

the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

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Stretching the FABric

We are stretching this issue of the *FABric*, and we are proud of it. In addition to many of our regular and valuable features – The State of the Union, reports from delegates to CAUT conferences, announcements of FA-sponsored awards, CAUT Hotspots, We Asked...And You Responded, and so on – we present a number of new columns in this issue. These include a Letters to the Editor section, a Dear FABby column where members pose questions about the Collective Agreement, their rights, or the role of the Union, and something we're calling "Getting to Know ...," which in this instance features an interview with the Chair of UPEI's Board of Governors, Fred Hyndman.

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The State of the Union: The President's Report

*by David Seeler,
President, UPEIFA*



I trust that each of you has had a restful holiday season after the flurry of administrative activities associated with the end of yet another semester. All the best to you and your family for 2009!

For those of you who have held a Sessional or Term Contract you may have already had the opportunity to participate in an employment survey that has been developed by the Regularization Committee. If you have not yet had the opportunity to complete the survey I would ask you to take the time to do so. The information obtained from our Members through the survey will be of immense value to the Committee as it develops its recommendations for the Executive. The Committee will look at various methods by which the Association may be able to move our contingent faculty from part-time contracts to more permanent positions through the negotiation process. The work being undertaken by the Regularization Committee should enhance the ability of the Association to move issues forward on behalf of its Sessional and Term Contract Members.

We have managed to resolve five grievances and

we have participated in one arbitration hearing on behalf of a Member this past semester. There is no doubt that the grievance procedure is a time consuming one. Months may pass before grievances are settled internally and should they go to arbitration it is not uncommon to have to wait up to six months for a hearing. Four of the five grievances were over a year in the process and one was close to a year old when they were all finally completed in December. Needless to say, this leaves everyone, as well as the initial disagreement, in limbo until either a resolution is reached or a decision is rendered. We are waiting for the decision of the arbitrator in respect to a Member grievance which was heard in late November. This decision will have a significant impact upon the Collective Agreement and the sessional hiring process. Given the nature of the arguments made by the Employer during its closing arguments this may well be a landmark case. I expect that the Arbitrator will take some time in considering the issues involved before rendering his decision. Once that decision is received, we will make available to Members as soon as is possible an update as to the impact of the grievances just resolved as well as the status of those now in the grievance process.

I should point out that the grievance process is not a combative process as some believe, but rather a time honoured mechanism to formally resolve disputes between a Member or a Union (in this case the Association) and the Employer. No matter how careful we are in developing language that is mutually agreed to as part of the negotiation process, differences of opinion will occur. Likewise, not all situations are anticipated during negotiations. At this time in our development if differences of opinion did not occur I would have some concern. After all we are an academic institution and we thrive on discourse and discovery. There will always be differences of opinion. On those occasions where we can not come to a meeting of the minds, it will be necessary to use the services of an independent outside arbitrator to bring a resolution to the difference of opinion. This does become expensive should we not be able to resolve our differences internal to the University.

Given the time and expense of going to an Arbitration Hearing my preference is that we

resolve these differences of opinion internally. But even well established processes can be frustrating to those who wish to see a situation resolved as quickly as possible. Think of the frustration of those who filed complaints with the Human Rights Commission in regards to mandatory retirement as far back as the fall of 2005. Only on the 15th of January did the Supreme Court of PEI rule on the submission made to it by the Administration, thus clearing the way for the HRC panel to commence its hearings. As of this writing there has been no hearing scheduled.

My hope is that over time we will be able to rely less on outside intervention and work together internally to resolve such differences - hopefully much earlier in the process than is currently the case. Only time and effort will tell.

We have also been in the process of transforming the Association's office in order that we will be better able to carry out our responsibilities as a legal entity in a more efficient fashion. This transition has been in the works for some time and I expect that it will be completed by semester's end. Please drop by and say "Hi" to Susan who is responsible for the smooth operations of the office.

All the best to you as you carry out your responsibilities for the current semester. Please, if you do have questions or concerns call either myself (x0886) or Vice-President Betty Jeffery (x 0741).

CAUT HOTSPOTS

Recently added to the CAUT website:

<http://caut.ca/>

CAUT Analysis of the Federal Budget

Legal Advisory: Protecting the Privacy of Personal Health Information, and Limiting the Employer's Right to Disclosure (Oct. 2008)

Report on the CAUT Women's Conference: "Mobilizing in an Era of Restructuring"

by Jane Magrath, Member-at-Large, Chair, Awards and Scholarships Committee

This year's CAUT conference was well attended, with delegates from universities across Canada—both union and management attended—and a particularly strong attendance from the Maritimes. The conference had two real trajectories: the changing function and funding of universities and the repercussions experienced by academic staff. The conference consisted of a series of plenary lectures followed by parallel breakout/discussion groups.

The conference kicked off with a Keynote by Rosemary Deem, (Professor of Education, Research Director for the Faculty of Social Sciences and Law and Director of Strategic Development, Graduate School of Education at the University of Bristol, UK): "New Managerialism in an Era of Restructuring."

Deem discussed the direction of global higher education, characterized by corporatization, where the emphasis is on the primacy of management and hierarchy—micromanaging and micropolitics—and where we experience things like "target-setting," "meritocracies," a push for "excellence," and "external audits of quality and standards," where research is privileged over teaching, and where research in certain areas (she calls this "STEM: Science, Technology, Engineering, and Medicine) is privileged over others. Her talk was echoed by David Robinson, CAUT, who spoke about "Working in a Time of Scarcity." Robinson argued that despite the rhetoric of scarcity that permeates universities, university revenues have actually increased in the last 15 years. Administrative priorities, though, have shifted so that faculty salaries and teaching-related expenses receive a smaller percentage of the budget than they used to. Both talks suggested a number of direct results of this "management" and "scarcity" based university discourse:

1. Higher education has become a private

commodity: purchased and commercialized ("I paid for this")

2. Universities are obsessed with "League Tables" and rankings and shift university priorities to match the tables

3. There are increased demands for academic staff to be entrepreneurial and secure outside funding

4. Faculty workloads are increasing as we face a production-driven work culture—"not what" but "how much"

5. We face a "culture of assessment" in everything we do

6. We often face simplistic evaluation methods that are directly tied to funding

7. We witness cost-cutting disguised as "releasing creativity"

8. We experience merging and purging of disciplines (interdisciplinarity)

9. We experience a capturing of public knowledge as a private resource

10. We face a fascination with and domination by new technologies

Deem argued that this system allows for the taming of academic autonomy and for universities to be shaped by government and industry rather than the needs of civil society, and for a culture where the consumers, not the producers, are valued, and much of the work of academic staff is often unrecognized and dismissed by management. She also cautioned that the familiar "managerial discourse" is slowly being replaced with an equally insidious "discourse of leadership"—where responsibility is more shared (and devolves onto others) but power and control of resources is not. Deem's Keynote set the stage for the rest of the conference, which explored the gendered implications of corporate university culture, the changing face of "equity," the implications for union negotiations, and implications for faculty work-load and work-life balance. Throughout the rest of the conference, we explored these issues and discussed solutions/survival strategies.

Attention!

Copies of the collective agreements for Bargaining Units 1 and 2 are available in the Faculty Association Office. Drop by and pick one up!

Report on CAUT Health and Safety Conference

by Nola Etkin, Member-at-Large, Co-Chair UPEI Health and Safety Steering Committee

Faculty Association representatives from across Canada gathered in Ottawa in November for CAUT's Health and Safety Conference. The conference provided a sobering and, at times, frightening look at some of the major health and safety issues facing Canadian Universities.

The conference opened with a Keynote by Tony Mazzulli, a microbiologist and infectious diseases specialist who led the response to the SARS outbreak in Toronto. His compelling description of the unfolding of the pandemic, and the effective response that was needed to control the outbreak was reminiscent of many a medical drama on TV. Unlike those fictional accounts, this one certainly led to serious reflection on how we, in PEI, might cope with such a pandemic.

The rest of the first afternoon went from serious to downright depressing as we listened to panels on Occupational Cancer and Asbestos. John Ruckdeschel, of the Karmanos Cancer Institute and the National (US) Center for Vermiculite and Asbestos-Related Cancers discussed the dismal outlook for treatment of Mesothelioma (asbestos-related lung cancer). His conclusion was that for those already affected, there is not much hope, and that given the long latency period (20-40 years), elimination of environmental asbestos will be good for our grandchildren. Other presentations focused on Canada's shameful role in perpetuating the international asbestos crisis in an effort to protect our country's asbestos industry. The Federal and Quebec governments continue to pour millions into promoting the asbestos industry, and Canada has been the roadblock to international efforts to regulate the asbestos trade.

Margaret Keith & Jim Brody (University of Windsor) presented their research linking chemical exposure and breast cancer. Particularly relevant to PEI, their research showed that women 55 and younger who had ever worked on a farm were at significantly higher risk for

developing breast cancer, and those who subsequently worked in health care fields (such as nursing) were at even higher risk.

The conference resumed early Saturday morning with more sobering presentations on workplace chemicals and occupational disease. Andy King of the United Steelworkers Union gave an excellent presentation, which began (again) with asbestos at the forefront – not surprising given the history of the auto industry. He emphasized the role of unions, asserting that the union's primary responsibility is to transform the nature of work. Although the auto industry experience may seem far removed from the concerns of academics, he ended his presentation with a call to arms of sorts, a request to forge an alliance between labour and the academy, for "solidarity in research." Labour unions know what problems need to be addressed, and have access to resources. Academia has the expertise and, Andy King would say, the responsibility, to help find solutions.

This section of the conference wrapped up with a somewhat more uplifting presentation which described a very successful initiative in Massachusetts. Their "Toxics Use Reduction Act" has resulted in a significant decrease in Industry's use and emission of toxic chemicals. Their approach is a model for involving industry in developing solutions rather than enforcing compliance.

The next few sessions were rather "lighter" in nature (a testament to just how dark the early sessions were!), focusing on issues such as mental health and workplace harassment.

A session on member-to-member conflict was presented by CAUT's Legal Counsel, who discussed the negative impact and health consequences of conflict, not only on those involved, but on their coworkers. According to the presenter, although employers try to say that avoiding conflict is everybody's responsibility, it is really the employer's obligation to provide a harassment free, productive workplace. She went on to question the assertion that a university is a "special" workplace, emphasizing that academic freedom does not negate the requirement for respect!

Renée Quimet of the Canadian Mental Health Association presented a much-abbreviated summary of the one-day workshop “Mental Health Works.” The workshop challenges the idea that people with mental health issues should be sent home to deal with their problems. Research shows that in these situations disability leave can be counterproductive, cutting the person off from their social networking and support, and increasing feelings of worthlessness. The workshop instead offers concrete solutions for facilitating a return to work. The full workshop was presented at UPEI shortly after the conference. Unfortunately I was unable to attend, but based on what I have seen I would strongly encourage members to attend if another opportunity arises.

The final day of the conference opened with a session on the “emerging threat” of Electromagnetic Fields. I have to admit that I am generally a skeptic when it comes to things like this, often because the proponents seem somewhat extreme. In contrast to often alarmist reports that are hard to believe, Magda Havas (Trent) presented a reasoned and convincing argument that there is a real risk, in particular to those who have developed sensitivities to EMFs. According to studies, 3-10% of the population is severely affected (and up to 50% have moderate to mild sensitivities), with symptoms such as migraine, fatigue, confusion and memory loss. Particular culprits are compact fluorescent light bulbs and DECT phones (a type of cordless phone), and cell phones when they are attached to the ears of teenagers with still-developing brains. I would encourage members to read the “BioInitiative Report”, which is the work of an international group of scientists, public health and public policy experts whose purpose was to assess scientific evidence on health impacts from electromagnetic radiation. Okay... you might not want to read the WHOLE 610 pages, but there is a public summary within the document, which can be found at www.bioinitiative.org.

The conference wrapped up with a scary session on... you guessed it... asbestos – scary because it highlighted the fact that the horrors of asbestos exposure are not confined to the dark past or to industrial cesspools. Valence Young is a teacher from Ontario, and the Health and Safety

Representative of her Teacher’s Union. She spoke of being called to schools where teachers (including several pregnant women) were required to continue to work during renovations where asbestos was being improperly removed, and where they were exposed to other hazardous materials (did you know that the MSDS for the glue used on some floor tiles claims no hazards... but doesn’t specify that this is for the dried glue!?). The intimidation and fear described by Ms. Young was horrifying, particularly when we realize that the cases she described happened only two years ago!

The final comments from CAUT’s Health and Safety Officer emphasized the importance of engaging the membership to participate fully in Health and Safety committees. Our UPEIFA Executive has done a good job of recognizing the Union’s responsibility to the health and safety of our members, and ensuring that we are properly represented, but it takes buy-in from all of us to ensure that we are all protected. I encourage all members to be aware of their rights and responsibilities, and to take the opportunity to participate when asked to represent the membership on the various Health and Safety Committees.

Welcome to New Members

Reginald Dane Berringer, Faculty of Education
Kate Bride, Women’s Studies
Joseph Brown, School of Business
Marion G. Clorey, Family & Nutritional Sciences
Vahid Ghomoshchi, Environmental Studies
Una E. Hassenstein, Religious Studies
Natacha Suzanne Hogan, Biology
Marianne Kulka, Biology
Michele Langille, School of Nursing
Frances McBurnie, Music
Shelley Lynn MacCallum, School of Nursing
Craig W.E. MacDonald, Faculty of Education
Tanya Colleen MacInnis, School of Nursing
Leanne C. Myers, Family & Nutritional Sciences
Jason Pearson, Chemistry
Kate Tilleczek, Faculty of Education

Call for Nominations

MERIT AWARD FOR SCHOLARLY ACHIEVEMENT

The UPEI Faculty Association invites nominations of candidates for the University's 2008-2009 Merit Awards for Scholarly Achievement. These prestigious awards consist of a cash prize of five hundred dollars (\$500.00) and a plaque. There are three awards, one in each of the following categories:

1. Arts, Business, and Education
2. Science
3. Atlantic Veterinary College, and Nursing

Nominees should possess clear evidence of significant achievements in the areas outlined in Article E2.2.1c in the Collective Agreement between the University of Prince Edward Island Board of Governors and the University of Prince Edward Island Faculty Association, Bargaining Unit #1.

Nomination may be made by any member of the university faculty, including the nominee. Only faculty at UPEI who are currently teaching full-time are eligible for the awards. Winners of the Award within the past five years are not eligible for nomination.

A candidate's standard file will include a letter of nomination of not more than 500 words outlining the rationale for the nomination, an up-to-date curriculum vitae, a list and samples of up to five (5) of the most significant contributions to research and/or to practical applications, a list of other indicators of the impact of the nominee's work, and contributions made to the advanced training of scholars and/or artists. For this nomination file, you may use NSERC, CIHR, or SSHRC format if desired.

The deadline for receipt of complete file is March 6th, 2009.

Please direct nominations or enquiries to the Chair of the selection committee, Fred Kibenge, (Department of Pathology and Microbiology).

Faculty Association Supports Student Achievements

Each year the Faculty Association supports students through two awards presented at the Deans' Academic Honours and Awards Ceremony. The winner of the UPEIFA Gold Medal for the student with the highest standing in third year was Mostafa Fatehi Hassanabad. The Silver Medal for the student with the highest standing in third year in a faculty other than that of the gold medal winner, went to Robert Michael Moore. FA Members-at-Large Nola Etkin and Jim Sentance presented the awards.



*Top: Left to Right, Nola Etkin and Mostafa Hassanabad
Bottom: Left to Right, Jim Sentance and Robert Moore*

Collective Agreement Dates to Remember, January 2009 - April 2009

The collective agreement for Bargaining Unit #1 is outlined in what has become known as the "Red Book" (a copy of the Collective Agreement is also available on-line from the UPEIFA website, www.upeifa.org, and available from the Faculty Association Office). Dates important for the time period covered by this edition of *the FABric* through to the subsequent edition to be published in April are outlined as follows. Important dates from the "Red Book" related to tenure/permanency and promotion are posted on the UPEIFA website.

January 31:

G2.12 a) A seniority list of all permanent Clinical Nursing Instructors...shall be posted by the Employer before **January 31**.

February 1:

E2.4.2.4 A Faculty Member who seeks early consideration [for tenure] as an exceptional case shall so request in writing to the Dean of the Faculty or School by **February 1** of the academic year prior to the one in which consideration would take place.

E2.4.3.2 The date by which the Faculty Member's request, or the Dean's recommendation [for deferral of tenure consideration], must be communicated is **February 1** of the academic year prior to consideration.

E2.5.2.3 a) Prior to **February 1**, each Faculty Member shall send a letter to the Chair indicating that he or she plans to apply for tenure.

E2.5.2.3 b) Subject to exceptional circumstances set out in this Agreement, if a Faculty Member does not have tenure by **February 1** of the fourth (4th) year of full-time probationary appointment at this University, and if the Faculty Member has not initiated procedures for consideration of tenure, the Department Chair will direct the Faculty Member to submit his or her file for tenure consideration.

G1.4 Posting of Sessional Instructor Positions: b) Notices for both summer sessions shall be posted on or before **February 1**.

March 1:

E2.4.2.4 The Dean, in consultation with the Chair, shall decide whether the Faculty Member should be considered as an exceptional case [for early consideration of tenure] by **March 1**.

E2.10.5 The URC sub-committee shall decide whether or not a Faculty Member or Librarian is to be recommended for tenure, permanency or promotion. For promotion, the initial vote shall normally take place prior to **March 1**.

G1.6.1 c) **By March 1** ...the Chair, or the Dean, in the case where there is no Chair, of each academic unit shall update the seniority of each member of the Sessional Roster of that academic unit.

March 15:

E2.5.2.4 The Department Chair shall assure that a properly constituted Departmental Review Committee will be assembled prior to **March 15**.

E2.5.2.5 The candidate shall submit a tenure file containing the required elements as specified in Articles E2.6.1 a)-d) to the Department Chair by **March 15**.

March 31:

E2.10.1 f) iii) elections to the URC shall be completed by **March 31** in any given year or as soon thereafter as practicable...

E2.10.7 For promotion, the final vote of the URC sub-committee shall take place prior to **March 31**.

April 1:

G1.4 Posting of Sessional Instructor Positions: b) Notices for fall semester and winter semester courses and two-semester courses shall be posted on or before **April 1**.

G2.10 d) Clinical Nursing Instructors who want to work in excess of their contracted hours shall notify the Dean in writing prior to **April 1**.

Letters to the Editor

WHAT MY PC RANT WOULD HAVE LOOKED LIKE

On January 23, 2009, faculty and staff performed rants on the topic of political correctness. Had I performed a rant on the topic of political correctness (I performed a rant on some other topic), it would have started off with something racy, like "No academic can be in favour of political correctness!" Since political correct talk includes things like "No discrimination on the basis of sex, sexual orientation, race, or age," my seeming rejection of such things seems wildly off the mark. But let us not confuse content with concept. The concept of political correctness takes the form that you must bow down to whatever the current political regime dictates. Sometimes the content of political dictates may be things we ought to endorse, like anti-discriminatory practices. But if we endorse a particular content of a particular political regime, we don't endorse it because it issues from that political regime. In this sense, political correctness is akin to the rule: Follow the dictates of the Bible! I may endorse the rules "Don't murder!" and "Be charitable!" but I don't endorse them because such rules are found in the Bible. While I reject the concept of following the Bible, I do not necessarily reject specific content found in the Bible. Similarly, academics ought to dismiss the concept of political correctness, but not necessarily the content of some politically correct dictates. Otherwise we veer from teaching to proselytizing.

Malcolm Murray

TWO PROPOSALS

"Irresponsible rulers need the quiescence of the ruled, more than they need any activity but that which they can compel." John Stuart Mill

One can find a plurality of political cultures within the Canadian labour movement; some unions are characterized by aloof leadership, others by a watchful and engaged membership. As a small association of educators and scholars, it is a matter of both circumstance and principle that the internal affairs of the UPEIFA should be

conducted with a commitment to openness, accountability, and a respect for ideas. While such a culture may be suggested by a catalogue of our present practices, the real test lies with our response to further sensible proposals.

The two measures I am proposing stem from a desire to be informed and active as member of the Association (as I was as a member of two other unions in my past), a desire to encourage others to be the same, and difficulties I and other members seem to encounter when trying to understand our Association's policies and sections of our Collective Agreement.

This problem became evident after I wrote to the UPEIFA Executive and presented, in some detail, reasons for my believing that an officer of the Association had violated one of our most important policies. Regrettably, the Executive chose not to respond in kind, offering no explanation for its determination that I was wrong. Since the facts of the case were not in dispute, I am left to assume that the Executive has a different interpretation of the policy in question than have I. As educators, members of the executive should have looked upon this situation as a teachable moment -- an opportunity to clarify. I am disturbed to think my continued conviction that an officer of our Association has violated one of our policies is due only to my continuing to misinterpret the policy in question.

Here then is my first proposal. Since our Executive controls the affairs of the Association for all but about three hours per year, it should make it a standard practice to engage in reasonable and timely efforts to resolve all misunderstandings with respect to our policies, constitution, by-laws and the Collective Agreement. This would contribute to justified confidence in the actions of the Association.

My second proposal is that alongside the regular features of the *Fabric*, "Did You Know ...?" and "We Asked, And You Responded", there be added a new feature entitled something like "Since You Asked...", which would provide answers to questions about the Association that have been submitted by members. As educators, we all know that when a student asks a question, others benefit from hearing the answer. It's likely

that several members of the Association have questions or concerns that other members have not thought of, yet would benefit from having addressed in the pages of our Association's publication.

These are modest measures in line with the practices of trade unions that encourage an active and informed rank and file. In addition, these measures would be helpful in the discussions the Association will need to initiate as we move into the final year of our present Collective Agreement. Most importantly, however, these measures are a reflection of who we are.

Glen Melanson

THE EXECUTIVE RESPONDS

The Executive welcomes constructive proposals for further ways to inform and engage members. In response to the author's suggestion, beginning with this issue of *the FABric*, we are implementing a "Letters to the Editor" section and a Dear FABby feature.

The Executive reviewed the matter mentioned in paragraph three and concluded that there was no violation of policy, and a timely response was issued to the author. Upon a request for further consideration from the author, a legal opinion was sought. This opinion upheld the initial decision. The author was also informed of the findings of the second review.

Did You Know?

All titles in the CAUT Book Series are available in the Robertson Library, including the most recent one (published November 2008), *Universities at Risk: How Politics, Special Interests and Corporatization Threaten Academic Integrity*.

The complete list of titles can be viewed at:

<http://www.upeifa.org/cautbks.pdf>

Dear FABby

Q: I'm interested in participating in an exchange with a colleague at another university, but if I do so, will I lose any of my Collective Agreement rights?

A: Exchange Leaves are covered by Article C-13 of the Collective Agreement for Bargaining Unit #1, and are available to Faculty Members and Librarians. During your Exchange Leave you remain a UPEI employee (and a member of the UPEIFA), and retain your UPEI salary, pension rights, and other benefits. Time spent on your Exchange Leave counts towards your salary step progression, tenure/permanency, promotion, and sabbatical leave.

2008 FA Golf Scramble Results

By Malcolm Murray

At 2 under par, in cool, windy conditions, the winning team for the 2008 FA Golf Scramble at Avondale was Brent MacLaine, Jarmo Puirass, Roger Gordon, and Don Wagner. Congratulations.

Second place at 1 over par was last year's champions, Don MacEwen, Wayne Cutcliffe, and Stephen Howard. Two teams tied for third place at 2 over par: The team of Jason Doiron, Eric Richards, and Ian Dowbiggin, and the team of Richard Lemm, Peter Russell, and Malcolm Murray.

Special thanks is due the UPEI Bookstore for donating prizes, and Avondale Golf Course for being so accommodating. Best of all, proceeds from the event go to the FA Student Scholarship Fund.

Thanks to all for participating. See you next year (in early September).

When the fabric of the universe becomes unknown, it is the duty of the university to produce weavers.

Gordon Gee,
President, Ohio State University

We Asked ... And You Responded (More Exuberantly Than Ever!)

If you were UPEI President with a term extending until 2011, what would you identify as your key priorities for the remainder of your mandate?

BACK TO ITS PRINCIPAL MANDATE

It is time for UPEI get back to its principal mandate as a community of scholars to provide a liberal arts education for Islanders and Canadians. This means not casting limited resources on every academic, industrial and athletic fad that catches the eye of our present leader.

I would get rid of at least half of the upper and mid level administrators. They contribute little to teaching or research. Their salaries would more productively go to hiring more professors.

A genuine emphasis on teaching can only arise when the University is directed by its professors. I would remove all managers from the Senate and restore its responsibility for all scholarly matters involving teaching & research.

To make management responsible to the professors, I would have the President elected by all tenured professors. Deans would be elected by tenured professors within their Faculty.

Instead of fomenting internal strife by forcing departments to compete against each other for limited funding, I would direct my energies to obtaining adequate funds from provincial and federal governments.

First and foremost I would be a proponent from the University to the community and nation at large rather than a dabbler in the scholarly operations of the University. Faculty are the experts who know what works best in their areas.

I would eliminate discrimination on the basis of age and institute various part-time teaching and research continuation options which will enable the University to continue benefiting from the vast experience of our senior professors.

I would develop a program of flexible employment that would enable professors to place more emphasis on either teaching or research according to their abilities and interests.

Rather than submit to inadequate funding by meeting 1/3 of our teaching needs by exploiting sessionals (and their students), I would eliminate most sessional positions and force government to provide the funding for proper professors by making government responsible for course reductions and class limits.

I would be ashamed to be one of the few university presidents who does not reveal their annual salary and benefits.

Thomy Nilsson, PhD

Emeritus Professor of Psychology and Graduate Studies

Director PEI Centre on Health & Aging

YES WE CAN

A first action would be to instruct all departments/faculties to brainstorm their vision for UPEI, for their departments/faculties and UPEI as a whole -- over the short- and long-term: suggestions for what is feasible, given the economic climate, and what is desirable, given a financial upturn.

At the same time, we would establish transdisciplinary "think-tanks" to enact the same brainstorming. Departments/faculties would exchange and respond to results. A student think-tank would be included, guided by faculty. Staff and senior administration would be involved in this process.

A final brainstorming report would provide the incoming president with a beneficial document to guide the shaping of her/his agenda.

Serious negotiations would commence with the Faculty Association regarding the establishment of permanent part-time positions for long-serving, invaluable sessional faculty.

Another priority would be for senior management to reassert recognition and appreciation of teaching dedication and excellence, which remain

the core of this university and its appeal, and which have been overshadowed of late by laudable expansions in research and facilities.

The Classroom Audit Committee, which has already done commendable work, would be further empowered to make a rigorous, critical evaluation of shortages and inadequacies of classrooms and other instructional facilities, and offer recommendations, including ones which would require major fundraising.

Consideration of interdisciplinary, collaborative initiatives – teaching and research – would be actively encouraged. It could be argued that UPEI is lagging behind many other universities in this respect. By comparison, we have a dearth of transdisciplinary projects, centres, or institutes. Elsewhere, there are research teams, for example, composed of scientists, artists, economists, and social scientists, collaboratively investigating local ecology and human habitation/behavior. As well, there are practical difficulties here for team-teaching. Enabling collaborative, transdisciplinary teaching and research would be a central focus for brainstorming.

Finally, for my own bailiwick, a committee on innovation in the creative arts:

1) To investigate and propose a UPEI Arts Centre: a new facility for Music, Theatre, an art gallery and studios (envisioning a Visual Arts Department, even with a CFI-funded digital/computational arts studio), and production and performance spaces. (No doubt, there are equally desirable facilities for the sciences, but I'll leave that to my colleagues who know better what would enhance UPEI in this regard).

2) To investigate and propose major innovation in the creative arts. Apart from possessing a Music Department, one full-time Fine Arts professor, and two full-time professors of Theatre Studies and Creative Writing, UPEI is lagging behind numerous other Canadian (not to mention American) universities and colleges in the creative arts. When it comes to such areas as film and visual arts (including digital/computational), we have virtually no presence. Theatre has a minute budget. What are Music's requirements for further innovation? Training and research in

the creative arts should be a priority in a province such as PEI, where cultural production is essential to the economy. Innovation would involve substantial funding. Other institutions, however, have made this a priority – from Lakehead and UBC Okanagan to SFU and York -- and, hence, have been securing funding, and assuming leadership in these fields.

An ambitious agenda, but, hey, with executive leadership, Yes we can.

*Richard Lemm,
English*

TWENTY-FIRST-CENTURY STANDARDS FOR SESSIONALS

If I were president, I would make teaching and teaching conditions the focus of my next years, and would ensure that sessional lecturers have their pay immediately brought to twenty-first-century standards. I would also ensure that sessional lecturers are considered for teaching awards, when so deserved.

Anonymous, please.

TWO IDEAS FOR HARDWORKING SESSIONALS

Here's a two-part idea to help make life more equitable for hardworking sessionals who bring in many bucks.

Declare all faculty including sessionals on the same basic rate of pay per course (higher than sessionals get now), then organize the total faculty workload into modules of research, teaching, administration, supervision of graduate students and publishing, all being equal. Then the newly defined faculty would each select their modules from a menu, according to how much the person is willing to work and earn. This model does not exclude sessionals from the same benefits as faculty.

Seniority could be recognized with a separate scale of bonuses that could be added to the basic modular rate. All upfront.

Could this result in a more equitable and simple system of compensation for all at negotiation

time? Get those calculators out...

*Signed,
A hardworking sessional...*

THANKS FOR THIS OPPORTUNITY

Thanks for this opportunity to comment on the next two (2) years...

1. stay the course: keep upgrading the infrastructure as a drab & beaten-up campus is neither a great work-site nor an aid in recruiting students (or visiting staff for that matter)
2. push the provincial government to make a big investment in scholarships over the next two (2) years during the recession --- and go after a very diverse population with at least 50% going to out-of-province recipients (including hooking up with the Western Hockey League to entice those ending their hockey careers to combine their Tier I tuition scholarship money with the UPEI scholarship to, in essence, provide a full ride and get them to come even if they don't make the Panthers --- link them with other hockey clubs on the Island, or with schools as volunteer coaches) --- by getting more Canadians to experience the Island & UPEI we will gain a higher national profile as well as expand the potential recruitment of people wanting to live here either year-round or as a vacation paradise... DURING TIMES OF RECESSION, MORE PEOPLE THINK ABOUT GOING BACK TO SCHOOL SO IN ADDITION TO THE HOCKEY GRADS WHO ARE ALREADY IN THEIR TWENTIES (20's) MAKE SURE THAT 25% OF THE SCHOLARSHIPS ARE TARGETTED FOR PEOPLE OVER TWENTY-FIVE (25) YEARS OLD...
3. go after the Education grads of the past thirty (30) years to start a major fund that could help entice Federal & Provincial Infrastructure to invest in a new College of Education (and then turn the two (2) floors of the current building into Centres for Aboriginal Students & Non-Island Canadian Students)
4. Push, in a major way, the proposed new Bachelor's Degree in Aboriginal Social/Economic Development (& good governance) so as to have it up & running in 2010...
5. Push, in a major way, the proposed Ph.D. in Educational Leadership --- including financial support provisions for at least six (6) students in

the inaugural year (hopefully autumn 2009)

6. embark on a speaking tour across the country (Canadian Clubs, Boards of Trade/Chambers of Commerce, educational & business conferences) to promote UPEI as a destination for undergraduate, professional (Veterinarian, Music, Nursing, etc.) & graduate students
7. establish an invited mike program where, at least once a month, the President meets with a group of forty-four students for an extended lunch (one hundred fifty (150) minutes) to discuss their ideas, concerns & aspirations related to their learning journey --- after the first couple of months, each Vice-President would also begin holding such events so that by the beginning of academic year 2009/2010 (based on approx 4400 enrollment), every student would get an invite at least once every two (2) years on campus...

And these are just a few of my thoughts... But hopefully they might contribute to a positive, up-beat, non-whining/complaining approach to how we deal with the recession with all the concomitant doom & gloom that seems to be spewing from the majority of mouths on the continent... Moreover, it might even begin a precedent whereby others in other provinces worry less about the occasional down-sizing or lay-off and more about how do we prepare our citizenry for the post-recession world that will need to deal with new climatic conditions, new economic models, the ageless baby-boomers (with all the challenges that their me first & me only mentalities will bring to the social/cultural/health systems providers) and greater cultural diversity (as our immigration policies continue to add at least one quarter million (250,000) new Canadians to our mosaic annually...

We have no time to bemoan the past or get overly wrought up over the present... We are members of a unique community, who --- if we ramp up our own energies --- can really get the world back into a positive, forward-thinking, constructive & sensitive frame of living [just like the optimism of the early sixties (60's)]... We are a lucky group if we are up to it!!!!

Thanks again, it has been restorative just developing this input...no matter where the letter ends up...

Glenn W. Sinclair, Ph.D.
Sessional Instructor and Adjunct Professor,
Faculty of Education & School of Business

CREATING AND FOSTERING

In my term as president, I would work on creating learning communities. I would foster a culture of scholarship on campus by seeking out and funding innovative faculty talks, student / faculty conferences, and creative expressions of ideas. I would hold regular 'street fairs' on campus to build community. The street fairs would be a 2-3 hour celebration of interesting ideas brought out through debates, presentations, creative expressions, and of course lots of interesting food and ambrosia of the gods - red wine!

Dr. Colleen MacQuarrie
Acting Chair Psychology
Assistant Professor

RE-BUILD

My priority would be ...
Working to re-build a sense of community on campus.

Kathy

Passings ...

Our colleague Dr. Ralph Hazleton, humanitarian, economist, and nominee for the Nobel Peace Prize, passed away in Ottawa this December. Dr. Hazleton was a member of the UPEI Economics Department in the 1970s and 1980s and served as Vice-President, President, and Past-President of the UPEI Faculty Association between 1975 and 1978. After leaving UPEI, he marked out a distinguished career in international development, particularly through his work with the World University Service of Canada, CARE Canada, and Partnership Africa Canada which focussed world attention on the issue of blood diamonds. One of his students remarked "I'm one of, I suspect, the many people whose lives were changed by Ralph Hazleton. When I re-entered university study as a "mature" student, Ralph inspired me to devote my academic endeavours to the field of international development through his

teachings, his personal example and above all through his passion for justice and the plight of the oppressed. I thought of Ralph not just as my professor but as a mentor and friend." For the past five years, Dr. Hazleton was a Sessional Instructor in the Political Studies Department at UPEI.



Did You Know ... ?

Our Faculty Association website – upeifa.org – is home to much useful information and many important links?

Looking for advice on structuring a Teaching Dossier?

Here it is:
http://www.upeifa.org/teaching_dossier.pdf

Want a quick review of the Association's grievance procedure and process?

Try this:
http://www.upeifa.org/grievance_presentation_dec_1_2008.pdf

Looking for the Association's perspective on pension negotiations?

Look here:
http://www.upeifa.org/joint_union_pension_memo_march_17_2008.pdf

Want an electronic version of our collective agreements?

Bookmark this:
<http://www.upeifa.org/html/agreements.html>

Getting to Know...

Fred Hyndman, Chair of the UPEI Board of Governors

In late January, I sat down with Fred Hyndman, Chairman of the University of Prince Edward Island Board of Governors. In an interview that extended over an hour and a half, I asked Mr. Hyndman a series of questions that focussed specifically on his relationship with UPEI, his vision for the University and its faculty, and his views on higher education generally. What follows is essentially a transcript of the interview. It has been very lightly edited to lessen repetition. This is the first in what we at the *Fabric* hope will become a regular feature in the newsletter. Let us know what you think.

Sharon Myers

How did you come to join the Board of Governors (BOG) and become its Chair?

My first association with secondary education on PEI was in 1968. I was asked to serve on something called the University/College Planning Committee. And that arose as a result of a Green Paper that the Government tabled in the legislature which said it was the Government's intention that there should be one university and one college of applied arts and technology. This was very, very dramatic and direct government policy at the time. As a scholar in modern history you will quickly recognize it confronted for the first time directly the denominational issues that were very real in this province at that time; and therefore it was very controversial to some people. The government of the day persevered and they put through a Green Paper for discussion and they put through legislation to create Holland College, which was new, and to create UPEI, which was to result from the amalgamation of Prince of Wales College and St. Dunstan's University. Now in order to make these things happen and to provide the design, they created something called the University/College Planning Committee. And I got a call one day, would I serve on this Committee. I was then living in Summerside and I said yes I would if they thought I could be of any help. So anyway, I go and I get on this College Planning Committee, and I thought it was really quite interesting because

I'm not of an academic background, I do not have a university degree. They wanted some lay, Main Street sort of input into this Committee, which comprised about 30 persons I'd say. So there were various discussions, broad based, about the shape the University might take and a college of applied arts and technology might take. There were various models that were considered The Committee eventually settled on that the University would be primarily an undergraduate school in the manner much as we see it today, though it's evolved greatly, and there would be established something known as Holland College.... So that's my first exposure to post-secondary education in PEI. I was thinking this morning, my God I was young; I wasn't yet 30 years old. ... Subsequently, Sharon, the Committee split in two: the University side and the College side and I asked and was put on the College side. ... That committee carried on with the planning of Holland College and indeed I went on the first Board of Holland College So that was back in the early '70s and then I retired from the College Board after one or two terms and got along with my life and never thought very much about those things for the intervening years. I was always interested in watching how Holland College developed and how UPEI developed because my own sense from a business perspective and as a patriot of PEI, I wanted those things to succeed because they are vital to the identity of PEI and the future prosperity; I was very conscious of that and still am. These are very vital institutions to our little tiny province.

My next connection to UPEI was when Willie Elliot was President and he asked me to work on the establishment of a fundraising foundation, which I agreed to do. Regrettably, that initiative failed During the time though, ... I came to admire [Elliot] greatly and got a little interested in some of the issues out there, purely though from the point of view of trying to develop the foundation. ...

The next thing I knew I saw Wade MacLauchlan coming and I couldn't run fast enough. And he and Regis Duffy cornered me and wanted me to chair the Building a Legacy Campaign. And I agreed, yes I would do that. So that would be seven or eight years ago, and I chaired the

Building a Legacy Campaign for five years, and it was very, very interesting, we enjoyed great success, as I'm sure you know. And then I was asked a few years ago if I would go on the Board, and I wasn't really that partial to doing it because, see I'm not an academic person and I said to Regis, you're talking to the wrong fellow, I do not have a university degree, I don't understand universities that well. I went to Dalhousie for two years and hated every minute of it. I just wasn't cut out for it. I wanted to go to work. In any event, Regis persuaded me. He said, look, you've got a lot of experience with Boards, and I said I can't deny that. And he said, look, I'd really like you to take this thing on, because this Board needs to be strengthened in its roles and so forth, and you've got the experience. I said alright, I'll do it; I'll do it for three years. And I'm now commencing my third year. And I have just indicated a few weeks ago to the Board, if they wish me to, I've agreed I'll stay on for two years longer to see through the transition in the leadership of the President's Office. I think it's responsible to do so because that process, I think, would benefit from continuity. So if they will have me, I'll stay on for probably another couple of years until there's a new President underway. ... [He summarizes, noting that he and Regis Duffy have had different relationships with the University and adds ...] Being not from the place has its advantages; I find it sometimes quite helpful, because people who are closer to the community, sometimes, you know the old thing about can't see the woods for the trees. ... so I'm having a great time actually, I'm learning all the time, I see great progress, people on the Board seem quite appreciative of what I think is strong leadership in the conduct of their business, and of course the Building a Legacy Campaign has concluded, or will conclude in a few days, and I'm absolutely stunned at the great success it has had. It's just wonderful. ... So that's how I came to be at UPEI. I continue, the same as I did back in 1968, I continue to believe that UPEI and Holland College are keystone resources to this province, they are absolutely vital. That I don't have to apologize for. I know it in my bones. And that's why I'm happy to do what little bit I can do to advance the cause. ...

If I could ask another question related to your

business background: you've brought tremendous experience to the Board – your own Co., a directorship with the Bank of Canada, and directorships of a number of other companies, associations and institutes and so on. So I'm curious about what you see as the difference between being Chair of the BOG and chairing what are more clearly business institutions or enterprises?

Well I was Chair of Maritime Electric for a number of years, and I was Chair of Northumberland Ferries for a number of years, and I was Chair of the Board of Paderno Cookware Co. for quite a long time – I am still a director – and I was on the Board of the Bank for a time, and was a lead Director ... and most recently I've been heavily involved in Canadian Blood Services, So yes, I've had a lot of experience around Board rooms. What difference is there with UPEI? In some respects, not much. The role of any Board, in its essence, is to advance the goals and objectives of the institution or organization, and to appoint a CEO or a President to execute on the achievement of those goals. Whether it's a cookware company, or the Bank of Canada or UPEI, that is essentially the thing. Now for UPEI the goals are set out in the legislation, the University Act. In corporate Boards, it's more a moving target; those Boards adjust policy goals more frequently in accordance with business conditions, economic conditions, technological conditions, and so on. But at UPEI, the goals of the institution are very clearly enunciated in the Act. Similarly at the Bank of Canada, where the policy goals are enunciated in the Bank of Canada Act So the fundamental role though is: to understand the goals, to appoint a person or persons to execute upon those goals, and to monitor, evaluate and oversee that things are being done to achieve those goals as effectively as possible. That is the common role of a Board, and the role of the Board Chair is to organize the Board so that they can best discharge their duties through the appointment of committees and various other techniques.

With the University of PEI – I actually checked the Act this morning – I suggest you read the introductory paragraphs ... they're very clear, and on re-reading them this morning I thought gee whiz, you know, that's a pretty clear enunciation of the roles and goals of the University of Prince

Edward Island, set right out in the legislation, and rather eloquently too, I might add. ... so the role of the Chair for the Board at UPEI as compared to the role of say Northumberland Ferries, which is a commercial enterprise, there's really a lot of similarities. It's a matter of being able to be clear about goals, make good choices in presidents to execute, oversee and monitor, and that's really the job. ... So it's all about clearly understanding, enunciating goals, and clearly about making good choices of the leadership which is the Board's power to appoint, which in the case of UPEI is singularly the CEO. The role of the President and CEO as defined in the Act is very broad.

I have some questions about presidents and presidencies. Boards of Governors across the country are increasingly appointing presidents from the corporate sector rather than the academic world – Acadia for instance, has just announced such an appointment. Why do you think this is happening? What's going on in universities and BOGs that is causing people to turn to a corporate leader rather than an academic?

Well, Sharon, I'm certainly aware – is it Carleton that appointed Allan Rock – and that sort of caught my eye when I saw that appointment. Now the new appointment at Acadia – that's Mr. Ivany – I believe he's a scholar is he not? [He's had some involvement with the NS Community Colleges] That's right. [But he has a business background] I see Anyway, it's your belief that there are more coming out of the corporate side of the world than the academic world? [There seems to be a growing trend] I see. ... Sharon, in answer to your question I'll say I'm not really aware that that is a trend. I certainly raised my eyebrows when I saw Allan Rock's appointment. And you've asked me why I think that this may be. Well first of all, I'm not really certain it is a trend, but some Boards may be looking in that direction, they may be looking for name recognition, they may be looking for people with proven organizational experience, but look beyond that, I do not know.

Could you imagine such an appointment working at UPEI or is the character of the place ...

Look, I don't know, I'll pass on that question

because there will be a Selection Committee, and the Committee will be broadly based and I'll do more listening than talking.

Well you've touched on this, so let me ask this: what kind of staff and faculty involvement do you foresee in the selection process?

Well the Act requires that the Board make an appointment subject to the advice of a selection committee ... [gets his copy of the Act and reads from it, subparagraph c] "to appoint the President, but only upon the recommendation of a joint committee of the Board and Senate made in accordance with the procedure agreed upon by Board and Senate." That's what the law says. So presently, there are discussions going on between the Board-Senate Liaison Committee regarding what would be the most effective procedure. ... I think that will come to some conclusion very soon, following which the Committee will suggest to both Board and Senate a procedure, which will also describe, undoubtedly, the complexion of the Selection Committee. ... Senate will participate; they must by the law. ... Beyond that, I don't want to judge what the Committee may recommend; they haven't recommended anything yet. ...

There's a rumour circulating on campus – universities are filled with rumours – but the rumour holds that the Board is secretly trying to lobby the Government to open the University Act to remove Senate representation from the selection process. You may not want to respond ...

Oh yeah, I want to confirm that we're definitely doing that, very secretly ... [laughter]. Absolutely, absolutely no foundation whatsoever, categorically denied. [Good, I like laying rumours to rest.]

When you think about what you would be looking for, as Chairman of the Board, in a new president to carry the university forward after MacLauchlan, what kinds of qualities could you imagine being important in that selection process?

Simply put, leadership. It's the same quality that's needed in a small business, or a large corporation or a public institution. Leadership is the quality that is most essential in a leadership

role, and leadership exists in many different guises. It presents itself from unusual quarters. But the singular quality is leadership.

President MacLauchlan's appointment was extended this summer after he announced his end of term. He cited the "need to take a measured approach to transitions and succession planning," and your press release referred to a "number of transition issues" that needed to be addressed. Do you want to elaborate on what those issues are and how the progress is going on those issues?

No, I think the President should speak to those things. There is a general rule in these things, one person should speak for the institution and that should be the President. I'm happy to speak about my background and role and the Board, but I think the President must speak for the institution.

I have some questions about your vision for UPEI. From your point as Chair, what do you see as UPEI's strengths at the moment?

These are very personal things. When I got involved with the University it was because I felt so strongly its importance to the Province. What do I see as its inherent strengths? One of them is that it's the singular institution in the Province. Other provinces have more, which sets up certain stresses. We have this wonderful advantage. It's the only university in the Province, so that's a strength. Secondly, we are as a province a small community. I believe it could rightfully be said Prince Edward Island is a community, perhaps more so than New Brunswick or Nova Scotia. Prince Edward Islanders feel they are Islanders no matter from which corner of the Province they come. If UPEI in some way reflects the goals we Prince Edward Islanders have for our society, meaning hard work, good scholarship, ambitious people, terrific. Let it reflect what are the core values of our province. I think it does, to a large degree. And that's a plus. And if certain people not from PEI would like to participate in post-secondary education in that environment, in that atmosphere, that's also terrific. And I know there are. I've spoken with students from away who very quickly say they enjoy their UPEI experience because it's part of the experience of being on PEI. Perhaps there's a bit of an intimacy or a

personality to the thing, and if so, that's a plus. And so what do I see as, I think your question was the advantages of the place, I think it is now and continues to improve being a reflection of what is Prince Edward Island. It also has, by anecdotal evidence and published evidence, a very high standard of teaching, and I like that, I think it's important. A university is a place of teaching and learning, and research. And I do think perhaps the smaller size and the attitude of the students and their professors, their teachers, is such that there is an atmosphere of teaching and learning. They go together. Universities of 40,000 students, it must be very different than a university of 4,000 students. The paper today tells us York University will finally have their students coming back next week, and I believe there are 40,000 students. The third largest university in Canada. I can't even imagine what it must be like to go to a university with 40,000 students. I can't comprehend it, whereas I can comprehend what I see at UPEI. So size is a factor. You could tell me that a 40,000 student university is a better educational experience and if you told me that I'd listen. But my instinct says, I don't know.

Any area about UPEI that you would like to see grow and develop?

I have a particular interest in out-of-province students, foreign students, other provinces, United States of America. I'm particularly interested that that aspect of the University will thrive. You know, Sharon, when I was a university-aged student, I went to Prince of Wales College, and Charlottetown was a pretty pure white place in those days. And really the only people not from our little community that one saw or had anything to do with were, in very great measure, students from St. Dunstan's University. St. Dunstan's had a number of Americans, a number of students from Hong Kong. This was all very exotic and it was eye opening. And the same thing today in a world that is so much smaller, more open, I think it's important to UPEI, and it's also important to our broader Island community that we come to learn and to understand and realize that there is a very big world out there. ... It's a way we can learn more about our world, coming from this small little place. If we can have students come here, want

to come here and have a strong interaction, as strong as possible an interaction with the local community, I think that is a positive. And also it must be a strong positive interaction for our Island students who are at UPEI. ...

These are just personal observations you understand. I'm really encouraged by the growth in research in all the various faculties. And they told me this week there was the announcement of awards of research grants, which are great because by having research centred at the University it has got to stimulate, challenge, bring people here who otherwise wouldn't be here, create an opportunity for other faculty, or graduate students, or undergraduate students for that matter. It creates an atmosphere and I think it's wonderful. That's been a big change in the last twenty years.

I have a question along that line. It has to do with the Province's new innovation strategy. I wonder how you see the University fitting within this. There's been a lot of talk about the opportunities that might be available to the University. I guess I'm wondering about what kind of duty the University might have to uphold its academic mission in the face of pressure to engage in research that is commercially viable.

I think I have the answer. I think the Act has the answer. [refers to the Act] I mentioned Sharon, this is ... [your Bible?] you betcha. Your question was would the University become influenced by this announced government initiative? [Yes, would the opportunities that seem to be there risk blinding us to our academic mission?] Well I think the best answer is this. And remember that I said the Board has the duty to carry forward the mission, the goals, the objectives, which in the case of the University of PEI are stated in the Act; and it reads: "purposes of the advancement of learning, the dissemination of knowledge through instruction and research, the provisions of an environment conducive to the maximum development of all the faculties, of the members as individuals and to their effective contribution to the betterment of society." That is the goal and the role of the University of Prince Edward Island – advancement of learning, dissemination of knowledge, through instruction and research.

The Board are required and the President is charged to take that as the goals of the institution. There are ancillary things that may happen, but those are the primary goals of the institution, and I don't think anyone would ever want to lose sight of them. And I hear no one talking about amending the Act to change the role of the University. That was the role as stated in 1968, '69, and I think it's a good exposition of the role today.

In your role as Chair of the Board, what is your general vision for the faculty. What would you like us to do better? What do you think we are doing especially well?

Sharon, that's a tough question to answer. Firstly because the whole management of the institution is in the hands of the President. I am personally acquainted with a number of members of the faculty. They are great people, friends of mine. I'm very interested in seeing them fulfill their careers in the best possible way. I have neighbours and relatives who are students at the University. Similarly I am very anxious that they have the best possible experience that they can have. That requires good professors and teachers, working with the support that they need. That's as far as I dare go. I can also tell you though, that I am the Managing Director and CEO of this little operation here. I have approximately 90 employees, and I've been running this thing for thirty years. I wouldn't be taking an hour talking with you this morning if I didn't have very good people doing very good work. I know the value of good people doing good work, and the importance of them having the tools they need and the support that they need. And I can only say that, as far as my own business is concerned, there are people that have been here 25, 30 years and they would answer for you whether I understand the employer-employee equation. I think the record speaks for itself.

A question about financial matters. This week President MacLauchlan issued one of his regular letters to the community and he raised a bit of an alarm about the state of the institution's pension and endowment funds. My reading of the letter is that he wants to cut about 1.5 million from current operating expenditures and redirect that money into the pension and endowment funds. Have I

read this right? And would you and the Board view any areas of the University's operations as cut-proof?

The responsibility for creating the budget lays squarely, completely in the hands of the administration, the President, his Vice-Presidents and Deans. The Board approves the budget, or disapproves the budget. But the primary working, formulating of the budget lays clearly with the administration. Are there any sacrosanct areas? I can't answer that. The Act lays down certain provisions – forgive me for going back to the Act all the time but, hells bells, that is the law, that is the constitution of the University and that is what we all must work toward. ... We can't go off on tangents. That said, we all know current economic conditions are very unsettled and unsettling. ... I know very well the University pension funds took a hit from the capital markets over the past year. It was a significant hit. ... The Board is very concerned about it. We'd like to think this is temporary, but we can't bank on that. I just want to make the point: UPEI, Hyndman and Co., the Government of Prince Edward Island, the Government of Canada, seemingly everyone in the western world, everyone in the world today is being confronted with economic shocks, which haven't been seen in our lifetime. Where do they lead? Frankly, no one knows. We have to be very, very cautious ... and prudent, because the long term goal must not be sacrificed for any short term expediency. ... We all must worry in our own way. ... So look, Sharon, all I can say is that, as a grandfather, as a business owner, and as a member of the BOG at UPEI I am alert to alarming evidence of economic disruption and negative forces at work. All I can say. And all of us should be; keep our eyes open.

...

Inevitably the financial vision of the University bumps up against its academic vision. You don't have to respond to this, but I'd like to give a student a chance to speak. I'm going to draw on a piece that appeared in yesterday's Guardian. In a Letter to the Editor, a student was referring to a decision not to offer a contract position in Political Science; I gather there had been some indication that there might be a tenure-track position, that was cut back to a contract, and then cut back to sessionals. According to the student, the sessional stipends were cut back and his concerns are, as he

put it, the department is now so short-staffed it is "unable ... to adequately teach the discipline." He goes on to add, "the University has a duty to educate those who enter its walls, and I am at a loss to see how cutting a department's resources is achieving this goal. ... New buildings, some even gilded in copper, have popped up on campus. Perhaps if the University spent less money on buildings and more on funding for each department ... then things wouldn't be so bad." He concludes, "the education of the students comes first and foremost. That is the duty of a university; to teach," and I've heard you say that here today. I'm wondering, in these rough financial times when we are talking about cuts to the budget, how you sell that message when we have things like this in the paper, or when the public sees the huge building campaign that has gone on in recent years where they are looking at things like cobblestone walkways or ornamental clocks or iron fences and so on. How do you sell that message of constraint when the visible effects of growth are so obvious? It strikes me you've got a bit of a tough sell here.

I read that letter yesterday. I understand the frustration it reflects. I have complete confidence that the administration of the University together with Senate will make wise choices as to priorities with teaching resources and so on. Beyond that I have no comment. I don't know about those things, it's not my job to know about those things. But I certainly understand the frustration of the person who wrote, who wrote rather well, I thought. There were two points raised – was that a student who wrote that letter? [I believe it was] ... The two questions raised: one had to do with the teaching resources in Political Science, and then the other had to do with the obvious conflict between teaching resources and physical plant. These are eternal conflicts. The University must maintain its physical plant; it must not do as some other universities and spend their depreciation and end up at the point where their facilities were disgraceful or not functional. In my opinion, that's bad business. So therefore there will constantly be demand on available funds to maintain and provide physical facilities and to the extent that that takes financial resources it would, from one point of view, be seen as taking from teaching resources or learning resources. Neither can exist in isolation,

and it requires the wisdom of Solomon to strike the right balance. I think that's as far as I would go. Insofar as clocks and squares and decorative things are concerned, we must remember that the physical plant speaks to the personality of the institution. To have a shabby, ugly, ill-kempt physical campus, or an unattractive physical campus would obviously speak to the kind of institution it is. Again, balance. Also, many of the accoutrements have been provided by benefactors of the University, who have also generously funded scholarships, chairs and various other things. It's important to the community, the students, faculty and staff to be proud of the institution, to have things to be proud of. So you have to take these things very carefully because you can't run overboard with a series of competing interests. I'm comfortable with the investments that have been made, in teaching resources, residences, the quadrangle, student union centre, the Murphy Centre. These are wonderful advances. They make me proud as a citizen of Prince Edward Island and a member of the Board. And I just believe that one needs to try to strike a fair and proper balance between competing interests ... one cannot exist without the other. It's a complex community. There's almost 4,000 students, there's over 1,000 employees. It's a big, large and complex community. It's graduate students, and undergraduate students, it's lifelong learning students, it's faculties that are very different and departments that are very different and have different goals and requirements. It's a wonderful place. I think it's terrific.

So as far as the young man who wrote the letter is concerned, I understand the frustration and I only can say there is a need for balance. That's as far as I can go. You can't be silly about these things – one way or the other – you've got to strike balance.

...

We've witnessed a large number of faculty strikes in the last year or so. And some people might read this as evidence of a widening gap between BOGs and faculty. Do you have a take on this trend, any observations about why there have been so many strikes of late?

No, other than those that I've read about in the media do not have a common issue behind them.

They are different issues. Beyond that, I don't know. They do appear to have different and separate issues, which are perhaps unique to their own situation.

There is quite a lot of conversation in the national press these days about universities following corporate models, paying less attention to their academic missions. I think we've already talked about this, but was there anything else you wanted to add?

No, not really. UPEI is UPEI. York is 40,000 students. They both are called universities but they must be very different.

There's a perception on campus, among some, that Board members don't really understand what faculty do, and because of this the Board is making decisions about academic matters that might be ill informed. Do you have any comment on that? I appreciate it's the Senate that makes decisions on academic matters, but do you perceive a gulf between the Board and faculty?

No. I would answer this way. It must be understood that the Board does not manage the University. The Board does not run the University. The President and the administrative team runs the University, together with the Senate ... so the expectation should not be that the Board runs the University. It would be very wrong for the Board to run the University. What is important, in my view, is that the Board, who are the public, a cross section of the people, bring to that Board various backgrounds, various perspectives. And that group of people do understand the objectives of the institution, some performance indicators, in order that they can formulate an opinion about whether the goals and objectives are being met in a reasonable manner. I am happy to share with you the fact that since I became Chair two years ago, because of my own personal lack of knowledge of what goes on in the place, personally, I said to the Board, I would really like to know a little bit more about what happens and what are some issues and meet some folk. And I initiated what is now a standing procedure. It's terrific, it's wonderful and others have said so as well. At every Board meeting, the first half hour is devoted to inviting some part of the institution to come and tell us about what

they do, what their issues are, what their challenges are, what their accomplishments are. Last week we had a Board meeting and we had the new Dean of Education come in. And he had some slides and talked about the issues in the Faculty of Education That gave the members of the Board an understanding from the Dean and his colleagues, what is the Faculty of Education, who are they, where are they, what are their issues, what are their challenges, what are their requirements One other occasion we had the Vice-President of Research ... and she gave a presentation on the issues around research, and grants, and grant-writing and things to do with the importance of research. Terrific. Very helpful to understand. The Student Union came in at one meeting and described what they do and what their issues are and so on. Athletics at one point came. ... And that is now embedded in each Board meeting and there will be at each Board meeting a department or a faculty or a something or other that will help the Board better understand what goes on there. Because there are people on the Board, like myself and others, who aren't intimately acquainted with how things are done or why or what and so forth. As I mentioned earlier, I have nieces and nephews who are students and I have friends who are on faculty there. I have that perspective. I have graduates who work here. I have a Sessional Lecturer who works across the hall from me. So I have a great stake in the place, but I don't know what goes on. That's administration's role and so forth. But to your point, to your question: the Board wants to understand as best they can ... various issues so they can form a broad view. They are very conscientious. We have an excellent Board right now. Attendance is almost 100%, they are very, very engaged.

...

People from across the Island, and as the Act provides, they are representative of the public, and UPEI is a public institution. And the Government, when the Act was formulated, every effort was made to give the University as much independence as could possibly be done, given that it's a public institution. It's also the beneficiary of significant public monies. ... You know the old saying, he who pays the piper calls the tune? It is immutable, but it is clear to me, that whilst the government provides approximately 70% of the funds necessary to run

the place, students also contribute a lot of cash going into the till. And I'm really pleased that students have a real role – and it's not a token role – both on the Board and in Senate ... and they participate and they're listened to very carefully because students are forking over, I believe its 30%. ...

What role do you think the BOG plays in promoting and maintaining good labour relations with all employee groups on campus? Does the Board have a role to play in that?

Not directly. Indirectly only as to cultural or attitudinal examples. Hopefully the Board conveys the public of PEI's attitudes, standards, objectives, because the Board is the public to the institution. To the extent the 26 people [Board members] can convey an attitude, or a standard, or an ethic, those sorts of things to the administration, if that transmits, that would be to the extent. But clearly it's the administration to the Union or the other employer-employee relationships. As you know Sharon there are, I believe, three collective bargaining groupings at the University and some others who are not organized, who are not represented by collective bargaining and, that's a large job. A thousand employees. So in answer to your question, to the extent the Board is representative of Prince Edward Island and can transmit certain standards, attitudes, that will be as far as the Board should go in those matters.

York University sessional and contract workers have been ordered back to work. One of the things we're seeing at universities across the country are a growing number of part-time workers. Again you may want to refer back to the idea that the Administration is responsible for this matter, but does the Board have any position on the use of part-time workers vs. trying to provide tenure-track ...

None.

The Board and the FA will soon begin a new series of contract talks as the collective agreement moves closer to its expiry date. Are you optimistic about this process?

I'm an eternal optimist.

Care to elaborate?

I better not.

Anything you'd like to add? Any message you would like to send to the faculty?

I would say that, as a representative of the public, we the public are very proud of UPEI. We harbour ambitions for UPEI. We want to protect her. We want to build her up. We recognize there are challenges. The public of Prince Edward Island are proud of the University of Prince Edward Island. They are proud of the teaching and learning that goes on there for their children, for their nieces and nephews and neighbours. And they know that at the core of it all is teaching and learning. Therefore I offer my encouragement and support to the faculty to carry on the building up of the great record that we are all so proud of.

... Thank you for that. My colleagues will be glad to hear that.

And it's true.

Anything else?

I'm just so intrigued with the opportunities that still lie ahead. ... We have the institution, you have, we have – I'm never quite sure whether to use you or we – I'd say it's we. We have a wonderful little Faculty of Music that we don't hear much about. But I have a niece and a nephew who graduated from that programme ... and it's such a wonderful experience they've had with their faculty and what they learned, and my, they're so enriched by that experience. I'm very interested in the challenges that are presenting just now in the further development and expansion of the Faculty of Nursing. ... So I'm very interested in that. In fact I think that whole field of health care is an area that UPEI could find some great opportunities in. ... Of course the School of Business. We have a number of their graduates employed here and that's important. I think the Dean is very alert to the needs, the requirements and so on in the field of business education. I'm very interested in the History and English departments. ... You can go up and down this province and ask the people the same question, and they will all give you a different cut, but I

think you will find people across this Island all have stories to tell, whether it's a niece and nephew who took music and how that enriched the family and so forth, whether it's an experience they might have had like this, whether they've hired someone from the University, whether their kids were educated at the University, or whether they go to the hospital and a nurse is helping to look after them; it permeates our life. Let's celebrate it. Let's lift it up.

Editor's note: You can locate the University Act at: <http://www.gov.pe.ca/law/statutes/pdf/u-04.pdf>

UPEI Faculty Association

Annual General Meeting

Friday, April 17, 2009

2:00 pm

AVC

Lecture Theatre A

FA Social Events

February 25th, 9:00-11:00, Show Your Mug

March 20th, 4:00-6:00, FA Time

April 1st, 9:00-11:00, Show Your Mug

See you in the Faculty Lounge,
Main Building

UPEI Faculty Association Student Achievement Fund

We provide FA entrance scholarships to two students. The fund needs to keep growing, and we're asking you to consider supporting its growth through payroll deductions (whatever you can afford—\$2, \$5, \$10 per pay). Some of you are supporting already (thank you!); some of you were supporting at one time, but your contribution period ended, and you're wondering how to start it up again; some of you are eager to become first-time supporters, but need to know how. It's simple: copy the form, fill it out, and send it in.

Call for Nominations to CAUT Executive Positions

Nominations are being actively sought for election to the CAUT Executive Committee, namely:

- President
- Vice-President
- Member-at-Large (3 positions)
- Chair, Academic Freedom and Tenure Committee
- Chair, Women's Committee

In order to maintain the effectiveness of CAUT as an organization, it is extremely important that well qualified members are nominated. Nominations of members of equity-seeking groups are encouraged. Elections will take place at the CAUT Council meeting in Ottawa in April 2009. The deadline for receiving nominations is March 1, 2009.

Nominations should be sent to:

Professor Gordon Shrimpton
Chair, Elections and Resolutions Committee
Canadian Association of University Teachers
2705 Queensview Drive
Ottawa ON K2B 8K2
Fax: (613) 820-7244

PAYROLL DEDUCTION REQUEST FORM

Name:

Employee #:

Home Mailing Address:

(Important for Receipt Purposes)

Fund: **UPEI Faculty Association Student Achievement Fund**

Start Date:

Payroll deduction amount:

Number of pay periods:

Total Pledge Amount (Payroll Deduction Amount x Number of pay periods):

Signature:

Date:

() I/We would like my/our name(s) to appear in the Annual Giving Report as:

() This gift is anonymous.

*Please forward to Susan Gallant – UPEI Faculty Association for processing. **THANK YOU FOR SUPPORTING UPEI STUDENTS!***

the FABric Editorial Policy

The FABric is the newsletter of the University of Prince Edward Island Faculty Association. The primary intent of the FABric is to keep all members of the UPEI Faculty Association up-to-date and informed. It is also the intent of the FABric to communicate UPEI Faculty Association activities and perspectives on issues to a wider community. *The FABric* 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;
- ▶ to provide the Association's membership with information relevant to the operations of the Association;
- ▶ to provide documentary records of matters pertaining to the Association; and to serve all the functions of a newsletter.

Contributions (letters, articles, article summaries, Dear FABby questions, and other pertinent information) are encouraged, but anonymous material will not be considered for publication. Under special circumstances, however, *the FABric* 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.

To Reach the Editor

Letters to the Editor, questions for Dear FABby, and other pertinent materials may be sent to the Editor, Sharon Myers, at shmyers@upeii.ca

The next issue of *the FABric* will be published in April.

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