

the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

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State of the Union: The President's Report

By Nola Etkin

As I come to the end of my first year as UPEIFA President, I have a lot to reflect upon. It has been a busy year, and I have had a lot to learn! My 4 years as Vice-President had given me a glimpse into what is involved in the leadership of the Association, but I had big shoes to fill, and I have come to an even greater appreciation of those who came before me.

I want to begin by thanking those who have shared the load in the past year. Most importantly, I want to thank our Past President Betty Jeffery for a never-ending supply of her experience and wisdom (and at times a much-needed calming perspective!). Thanks also to the rest of the Executive Committee for their tireless work. The year leading into negotiations is always a busy one, and your representatives on Executive have done a great job in preparing us for this round based on input from you, the membership. Your negotiating team, led by Chief Negotiator Sharon Myers, has taken the positions developed by Executive and approved by the Membership, and have written the proposals that have been presented at the table. In the last issue of the FABric I reported to you that the Employer took the unusual step of serving notice

to the Association of their intent to open negotiations. This, coupled with their decision to employ, as Chief Negotiator, a high-priced lawyer from off-island who has a recent history of engaging in prolonged and difficult negotiations with Faculty Associations in the region, and their engagement of an also high-priced PR firm to create a "labour relations website," has led to concerns from Members about the Employer's intentions. As our own Chief Negotiator has emphasized, we have 10 years of labour peace at UPEI, and it is unfortunate that the Employer has started this round off in this way.

On 13 April negotiations of the pension plan began at a side table where all four campus unions are represented through the joint union pension group, led by spokesperson Wayne Peters. The Employer has presented a pension proposal to the unions, who are in the process of gathering information and expert advice before preparing a response.

We will report on the status of negotiations at both tables, at the Annual General Meeting on 21 April.

Our grievance team, led by Vice-President and Chief Grievance Officer Malcolm Murray has done an outstanding job of defending the Collective Agreement and supporting our members through some very difficult and challenging situations. In the last issue, I reported to you that the Association had filed a major grievance in response to an evaluation process described in the Dean of AVC's "Equity and Succession Planning Distribution of Effort" document. The grievance identified 11 Collective Agreement violations including violations of academic freedom and the processes around faculty review, tenure and promotion. At the time of my last report, we were hopeful that our grievance team would be able to work with the Employer to resolve this situation. However,



Nola Etkin,
President, UPEIFA

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after several meetings with the Employer and numerous timeline extensions the Employer failed to provide a Step 2 decision, and the Association filed for arbitration on 11 April. At the AGM, we will provide a more detailed update on this, and other, grievances handled by the team this year.

I have commented before on the exceptional level of involvement of our Members in the Association—something that makes me quite proud when I meet with my colleagues from across Canada. Elsewhere in this issue you will find reports from the various Committees of the Association, as well as our representatives on a number of University committees. I encourage you to read these and to appreciate the great work being done on our behalf by your colleagues from across campus.

The campus community was surprised by the University President's announcement on 1 April that the Vice President Academic and Vice President Research and Graduate Studies positions were to be merged, and that Vice President Academic Christian Lacroix has begun his administrative leave, effective immediately. Members of the campus community are questioning the necessity of this change, and the need to move so quickly to implement the changes. I myself was informed of this decision only a few short hours before the announcement, as were the other campus union leaders.

Although we recognize Management's rights to determine the University's Senior Management structure, I have conveyed to the President my concerns, in particular around the sudden implementation of this change so close to the end of the Academic year, when the duties of the VPA are most critical. The Vice President Academic is responsible for much of the implementation of the Collective Agreement, and it is critical that the person in this role is familiar with our Collective Agreement and the complexities of a unionized work environment. I have often commented to my colleagues in other Faculty Associations that we have had, over the past several years, a good working relationship with the University Administration, and I certainly hope and anticipate that this will continue.

As we come to the end of the academic year, we have two social gatherings coming up. The first is the final FA time of the year, on 21 April following the AGM. Then on 4 May we will gather at the Fox Meadow Golf and Country Club for the annual Faculty Recognition Night, where we will enjoy great food, music and company as we honour

the recipients of the Hessian Teaching Award, the Scholarly Achievement Award, and the brand-new Merit Award for Outstanding Service, as well as those Members who are retiring. I hope that I will see you all at these events.



NOTICE OF A GENERAL MEETING

The Annual General Meeting of the UPEI Faculty Association will be held on:

Thursday 21 April 2016
1:30 - 3:30 p.m.

Irving Chemistry Centre Room 104

Proposed Agenda

1. Approval of Agenda
2. President's Report
3. Grievance Report
4. Treasurer's Report
5. Awards & Scholarships Committee Report
6. Communications Committee Report
7. Equity Committee Report
8. Research & Advocacy Committee Report
9. Social Committee Report
10. Nominating Committee Report and 2016 - 2017 Elections
11. Other Business
12. Bargaining Unit #1 and Bargaining Unit #2 Negotiations Report
13. Pension Negotiations Report
14. Adjournment

Please note that under the Bylaws a quorum of 50 Members is required to hold a meeting.

In accordance with the Association's Policy on Decision-Making During the Collective Bargaining Process and its Bylaws, only members of Bargaining Unit #1, Bargaining Unit #2, and Association members under Bylaw Article 4.3 b) may attend the portion of the meeting for Agenda Item #12 & 13.

The Reports

Under the Association's Bylaws, the Chair or Co-chairs of each of the Association's committees is obliged to report to the Membership on its activities at least once a year. What follows are the reports of those committees as well as reports from our representatives and delegates on various other committees.

So grab a beverage and a bowl of your favourite snack and get ready for some mighty good readin'!

BU1 Joint Committee Report

By Nola Etkin

The BU1 Joint Committee is established, according to Article A-14, to "review matters of concern from the application of [the collective] Agreement [and] to foster better communication and more effective work between the Parties."

The Association was represented on the BU1 Joint Committee by Sharon Myers and Nola Etkin. The Committee met once this year to discuss questions related to recurring contracts for sessional instructors, the process for selection of department chairs, and the role of Faculty serving on the Board of Governors.

BU2 Joint Committee Report

By Nola Etkin

The Association was represented on the BU2 Joint Committee members by Andrea Bourque and Nola Etkin. The Committee did not meet this year.

Awards and Scholarships Committee Report

by Philip Smith

The Awards and Scholarships Committee oversees FA Member and student awards sponsored and co-sponsored by the Faculty Association, as well as the events celebrating FA award recipients. Committee members this year were Lisa Chilton, Collins Kamunde, Barry Linkletter, Amy

MacFarlane, Nassar Sadd, Jean Mitchell, and Nola Etkin (ex-officio).

This year saw implementation of two new initiatives: a third student Medal (with some more cash attached to all three Medals), and an FA Outstanding Service Award to recognize exceptional contributions in this crucial component of academic life.

The Faculty Association annually sponsors, or co-sponsors, for students:

- two full-tuition entrance scholarships awarded to Island high school students;
- Gold, Silver, and Bronze Medals awarded to the students with the three highest standings in third year;
- the Convocation Awards luncheon;
- the gift of a book, in honour of the graduating class, that is placed in Robertson Library.

Student entrance scholarship recipients and Medalists were recognized at an FA Time event on 11 March 2016. All recipients were present and spoke to the group, expressing genuine appreciation for the support and recognition provided through the FA.

The entrance scholarships are funded by the FA, including through individual contributions by Members, normally through payroll deduction. Payroll deduction forms are available through Susan Gallant in the FA office: sgallant@upicfa.org.

In recognition of FA Members, we annually sponsor or co-sponsor:

- the Merit Award for Scholarly Achievement, awarded to up to three full-time Faculty Members;
- the Hessian Merit Awards for Excellence in Teaching, with two awards allocated to up to two full-time faculty, one allocated to up to one sessional faculty Member, and one award available for full-time or sessional Faculty;
- the Merit Award for Outstanding Service, awarded to up to one FA Member, and presented for the first time in 2016;

- the Faculty Recognition celebration, recognizing recipients of the Merit award for Scholarly Achievement, the Hessian Merit Award for Excellence in Teaching, the Merit Award for Outstanding Service, and retirees.

We appreciate the conscientious work of the three subcommittees that call for and adjudicate nominations for our FA awards.

This year, Inge Dorsey chaired the Hessian Merit award for Excellence in Teaching Subcommittee, and was joined by Janet Bryanton, Reuben Domike, Peter Foley, and Rebecca Reed-Jones.

The Merit Award for Scholarly Achievement Subcommittee was chaired by John Vanleeuwen, joined by Ann Braithwaite, Reuben Domike, Lyndsay Moffatt, James Polson, and Esther Wohlgemut.

The inaugural Merit Award for Outstanding Service Subcommittee was chaired by Karem Simon, joined by Carolyn Peach Brown, Simon Lloyd, J McClure, and Gloria McInnis-Perry.

Please be sure to join us for Faculty Recognition night on Wednesday, 4 May, at the Fox Meadow Golf Course in Stratford as we honour these award recipients and retirees. Reception at 6:30 p.m. is followed by dinner at 7:00 p.m.

Social Committee Report

by Susan Brown & Debra Good (Co-Chairs)

The UPEIFA Social Committee is responsible for organizing regular social events where Members may meet one another in a relaxed, convivial environment. This provides an opportunity for Members to meet others outside of their discipline as well as welcome new Members to UPEI. The committee met in September of 2015 to plan events for the forthcoming academic year. Five afternoon “FA Times” were planned, as well as five “FA Coffee Times” (scheduled so as to alternate between Wednesday and Thursday mornings). The committee wishes to thank Susan Gallant for her invaluable assistance in the organization of these events. A successful off-campus holiday social was held at Mavor’s Restaurant in December. One of these events was cancelled due to weather. These events were advertised in *The FAbric* and through membership emails. Winners of the FA gold, silver, and bronze medals, as well as recipients of the FA Entrance

Scholarships, were honoured at a special FA Time in March. Committee members this year were Debra Good and Susan Brown (Co-Chairs), Karen Wight, Laurie Brinklow, Megan Ann Glover, and Pamela Bastante.

UPEIFA Equity Committee Report

by Ann Braithwaite, Co-Chair (with Nola Etkin)

The UPEIFA Equity Committee exists to “promote and advocate for equity in its broadest sense through research and education, and work to advance equity issues in University and Association policies, practices, and activities” (see the UPEIFA website for the entirety of the Equity Committee’s mandate and terms of reference).

This year, the Equity Committee devoted much of its labour to examining the Collective Agreement (CA), in preparation for this round of negotiations. We started by identifying several instances in the agreement where attention to equity issues could be strengthened or made more visible. Then, working in smaller groups, we researched collective agreements at other Canadian universities, in addition to looking at documents such as Canadian government policies and regulations and the provincial Human Rights Code. As a result, we suggested changes to a number of items in the CA, focusing especially on strengthening the non-discrimination and equity language at the beginning of our CA—in order to make it broader and more inclusive of the membership—and outlining some general processes to address equity issues. We handed this proposal over to the FA Executive early in January, to enable them to prepare our FA positions for the bargaining process.

In doing this research, we also noted that the issue of pay equity is one that has preoccupied several regional unions over the past few years; Acadia, for instance, did its own comprehensive review a few years ago. Next year, the Equity Committee will begin to research if and how pay equity is an issue at UPEI and for the UPEIFA.

We want to thank the members of the Equity Committee—Ann Braithwaite, Enrique Aburto, Wendy Duckett, Nola Etkin, Catherine Innes-Parker, Blake Jelley, and George Jia—for their hard work and dedication to thinking about equity in its many forms for the UPEIFA membership.

Research and Advocacy Committee Report

by Carlo Lavoie

The UPEIFA Research and Advocacy Committee is tasked by the Executive with completing research and making recommendations on issues being discussed by the Executive. In addition, the Committee serves an advocacy function to external groups and organizations, and to governments.

During the past year, the Committee supported the Negotiating Team by gathering information and clarifications on matters encompassed in UPEI's internal documents and from the collective agreements of our comparator universities. The Committee also reviewed and made recommendation on its Terms of Reference. Committee members for 2015-2016 were James Polson, Rebecca Reed-Jones, Tina Saksida, Jonathan Spears, Jason Stevens, Brian Wagner, and Carlo Lavoie (Chair).

Questions Committee Report

By Nola Etkin

The Questions Committee is constituted as needed (according to Article E1.3.2 of the Collective Agreement) to consider (among other things) revisions to the Student Opinion of Teaching Survey (SOTS), alternate forms of evaluation, and modifications to the procedures in Article E1.3.1 for electronic surveys.

The Association was represented on the Questions Committee by Cezar Campeanu, Nola Etkin, Catherine Innes-Parker, and Lyndsay Moffatt. The Committee met once, and approved University-Wide questions for online-only courses.

Nominating Committee Report

by Betty Jeffery

Procedures for elections to the Executive Committee and Standing Committees are laid out in Article 13 of the Bylaws. The membership and responsibilities of the Nominating Committee are stipulated in Article 12.8. As Past-President, I chaired the committee this year, and the two other members elected at last year's Annual General Meeting were Simon Lloyd from the Robertson Library and Karem Simon from Music.

An initial call for nominations for all elected positions was issued in accordance with the Bylaws. By the nominations deadline (March 24), nominations had been received for all vacant positions, rendering a second call unnecessary. Because there were not more nominations than there were vacancies for any position, there will not be a need for elections at the Annual General Meeting, and all nominees will be declared elected by acclamation.

A summary of all nominations received and of all continuing terms on the Executive Committee and Standing Committees can be found on the Association's website.

UPEIFA Trustee to CAUT Defence Fund

by Larry Hale

The CAUT Defence Fund is a federally registered corporation that provides unionized academic staff associations at Canadian universities with a unified strike fund to provide financial support in the event of strikes (or lockouts) by their members. UPEIFA was on strike once in 2006, and drew upon the resources of the Defence Fund for approximately two weeks. This support was crucial to our goal of achieving a collective agreement that gave us "parity" with other Atlantic universities. Each UPEIFA member pays \$5.25 (tax-deductible) each month into the Fund, and would receive \$84 (tax-free) each day of a strike or lockout should one take place. The total value of the fund currently stands at approximately \$24 million.



CAUT Flying Pickets at Nipissing in November

The 2015-16 academic year has been a comparatively quiet one for the CAUT Defence Fund. There was only one actual strike, at Nipissing University in North Bay, Ontario, by the Nipissing University Faculty Association (NUFA) in November 2015. Among the key issues were, of course, economic benefits including salary and pension, and faculty complement. The administration had been laying off contract faculty who had several years of service to the university, and was calling for wage freezes in light of “systemic deficits” while offering no proof of those deficits. There was also a strong sense among the union membership that administrators did not respect academic staff. The strike lasted for three weeks. Richard Raiswell and I represented UPEIFA at flying picket events over this period, bringing greetings and support from the UPEIFA membership and executive.

In the end, NUFA achieved a settlement that largely met their bargaining objectives, along with a commitment from the administration to set up a joint committee with the union to review governance structures and practices at Nipissing.

Communications Committee Report

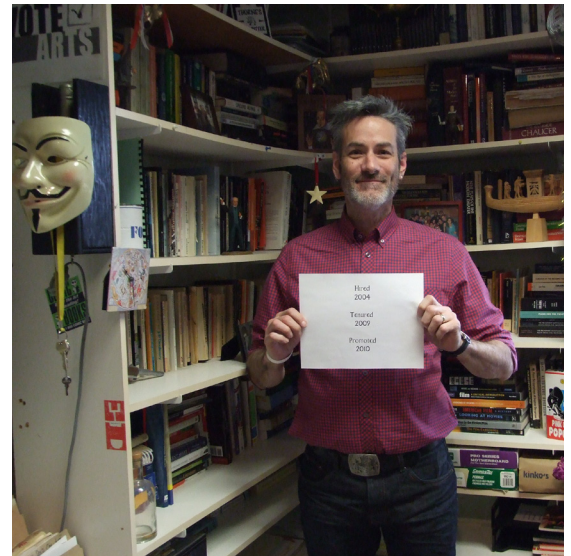
by Richard Raiswell

The Committee met six times this year with Richard Raiswell and Nola Etkin serving as co-chairs. Three issues of *The Fabric* were produced, under the editorship of Richard Raiswell with Laurie Brinklow serving as Assistant Editor. Mark Barrett was Layout Editor.

The Committee now has a dedicated email address: communications@upeifa.org. But, more excitingly, the Committee decided that the FA should finally take the plunge and venture into the world of social media. In the coming weeks, we’ll be launching both Facebook and Twitter accounts. These will be the go-to place for all breaking FA news and information.

To help get us rolling, though, we’ll be launching a number of social media campaigns to help celebrate FA Members and the difference we make in the lives of our students—and we need the help of Members.

- i. **Selfie campaign.** Let’s find out who we are! Whether you’re a 25-year veteran or a new hire, take a picture of yourself with a sign telling us how long you’ve been at UPEI. Be creative! Have fun! Send pictures along to communications@upeifa.org and we’ll send them out through Facebook and Twitter with the hashtag #UPEIFA.



Send us your selfies!

- ii. **Alumni Outreach.** We’ve all made a real difference in the lives of our students. So we should celebrate some of the work we’ve done through our new social media platforms—and we thought the best way to do this would be to have former students speak for themselves. We’d like to ask you and members of your department to contact former students to see if they’d be prepared to send us a photograph of themselves and a short sentence encapsulating their experience with UPEI academic staff. It could be a few words about a great teacher, a great programme, an inspiring assignment—anything that encapsulates their academic experience. We have a template letter you can use to contact alumni/ae—just drop us a line at communications@upeifa.org and we’ll send it along. We’ll turn all pictures and testimonials into InstaQuotes for Facebook and Twitter. Send pictures and testimonials—along, of course, with the name of the alumnus/a and his/her year of graduation—to communications@upeifa.org.
- iii. **Pictures.** Facebook and Twitter thrive on visual content—so we need pictures. Lots and lots of pictures. We need pictures of Members teaching. We need pictures of Members working in the community. We need pictures of Members doing research in the field or in the archives, or on the stage—or wherever you generate new knowledge and make a difference. If you have end-of-term presentations, send us pictures from them. Get all Members of your department to send us pictures. Send us lots and lots of pictures. Send everything to communications@upeifa.org—the more we have, the better. But, remember, if you have students in your pictures, you need to have

written consent from the students if we're to display photos of them on social media. But there's no reason we can't have more pictures of you and your FA colleagues doing Faculty stuff!

Elected members of the 2015/16 Committee were Mark Barrett, Joanne Currie, Sandy McAuley, Laurie Brinklow, Richard Lemm, and Richard Raiswell. I thank them sincerely for all of their work.

Also deserving of mention are our 22 departmental Communications Reps: Ann Braithwaite, Barbara Horney, Barry Linkletter, Charlene VanLeeuwen, Charles Adeyanju, David Groman, Debbie Good, Derek Lawther, Elizabeth Spangler, Janet Bryanton, Jason Doiron, Jason Stevens, Joanne Currie, John McIntyre, Karem Simon, Richard Raiswell, Sandra McConkey, Sandy McAuley, Simon Lloyd, Vickie Johnston, Wayne Peters, and Yingwei Wang. They serve a vital role in facilitating the flow of information between the Membership and the Executive.



Geoff Lindsay and Ester Wohlgenut in action.

Send your action shots to communications@upeifa.org

Joint Benefits Management Committee and Joint Benefits Advisory Committee Reports

by Andrew Carrothers

The Joint Benefits Management Committee (JBMC) and Joint Benefits Advisory Committee (JBAC) are joint committees with UPEIFA and Employer representatives. I am currently the only FA representative. On behalf of the Faculty Association, I thank Gordon MacDonald for his past service to these committees. Through the JBMC, the UPEIFA jointly manages, with the Employer, the Supplementary Health Care Insurance Plan and the Long Term Disability Insurance Plan. The Employer representatives on the JBMC are Jackie Podger and Virginia Wickstrom. Through the JBAC, the UPEIFA (along with representatives of other campus groups) advises the Employer on other Group Benefits, but we have no joint management of these other benefits.

The usual work of the JBMC consists of receiving biannual reports from Medavie Blue Cross and MorneauShepell, and based on these reports consider premium rates to keep the plans fiscally healthy.

The last meeting of the two committees occurred on 15 January 2016, during which we reviewed the Supplementary Health Care and Long Term Disability premiums. The committee unanimously agreed to recommend that the health premium rate decrease by 4.9% and the dental premium rate increase by 3.6% effective 1 May 2016. For Faculty, this means a single coverage overall decrease of 1.5% and a family coverage overall decrease of 1.8%. For the faculty long term disability (LTD) plan, the committee recommended that the premium rate remain unchanged and that any surplus be directed to the unrestricted deposit account (UDA) to help offset future premium increases and stabilize future rates.

UPEI Health and Safety Steering Committee Report

by Carolyn Peach Brown

The UPEI Health and Safety (H & S) Steering Committee is involved with reviewing and maintaining the UPEI safety program. The committee makes recommendations of policy and general procedures with respect to health and

safety to the President through the Vice-President Research and Graduate Studies. The H & S committee works with all other UPEI Health and Safety Committees.

The Faculty Association representatives on the committee are Carolyn Peach Brown (Environmental Studies) and Wendy Duckett (AVC), alternate. The committee typically meets on the third Thursday of the month. Over the past year, the committee has focused on such items as a review of the Health and Safety Policy, the Working Alone Policy, and the Violence Prevention Policy.

More information about the committee can be found at <http://projects.upei.ca/hassc/>.

A representative on the H & S committee typically serves for three years. I have now served for four years and am stepping down in May. Thank you for the opportunity to represent the FA on this committee.

CAUT Council and NUCAUT Delegate report

By Nola Etkin

In November I was excited to attend my first CAUT Council, as well as the NUCAUT (National Union of the Canadian Association of University Teachers) meeting. In the wake of the Federal Election, the mood was optimistic. At the NUCAUT meeting we heard of the historic meeting of the newly sworn-in Prime Minister with the Canadian Labour Congress.

CAUT delegates heard of the positive impact of the “Get Science Right” campaign leading up to the election. There was much discussion of the Truth and Reconciliation Report, and the impact that the findings will have on our Associations and Institutions. A personal highlight for me was the awarding of the CAUT Equity Award to Dr. Malinda Smith, with whom I had the honour to work on CAUT’s Equity and Diversity Council. I learned much about the workings of our national Association, and look forward to my next Council at the end of April.



Fear ... Compliance ... Obedience

A Report from the 2016 Harry Crowe Conference, “Academic Freedom in the Managed University”

by Ann Braithwaite and Richard Raiswell

Academic freedom involves the right to teach, to investigate, to speculate, to publish and to collect and make available library materials without deference to prescribed doctrine and free from institutional censorship. It includes the freedom to criticize the University and the Association. The right to academic freedom carries with it the duty to use that freedom in a responsible way.

Section A4.1: “Collective Agreement between the University of Prince Edward Island Board of Governors and University of Prince Edward Island Faculty Association, Bargaining Unit #1”

Academic freedom is fundamental to the mission of all universities. Faculty and academic staff need the freedom to engage in and publish research unfettered by doctrinal restraints or institutional control, to construct curricula in ways that challenge student assumptions about knowledge and intellectual inquiry, and to teach using a variety of pedagogical methods and styles regardless of administrative desires or agendas. Academic freedom is not an anachronistic perk, some quaint throwback to a better, more principled era—it is a social responsibility on the part of scholars and teachers, and must be the primary value of the university. But academic freedom is not just for academics; ultimately, it is a public good, in that it is only through this non-compromised principle that universities do the work they are set up to do.

As speakers at the recent Harry Crowe Conference entitled “Academic Freedom and the Managed University” (Toronto, February 2016) stressed, though, academic freedom is increasingly under threat in the new, managed university—the model that has become dominant for the operation of universities across the world. In the managed university, teaching, scholarship, and expression are all subsumed to the ideology of the marketplace, with its corresponding emphases on risk aversion, brand loyalty, and a “students-in, students-out” model of “education.” The university is understood through the lens of commerce: “education” is considered a result not a process; teaching is reduced to the simple dissemination of information; student “success” is defined as the timely completion of a degree; and faculty “quality” is gauged in terms of student satisfaction and the number of pages of publications produced *per annum*.

Repeatedly, the conference speakers and commentators

returned to the observation that as the principles that underlie academic freedom are sacrificed in the managed university, the idea of academic freedom as a first value and non-negotiable principle of the university can no longer simply be asserted, and we can no longer trust that everyone in the university agrees on its definition and its practice.

Tensions have long existed between the value of academic freedom on the one hand, and the administrative desire to control or limit it on the other. Harry Crowe himself was an early casualty. Professor of History at United College in Winnipeg, Crowe was dismissed from his position in 1958 for expressing concerns about the religiosity of his college, and worrying about the prospect of a Conservative Party victory in the pending election in a private letter. The College justified his dismissal on the grounds that his letter demonstrated his incompatibility with the “avowed purposes” of the institution, and his disloyalty. It was especially fitting, then, that this year’s Crowe Conference addressed the deepening rift between the demands of the managed university and the imperative of academic freedom.

Subtitled “Controversy, Conflict and Control,” the conference brought together a number of Canadian and international scholars who examined the costs and consequences of the rise of the managed university from an array of analytical and disciplinary perspectives. Sessions addressed issues such as the need for academic freedom and the importance of its exercise; the erosion of collegial governance and the rise of managerial fundamentalism; academic freedom and the politics of perpetual austerity; the effects of the rise of new ways of quantifying faculty performance and productivity for academic freedom; the problems posed by respectful workplace policies and codes of conduct for academic freedom; and the implications of the increasing casualisation of the academic workforce for academic freedom. While the conference was broad-ranging, we will focus our discussion upon three recurrent themes: crisis (fear), discipline (compliance); and management (obedience).

Crisis (fear)

Universities now exist in a state of perpetual crisis talk, although not always in a state of actual crisis itself (indeed, one speaker noted that 75% of Canadian universities actually run in the black—a figure that we authors have not verified for this article, but that, if true, is provocative for its implications). Discourses of austerity, cutbacks, the freezing of positions, enforced furloughs (or their threat), redeployments of personnel overnight, etc., nonetheless dominate the university culture as the constant background

noise at many of our institutions—a crisis that is consistently being manufactured. While all of the speakers and commentators noted that there are no doubt fiscal pressures on many universities, if these are often not as dire as they are made out to be, how do we account for their dominance? What interested many speakers were the *effects* of this crisis talk—or, as Alison Hearne started her talk: “Never let a good crisis go to waste.”

Ongoing and perpetual talk about crisis, then, is not about crisis *per se*; rather, it is about fear, about producing a state of constant anxiety and instability—a state that moves people, understandably, to want to appease that anxiety and fix that instability. And such a desire has clear consequences for notions of academic freedom and shared governance. Who wants to live in this as a constant state? Who wouldn’t want to diminish crisis—and trust those who say, confidently, that they have the solution? Many speakers argued that crisis talk on university campuses, with its aura of fatalism and inevitability, results in a deferral to power structures to resolve those crises—especially when other accepted mechanisms for addressing crisis are undercut, such as shared governance practices (that allowed access to budgets, for instance). This risk aversion strategy, however, diverts faculty attention away from larger contextual questions about the university’s management, and refocuses our attention all too often on small micro-instances: what can we as individuals do to save a few dollars, or, how can we fundraise for our own units?

Even more problematic for speakers outside of Canada especially (where the managed university has moved into arenas not seen here—yet) were the ways in which this managerialism implicated us all in its practices through the language of “accountability.” This is manifested largely through constant and ever-increasing numbers of forms to fill out, endless data collection, performance assessments, emphases on outcomes, and other forms of measuring—creating a culture of “busy-ness” for these kinds of details that preoccupy us all. As they provocatively argued, though, the goal here is not the data collected or the forms filled or any other metric; rather, it is faculty acquiescence to both the apparent need to collect that information and to its practice; it is about a model that stresses obedience to managers rather than a potentially conflictual collegial governance model.

Ultimately, two dominant observations wove their way through the many references to the manufacturing of crises, with fairly dire implications for academic freedom and shared governance: 1) that faculty are being “managed” through budget talk, as if that is the sole and only value to be brought to discussions at the university; and 2) that faculty increasingly come to see themselves as “risk factors” or “risky,” as that which endangers the university’s success,

image or brand, and secure future.

Discipline (compliance)

Academic freedom has traditionally been premised on the centrality of open debate, on exploring competing ideas and approaches, on recognizing the importance of dissent and discomfort (of both faculty and students), and on unsettling *status quo* knowledges and ways of doing things. In the new managed university context, though, several speakers and commentators noted that these understandings of academic freedom are being increasingly undermined and redefined—but, importantly, not in the name of control and management, but in the name of increased “civility” and “respect.” As Frank Ferudi commented, not only does this kind of redefinition threaten the university as we (want to) know it, but it makes academic freedom simply one of many values in a university, and one that can always be exchanged for another; think of statements such as “I believe in academic freedom, but...” as examples of where this core value becomes instead a transaction, traded for another apparently just as, or more important, value: e.g., better efficiency, the student experience, a respectful workplace, civility, and appropriate conduct. This transaction, all agreed, must be forcefully resisted, especially when its articulation comes from administration and is framed in HR language about managing the workplace—in short, when it is articulated as an issue of “management rights.”

For most speakers at the conference, practices such as codes of conduct or respectful workplace policies—perhaps borne of good intentions—nonetheless result in the opposite effect. Clearly aimed at recognizing and “managing” differences within the university, too often such policies simply end up reiterating the *status quo*, and, as Michelle Moody-Adams argued, civility mandates end up being used against those they were supposedly intended to include and protect in the first place. What this observation pointed to was the understanding that something like “civility” or “respect” are not neutral values with universally agreed-upon definitions; instead, they reflect very particular ways of acting, ways that are not necessarily shared by everyone in the university. Civility and respect too often run up against cultural differences, especially in the changed university context where both students and faculty reflect a range of diverse backgrounds. If policies such as codes of conduct aim to counter (all too real) bullying and harassment in the workplace, they also—perhaps inadvertently (we remain sceptical)—extend to curtailments of all kinds of behaviours that might simply be reflections of the differences among us. Of course, to say this also runs the risk of now not being able to recognize or address the inequities that do exist in the university—around gender, or race, or indigeneity, or sexuality, or

ability, for instance. While speakers were divided on the issue of how to deal with the upholding of an uncompromised academic freedom on the one hand and an unwavering belief that a university must also lead the way in upholding principles of equity on the other, all agreed that leaving that equation solely up to administrative HR policy (and fiat) was unacceptable, and counter to the values of both academic freedom and shared governance.

Most concerning for the speakers, though, was what seems to be the increasing use of “discipline” clauses as the response to supposed breaches of civility and respect in the workplace. Discipline, as articulated in many collective agreements, is supposed to be a mechanism of last resort, turned to when other more collegial processes have not or cannot work. That this has now become the first response, with attendant suspensions and investigations, suspicions and doubts, etc., is a concern—and, again, is most usually now couched in the language of human resources and management rights, and caring for the workplace and those who labour there.

Management (obedience)

As Thomas Docherty argued in his keynote address, the managed university is a radical reorientation of everything for which universities have traditionally stood. But when education is reduced to a simple commercial transaction, its institutional and budgetary priorities shift accordingly. Subsuming the academic mission of the institution to the ideology of the marketplace in this way represents a fundamental challenge to academic freedom and the autonomy of professors. If an institution’s chief priority is defined in terms of “student experience” (read “customer satisfaction”) then nothing less than what and how we teach is at stake. As Docherty and Len Findlay (among others) argued, a university should be a site of risk; research and teaching should seek to challenge and disturb intellectual, social, political, and cultural norms—which can often mean exploring ideas and approaches that are also troubling, unsettling, unconventional, unpopular, and even unacceptable. But the messiness of this kind of academic freedom and the discomfort it can engender is fundamentally at odds with the managed university. Management norms are intended to manage and control—by definition, they are not about challenging or pushing boundaries. Managed universities are inherently risk averse.

This fundamental re-conceiving of the mission of universities has also had a profound effect on the whole notion of collegial or shared governance. In its emphasis on brand management and niche marketing, Docherty argued, the managed university places a premium on discourses of

loyalty: loyalty to the institution; loyalty to the president as its personification; loyalty to the university's public persona. Criticism and dissent—whether extra- or intra-mural—are treated as signs of disloyalty rather than as part of healthy, constructive debate. In the managed university, venerable bodies of collegial governance are regularly undermined or bypassed. Whole categories of decision-making that used to be made by the university as a whole are hived off and delegated to administrative sections such as HR that are answerable only to senior administrators, and so not subject to scrutiny. One clear example of this undercutting of shared governance, James Turk and several other speakers noted, is the process by which searches for senior administrators (presidents, vice presidents) are conducted, where it is now common across Canada for these to be held in secret, and where candidates no longer give open presentations to the faculty, students, and public they are meant to serve. As several speakers stressed, the whole notion of collegial governance is nothing but rhetoric if the process through which the institution's most senior administrators are selected is secret.

Where do we go from here?

As the conference's speakers stressed repeatedly, the managed university affects our lives as teachers, mentors, researchers, and colleagues, transforming us from engaged, highly skilled academic faculty into "employees" to be counted, measured, regulated, and policed. The situation is chronic. To be sure, it needs to be examined, questioned, and challenged. But more than that: it needs to be undone. As the speakers argued forcefully, it *can* be undone by engaged faculty who are prepared to use their academic freedom to challenge the encroachment of managerialism. There is no place for passivity: to be complacent is to be complicit.

As Findlay and many others argued, faculty must consistently and forcefully speak up, expose, catalogue, and even ridicule (if need be) the threats posed to academic freedom in the managed university, through managerialism's policies and procedures. And we need to broaden the sites and arenas of debate in a university—where the more traditional sites have become increasingly compromised; if the traditional venues of collegial university governance are being ignored, our arguments need to be made publicly—in the media, to parents and the larger community, and with students.

Several recent examples in Canada demonstrate that concerted action by a united faculty can indeed mount an effective challenge and wrestle back some degree of collegial governance (note recent actions at University of Saskatchewan, UNBC, Western, and UBC for instance). The Cana-

dian public rightly sees the university as a public good and pays for it because society has a vested interest in its results: an educated citizenry and impartial, quality research. In its current manifestation, though, the managed university does not deliver. It is an institution intended to serve itself—and it is this that must be challenged—by all of us.

Want to know about UPEI's financial health?

Take a minute to check out UPEI's Consolidated Financial Statement for 2015 tabled in the PEI Legislature earlier this month. http://www.assembly.pe.ca/photos/original/leg_s16UPEIfin.pdf.

FACULTY RECOGNITION NIGHT

Wednesday 4 May

Opening reception (with live music): 6:30 p.m.

Dinner: 7:00 p.m.

Fox Meadow Golf and Country Club

167 Kinlock Road

Stratford

Honoured guests will be the recipients of the Hessian Award for Excellence in Teaching, the Merit Award for Scholarly Achievement, the inaugural Merit Award for Outstanding Service, as well as those FA Members who are retiring.

This event is co-sponsored by the UPEI Faculty Association and the Office of the President.

Tickets are \$25.00 each for FA Members and their guests, and \$50.00 each for all others; pre-order your tickets by contacting Susan Gallant (902-566-0438; sgallant@upeifa.org) or drop by the FA Office (315 SDU Main Building).

Come out and help celebrate FA Members for their accomplishments!

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, 566-0504. The Newsletter Editor would like to thank all those who contributed to this edition of *the FAbriC*.

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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the FAbriC

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