

the FABRIC

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

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Vol. 14, No.2

State of the Union President's Report

I have written, often, of the importance of solidarity in achieving our collective goals. In late November UPEIFA Vice-President Mike Arfken and I, along with Tracy Carmichael of CUPE 1870, joined striking Canadian Union of Postal Workers members on the picket line as they protested legislation that ordered them back to work. As we stood in solidarity with CUPW we heard of tactics that were being used in an attempt to divide rural and urban workers. Later that day, postal workers were back at work, but their fight for fair and safe working conditions continues at the arbitration table this month.

Around our region and across Canada we have seen a large number of Faculty Association settlements, in most cases at the eleventh hour following a strong strike mandate. In the past week alone two more Associations have reported strike votes—reflecting ongoing challenges in reaching fair settlements in the academic sector.

At the recent CAUT Forum for Presidents we heard from Presidents of some of the Associations who had recently completed negotiations. All of these reported bargaining within a climate of austerity, government interference, and challenges in making any financial gains. Sound familiar?

This issue ...

CAUT Aboriginal Academic Conference Report	p. 2
Indiginization: A Essential Journey	p. 4
In memoriam (Baird Judson, Brendan O'Grady, Ninian LeBlanc)	p. 7
The Big Question	p. 10

Of particular concern is continued pressure from Employers to negotiate “post-tenure review,” a misnomer if ever there was one—after all, we continue to be evaluated throughout our careers. In reality these proposals represent no less than an attack on tenure itself. At Memorial University the Employer’s proposals were described as “a bomb to deal with a few problems” and a threat to academic freedom.



Nola Etkin,
President, UPEIFA

Faculty Associations, on the other hand, have attempted, with varying degrees of success, to make advances on issues of equity and fairness, including pay equity and entrenched precarity. As we begin to approach our next round of negotiations, these are all issues that we expect to face.

At the President’s Forum we also heard updates on recent legal cases—including the very important Ryerson arbitration decision which found that Student Opinion of Teaching Surveys (SOTS) fail to measure teaching effectiveness, and that average scores should not be used in tenure and promotion decisions. Here at UPEI we have been fighting off attempts by the Employer to assign more weight to SOTS in employment decisions. The Ryerson decision is a clear call to develop more robust and unbiased methods to evaluate teaching effectiveness.

At the Fall General Meeting I reported that the staff unions were being required to adopt an “absence management program,” which would require, among other things, consultation with a plan physician in order to access certain sick leave provisions. In a very informative session at the President’s Forum we heard about the legal framework surrounding the protection of medical information, and just what medical information the Employer can legally request. Requirements for independent medical evaluations (i.e., with the Employer’s choice of practitioner) are an infringement on privacy and should not normally be allowed. Although the Employer is not, at this time, attempting to impose the

Absence Management program on FA Members, it is clearly a trend across the country to adopt such processes. I encourage all Members to contact us if you have any concerns about accessing sick leave or other benefits.

Another excellent session at the Forum focused on what unions can do to advance equity, in general and more specifically, as all Universities make efforts to indigenize our campuses. This is work in which our Joint Equity Committee has been engaged for the last couple of years, following the mandate laid out for us in the Collective Agreement.

Following the President's Forum, I had the opportunity to present, on behalf of CAUT, the first (New! Improved!) equity workshop to the Concordia University Faculty Association.

Back at home, the FA continues to advocate for Members, and to work with the Employer to identify and address issues that prevent Members from fully participating in academic life. In particular we have worked to ensure processes that will help address workplace climate issues in several faculties, and we are hopeful that these processes will lead to more healthy working and learning environments for our Members and their students.

I have spoken about our new Jointly Sponsored Pension Plan, which came as the culmination of close to 10 years

of negotiations by the four campus unions. I offer special thanks to FA Member Wayne Peters who provided strong leadership throughout the long process. After a decade, Wayne has taken leave from pension work at UPEI, but he leaves us in good hands with strong representation on the Pension Sponsor and Trustee Boards. The FA continues to be represented at those Boards by Jason Stevens and me.

In the coming weeks you will see calls for nominations for the Executive and for the various FA committees. I encourage you to consider stepping forward to help your Association as we turn our efforts to the next round of bargaining. Whether you help behind the scenes through one of our committees, or are more directly involved in negotiations and governance, we all have a role to play in ensuring a fair and equitable working environment for all of our Members.

I encourage you also to nominate a colleague or two for one of the FA awards for teaching (Hessian Merit Award), scholarship, and service, which will be presented at the Faculty Recognition night on April 24.

In the meantime, I wish you all a successful semester.

In Solidarity...

Nola Etkin,

President, UPEIFA



UPEIFA
UNIVERSITY OF PRINCE EDWARD ISLAND
FACULTY ASSOCIATION

Annual General Meeting

Thursday, April 4, 2019

Time: TBA, MCDH Rm 242

FA Time to follow in the Faculty Lounge

Highlights from the CAUT Aboriginal Academic Staff Conference

By Omeasoo Wahpasiw, Education

It is always a welcome opportunity to sit in places with majority Indigenous people, and the CAUT conference offered an opportunity to meet up with old and new Indigenous faculty mentors. Mentorship was a key theme of the conference, or perhaps as new faculty it was the theme I heard the most.

The conference began, ended, and included moments of ceremonial prayer and reflection provided by Elders Claudette Commanda (Kitigan Zibi) and Jerome Fontaine (Sagkeeng). A more senior Indigenous academic approached me and revealed that the conference had been ongoing for several years, and hearing from the likes of Tracy Bear (Cree, University of Alberta), and Jennifer Leason (Saulteaux- Métis Anishinaabek Kwé, University of Calgary), or, as they were called, “younger” scholars, was a refreshing treat. Drs. Leason and Bear are personal heroes and mentors, and they discussed the emergence of new battles for Indigenous people in post-secondary institutions—despite the great privilege of being here and the preponderance of opportunities opened up by the Truth and Reconciliation Commission’s Calls to Action. These battles include facets of which can be called the “double burden,” the need to be well versed in both western methodologies and theories, as well as Indigenous epistemologies. This often results in a lack of comprehension regarding the amount of work that is needed to be involved, embedded, and within a research relationship with community, as well as steward the academy’s relationship with Indigeneity.

Another series of presentations referred to the history of Indigenizing the academy offering many cautionary tales. This panel included Sharon McIvor (Scw’emx, Nicola Valley Institute of Technology), Rainey Gaywish (Cree, University of Manitoba), and Mr. Fontaine. Dr. Gaywish passionately stated, “[the goal is] not to Indigenize the academy, but to stop the erasure [of Indigenous people] using the tools of the academy [to do so].” Rainey reminded the audience that the knowledge needed for Indigenization stems directly from Elders, many of whom continue to live in poverty.

One of my favourite presentations was given by Dr. Adam Gaudry (Métis, University of Alberta), who described in detail the “spectrum of Indigenization.” This spectrum begins at “Indigenous Inclusion,” and, for most Indigenous scholars, is “Indigenous Resurgence Based Decolonization,” meaning that the University might become a place that supports land-based Indigenous politics and language.

Dr. Mark Dockstator (Oneida, First Nations University of Canada) was the shining light, or optimistic message, of the conference. As the President of an Indigenous institution he revealed that the slide to non-Indigenous expectations, pedagogies, and methodologies is a consistent force. To combat this persistent urge, Dr. Dockstator brings together an Elders’ Council four times a year, and ensures that the actions of the University include substantial art and ceremony. Another highlight for attendees was the Gaa wii ji’i diyaang (walking together, helping each other) project at University of Manitoba. Begun by the College of Kinesiology and originally conceived of as a working group, it is now a major ally organization that hopes to one day contain all faculty, students, and staff at the University. Its vision statement is: “Through purposeful action towards reconciliation, Gaa wii ji’i diyaang affirms the reclamation of Indigenous identities, values and traditions and nurtures the spirits, hearts, bodies and minds of Indigenous and non-Indigenous peoples.” Dr. David Newhouse (Onandaga, Trent University) was the Chair of the meeting, and is also Director at one of, if not the, oldest Indigenous studies program in the country. With this kind of leadership, Trent has a lot to be proud of, including that they have had a system of tenure for Elders and Indigenous scholars since 1976.

A few other highlights included a deeper discussion about appropriate support and compensation for Elders, the difficulties of having Indigenous language keepers recognized in the academy, the challenges of Indigenous instructors teaching cultural competency, and compulsory Indigenous courses. An obvious but overlooked suggestion included the need to not only Indigenize faculty and students, but also University boards of governors, senates, staff, and administration.

Nanskomten / Msit No’kmaq

Indigenization: A Difficult but Essential Journey

By Gary Evans, Business

I approach the New Year with renewed energy and commitment to participate with all my colleagues in moving forward the goal of Indigenization and reconciliation.

In November, I had the opportunity to attend the CAUT Aboriginal Academic Staff Conference (Advancing Indigenization) held in Ottawa and the privilege to meet a broad spectrum of Indigenous academic scholars from various disciplines across Canada. The attendance was greater than expected with a real focus on reconciliation and Indigenizing the academy. Each institution and scholar brought their own stories of success and, yes, stories of frustration, including the difficulties we all face in achieving indigenization. Each university is mapping out its own process for Indigenization, but those with the highest level of success—from my perspective—had one overriding theme for their success. It was simple: Elders from the local community were an integral part of the team and they held equal status with academics. This was my key learning from the conference, but other attendees may have had different but equally important takeaways.

The commitment of the Canadian Government was Nation to Nation and as equal shareholders going forward, respecting the uniqueness each party brings to the table and respecting the knowledge and culture of all peoples. The calls to action from the Truth and Reconciliation Commission of

Canada highlight the role of education within the reconciliation process.

This column is far too short to share the stories shared at the conference or, indeed, all the learnings that I had the opportunity to take away. Our journey at UPEI will not be easy, but it can only be successful if we embrace the local community and its elders as equal partners. No magical solution or one way of moving forward exist; rather, we need to move forward in our process by sharing with the Indigenous community and adding value to the community with each step we take on this journey. The architectures of the roadmap cannot be driven solely by the University without engagement of the local community. If we learned nothing else from the past, surely we recognize that a process without the community is just colonization in a different format. The goal cannot be to format the curriculum to allow the Indigenous student to better cope with academia. Our goal needs to be to embrace the knowledge of the community and to weave this into all the curricula, thereby improving the overall knowledge base of the University.

Different universities have lessons they can share with us on how they engaged with the Indigenous community, be it sciences, business, arts, environmental studies, or medicine. Once we fully engage with the local community and tap into their wealth of knowledge, we will find all parties have much to learn and share. I look forward to the opportunity to share with different disciplines some of the steps other universities have taken in their quest for Indigenization and, ultimately, reconciliation.



NOMINATE NOW FOR HESSIAN MERIT AWARD FOR EXCELLENCE IN TEACHING



The UPEIFA's Hessian Merit Award for Excellence in Teaching Committee is currently calling for nominations for these awards.

Hessian Merit Award for Excellence in Teaching by
a **SESSIONAL** Instructor



Deadline for Nominations:
Friday, February 15, 2019

Guidelines & Nomination Forms are available on the FA website www.upeifa.org

Click [HERE](#) for information on the Sessional Instructor nomination process.



The UPEIFA's Hessian Merit Award for Excellence in Teaching Committee is currently calling for nominations for these awards.

Hessian Merit Award for Excellence in Teaching by
a **FULL-TIME** Instructor



Deadline for Nominations:
Friday, February 15, 2019

Guidelines & Nomination Forms are available on the FA website www.upeifa.org

Click [HERE](#) for information on the FULL-TIME Instructor nomination process.

Microsoft Exchange, Google Mail, and the Demise of GroupWise

Chris Vessey, Sessional Lecturer

A number of years ago, I was tasked by the Faculty Association to provide it with advice regarding the proposed migration from our own Novell GroupWise system to a cloud-based system known as "Google Mail," or "Gmail."

At the time, this was a somewhat bold move, and a move that caused a great stir amongst academics—but why was this such a "thing" for everyone?

The largest objection was due to USAPATRIOT (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism), also known as the PATRIOT Act, which ostensibly could allow the US government to gain access to privately stored data within the US and its territories by a direct means, without the usual legal warrants. Researchers were concerned that their research could be taken from them, developed by the US military, and that they would be shut out of their own topic and the ability to publish and possibly profit from their scholarly endeavours.

More than a decade later, the vast majority of people on campus are using Gmail, and the GroupWise system is finally being shut down.

What did we learn? Well, to start—our security, right here at home, is nowhere near as complex as the security that a gigantic corporation like Google can put in place. The probability of external forces being able to access our private data on our own servers would be many times greater than them being able to access our Google data.

One of the main objections—that of the data being housed within the territories of the US—has largely been solved; Google has extra-national storage—but its head offices are in the US, and are still subject to US law. Nevertheless, we know of no cases where academic rights or freedoms were abrogated because of UPEI's adoption of Gmail or any other Google service.

The fact is, Google doesn't store all its data in one place. It stores it in many zones; the data itself is redundantly mirrored in many locations. How the data is broken up and stored is a Google proprietary secret, so it's not as easy as just "hacking in" and downloading the file, at least, not from Google's end. Google might be forced to comply with an order to retrieve data, but it might take some time to locate all the pieces of that data.

Now, we are facing a potential for migrating some (or, eventually, all) of UPEI's users to Microsoft's cloud-based Exchange system. Their infrastructure is called "Azure," and it is distributed geographically, much like Google.

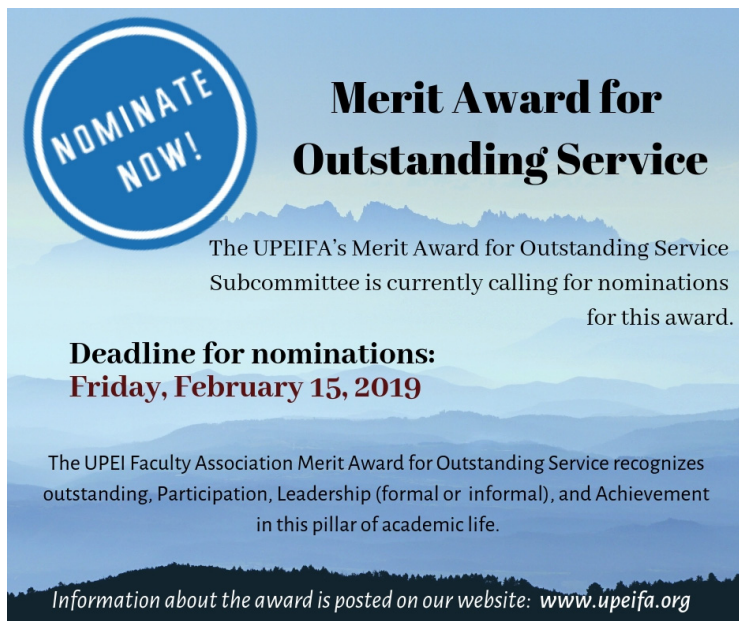
Exchange is a set of remotely-based services, or applications, and they are very similar to what Google offers. For users of Microsoft products like Word, PowerPoint, and Excel, these apps will be more familiar than their Google counterparts, and will have more of the features you're used to seeing. Further, Exchange can work with the desktop application versions of these packages, so you can use the software you use now with the benefits of online collaboration, sharing and storage. But the question on everyone's mind is: will it be safe?

There's no reason to think it won't be just as safe as it was with Google, and safer than it was with our in-house systems. Like Google, Microsoft's reputation rests on the quality of its services, and that includes security. They have a set of documents, which are provided in a link at the end of the article, which describes how their data is handled and protected. They're not a perfect solution. No solution is perfect, unless you want to go back to a 1980s Commodore 64 with a 1541 floppy disk drive, and keep your disks in a vault somewhere—and even that won't be a 100% secure solution. Google or Microsoft will be no less secure than such primitive security measures, and will probably be much more secure. It will certainly be convenient.

The benefits and convenience of being on an internet-connected device outweigh the risks, in almost every situation, so we use the internet. It's kind of like medications—when the benefits of the medication outweigh the risks associated with using it, you take your pills.

Reference: <https://www.microsoft.com/en-us/trustcenter/privacy/data-management/data-location>

NOMINATE NOW FOR THE MERIT AWARD FOR OUTSTANDING SERVICE

A banner for the Merit Award for Outstanding Service. It features a blue circular button with the text "NOMINATE NOW!" in white. The background is a light blue sky with white clouds. The text "Merit Award for Outstanding Service" is in a large, bold, black font. Below it, in a smaller black font, is "The UPEIFA's Merit Award for Outstanding Service Subcommittee is currently calling for nominations for this award." The "Deadline for nominations: Friday, February 15, 2019" is in a bold, black font. Below that, in a smaller black font, is "The UPEI Faculty Association Merit Award for Outstanding Service recognizes outstanding, Participation, Leadership (formal or informal), and Achievement in this pillar of academic life." At the bottom, in a small black font, is "Information about the award is posted on our website: www.upeifa.org".

NOMINATE NOW!

Merit Award for Outstanding Service

The UPEIFA's Merit Award for Outstanding Service Subcommittee is currently calling for nominations for this award.

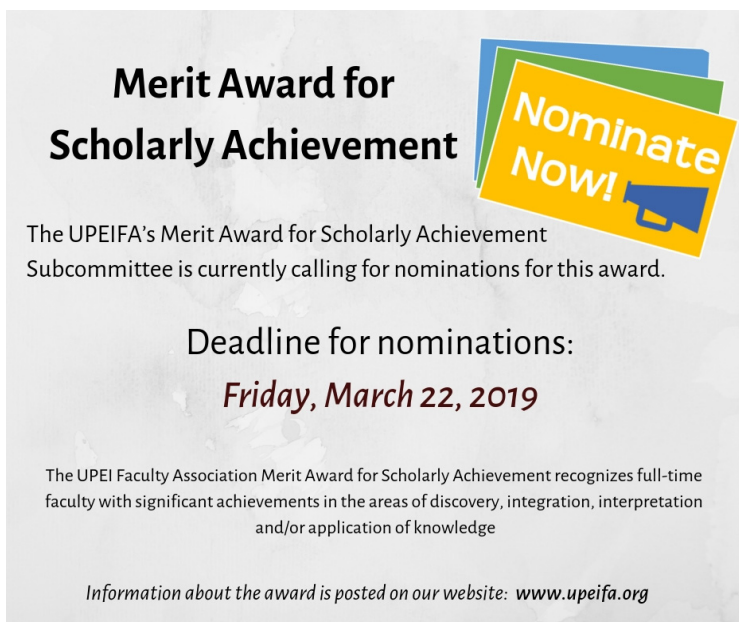
**Deadline for nominations:
Friday, February 15, 2019**

The UPEI Faculty Association Merit Award for Outstanding Service recognizes outstanding, Participation, Leadership (formal or informal), and Achievement in this pillar of academic life.

Information about the award is posted on our website: www.upeifa.org

Click [HERE](#) for information on the nomination process.

NOMINATE NOW FOR THE MERIT AWARD FOR SCHOLARLY ACHIEVEMENT

A banner for the Merit Award for Scholarly Achievement. It features a yellow button with the text "Nominate Now!" in black, with a blue megaphone icon. The background is a light grey sky with white clouds. The text "Merit Award for Scholarly Achievement" is in a large, bold, black font. Below it, in a smaller black font, is "The UPEIFA's Merit Award for Scholarly Achievement Subcommittee is currently calling for nominations for this award." The "Deadline for nominations: Friday, March 22, 2019" is in a bold, black font. Below that, in a smaller black font, is "The UPEI Faculty Association Merit Award for Scholarly Achievement recognizes full-time faculty with significant achievements in the areas of discovery, integration, interpretation and/or application of knowledge." At the bottom, in a small black font, is "Information about the award is posted on our website: www.upeifa.org".

Merit Award for Scholarly Achievement

The UPEIFA's Merit Award for Scholarly Achievement Subcommittee is currently calling for nominations for this award.

**Deadline for nominations:
Friday, March 22, 2019**

The UPEI Faculty Association Merit Award for Scholarly Achievement recognizes full-time faculty with significant achievements in the areas of discovery, integration, interpretation and/or application of knowledge.

Information about the award is posted on our website: www.upeifa.org

Click [HERE](#) for information on the nomination process.

In memoriam

Baird Judson

(1933-2018)

By Don Gillis P. Eng., Retired Engineering Professor

Baird passed away on October 13, 2018. He was an Engineering professor at SDU and UPEI from 1967 to his retirement in 1997.

Baird was dedicated to his parents, his students, his profession, his university, and his ideals. Baird lived on the family farm in Alexandra where he looked after his parents as they got older.



Baird was a fantastic entertainer. He would always have a trick ready for the annual Engineering student banquet. These tricks ranged from card guessing, coin disappearing, and other gravity-defying displays. However, his signature trick and most

The signature water glass stunt... requested act was his water glass stunt. Baird would place a glass of water on his head, put his hands in his pockets, walk over to a corner, allow the glass to slide off his head, clinch it in his teeth, and drink the water.



... and safe!

In the 70s, Baird somehow became the unofficial advisor to international students (mostly Chinese) and they highly respected him. He put a lot of time into helping international students and many considered him a second father.

They recognized him as someone they could trust. He gave them advice and often monetary help. Many students corresponded with Baird for years after their graduation. Baird made a great impact on students because they realized that he cared about them.

Engineering students at times are the world's greatest pranksters. Baird and his fellow Engineering professors enjoyed many laughs over the antics of the students. There

were cars put up on poles or welded to buildings. One of the most memorable stunts was when motorcycles were driven through the Duffy lecture hall during one of Baird's lectures. Baird never got annoyed or held these actions against the students.

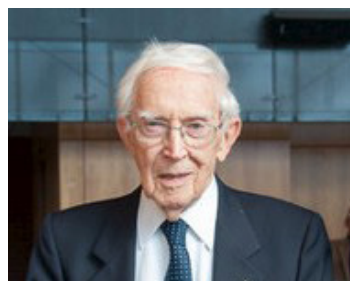
Baird had a mission in life. He was a unique individual and had courage to defend his beliefs. His favourite course was geology. Baird's geology course had the highest registration by far of all the Engineering courses. He taught the scientific geology course but also gave lectures on the creationism approach to geology. This created some controversy; however, Baird was a very capable debater and none of his critics ever took him up on his offer to debate these opposing views of geology.

After he retired he visited the Engineering department almost daily and received his mail there. He continued to have many of his meals at the University dining hall in order to talk with students and faculty.

"Born an original he did not die a copy."

—John Mason

Baird was a kind and generous Christian. Rest in peace, our true friend.



In memoriam

Brendan O'Grady

(1925-2018)

A Reminiscence

By Brent MacLaine, English (Emeritus)

I wore my favourite necktie to Brendan O'Grady's funeral. It was the least I could do, I thought, remembering that Brendan always wore a necktie in the classroom at UPEI. And as we know, neckties can have all kinds of semiological import (to lean on some academic jargon that Brendan would probably not use). In Brendan's case, I suspect that the necktie was not a matter of formal demeanour, and, doubtless, not a fashion whimsy; rather, his necktie was a sign of respect, self-respect, for sure, but also respect for his profession and its mission, and most of all, respect for the students whom he encountered on a daily basis.

I first met Brendan in 1971 when I enrolled in his first-year

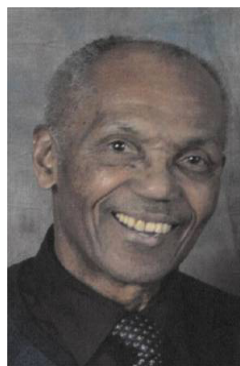
Introduction to Poetry course. As so often happens with educational experiences, we may not always remember the specific content, in this case, the meaning or substance of a particular poem. But I certainly remember the approach, the manner, and the attitude. Unlike some of my peers, I was immediately drawn to Brendan's quiet, understated, and measured presence, not to mention his dry sense of humour. When the classroom proved to be much too large for this relatively small group of first-year students scattered mainly at the back, he did not declaim or don a Churchillian voice; instead, ingeniously, he spoke in a *quieter* voice, such that, if we wanted to hear anything at all that he said, we had to move closer to him at the front of the room. He knew the importance of pedagogical closeness with his students.

In that class, he modeled for me not only a serious and loving relationship with poetry, but, also, a way to approach poetry, a method that would allow me to enter a poem independently. Although he never named it as such, this approach would have been the O'Grady version of mid-twentieth-century criticism, his blend of English "Practical Criticism" and American "New Criticism." That Brendan brought this approach to UPEI is one import that I have appreciated throughout my own career. Significantly, the textbook that he used was entitled *Understanding Poetry*. That Brendan was squarely focused on giving students the ability to read and enjoy poetry independently is evidenced by his final examination in that course. I remember it well. There were only two questions: 1. How do you read a poem? and 2. Using your answer to the above question, write an explanation of one of the following poems. I have stolen that exam on several occasions in my own courses.

During my undergraduate years, I went on to take three other courses from Brendan, both survey courses and fourth-year seminars, one of those a seminar on Steinbeck and Hemingway, with only four students. We met in his office, and we read and discussed and explored and questioned in a safe, welcoming, and supportive educational space. Brendan had a knack of making one comfortable even in the face of academic challenges and "difficult" texts. And his correction, when necessary, was always gentle and constructive. When I once expressed doubt about the baseball hero metaphor in Hemingway's *The Old Man and the Sea*, thinking that comparing the courage of the old man to a mere baseball hero lessened the literary effect, he quietly reminded me that in American culture, baseball heroes are never "mere." It was a simple but memorable lesson in cultural relativism.

Brendan's manner outside the classroom was the same as

it was inside. I always appreciated his personal touch, and certainly, on more than one occasion, I have acknowledged his influence on both my own classroom teaching of poetry and my writing of poetry. One of the hallmarks of successful mentorship, in my judgement, is a professional humility before the discipline and a desire to foster independence and success in the mentee. What is required in both cases is what Brendan modeled in spades: respect. I remain grateful for his example and treasure those lessons that I have tried to model in my own professional life—though admittedly, these days, without a necktie.



In memoriam
Ninian LeBlanc
(1931-2018)

By Marva Sweeney-Nixon, Biology

The Biology Department was saddened by the death of our beloved retired colleague Dr. Ninian LeBlanc on September 29, 2018, after a short illness.

Ninian hailed from the small Caribbean island of Dominica, being born on Christmas Day in 1931. After high school, he worked to be able to afford to come to Canada to study at the University of Toronto (Ontario Agriculture College), earning a bachelor's degree and then an MSA studying aphids. He continued his entomology research at Queen's University, defending his PhD thesis in 1971—though he was a proud member of UPEI faculty during its inaugural year of 1969 (and at PWC for two years prior)!

During his 30 years here, Dr. LeBlanc taught entomology, zoology, histology, and general biology to thousands of students. As a faculty volunteer at the First-year Advisement Centre and the instructor of introductory biology, Dr. LeBlanc's face welcomed many students to campus. As Marshal of Convocation for 20 years, until his retirement, his persona shepherded out all graduates from UPEI. Few faculty members would have had this much engagement with such a cross-section of students!

Ninian had a voice that resonated through the classroom, calling the students by name. And he dressed the part, always looking "sharp." His voice could also be heard in his many community choirs. And if you were up and about in Charlottetown at 5 a.m., you would surely have seen him out with his crew of Road Runners. He continued to run well

into his retirement (and teach biology at Seniors' College)! In his early years he coached track & field. He also had a long-standing involvement with the Lion's Club.

Ninian had a great sense of humor and enjoyed telling stories that were in no way true just to see if anyone would believe them. He supported new faculty and made them feel welcome. He was a good friend. His personal commitment to his students and his dedication to establishing a high standard of excellence were outstanding. In 1999, Ninian's colleagues in the Faculty of Science, together with the Alumni Association of UPEI, created the Dr. Ninian N. LeBlanc Alumni Scholarship to honour his outstanding contributions to UPEI and to continue his life's work: assisting students to achieve their educational goals.

The man had CLASS and will be remembered fondly and missed by all who knew him.



Welcome to New Members!

Nunia Anoe, Education

Holly Barrett, Engineering

Lena Belova, Business

Antoni Bolufe-Rohler, SMCS

Kent Bruyneel, Business

Colin Campbell, Psychology

Randall Brian Campbell, Education

Stefanie Clark, Education

Shayne Dahl, Sociology/Anthropology

Anne Marie Fitzgerald, Education

Russell Fraser, Pathology/Microbiology

Judah Goldstein, Biology

Doris Googoo, Modern Languages

Willemijn Hoorntje, Companion Animals

Linda Inman-Hyson, Education

Justin Kakeu, Economics

Stephanie Landry, Companion Animals

Erica Leighton, English

Gail Macartney, Nursing

Tara MacKenzie-Clark, Nursing

Keltie MacPhail, Robertson Library

Patrick Maher, Island Studies

Ashley Martin, Nursing

Gormraith Maynes, Modern Languages

Adam Ogilvie, Companion Animals

Elizabeth O'Neil, Diagnostic Services

Belinda Pollard, Nursing

Jaclyn Reid, Education

Vince Repaci, Biology

Jason Shulha, Education

Nancy Spina, Education

Krishna Thakur, Health Management

Pan Wendt, Fine Arts

Perry Williams, Music

Jason Wuertz, SMCS



YOU KNOW WHAT?

**IT'S ALWAYS COFFEE/TEA
TIME!**

Come on out and grab a hot cup of coffee/tea (& snack)
anytime between 9:30 am - 11:30 am in the Faculty Lounge!

Thursday, February 28th

As UPEI turns 50 years old this year, we asked you: "What does UPEI turning 50 mean to me?"

the BIG QUESTION

Ed MacDonald, History

What does UPEI turning 50 mean to me? Well, something different, perhaps, than some of my colleagues. I was in elementary school on PEI when UPEI was formed, amid a level of controversy that reached down—albeit dimly—even to grade school kids. In 1974, I came to that still-new school as a student. In some ways, I fear I've never left. Hardly had I returned from graduate school when I became the PEI Museum's representative on the advisory board of the fledgling Institute of Island Studies, and soon enough I was enmeshed in the doings of the *UPEI Magazine*. For many years, I contributed a column to it based on my time at the school as student, teacher, and institutional historian, so I've had more than my say about memories—most of them good, not all. All I can tell you now is that UPEI is in my blood. Yes, it's a far different school than when I came here at age sixteen, and yet it is the same school. (I could say the same about myself.) It is my school, and when I walk its campus, I walk with the ghosts of my own past.

Callum Beck, Religious Studies

I have a close personal connection to this because my Protestant father (Dr. Mac Beck) and his Catholic neighbour (Dr. John Maloney) and Catholic friend (John Eldon Green) founded a Citizens' group in the winter of 1964 to advocate for the then unthinkable dream of uniting Charlottetown's Catholic and Protestant/secular post-secondary schools. Dad had to resign from his position as Secretary of the Protestant Citizens' Group, which had begun advocating (in 1962) for PWC to be a university, and he took a lot of flak from his Protestant colleagues and friends for betraying their cause. As the One University Citizens' Group lobbied the public, they discovered that nearly everyone they informally polled at their public meetings were actually in favour of one University. This gave them much hope. But by late 1967/early 1968 they were in a deep funk because it was clear that the administration and staff at both schools had, for the most part, little interest in bringing the schools together. This was particularly true for Frank MacKinnon and

his supporters at PWC. And most of those who favoured one university dared not speak too loudly. But Frank, in the end, played hardball a little too long, and the new young Premier Alex Campbell told me: "I had to decide who was going to run the province, Frank MacKinnon or me, and I decided I would." And so, after a long talk with his Minister of Education, Gordon Bennett, late one night in March 1968 outside of the Legislature, he finally decided PEI would have but one university. I still remember my parents' excitement that morning in April 1968 when they read the news in *The Guardian* about Campbell's decision. And what if the forces for continued disunity had won? Clearly, we would not have had AVC or the Canada Games Centre (for what government would have dared choose to give it to one side and not the other) and no doubt the uniting of the two hospitals would have been delayed to a much later date.

Inge Dorsey, Faculty of Arts

UPEI turning 50 provides me with the opportunity to reflect on some of the most important moments and relationships of my life. Being a born-and-bred Islander I have had contact and connection with UPEI since I was a young child.

In 1969 my family moved from Tignish to Charlottetown, and soon after my mother, who was a public school teacher, began as a student in the Faculty of Arts. As a mother of four, soon-to-be-five, children, she wrote papers late at night and sometimes hitchhiked to class. Our father took the crowd of us to the North River Drive Inn so she could study for her summer school exams. I remember attending her convocation in 1973, sitting on the hard wooden benches of the old UPEI rink. The celebration of her earning a degree brought family and friends from all parts of the Island and it marked the first degree earned in her family.

I could see the campus from the front yard of our Sherwood home and in 1983 it was off to UPEI for me. I eventually found my stride in the Political Studies Department (Réshard Gool adamantly insisted that the study of politics was not a science!) and engaged in campus activities as a Senator and assistant in the Department of Student Services. During our 1987 convocation I remember Roy Bonisteel advising that we will not find our "true selves" on a backpacking journey through Europe but through the genuine engagement in our lives, work, and

communities. I graduated with the confidence that I could take my degree and build on it and contribute to my community.

It was around the tables of the study rooms of Robertson Library, the cafeteria, the Panther Lounge, and at Student Services where I found the company of people who are lifelong friends and trusted mentors. My husband Rob Kelley (BSc'88) and I began our relationship while involved with the UPEI Student Union. In the past 30+ years we have shared the joys and sorrows of our lives with a cherished group of friends who came together at UPEI. We have shared many tables together, holidayed, celebrated milestones, raised our children together, sat together at weddings, sick beds, and funerals and now we are witnessing our own children's UPEI experiences.

In 2016, Rob and I were delighted to celebrate the graduation of our daughter, Kate Kelley, BScN, who has pursued her dream to be a neonatal ICU nurse at the IWK. Kate had an excellent experience in the UPEI Faculty of Nursing, receiving training and support to allow her to enter a demanding and rewarding profession.

Since 2007, I have been mentored, supported, challenged and celebrated as a member of the University 100 teaching faculty and Coordinator of the Integrated Studies program in the Faculty of Arts. I am grateful that I have the opportunity to do "good work" and that there are many spaces on campus where I can find good counsel, good company, a good laugh, and a warm hug when I need it.

I have shared in the experiences of more than 1,000 students, witnessing their growth, development, transformation, and integration. I have shared tables with students from many faculties, countries, and cultures and I am delighted when they take the time to update me on the progress of their lives. While there have been many changes at UPEI over the past 50 years, there remains a network of caring, supportive people who are sincerely interested in our students, colleagues, and community. I will celebrate the 50th anniversary of UPEI with a spirit of gratitude for the important role it has played in my life.

Can We Party?

(I don't know. Can we? It was a legitimate question)



***Scenes from the holiday social, 30 November
at the Culinary institute***

Mark Your Calendars

Deadline for nominations for the Hessian Merit Awards For Excellence in Teaching

15 February

Coffee Time

28 February

UPEIFA Annual General Meeting

4 April

Faculty Recognition Night

24 April

For full details, see inside.

the FAbrik Editorial Policy

The FAbrik is the newsletter of the University of Prince Edward Island Faculty Association. The primary intent of *the FAbrik* is to keep all members of the UPEI Faculty Association up-to-date and informed. It is also the intent of *the FAbrik* to communicate UPEI Faculty Association activities and perspectives on issues to a wider community. *The FAbrik* is published three times per year: September, January, and April, and serves the following purposes:

- to provide a means for the exchange of ideas, views, and issues relevant to the Association and its members;
- and to provide the Association's membership with information relevant to the operations of the Association;
- and to provide documentary records of matters pertaining to the Association; and to serve all the functions of a newsletter.

Contributions (letters, articles, article summaries, and other pertinent information) are encouraged, but anonymous material will not be considered for publication. However, under special circumstances, *the FAbrik* may agree to withhold the author's name. The UPEI Faculty Association Executive retains the right to accept, edit, and/or reject contributed material. The opinions expressed in authored articles are those of the authors and do not necessarily represent the opinions of the UPEI Faculty Association.

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the FAbrik

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