

# the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

September 2018

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## State of the Union President's Report

I write this column in a cold arena as we begin another year of teaching, scholarly work, service in its various forms, and, for me, ferrying kids to various practices and rehearsals.

Two years ago we were in the final throes of negotiations of both our own current collective agreement and, with the other three campus unions, our new jointly sponsored pension plan. The ensuing years have been occupied with operationalizing the pension plan and other new provisions of the collective agreement, ensuring that the terms of the collective agreement are followed, and supporting Members through various situations including issues around tenure, discipline, and fair treatment. It is hard to believe that we are coming up on another round of bargaining. Over the next 12 months the Executive Committee will be selecting and training our next negotiating team, reviewing the current collective agreement and our experience operating under that agreement, and beginning the process of consulting with the Membership in order to develop positions for the bargaining table.

Solidarity continues to be an important theme, as we work with the other unions to ensure that the working

environment on campus is one in which our Members can thrive. With a view to providing a place for FA Members and staff members of the other unions to gather and build community, the Faculty Lounge Committee, led by Mike Arfken, is in discussions with the Employer about plans to renovate and repurpose the space. Mike will present the details of the preliminary plans at the Fall General Meeting, and we will be seeking the Membership's approval to move forward with those plans.



Nola Etkin,  
President, UPEIFA

Mike will also report on the work of the grievance team. Although we do not have any active grievances at this time, the team has been busy working on a variety of situations ranging from individual Member concerns to larger situations with the potential to impact the Membership more broadly.

Members of the Joint Equity Committee have been looking at models of equity process and practice at other universities in Canada with a view to making recommendations, in particular around hiring and tenure processes and the provision of training for those involved in these processes. The Committee is also considering recommendations around the creation of a position and/or office dedicated to equity.

On May 9, at the annual Faculty Recognition Night, we gathered to recognize and celebrate the recipients of Faculty awards, including Hessian Award recipients Henrik Stryhn (Health Management) and Laurie Brinklow (Island Studies); Outstanding Scholarly Achievement Award recipients Udo Krautwurst (Sociology & Anthropology) and Shafiqul Islam (Mathematical & Computational Sciences); and Merit Award for Outstanding Service recipients Jim Sentance (Economics) and Lisa Chilton (History). This marked the first time that two Service awards were given, following an announcement that up to two awards would now be awarded each year. We also honoured recent and upcoming retirees Gwendolyn Cairns (Nursing), and, in absentia, Pierre-Yves Daoust (Health Management), Hans Gelens (Companion

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Animals), Paul Hanna (Pathology & Microbiology), Jeanne Lofstedt (Health Management), and Richard Wills (Sociology & Anthropology). On behalf of the Faculty Association I extend congratulations and best wishes to all of those who were honoured at the event.

We recently received word of the passing of retired Faculty Member Colmán O'Hare. Dr. O'Hare was a long-time member of the English Department, and served as UPEIFA President from 1986 to 1988. We heard also in May of the passing of Satadal Dasgupta, who served for many years in Sociology and Anthropology. Tributes to Drs. Dasgupta and O'Hare will appear in the January issue of *The FABric*.

Over the past year and a half I (or other members of the FA Executive) have had the pleasure to meet with every candidate for a Faculty or Librarian position at UPEI. I have enjoyed meeting all of these potential colleagues, and offer a warm welcome to the successful candidates. I extend a special invitation to these new Members to attend the Fall General Meeting on November 2, and the FA Time that follows.

At this General Meeting, in addition to the usual reports and the above-mentioned discussion on the Faculty Lounge, we will hear from Treena Smith and Nicole Wadden Garland on accommodations for students. Elsewhere in this issue is an interview with Treena and Nicole.

I hope to see all of you at the meeting and FA Time, and wish you all a great start to the semester.

Nola Etkin

President, UPEIFA



## **Celebrating Our Great Small Faculty Faculty Recognition Night**

On Wednesday 9 May, the FA held its annual Faculty Recognition Night at the Fox Meadow Golf and Country Club. The highlights of the evening included the two Hessian Awards for Excellence in Teaching and the awarding of Merit Awards for Scholarly Achievement and Outstanding Service.



UPEIFA President, Nola Etkin, welcomes FA Members to the annual Recognition Night celebrations

## **2018 Hessian Merit Awards for Excellence in Teaching**

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

**Laurie Brinklow (Island Studies)**

Presented by Dr. Janet Bryanton

It is a sincere honour for me to present the prestigious Hessian Sessional award to Dr. Laurie Brinklow.

Laurie clearly demonstrates excellence in teaching; her thoughtful teaching philosophy demonstrates her passion for teaching and her focus on the students. She uses a variety of innovative teaching methods that are very much appreciated by the students. She notes, "I endeavour to make what they are learning relevant to their lives... I'm a proponent—and example—of lifelong learning: I want to pass that on to my students." Laurie not only teaches courses in the Masters of Arts in Island Studies, she also has participated on numerous thesis committees. Dr. Jim Randall notes that "Laurie's commitment and level of involvement with her thesis students is unparalleled." He describes Laurie "as the glue that holds together the MA Island Studies program." Laurie's students also sing her praises: "Dr. Brinklow's ability to motivate others is impressive." "Her classroom instruc-

tion is built on a solid foundation of comprehensive knowledge supported by stellar organizational skills and genuine concern for students' academic success." "Dr. Brinklow is one of the finest educators that I have ever had the pleasure of knowing."

Join me in congratulating Laurie on this major achievement.



(From left to right) Hessian Donor, Mr. Kevin Quinn; Recipient of Hessian Award for a Sessional Instructor, Laurie Brinklow (Island Studies); Committee Member, Janet Bryanton (Nursing).

## Hessian Merit Award for Excellence in Teaching by a Full-Time Instructor

### **Henrik Stryhn (Health Management)**

Presented by Dr. Peter Foley

Dr. Henrik Stryhn is an international authority on epidemiology. Students come from around the world to learn from him. He is able to distill this vast knowledge into clearly understood principles for his students.

Dr. Stryhn teaches graduate students exclusively. While he teaches the most experienced and advanced students at the university, his teaching task is challenging because the students have variable motivation: for many of them epidemiology is a requirement rather than a passion. And many of them find it a complex and intimidating subject.

Dr. Stryhn's strategies for helping these students include

- Providing different teaching methods to allow the students the freedom to study in the most efficient way
- Being patient and carefully insightful into each student's unique problems
- And being accessible and extremely generous with his time.

Dr. Stryhn's strategies are clearly successful and appreciated by his students as they consistently score him highly in evaluations of teaching. Some of his students' comments include:

- "This course has challenged me to move beyond my normal/comfortable thinking process."
- "He goes above and beyond to make time for students if they are struggling with the material in any way."
- "He clearly cares about his students and this is particularly important when he teaches such challenging material."

This combination of compassion, competence, and dedication to teaching has earned Dr. Stryhn the admiration of his colleagues and students.

It is my pleasure to present the Hessian Merit Award for Excellence in Teaching by a Full-time Instructor to Dr. Henrik Stryhn.



(From left to right) Hessian Donor, Mr. Kevin Quinn; Recipient of Hessian Award for a Full-Time Instructor, Henrik Stryhn (Health Management); Committee Member, Peter Foley (Companion Animals).

## UPEI Faculty Association Merit Awards for Scholarly Achievement

### **Shafiqul Islam (Mathematics and Computational Sciences)**

Presented by John VanLeeuwen

Dr. Shafiqul Islam is a faculty member in the School of Mathematical and Computational Sciences. His work focuses on the elucidation of so-called "absolutely continuous invariant measures," which has important applications in such disparate fields as finance and biology.

Shafiqul has been very productive in his research, having published 12 articles in refereed journals over the past five years.

Many of these articles are the products of fruitful collaborations with researchers at other Canadian universities, as well as with colleagues from Japan, Iran, and the UK. In addition, Shafiqul recently co-authored a graduate-level book published by Taylor and Francis/CRC Press entitled *Random Dynamical Systems in Finance*. One reviewer notes that “the timely publication of this book is very welcome and appreciated. There are not many books on [this topic]... this is a very useful book to both researchers... and financial engineers.”

The quality of Shafiqul’s work is evident from his success obtaining external research funding, most notably an NSERC Discovery Grant and a Collaborative Research Grant from the Atlantic Association for Research in the Mathematical Sciences.

Shafiqul has also demonstrated a commitment to research training by supervising numerous honours students and undergraduate research assistants, many of whom have gone on to graduate school at other Canadian universities.

We are pleased to award the Faculty Association Award for Scholarly Achievement to Dr. Shafiqul Islam in recognition of his productive and successful research. Congratulations!



(From left to right) FA President, Nola Etkin; Recipient of UPEIFA Merit Award for Scholarly Achievement, Shafiqul Islam (SMCS); Committee Chair, John VanLeeuwen (Health Management).

## **Udo Krautwurst (Sociology and Anthropology)**

Presented by John VanLeeuwen

Dr. Udo Krautwurst is a faculty member in the Department of Sociology and Anthropology. He is a highly active researcher with an outstanding scholarly output, having produced in the last five years a highly praised book, *Culturing Bioscience: A Case Study in the Anthropology of Science* (published by University of Toronto Press) as well as a good number of peer-reviewed scholarly articles in top-notch journals in the field of Anthropology. His interdisciplinary work integrating

biomedical science and human studies has been recognized as “innovative” and “ground-breaking,” and thus Udo is one of the few scholars to be invited to give a prestigious talk on this topic at the Technoscience and Regulation Research Unit in the Faculty of Medicine at Dalhousie University.

Udo has also been continuously committed to research dissemination through numerous major conference papers and presentations in theory discussion groups, workshops, and roundtables to which he has been invited.

Quite clearly, through all these scholarly publications and ongoing research activities, Udo has significantly raised the Canadian and international profile of UPEI in Anthropology and the anthropological study of biomedical science.

We are pleased to award the Faculty Association Award for Scholarly Achievement to Dr. Udo Krautwurst in recognition of his exemplary commitment to innovative scholarship. Congratulations!



(From left to right) FA President, Nola Etkin; Recipient of UPEIFA Merit Award for Scholarly Achievement, Udo Krautwurst (Sociology and Anthropology); Committee Chair, John VanLeeuwen (Health Management).

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## **UPEI Faculty Association Merit Awards for Outstanding Service**

### **Lisa Chilton (History)**

Presented by Carolyn Peach Brown

Dr. Lisa Chilton’s nomination for this Award provided impressive evidence of an exceptionally well-rounded and dedicated faculty member, who embraces a multifaceted philosophy of service that benefits the History Department, the Faculty of Arts, the UPEI community, and the discipline of history. To cite but a few highlights: Lisa has

led the development of the new Applied Communication, Leadership and Culture program; she has been a driving force with the Faculty of Arts Recruitment Task Force; and has worked tirelessly on a range of other research and recruitment initiatives in that Faculty. Mention must also be made of her outreach work to Island high schools and with international students at UPEI, whom she has often welcomed into her home.

Lisa has also made outstanding professional and scholarly contributions as a historian, as seen, for example, in her leadership on the Canadian committees on Women's History and on Ethnicity, Transnationalism, and Migration. As one of the Award subcommittee members commented: "When something needs to get done, [Lisa] is there." Thank you, Lisa, for being there: you honour your University and your colleagues with your immense dedication and skill, and we are pleased to offer some measure of that honour in return, with the presentation of this Award.



(From left to right) FA President, Nola Etkin; Recipient of UPEIFA Merit Award for Outstanding Service, Lisa Chilton (History); Carolyn Peach Brown (Environmental Studies).

## **Jim Sentance (Economics)**

Presented by Carolyn Peach Brown

Dr. Jim Sentance exemplifies a brand of service both undemonstrative and unwavering. In addition to a term as FA President, Jim was active for almost a decade on the Association's Executive, and served as Chief Negotiator for our first Collective Agreement in 2002-2004; he has participated, either formally or informally, in every round of negotiations since. Jim's peerless contributions to the University's governance and functioning can also be seen in his chairing of the Department of Economics, his seven (seven!) terms

on Senate, his recent service on the Board of Governors, and his roles on a range of committees and working groups too numerous to even hint at here.

The discipline of Economics and its application in public policy have also benefitted from Jim's wisdom: he has been director of both the Canadian Economics Association and the Atlantic Canada Economics Association, and, through expert submissions and media interviews, he has shared his knowledge with citizens and policy-makers. Over the course of the past three decades, Jim has proven to be a vital and sustaining presence for our Association, our University, and our Province: for all he has given, it is our pleasure to now give him something in return, in the form of this Award.



(From left to right) FA President, Nola Etkin; Recipient of UPEIFA Merit Award for Outstanding Service, Jim Sentance (Economics); Carolyn Peach Brown (Environmental Studies).



## **Faculty Recognition Night**

## Honouring Our Retirees

### Gwen Cairns (Nursing)

Presented by Gulrose Jiwani

I am honoured to say a few words about Gwen Cairns this evening. Gwen began her career as Clinical Nursing Instructor with the University of Prince Edward Island in 2002. She is held in very high regard by faculty at the Faculty of Nursing, and those she has worked with—including her students. Tonight I see it fitting to share what faculty have said about her...

“You are one conscientious admired Clinical Nursing Instructor and mentor.”

“You have been a role model for students and an inspiration to me.”

“We admire your endless ability to care, your astute clinical judgment, and moral fortitude!! I especially appreciated your critique and pearls of wisdom you shared along the way! It sure helped me grow as a Course Coordinator and as a person!”

These are only a few of the tributes that faculty have for you, Gwen. On behalf of UPEI and the Faculty of Nursing, THANK YOU for all your hard work, dedication, leadership and significant contributions. Nursing is a professional practice discipline, so KT—Knowledge Translation—is very important and occurs in clinical and community settings. Gwen, your expertise, compassion and generosity of spirit will be missed at UPEI. You inspire us all! We hope to see you again, as the Faculty of Nursing is your HOME. Our best wishes to you in your new chapter... may it be filled with good health, happiness, grace, and fun!



(From left to right) FA President, Nola Etkin; Retiree, Gwen Cairns (Nursing); Gulrose Jiwani, (Dean of Nursing).

## Student Accommodation

Interview by Nola Etkin

Over the past couple of years the FA has been hearing from Faculty Members who have concerns about the increasing scope of accommodations to which students are entitled. I sat down recently with Treena Smith and Nicole Wadden Garland of Student Affairs to discuss these issues.

**NE:** Can you both describe your position at Student Affairs as it relates to student accommodations?

**NWG:** I am the Coordinator of Accessibility Services. In this area of Student Affairs we work with students who have diagnosed disabilities (mental illness, ADHD, Autism Spectrum Disorder, learning disabilities, physical impairments, visual and hearing impairments, brain injuries, etc.). Students register with Accessibility Services, we review their medical documentation, and then discuss possible accommodations for the classroom, for tests and exams, and other services available outside of class.

**TS:** I am the Director of Student Affairs. My job has multiple facets related to student accommodations. I support Nicole and the whole accessibility team with their jobs, support students, and parents when they have questions related to accessibility services; facilitate educational sessions with faculty; facilitate more difficult conversations with faculty and staff as they relate to student accommodations; and a variety of other things. I also support the students in being successful with their educational and life dreams.

**NE:** Can you tell us briefly about the path that led you to your position at UPEI?

**NWG:** My interest in Education started during my undergrad at STFX, where I obtained a BSc (Hons) in Mathematics. I then came to UPEI and completed a BED in Secondary Education with a Specialization in International Education. After almost five years of being a high school math and science teacher, I decided I needed a change and secured a position at UPEI in 2013. At this time I was working with the UPEI 100 program and the first-year experience. I then worked in what was known as the Transition Program for two years and have been working in Accessibility Services for almost two years now. During my time in Accessibility Services I completed my MPEd from the University of Western Ontario, Specializing in Teaching Students with Disabilities. I am passionate about students and their learning and have always had a keen interest in helping students reach their full potential. I have found my place here at UPEI in Student Affairs and am proud of the work I do in Accessibility Services.

**TS:** I have always worked with people in supporting and leadership roles. I have worked in the areas of education, mental health, addictions, and corrections for the past 25 years. I have

worked with a variety of people, agencies, and hospitals over my years in different roles: social worker, counsellor, youth worker, case manager. I was part of a team who designed, assessed, implemented, and worked at a residential in-patient treatment centre for adolescent sexual offenders, in a leading hospital's psychiatric children's unit and closed custody facilities. I have also taught at both the university and college level. I started at UPEI in 2008 in a coordinator's role with transition students and have been able to move into other leadership roles. I feel I am home in my current leadership role at UPEI.

NE: When I joined the Faculty at UPEI in the late 1990s there was no accessibility services. I remember sending students to see the first Coordinator of Accessibility Services, Joanne McCabe, and seeing students who were barely passing turn into A students by simply providing a quiet environment and a little extra time. Can you tell us a bit about how things have changed in the past 20 years at UPEI with respect to accommodations?

NWG: The number of students registered with Accessibility Services has grown exponentially. In 2009-2010, there were 126 students registered with Accessibility Services and in 2017-2018 there were 574 students.

I believe we are no longer teaching the same population as we did 20 years ago. WHO comes to university has changed and therefore HOW we support and teach those students has had to change as well. We can't use the same teaching philosophies in today's classroom as we did even 10 years ago. We need to be constantly changing and evolving just like our student population.

I also think students know more about what their diagnoses are, what they have the right to access, and what they need to be successful when they come to UPEI. That being said, we do have students who come to us in their 4th year and say things like, "I didn't know I could get support for my ADHD!" and it makes the world of difference when we begin to implement accommodations. When students are able to demonstrate their knowledge in a barrier-free way, you can better determine what they know or what they have learned.

TS: A significant change that increased the numbers of students registered with Accessibility Services was when mental illnesses were included in the definition of disabilities. For many years disabilities were limited in nature to learning disabilities and physical disabilities.

NE: Faculty Members are noticing not only increasing numbers of students with accommodations, but an increase in the types of accommodations expected by students. Why do you think this is happening?

NWG: You are right: not only has the number of students registering with Accessibility Services increased, but the complexity of the cases we are seeing has also increased. We see many of our students come through with comorbid diagnoses. Therefore, they require more supports and/or more complex supports to remove barriers to their learning and education.

UPEI has a duty to accommodate students. That duty to accommodate is not optional. It is a legal responsibility. Therefore, we have had to implement more types of accommodations. In the past we would have seen students come in for some extra time and a distraction-reduced environment for tests and exams and call it a day. That doesn't cut it anymore. We have students who need to be able to access notes and texts inside and outside the classroom, for example. Given our human resources in Accessibility at present we need to find alternate methods to support students and provide reasonable accommodations. We have begun to rely on Assistive Technology for things like note-taking, text-to-speech, and speech-to-text services.

NE: What if a particular accommodation doesn't make sense in a course, or doesn't fit with the Faculty Member's style of teaching? Are they obliged to accept all accommodations?

NWG: This is complex. As mentioned previously, we have a legal duty to accommodate. While "fit for teaching style" may not be a reason why we don't implement an accommodation, compromising academic integrity would be a reason we do not (or cannot) implement a particular accommodation.

For example, Student X has a learning disability in written expression. What this likely means is they struggle with the mechanics of writing (spelling, grammar, punctuation) and getting words from their head to the paper in a cohesive way. In their case, it is not for lack of practice or will, but that they have a disability that has prevented them from being able to do so. Accommodations they may receive include allowance for spelling and grammar, accommodation for notes (provision of notes, use of computer in class, peer note-takers or audio recording devices), and use of a computer/word processor during tests and exams.

Let's say Student X enrolls in a language course. An essential requirement of this course is that a student be able to spell terms correctly. Therefore they would not have allowance for spelling as an accommodation or be permitted to use a word processor during tests and exams in that particular class as those accommodations would compromise academic integrity. We could perhaps allow the student to use a program that allows them to type but not use a word processor, or have a scribe in lieu of the computer/word processing accommodation.

During last year's Duty to Accommodate Session with Murray Murphy, we discussed other reasons why an accommodation would not be implemented. Those reasons often fall under the heading, "undue hardship." Undue hardship is most often related to cost (which is looked at institutionally and not departmentally). Undue hardship is NOT inconvenience or increased workload. The New Brunswick Human Rights Commission has published an excellent guide on Accommodating Students in PSE which I recommend to anyone who may want more information: (<http://www2.gnb.ca/content/dam/gnb/Departments/hrc-cdp/PDF/Guideline-Accommodating-Post-Secondary-Students-Disability-New-Brunswick.pdf>)

I am always open to having a conversation about appropriate accommodations in classes. When faculty have come to us in the past, we have always come to a reasonable solution that maintains academic integrity and allows the student to access and demonstrate learning with the fewest number of barriers possible.

NE: Is it fair that some students get more time on tests? Is this equitable? How is this preparing them for “real life”?

NWG: I personally don't like to think in terms of fairness, because what I immediately go to is thinking, “Well is it fair that this student can't read to access material?” or “Is it fair that this student has an impairment that doesn't allow them to take notes?” or “Is it fair that it takes me five minutes to read and process a question and it takes a person with ADHD and a processing disorder fifteen minutes to do the same thing?”

What I think is, “Are we giving them an equitable opportunity to access their education?” and “How can we remove barriers to find out what they really know or have learned in a course?” That is the ultimate goal.

As for “real life”—well, employers have a duty to accommodate as well—just like we do. So, do I think we are preparing them for “real life”? What I do know is we are giving them an opportunity to participate in “real life.”

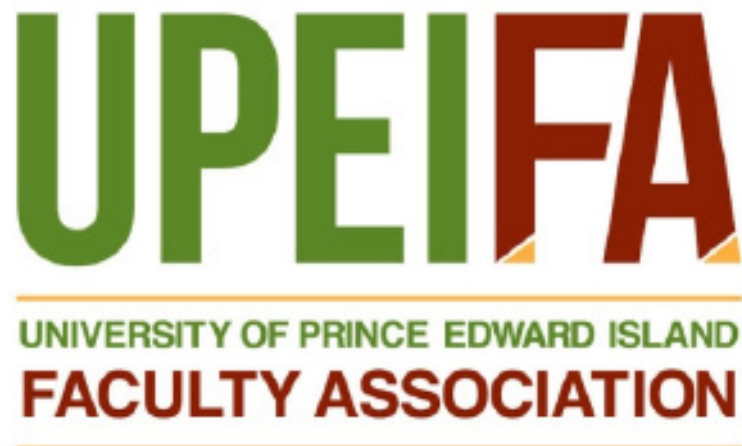
NE: Is there anything else you would like faculty to know?

NWG: 1. The duty to accommodate is a legal obligation. 2. I am always available to have a discussion about the “fit” of accommodations in a particular course.

TS: I am available to talk to faculty any time about concerns they may have around accommodations or anything else to do with the department of Student Affairs.

NE: Thank you, both!

Treena and Nicole will be joining us at our Fall General Meeting on November 2, where they will speak about and answer questions on student accommodations. If you have advance questions you would like to ask, you can send them to Heather at [upeiifa@upeiifa.org](mailto:upeiifa@upeiifa.org).



# FA General Meeting

Friday, November 2, 2018

2:00 pm -3:45 pm, MCDH Rm 242

FA Time to follow @ 4pm in the FA Lounge



## **Indigenous Education Advisory Circle**

by John Doran

The Indigenous Education Advisory Circle (IEAC) continues its work in a new form at UPEI this year. The IEAC is a sub-committee of the APCC, established after the Truth and Reconciliation Commission (TRC) Calls to Action was released, as part of the University's commitment to reconciliation and to indigenizing and decolonizing the University. It consists of a broad range of faculty, staff, student, and community members. After discussions about the committee's scope and purpose, the IEAC recently divided into sub-committees. It was felt that more progress could be made in several smaller working groups than one large group. The smaller groups each have a special stated interest. The sub-committees are focused on issues of faculty development, curriculum expansion, visibility on campus—including signage, and protocols for elders and other speakers in classes and at events. (To schedule an elder for you class, or find other resources, please go to <http://www.upei.ca/studentlife/mawiomi-centre>).

Over the last year the IEAC has raised the Mi'kmaq flag on campus, promoted a number of Blanket Exercises and Re-Building a Community exercises, and added to the Indigenous Resources Collections with both Robertson Library and the Faculty of Education Learning Centre. Currently being addressed is creating an Indigenous presence on campus through signage, artwork and displays. There is currently a Mi'kmaq timeline and a display remembering the Shubenacadie Residential School in Robertson Library.

In the spirit of the Truth and Reconciliation Commission Calls to Action, the IEAC encourages a use of a land acknowledgement on course outlines. An example, but not the only acceptable wording, follows:

“This class is being held on the unceded land of the Mi'kmaq Nation, of the Wabanaki Confederacy, on the traditional district of Epekwitk.”

Mi'kmaq community members have voiced how important this land acknowledgement is.

The goal of the IEAC is to bring awareness to the Settler public about Indigenous Peoples. Key to this awareness is developing an understanding of responsibility and complicity living on Mi'kmaq land, whether as a Settler,

visiting student, or a tourist. All these benefit from the colonial arrangement of keeping Indigenous People out of the economy, and not acknowledging/settling land rights. Indigenous Peoples have a unique legal, historical and moral relationship with the Crown, the land and settlers and settler institutions.

## **Let's Talk Teaching Day 2018 and the Faculty Development Office**

By Gerald Wandio

Let's Talk Teaching Day 2018, held on Tuesday, September 4<sup>th</sup>, was attended by about thirty-five people, and participants welcomed the varied topics. The day began with a presentation by David Varis about Indigenous issues at UPEI, followed by small- and large-group discussions prompted by the University of Regina's document “100 Ways to Indigenize and Decolonize Academic Programs and Courses” by Dr. Shauneen Peete. That session was followed by a presentation led by Yolanda Hood and Jason Hogan about UPEI's new Academic Integrity Portal. The day ended with a discussion, hosted by Cathy Gillan and Tara Corman, about the state of experiential education at UPEI. Many thanks to all who presented and all who participated.

The Faculty Development Office (potentially under a new name!) is, as always, available for consultations about awards, grants, and all matters related to pedagogy. The Teaching Mentorship Program has begun, and several seminars and Brown-Bag Lunches are in the works. We hope to host discussion and working groups on the matters explored at Let's Talk Teaching Day—and any other matters of interest to faculty. If you have an idea for a Brown-Bag Lunch or a seminar or workshop, just write to Gerald at the Faculty Development Office: [fdo@upei.ca](mailto:fdo@upei.ca) And watch for announcements through the term!

“What’s the weirdest topic you’ll be covering in your courses this coming academic year--and why should we know about it?”

**Shannon Murray (English)**

It’s hard to know what other people will find weird, of course. For my students, the baby-eating component of the early literature class will probably seem the oddest. Jonathan Swift’s “A Modest Proposal” stands up as a wonderful model of satire and righteous indignation against injustice, and it’s so easy to connect to our wild contemporary world: the only danger is that our own news may seem so bizarre that the students can have trouble recognizing Swift’s call to cannibalism as satire. For me, in the “Banned and Challenged Children’s Books” course, the weirdest kind of challenge (so, a request to have a book removed from, say, a public library) that so many great children’s and YA novels get is the objection that the child protagonist shows disrespect for adult authority. Take away kids’ books in which children are not always respectful of adult authority and you are left with a very few, very boring books.

**Jim Sentance (Economics)**

Last year I would have had one for you as I was teaching a course on the Economics of Beer, but nothing like that this year.

**Malcolm Murray (Philosophy)**

To teach about bias inherent in language in my critical thinking course, I use a modern take on the Dick and Jane primers.

First, we distinguish between passive and active sentences. (Active is when the subject precedes the object, e.g., “Jane threw the ball.” Passive is when the object precedes the subject, e.g., “The ball was thrown by Jane.”)

Then we note that “Dick has sex with Jane” can be switched to “Jane has sex with Dick” without altering the sentence from active to passive. On the other hand, should we say, “Dick fucked Jane,” or “Dick screwed Jane,” we seem unable to swap the proper nouns without making the sentence passive. Conversely, the sentence remains active assuming we switch our meanings of fuck/screw from intercourse to

# the **BIG** **QUESTION**

harm.

If so, this reveals a sexist bias where man is deemed the subject and woman is deemed the object.

Of course, “Dick and Jane fucked,” works.

**Ariana Patey (Religious Studies)**

This semester in RS 388, “Pleasure and Pain: The Catholic Body,” we are covering a variety of odd topics including the ethical implications of the use of Artificial Intelligence for sex, AKA Sex Robots.

**Richard Raiswell (History)**

There’ll be a lively discussion in HIS1160 about the devil’s penis at some point this term.



***Dear FAbby***

Sometimes my students send me emails that are not from their UPEI email accounts. I am unsure of how to respond and I am worried that it might raise privacy issues. What should I do?

Sincerely,

Digitally Over(?)Cautious

Dear Digitally Over(?)Cautious,

UPEI does not have a specific policy with regards to students using outside email to contact faculty. Faculty do, however, still have a responsibility to maintain the privacy of their students and the person on the other end of that gmail account may not be your student! If you are concerned, you can set up a policy in your classes that you will not respond to student emails that come from outside accounts.

Sincerely,

FAbby

## **Welcome to New Members!**

Amani Anwar Abdelghani (Chemistry)  
Corinne Adams (Nursing)  
Rachelle Anne Arsenault (Education)  
Kellie Beavers (Health Management)  
Paul Bernard (Biomedical Sciences)  
Stephen Butler (Psychology)  
Dennis Mark Carver (Business)  
Claudia DeFuentes (Business)  
Anna Demeo (Engineering)  
Qian (Claire) Deng (Business)  
Rose Doyle (Nursing)  
Owen Ferguson (Education)  
Scott Carver Ferris (Business)  
Jonathan Hayes (Education)  
Sarah Hewko (Applied Human Sciences)  
Katie Hoddinott (Companion Animals)  
Raquel Hoersting (Psychology)  
Angela Jenkins (Nursing)  
Angela Johnston (Applied Human Sciences)  
Megan Jones (Pathology/Microbiology)  
Karen Leblanc (Education)  
Kimberly Jessie Mac Donald (Applied Human Sciences)  
Kendra Dawn MacLaren (Education)  
Joshua MacFadyen (ACLC)  
Michael MacLellan (Applied Human Sciences)  
Michael McIsaac (SMCS)  
Paul William Murphy (Business)  
Linda O'Connor-MacDonald (Education)  
Po-ching (Lydia) Pan (Companion Animals)

Matthew Pauley (Business)  
Sanchez Alejandro Alvarez (Companion Animals)  
Olga Shugurov (Education)  
Wayne Simmons (Engineering)  
Stevan Springer (Biology)  
Jason Stull (Health Management)  
John Tait (Health Management)  
Nancy Uluadluak-Gibbons (Education)  
Omeasoo Wahpasiw (Education)  
Jade Weimer (Religious Studies)



## **Faculty Association Holiday Social**

**Friday, November 30  
@ 7:00 pm**

*You and a guest are invited to a  
holiday social time.*

*Come on out and celebrate the  
holiday season with your  
colleagues.*

**Culinary Institute of Canada,  
Holland College**  
140 Weymouth Street, Charlottetown

## **Deadline reminders**

### **Fall Merit Award for Hessian Teaching Award for a Sessional Instructor**

The call opens October 1 with a deadline for nominations of October 12. Forms are available at [www.upeifa.org](http://www.upeifa.org).

### **Academic Achievement Medals for Master's & PhD students**

Deadline for applications is September 28. Please submit recommendations to the FA Office ([upeifa@upeifa.org](mailto:upeifa@upeifa.org)).

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## **Make it fair!**

### **Fair Employment Week, October 22-26, 2018**

Fair Employment Week is all about raising awareness and challenging the rise of precarious employment at Canadian post-secondary schools.

Watch for local events!

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## **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;*
- *and to provide the Association's membership with information relevant to the operations of the Association;*
- *and to provide documentary records of matters pertaining to the Association; and to serve all the functions of a newsletter.*

Contributions (letters, articles, article summaries, and other pertinent information) are encouraged, but anonymous material will not be considered for publication. However, under special circumstances, *the 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.

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## **UPEIFA Executive**

### **President:**

Nola Etkin (Chemistry)

### **Vice-President:**

Mike Arfken (Psychology)

### **Treasurer:**

Debra Good (School of Business)

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

Douglas Dahn (Physics)

Frederic Fovet (Education)

Carlo Lavoie (Modern Languages)

Sharon Myers (History)

Charlene VanLeeuwen (Applied Human Sciences)

### **UPEIFA Professional Officer:**

Heather Penny

*the FABric* **editor:** Laurie Brinklow

**Layout:** Richard Raiswell

*the FABric*

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