come from far away and across this land to Calgary to start a new career. Yes, you did take the summer course for new instructors and despite the first day nerves, you are confident.

You have received your teaching load for this first semester. Never mind that for your very first teaching assignment you have 22 hours of theory to teach per week in four different courses. Hey, if this is how they do it at SAIT, then it has to be good. And the fact that you received your schedule on the first day of classes does not deter your enthusiasm.

So here you go with transparencies, text, outlines, and binder in hand to your first class. The students are all gathered in front of the classroom door anxiously ready to get started.

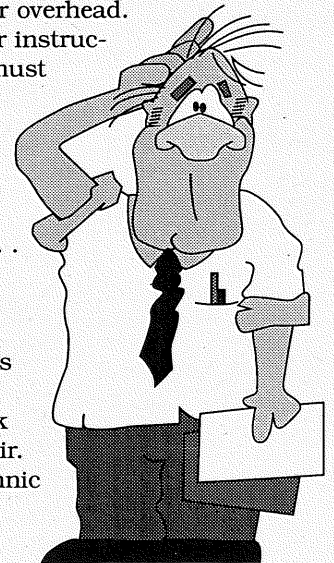
But wait! The door is locked! And to make matters worse, none of the keys given to you fit! What to do? Someone suggests that the commissionaires carry keys, why not ask them? Good idea. So off you go to find the man or woman in black. You finally find one, but he/she will not open the door. He/she explains, "All classrooms are supposed to be unlocked on campus. If it is locked, it is for a good reason. Sorry, can't help you." Now what?

A maintenance worker walks by. Yes, he will open the door but he really shouldn't be doing this! Finally, after 15 minutes, the door is unlocked and you are ready to start. Great! You roll out the overhead and plug it in. With the flick of a switch, the light appears. But no, the bulb is burned out! And so is the replacement bulb! By this time your nerves of steel are starting to fray. What to do now? Your notes are on transparencies.

Ah! If this room has an overhead, then possibly so do the others. Off you go to find another overhead. (You might even run into another instructor doing the same thing.) This must be a good day because you find one and hurry back to the classroom. Luckily, no one has left but they are getting edgy. You plug in the machine, put your transparency down and Aaaaaaagh! You guessed it.

Was this really a good career move?!

P.S. The next day the door was locked once again, despite management intervention, and it took 30 minutes to open. Don't despair. SAIT will be the premier polytechnic institute in the next ten years! Things will get better! ♦



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SAFA REPORTS

PERSPECTIVE

by John Schmale, President,
SAIT Academic Faculty
Association



The exchange of ideas is the basis of communication. Imposing of a point

of view, without the concern or desire for feedback, will always create an atmosphere of distrust.

SAIT's management continually preaches the value of "constructive, open, accurate communication enhancing teamwork and the exchange of ideas", but let's examine their practice.

Committees are set up to survey the needs of our "customers" and to design and recommend processes that will meet those needs. But if those processes do not meet the needs of senior management, they are altered or ignored. Result: yet another group of commit-

ted people who believe that their time was wasted.

Management didn't listen.

The Ministry of Advanced Education requires that institute boards and management consult with students and academic staff before raising tuition and lab/facility fees. The Ministry demands that there be several opportunities for consultation. But the Board and management have decided to raise the fees before the "consultation". Students and academic staff are not consulted—they are told. Result: dissatisfaction and distrust! If SAIT's Board and management will not work within the spirit of the Minister's direction, why would they work within the spirit of any other agreement that they have made with students or staff?

Departmental staff meetings occur throughout the institute at which deans state that they have made their decision. Any question-

PERSPECTIVE

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WORKLOAD

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Understanding between SAIT and SAFA. (Completed December 10, 1996).

OUTCOME

When we complete this we will have...

All courses classified by type (A, B or C) and load factor (high, standard, low).

A method of measuring instructional workload that is used consistently across the institution. An appeal process for addressing disputes.

A minimum of 400 hours recognized as other services to SAIT such as committee work, PD, contacts with industry, program and department meetings.

OBJECTIVES

Here is what you have to do to get to the outcome.

Examine the Letter of Understanding and the proposed workload model.

Review the course classifications for all the courses you teach and provide your Dean or Academic Coordinator with feedback.

Review your workload based on the new method. This should be available by the end of February. Ask questions as required to fully understand the new workload model.

Use the appeal process if disagreements are not resolved in the department.

Understand that what you can appeal is the classification by type and load factor NOT the load factor numbers as they will be negotiated.

Read the negotiating team reports as types of courses; load factors and respective collective agreement provisions will be negotiated in the future.

RESOURCES

Workload Committee members:

Aileen Cox, Human Resources

John Schmale, SAFA

Sheila Newel, Applied Arts & Sciences

Randy Paul, Automotive-Diesel

Dave Walls, Mechanical Trades & Technologies

Simon Bergen-Henengouwen, Mech. Trades & Tech.

Malcolm Sharp, Architectural & Civil Engineering Tech.

Irene Langille, Health Sciences

Deans and Academic Coordinators

SAFA Executive

SAFA Negotiating Team

ACTIVITIES

Get involved in the simulation! The more you contribute to the process, the stronger our position will be at negotiations. There will be a better chance of having a fair and equitable instructional workload. Who knows what effect that might have on faculty-management relations and, more importantly, on the quality of learning that we are aiming for. ♦

Thought for the Day

... it has been observed that one's nose is never so happy as when it is thrust into the affairs of another, from which some psychologists have drawn the inference that the nose is devoid of the sense of smell.

— Ambrose Bierce

SAFAGRAM

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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.

EDITORIAL

Students are sometimes accused of being poor consumers: they pay their tuition, buy their books, then skip their classes. They don't want to take home what they have paid for.

However, as instructors, we're sometimes viewed by students who *do* want to get what they've paid for not as bridges to learning, but as blockades. What is a student to do?

The logical answer would be to approach the instructor and let him/her know what the problem is and then together work out a solution. Many of us are open to such discussion with students and even initiate them when we sense things aren't right.

However, if we are inaccessible or refuse to admit to being part of a problem, the student is then faced with either going to someone else (supervisor, dean) or continuing the semester with nothing resolved and little learned. Further, some students who take the problem beyond the instructor may feel they'll incur the disapproval of that instructor.

As instructors, we are not infallible. Situations arise that necessitate a re-evaluation of the way we approach what we do.

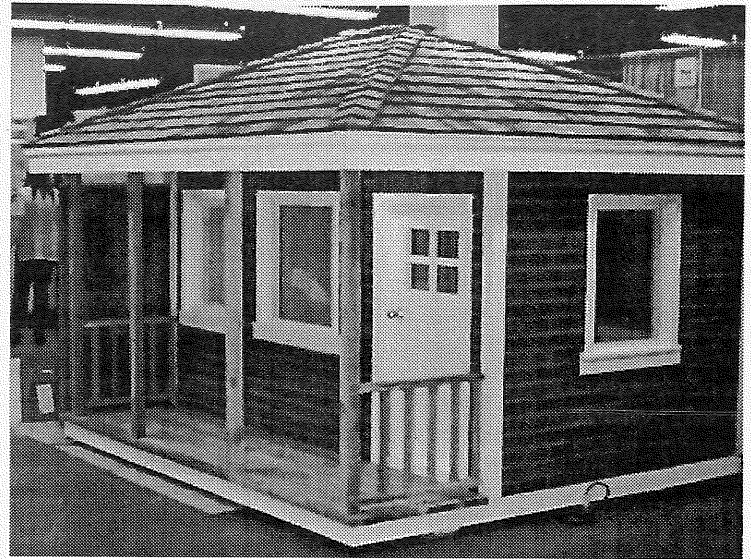
We owe it to our students, ourselves and our professional standards to address difficulties students may have in our classrooms. Fortunately, there are many places and people on campus to which we can turn for information including Counselling Services, the Teaching and Learning Centre and department colleagues.

The editorial board invites you to write to SAFAGRAM (saga@sait) to let your colleagues know what solutions you or others have employed that help students succeed. ♦♦

Blow Your Horn



"Blow Your Horn" is an opportunity for instructors to educate the rest of us about their program by providing a personal view of what they and their students are up to.



Playhouse '97

News from SAIT ELSEWHERE!

by Heather Sagan
Information provided by Gint Tromposch

Working Co-operatively

Instructors and students at SAIT 2 have been working with industry and a non-profit organization building a playhouse which was raffled at the Calgary Home Expo January 19.

A number of SAIT 2 programs have combined their efforts under the sponsorship of IXL Brick Supplies, Homes by AVI, and Revelstoke to build a playhouse valued at over \$4,000. Co-operation between three businesses, four programs, numerous instructors and students resulted in a top quality product. Proceeds from the raffle were donated to the Calgary Homebuilders Foundation. Booths at Calgary Home Expo for the playhouse raffle and for SAIT were donated by Homes by AVI.

The SAIT 2 instructors responsible for this project are Gint Tromposch, Bricklaying; Dave Edwards, Carpentry; Daryl Reilly, (Cabinet Maker) Carpentry; Ken Bayliff, Drywall; and Murray Davidson, Painting and Decorating. For the students this project complemented their curriculum. Carpentry Pre-employment students constructed a different roof style than usual and the Bricklaying students gained experience working with brick slices. SAIT's involvement in this project started last year as an idea for promoting brickwork on houses. This year staff members wanted to make sure a charity would benefit from the raffling of the project. The raffle raised \$2,300 for the Calgary Homebuilders Foundation.

The Calgary Homebuilders Foundation raises funds for specific projects to shelter people. In 1994 their first project was the \$350,000 Children's Cottage. All funds come from the Calgary Homebuilders Association in the form of cash, materials and labour. Their current project is Alberta Safe House which provides shelter, food and counselling services for troubled youths (15 - 17-year olds). Alberta Safe House, valued at \$300,000, will be completed at the end of February. ♦♦

Spell Check Bloopers (Comic relief while marking papers.)

- From student resumes (a rich source of bloopers it seems):
 - Studied first level American Sign Language
 - Stalked produce
 - Held laborious jobs for the past two summers
 - Prided myself on quality service
- From recent student reports:
 - Edward, Prince of Whales
 - There is also no electricity at the old lodge. You must eat your dinner by kerosene lamp.
 - The amenities included coffer makers and bathrobes.
 - Dim lights provoke the relaxing atmosphere.
 - We are committed to responsible use of our financial resources.

FAQS

Frequently Asked Questions

by Heather Sagan, SAFA Administrator



FAQ: If I am ill while on vacation, will my vacation be reinstated?

A: The employer is expected only to maintain income on authorized paid leave but for only one type of leave. If an employee while on vacation leave becomes ill, the employer having maintained income is not expected to reinstate vacation.

It is a basic employee relations principle that when authorizing paid leaves, the employer does not pyramid benefits. Human Resources have allowed discretion in reinstating vacation leave for the following:

- a. Employees who are incapacitated through accident, or illness while on vacation leave, may have vacation leave reinstated for any period that the employee was hospitalized, treated in a private clinic or as a result of the incapacitation was under medically authorized rehabilitation.

b. Approval pursuant to subsection (a) shall be contingent upon the employee:

- i. providing an appropriate medical certificate as proof of hospitalization or illness, whichever applies, and
- ii. having entitlement to general illness leave sufficient to offset the period for which reinstatement of vacation leave is requested.

c. An employee who has suffered a bereavement as defined in the respective collective agreement may have vacation leave reinstated to a maximum of 3 days for bereavement and 2 days for travel time for bereavement.

This information was extracted from the Human Resources Guidelines and Procedures manual (700-100-02) Leave of Absence - Pyramiding of Leave.

FAQ: You want to send a message to the faculty association. What is the e-mail address?

A: safa@sait.ab.ca ↔

PERSPECTIVE

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ing of the rationale or the effect of that decision by an instructor is met confrontationally. These quotes are from senior managers and deans:

Why are you so negative?

If you don't like it here, why don't you quit!

Have you thought of retiring?

Any trouble from you, and that will be the last contract you get from us.

That's the way we do it at SAIT.

Therein lies the problem. That is the way communication takes place at SAIT. Management does not listen if they do not hear what they want to hear.

Yet another committee has been struck—this one to conduct a communications audit. An audit is any thorough examination and evaluation of a problem. The problem is the closed minds of SAIT management. Do you believe that management will listen to and act on the recommendations of this audit? ↔

