

# the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

October 2010

Vol. 6, No. 1

## ***Welcome to a New Academic Year...and the Sixth Volume of the FABric!***

Welcome, everyone, to a new year at **the FABric**, the newsletter of the University of Prince Edward Island Faculty Association. We at the FABric hope that you had a pleasant and productive summer, and that you are excited at the prospect of another dynamic year of teaching and scholarly engagement. While the forthcoming year holds some challenges for us as negotiations with the Employer continue, we promise to keep you updated through special issues of the Negotiations-at-a-Glance Bulletin.

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## ***State of the Union: The President's Report***

*by David Seeler  
UPEIFA President*



*Welcome to another academic year and the fall issue of the FABric! Inside you will find information that will update you as to the activities of the Association since the last issue.*

*Our Awards and Scholarships Programmes are of significant interest to all of our Members. In June, Cody Annear from Montague High School and Kristen Callaghan of Colonel Gray were awarded the Association's Entrance Scholarships. More recently, at the 29th Annual Deans' Academic Honours and Awards Ceremonies, Ashley Dawn Doyle and Angela Lyn Smith were presented with the Association's Gold Medal and Prize while Allison Jean MacDonald received the Association's Silver Medal and Prize. On 2 October, the Association held its Faculty Recognition and Awards Banquet at which numerous awards were presented to deserving Members. Inside this issue, you will find information about the recipients. I*

wish to extend my congratulations to each of these individuals for their accomplishments.

This has, and will continue to be an active year for the Association. Negotiations, together with a sudden and significant increase in violations of the Certification Order or Collective Agreement requiring that grievances be filed, and preparation for at least two Supreme Court Hearings in the not too distant future, have occupied our time over the last few months. Regrettably, the Association has found it necessary to file an unfair labour practice complaint with the Labour Board. An informational bulletin about this issue will be distributed to Members very shortly. Please take the time to read this report, for the actions of the Employer affect every Member of the Academic Community. A grievance bulletin updating Members will be distributed later this semester.

With respect to negotiations, the Association will be updating the membership as appropriate through negotiation bulletins and membership meetings. Stay tuned for more information as the fall semester unfolds.

The Fall General Meeting will be held on Monday, October 18 at 2:30 pm. Please plan to attend. And do check the UPEIFA website regularly at [www.upeifa.org](http://www.upeifa.org) for information about Association events and issues that affect you.

Again, welcome to a new academic year. I wish each of you all the best for the upcoming season.



## **NOTICE TO ALL MEMBERS OF THE UPEI FACULTY ASSOCIATION**

### **General Membership Meeting**

**Monday, October 18**

**2.30 pm-4.00 pm**

**Lecture Theatre "A", AVC**

**All Members Welcome!**

**It is the Membership who make the UPEIFA  
what it is: your participation and commitment  
make us visible and effective.**

**UPEIFA**

**A GREAT Small Faculty**

### **Commission Orders End to Mandatory Retirement at UPEI**

**(Then, why am I spending so much time  
working on this file?)**

*By: Wayne Peters  
Past-President, UPEIFA*

*In the wake of its February 18, 2010 decision that the University's mandatory retirement policy was discriminatory, the PEI Human Rights Commission ordered the halt of the practice at UPEI as of June 4, 2010. In doing so, the Commission was responding to complaints of age discrimination filed by Thomy Nilsson, Richard Wills and Yogi Fell after their forced retirements in 2005 and 2006.*

*In its decision, the Commission ordered the Employer to “cease the contravention complained of, namely, mandatory retirement” and to “refrain in the future from committing the same or similar contravention”. It also ordered the University to reinstate the individuals involved and to pay them and the unions involved a series of monetary awards.*

*The University has since reinstated Nilsson, Wills and Fell. It has also reinstated three other individuals, Barry Bartmann, Ron Collins and Robert O’Rourke, who also complained to the Commission after being forced to retire in 2007 and 2008.*

*So, that’s the good news—but this is also where the good news ends. Four months later, the University has still not complied with the Commission’s Order regarding any of the monetary awards it was directed to pay despite the fact that the Commission has filed its Order with the Supreme Court of PEI. Further, the University’s Administration, under Wade MacLauchlan’s leadership, has taken several steps, it seems, to avoid having to comply with this human rights ruling at all.*

*The University has filed an application with the PEI Supreme Court for a judicial review of the Human Rights Commission’s decision. As yet, a date for this hearing has not been set but it is expected to be sometime in 2011. While the University certainly has a right to seek an appeal, it is disappointing that it would choose to divert further University money and resources from core budget items to mount a legal challenge of a basic human right—a legal challenge which many would see as futile, wasteful and inappropriate coming from an institution of higher learning, especially since the right it is endeavouring to curtail is one which almost every other Canadian university has managed to respect.*

*In the meantime, though, the University has also*

*filed a motion with the PEI Supreme Court for a stay of the monetary portions of the Commission’s Order. It argues that it will suffer irreparable harm should it have to pay out now on the awards because there is a real risk, if it is successful on judicial appeal, that the receiving parties will not be able to repay the monies to the University. If granted, the University would set aside the equivalent amount now anyway in trust pending final determination of the issue. The University’s motion on this point, however, refers to all avenues of appeal being exhausted suggesting that the University would appeal this case to an even higher jurisdiction should the PEI Supreme Court uphold the Commission’s decision. The Association will oppose this motion for a stay. The motion is scheduled to be heard on October 13.*

*In another interesting aspect, the discrimination complaints of Professors Bartmann, Collins and O’Rourke remain unresolved and are still before the Human Rights Commission. When they were filed, the Commission was already proceeding to a hearing on the earlier complaints. Rather than combining all six complaints to be heard at once, the Commission held these later ones in abeyance pending the outcome of the hearing on the original three.*

*Notwithstanding the fact that Bartmann, Collins and O’Rourke have been reinstated, the University has since insisted that the facts of their cases are different enough from the original ones that another Human Rights Commission hearing would be necessary to deal with them. The Commission has scheduled a preliminary hearing on this matter for November 8, 2010. As well, the University has once again sought to have the Faculty Association added as a full party respondent to the matter. So, it appears that the parties involved will once again have to argue the facts of the matter before the Commission. So, just one word comes to mind: unbelievable! Is it just me or does it seem that none of this further time and money really needs to be spent.*

## ***In Camera and Top Secret! A Commentary on the Presidential Search Process***

*by Ann Braithwaite*

*Like many of us here at UPEI, I am increasingly worried about the process that has been established for the Presidential search committee, namely, the shift to a “closed process.” Exactly what this means remains unclear: will the campus community ever meet the short-listed candidates, or will someone just show up on July 1, 2011 and start her or his new job as the President of UPEI? What is clear, however, is that this change marks a radical shift in the Presidential search process at UPEI, and in how we had all understood that search process as unfolding (including members of the search committee, and members of Senate who elected representatives to the committee last year). The move to this closed process was first announced late last May, after open consultations across the campus community with the consultants hired to facilitate the search process, and—significantly—after the semester was over and most people’s attentions had turned toward their summer scholarly pursuits and away from what was happening on campus. As we enter what must be the period of short-listing and interviewing, though, perhaps it is time for the campus community to take another look at this decision—and to demand that the search committee rethink and re-open this process.*

*Let me be clear. I trust my faculty colleagues on the search committee. I think they have a difficult job, and one that brings with it an enormous amount of responsibility; after all, the effects of their deliberations will be with us all for many years to come. I believe that they have both the best interests of the University and the best interests of the faculty at heart. But closing the process of one of the most important decisions a university community can make seems wrong-headed at best,*

*and potentially disastrous. And here’s why.*

**1. Transparency:** *A closed-search process compromises community (faculty and otherwise) trust in the process itself, in addition to rendering suspect the results of that trust. No matter how good the selection ultimately is, closing the process raises the suspicion that there are covert agendas at work from any number of parties—and indeed, as the growing rumours since the semester started suggest, this is indeed already what is happening. And any candidate selected through a closed process would then have to start her or his new job under an aura of doubt and even resentment, not of their making, but very much part of their working conditions: not a very promising beginning for any of the parties involved to be sure!*

*Like many of you, I attended the meetings with the consultants back in the spring and was excited and heartened to see colleagues from across campus there, to hear the many and great assessments from this broad spectrum of people about the University’s strengths and challenges, and to hear also the hope for how we could change in ways that both build on faculty strengths and build faculty morale. I cannot think that this secret process will do either!*

*For many of us, transparency about decision-making for and about the University has been lacking for many years; not only does the secrecy of the search committee process simply perpetuate this worrying trend, it does nothing to change perceptions on campus or to build what is clearly sagging morale among faculty. The best and clearest sign that the committee could send to the campus community would be an open and transparent process, one where decision-making is visible and accountable. Faculty—and the campus community in general—deserve the right to see, know, and assess the short list of those who wish to be the leader of this University. This is not about a lack of trust in the search committee; it is*

about the optics of the process from the faculty point of view, and the reality that its result will have long term effects on all of us here.

**2. Vision:** *As important as the transparency issue, though, is that this closed search process will mean that the new person will be completely unknown to the campus community. We will have zero idea of what this person stands for, of what her or his vision for the University—academic or otherwise—is, or even of what we can expect or hold her/him accountable for. Does this person want us to grow as a university—and if so, in what ways? Does this person think that “small is good”—and if so, how does he or she think we can maintain that focus in the face of external pressures? What does this person see as the purpose of a university education broadly—and how do the many and varied programs at UPEI contribute to that? Are there some new endeavours and projects that this person wants to implement? What kinds of processes for consultation with the campus community does this person envision, or even think important? This is the person who will represent us publicly—to government, to other university administrations, to the wider national and international academic community, and to the broader PEI populace. Surely we want to—we need to—have some sense of what this person’s view of us is before she or he assumes the Presidency. And surely also, any new President would want the opportunity to know who and what she/he would be representing, as well as want the wider campus community to have a substantial idea of who their next leader was—before accepting the job? Without that level of mutual knowledge, I worry about why anyone would want this job...?*

**3. The “Best Candidate” argument:** *Finally, we have all heard and read the rationale that some of the best candidates to be University President may be unwilling to forward their names for the position because they may be reluctant to make their candidature public—and thus, a closed-search process is the only way to ensure the best pool of*

*applicants. I would suggest, though, that the last thing we need at UPEI is a President who cannot accept an open-selection process, or one who does not trust and respect our community’s ability to participate in the process in good faith, with respect, intelligence, and fairness. A candidate who objects to an open process is, to put it bluntly, a bad omen for the kind of President that person will be. We have had successful open searches for every other senior administrative position on campus—including for the recently hired VP Academic. Why should the President’s position be any different?*

*All of us at UPEI should have the right to know who the short-listed candidates are, to have access to their applications and files, to be able to see their public presentations, and to be able to meet, interact with, and ask questions of them. We should have the opportunity—indeed, the right—to deliver our views of candidates to the search committee, which, in turn, should consider those views. Denying us the right to be participants in the selection process for our new President sends all the wrong messages about our roles in this campus community—especially since the decision of the search committee is one that will affect how we all think about and work in this place in the future.*

*And so, I think that it is time for all of us in the UPEI community to suggest strongly—and even to demand—that the committee reconsider its process as it moves to the latter stages of its search for a new University President. There is much to value in the campus community here—much expertise, many talents, and a clear thoughtfulness about and dedication to the University as a whole; surely the committee would benefit in their deliberations from invaluable input from that community. And surely the best sign of respect for our community that the search process could send would be to open that process to us all—and to trust that this most important decision is one that we should and can make together!*

## **Great Moments in University History...**

### *Professors In Charge*

*From the Regulations for the University of Paris, 1231*

*"We [Pope Gregory IX] have conceded to you [the university professors] the function of making due constitutions or ordinances as to the method and hours of lectures and debates ... who should lecture and at what hour and on what subject ... and of duly punishing rebels against those constitutions or ordinances by expulsion from your society."*

## **The Big Question**

*With the search for a new President well underway—or so we assume—the FAbric asked "What qualities/qualifications are you looking for in the new University President?" The responses we received can be grouped into three categories:*

**Academic Leadership:** *Almost everyone who responded noted that the new President should be a scholar—ideally with a Ph.D.—but certainly a person "with a deep understanding of the scholarly and teaching process in all disciplines" so that s/he has a clear "understanding of [and] sensitivity for what we do in universities." The President should be actively invested in raising the academic spirit of the University, someone who has a "high regard for the core function of our University teaching," "a person who loves education (and can speak meaningfully about what it is and should be)." Several respondents stressed that the new President should appreciate in particular the place of the Faculty of Arts—and the humanities in particular—in this age of dollar-chasing, and understand that it is the faculty as a whole who "are the ones who make the University function," who are the ones who do the "teaching, research, and service and make [UPEI] "A Great Small*

*University"* In sum, the new President should understand that for the University to advance, s/he needs to work with the faculty to find ways "to allow us to do our jobs more effectively."

**Community:** *Once again, most respondents stressed the need for the new President to build bridges between faculty and administration, and to foster a climate of mutual respect and trust. A good step in this direction, one respondent stressed, would be a President who insists "on going through an interview process that includes open-forum interaction with the University Community." Beyond this, the new President should be "someone who is willing to spend some time with faculty as a colleague," to consult with them in a sincere, candid and meaningful way, and who is keen "to include the campus community in decision-making processes"; s/he should be a person who understands and appreciates the benefits of adopting a collaborative rather than a top-down approach to university governance, and who does not view the faculty simply as employees. To maintain the continuing dialogue between faculty and administration, the President should make a point of being "present around campus, visiting with various people (informally and formally)"; this, it was felt "enhances morale and our willingness to collaborate," and would help "motivate us all to teach, research and serve at the highest of levels."*

**Direction:** *Undoubtedly, most respondents asserted, the new President should be a dynamic leader, but also a person with a clear—and clearly articulated—vision for UPEI, who has an understanding of the historical and ongoing debate about what a modern university is" and "how UPEI fits into that picture." Certainly, the President must have the "administrative skills to handle the budgets and operations of UPEI" but s/he must also be politically savvy, able to negotiate effectively through the twisting corridors of provincial and national politics,*

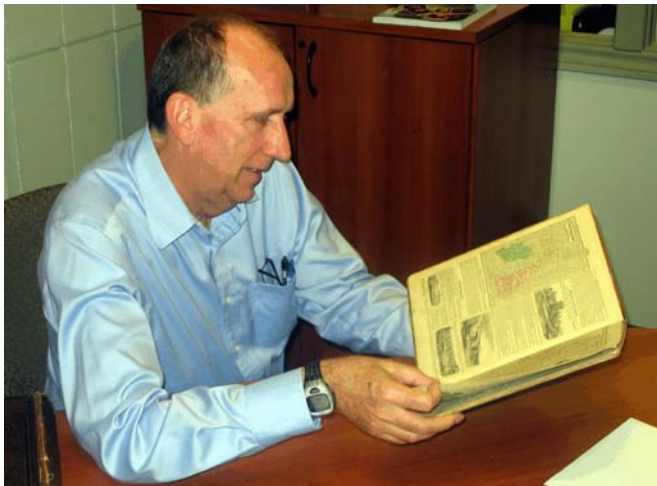


championing the University in all of its many and diverse achievements.

With the search for the new President secret, its deliberations strictly in camera, we'll have to wait until July to find out to what extent the successful candidate embodies these qualities. But perhaps we can all agree that whatever else, the new President should be, as one respondent phrased it, the "gender-inclusive equivalent of 'a gentleman and a scholar'."

### Getting to Know ... Dr. Jim Randall, VP Academic

by Gerry Mahar,  
UPEIFA Executive Committee



Transcription of an interview from September 16, 2010

**Gerry Mahar:** Hello Jim, it has only been several weeks since we met in this same room during your interview sessions for the VP Academic position. Congratulations on your appointment. It's a pleasure once again to interview you—this time, of course, for our readers of the **UPEIFA Fabric** newsletter.

Let me begin with a question about your academic

priorities. [What are your priorities] both long-term and short-term?

**V.P. Jim Randall:** In the short-term, I wish to develop a better base of information. In other words, do we have the right kind of information to



do our jobs? For example [what are] the number of students by Department—a headcount. If you look at student numbers, between 50% and 70% [are] "undeclared" in some Faculties. How are we supposed to

better understand the roles Departments are playing without this information? The same could be said about the service roles of Departments. I would also like to find a better way to manage the information I've seen so far. For example, [we could] analyze course enrolment data from academic service Departments—for instance, Math, English, etc.—and [determine] how to better interpret the information [we have] for planning purposes.

I am also interested in engaging students within the University. A speakers' series on student engagement would be a forum to kick start that initiative.

In the long-term, I will be doing things in stages. [I'll be] meeting with Faculty in Schools and Departments and doing a lot of listening to begin with. As you may know, the current academic plan is five years old, [and] so, over the long-term, working on the academic plan will be a priority. [I'll be asking questions such as] where do we see ourselves going in the next ten to fifteen years?

*How do we make decisions about what we want to do next and what we cannot do? In other words: how do we define our priorities as a university community?*

*Would you care to share ideas you have about involving Faculty and staff in the consultative process of academic planning and interpretation?*

**V.P. Randall:** *The Senate is, of course, the main body for academic planning. It's where Faculty and students bring their ideas and plans to be discussed and approved. It is a collegial environment in Senate and [is] ultimately focused on the academic goals of the University. There are a set of Senate committees, and Faculty, in particular, are represented through membership on these committees. We also will look at our existing plan. We don't have to start from scratch. I would like to hold discussions with Faculties and Schools and ask a series of questions: i) what do we see as UPEI's greatest accomplishments? ii) what can we be proud of? iii) what do people see as the greatest challenges as we look out [over the next] ten years? iv) what changes have to be made to meet these challenges? Do we hold town hall meetings? Make submissions on the web? Hold focus groups? v) finally, are these the right questions we should be asking ourselves?*

*Concerning the Academic Planning Review Committee. There are presently no Faculty on the Committee—only students and administrators. Do you see a time when Faculty will be included on the Academic Planning Review Committee?*

**V.P. Randall:** *As you know, Faculty are represented on the Senate committees and have a voice through Senate. I've worked with other arrangements and I am open to [other] models of participation as well.*

*Are you in a position yet to share your ideas to enhance labour relations on campus so issues get resolved without resorting to the formal grievance process?*

**V.P. Randall:** *As I see it, in most cases there exists a high degree of consistency in our goals—high quality teaching, best and most well-prepared Faculty, contributions to our society and to our profession that are internationally recognized. We likely have different paths and methods to get there—in other words, a different strategy. The Collective Agreement calls on parties to try and resolve things informally prior to a grievance. So I ask: are we using the informal discussion route to the fullest? Also, we can surely have discussion and joint meetings. My preference is to have meetings on a regular basis and to keep minutes of these meetings. Another mechanism would be through letters of understanding to resolve interpretations of the Collective Agreement.*

*You've been on the Island since July. Would you give our readers some impressions of your fellow Canadians living on Prince Edward Island?*

**V.P. Randall:** *My first impression has been the welcoming nature of Islanders. We live in Brighton and have experienced the life in downtown Charlottetown, interacting with artists and enjoying fine restaurants. My overall impression of the people and the Island is very positive. With my wife, Brenda, and son, Christopher, we've been traveling from "tip to tip" and loving the scenery. We've been to Anne of Green Gables and to lobster dinners. We've also been investing in the local economy through furniture purchases. We've even made it to the Brackley Beach Drive In! We're also are looking forward to attending a PEI ceilidh in the near future.*

*Jim, what have you been doing for recreation?*

**V.P. Randall:** *On Saturdays, I go to the fitness club and to the weight room to keep my weight down. Members can find me there on Saturday mornings if they prefer a meeting while we both exercise. I enjoy family life with a 10 year-old and plan to hike the railway path next summer. We're getting to know the Island and anybody [who can] teach*



us how to dig for clams and how to pull lobster traps.

Jim, thank you kindly for the interview and once again, welcome to the University of Prince Edward Island, and best wishes to you and family on the Island.

## **Great Moments in University History...**

### ***The Librarians Flex their Muscles***

*Regulations for Heidelberg University library, 1454*

*"If any book ... exists in duplicate, it may be loaned to a professor ...[who] shall deposit with the librarian a sufficient security and a book of the same value as the book borrowed, with a receipt in their own handwriting."*

## **Dialogue: Faculty on Ice: Students on Laptops**

*by Pamela Courtenay-Hall*

*The FA sponsored a free skate back in February that led to some interesting reflections about the unique teaching challenges that laptops in the classroom can pose. What is the connection between a faculty skating event and laptops in the classroom? Just the vibrant, unfreezable interest in teaching that characterizes the faculty at this great small university, even on ice!*

*The free skate was small in attendance, which gave us the incredible delight of open ice and the chance to skate and talk without dodging people. The dominant topic in many on-ice conversations was our challenges in teaching, and how best to meet them. At the food and refreshment get-together afterwards, the conversation returned to that topic. I have never before worked at a university where*

*teaching is such a steady focus of faculty conversation. I noticed this my first week here at UPEI in 2002, after teaching in the Faculty of Education at UBC for 11 years(!), and it has remained this way ever since.*

*One of the challenges we discussed over pizza and chilli was how to deal with cell phone use in the classroom. Colleen MacQuarrie (Psychology) noted that many universities have "no-cell-phone" policies—if you use a cell phone in class, you lose it. (The cell phone isn't confiscated—just no longer allowed in class.)*

*I noted that similar problems of student distraction arose with laptop use, and it seemed to me to be a problem we were stuck with—because laptops are so useful for student note-taking. I first noticed the problem in an environmental philosophy class, where a very intelligent student was always at her laptop. I realized that she was attentive and obviously taking notes whenever my lectures were dealing with especially engaging issues, but visibly absorbed in whatever was on her screen whenever my lectures turned to more mundane or methodological topics.*

*At first I thought I should use such responses as an index of the quality of my lecturing. Whenever I saw students' heads downturned and more likely engaged in instant messaging than note-taking, I should take it as an indication of where I need to make my lectures more interesting. But alas, all professors don't have boundless resources to enliven their lectures, and all topics are not created equal. Exposing the limitations of green consumerism or explaining the problem of externalized costs are inherently more interesting than going through careful details of argument analysis or explaining the fundamental concepts of value theory. The students who take notes at the more lively parts of class and message their friends on the drier parts of class are going to be missing out on some foundational learning.*

*Richard Lemm and Shannon Murray (English) pointed out yet another problem: other students often feel distracted or irritated when their peers are visibly engaged in laptop diversions in the classroom. When instructors do nothing to deal with the diversions, class morale and energy can decline, and resentment can build up—sometimes, resentment at the students involved, sometimes resentment at the instructor for not doing anything about it.*

*I recognized this risk as soon as Richard and Shannon described it, but part of me felt that the problem might have to remain in the category of “let it be”. My thinking was: people bothered by the quiet activities of others need to get beyond their concern with the affairs of other people, and develop the independent learning dispositions that make one able to learn productively no matter what one’s neighbours are doing. But as our conversation continued, I realized that my colleagues were right. Being part of a productive community of inquiry is an important feature of a good university education, and this possibility can be diminished when several students are busy with instant messaging (or a Hollywood movie) right in the middle of class, and their classmates see this taking place.*

*Here’s what’s at stake: as course instructors, we are charged with the responsibility of facilitating the class in such a way that productive learning occurs and a productive community of inquiry develops. But we can’t police and handicap our students to the point of refusing to let them take notes on their laptops—not least, because laptops make possible such wonderful efficiency for students lucky enough to have access to one. It’s an issue of individual right to make use of technological support vs. individual responsibility to respect the class, respect other students, and respect the instructor. So what to do?*

*Shannon explained the possibility of having students sign agreements to use laptops*

*responsibly in the classroom. The agreement would stipulate that laptops are to be used only for course-related inquiry, and the cost of doing otherwise would be to lose the privilege of operating a laptop in class. This sounded like a reasonable approach, but still, I balked at the prospect of intervening so unilaterally in our students’ lives. Sure, agreements aren’t unilateral—by formal definition—but a professor’s role as grade-giver means that we are not on a level exchange field with our students. So making a student sign a contract for a privilege s/he may feel is a right, is certainly something that can engender some resentments of its own.*

*But Shannon had a solution for this as well. We can do course evaluations in the middle of the semester that ask students what we can do to help improve their learning in our class, what they can do, and what their classmates can do. It is this third question that usually brings out complaints about distracting laptop use. If such complaints from the students do emerge, then we can implement laptop use agreements explicitly in response to these complaints. The decision to restrict laptop use could then be collective, rather than a unilateral imposition by the professor.*

*This sounded like a great solution, even if it might be hard to resist giving those mid-course evaluations a bit early in the semester—for example, the second week of classes!*

*Yet still I hesitated. One of the things that is clear to me from the research I have been doing on video game use is that digital technology has caused many young people to have a very different task orientation and style of focus than people in my and previous generations. They seem used to multi-tasking (Christine Rosen calls it “multimedia multitasking”). They are even uncomfortable or restless if not engaged in at least two pursuits at a time, and their ability to focus on one thing for a sustained period of time is markedly less than in previous generations. They have been*

enculturated into “continuous partial attention”—an orientation which UNB Instructional Design Professor Ellen Rose distinguishes from multi-tasking, insofar as its motivating desire is not to increase productivity (indeed!), but rather, something else—a desire to be and to feel “connected” to the larger world. Rose calls it “an insatiable desire for connectedness”.<sup>1</sup> Drawing on the work of Linda Stone, she explains that

... to pay continuous partial attention is to pay partial attention—continuously. It is motivated by a desire to be a LIVE node on the network. ... [W]e want to connect and be connected. We want to effectively scan for opportunity and optimize for the best opportunities, activities, and contacts, in any given moment. To be busy, to be connected, is to be alive, to be recognized, and to matter. [Stone, as quoted by Rose, p.3]

Rose wisely notes that students are not the only ones driven by this yearning for digital connection.<sup>2</sup> But there is another and related factor that makes

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<sup>1</sup> Rose points out that “whereas both or all of the tasks have equal importance for the multitasker, continuous partial attention entails the diffusion of attention from a central task to diversionary information gathering or communications activities that would never be found on a “To Do” list” (Rose, p.3).

<sup>2</sup> Addressing a faculty audience, Rose caught many smiles when she said, “Those of you who, at this moment, are surreptitiously using your Blackberries to browse the Web for “continuous partial attention,” or who are itching to check your cellphones for incoming messages, know what it is to live in this state of fragmented awareness. So do those of you who “tweet” on a regular basis—for if Blackberries and cellphones are the continuous partial attention gadgets par excellence, always on and always on you, and offering in one compact device a wealth of opportunities to send and receive information, from games and Internet access to email and texting, then Twitter and Facebook are their online counterparts, the means by which, through constant pings, users assert their relevance as nodes on the network” (Rose, pp.3-4, paper given at the HITS Conference, UPEI, June 2009.).

constraining students’ internet habits in the classroom likely more of an invasion for them than it would be for professors of older generations (including me) were we the students having our access restricted. It is this. In addition to being accustomed to digital pseudo-multi-tasking, and in addition to wanting to be in continuous connection to the world on the internet, many young people today are also accustomed—aye, dependent—on having constant technologically mediated access to their support networks—their circle of friends, family, and so on. The habit of engaging in e-mail and Facebook while doing assignments may thus also involve the fear/determination: “I cannot be alone. I cannot cope with this task unless I feel constantly connected to others who are ‘there for me’ or who are ‘where it’s at’.”

Of course, it may also simply involve boredom with the task at hand plus the desire not to miss out on news of where the gang is meeting tonight. But to whatever extent young people are more deeply dependent upon a constantly running connection to their support networks, this dependence would seem to be as socially unhealthy as it is technologically understandable. If a young person’s eyes and ears are constantly focused on a cell phone and laptop rather than on the living, breathing human beings, non-human beings, and shared environments right around him ... right around her ... this would seem likely to impede openness to the world, hence likely to impede individual growth as an embodied being in it. It seems equally likely to impede the growth of community spirit. When you are constantly plugged in to your friends and family, it can be hard to perceive the presence of any larger really human public that deserves your consideration. In other words, there is a very real risk that the ever-advancing IT revolution will only increase our culturally induced tendency for self-absorption in the presence of others, detachment from the natural world, and ethnocentrism in the midst of diversity. This digital connection dependence is

*thus a dependence that we, as educators, would do well to help young people overcome. The question is, can we help to make this happen by demanding that young people leave their digitally induced habits behind and become, within the sphere of our classrooms, independent individuals fully open to the new social environment they find themselves in?*

*My deepest inclination is to answer yes to this question. But yet, I am still a little sceptical, as I'm sure my tone reveals. At the same time that I want to see us cultivating independent-mindedness and the capacity for sustained focus in our students, I wonder if we risk futilely resisting an almost evolutionary change that may be happening to 21st-century human beings. I think the impact of digital technologies on young people's perception and cognition habits is profound. If we build strong restrictions into our courses, are we really respecting our students for the unique abilities and needs that they bring to our classrooms? Or are we expecting them to be the kinds of learners that we were (at our best) in "the good old days" ... .. before the turn of the millennium!*

*My overriding concern is that the digital world has brought profound cultural changes to young people's ways of being in the world, and to work with these realities requires that we achieve our educational objectives by attraction rather than by restriction. Nevertheless, I share with my colleagues the conviction that the best thing we can do for our students, in addition to teaching them English and Philosophy and Psychology and Math and Science and all the rest, is proactively to help them develop the capacity for deep intellectual engagement that the digital deluge threatens to flood from their grasp.*

*I don't know the best ways to do this, and I don't doubt that some modes of coercion are involved (e.g., no cell phones in class; no laptop if you watch The Simpsons in class). But I think that the best approach lies more in the area of helping students*

*to explore the problem meta-cognitively—to understand the frameworks and habits that they use as perceivers/knowers/writers—and to reflect on these frameworks and habits from a critical cultural and historical perspective.*

*Ellen Rose asked her students at the University of New Brunswick to write an essay describing their assignment writing process, and to reflect on the results collectively. This kind of meta-cognitive reflection is a valuable first step. The results were fascinating (and often funny)—and from them, Rose characterized continuous partial attention as "a state of hyperawareness, motivated by the feeling that 'I don't want to miss anything,' and 'I am reluctant to stop and give my full attention to one thing.'" It has us "constantly surveying the infoscape—even, or perhaps especially, when we are supposed to be doing something else." We need instructional strategies that can help students recognize this orientation, and realize instead the rewards of continuous focused attention.*

*Would love to hear your thoughts on this issue! Thanks to Jason Doiron and Jim Sentance for setting up the free skate. Let's do it again!*

*Paper cited:*

*Ellen Rose, "Continuous Partial Attention: Rethinking the Role of Multimedia Learning in the Age of Interruption," presented at the HITS Conference "Harnessing Images, Text and Sound for Education", organized by the Institute for Interdisciplinary Research in Culture, Multimedia, Technology and Cognition, UPEI, June 2009.*

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## ***UPEI Faculty Members Honoured for Achievements in Research and Teaching***

### ***Scholarly Achievement Merit Award Winners***

*The Merit Awards for Scholarly Achievement are given annually to recognize outstanding achievements by university researchers. These awards are intended to honour faculty members who have achieved significant and continuing productivity in scholarly research and/or artistic creation, and in so doing, inspire others to aspire to such achievement. One award is given to a researcher in the Faculty of Arts, Business or Education; one in the Faculty of Science; and one in the Atlantic Veterinary College (AVC) or Faculty of Nursing. This year's winners are: Dr. Benet Davetian (Faculty of Arts), Dr. Maxim Burke (Faculty of Science), and Dr. Collins Kamunde (AVC).*

***Benet Davetian*** received his BA Honours in Sociology in 1996 and MA in Sociology in 1998 from Concordia University. In 2002, he received his PhD in Sociology from the University of Sussex in the UK where he held both a British Commonwealth Doctoral Scholarship and a Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship. He then returned to Concordia for two years as a SSHRC Post-Doctoral Fellow. He joined UPEI in the Faculty of Arts in the Department of Sociology and Anthropology in 2004, and became Department Chair in 2007. Since then, Dr. Davetian has embarked upon an ambitious research agenda that has culminated in a series of ground-breaking articles, several chapters in a major sociological encyclopaedia, and an important and highly regarded book, *Civility: A Cultural History* (Toronto, 2009). Vast in its scope, *Civility* surveys the development of notions of civility in England and France from 1200, and then its subsequent manifestations in the New World up to the present

*day. Beyond this, Dr. Davetian has been active in the public spot-light, producing a film entitled "Understanding Civility" for high school students, and making guest appearances on Rex Murphy's Cross-Canada Check-Up and in other major CBC and CTV documentaries. These have earned him national and international recognition as an expert on civility—indeed, a Google search of his name and scholarly endeavours yields upwards of 10,000 hits. His contributions to sociological theory have been equally profound, for he has developed a new theory of social interaction that views human emotion as an important explanatory variable. This work has recently been published in two chapters in the Encyclopedia of Case Study Research (Thousand Oaks, 2009). His scholarly work is supplemented through a number of learning resources that he provides to students through a variety of social media including YouTube. He is currently working on a new book entitled *Self and Society: A Comprehensive Approach*. Congratulations Dr. Davetian.*



*From left to right: UPEI President Wade MacLauchlan, Dr. Collins Kamunde, Dr. Maxim Burke, Dr. Benet Davetian and Chair, UPEIFA Merit Award for Scholarly Achievement Committee, Fred Kibenge.*

***Maxim Burke*** received his BSc specializing in Physics from the University of Moncton in 1982, and an MSc and a PhD in Mathematics in 1983 and 1988, respectively, from the University of Toronto. During this time, he held several prestigious scholarships including a four-year Natural

Sciences and Engineering Research Council (NSERC) Postgraduate Scholarship. He received two NATO Science Fellowships for post-doctoral work—one at the University of Essex, the other at the University of California at Berkeley—prior to joining the faculty at UPEI in the Department of Mathematics and Statistics in 1990. He rose through the ranks, becoming full professor in 1999, and served as department chair from 2002 to 2003, and again from 2008 to 2009. Dr. Burke has been an active researcher in his field for many years, and is internationally recognized by his peers for his work in the fields of Topology and Set Theory. He has received uninterrupted funding from the NSERC Operating/Discovery Grant program since 1991, and has served on two NSERC Grant Selection Committees. He has a laudable publication record in mathematics, having written a total of 32 refereed papers to date. He has also trained 20 undergraduate students as summer research assistants, supervised one honours student, and one Post-Doctoral Fellow. He has served as reviewer for Mathematical Reviews since 2004. He was one of the original Board of Director members of the Atlantic Association for Research in the Mathematical Sciences (AARMS), an organization which provides funding for conferences and Summer School for students, and matches funds for Post-Docs. Last year, Dr. Burke began a collaboration with Dr. Annabel Cohen's CMTC Research Group, allowing UPEI to be one of the host sites for the Coast-to-Coast Seminar Series in Mathematics and Computer Science. Congratulations Dr. Burke.

**Collins Kamunde** received his Bachelor of Veterinary Medicine (BVM) in 1989 and his MSc in Anatomy and Physiology in 1994 from the University of Nairobi, Kenya. He received his PhD in Aquatic Toxicology and Physiology in 2002 from McMaster University where he was the recipient of two Ontario Graduate Scholarships. His work at that time also earned him the Governor General Academic Gold Medal (graduate level). He received a two-year Natural Sciences and Engineering

Research Council (NSERC) Industrial Post-Doctoral Fellowship at EVS Environment Consultants, North Vancouver, prior to joining the AVC faculty at UPEI in the Department of Biomedical Sciences in 2004. Since then, he has systematically developed a highly successful and productive research program which continues to grow. He has a significant record of funding, securing a total of \$2.8 million, a figure that includes a five-year NSERC Discovery grant, along with a major award from the Canadian Foundation for Innovation (CFI). Beyond this, he has an extensive record of dissemination, having produced 12 peer-reviewed publications since 2004 and delivering more than 50 conference presentations. He has also written a book chapter entitled "Heavy metal toxicosis" for The Five Minute Veterinary Consult, and serves on the Editorial Board of the Bulletin of Environmental Contamination and Toxicology. Based on his expertise in dietary metals toxicity and homeostasis, he was invited to serve as consultant for the International Lead Zinc Research Organization (ILZRO) to establish whether or not dietary lead is toxic to aquatic organisms. Dr. Kamunde's commitment to teaching is similarly impressive. Having successfully co-supervised one MSc student, he is now supervising one PhD student, and co-supervising another, along with three MSc students. Beyond this, he has been a supervisory committee member for nine graduate students, a thesis examination committee member for 15 MSc and PhD students, and PhD comprehensive examination committee member for another seven. He has also been a dedicated member of the AVC Graduate Studies and Research Committee since 2006. Most recently, Dr. Kamunde received the Pfizer Award for Research Excellence, AVC, and was promoted to Associate Professor. His nomination letter described him as "a wonderful example for both junior and senior faculty," a point decisively underscored by this record of scholarly achievement. Congratulations Dr. Kamunde.



### **Hessian Merit Awards for Excellence in Teaching**

*The Hessian Merit Awards for Excellence in Teaching honour those who are recognized as possessing outstanding competence in teaching. These awards publicly acknowledge individuals whose work has contributed to instructional excellence at UPEI.*

*The Awards are adjudicated by the UPEIFA Hessian Merit Awards for Excellence in Teaching Committee.*

***Greg Doran** joined the Department of English in 2004 to fulfil three important roles: i) the instruction of hands-on theatre courses; ii) the production and oversight of student theatre, and iii) the instruction of academic drama courses. Within a short period of time, Professor Doran established himself as one of the Department's most popular and successful professors. Interest in theatre has grown measurably under his leadership, and his revamping of the theatre offerings has energized the program. Arguably, a large measure of his success is due to his pedagogical skill and his passion for the art of teaching. Students have voted with their feet, and audiences have voted with their applause.*

*As documented in his teaching philosophy, Professor Doran is clearly focused on active learning and student engagement. He has been able to transfer the principles of naturally hands-on instruction in a theatre classroom to his literature classes, which is not to say that his classes are theatrical—although they are probably dramatic—but rather, that they de-centre the professor in favour of student-centred learning activities. He insists that students do not take classes from him; they take classes with him.*

*Partly out of necessity—he runs a theatre program without a theatre—Professor Doran has devised an impressive catalogue of assignments and activities*

*to introduce UPEI students to both foundational and advanced principles of drama and theatrical production. From simple breathing exercises to monologue night, from team-created mini-plays to interdisciplinary role-playing with the Faculty of Nursing, and from directing assignments to staged readings, Professor Doran has been especially inventive and resourceful. He is not afraid to take risks, an attitude that serves him well when experimenting with new classroom strategies and course design. What is particularly noteworthy is the care that has been invested in the conceptual framing of these activities. These are not mere busy-work gimmicks or entertaining classroom diversions. Quite the contrary. As his course outlines and assignments show, there is always a thorough articulation of the learning goals, the methods, and assessment procedures. Concepts and analytical skill are front and centre in both course design and classroom technique.*

*Not surprisingly, Professor Doran's student ratings are stellar. That these ratings have been achieved across a wide range of courses, both academic and practical, both elective and required, also attests to his success. The characteristic that appears repeatedly in student comments is "passion" and "enthusiasm." "Awesome," his students say; "exciting," "funny," "efficient," "approachable," "amazing," and in contemporary idiom, "love the attitude dude!" Beyond the catalogue of compliments, however, students occasionally get to the heart of the matter, as the following student does when commenting on Professor Doran's collaborative style: "Other professors could take a lead from Greg. I have learned much about teaching from this prof. He is a great example of a teacher who helps people to teach themselves."*

*The Awards Committee is pleased to present Professor Greg Doran with The Hessian Merit Award for Excellence in Teaching.*

*Alfonso Lopez is a long-time Professor in the Atlantic Veterinary College's Department of Pathology and Microbiology, Professor Alfonso Lopez provides an excellent example of a Professor whose success over the years has spread beyond the boundaries of his own classroom. Consistently effective in the classroom, Professor Lopez is noted for his innovative methods and, in the spirit of humanitarian international development, sharing those methods and curricular materials with students all over the world. In fact, he has already received recognition for this work, being named by the Canadian Bureau of International Education as "Canada's 2007 Innovator in International education."*

*Through Human Resources and Social Development, Canada, he has arranged for two major Mobility Programs in Higher Education, which have funded 30 AVC students to travel and take courses at universities in the U.S. and Mexico. That same program has brought foreign exchange students to our own campus. He has also helped develop a course in International Veterinary Medicine, which has permitted many AVC students to take courses for credit in Africa, Latin America, the Caribbean, Asia, and Europe. Additionally, he also directed a CIDA project to improve the quality of teaching and learning at the University of Tamaulipas in Mexico. These initiatives are evidence of Professor Lopez's commitment, articulated in his teaching philosophy, to the principle of open education. He produced free CDs for students with limited or no access to the web.*

*According to his Chair, Professor Lopez has "led the department and AVC in adopting web-based delivery of lectures, labs, and examination materials." In fact, he is a walking history of developing technology, right from carousels of kodachromes, to Latent Image Hyper media, to e-learning, to Virtual Microscopy. And let's not forget his contribution to textbooks. He is also generous in assisting other faculty members negotiating the sometimes dark and scary funhouse of technology.*

*Professor Lopez has presented at teaching conferences locally, regionally and internationally. He has won an early UPEI teaching award, three in the AVC, and as already mentioned, "Canada's 2007 Innovator" award.*



*Dr. Alfonso Lopez accepts the Hessian Merit Award from Dr. Brent MacLaine, a member of the UPEIFA Hessian Merit Award for Excellence in Teaching Committee.*

*Speaking about his early education as a teacher, Professor Lopez says: "the question was not how much anyone knew about a particular subject, but rather how well the instructor could communicate with students by making complex concepts simple to understand." He walks the walk. Consistently, students comment on his engaging manner, his thoroughness, the quality of his presentation, his clear organization, his humour, and his professionalism. "Vibrant, intelligent, caring," says one student. "Unique and engaging," says another. "Approachable, but also very serious about his subject." And, perhaps, the best accolade of all: "He's a super guy."*

*The Awards Committee is very pleased to present Professor Alfonso Lopez with the Hessian Merit Award for Excellence in Teaching.*

### ***Hessian Merit Award for Excellence in Teaching by a Sessional Instructor***

*Deirdre Kessler is an established writer, arts advocate, and academic, and has been teaching in the Department of English since the early 1990s. Longevity is no reliable indicator of teaching success. However, in Professor Kessler's case, her contributions to the Department's program have been so sterling, so diligent, so loyal, and so professional over the years that she is routinely invited to teach courses in Creative Writing, Academic Writing, Children's Literature (both introductory and advanced), and L. M. Montgomery.*

*As her teaching philosophy indicates, Professor Kessler approaches her subject matter with the best pedagogical principles. She is first and foremost concerned with clear academic goals, effective organization of classroom methods, and an insistence on student engagement. Her courses are designed with great care and diligence. The course plans are ambitious, demanding, detailed, and meticulous. She has developed a hands-on team assignment in a Children's Literature course designed to get students to practice the principles that have been analyzed in a survey of the literature. They study children's literature—and then, they write it. And then they read it to children from the campus kindergarten in her classroom. The public, as well, is invited to hear and see (illustrations are a requirement) the results.*

*But excellent teaching can never be simply technique. Nor is it a given that a writer's personality is the best pedagogical one. Indeed, many an exciting writer can be a dud in the classroom. Professor Kessler, however, is blessed with a natural warmth, an attentive empathy, and an infectious sense of humour. Students note these qualities over and over again on their evaluations. They feel secure, encouraged and productive in her care. But the words that appear most frequently on her evaluations are "enthusiasm" and "passion."*

*Professor Kessler's student evaluations are second-to-none campus wide. The adjectives from students begin to seem trite after a while — "passionate," "really excellent," "always happy and excited to be in class." Enthusiasm, pacing, care, empathy, and focus on understanding are all noted by this student who gets to the heart of the matter: "Very enthusiastic! Made a three-hour class fly by and moved quickly enough to keep the class involved but made sure the class understood before moving on. Really cared about how we were doing and was very accepting of all our written work. A joy to have as a Professor!"*

*Another student is careful to place his or her approval in a context: "This was my favourite instructor not only this term but since I started university (I am in my third year)." And while the most cynical might be suspicious of the student who gushes, "I loved Kessler. What an awesome woman!" one can hardly doubt the student who appreciates the focus on substance, noting how Professor Kessler "challenged us to rethink popular misconceptions."*

*The UPEIFA Awards Committee is pleased to present Professor Deirdre Kessler with the Hessian Merit Award for Excellence in Teaching by a Sessional Instructor.*

### ***Great Moments in University History...***

*Peer Review in Action*

*University of Paris, 1466*

*"On 12 November 1466, the dear university of Paris was gathered ... and a minute was made by them about books containing superstitions, manifest and horrible conjurations and invocations of demons ... so, it seemed good to the university, as the mother of all studies, that these books be condemned and communicated to no one."*

## ***Pedagogical Advances: The Book***

*by Henry Srebrnik*

*As we academics know, PowerPoint presentations are now de rigueur in teaching. Old-fashioned lectures are so passé.*

*For those still living in the last century, here's how it works: PowerPoint allows you to create multiple "slides" that will later be presented in the order that you put them. You can start by just typing text, or use more advanced features and set a design to all of your slides.*

*Each slide has the option of displaying text and photos. Text can either be automatically displayed, or chosen in a certain order. The slides are then projected onto a screen, just as is done with a movie.*

*These slides can also be sent to students' laptops or other devices, so that each one can have their own individual PowerPoint presentation on their screens to follow along with the lecturer.*

*But there may be a simpler way to get these slides to the class. What if we were to copy every slide from the screen onto a separate sheet of paper, and then bind these together? Each student would then have the entire PowerPoint presentation at hand, without the need for electronic devices.*

*What should we call this marvellous thing? How about a "book?" Now there's a pedagogical advance!*

*Henry Srebrnik teaches political studies. He makes use of "books."*

## ***Collective Agreement Dates to Remember, September 2010 - February 2011***

*The Collective Agreement 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](http://www.upeifa.org)). The 2006-07 Communications Committee summarized dates from the Collective Agreement that are important for FA members to know. Dates important for the time period covered by this edition of the FAbric through to the subsequent edition to be published in late January are outlined as follows. A complete list of significant dates from the "Red Book" is also posted on the UPEIFA website.*

### ***Prior to October 15***

*Initial vote [for tenure/permanency] of URC sub-committee (**Article E2.10.5**)*

### ***Prior to November 1***

*Unless a DRC has already been constituted under E2.5.2.4 the Chair assures that a properly constituted DRC is assembled [to consider applications for promotion] (**Article E2.5.3.2**)*

### ***On or before November 1***

*Posting of Sessional Instructor Positions for winter semester (**Article G1.4**)*

### ***By November 1***

*Each academic unit must update its Sessional Instructor Seniority Roster (**Article G1.6.1c**)*

### ***By November 1***

*Faculty Member submits promotion file to Chair (**Article E2.5.3.4**)*

### ***Prior to November 10***

*Final vote [for tenure/permanency] of URC sub-committee (**Article E2.10.7; Article E2.10.10**)*

**Prior to November 15**

Full URC reviews sub-committee decisions [re: tenure/permanency] to ensure consistency (**Article E2.10.9**)

**Prior to November 15**

URC reports recommendations [re: tenure/permanency] to President (**Article E2.10.10**)

**By December 15**

DRC/LRC completes meetings on all promotion applications and recommends to URC (**Article E2.6.2; Article E2.8.1; Article E7.8.9; Article E7.10.1**)

**By January 5 of the year of application for tenure**

Dean sends letter to each Chair with names of respective Faculty Members eligible for regular consideration of tenure. Chair then seeks confirmation from each Faculty Member that tenure file is being collated (**Article E2.5.2.2; Article E2.5.2.3**)

**Prior to January 15**

Dean/UL includes letter in candidate's file and forwards the complete file to URC Chair (**Article E2.9.4; Article E7.11.4**)

**Before January 31**

A seniority list of all permanent Clinical Nursing Instructors shall be posted (**Article G2.12 a**)

**By February 1 of the academic year prior to the one in which consideration would take place**

Faculty Member seeking early consideration [for tenure] as an exceptional case requests in writing to the Dean (**Article E2.4.2.4**)

**By February 1 of the academic year prior to consideration**

Faculty Member's request, or Dean's recommendation, for deferral of tenure consideration is communicated (**Article E2.4.3.2**)

**Prior to February 1**

Faculty Member sends a letter to the Chair indicating plans to apply for tenure. Chair then informs Dean that the tenure file is in preparation (**Article E2.5.2.3 a**)

**February 1**

Subject to exceptional circumstances, if a Faculty Member does not have tenure by February 1 of the fourth year of full-time probationary appointment here, 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 (**Article E2.5.2.3 b**)

**On or before February 1**

Posting of Sessional Instructor Positions for both summer sessions (**Article G1.4**)

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## **Welcome to Our New Members!**

Heather Adkins, Global Issues  
Erika Bradley, Nursing  
H. Carolyn Peach Brown, Environmental Studies  
Timothy Burnley, Health Management  
Joanie Crandall, Education  
Aimie Doyle, Health Management  
Mark Fast, Pathology/Microbiology  
Janet Ferguson, Education  
Vicki Foley, School of Nursing  
Deryl R. Gallant, Music Department  
Heather Gunn-McQuillan, Veterinary  
Teaching Hospital  
Jonathan Hayes, Education  
Graeme Haynes, Psychology  
Rick Hodge, Physics  
Alice Horrocks, Mathematics/Statistics  
Beyong Hwa Jeon, Pathology/Microbiology  
George Jia, Economics  
Yuchong Jiang, Computer Sci/Information Tech.  
Cyril Kesten, Education  
Laura Mae Lindo, Education  
Marcos Lores, Health Management  
Dany MacDonald, Family and Nutritional Sciences  
Kathleen MacMillan, Health Management  
Donald MacNeill, Engineering  
Marion Mesmarchelier, Companion Animals  
Laura Montigny, Business  
Darlene O'Leary, Global Issues  
Ian Toms, Music  
Colleen Walton, Family & Nutritional Sciences  
Richard Wincewicz, Chemistry  
Fenghua Wu, Modern Languages

## **The UPEIFA Executive**

### **President:**

David Seeler, Companion Animals

### **Vice-President:**

Betty Jeffery, Robertson Library

### **Past-President:**

Wayne Peters, Engineering

### **Secretary/Treasurer:**

Debra Good, Business

### **Members-at-Large:**

Nola Etkin, Chemistry

David Groman, Diagnostic Services

Gerry Mahar, Business

Jim Sentance, Economics

### **UPEIFA Office Manager:**

Susan Gallant

### **The UPEI Faculty Association**

Room 315, Main Building

University of Prince Edward Island

550 University Ave.

Charlottetown, PE C1A 4P3

Tel: 1-902-566-0438; Fax: 1-902-566-6043

Email: [facultyassociation@upei.ca](mailto:facultyassociation@upei.ca)

### **UPEIFA Website:**

[www.upeifa.org](http://www.upeifa.org)

## **We Want Your Input!**

Feedback, comments, articles, letters, images, etc. for future issues are always welcome! Contact the Newsletter Editor, Richard Raiswell, if you are interested in contributing a piece to the FABric, [rraiswell@upei.ca](mailto:rraiswell@upei.ca), 566-0504.

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