

Quality Awards

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Now that your marking is done (and it must be done or you wouldn't be taking the time to read this issue) take a few minutes to write that letter to the editor or tell the rest of the faculty about your section or department in Blow Your Horn or send in kudos for a student or faculty member deserving an A+. We'd love to hear from you next fall. ♦♦

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SAFAGRAM



SAFA REPORTS



PERSPECTIVE

by John Schmale/SAFA
President

The majority of instructors in the Post Secondary Education system in general, and SAIT specifically, were hired for their content expertise.

At SAIT, instructors are dual professionals, but usually have had very little formal skill development for the teaching profession that they are practising. Yet too often, professional development initiatives have not taken this into account.

The largest development concentration has been on their "other profession" in an attempt to remain current and relevant, while skill development for the profession of educator has been largely ignored.

An excellent opportunity to invest time and energy in the development of educational skills is taking place at SAIT from May 6 to June 10, 1996.

The 1996 SAIT Faculty Professional Development Series is a collaboration among your Faculty Professional Development Committee, SAFA, and the Teaching and Learning Centre. This opportunity should not be lost.

This may be the re-energizing you need to beat the burn-out that occurs at this time of the year.

Help to make this initiative a success by taking advantage of as many of the events as possible. ♦

SAFAGRAM

Editorial Board

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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 preceeding 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 Mattie Gillespie/SAFA
Administrator

FAQ: Does SAIT have a Computer Purchase Plan?

A: SAIT's Micro-Computer Purchase Plan expires May 31, 1996! Copies of "General Conditions & Procedures" and Application Forms are available from Materials Management. Under this plan, only full-time permanent staff or faculty may purchase a micro computer or upgrade one currently owned with up to \$2,000 of the purchase price financed interest-free by SAIT and repaid through payroll deductions of \$100/mo. The

difference, if greater than \$2,000, must be paid to SAIT by cheque. Orders for equipment will be placed through SAIT purchasing and applicants must select their purchase from one of the following suppliers: U. of C. Micro Store, West World Computer Ltd., Comtex Micro Systems Inc., or Pro-Data Inc.

The interest free loan plan is considered a taxable benefit by Revenue Canada, calculated on the decreasing outstanding balance of the loan, based on a prescribed rate determined by Revenue Canada, and the amount of this benefit will be reflected on your T4 slip at the end of the taxation year. ♦

SPELL CHECK BLOOPERS

Some amazing activities reported by technical students in progress reports and instructions:

- Heat test the teat samples
- Finnish research
- Hook up power confectations
- Change from dotard to upward in the vertical weld

- Defiantly make the u smaller
- Send a reasonable fact simile

Student resumes and application letters provide choice examples:

- "I'm weighting eagerly for your response."
- "I am looking for a changeling career."
- "Participated in the Scott Torment of Hearts." ♦

Editorial Staff

The editorial staff of the SAFAGRAM wish all of you a fun-filled, laid back summer. See you in the Fall.



Editorial Staff from left to right
Luda Paul, Betty Hersberger, Rosanne Audia-Ranieri, and Irene Langille
Missing: Shelagh McCormick and Carey Mogdan



Careful, buddy!
There ain't no such
thing as a free lunch!

HAMILTON/96

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. Norm Woods, an instructor in Health Sciences, talks about FireFighting and EMT.

A+ Do you know of a student, colleague or department who deserves recognition? Contact SAFAGRAM via

- email: luda.paul@sait
- snail mail: SAFAGRAM, N201, Senator Burns Bldg.
- telephone: Call any member of the editorial board. ♦♦

FIRE FIGHTING AND EMERGENCY MEDICAL SERVICES TECHNICIANS PROGRAM

SAIT and Industry have developed a province-wide FIRE/EMS curriculum designed to meet

- industry pre-employment requirements
- student flexibility/access/employability requests

Objective: Provide cost recovery, pre-employment training, in both fire and pre-hospital care services to a "diverse" group of full-time and part-time students.

Partners: Alberta Fire Training School, (AFTS) Vermillion, AB
Lakeland College, Vermillion, AB
Southern Alberta Institute of Technology

FULL-TIME STUDIES

Curriculum: AFTS responsible for fire training curriculum (Firefighter 1-6, Pump Operator, etc.)

Lakeland College Responsible for "SOFT SKILLS" curriculum (word processing, technical writing skills, public relations)

SAIT responsible for EMT-A curriculum

Delivery: Didactic 25 hours per week program x 40 weeks at Lakeland College in Vermillion - 24 students, tuition \$9300. Starts April 1st, 1996

PART-TIME STUDIES

Curriculum: Calgary Fire Department to deliver AFTS Curriculum using SAIT WIN/LMS format.

SAIT/External consultants to deliver Lakeland College "soft skills" curriculum via WIN/LMS format.

SAIT Health Science Department to deliver EMT-A program via WIN/LMS format.

Delivery: Flexible, bite-sized components, learner paced, market - local, regional, international.

For Further Information - contact SAIT'S Registration Centre. ♦♦

MANDATORY CONTINUING EDUCATION: A DEBATE

by Georgina Kiraly, TLC

Competency-based standards movements are well underway in vocational education and in some professions. As a result, the issue of mandatory continuing education (MCE) for professionals is now being debated. Proponents argue that due to advances in knowledge and technology as well as public demands for accountability and consumer protection, professionals should be required to continually develop their knowledge, skills and abilities (KSA). The chief argument against MCE is "being professional implies a commitment to continuing one's education and the ability to pursue practice-enhancing learning." (Kerka 1994) Professionals do not require mandates.



The table below, outlines the current arguments for and against mandatory continuing education:

AGAINST	FOR
<ul style="list-style-type: none"> • it violates adult learning principles such as voluntary participation. • by definition, professionals are autonomous, self-managed, and responsible for mastery of knowledge. • it promotes uniformity by disregarding individual learning needs and styles. • it is punitive to those who would volunteer. • there is not enough evidence that practice is improved as a result of MCE. • all that is mandated is attendance. • programs are not consistently and uniformly available. • many lack quality and relevance. MCE may cause providers to focus on profits. • requiring participation may demotivate and diminish self-responsibility • there is some evidence that well-designed programs can influence effective practice. 	<ul style="list-style-type: none"> • professionals should be accountable for effective performance, not participation. • those who need it most may be least likely to participate. • MCE can provide equal access to a range of opportunities. • although imperfect, it is better than examinations or practice reviews. • expecting volunteer participation is unrealistic • mandates are necessary to protect the public from incompetent or out-of-date practitioners.

The question that arises is "Will we at SAIT soon enter into the debate?" (based on "Mandatory Continuing Education" by Sandra Kerka (1994) in ERIC). ♦♦

AccessSAIT continued from page 5

The project will run from March until June, 1996.

This investment proposal will benefit all students, graduates and alumni as the funding provided also allows for the purchase and development of new job placement software. The 1st Place package will link with SAIT's new homepage and the World Wide Web to allow a variety of new services.

Visser says students and employers will soon be able to register in the employment center online. The software will then allow electronic matching of job skills to job requirements improving the link between employers and students. Internet users will also be able to access placement information as well as job search information and help.

For more information on these projects, please contact Floyd Visser at 284-7091. ♦♦

Program Quality Assurance at SAIT

by Ron McManus, Program Coordinator Pre-Hospital Care Health Sciences

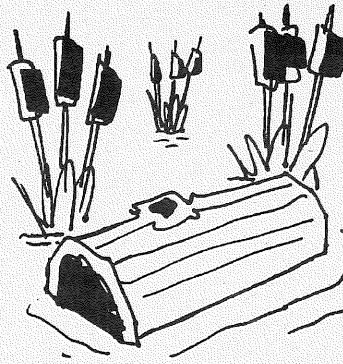
A SAIT-wide initiative, the Program Assurance process, will affect all programs in the future. The Emergency Medical Technician-Ambulance Program volunteered for the pilot project and was the first program to complete it. Georgina Kiraly provided the coordination and she gave first an orientation to all five Program Coordinators taking part in the pilot. The next step was to assemble the PQAP Committee. Composed of the PQAP Coordinator, the Dean, the Program Coordinator, a third party representative, the Chair, an industry representative, and a graduate, this Committee provides an impartial evaluation of the Program.

The Committee's first step is to collect data; a questionnaire is assembled for this purpose and sent to stakeholders such as instructors, support staff, Advisory Committee members, students, graduates, and employers. Additional material is assembled by the Program Coordinator which explains the Program and is provided to the Committee. Arrangements are made at this time to interview students, staff, the Program Coordinator, Dean and graduates. While the questionnaires are being analysed, information is also

collected from the Registrar's Office, Budget and Finance and other areas as needed. The Committee then meets with the Program Coordinator to review the questionnaire results and prepare the questions for the interviews. Interviews are used to clarify questionnaire results and to probe for more information. A tour of the facilities is provided to the Committee as well.

The Committee then meets to review the information and to make recommendations. Areas of strength are pointed out and also areas of weakness. A report is prepared and sent to the Academic Vice President, the Dean, Committee members, and stakeholders. A follow-up report is required from the Program Coordinator at six month and twelve month intervals.

The Program Quality Assurance process is worthwhile in a number of ways. It provides an impartial evaluation of the Program and assists the Program to identify weaknesses and strengths. It provides the resources for the evaluation and the framework for implementation of a consistent SAIT-wide policy. It also ensures Institutional support for correcting identified weaknesses. In some programs the process also meets the internal self-evaluation requirement of national accreditation. ➔



BOG Log

by John James, Faculty Board Representative



The board's emphasis has continued to change over the last few meetings. It

has moved from the concern for finances to a greater concern for human resources and marketing directions.

Professional development has been discussed and a "Human Resource Development Strategy" is well on the way to being implemented. There is a concern for increasing staff commitment and expertise. A new PPC is being produced, and the SIR process has been reviewed. The Board has reinvested in our human resources by approving the "dividend" and giving us a break from paying the life insurance/healthcare premiums until June 1996.

"Pay for performance" continues to be an idea that is under consideration.

In the area of marketing, there is an effort to raise SAIT's profile with government and industry. We are starting to compete in new areas of consulting and service. For example, Info Systems is considered an area of good potential. There are several student related studies underway. Reports have been given on:

Successful Applicant Profiles; Why students selected SAIT?; Employ-Ability (a study of the relationship between post-secondary education and employment).

Since my last report the Board has received the final report on the NAIT/SAIT lottery (very successful). The direction has been given to run a lottery again, and support services is in the process of finding a lottery manager.

In an effort to improve the board member's knowledge of the SAIT community, the Board has begun a practise of beginning its meetings with a presentation from a part of the campus. Reg Hendrickson did a presentation on "customerization" and Bob Thornborough presented "Synectic Learning Systems." I think that this is very helpful for the members.

Other areas of interest

Continued on Page 6

What's New at AccesSAIT?

by Mark Keller

Helping students access programs and the jobs they ultimately lead to is the focus of new initiatives in the Advising Centre for Career and Employment Services at SAIT (AccesSAIT)

Mark Kolodziej has moved to AccesSAIT from the Business Department to head up a project designed to expand the use of Prior

Learning Assessment (PLA) at SAIT. The objective of the project, which received Olympic Legacy funding, is to examine a prospective student's previous education and job skills as he/she seeks entrance and transfer credit to programs.

Initially, the project will focus on four departments—Mechanical Trades and Technologies, Hospitality

Careers, Electrical/Electronics, and Business—with the objective of implementing PLA models across campus by September of 1998.

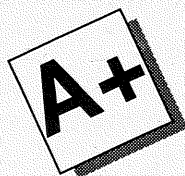
Employment prospects for graduates will be enhanced by a second project developed by AccesSAIT.

Floyd Visser's recently-approved investment proposal will seek practicum work placements for students in Mechanical Trades and Technologies and

Electrical/Electronics. "What we'll be doing is going out to industry and marketing these students," Visser says.

Two individuals will be hired for a period of four months to identify student volunteers, develop a resume prospectus and graduate skills profiles, actively pursue practicum opportunities and coordinate student placements. "What we really want to do is determine if work practicums lead to jobs," says Visser.

Continued on Page 4



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