

the FABRIC

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

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NOTICE OF A GENERAL MEETING

Friday, October 25, 2013

2:00 – 3:30 p.m.

Location: 243 MacDougall Hall

FA Time will take place in the Faculty Lounge, Main Building, immediately following the meeting.

State of the Union: The President's Report

The past several months have been difficult ones for the University community. Academic staff have shown their strength and commitment through this time, and there have been some encouraging initiatives and actions launched. Certainly, your Executive Committee and others working on your behalf have been busy during these months. We will be reporting on those efforts at our upcoming General Meeting.



Betty Jeffery,
President, UPEIFA

During these times of budgetary challenges, I know that one of the frustrations many are experiencing is the lack of transparency in where University monies are spent. For example, the Consolidated Financial Statements show that in 2011/12 \$3,575,696 was spent on Professional Fees, and \$2,037,338 was spent on "Other," but a further break-down is not provided. Such lack of transparency cannot but lead to suspicions and doubts. Having learned in May that UPEI has an administrator who handles freedom of information requests, I submitted such a request in an attempt to find out how this amount of over \$5.5 million was spent. After eleven weeks the request was denied. Prince Edward Island is the only province where Freedom of Information legislation does not apply to the post-secondary education sector. Justice Minister Janice Sherry told the CBC in May that because UPEI has its own freedom of information system it may not be necessary to include it under

the legislation. What do you think?

We are presently engaged in planning for an education and outreach campaign to target all Members of the Legislative Assembly. Our MLAs may not understand the value of our University and the work that we do. Perhaps we can even dispel myths such as that everyone working at the University has the summer off and that sabbaticals are vacations. Watch for further information on this campaign, and consider participating in it.

As you know, we have been working with the other employee unions on the pension front for several years; we now meet to update each other on issues and to discuss other areas where we might collaborate. A meeting with the Student Union is also planned.

Always disturbing, but especially so at this time of budgetary difficulties, is the willingness of the Employer to incur legal costs and consultancy fees. The Faculty Association must defend its Members and its collective agreements. While some issues have been resolved during these months without having to resort to the grievance process, unfortunately there have been several matters which have necessitated grievances being filed, with those grievances ultimately proceeding to arbitration. In the Association's opinion, many of these could have been resolved without incurring legal fees. Further details will be provided at the General Meeting.

You are aware that there have been numerous grievances in the past few years involving the Atlantic Veterinary College. The working conditions and lives of Members there have been negatively affected, and continue to be negatively affected, by actions of the Employer. CAUT agreed that the situation justified appointing an ad hoc investigatory committee. The Committee has interviewed many Members, and is about to begin writing their report.

In June, I attended the annual meeting of ACCFA (Atlantic Canada Council of Faculty Associations). While chatting with a counterpart from another university, she mentioned that she felt only two Articles were needed in a Collective Agreement – an academic freedom one, and an article mandating that the Employer exercise

fairness in all its dealings with Members. Well, we have an academic freedom Article, although I'm not sure whether it is clearly understood (make sure you read Richard Raiswell's report on the Harry Crowe Conference beginning on p. 6). It could be said that the entire remaining Articles in our two collective agreements mandate fairness, but unfortunately, we know only too well that fairness is not uniformly exercised.

Of course, there have been some causes for celebration over these months. On May 6 we came together at the annual Faculty Recognition & Awards Celebration to honour retirees, those academic staff with twenty-five years of service to the University, and the winners of the Hessian Awards for Excellence in Teaching and the Merit Awards for Scholarly Achievement. Read the citations for the award winners beginning on p. 4. While this event has always been jointly sponsored with the Office of the President, this year there were some last-minute changes. This will require us to re-evaluate the event going forward. We also awarded two FA Scholarships in June – this year they went to Andrew Cameron from Colonel Gray High School and Grace McCarvill from Bluefield High School.

Please plan to attend the upcoming Fall General Meeting on October 25, beginning at 2:00 p.m. At that time we will report in greater detail about work being carried out on your behalf. We also have a guest speaker -- Maria MacDonald, Provincial Information and Privacy Commissioner.

Best wishes to all of you as we begin a new academic year, and welcome to our new Members. I look forward to meeting new Members, as well as greeting continuing and returning Members, at the General Meeting and the upcoming social activities (see the schedule for those on p. 23).

Did You Know?

The PDTR increased to \$1350 per annum effective July 1, 2013 (for eligible BU #1 Members) and May 1, 2013 (for eligible BU #2 Members).

Healthy Campus Report

Healthy Campus Committee (HCC) 2.0

By Jo-Ann MacDonald, Faculty Association Representative.

Here are a few fast facts to refresh the memory on our mandate:

The Healthy Campus Committee (HCC) is an example of a Joint Employer/Union Committee that requires Union representation. As a representative appointed by the Executive Committee of the Faculty Association, the FA member represents the interests of the Executive Committee, the Association, and its Membership in all Committee activities.

The purpose of the Healthy Campus Committee (HCC) is to build capacity within UPEI to apply an integrated, comprehensive, and employee-centered workplace health model that highlights leadership engagement and a supportive workplace culture, the enhancement of employee well-being, and the prevention of chronic disease and mental illness. In addition the role of the HCC is to:

- 1) Identify healthy workplace issues that are important to university employees;
- 2) Monitor the University's healthy workplace programs and resources;
- 3) Communicate and share feedback with the campus community through, although not limited to, an annual report of progress towards goals;
- 4) Determine and/or recommend relevant healthy workplace initiatives and programs (both internal and external);
- 5) Determine relevant strategies based upon goals, objectives, priorities, and best practice; and
- 6) Encourage employee participation in the Healthy Campus Initiative activities.

The Committee Co-Chairs are Ryan Johnston (Director Human Resources) and Leo Cheverie (CUPE 1870). In addition to myself, Committee Members include Joan Masterson (AVC), Charles Adeyanju (Arts), Jennifer Taylor (Sciences), Gloria McInnis-Perry (Nursing), Neil MacLean (IBEW 1432), James Stavert (CUPE 501), Ernie Doiron (Contract Employees), Denise Bustard

(Health and Safety Advisor), and Angela Marchbank (Fitness and Wellness Coordinator). Currently there are vacancies in Business and Education due to the departures of Edward Gamble and Pamela Kennedy.

Following the release of the UPEI Employee Engagement Survey (Healthy Campus Survey), which can be found at <https://cab.upei.ca/sites/default/files/attachments/UPEIEmployeeEngagementSurveyReport.pdf>, HCC held meetings with various campus stakeholders (e.g., senior management and union representatives, faculty and staff) to share results from the survey. We worked toward strategies to help inform and assist us in creating a healthy and safe workplace at UPEI.

One of the major initiatives of HCC included working collaboratively to deliver "Creating and Maintaining a Respectful Workplace at UPEI." Jan Link, former *Fair Treatment Advisor* with UPEI, facilitated a series of these sessions. The sessions were divided into two separate streams, given the separate levels of responsibility that exist for managers/supervisors and those of employees. The last session was held June 24, 2013.

Feedback from the sessions indicated that the sessions were valuable and time was well spent. Several of the HCC members attended and spoke very highly about the quality of the sessions. It is uncertain if additional sessions will be offered, so stay tuned. It would be great to get more representation from the various faculties and schools.

Another issue facing the HCC is conducting a follow-up UPEI Employee Engagement Survey. Things to consider include timing of the survey and the influence of the current environment related to fiscal pressures.

This summer marked three years for me with this group of very dedicated people from across our campus. According to the HCC terms of reference, my term could be over. Any takers? In the interim I am more than willing to bring forward issues from our membership that fall within the HCC mandate.

2013 Scholarly Achievement Merit Award Winners

The Merit Awards for Scholarly Achievement are given annually to recognize outstanding achievements of 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. Note: These biographies are abridged and adapted from the Scholarly Achievement citations.

Dr. Carlo Lavoie, Department of Modern Languages

Carlo Lavoie earned a B.A. with concentrations in French, History, and Philosophy in 1991 from the Université de Moncton, Edmundston campus, and an M.A. in Literary Studies (études littéraires) from Université du Québec à Rimouski. He received his Ph.D. in French Studies in 2002 from the University of Western Ontario. Dr. Lavoie joined UPEI in the Faculty of Arts, Department of Modern Languages, in 2003, was promoted to Associate Professor rank in 2008, and became Department Chair in 2011. He is a highly active researcher with an impressive scholarly output, having produced two books -- one monograph and one collection of essays -- as well as ten peer-reviewed articles. He has also contributed book reviews and encyclopedia entries on a regular basis to journals in his field of study (Acadian and French-Canadian literature and culture), and done several media interviews on television and radio with Radio-Canada.

Dr. Lavoie's excellence in research has also been recognized by his success in obtaining research funding from funding sources both within and outside UPEI. Most recently, he was a co-applicant on a successful SSHRC Partnership Grant of \$2,513,260 for eight years (2012-2020) for a project titled "Pathways to prosperity: new policy directions and innovative local practices for newcomers' integration and attraction." Quite clearly, through his research activities, Dr. Lavoie has significantly raised the profile of UPEI in the area of francophone studies.

Dr. Lavoie served as a member of the PEI Acadian and Francophone Sector Recommendation Table -- Official Languages Support Programs -- Cooperation Agreements between the Department of Canadian Heritage and Official Language Minority Communities from 2009 to 2012, and was President from 2010 to 2012. At UPEI, he has served as Coordinator of the Programme of Acadian Studies since 2008, and as a member of several committees dealing with research activities at UPEI.

Dr. Robert Hurta, Department of Biology

Dr. Robert Hurta earned a B.Sc. in Chemistry in 1975, a B.A. in English in 1977, a M.Sc. in Biochemistry in 1982, and a Ph.D. in Microbiology in 1988, all from the University of Manitoba, Winnipeg. He was a Post-Doctoral Research Fellow at Manitoba Institute of Cell Biology, Manitoba Cancer Treatment and Research Foundation, for four years, and then held several Scientist positions at St. Michael's Hospital and was Assistant Professor at the University of Toronto prior to joining UPEI in the Faculty of Science, Department of Biology, in 2001. Dr. Hurta was tenured in 2005 and promoted to Associate Professor rank in 2006.

His research area deals with effects of "Bioactives" from wild blueberries and the American cranberry on cellular behaviour and biochemistry in cancer cells (focusing on prostate and breast cancer) and in vascular smooth muscle cells (focusing on atherosclerosis pathogenesis). Since arriving at UPEI, Dr. Hurta has maintained a very active program of research and scholarship. His research program has been funded by several agencies (university, provincial, and national), and he currently holds the Jeanne and J.-Louis Levesque Research Professorship in Nutrisciences and Health (2012-2015).

He is extremely active in graduate student and honours research student supervision. At UPEI, he has supervised or co-supervised nine M.Sc. students, fifteen honours research students, and twenty undergraduate research summer students. To date, research from his laboratory has resulted in forty-five peer-reviewed research articles in solid journals, and eighty-five research papers presented at conferences. Dr. Hurta currently serves as a member of the editorial board for the ISRM Cell Biology journal. At UPEI, he has served on several committees

including the University Research Grants Committee, which he presently chairs.

Dr. Henrik Stryhn, Faculty of Veterinary Medicine

Dr. Henrik Stryhn received his Masters degree (Cand. Scient.) in Statistics from the University of Copenhagen in 1988 and Ph.D. in Mathematical Statistics and Image Analysis from the Royal Veterinary and Agricultural University (KVL), Copenhagen, in 1994. He remained at KVL, rising through the academic ranks to Associate Professor. He moved to the Danish Veterinary Laboratory as a Senior Researcher in 1997 for four years prior to joining UPEI in the Faculty of Veterinary Medicine, Department of Health Management, in 2001. Dr. Stryhn was tenured in 2005, and was promoted to Full Professor rank in 2011.

Since arriving at UPEI, he has taught a mandatory statistics graduate course at AVC, and provided an essential support for the design and analysis of several graduate student research projects. He is very respected by faculty members and has established himself as an international and national leader of stellar levels of statistical processes.

Dr. Stryhn has an impressive publication record of seventy-five peer-reviewed articles (forty of them in the last five years) and sixty-seven conference presentations or papers. But perhaps his most notable accomplishments to date are the two textbooks he co-authored with Drs. Ian Dohoo and Wayne Martin: *Veterinary Epidemiology Research* (1st edition in 2003 and 2nd edition in 2009), and *Medical Epidemiological Research* (published in 2012). These textbooks are widely used around the world by veterinary and human medical epidemiology researchers. He has clearly contributed to the international recognition enjoyed by AVC as a leading institution in epidemiology applied to many different animal species.

He supervised or is co-supervising six graduate students (two M.Sc. and four Ph.D. students), and serves or has served on twenty graduate student supervisory committees and thirty-four examination committees including Ph.D. Comprehensive Examinations. He has received seven research grants as principal or co-investigator. Dr. Stryhn is also this year's recipient of the Pfizer Award for Research Excellence, AVC.

Hessian Awards for Excellence in Teaching

The Hessian Award is given to faculty members who have shown outstanding competence in teaching.

Note: These biographies are abridged and adapted from the Hessian Award citations.

Dr. Janet Bryanton, School of Nursing

In describing Janet Bryanton's teaching, in her letter of nomination for the Hessian Award for 2013, Mary Jean McCarthy writes,

"Dr. Bryanton's passion for Maternal Child Nursing and research is valued and highly acclaimed by her students, who repeatedly comment on her genuine concern for them and their learning, the quality of her teaching methods and materials, her stories and examples, her fairness in marking, her respect for them, and her ability to engage and challenge them. Students describe her as the 'best prof I've ever had'; 'one of the best profs at UPEI'; 'an amazing role model'; enthusiastic, knowledgeable and overall amazing; 'awesome professor'; 'a huge asset to the PEI School of Nursing'.

Janet Bryanton's self-reflexive dossier to support her nomination describes a high level of commitment across graduate- and undergraduate-level courses, integrating teaching, research, and service over a thirty-year career dedicated to improved instruction, effective communication with students, and leadership within her profession. Teaching a wide range of courses, often delivered to large groups, Janet constantly strives for excellence, consistently achieving student opinions in teaching survey results between 4.8 and 5.0.

Janet considers it her responsibility to provide the best teaching she is capable of in every learning context, be it a classroom or a clinical nursing experience. She sets high expectations for students and offers extensive and focused encouragement and support to ensure that all students achieve at the highest levels possible. Janet's impact on the lives of her students is reflected in this comment: "In what were undoubtedly my most vulnerable and terrifying moments you helped me....you put your money

where your mouth is....[and] your words and constant compassion have created a lasting impression in my life.”

Faculty Recognition Night occurs this year during National Nurses Week in Canada, and it is fitting that we are celebrating an outstanding role model on our campus, an exceptional teacher from the School of Nursing.

Dr. Edward Gamble, Faculty of Business

Challenge is a recurring theme in students’ comments about Edward Gamble’s teaching. They highlight the ways in which he challenges them to do better, reach deeper, and strive to be the best that they can. Edward’s athletic background is perhaps a foundational element in his desire for his students to achieve academic excellence, for strict discipline is required for both. Moreover, it is clear from his students’ comments that they rise to meet the challenge:

“I have reached a new level with my education that I never would have envisioned had he not encouraged me to push past limitations I had constructed in my mind. He has taught me to always give things a try, for it is only a failure if you never attempt it. This attitude led me to apply to a Ph.D. program and I am now...at the [University of Warwick].”

Over the past three years, many at UPEI have heard of his students’ successes at case competitions. Edward has led students to achieve top honours in local, regional, and national competitions against leading schools. Members of the case competition team have high praise for the standard he sets. “Edward wants students to be engaged and actively understand new concepts that are brought to the table. He has set the bar high... a standard that is not demanded by most professors. Through the enforcement of these standards, students rise to the challenge and, often times, excel and enjoy themselves, while learning skills and knowledge that they can directly relate to their futures.”

Edward achieves this high level of student motivation and engagement by incorporating a variety of innovative pedagogical techniques into each class and seminar. His students remark that, despite Edward’s structured

approach, each individual session is unpredictable: Edward brings an engaging exercise that clearly connects a concept to its application. He stretches beyond traditional teaching tools and techniques and integrates unconventional approaches, helping students to hone their presentational skills. It is this holistic approach that Edward that makes his students’ experience rich and rewarding.

(Photos of Award Winners can be found on p. 23)

Academic Freedom: A Report from the 2013 CAUT-Sponsored Harry Crowe Conference

By Richard Raiswell

Academic freedom includes the right, without restriction by prescribed doctrine, to freedom to teach and discuss; freedom to carry out research and disseminate and publish the results thereof; freedom to produce and perform creative works; freedom to engage in service to the institution and community; freedom to express one’s opinion about the institution, its administration, and the system in which one works; freedom to acquire, preserve, and provide access to documentary material in all formats; and freedom to participate in professional and representative academic bodies. Academic freedom always entails freedom from institutional censorship. *Section 2: “Policy Statement on Academic Freedom,” Canadian Association of University Teachers.*

The CAUT policy on academic freedom developed in the wake of the 1958 dismissal of Harry Crowe, a professor of History at United College in Winnipeg. On 14 March that year, Crowe wrote a letter to a colleague in which he worried that the CCF might lose seats to the Conservatives in the forthcoming provincial election and complained about the religious orientation of the College. In particular, he mused, “I distrust all preachers and think we have abundant evidence that religion is a corrosive force,” naming William Lockhart, the College principal and a clergyman,

as an example. Through circumstances which still remain mysterious, the letter somehow made it to Lockhart with the message “Found in College Hall. We think you should read it, Some staff loyalty???” typed anonymously across the front. For expressing his concerns about politics and the religiosity of his College, Crowe was fired.¹ The resulting furor polarised the city and framed the debate over the nature and limits of academic freedom in Canada. To honour Crowe, in 2002 the CAUT set up the Harry Crowe Foundation, a charitable organisation dedicated to sponsoring research and holding conferences that touch on issues regarding academic freedom. This year’s Crowe Foundation conference was held in February, and entitled, “The Limits of Academic Freedom.”

As the CAUT’s full policy statement makes clear, academic freedom is integral to the proper functioning of a mature democracy, for it allows scholars to ask difficult, probing, challenging and even unorthodox questions about the world in which we live, and to investigate our relationship to it in new and innovative ways. Academic freedom thrives in an environment of robust and vigorous debate—debate that draws in a myriad of divergent views taken from a variety of contexts and perspectives, and which is waged not just within the hallowed halls of old universities, but which is sometimes brought into the community as well. It is this process of debate—almost a scholarly dialectic—that breeds new questions, new insights, new ideas. In this sense, academic freedom is not an archaic privilege granted to individuals who happen to have completed advanced university study; rather, it is a contract between scholars and the society in which they live. If our learning and our skills are to have any real meaning, we have an *obligation* to exercise our academic freedom. Whether we’re developing new technology, discovering new genomes, critiquing power structures, raising questions about ethics, or finding ways to make our communities more inclusive, society *expects* us to push the boundaries of knowledge and to be free to disseminate our findings—however unpopular these may be. Despite the robust language of the CAUT’s

¹Michiel Horn, *Academic Freedom in Canada: A History* (Toronto, 1999), p. 224.

statement, academic freedom is far from secure in this country. Indeed, as delegates to the 2013 Crowe Conference heard and discussed, it is under threat from a variety of forces, some invigorated by the progressive defunding of universities, others emboldened by the current federal government’s avowed preference to fund projects with immediate commercial applications at the expense of pure research. In his plenary address, Jon Thompson, Professor Emeritus of Mathematics at the University of New Brunswick, laid out some of the major challenges currently facing academic freedom and, as he made clear, many of these challenges to academic freedom are coming from within our universities themselves. Much of what I have to say in the following paragraphs draws from Thompson’s talk, and from the lively and heated discussions that followed over the following two days.

In 2011 the Association of Colleges and Universities of Canada (AUCC), “a membership organization providing *university presidents* with a unified voice and a forum for collective action,”² revised its position on academic freedom. But far from endorsing a marketplace of ideas and perspectives model advocated by the CAUT, the AUCC now seems primarily concerned with imposing limits on expression and with protecting the autonomy of universities as institutions over the particular needs of its faculty. This is new; indeed, the 2011 AUCC policy is far more restrictive than the policy it endorsed back in 1988.³

In its 2011 policy, the AUCC limits academic freedom exclusively to teaching and research *within* an academic environment; it makes no mention of extramural expression. Thus, an academic appearing on television as an expert on a subject she’s actively researching who offers an informed critique of a rival’s work would not, in the minds of Canada’s university presidents, be exercising academic freedom.

²AUCC website: <http://www.aucc.ca/about-us/> (emphasis added).

³For the AUCC’s full statement, see: <http://www.aucc.ca/media-room/news-and-commentary/canadas-universities-adopt-new-statement-on-academic-freedom>

But the AUCC's definition even is narrower than this, for it believes that academic freedom is "constrained by the professional standards of the relevant discipline." Certainly, we all demand academic rigour, but the problem here is two-fold. First, it limits comment only to those fields of endeavour in which a scholar is an expert. Under this reading, a university's biologist would not be exercising his academic freedom were he to suggest that the university's limited financial resources could be better spent in a different way. Indeed, only the university's philosopher—the one who teaches "Ethics 101"—could critique the university's ethics policies; only members of the Faculty of Education could comment on the delivery of a university's distance education programme. At UPEI, section A4.1 of our Collective Agreement explicitly allows the "freedom to criticize the University ..." But it is not clear that the AUCC would support such a position.

While the movement of an institution to insulate itself from internal criticism is certainly childish, it is not wholly surprising. Perhaps more worrying, though, is the AUCC's emphasis on professional norms as the arbiter of academic freedom. Of course, if the idea of academic freedom as a form of social contract actually means anything, the work that is protected must be rigorous and conform to high critical standards—after all, remodelling society on the basis of half-baked, poorly researched, shoddy scholarship that ignores ideologically uncomfortable data would not be a good thing. Let's hope no federal government ever decides to do that! But it is not impossible to imagine a situation where good, sound scholarship does not pass peer review. This is particularly the case in disciplines where a prevailing methodological or ideological orthodoxy has arisen. The classic example of this would be 1950s America where an anti-communist orthodoxy dominated across much of the academy. Those who saw the world through a different set of lens were construed as advocating indefensible positions and, by extension, were academic frauds. As such, they could—and were—summarily dismissed. More recently, though, some have argued that economics has

become mired in a disciplinary orthodoxy. Joseph Stiglitz, a Nobel-laureate economist, made just this point several years ago. To Stiglitz, the utter failure of economists to predict the financial crises that began in 2008 was largely the result of the fact that the field had become saturated with cheerleaders for free-market capitalism. Consequently, unorthodox ideas—ideas that may have challenged prevailing wisdom—were winnowed out: articles did not get published in influential fora; faculty did not get hired; Ph.D. theses did not get written. A whole generation of disciplinary innovation was lost.

But if departments and disciplines are not simply in place to reproduce themselves over the generations, orthodoxies—and, by extension, disciplinary norms—need to be challenged constantly. Indeed, disciplines need to debate—within the academy and in the literature—with other fields of research. If disciplines are to evolve and the boundaries of knowledge pushed further, scholars need to have the freedom to engage critically beyond the constraining walls of their department. Canada's university presidents, however, would not consider scholars who did so to be exercising their academic freedom. In fact, as they make clear in their policy statement, they have a duty "to defend academic freedom against interpretations that are excessive or too loose, and the claims that may spring from such definitions."

Perhaps the most fundamental challenge to academic freedom, though, is coming from a relatively new idea being touted by universities particularly in North America: institutional autonomy. The idea of institutional autonomy first arose in the States in the context of the debate over affirmative action where a number of universities argued that they—as institutions—had a form of academic freedom themselves. Their academic freedom, they argued, allowed them to make particular decisions around appointments and admissions free from external scrutiny in order to create a particular ethnic, social, and cultural balance across the faculty and student body. Since then, the notion has evolved into a full-fledged doctrine that allows universities to define themselves in any way they

desire—with inevitable consequences for such things as hiring, the allocation of research funding, curriculum, and student recruitment. In effect, institutional autonomy allows individual universities to transform themselves into niche-market brands, and it gives them the power to defend that brand image.

Inevitably, of course, this sets institutional autonomy on a collision course with academic freedom as the former seeks to rework the latter in its own image. On this, the CAUT policy is quite clear: “Academic freedom must not be confused with institutional autonomy.” The AUCC, however, sees academic freedom as necessarily constrained—even contingent upon—the greater good that is the university’s broader agenda: academic freedom must be based on institutional integrity and institutional autonomy, which allows universities to set their research and educational priorities.” In other words, academic freedom should take a back seat to the university’s brand-management and marketing.

But the way universities are using institutional autonomy to reconfigure themselves as specialist niche brands has serious consequences for the way in which resources are distributed across the institution, and this, by extension, has implications for academic freedom. The university will fund and promote its “strategic priorities” at the expense of other branches of scholarly endeavour. This may be great news for Department X, but if it comes at the expense of the ability of scholars in Faculty Y to do quality research in fields outside those identified as important to the university, it is a problem. Programme prioritisation necessarily means selective investment in certain types of scholarly endeavour.

The tension between institutional autonomy and academic freedom is thrown into particularly stark relief over the issue of faith-based universities. These take as their starting principle the idea that institutional autonomy affords them the ability to define and construct themselves according to their particular iteration of faith. In Canada, none of the faith-based universities teaches ideas such as creationism as fact. But this is because a student who graduates with a biology degree that stresses intelligent design over evolution

will be unemployable—and so hurt the university’s future ability to recruit. In other words, it is a pragmatic not a principled choice on the part of the institution. However, we are not that far away from this. Trinity Western University, a Protestant institution in Langley, British Columbia, requires that its faculty teach and research within the confines of the university’s statement of faith, a position that is utterly incompatible with unfettered academic freedom. Indeed, it requires that faculty sign a “statement of faith”⁴ to ensure a “unifying philosophical framework to which all faculty and staff are committed without reservation” and pledge to support this position at all times before the students and friends of the university.⁵ A 2009 investigation of the institution was damning about the effect of such statements on academic freedom.

Trinity Western is now in the process of seeking accreditation for a law school, and has already made clear that students admitted will have to agree to abstain from “sexual intimacy that violates the sacredness of marriage between a man and a woman.” This seems especially perverse coming from an institution wishing accreditation to teach *law*, for it would require homosexual students to agree to waive rights guaranteed to them under the Charter of Rights and Freedoms for the sake of admission. Of course, as the school says, these students could opt to go somewhere else—but that is a battle that has already been fought and lost by others who would exclude certain groups of people in particular contexts. Nevertheless, Trinity Western is adamant, and it is likely that if the law school is accredited this matter will culminate in a Charter challenge in the next few years.

For all of its problems, Trinity Western is at least overt in challenging academic freedom. More secret, though, are the threats posed to academic freedom from university agreements with corporations and private interest groups. Chronically underfunded for decades now, universities increasingly rely heavily on their ability to court private investment for research contracts and

4 <http://www.universityaffairs.ca/caut-versus-trinity-western.aspx>

5 See <http://twu.ca/divisions/hr/employee/documents/statement-of-faith.pdf>

new infrastructure. Of course, nothing comes for nothing and many of the agreements that universities strike with investors have serious implications not just for research integrity, but even for curriculum delivery. The case of Nancy Olivieri is rightly infamous. Olivieri received only late and then begrudging support from her university when, in 1996, she tried to exercise her academic freedom for the public good and disclose the risks of a drug she was under contract to investigate. Boiled down, this was a case that weighed academic freedom against both commercial and university interests.

In that case, academic freedom won—but that had much to do with the integrity and tenacity of the researcher. Who knows how many other researchers suppress their own findings for the apparent “good” of their home university and its ability to keep its “open for business” sign on the gate?

Perhaps the most egregious recent example concerns the School of Political Management launched at Carleton University in Ottawa in 2010. This was to be funded by a \$15 million investment from Calgary businessman Clayton Riddell, and was trumpeted by Carleton as the largest single donation in the institution’s history—proof of its ability to compete with the Big Five research universities. The terms of the agreement between Riddell and the University, however, were confidential. Even after the agreement was ordered released under Ontario’s Freedom of Information legislation, the University obfuscated. When eventually Carleton did make the terms of the contract public, it showed that the School would have been an academic farce. It was to be overseen by a steering committee of five which would handle all matters to do with budget, hiring and curriculum. However, three of these five—that is, a majority of the committee—were to be appointed by Riddell himself. His appointments included Preston Manning, one of Manning’s former chiefs of staff, and a former chief of staff to cabinet minister John Baird. Had it not been for the dogged efforts of Carleton faculty what would have resulted would have made a travesty of the disinterested

pursuit of knowledge: a think-tank devoted solely and exclusively to propagating and reproducing a particular ideological perspective dressed up in all the trappings of academic respectability. This is not Riddell’s fault—it is not surprising that he wanted his School to do things his way. The fault here lies with Carleton, which was prepared to sell the academic freedom of the faculty and students of the School and the reputation of the whole University for a mere \$15 million.

At UPEI, we have strong language in our Collective Agreement that protects academic freedom, and that allows us to choose what we research and what we teach without deference to an ideological orthodoxy, and language that allows us to discuss, present and disseminate our findings both within the academic community and without. **Read it. Understand it.**

As the University courts ever-more external research funding, and develops new institutional priorities, and as the AUCC narrows its definition of what it considers academic freedom, it is more important than ever to know your rights and your obligations.

For more information on The Harry Crowe Foundation visit www.crowefoundation.ca

How I Spent My Summer Holidays

How often have you heard this kind of remark: “Oh, you’re a prof. Must be nice to have the summers off.” In light of such assumptions, we asked Members how they spent their summer holidays. Here are the responses.

Ann Braithwaite, Women’s Studies

How I Spent My Summer... the reality: finished a book project (which involved many hours of ‘skype writing’ with my co-author); attended and presented at national Women’s and Gender Studies et Recherches Féministes conference; conducted a curriculum workshop

with WGS faculty at St. Mary's College of Maryland; was the external examiner for an M.A. thesis defense at another Maritime university; in capacity as co-editor of the journal *Atlantis: Critical Studies in Gender, Culture, and Social Justice*, edited first online version of the journal (a steep learning curve!); created new course for fall semester and redesigned another course; organized and worked on a Faculty of Arts task force; read a lot.... and kept adding to the never-ending 'to-do' list! ... and oh - went to the beach with the dog, socialized and ate and drank with friends, went camping -- you know, had a life too :)

Lori Weeks, Applied Human Sciences:

I thought I would ask a friend how I spent my summer instead of writing it myself. Here's what I received, with no coaching from me. It's interesting to read about his perceptions of what I do: You say my professor friend has the summers off and just makes the odd appearance at the office. That might be the imagined situation, but the reality I see is very different. Very early in the summer there was a trip away from the University to a conference to present research findings.

During the time traveling at least twenty hours were devoted to reading a national competition for student research papers, evaluating each and submitting a rationale for the order in which she ranked them. Each day at least half an hour was devoted to email correspondence with students and colleagues. On several occasions things were set aside for conference calls for committees. Four full days were spent listening to and discussing the topics presented at the conference. Granted, some time was available for sightseeing and visiting but generally work was not far away and often demanded inflexible scheduling. Upon returning to the Island she immediately returned to a regular office schedule. In general, she left home around 8:30 and returned about 6:00. In addition, most evenings would include about two hours of writing or reading. Weekends were generally free. A special event on a week day could be accommodated and she as well volunteered at a camp a few other days. What could she possibly be doing all this time? Some things I have an

idea about include: Hiring committee meetings, planning a new educational initiative for her department, the initial writing of two research papers for publication and coding data and writing a third, collaborating on an international research project, receiving a grant and setting in motion a new research project, doing final revisions to at least one research paper before its publication, advising several students with the direction of their master's or doctorate, helping students with their enrollment for the fall semester, learning the new system for online student interaction (Moodle), preparing and uploading the syllabi for three fall courses, as well as updating each of the courses, and attending department meetings and research group meetings. These are only the things I have heard mentioned and can remember. Each summer seems to be quite similar to this. She sees the summer months as the only time she has to fully concentrate on her research. She says this should be 40% of her job and she tries not to short change it.

Catherine Innes-Parker, English:

I attended four conferences in Kalamazoo, Antwerp, Lueven and Leeds, and presented papers at three of them. During all of these conferences, I was able to celebrate (and do some publicity for) a book that I co-edited with a colleague from Japan, which came out in March. I did some research in the Bibliotheque Nationale in Paris, and tracked down the gravestone of an abbess who owned the manuscript I was working on. I did some more research in the British Library in London. Before the conference in Antwerp, I went to Ghent to view an altarpiece that I have used for teaching purposes, and was able to get some better pictures than the ones I had -- bonus! When I got back to PEI I started revising two of my conference papers for publication, one of which depends heavily on the research I did in Paris. I am also finishing up the notes to an edition of thirteenth-century prayers in Middle English with the research I did in London, and it will be ready to send to the publishers in September. Before term starts, I will be preparing outlines and syllabi for my courses, updating my Moodle page, and thinking about some new assignments.

Shannon Murray, English:

The summer is a great time to finish older projects, but this year I've got a start on a few more, some of which are a pleasant stretch for me: and which require me to play well with others. I've been working with an international group on the idea of "followership" in higher education, and we've had our first paper accepted and have been working on a second on the metaphors academics use when they refer to leaders and followers in teaching. I'm not used to working with social scientists (or with others at all for that matter), so I've been refreshed by how much I've learned. I've also joined a research group called "Sea Stacks" that has worked on Atlantic Canadian Young Adult and Children's literature since 1978, and since my expertise is in 17th and 18th century writing for children, I've had a great time catching up on that primary material.

By the end of the summer, I will have a solo paper finished (I promise myself) on the idea of "Threshold Concepts" in English Literary Studies. But the high point has been attendance at the Society for Teaching and Learning in Higher Education conference in Sydney, at which I presented a model class, a pre-conference workshop (with my husband, Dr. Gerald Wandio), a panel on how to publish in CJSOTL (a journal for which I'm an associate editor), and a crackerbarrel session with both my children, Sam and Celia Wandio, on the first-year experience. So the whole Murray-Wandio clan presented at the same scholarly conference!

Sandy McAuley, Education:

I must have been busy, because the summer seems to have gone so fast... lessee... My "four months off" began in April with the final flurry of activity that winds up any academic year: finalizing and submitting marks, last committee meetings (it's my final year on the RGC), and wrapping up my stint as the interim B.Ed. coordinator. I had several meetings with graduate students and spent a fair deal of time editing and commenting on their thesis proposals and/or submissions to the REB. Supervising graduate students also

involves tracking down and familiarizing myself with some of the literature they are exploring—it's a fair bit of work, but it helps me stay current in my field as well as contributing to their research. I attended the UPEI Convocation on May 10 and travelled to Iqaluit, NU, to represent UPEI at the Nunavut M.Ed. Convocation in early June. The remainder of June was taken up with preparing for the intensive summer course I taught in the B.Ed.-Kindergarten program during the first week of July. Our group of four instructors met regularly to plan collaboratively for the four course sections, and the majority of students seemed to have been very happy with it. I also reviewed two papers for the Institute for Knowledge, Innovation and Technology (IKIT) Summer Institute in Puebla, Mexico, during the first week of August, at which I also chaired two sessions. As with any conference, this one left me with a reading list as long as my arm, in this case mostly to do with the concept of "transliterations."

The IKIT Summer Institute followed immediately after two days of meetings in Ottawa in which instructors in the Nunavut M.Ed. program and Nunavut Department of Education officials debriefed instructional strategies that had been successful in supporting graduate level face-to-face and at-a-distance education courses for Inuit educators. Now, as the summer winds down, I find myself preparing for the two new courses I will be teaching in the fall. A new course always comes with a mixture of excitement, trepidation, and hard work and two come with double that, especially given that extensive budget cuts to the Faculty of Education have resulted in several program changes.

Anne Furlong, English

My "summer vacation" is optimally spent getting to overseas conferences where I deliver papers, meet colleagues, continue my education and my professional development, and forge new friendships and ties. I prepare courses, fret about the inadequacies in my teaching, worry about deadlines, and try to organize myself so that I can start the fall term fresh and unencumbered.

Andrew Zinck, Music

This spring marked the beginning of my third project in as many years for the Beaconsfield Children's Festival in Charlottetown: a one-hour musical theatre composition entitled *A Wizard's Tale*. On the surface that does not sound like much. Youth-oriented musical theatre lags behind children's literature in terms of public awareness and understanding, and one of my aims has been to demonstrate that the genre has the potential to achieve levels of sophistication and expression equal to that of more mainstream musical genres for the stage.

To call *A Wizard's Tale* a kid's show is misleading. It requires a cast of young professionals to execute the script, score, and choreography. The challenge lies in handling what may be the most openly critical and honest audience demographic—those under twelve—while simultaneously offering substance to the adults in the audience. One cannot work with two separate standards: one for "regular" musical theatre and another (lower) one for children's musical theatre. First and foremost, a show must be good theatre. And it must have a solid score to support the drama. It's a tough task. My first attempt in 2011 (*Which Way to Wonderland*) was strong dramatically and had some good music, but I was not adept at responding to the needs of my audience. The following production (*Pirates ARRR Us!*) captivated audiences with an exciting scenario and memorable tunes, but was admittedly weak in terms of the drama. Third time's a charm, though. After three months of solid writing, followed by a month of intense rehearsals—I was both musical director and pianist—then thirteen performances (with minor tweaks and improvements along the way), I produced a piece of effective musical theatre with a tightly woven musical score. And the show sold out on multiple occasions.

On the other end of the artistic and emotional spectrum, I also completed a number of revisions to a libretto I have been writing for my current chamber opera project, *Confession Stone*.

The work imagines a surprise visit to Jesus' prison cell by his mother, Mary, immediately after Jesus' trial. In this final chance to talk, mother and son try to come to terms with some major unresolved issues in their relationship, complicated by the mysterious disappearance of Joseph fifteen years earlier. Although rooted in a great deal of biblical scholarship, the opera is not intended to be a theological presentation. Instead, my intent is to move between the lines of scripture to explore a very human story of loss, perseverance, and, ultimately, personal redemption of three members of a broken family. Since I am writing both the music and the words, this project is certainly the most demanding creative challenge I have ever tackled.

Henry Srebrnik, Political Studies:

I had major eye surgery to repair a "macular hole" in early May, which limited my ability to work on a number of projects until the middle of June. Despite that, I did manage to do the following since then: I wrote the introductory chapter for an anthology I am co-editing, entitled *A Vanished Ideology: Essays on the Jewish Communist Movement in the English-speaking World in the Twentieth Century* (Albany, NY: State University of New York Press). I also edited four of the chapters that have already been contributed by our authors. I had my article "Territorialism and the ICOR 'American Commission of Scientists and Experts' to the Soviet Far East" published in *Hasia Diner and Genady Estraiikh, eds., 1929: Mapping the Jewish World* (New York: New York University Press, 2013). And I wrote book reviews for two journals: a review of Gerald Tulchinsky, *Joe Salsberg: A Life of Commitment*, for *Canadian Jewish Studies* (forthcoming 2013); and a review of Joshua M. Karlip, *The Tragedy of a Generation: The Rise and Fall of Jewish Nationalism in Eastern Europe*, for *Fathom* (forthcoming Fall 2013). I served as the external examiner for an Honours B.A. thesis. I've also been writing at least one opinion piece a week, for the *Charlottetown Guardian* and the *Summerside Journal-Pioneer*. Now, I am preparing for the three courses I will be teaching this fall.

John Vanleeuwen, Veterinary Medicine, Health Management

This summer flew by. Charlene [Vanleeuwen, Applied Human Sciences] went to Kenya on her research project in mid-May for three weeks – so I was busy keeping our three active kids going to their activities while single-parenting. Then I went to Kenya for three weeks in late June to get a team of seven started on observational and experimental field research projects on cows and calves - and then I was trouble-shooting the projects from Canada for the rest of the summer, and writing up other research projects. I continued with volunteer activities with Farmers Helping Farmers, Vets without Borders-Canada, and our local community.

We did squeeze in a week-long trip to Quebec City and Ottawa with family, a few days off at home on our hobby farm in Hunter River, a couple days off with visitors from Nova Scotia and Ontario, and a few afternoons enjoying the great weather on the beach in North Rustico. In late July we billeted two Kenyans at our house for a week each, and in late August we welcomed a German exchange student into the family for the fall semester. Can't wait for school to start. Looking forward to some routine again.

Budget Cuts, Excellence, and the Future

“The future ain't what it used to be.” – Yogi Berra

The following questions were presented to Members: “We have had a rough year with budget cuts at UPEI. Meanwhile, the UPEI president stresses UPEI's excellence. Have the budget cuts negatively affected your ability to contribute to the university's excellence? If so, how? Have the budget cuts otherwise diminished (or potentially diminished) the university's excellence?” Here are the responses.

Achieving Excellence in Reduced Circumstances Andrew Zinck, Music

For those of us in Music, the question of whether the recent budget cuts have affected our ability to achieve excellence is a simple one to answer: definitely. This spring, the budget crisis dealt the Music Department a body blow that removed 1.5 of our six full-time faculty positions. One of those positions was in Elementary Music Education and one of two key faculty pillars in our well-respected and highly successful B.Mus.Ed. program. Facing imminent closure of the program, we made some serious cuts to our curriculum in order to find budgetary room for a sessional instructor to teach some core courses and supervise pre-service music teachers. This is only a short-term fix, though, since the Elementary Music Education specialist is by necessity a leadership position in the department and community, through both research and cooperation with professionals in the schools and government. One cannot ask a sessional instructor to assume the responsibilities normally handled by a full-time faculty member, and because of the small size of the department and the lack of overlap in faculty specialities, existing faculty members cannot take up the slack. We will find ways to cope and adapt, but achieving excellence has just become much harder.

My colleagues are exceptionally talented people who are passionate about their students' learning, but we will not find excellence along the same paths as before. And we will struggle to counter the public perception that the Music Department has been diminished to the point that it can no longer compete with its regional counterparts.

Does excellence depend on resources? Not entirely—money itself does not guarantee success—but it is hard to be excellent when one is looking over one's shoulder with fear. Fear and excellence do not mix. The new fiscal scene on campus hampers our efforts to attract and retain students. Because of the cuts to our department, our reduced stature and ability

are immediately visible to those who might consider coming to UPEI to study music. Given that reality, we now have to discover new ways of doing what we do. We have to ask ourselves some painfully tough questions about who we are, what we can and should be doing, and how that might fit into the regional market. Can we re-imagine and re-invent ourselves so that we can recover from this? I am optimistic. Will excellence be part of the equation? It must be, but it will remain an elusive goal without adequate and stable support.

Ken DesRoches, Business Administration:

For me the answer is no – there has been no negative effect whatsoever. As a sessional instructor I had one course cancelled but replaced by another one. No problem. I love teaching and I always put a lot more time into my courses than I get paid for. I also continue the various volunteer activities that I have on campus. The real question we should all be asking is, given the circumstances, how can we work collectively and individually to reach the laudable objective the President is establishing for us. Adversity is the mother of innovation. There are ways to do more with less but we will not find them if we aren't open to the search.

Stacey MacKinnon, Psychology:

Because of the cuts, my PSYC 242 Social Psychology class enrollment has ballooned from sixty to ninety this fall. I will ultimately teach it to over 200 students this academic year (I teach it in fall, winter and spring). When I came here in 2004 enrollment was around thirty-five once a year. Times have changed :) This is the class in which I do the Curiosity Project. I am going to attempt to run the project with some modifications in this course again despite having one-third more students. Miraculously, twenty past Curiosity Project students have stepped up and volunteered to TA the Friday small group discussion sessions (that's up from ten volunteer TAs last year). We'll be flying by the seat of our pants but will see how it goes before we decide if we can do it again the Winter semester. It does mean that I've had to move parts of the project online (though not on Moodle, which doesn't work for

me even in the new version). The biggest challenge I am facing is space. You can't have meaningful small group discussions in a classroom with ninety people... you can't even hear yourself think! People in the community (and sadly even some on campus) ask me why I'm busting my ass to hang on to the Curiosity Project when the challenges are becoming so much more... challenging. I hear "don't bother," "it isn't worth it," "what are you getting out of it besides a lot of extra work," "put it all online, it doesn't matter if they see you in person," and "they'll forget it all once the class is over any way." The reality is that the students don't see it that way.

Here is what one student said about her experience in the project this past winter semester, which echoes what we have heard from many of the over two hundred students who have participated in the Curiosity Project in the last three years: "When I entered this semester as a third year Biology major with a minor in Psychology I thought I would enrol in a Social Psychology class just to fulfill my requirements. I had decided to become a Psychology minor because it was related to my career goal of becoming a doctor. Little did I know that this class would spark a whole new area of interest for me and result in the questioning of my future career path altogether.

I am so thankful for the opportunity to complete the Curiosity Project, as it has been thus far my greatest educational university experience. I really enjoyed being in control of my own learning and researching a topic that was of interest to me. I also really liked being able to inform others about the information I had learned as well as hearing about all the work everyone else was doing. I was able to learn so much that I would have never been informed about if not for our awesome Friday discussions." To those who doubt us, this is why Arts matters and why I'm willing to go to the mat for my students (the ninety in this class, the 174 in intro and the sixteen in my 400-level "good and evil" seminar and that's just the fall semester!). The TAs from last year have asked for a 400-level Curiosity

Project course where they could continue their original work in greater depth and hone their mentoring skills...I would love to do just that...but I'm only one person with no budget and only twenty-four hours in a day. Better and better versions of this experience would be possible with proper funding and support but in the meantime...we'll fight from the grassroots upward to give our students a meaningful and enriching educational experience...one which apparently many of them are interested in passing on to others.

Greg Doran, English:

I think that the question might be misguided. The university's excellence has always, and continues to, come from the faculty, which is a fact that eludes the current administration. I do not foresee the situation negatively affecting my ability in the classroom, unless I need assistance from the now deleted A/V Department. In the end, impoverishment leads to creative solutions. Where this situation has caused the greatest negative impact is in my belief in the institution. I can no longer paint a smile on my face and say that all is well. For the first time, I am less proud to be identified with UPEI. The current situation is battering the school's reputation and creating an unhappy workplace. I will continue to perform my duties to the best of my ability, serving the students. I can only hope that the administrators do the same, remembering that they do not run the university: they hold it in trust for future generations.

Melissa Belvadi, Robertson Library:

The Library will be reducing the number of Sunday hours we provide live and virtual information desk/reference service. This will impact our ability to support the PEI community as well as students who have research assignments due early in the week. This is due to the non-replacement of one CUPE member who just retired in July. We have a librarian retiring in January who also won't be replaced, so we aren't sure what further changes/reductions to information desk service we may need to make in the Winter semester, but it's not likely that existing staff/librarians will be

able to just absorb her hours, nor should we be expected to.

Glen Melanson, Philosophy:

My ability to contribute to the university's excellence is negatively affected by my no longer having a job at UPEI. I did enjoy that privilege for fourteen years and certainly will miss it.

Budget Q & A with Jim Sentance

we'll turn down the heat
shut off the lights
what gets me through the day
is these budget cut nights.
From "Budget Cut Blues" by Connetta Jean

All the talk at the end of last term was about the University's budgetary problems. And, as we all know, the University was forced into some very severe measures in an attempt to balance its books. Many Members have questioned whether this was the right course of action, but—as is often the case—it all comes down to the numbers. So the FABric's Richard Raiswell has invited Jim Sentance from Economics to have a look at the University's budget and he agreed to answer some questions on September 9.

FABric: The University asserted that its budget was short nine million dollars last year. You have seen the budget. Is that about right?

It's probably more correct to say that the University was facing the prospect of a nine million dollar deficit in looking at this year's budget. Some of that shortfall would have developed during last budget year's operations, but it would have been covered temporarily as we're not allowed to run an operating deficit. In any case, you wouldn't be able to gauge that from the budget as the budget doesn't actually enumerate what actually happens with the money. It's simply a plan, from which deviations happen. There are several

sources one can look at (if you can get them) which do go into the real after the fact numbers, but those are typically only available a couple of years later, and it remains to be seen whether even then there will be the level of detail needed to really see what was happening. But as far as the amount goes, it is at least plausible that that was the case.

FABric: Why did we have this sudden short fall? The province cut the University's operating grant by three percent the year before, and yet we were able to weather that crisis. What is different now?

Again, there aren't really any numbers I can point to in explaining this, but my understanding from what is noted in the budget and from briefings at Senate is that the previous year we dealt with what was largely a last minute hit by tapping into various one time sources of money rather than adjusting revenues and expenditures in a sustainable long run way. And it wasn't simply the three percent cut in our grant, there was also an increase in obligations to pay into the pension fund of about three percent of the salary base, which again was covered but not on a regular funding basis.

Some adjustments were made at that time; we cut a bit and froze some budgets. We changed our budgeting, in particular, in predicting tuition to more accurately reflect reality, but in that case while we increased the budgetary revenue available upfront we also reduced the amount of the cushion built in each year. Accumulated reserves of various sorts were run down. So coming into this year's budget, much of that shortfall from the previous year still had to be addressed, and many of the sources that had allowed us to fund it on a temporary basis were gone or exhausted. Add to that a half million for HST, further cost increases for salaries and other increased costs and, as I said, a nine million dollar potential deficit is plausible. There could be more to it than that, but I can't say any more definitely because the numbers aren't available to say.

FABric: Did our new contract cause this crisis?

Our contract would be a small part of that – mainly the

modest cost of living increase, and of course the ongoing cost of movement through the ranks. The biggest ticket item – the pension related part of our settlement -- was already there; the University merely funnelled it through our salaries rather than paying it directly. In fact, they reduced their contributions by a corresponding amount, so the net effect on the budget was essentially nothing. The catch is that there was no ongoing source of funding for that three percent of salary, so that had to be found.

FABric: Why can't we just run a deficit?

I gather that legally we are not allowed to run an operating deficit, or at least not to project one.

FABric: Let me pick up on that. We have all seen the new buildings that have gone up all over campus in the last few years. Surely these must have involved some form of deficit financing. Is there no way we could have done the same?

Those would be debt financed as part of a separate capital budget, and I believe typically involve repayment plans which have been laid out and committed to (often by government). For the most part that won't fly with operating expenses.

FABric: Are we going to face a similar crisis next year—and in future years?

I think the worst may be over, but there will probably be further cuts or freezes (which may necessitate cuts) necessary for the next couple of years. Three main factors are involved in this on the revenue side. Provincial grants are the first factor, and there it seems a safe bet that we will be frozen for an additional two years as they work through their plan to balance the budget. And once the budget is balanced I don't foresee a sudden burst of generosity, though hopefully we will start to see some increases again.

Enrolment numbers and the domestic/international mix are the second. There we are facing a decline in Island high school grad numbers that currently (last year and

this) are running 7.5-10% below where they were a few years ago, and that will fall by that much again within two or three years. As that works its way through our student body we could see a substantial decline in tuition revenue from domestic students.

International student numbers are obviously the key to offsetting this. On the positive side we have done a fairly good job of slowly building those international numbers up over the past decade. There are, however, potential problems, including increased competition from other universities, downturns in the economies of source countries, and out of the blue problems like the current strike by Canadian embassy staff processing visas. The other issue I see with international students is that our current recruiting strategy (or perhaps it's just the nature of international students) generates larger numbers for a limited number of programs, most of which are becoming stretched, adding pressures for the redistribution of resources to the mix.

The third factor would be tuition levels. We do have some room to move there and still be competitive in the region, so that's a potential safety valve (we're in better shape that way than Acadia a few years ago when they had a slump in revenue but already had the highest tuition in the region). The Board (and probably the Province) don't seem to be keen on narrowing that gap, however.

On the cost side, as administration says, the salary increases are at least known, and there should be less to handle for the most part over the next few years given that the big shocks of the HST and pension payments are built in now. The one major expense looming on the horizon seems to be the new information system to be implemented and paid for over the next few years. Wild cards do exist – maintenance issues in particular could blow up – so there could be additional cost pressures as well.

FAbric: A good part of the burden for correcting these financial problems fell on the shoulders of our admin staff—the people who manage our departments and who maintain our buildings. Is this

the only “slack” in the budget?

Actually, in Arts I gather more in the way of savings came from the non-replacement of retiring faculty, but that's just a special case of the underlying reality. A good chunk of the University budget is untouchable because of contract terms. Admin support is touchable in that sense, so it's not surprising that the axe hit there. Given the scale of cuts looked for and the limits to cutting that exist it is inevitable that most of the cuts were opportunistic in nature – not necessarily what made best sense to cut but where the opportunity to cut arose.

Does slack exist? I think we on the academic side, looking at the growth of senior administration over the past decade, certainly suspect so, but without being able to actually look at how those units operate it's probably impossible to say for sure. And the past year or two it's become even more difficult to say as budget data relating to how the money is spent across units has essentially disappeared from the published budget.

FAbric: Could the University have come up with retirement incentives for some faculty members? Would this have helped ease the problem and perhaps saved a few admin. jobs?

We have done this in the past, but up front these programs typically cost more than they save, and we may not have been able to get money to offset that from the Province as we did the last time. Nor does the Board appear to have favored that approach. Of course, if faculty being retired aren't replaced that might offset the cost, but that presumes that they are in fact redundant. I think we might have a few faculty positions that fall into that category, but it's far from certain they're the ones that would step forward.

FAbric: Our senior administration has grown quite significantly over the last few years with various new positions created. And we are now in the process of hiring a new electronic records manager (can't recall the title). Do we know how much

of the budget is spent on the salaries and expenses of our senior administration?

No. Actually, at the moment due to changes in budget-reporting we can't even say what share of the budget goes to teaching versus the share for administration more generally.

Fabric: What about the Board of Governors? How much does it spend? How much does it spend on hiring outside consultancies?

The budget doesn't specify any costs directly related to the Board of Governors, so I can't say what they might cost. The current budget has a line item for about \$1.25 million in professional fees. I don't know whether but suspect there might be additional amounts buried in other categories of expenditures, for example, the management fees for our various benefit programs. The catch of course is that that is only what is budgeted and the amounts spent can differ, and in the past have differed by sometimes large amounts. Numbers submitted to the Canada Revenue Agency as part of our registered charity obligations suggest that in 2012 we spent a bit over \$3.5 million on professional and consulting fees.

Fabric: In a \$110 million dollar budget, that sounds like quite a lot—especially when you consider that the University is already paying faculty who have all the skills of these consultants. Is that typical? Do other universities of our size pay a similar percentage of their budget on external consultancies?

Actually my impression is that it's probably close to the norm, or at least what's budgeted is. The most recent CAUBO data I've seen looks like about 1.7% of operating budget was the average across Canada. And even if faculty did have all the skills necessary, it's not at all clear it would be possible or proper to employ us in that capacity. I can't imagine administration using a faculty member with legal skills to argue against the FA in a grievance or human rights hearing.

Fabric: Obviously, it is easy to be critical from the sidelines. The University was in a difficult situation. So, had you been asked, how would you have balanced the books?

As I said before, without being in a position to see how the rest of the university runs, it's very difficult to say how I would have done that. And that's not just a matter of not being privy to how they operate, but being unable even to see the financials. Budget information, which was always limited by being notional rather than actual, has become even less useful over the past two years as virtually all data on how money is spent across units has been deleted from the document.

In approaching the problem, I think I would have started by trying to be more upfront with information on what our financial situation was and how it had come about. There was some effort along those lines but without the numbers to back it up it didn't really inform people. Myself, and I've had occasion over the past decade to look at more financial statements for the university than probably anyone outside of the comptroller's office, it was only after pushing for an explanation in Senate and finally this spring getting a briefing from the VP Finance that I finally fully clued in. And most people, I think, are still asking questions as to where this came from.

An earlier appreciation of the need to make cuts might have helped by making it possible to make a few more sensible cuts. In Arts, for example, we were getting conflicting messages about Summer school and the overall scale of cuts needed until it was essentially too late to trim many of our summer offerings, forcing us in the end to cut more deeply, with what appears to have been some damage to some programs, in the fall and winter. As far as specifics go, to start I probably would have pushed for a slightly higher level of tuition increase, perhaps five or six percent. That would not generate a lot of money, but it would be a start. No one likes to put a burden on students, but we have essentially the lowest fees in the Maritimes and our students have been given a substantial amount of relief from their costs recently with grants, interest

relief, and tax credits. Given the consequences of cuts, I think most wouldn't complain about a bit of an increase. I might not have pushed for a retirement package but I would have gone the rounds of departments where people are nearing retirement and discussed the possibilities of retirement. I suspect there are some who are prepared to go but are concerned about the prospects for their programs if they aren't replaced. In most cases though it probably makes sense to replace them, and the assurance that that would happen might help convince them to jump even without incentives.

I would probably have asked for smaller cuts from the academic side, not because I feel there's more slack there, but because I have some concerns that in reducing our capacity to handle students we may be hurting the bottom line more than we're helping in some cases. I'm enough of a "manager" type that I would probably have hit some programs harder than others as the actual budget did, with an eye to the effect on capacity and enrolments. As it is, I understand there are a few programs whose reduced capacity has led us to lose students to other universities, which is somewhat counterproductive.

I would also have tried to ensure that cuts on the administrative side are cuts to administrative operations and not in effect further cuts to the academic side. Cutting research grants is not a cut to the Research office, it's a cut to faculty and departments.

Going forward, I'd want to maintain the capacity to help remedy our problems by growing enrolment, as that seems one of the few positive possibilities available to us. That might mean more targeted allocations of resources and less in the way of across the board moves. I'd also take another look at our recruiting efforts, in particular, with an eye to trying to bring in more students in areas where excess capacity exists.

One final specific thing I would try to do is find a way to cover the cost of the new information system (itself and its management) somehow other than through carving the money out of the operating budget.

Perhaps it's not a sexy project, but it seems to me this is something that should be covered by some kind of funding effort.

Welcome to New Members:

Brandi Bell, Nursing

Lucie Bellemare, Education

Crystal Burrows, Business

Richard Campanaro, Political Science

Catherine Creighton, Companion
Animals

Melissa Day, Biology

Don Desserud, Political Science

Susan Doiron, Education

Kerry Doucette, Nursing

Emily Essert, English

David Gilbert, Business

Chelsia Gillis, Applied Human
Sciences

Luke Heider, Health Management

Chelsea Martin, Pathology/
Microbiology

Kerie Murphy, Nursing

Prashanth Poddutoori, Chemistry

Rebecca Reed-Jones, Applied Human
Sciences

Margot Rejskind, Music

Suresh Sharma, Biology

Sasa Stankovic, Philosophy

Important Dates

By September 30 of the prior year	Requests to redeem credits for student supervision must be made to the Chair in writing by Sept. 30 of the year prior to the requested course release	Article H1.4.2 d) v)
By October 1	List of potential references for promotion purposes to be submitted to the Dean/UL	Article E4.1.1 b)
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 courses still unfilled	Article G1.4 b)
By November 1	Each academic unit must update its Sessional Instructor Seniority Roster	Article G1.7.1 c)
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
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 E2.5.2.3a)

Prior to January 15	Dean/UL includes letter in candidate's file for promotion 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 b)

Retirees

Best wishes to the following Members who have retired. They were recognized for their years of service at Faculty Recognition Event on May 6.

John Burka, Biomedical Sciences

Rick Cawthorn, Pathology and Microbiology

Wayne Cutcliffe, Computer Science and Information Technology

June Countryman, Music

Sharon Neill, Robertson Library

Worried about Your Environmental Footprint?

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FACULTY ASSOCIATION Calendar of Social Events

FA Time

- *Sept. 27 (Schurman Market Square), 4:00 – 6:00 p.m.*
- *Oct. 25 (Main Faculty Lounge), following the General Meeting*
- *Nov. 29 (off campus), evening event*
- *Jan. 31 (Faculty Lounge, Main Building), 4:00 – 6:00 p.m.*
- *Feb. 28 (Faculty Lounge, Main Building), 4:00 – 6:00 p.m.*
- *Apr. 4 (The Wave), 4:00 – 6:00 p.m.*

FA Coffee Time

Faculty Lounge, Main Building,

9:30 – 11:30 a.m.

- *Oct. 17*
- *Nov. 20*
- *Jan. 23*
- *Feb. 12*
- *Mar. 27*



*2013 Scholarly Achievement Merit Award
Winners: (L-R) Dr. Carlo Lavoie, Department
of Modern Languages, Dr. Robert Hurta,
Department of Biology, and Dr. Henrik
Stryhn, Faculty of Veterinary Medicine*



*Hessian Awards for Excellence in Teaching:
Dr. Janet Bryanton, School of Nursing
Dr. Edward Gamble, Faculty of Business*

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.*

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: upeifa@upeifa.org
UPEIFA Website: www.upeifa.org

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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***Interim FABric editor Richard Lemm;
Layout editor Mark Barrett.***

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