

the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

September 2011

A Great Small Faculty Newsletter

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Welcome to the All-Presidents Special Collector's Edition of ... the FABric!

Major changes have been afoot at UPEI through the summer, and our intrepid FABric Staff have been there, covering them all, and are now ready to bring you the inside scoop. We have a new UPEIFA President—the first librarian and the first woman in the Association's 42-year history: Betty Jeffery. Dr Alaa Abd-El-Aziz is the new President of the University. And former UPEIFA President Wayne Peters has taken his talents to the national stage, and become President of CAUT. And the FABric has exclusive interviews with all of them, finding out, amongst other things, if they have read that great Island classic, Anne of Green Gables. So clear out the bottom door of your desk 'cause one is a keeper!



State of the Union: The President's Report

*by Betty Jeffery
UPEIFA President*

Writing my first column for the FABric provides me with a good opportunity to reflect upon the past five months. The 2011/12 Executive took office on 9 May, and my first official duty that day as your President was to sign the new Collective Agreement for Bargaining Unit #1. The following day we began preparations for the next round of collective bargaining, with an all-day post-bargaining debriefing session where, among other things, we developed a negotiations time-line. I am pleased to report that so far we are on schedule, including having a Negotiating Team and Job Action Committee in place. While we are busy preparing for the next round of negotiations for Bargaining Unit #1, we are presently in negotiations for Bargaining Unit #2. We also continue discussions with the other Unions on campus in regards to pension.

I initiated a meeting with the "other new President" in early July, and since then we have held several discussions, with a goal of improving

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relations between the Association and the Employer. I am pleased to report that these discussions have resulted, thus far, in three long-standing grievances being resolved to the Association's satisfaction, and other issues handled without needing to resort to the formal grievance process. Dr. Abd-El-Aziz has stated to me, and in several public forums, his commitment to work on developing the human infrastructure. As he would say himself, though, we must hold him to this commitment, both as a Faculty Association and as individuals. I look forward to seeing further concrete examples of this commitment. Be assured that the Faculty Association will continue to work to ensure that Members' rights, as provided for in our collective agreements and certification orders, are protected and respected.

It is the human infrastructure which makes UPEI such a great university and community. As a community, we have several opportunities to acknowledge and celebrate the milestones and achievements of our colleagues. In this issue of the FAbriC you will read about the honorees at this year's Faculty Recognition & Awards Celebration held at the end of April. The FA provides other venues for this, such as FA Time and other social activities, but don't forget the informal opportunities. In the 'busyness' of our lives as academics, let's take time to share a few moments with a colleague next door, down the hall, or in another building. And let me take advantage of this opportunity to thank my predecessor in the role of FA President—David Seeler—for his commitment and dedication to the FA. Dave served in the role of President for three years, and as Vice-President for eight years prior to that. I would also like to acknowledge another FA Past President—Wayne Peters—whom we are proud to see serving as CAUT President this year. Read an interview with Wayne elsewhere in this issue.

We are beginning to see some concrete results from the recently-negotiated BU #1 Collective Agreement. The first three-year recurring contracts for Sessional Instructors have been offered, and some Sessional Instructors are now being compensated at the Step 2 rate. These were hard-won gains in the last round of collective bargaining. As of this writing, the report of the joint committee set up to investigate pregnancy leave for Clinical Nursing Instructors is due within a few days. By the way, watch for details on Fair Employment Week which we are organizing for later in October to highlight the overuse and exploitation of contract academic staff.

I hope that all of you will make an effort to attend the Fall General Membership meeting on 13 October. We are experimenting with a new timeslot, and also providing a light lunch, to accommodate in particular those of our Members who may hold other jobs off campus. At that meeting we will be presenting the proposed bargaining positions for BU #1 for your approval.

Best wishes to all of you for this academic year.

Great Moments in University History

A Less-Ambitious Student

In 1382 Robert of Lincoln enters King's Hall College, Cambridge where he lives and studies for the next 58 years. He dies in 1440 without taking his undergraduate degree.

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

General Membership Meeting

Thursday, 13 October

12:00 pm-1.30 pm

Faculty Lounge, Main Building

A light lunch provided, beginning at 11:30

All Members Encouraged to Attend!

**A Conversation with Dr. Alaa Abd-El-Aziz,
UPEI's Sixth President**

*Interview by Richard Raiswell
FABric Editor*



On 1 July 2011, Dr. Alaa Abd-El-Aziz became the sixth president and vice-chancellor of the University of Prince Edward Island. Shortly before classes began, the FABric had a chance to sit down and talk to Dr. Abd-El-Aziz, to discuss his

impressions of the University so far, and to get a sense of his vision for the institution over the coming years. Dr. Abd-El-Aziz was candid and direct. He spoke passionately and enthusiastically about his new position and the opportunities he sees to draw upon and enrich the university's human infrastructure. "His job

as president, he stressed, was to champion the university community—to be an administrator who ensures that faculty and staff can do their jobs as effectively as possible." Mutual respect and trust are central to Dr. Abd-El-Aziz's style of leadership—and when it comes to solving problems, he wants to do so as an academic: to bring together a community of minds, to debate and discuss, and to sound out ideas. As he says, two brains are always better than one. But, he stressed, as I readied to leave, we should not take this as empty rhetoric: we should measure him by his actions.

FABric: Why did you decide to come to the University of Prince Edward Island?

Dr. Abd-El-Aziz: UPEI is in a position to make a huge contribution to the future success of Prince Edward Island. It has a talented faculty and staff, and a good and growing reputation for quality teaching and research. Moreover, the physical infrastructure is in place. I believe that my skill set meshes well with the next stage in the university's development.

FABric: How is UPEI different from other Canadian universities?

Dr. Abd-El-Aziz: There are some obvious differences between UPEI and other Canadian universities. For example, we are the only degree-granting university for an entire province. So we do receive tremendous, unilateral support from our community and government. We have a symbiotic relationship with our province, for UPEI is a huge economic driver, but also relies upon public support. I think what sets us apart, though, is

our can-do attitude. Although we may not be blessed with some of the resources that large universities have, we set goals and continue to reach beyond the limits of what others might think possible.



Our undergraduates have tremendous opportunities to conduct research with outstanding faculty. This is rare in larger institutions.

Many universities are similar, and spend a lot of money trying to say that they are not. This means that we need to position ourselves properly. We need to stress what we do well. We have world-class programmes at UPEI that are attractive to students around the world.

FAbriC: What are your first impressions of the university? What do you see to be its strengths?

Dr. Abd-El-Aziz: On my numerous visits prior to July and now that I've been here permanently for a couple of months, I'm very impressed with the people of the university, and of the community, and how UPEI respects its history and values.

For a relatively small university, UPEI has

attracted excellent faculty, researchers, and staff. How does this happen? I believe it is a case of how UPEI's people attract other great people, resulting in the delivery of programming that translates into a successful experience for students.

We have all the strengths of a small campus, a close-knit relationship between students and faculty, and with the community. But the opportunities we offer, and our "output" is that of a bigger university.

We have a strong infrastructure base and new facilities that are ideal for nurturing our connections with the community—whether it be in a research context, or through the offering of our venues for sport and recreation, meetings, community programmes, and the like.

FAbriC: What are your priorities in your first year?

Dr. Abd-El-Aziz: I look forward to working collaboratively with members of the campus and the community to set future directions from a strong foundation.

My first priority will be to spend time and get to know the faculty, staff and students who learn, work and live here—to identify their perspectives on the strengths of the current programming and future directions of growth and development for the university. I will also meet with alumni, members of the Island community and members of government, the private and public sector, industry and not-for-profit groups, so I can come to understand the key issues of importance from these perspectives, and determine how we can work

together to meet the needs of the community, while positioning UPEI as an academic leader in the 21st century.



FABric: What is your vision of the development of the university over the next five years?

Dr. Abd-El-Aziz: This will be determined through input from a collaborative approach. But I expect that we will continue to improve our human infrastructure, foster a healthy and vibrant work environment, and develop common goals around student success, community engagement, international and graduate student support, and alumni involvement in career development.

But UPEI should never be anyone's second choice. It should be a destination actively sought out by students and by faculty. It should be an institution of which the community is proud.

FABric: What do you foresee to be your greatest challenge in the years ahead?

Dr. Abd-El-Aziz: I prefer to position challenges in positive terms, for our greatest challenges

will spawn our greatest opportunities. Which challenges we choose to address will frame our culture.

Obviously, we are working within the same environment as all universities and have to be sensitive to the world-wide economic climate, to issues such as regionalism, inter-provincial mobility and demographic realities. But if we continue to build UPEI based upon excellence, quality and shared values, if we continue to invest in the best people that we can attract—students, faculty and staff—our response to our challenges will continue to improve our university.

FABric: Finally, a cheeky question: have you read Anne of Green Gables?

Dr. Abd-El-Aziz: Yes. I have read Anne of Green Gables, but I must admit that I have not read all of Lucy Maud Montgomery's works. Lucy Maud's reflections and writings do give a wonderful glimpse into Island life of that era, and that helps me to understand the Island, as a new resident. Her descriptions of the Island are like paintings, and I have enjoyed seeing this landscape as I spent some time travelling around the province meeting members of various communities.

We are privileged to house the Lucy Maud Montgomery Institute (LMMI) here on campus, where some of the most renowned Montgomery scholars—including Dr. Elizabeth Epperly, a former UPEI President and founding Chair of the LMMI—interact to present their research on Montgomery's work.

Just the facts ...

An accomplished chemist and fellow of the Chemical Institute of Canada, Dr. Abd-El-Aziz received his BSc and MSc degrees from Ain Shams University in Cairo, Egypt, and his PhD from the University of Saskatchewan. After completing an NSERC postdoctoral fellowship at the University of Toronto, he joined the chemistry department of the University of Winnipeg and was the recipient of several distinguished teaching and research awards. He served as dean of science, associate vice-president of Research and Graduate Studies, and vice-president, Research, International & External Affairs.

Most recently, Dr. Abd-El-Aziz was provost of the University of British Columbia's Okanagan campus in Kelowna, which he joined in 2006. As provost, he provided leadership and direction in the areas of planning, policy development, and resource management. His responsibilities also encompassed the academic and research mandates.

Throughout his administrative career, he has remained actively engaged in chemistry, making significant contributions to research and teaching in his field of inorganic and organometallic polymers and materials. Dr. Abd-El-Aziz plans to continue his research while at UPEI.

Dr. Abd-El-Aziz resides in Cornwall with his wife, Valerie, and youngest son, Kareem.

A Conversation with Betty Jeffery, UPEIFA's New President

*Interview by Richard Raiswell
FAbriC Editor*

FAbriC: Why did you decide to take on the Presidency of the UPEIFA?

I can't say that this was something that was ever in my career or life plan. I have always believed, though, in contributing to any group of which I am a member. I was involved with the union at Acadia University before coming to UPEI, and became involved here following unionization. My first elected role was as a member of the Communications Committee, and when I became a Member-at-Large on the Executive Committee in 2005 I became Chair of that Committee. That role meant that I was heavily involved in the momentous year in UPEIFA history which saw us having to go on strike to achieve some of our negotiating goals. After serving as a Member-at-Large for three years, I agreed to run as Vice-President—a position I served in for a further three years. The experience I gained on the Executive during two rounds of negotiations and six troubled years of dealings with the Administration made it almost impossible for me not to offer as President. I believe that this experience and knowledge will work to our benefit.

FAbriC: What do you see as the UPEIFA's strengths?

Its Members. As much as it may sound like a truism, any union is only as strong as its membership. Our membership demonstrated its strength in a very visible way during the Strike in 2006. A more recent demonstration of our strength, though, is the number of people serving the

Association in some role. None of us can become complacent, however, and assume that there is "someone else" who will take care of things. Each and every Member has a role to play in ensuring that the UPEIFA remains strong, and that the UPEIFA is recognized by the Administration to be strong. Turning out for Membership meetings and social activities is one way in which every person can contribute.

*F*Abric: What are your priorities this year?

Obviously the top priority is to conclude successful negotiations for both of our Bargaining Units. We do have good collective agreements in place but there are further improvements and gains to be made. As I mention in my Report earlier in this issue, I also want to work towards improving relations between the Association and Employer. And, of course, we must continue to be ever-vigilant to ensure that the collective agreements are respected and enforced.

*F*Abric: Have you read Anne of Green Gables?

Yes—more than once.

Great Moments in University History...

Indoor Heating ... the view from October 1564

Dr. Bysby gives £20 to buy lands to keep a fire in the hall or parlour in Caius College, Cambridge, on Sundays and holidays, and in very cold weather at dinner and supper on condition that the very young scholars or others should alternately recite verses in the psalms, and a short prayer in Latin at the fire side.

A Conversation with Wayne Peters, CAUT's 46th President

*Interview by Richard Raiswell
F*Abric Editor



*F*Abric: Why did you decide to take on the Presidency of CAUT?

Those who know me will realize that I have never been one to shy away from taking on challenging work whenever it needs to be done or from stepping up to do what is right in the face of adversity or intimidation. I believe each of us has an obligation to demonstrate leadership in some way in situations like these. My experience has taught me that when you do so others will follow and support you. The corollary, of course, is that, as individuals, we simply cannot ignore what goes on around us and hope others will respond.

I have had the privilege of serving the academic staff at UPEI for most of the last decade through my work with the Faculty Association in a number of roles, including four years as President. I eagerly took on this work because I believed we needed a strong academic voice on campus at a time when more corporate managerial culture was beginning to supplant traditional collegial governance and to marginalize the role of academic staff in the institution's decision-making.

Through this time, I also had the opportunity to serve as the Association's delegate to CAUT which gave me the opportunity to learn more about the

broader issues and challenges facing Canadian academics and our post-secondary education system. It soon became inevitable that I would eventually contribute my efforts in some way at the national level. My decision to offer for the Presidency of CAUT was, in fact, made several years ago when I decided to offer my name as its Vice-President, a role I served for three years.

FAbriC: What do you see as CAUT's strengths?

CAUT represents over 66,000 academic staff members at 122 English and French-speaking universities and colleges in Canada. It is recognized as the national voice for academic staff in this country. Being a member-based organization, it goes without saying that its greatest strength is its membership which is made up of a wide range of academic professionals on our campuses. While CAUT certainly works hard to promote the rights and interests of its academic staff members and to support its local member associations, I am very proud to say that one of its most important strengths is that the scope of its work does not stop there.

CAUT is a staunch supporter and defender of the academy and post-secondary education. It works to advance the standards of the academic profession and to improve the quality of and accessibility to post-secondary education, all in the public interest. CAUT is an aggressive defender of academic freedom, a principle it supports for all academics, not just its own members. CAUT is an outspoken defender of civil liberties and human rights. It works to advance equity and equal rights for all in the academy. CAUT lobbies the federal government on public policy that impacts post-secondary education and other areas of interest to Canadian society, often taking aggressive stands against the government's direction. Beyond its national efforts,

CAUT is also involved in international development and cooperation work to advance these same objectives outside of the country.

This diverse scope of work, supported by its individual academic staff members and member associations, allows CAUT to speak for post-secondary education in this country with credibility and authority in a manner that no other national, provincial, public or private organization, or alliance of organizations, is doing at this time. This ability is one of its great strengths.

FAbriC: What are your priorities this year?

The start of my CAUT presidency coincides with the introduction of a new Executive Committee structure, expanded from 11 to 14 members, a new Equity and Diversity Council and four new Working Groups, all designed to represent our diverse membership, especially academic staff from marginalized groups, better. One of my priorities over the coming year is to be responsive to the needs of this new structure in helping it to achieve its goals. Additionally, I want to ensure that CAUT steps up its work in support of academic librarians, who have come under heavy attack by administrators on our campuses, and contract academic staff, who continue to be victimized by a casualized-labour agenda. Finally, in response to a fundamental neo-liberal transformation of our post-secondary education sector, CAUT will be reviewing its structures, direction and work over the next while in an effort to re-vision how it can most effectively direct its efforts in defence of the academy. As President, I am excited to be providing leadership to the organization through this time.

FAbric: Have you read Anne of Green Gables?

*No. I am much more of a Stephen King type when it comes to reading. Although, the last two books I read were *The Kite Runner* by Khaled Hosseini and *House Rules* by Jodi Picoult.*

Great Moments in University History

A Fourteenth-Century Librarian Complains

From Richard of Bury, Philobiblon

“One can often see some stiff-necked youth sluggishly seating himself for study ... his nose, all watery, begins to drip. Nor does he deign to wipe it with his cloth until he has wet the book spread out before him with the vile dew ... He halts not at eating fruits and cheese over the open page, and in a slovenly way shifts his cup here and there ... with endless chattering he does not cease to rail against his companions ... wetting the book spread out in his lap with the sputtering spittle.”

Celebrating our Great Small Faculty: Faculty Recognition Night at Stanhope

On 28 April, the FA held its annual Faculty Recognition Night at the Stanhope Beach Resort & Conference Centre. The evening recognised recent retirees, and the contribution of those with 25-years of service. But the highlight of the evening came with the awarding of Merit Awards for Scholarly Achievement, and the four Hessian Awards for Excellence in Teaching.

Scholarly Achievement Merit Award

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. This year’s winners are: Dr. Sanda Badescu (Faculty of Arts), and Drs Lori Weeks and Rabin Bissessur (co-winners, Faculty of Science). This year we received no nominations for the faculties of AVC and Nursing award.



Award winners (with plaques from l to r) Lori Weeks, Rabin Bissessur and Sanda Badescu

Dr. Sanda Badescu received her BSc in Physics in 1993 and BA in French and English in 1997 from the University of the West in Timisoara, Romania. She received her MA in Comparative Literature in 1999 and PhD in French in 2003 from the University of Western Ontario, London, Ontario. She joined UPEI in the Faculty of Arts in the Department of Modern Languages in 2003. Since joining UPEI, Dr.

Badescu has been very active, presenting papers, organizing conferences and publishing, and very successful in applying for internal research grants. She has written one book: Madame de Sévigné et Michel de Montaigne: l'écriture intime à la lettre et à l'essai (The Edwin Mellen Press, Lewiston, New York, 2008) and was editor of another book "From One Shore to Another: Reflections on the Symbolism of the Bridge" (Cambridge Scholars Press, 2007), a collection of essays from the proceedings of the bilingual conference entitled "The Sea, The Land, The Bridge: (Hi)Stories of Communication" held at UPEI in August 2005. Dr. Badescu wrote the introduction "On the Symbolism of the Bridge" to this book. From 2008 to 2009, Dr. Badescu served on the Language Laboratory Committee, which created a modern languages laboratory in the Robertson Library at UPEI. The lab serves primarily UPEI students who study modern languages (especially French, Spanish, German), and students who study English as an additional language. The nomination letter stated that "Her work demonstrates a wide range of professional interests and an admirable command of complex theoretical issues." She is presently developing new video and audio material to be used in French classes taught in the Department of Modern Languages. Congratulations Dr. Badescu.

***Dr. Lori Weeks** received her BSc in Home Economics from UPEI in 1991, MSc in Human Development from the University of Maine in 1994, and PhD in Adult Development and Aging and a Graduate Certificate in Gerontology from Virginia Tech in 1998. She was Full-time Administrator of Rosewood Residence Licensed Community Care Facility in Hunter River prior to joining the faculty at UPEI in the Department of Family and Nutritional Sciences in 2001. She is considered a national leader in gerontology research. Over the past several years, she has successfully written grants and fostered a*

number of local and international collaborations to support her research program, and currently holds just under \$1 million in research funding. She publishes profusely; 10 refereed manuscripts and 17 abstracts or conference presentations in the last 5 years. Dr. Weeks has served on the UPEI Research Ethics Board since 2005, and became Chair of the REB in 2008. She is also a valued mentor of students, having supervised or co-supervised 4 graduate students and 14 BSc honours undergraduate students. Lori also provides her expertise to the PEI Department of Health and Wellness, and currently serves on the Provincial Dementia Strategy Steering Committee. Congratulations Dr. Weeks.

***Dr. Rabin Bissessur** received his BSc (Honours) in Chemistry from University of Manitoba in 1987, MSc in organic chemistry from University of Rochester in 1989, and PhD in Chemistry with specialization in Materials Synthesis and Physical/Chemical Characterization from Michigan State University in 1994. He was a Research Fellow at Northwestern University, Lecturer at University of Mauritius, Research Associate at Laval University, and then Instructor at University of Northern British Columbia, prior to joining the faculty at UPEI in 1999. Rabin is currently Acting Chair of the Department of Chemistry. This is Rabin's second win of the Merit Award for Scholarly Achievement; the first was in 2003. Since then, Rabin's research productivity has if anything increased, further enhancing his national and international reputation in the field of nanocomposite materials. He has been NSERC-funded since 2002, with a total to date of \$290,000. He collaborates extensively and has been extremely successful in obtaining infrastructure grants from CFI, AIF and NSERC. He has also been funded by Innovation PEI and has received several internal research grants. He currently serves as the NSERC*

Scholarship Liaison Officer for UPEI. Since 2003, he has published 28 peer-reviewed papers and two book chapters, and 36 abstracts or conference presentations. Dr. Bissessur is also very active in the training of highly qualified personnel, including 17 summer undergraduate research students, fourth-year research projects of 16 undergraduate students (11 Honours and 5 Majors), and 5 MSc graduate students. Rabin has equally excelled in teaching and was a winner of the Hessian Award for Teaching Excellence in 2007, and this year's winner of the UPEI Student Union Faculty of the Year Award in recognition for excellence in teaching. Congratulations Dr. Bissessur.

Hessian Merit Award for Excellence in Teaching

Dr. Shelley Burton of the Department of Pathology and Microbiology has already been recognized as one of the outstanding teachers in the Atlantic Veterinary College with seven AVC teaching awards. She is an expert clinical pathologist, and teaches the subject in a lecture and laboratory course for second year veterinary students, and in 4th year clinical rotations. She is also heavily involved in the supervision and training of graduate students, and in the delivery of continuing education sessions for veterinary practitioners and pathologists regionally, nationally and internationally.

Looking at Dr. Burton's teaching dossier and letters of nomination from her colleagues, it is clear that one key to her success is that she simply loves teaching pathology, another is the time and effort she puts into it. Shelley prepares her lectures and presentations meticulously, explaining concepts in a way that makes them easy for students to

remember, and always stressing applications in clinical diagnosis, making the information very relevant to veterinary students. She employs humour, innovative visual analogies, and sometimes quirky mnemonics to engage students. For example, if you ever are looking at blood test results and need to know which coagulation factors are altered in an animal exposed to warfarin, a common rat poison, just remember that groovy year 1972 – factors 10, 9, 7 and 2. Shelley also has developed an extensive catalogue of laboratory exercises, case studies, and supplemental on-line learning materials for her students. More evidence of her dedication to teaching is her regular attendance at workshops and conferences on teaching.

Her students clearly appreciate the effort and enthusiasm Dr. Burton brings to her teaching. A recent AVC graduate wrote, in a letter nominating her for the Hessian award, that her "multi-faceted approach to teaching ensures that the material is accessible to students with different learning styles", and that she is "always willing to make time to discuss any questions or concerns a student may have". The numerical scores on student surveys are extremely good, and the comments students write about her are superlative. She is described as very enthusiastic, well prepared, very knowledgeable, extremely thorough, effective, engaging, passionate, and approachable. Several students mentioned the extra help and review sessions she provides, and the fact that she cares deeply about student learning. All this, and "she is funny and very nice as well".

Dr. Wendy Carroll has been teaching management at the undergraduate and MBA

level in the UPEI School of Business since 2008, and appears to have come here with a mission—closing the “rigour–relevance gap”. In her teaching dossier she describes how, during a 20 year career in business, she continued to take courses, read, and learn, and did her best apply this learning in the workplace. She says she eventually “became disillusioned with the ways in which business managers and leaders were making decisions, especially when it came to dealing with people. What was most surprising to me was the apparent disconnect between what I was reading in the academic literature (the evidence) and the practices that business leaders were touting as “best practices”. Working as a senior leader in an organization, she stayed in contact with several teachers and mentors, and found she could indeed use evidence-based knowledge (rigour) to create solutions to real problems (relevance). She pursued a Ph.D. and is now trying to close the rigour-relevance gap as a business management educator. Evidence-based management is a consistent theme in what she teaches.

An evidence-based approach is also seen in how Wendy teaches. She is familiar with innovative new teaching techniques and how to use them effectively. As one of her colleagues writes, she “pays close attention to the research on effective teaching and incorporates it into her course delivery”. She is engaging in the scholarship of teaching herself. In addition, and equally importantly, she is completely dedicated to her teaching and to her students.

The results are impressive. She received the UPEI Graduate Student Faculty Member of the Year Award in 2008 and 2009, after being nominated by the MBA students. One student

who recently completed her MBA signature project, with distinction, told the selection committee that “this would not have been possible had it not been for the hundreds of emails, countless drafts, and constant encouragement from Dr. Carroll. When I thought I was done she set the bar higher and I responded...” All the students we surveyed supported her for the Hessian Award, telling us in their comments that she “challenges” them “but is always ready to help”, is always positive, very accessible, experienced and knowledgeable, inspiring, “very good at motivating students”, and “dedicated to teaching excellence”. They appreciated the open discussion and dialog that goes on in her classes. As one MBA student wrote, “Wendy Carroll has inspired me to think more critically, emphasize positive outcomes..., seek out good evidence-based research to make better and more informed decisions, and improve personally to become authentic and effective in my everyday decisions.”

Dr. Marva Sweeney-Nixon, in addition to leading an active research group in the Department of Biology, has a well-deserved reputation as an outstanding teacher. The committee received detailed and enthusiastic nomination letters from a faculty colleague and no fewer than six current and former students. Marva teaches two very demanding and high-enrolment core courses in the Biology program, as well as two senior courses in her speciality. She is unique in the department in that she insists on personally teaching all the labs (up to 3 per week) and tutorials (6 per week) in these courses, something that is very important to her since the small-group contact allows her to get to know all her students, and identify early any problems they are having. Her former

department chair recalls how it was extremely challenging for Marva to find the time to do this as enrolments rose and the number of lab sections increased, but that she thought outside the box and worked with her department to find more efficient ways to use lab space and equipment and reduce set-up time. As her former chair puts it, Marva “didn’t come to me with problems, she came with solutions” to allow her to continue to work individually with all of her students in the face of rising enrolments.

Another example of Marva’s commitment to teaching is the effort she puts into keeping up with pedagogical advances. She reads widely, attends teaching seminars, and shares her insights with her colleagues. She helps individual students to discover their learning style, so she can help them in the best way possible. She makes use of a wide variety of teaching approaches and evaluation methods. She is part of an innovative collaborative teaching arrangement that her department chair describes as “one of the most important teaching developments in our department in many years”. Briefly, her third year physiology course is a writing intensive course, as is a third year course on research methods and communication taught by Donna Giberson. By meshing and coordinating the two courses so that students immediately apply in Marva’s course the knowledge and techniques they learn in Donna’s, the two instructors have significantly improved student outcomes.

Her students, without exception, wanted to see Marva recognized as the outstanding teacher she is. In a survey of her students, we received comments such as “She inspires me everyday! She is always prepared; she tries to teach all

learning types; ... The fact that she not only recognizes, but cares enough to see, that people learn differently makes her so special. She has given me confidence as a student, and inspires me to do my best.” She is described as “an incredible educator”, “the best”, “always prepared and organized”, enthusiastic, approachable, caring and helpful.

This year’s winner of the Merit Award for Excellence in Teaching by a Sessional Lecturer is **Earlene McKinnon-Gray**, of the Department of Family and Nutritional Sciences. She has taught several Family Science courses, and her contributions are highly valued by the department. In nominating Earlene, one of her faculty colleagues wrote that “Earlene stands out for her professionalism, dedication, teaching skill, organizational abilities, high standards, and collegiality. I have learned a great deal from Earlene about teaching and interacting with students...”

In the letters and comments the committee received, the course mentioned most often is Family Science 491–Human Sexuality. Earlene’s initial contact with the course was as a guest lecturer, speaking about her experiences teaching sex education in high school. The next year she applied to teach it. Human Sexuality is a core component of the Family Science program, and is required for students who wish to become Certified Family Life Educators. Earlene has single-handedly maintained the required curriculum standards and kept the course up-to-date since she took it on in 2004. In teaching the course, and in dealing with a subject matter that is rather

uncomfortable for some students, she has based her teaching practice on the belief that, as she puts it, “An active supportive environment--based on mutual respect, inquiry, support, and excitement—must be developed. Within this environment we all can learn from and with each other. The role of the instructor is to facilitate the growth of this environment, to provide activities which both model and encourage learning together, and to make sure the experience is both worthwhile and enjoyable.” She uses a wide range of teaching approaches to accommodate different learning styles.

What we heard from Earlene’s students makes it clear that she has been highly successful. A former student wrote in a nomination letter “The activities and discussions made thoroughly learning the material very natural... the information stayed with me. This was especially due to the fact that individuals or pairs of students were responsible for teaching one chapter of the text book each. I feel that student participation is key”. Students we surveyed commented that Earlene “offers herself fully to students,” is hard-working and enthusiastic, and “gets to know each individual student.” “She is hilarious.” “She is one of the best professors I have ever had.” “I waited four years to take her class.” “Earlene is the type of person that you instantly feel comfortable with.” And finally “Earlene is much more than a teacher, but this is a person who provides support—without judgements and without thought. This is natural to her. I think it’s what makes her a great educator. Her love for her students extends far beyond the three hours she spends in lecture a week.”



Hessian Merit Award Winners (with plaques from l to r) Marva Sweeney-Nixon, Wendy Carroll, Earlene McKinnon-Gray and Shelley Burton.

Arts Faculty Colloquium Series is Back

All events are at 3pm in 420 Main

7 October: Getting to Know Your Colleagues. Alica Kerfoot (English) and Nia Phillips (Psychology) will discuss aspects of their research.

28 October: Disciplines and the Arts, A roundtable with Richard Raiswell (History), Don Desserud (Dean of Arts) & Ann Braithwaite (Women’s Studies)

18 November: Interdisciplinary panel.

For more information, contact:

Ann Braithwaite: abraithwaite@upei.ca

Richard Raiswell: rraiswell@upei.ca

In memoriam: Patrick Reilly

by Heather MacKenzie



Patrick Reilly, BA, BSW, MSW passed away on 31 August 2011. Patrick was a long-time Sessional Instructor in the Department of Sociology and Anthropology, and worked full-time as a social worker in

the acute psychiatry at Hillsborough Hospital. He is survived by his loving wife, Mae MacPhee.

Patrick Reilly was an amazing man with wonderful qualities that he wore lightly. Yet he touched many people's lives, helping to change their direction for the better. Patrick did this unassumingly, and excelled at caring for people he knew were suffering. He did this wonderful work by sharing his knowledge and personal experience with clients, friends, colleagues and students both in the classroom and at work.

Patrick had little patience for bureaucracy and red tape. He preferred to act, showing his immense compassion and empathy for those struggling in difficult situations. I saw this often in my early years of employment when I would sometimes accompany him when he met with families of those he was trying to comfort. I was amazed that he did not simply tell these people what to do, but he sat down and listened to them, using his understated presence and talent for understanding to have an immediate and direct effect. I asked him once about his ability to relate to others, and, with that characteristic smile of his, he replied, simply, "there

can be happy endings if we strive for them." I never forgot those words. Our lives would take different directions, but we would occasionally meet, and laugh and talk about the happy endings in our own lives both personal and professional.

This summer, I spoke with Patrick about my desire to return to university. He was very encouraging, and with his unique unassuming modesty, shrugged his shoulders, saying, "if I can do it, you can do it." I recently completed his second-year undergraduate "Anatomy of Addictions" course. A talented instructor, Patrick enjoyed providing students with the opportunity to challenge received wisdom, and really enjoyed creating a classroom buzzing with ideas. His commitment and dedication to students was remarkable; indeed, he completed teaching and marking his summer class's assignments just days before he died.

I was shocked and saddened to hear of his death. It is a tremendous loss to the University, the students, staff, and to the members of the community he served for years. In memory of Patrick, I would ask that we follow his example and treat others as we would be treated ourselves. This was the touchstone of his life, his teaching and his work.

A short verse by Emily Matthews perhaps sums up Patrick and his legacy best:

Some people make a difference just by being who they are, / Their inner light shines bright and touches lives both near and far, / And even when they're gone, they still play a part, / In the smiles, the priceless moments, that are treasured in the heart.

A service celebrating Patrick's life was held on 3 September 2011 at St. Brigid's Roman Catholic Church, Foxley River, PEI.

Life in the Trenches: Weighing the Costs of Contingency

by Brenton Dickieson

As much as I'm tempted to use this column as an opportunity to offer self-critique to sessionals, it might be more beneficial to tell the story of one my struggles in the state of contingency I have chosen to adopt in being a career sessional at UPEI.

This may come as a shock to the academic community, but the sessional rate of pay in Canadian universities is subtle. I absolutely love teaching and the collegial atmosphere into which I've been invited. However, with relatively low pay and a per-semester limit on the number of courses any sessional can teach at UPEI (fewer than three—a regulation that inspires creative math at times), I find myself taking on more and more courses as they become available. Fortunately, I haven't had to teach something I wasn't interested in or that stretched the credibility of the classroom contract, but as a sessional I find myself stretched in one or another, in time or money.

Typically, I spend a lot of my time developing new courses and teaching large classes comprised of students from a diverse array of backgrounds. This semester, for instance, I am teaching 201 students in essay-based classes. Of the 23 courses I've taught at UPEI before this semester, fifteen of them were different courses—ten of these I designed and wrote on my own without a curriculum template of any sort. After six years of teaching, I only have right of recall in three courses and more than once I have prepared courses that were cancelled (without compensation of any kind). Three times a year I pitch courses to my chair, then spend hours creating draft syllabi by way of application to teach

these courses, knowing that there is a very real possibility that someone else may end up teaching them. So far at UPEI, I've only been able to teach two courses that were within my general field of ongoing research.

And that's the rub, for me at least: it is my research that gets lost in the sessional squeeze.

I love creating new teaching experiences, lecturing to large crowds and helping students find their critical voices. I relish the dangerous crush of ideas that comes with the dialogue between students and teacher. I am consistently challenged intellectually by the breadth of the educational landscape we aim to present to our students. And I've benefited greatly from the college of pedagogues that are my conversation partners here at UPEI.

But the sacrifices I've made literally to put food on the table have meant great losses in my own research. I have to fight to find an hour here or there to brush the sand away from where I'm digging so I can see my project anew. If the times between the here-and-there hours become too long, it is sometimes hard to find my place again. When it comes time to write, more often than not I need to write for paying magazines rather than academic journals. My summers, when so much good academic research is done, are filled with topical classes, tutoring and editing, and the grading of distance-education work.

While many sessionals are not trying to establish a career at UPEI, I do not think my experience is unusual. Talk to sessionals and you will hear the panic of doctoral projects mouldering in memory or lab ideas that sit at the bottom of a pile of papers to grade. For me, what ties my stomach in knots is the

extended limbo between graduate schools and the distancing future of established scholarship. After all, purgatory is only beneficial if one makes it through.

I present my struggle to you not as a victim, or someone entitled to anything at all—I believe a spirit of entitlement is the death knell of a free education. As a sessional, I have the great benefit of having my job on the line every time I stand behind a lectern; I am largely vulnerable, entitled to nothing if bureaucratic winds change. And it is I, and I alone, who bears the responsibility for doing the research, which is supposed to be difficult, in any case. There should be a price to pay for discovery, I believe.

Still, I think it is important that the academic community recognize one of the true costs of contingency. Cost-savings always have a price. In my case I haven't discovered what the full price is yet, but I am afraid that I might.

Worried about your environmental footprint?

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With just a quick e-mail to facultyassociation@upei.ca you can join the growing number of FA Members who receive their copy of the FAbriC through the miracle of modern electronic communications technology.

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Speaker's Corner: Notices of Motion

by Chris Vessey

In the case where a notice of motion is required to be given because of the nature of the motion (as laid out in constitution or by-law documents), or it is desired that such notice be given to ensure proper opportunity for prior consideration and open debate, a useful wording like the following:

I, Jane Doe, at the next Annual General Meeting will move or cause to be moved, that . . .

(Of course, the name of the mover and the meeting designation may change!)

This indicates that the person who is presenting a notice of motion may not be the person who makes the actual motion at the subsequent meeting. The mover and seconder are normally sought at the meeting, not in advance, as motions are brought forward and seconded by members present, and not in absentia.

Depending on the governing rules of a body, a notice of motion may be received verbally at a preceding meeting, or it may be required in writing a set period before the meeting at which it would be debated.

We Want Your Input!

Feedback, comments, articles, letters, images, etc. for future issues are always welcome! Contact the Newsletter Editor, Richard Raiswell, rraiswell@upei.ca, 566-0504.

Collective Agreement Dates to Remember, September 2011 - February 2012

The Collective Agreement is outlined in what has become known as the "Red Book" (a copy of the Collective Agreement is also available on-line from the UPEIFA website, www.upeifa.org). The 2011-12 Communications Committee has summarized dates from the most recent Collective Agreement that are important for FA members to know. Dates important for the time period covered by this edition of the FABric through to the subsequent edition to be published in late January are outlined as follows. A complete list of significant dates from the "Red Book" is also posted on the UPEIFA website.

Prior to October 15

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

Prior to November 1

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

On or before November 1

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

By November 1

Posting of Sessional Instructor Positions for winter semester courses as yet unfilled (**Article G1.4b**).

By November 1

Each academic unit must update its Sessional Instructor Seniority Roster (**Article G1.7.1c**).

By November 1

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

Prior to November 10

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

Prior to November 15

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

Prior to November 15

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

By December 15

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

By January 5 of the year of application for tenure
Dean sends letter to each Chair with names of respective Faculty Members eligible for regular consideration of tenure. [Chair then seeks confirmation from each Faculty Member that tenure file is being collated] (**Article E2.5.2.2; Article E2.5.2.3a**)

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 G1.4b)

Did you know...

that the UPEIFA sponsors two Entrance Scholarships each year. This year's recipients are: Jessica Paige Cameron, Three Oaks Senior High, and Jessica Dwan, Morell Regional High.

Welcome to Our New Members!

*Jason Arsenault, Political Studies and Global Issues
Randall Barley, Biology
Maria Campbell, University 100
Laura Campbell, Psychology
Gaylene Carragher, Business
Bill Chalmers, Global Issues
Rupert Collister, Education
Jennifer Connell, Business
Bradley Colwill, Business
David Costello, Education
Kristin Domike, Global Issues
Scott Dunbar, Religious Studies
Susan England, Education
R. Lee Forbes, Education
Ian Gardner, Health Management
Daphne Gill, Biology
Megan Glover, Physics
Brenda Goodine, Education
Terri Kean, Nursing
Alicia Kerfoot, English
Angela Kuchison, Chemistry
Kathleen Lawry-Batty, Math/Statistics
Reny Lothrop, Health Management
Joshua MacFayden, Environmental Studies
Betty-Jo McCarville, Education
Andrea Matthews, Companion Animals
Elizabeth Osgood, Engineering
Nia Phillips, Psychology
Heather Rossiter, Business
Jennifer Rozell, Education
Sophie St. Hilaire, Health Management
Elizabeth Steeves, Pathology/Microbiology
Marguerite Ternes, Psychology
Fabienne Uehlinger, Health Management
Mark Victor, Engineering
Zhang, Junhui, Library*

the FABric Editorial Policy

The FABric is the newsletter of the University of Prince Edward Island Faculty Association. The primary intent of the FABric is to keep all members of the UPEI Faculty Association up-to-date and informed. It is also the intent of the FABric to communicate UPEI Faculty Association activities and perspectives on issues to a wider community. The FABric is published three times per year: September, January, and April, and serves the following purposes:

to provide a means for the exchange of ideas, views, and issues relevant to the Association and its members;

to provide the Association's membership with information relevant to the operations of the Association;

to provide documentary records of matters pertaining to the Association;

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. Under special circumstances, however, the FABric may agree to withhold the author's name. The UPEI Faculty Association Executive retains the right to accept, edit, and/or reject contributed material. The opinions expressed in authored articles are those of the authors and do not necessarily represent the opinions of the UPEI Faculty Association.

The UPEIFA Executive

President:

Betty Jeffery, Library

Vice-President:

Nola Etkin, Chemistry

Past-President:

David Seeler, Companion Animals

Treasurer:

Debra Good, Business

Members-at-Large:

Susan Brown, History

David Groman, Diagnostic Services

Laurie McDuffee, Health management

Lori Weeks, Family and Nutritional Sciences

UPEIFA Office Manager:

Susan Gallant

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the FABric

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