

# the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

January 2011

Vol. 6, No. 2

## ***Welcome to the Year of the Rabbit ... and the new issue of the FABric!***

Welcome to the start of what we hope will be a very happy new year for all our Members—and welcome, too, to a new edition of **the FABric**, the great, small newsletter of the University of Prince Edward Island Faculty Association.

### *In this issue:*

- *The State of the Union*
- *Pension Plan Improvements Explained*
- *Technology, Etiquette and Respect in the Classroom*
- *Calls for Nominations*
- *Collective Agreement Dates to Remember*
- *Welcome to New Members*

*And more ...*

### ***Why not visit the UPEIFA online?***

At [www.upeifa.org](http://www.upeifa.org) you'll find notices, announcements, updates, events ... and details about contract negotiations as they advance.

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

*by David Seeler  
UPEIFA President*



*Welcome back from the holiday break. I trust that you had the opportunity to spend the holiday season with family and friends. I wish all the best to you and your family for 2011.*

*After a brief hiatus, contract negotiations with the Employer resumed on 13 January. Unfortunately, the meetings which followed the 2 December General Meeting of BU # 1 were not productive. While the negotiation team had hoped that things would change after the holiday break, that has proven not to be the case. After seven bargaining sessions in January it has become clear to our negotiating team and the Executive that negotiations are simply not progressing. These concerns were brought to the Membership at the General Meeting held on 21 January where the Membership continued to show strong support for a negotiated settlement even if it became necessary to apply for conciliation to accomplish that goal.*

*It remains our belief that the outstanding issues can be negotiated at the table. Since 21 January, however, the pace of negotiations has clearly slowed with the Employer remaining uninterested in many of the issues we have placed on the table on your behalf. Our negotiating team will continue to make every effort to attain a negotiated settlement which would be acceptable to the Membership in a timely fashion. In the last week of January alone they have had four sessions with the Employer and more are scheduled next month. The lack of progress at the table is a serious issue and I must report to you that the Executive decided to ask the Minister to appoint a conciliator in order to facilitate progress at the table. That application was delivered to the Honourable Janice Sherry on 31 January.*

*The Minister appointed a conciliation officer on 3 February 2011 with the stated intention that he be assigned to begin on 17 February. There were three negotiation sessions scheduled for the following week but these quickly broke down on the morning of the 7 February when the employer's chief negotiator demanded that we drop our conciliation request or they would file a bad faith bargaining complaint later that day, a document they had prepared in advance of our meeting. As you—and the rest of the Province—are aware, the employer proceeded to file that complaint. As events unfolded, the next two negotiation sessions we had scheduled were also cancelled, as the employer took the position that until we dropped the conciliation request they would not engage in the collective bargaining process. At this time it is difficult to say what impact the Labour Board complaint may have on the conciliation process but valuable time has been lost. We will continue to work diligently to ensure that your rights under the Labour Act are protected. We continue to await the return of the employer to the negotiation table without preconditions that limit our rights and obligations to represent our Members under the Act. Our negotiating team has made their availability for*

*negotiations an utmost priority over the next few weeks.*

*In our opinion, a collective agreement could have been successfully negotiated before mid-February with only details remaining to be cleared up. This will not be the case. Given the inordinate amount of work our team has put into this process to date on your behalf please remember to give them your full support. Your Chief Negotiator is Wayne Cutcliffe, and the team includes Sharon Myers, Jim Sentance, and Chris Vessey.*

*In respect to Bargaining Unit #2, it will soon conclude a negotiated settlement which will end as of 30 April 2010 [sic]. They will immediately begin negotiations for a new collective agreement for the current year.*

*Last semester, the Association entered into an agreement with the Employer to file an application to the Labour Board jointly, asking that it revise the Certification Order for BU #1. Our goal was to create the opportunity for graduate students, interns, residents, post doctoral fellows, and research associates to hold sessional or term instructor contracts. On 13 December, we received word that the Labour Board had approved the requested change. This application was made in recognition by both parties that graduate programmes are expanding at UPEI and neither the Employer nor the Association wished to impede that development.*

*Mandatory retirement continues to be an issue at UPEI. The Employer has applied for a judicial review and it is likely that this will be held sometime this year. Language had been placed on the negotiation table by the Employer to maintain some semblance of a fixed retirement date for each Member but I can assure you that the Association does not intend to violate the Human Rights Commission's ruling on this matter. Only time will tell if this year will finally bring this particular saga to a conclusion.*

*This will be a semester of decisions. Whether it be negotiations, arbitrations related to collective agreement or certification order violations, or mandatory retirement, we will continue to work on your behalf to ensure your rights are protected.*

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

### **The Birth of Administration**

*University of Paris, 1289*

*"Noticing that because of the multitude of students of our faculty we do not know the names of many and cannot discern who are good and legitimate or factitious ... [we] decree and also ordain that the professors of the faculty ... shall be required by oath, all fraud aside, to write down the names of their own students, that they may have knowledge of the good ones ... so that only those attending the university and conducting themselves towards professors as is customary ... and making due compensation ... shall enjoy the privileges and liberties of the faculty and university."*

## **Pension Plan Improvements Explained**

*By: Wayne Peters  
Past-President, UPEIFA*

*The Association reported in October 2010 that the four campus Union memberships ratified the negotiated Pension Plan improvements by an overwhelming 94%. At this point, the Association is pleased to report further that the Employer has also ratified the improvements which are now part of our Pension Plan as of 1 July 2010.*

*These improvements include the following items:*

*i) a change, going forward, to the benefit calculation formula that de-links the benefit determination from members' contributions to the Plan, and fixes the benefit level (i.e., percentage of best 3-year salary average x years of service after 1 July 2010) at 2% of non-CPP earnings and 1.5% of CPP earnings (see note 1 below);*

*ii) a change to the benefit calculation formula for past-service after 31 December 1989 and up to and including 31 December 1998 that fixes the benefit level at 2% of both non-CPP and CPP earnings;*

*iii) a clarification of the term "spouse" to include married and common-law relationships;*

*iv) a clarification of the term "service" to include both regular full-time and regular part-time employees;*

*v) a confirmation that the requirement for a minimum age of 30 years for entry into the Plan has been rescinded; and*

*vi) a change to reflect that individuals with two or more years of membership in the Plan who become employed on a less than full-time basis will continue to be a member of the Plan in accordance with their less than full-time earnings.*

*These changes apply to all individuals who were members of the Plan on 1 July 2010, or who became members of the Plan since that time. They do not apply to anyone who ceased employment with the University prior to 1 July 2010.*

*The cost to each member of the Plan for these improvements is 1.2% of salary and is retroactive to 1 July 2010. This cost is about \$4.60 per pay per \$10,000 of annual salary. You may have noticed already that a deduction for this amount has started with the 7 January 2011 payroll. For*

the retroactive 6-month period since 1 July 2010, additional premiums of about half this amount will also be deducted over the 12 month period which started with the 21 January 2011 payroll.

As we move forward, further improvements to the Pension Plan continue to be a priority for the campus Unions. These are in-line with the summary provided in the Negotiating a Better Pension Plan for UPEI Employees available on the Association's website. The Unions are continuing to work together through negotiations towards these further improvements which include:

i) a further change to the benefit calculation formula that fixes the benefit level at 2% of both non-CPP and CPP earnings;

ii) a further change to the benefit calculation formula for past service after 31 December 1998 and up to and including 30 June 2010 that fixes the benefit level at 2% of both non-CPP and CPP earnings;

iii) a change to the pension indexing formula to ensure retirement benefits are increased by at least 2% annually;

iv) a change to partner benefits to ensure that a partner automatically receives 2/3 of the member's full pension benefit for life without any reduction in the member's pension benefit at the time of retirement, should the Plan member pre-decease the partner;

v) a change to provide any Plan member with the option to buy back any years of service at UPEI prior to the member's entry into the Plan; and

vi) a change to provide management and oversight over how any Plan surplus can be used.

**Note 1.**

Non-CPP earnings are earnings on which no CPP contributions are made. For 2011, these are the first \$3,500 of earnings and any earnings above

\$48,300.

CPP-earnings are earnings on which CPP contributions are made. For 2011, these are the earnings above \$3,500 and up to and including \$48,300.

Wayne Peters was the UPEIFA representative on the joint-union pension team.

**Call for Nominations ...  
Merit Awards for Scholarly  
Achievement**

The UPEI Faculty Association invites the nomination of candidates for the University's 2010-2011 Merit Awards for Scholarly Achievement. These prestigious awards consist of a cash prize of \$500 and a plaque. There are three awards, one in each of the following categories:

- a) Arts, Business and Education;
- b) Science;
- c) Atlantic Veterinary College, and Nursing.

Nominees should possess clear evidence of significant achievements in the areas outlined in Article E2.2.1c of the Collective Agreement.

Nominations may be made by any member of the university faculty, including the nominee.

The deadline for applications is 11 March 2011.

For further details, see:

[http://www.upeifa.org/call\\_for\\_nominations\\_2011.pdf](http://www.upeifa.org/call_for_nominations_2011.pdf)

## **Dialogue: Technology, Etiquette and Respect in the Classroom**

*In the last issue of the FABric, Pamela Courtenay-Hall reflected upon some of the pedagogical challenges posed by the growing use of laptops by students in class. But her piece also raised wider questions about how technology is redefining the relationship between faculty and students both inside and outside the classroom. The four short, invited commentaries that follow take Dr. Courtenay-Hall's article as their starting point, and consider the implications of technology for faculty-student etiquette. Trying to fashion a pedagogical environment in which he does not have to compete with videos from The Daily Show, Richard Lemm begins by reflecting on his decision to ban laptops from the classroom—challenging students, instead, to find more creative ways to distract themselves. Shannon Murray continues by considering how she tries to manufacture an environment of mutual respect in the classroom while dealing with students who would rather read The Guardian, smooch or juggle. Ann Braithwaite examines the issue of student-faculty boundaries in the context of Facebook, posing the rhetorical question: in “friending” students, do we become 24/7 professors? Finally, Richard Raiswell contemplates the impact of smartphone technology on intellectual property rights.*

### **Laptops—and Textin’ It Old-School**

*by Richard Lemm*

*“Those are my principles, and if you don't like them, well...I have others”—Groucho Marx*

*One reason I love the classroom is that the space is not yet Boston Pizza's lounge with a dozen television screens flashing and the cross-fire of tv audio and satellite-fed music...not the Halifax Westin Hotel with televisions tuned to CNN by the elevators on every floor. That the classroom*

*has not yet become like countless other public spaces with their tsunamis of electronic images and sounds. Thus, I may tell my students: “Here is a sanctuary where you may be blessedly free of digital assaults and inundations, where you may revel in real-life (not just “real-time”) human faces, voices and discourse, and gestures. A space where you can also tune out, as we often do, from our voices and into your day-dreams, the flow of consciousness, free of the input—welcome or uninvited—from electronic devices. Just you and the people around you and your inner world. Cherish this space and these hours, for these kinds of spaces are dwindling and these moments are impeded upon increasingly by the technological-economic juggernaut.” We're far from being the Borg, but the wiring has begun.*

*In literature and creative writing classes, we have relatively little need for students to bring laptops to class. Thus, we can more easily forbid laptops, as well as cell phones and texting, than other classes and departments where pedagogies necessitate computers, with their digital benefits and distractions. And English professors do take advantage of the digital world through PowerPoint, YouTube, podcasts, and other resources in the “smart” classroom. (Technology makes it smart?) Thus, I am a technology autocrat in the classroom: I determine when to let technology loose in the room, while restricting students' use.*

*I wrestled with the issue of laptops for a couple years. After all, I notice students doing work for other courses in my classes. (I sometimes did that too). Do I tell these students to put their Biology lab or History notes away? No. Why, then, object to students multi-tasking (assuming they are also paying some attention to their immediate environment) with Facebook et al.? Last year, I decided there's a difference (duh) between a student doing academic work, albeit for another course, in my class, and a student submerged (snorkling or scuba diving) in the*

*social network and surfing the web.*

*My decision to ban laptops was also prompted by complaints from other students, distracted and annoyed by their use nearby. As for multi-tasking (I'm fascinated by reports of recent studies interrogating our ability to multi-task—though I, like most or all profs, pride myself on my ability to do so), my subjective impression is that a student in class on a social network or other websites is likely to be less aware of classroom discourse than a student doing other schoolwork.*

*Last year, before I outlawed laptops, moving around the room during full-class discussion, I stood beside a student writing a Psychology paper on her laptop. She was oblivious of my presence, even when the room silenced and stared at us, amused. An anecdote, not a research study. Anyway, there is ample multi-tasking required during any of our classes—attention to the materials, instructor, other students, and the cognitive, sensory, and affective processes we hope are focused on the course content and transpiring in the students' brains.*

*When, along with many colleagues, I decided to ban cellphones and texting, I told my students about my response to my high school Biology teacher's crackdown on students passing notes in class. I sat in the back row of tables, at one end, with my clever, rebellious friend Michael Laponte at the other. We screwed small pulleys into the underside of the table, one at his end, one at mine, and strung a cord on the pulleys. With clothespins, we passed notes, with quotations from Groucho Marx, W.C. Fields, and the like. I invited my students to use their ingenuity (use of a Blackberry under the table is not ingenious) to foil my new rules, as long as the messages transmitted are of Groucho calibre. I hope some of them have.*

*One final thought. When computers and search engines and a zillion websites became widely available, I imagined that more students would*

*arrive in class having quickly researched—on Google as opposed to the old-fashioned, time-consuming trips to the library—unfamiliar references in poems, historical contexts in fiction. Not so. One day, a student gave a presentation on a poem by Maritimer Alden Nowlan dealing with World War I. She had neglected to look up a number of unfamiliar references. Were you on the internet last night? I asked her. Yes. I then blurted out, Were you on Facebook? Yes, she said, blushing. For how many hours? This dear, honest person said, "About three hours." Bless you for your honesty, I told her. Here then, is another major pedagogical challenge: how to entice, cajole, inspire students to use the wonders of the internet and electronically-available resources, and to do so beyond the basic requirements for researched assignments. How to lure myself back to my marking and away from Jon Stewart's *The Daily Show* on YouTube?*

***Tweeting and Smooching and Juggling:  
Oh My!***

*by Shannon Murray*

*I can rant in the hallways with the best of 'em about texting, beeping, surfing, late-coming, chatting rudeness in the classroom. (Young people these days!) And every time I add detail to my various classroom policies (yes to electronic translators except in exams, and no to cell phones except in emergencies but just on vibrate), I feel like some grumpy Luddite prison warden.*

*But I'm not the only one who gets distracted or annoyed by rudeness in the classroom, of course. Every hip-hoppy ring tone is heard by the whole class. Every inappropriate website surfed draws the eyes of all the surrounding students. I think of a complaint I got in a big class from a student who told me that the woman beside her was Facebooking through class with pictures of a party in the residence showers—not the stuff she was wanting to see out of the corner of her eye*

when we were talking about children's literature. And that's what bothers me most about rude and distracting behaviours in the classroom: they diminish the experience of shared learning. Or to be practical, other students are spending their money and more importantly their youth in that class, and they deserve to be able to pay attention.

*Etiquette itself is shared, isn't it? It's a sometimes tacit and sometimes explicit agreement about our behaviour to help ease the difficulties of living together. So sometimes, I share the rule-making. A ten-minute exercise at the beginning of a course—in teams, through written lists, or just in a general discussion—will usually get the students themselves to bring up the five or seven things that I hate most in classroom behaviour. And if they say it to each other—"I get really distracted by someone tweeting moronic drivel beside me"—it's a lot more powerful than if I say it. That early talk also gives them and me the chance to explain why some things will just have to stay outside, and my rules become our etiquette.*

*I have a theory that students behave inappropriately when they think of the classroom as a movie theatre—and we know how badly people behave in movie theatres. The more they are forced to come out of the dark and are shown how their behaviour affects their peers and not just their professor, the more polite the classroom becomes.*

*Usually. Of course, I'm not sure any communal etiquette-forming exercise would have stopped the newspaper-reader in an early class I taught here, who, one day, after he had exhausted *The Guardian* during a class on *Waiting for Godot*, pulled out juggling balls and began to juggle: an insightful comment on absurdist theatre, perhaps? Or the two students who smooched their way through a class on *Alice's Adventures in Wonderland*—who knew Lewis Carroll was so sexy? Turned out, the young man wasn't even IN*

*the course. But isn't that the delightful thing about university teaching? No matter how many years you're at it, students can always offer something new.*

### **"Friend-ing" Students**

by Ann Braithwaite

*Those who know me know that I love Facebook, that social networking phenomenon most recently made famous, for anyone who hadn't otherwise been paying attention, by the Hollywood film *The Social Network*. Mark Zuckerberg, founder or developer (depending on your take I guess) of the site certainly twigged onto something trenchant about how lots of people communicate, or want to communicate, with each other, and to what is apparently a widespread desire for some kind of "community." And I, like many people, like many of you no doubt, am no exception to that astute observation on his part, and have been a devoted (maybe even devout) participant since. I love being able to keep contact, however minimal, with all the people I know and have met over the years in such a variety of places—and Facebook lets me have some small kind of knowledge of their lives and goings-on. We post links to articles and other websites we find, we comment on each others' posts, we "like" each others' status updates... in short, we stay connected—and we build a community for and of ourselves.*

*Of course just because one loves Facebook, or even just likes it or finds it useful in some (small) way, doesn't mean that one "friends" everyone they know, or everyone who asks. And for many faculty, that means especially not students. But I do. And here's why.*

*Students are part of that idea of community I mentioned above; indeed, they're often a large part of it, since there are so many of them in all of our lives. Of course I'm closer to some of them than others—the same is true of my other*

*“friends” too. And of course they might get to see something more about me than what happens in the classroom or other kinds of university encounters—like pictures at parties or family events. But so what? While I try not to do anything on Facebook I wouldn’t happily let anyone know I was doing in other contexts, it’s also true that we live in a small place, and having a daily life in PEI often means running into your students at the grocery store, mall, restaurant, bar, and pool hall. And that means they get to see me doing something besides “being a professor” in all kinds of contexts. And I’m okay with that.*

*Because—most importantly to me—is that “friending” students (with everything that potentially opens up) is part of the way I think of myself as a professor here at UPEI. The same might not be true for other places and other universities, but for me, here, to be the kind of professor I see myself as involves interactions with students on a multitude of levels that can’t be contained by “the classroom.” I’m in a small program (ok, there’s just me), so it’s inevitable that students majoring or minoring in Women’s Studies will take multiple courses with me, will get to know me—and I them—in many ways. I always wanted to teach at a small university precisely for the kind of contact I could have with students, both in my classes and even more generally. And my being a professor is not separate from all the other parts of me, so why wouldn’t I accept and even want students knowing that? Since they’re going to see me in many contexts here anyway, my life as a broader package of people/relationships/activities models that one can be a teacher and scholar—and still do lots of other things like go looking to “climb” the highest peak in PEI on a fall afternoon with assorted friends (check out my Facebook page—the pictures are there). And all those links to other articles and websites I post get comments from friends and colleagues in other places—and from a number of students who get to see more widespread applications of our theories and research and interests. Plus, I learn a*

*lot from what they post too! And that’s the relationship I want to have with students.*

*Ultimately, what is at issue in “friending” students is not new, but instead points to a longstanding debate about the kinds of boundaries we want to have between ourselves and our students (i.e. do we give students our home phone numbers, do we go out to clubs or parties where they might be, how informally are we addressed in the classroom/on email, etc.). But it’s more than that too. Because the question of boundaries is also always a question of how we identify as and want to be professors at UPEI, of how we want both to be seen as and practice our lives as professors /scholars/mentors/friends on campus and off. And for me, my being a professor doesn’t begin and end on campus, and thus neither does my relationship with colleagues—or with students.*

### **Professor Meltdown and Her/His Intellectual Property**

*by Richard Raiswell*

*Students have always gossiped about professors: who’s a great lecturer; who reads from yellowing notes first cribbed in 1947; whose exams can be written when hungover; who assigns 100 pages of dense, technical reading for each class—and expects it done! Indeed, when I advise students about graduate school, I always tell them to hunt down some students from the school to which they’d like to apply to find out the real scoop about the big names—is Professor Philosophaster actually too big for his ruffle-topped boots? And this is fair enough. As semi-public figures delivering an expensive service, we can hardly be surprised if our clients exchange colourful anecdotes about us.*

*In recent years, of course, internet fora such as [Ratemyprofessor.com/ca](http://Ratemyprofessor.com/ca) have channelled and regularised some of this gossip, helpfully having users evaluate our skills and best efforts*



according to their three rigorous categories of academic attainment: “easiness”; “helpfulness”; and “clarity.” Along with this insightful critique, they also provide a little space for comments—these rise either to the lofty heights of ebullient panegyric or descend into poorly spelled character assassination. There is little in between. While such sites initially made some professors nervous, as formal entities, the owners were at least partially accountable for the content they hosted. Indeed, gradually accepting that they did not inhabit a cyberpunk universe beyond the realm of mortal libel laws, these sites now generally have mechanisms to report especially nasty, blatantly racist, sexist or homophobic remarks—for obvious reasons, I chose not to report the person who claimed that I had students in my introductory class in medieval European history write their final exam in Afrikaans (without a dictionary). But where, oh where, did that come from?

How times have changed. Likely many of us have seen the videos of professors having a bad day posted all over the net—professors rambling semi-coherently, professors taking issue with the behaviour of particular students, even throwing tantrums. Certainly, we’re all accountable for what happens in our conduct in the classroom, and no one should be throwing a fit. But it seems to me that there are wider questions here that we need to pause to consider. The idea that our lectures are our own intellectual property is well established—if students want to record my lectures for their own use, I have them sign a contract stipulating that they’ll not disseminate my work in any form without my consent. Difficult to police, to be sure. Nevertheless, I really don’t want material I have worked on carefully over many years showing up as a download on some cheat-site. But now, with the ubiquity of camera phones, what can we do about videos of ourselves giving these lectures? Or about random snapshots of us taken by a bored student that get tweeted or posted somewhere? If a professor wants to use the image of a student, there is a

heap of consent forms to be signed, and this is as it should be. But now, with just a few clicks on the keyboard of a smartphone, everything about the classroom, the students, the lecture and the professor can be captured and then burned into the seams of the web for eternity.

While we’ll likely never stop the professor meltdown videos, I’m not keen on surreptitious picture taking. I do not particularly want my lectures available across the web, nor do I want pictures of me while I lecture posted without my consent. Is it possible to impress upon students that it is inappropriate to post pictures taken in the classroom when they have no qualms about doing so with their friends? Or have I already lost this one? Should I just make sure my hair is properly quaffed before each class knowing that I might be on candid camera?

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

*Procurement Services to the Rescue!*

*Statutes of University of Bologna, 1405*

*“Since the performance of dissection pertains to the industry and advantage of students, and quarrels and rumours have often been customary in finding and searching for bodies from which dissection should be made, [the professors] decreed and ordained that any professor or students or anyone else shall not dare to presume to acquire for himself any dead body ... unless he has first obtained permission from the [university’s] rector.”*

## **What activities could be used to continue to build the FA community?**

We’d like to know what you think. Drop us a line at [rraiswell@upei.ca](mailto:rraiswell@upei.ca) with your ideas and suggestions.

**Call for Nominations ...  
Hessian Merit Awards for  
Excellence in Teaching**

*The University of Prince Edward Island's Hessian Merit Awards for Excellence in Teaching honour faculty members who are recognised as possessing outstanding competence in teaching. These awards publicly acknowledge individuals whose work has contributed to instructional excellence at UPEI.*

*Nominations must be made collaboratively by three or more sponsors, including students, full-time or sessional faculty or staff, and/alumni. Nomination forms are available through the FA Office (315 Main) or through the FA website, [www.upeifa.org](http://www.upeifa.org).*

*The deadline for nominations is noon, 25 February 2011.*

*For further details, see:*

*[http://www.upeifa.org/Hessian\\_Teaching\\_Award--General\\_Info.pdf](http://www.upeifa.org/Hessian_Teaching_Award--General_Info.pdf)*

**Collective Agreement Dates to  
Remember, January 2011–April 2011**

*The collective agreement for Bargaining Unit #1 is outlined in what has become known as the "Red Book" (a copy of the Collective Agreement is also available on-line from the UPEIFA website, [www.upeifa.org](http://www.upeifa.org).) Dates important for the time period covered by this edition of the FABric through to the subsequent edition to be published in April are outlined as follows. Important dates from the "Red Book" related to tenure/permanency and promotion are posted on the UPEIFA website.*

**January 31:**

*G2.12 a) A seniority list of all permanent Clinical Nursing Instructors...shall be posted by the Employer before **January 31**.*

**February 1:**

*E2.4.2.4 A Faculty Member who seeks early consideration [for tenure] as an exceptional case shall so request in writing to the Dean of the Faculty or School by **February 1** of the academic year prior to the one in which consideration would take place.*

*E2.4.3.2 The date by which the Faculty Member's request, or the Dean's recommendation [for deferral of tenure consideration], must be communicated is **February 1** of the academic year prior to consideration.*

*E2.5.2.3 a) Prior to **February 1**, each Faculty Member shall send a letter to the Chair indicating that he or she plans to apply for tenure.*

*E2.5.2.3 b) Subject to exceptional circumstances set out in this Agreement, if a Faculty Member does not have tenure by **February 1** of the fourth (4<sup>th</sup>) year of full-time probationary appointment at this University, 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.*

*G1.4 Posting of Sessional Instructor Positions: b) Notices for both summer sessions shall be posted on or before **February 1**.*

**March 1:**

*E2.4.2.4 The Dean, in consultation with the Chair, shall decide whether the Faculty Member should be considered as an exceptional case [for early consideration of tenure] by **March 1**.*

E2.10.5 The URC sub-committee shall decide whether or not a Faculty Member or Librarian is to be recommended for tenure, permanency or promotion. For promotion, the initial vote shall normally take place prior to **March 1**.

G1.6.1 c) **By March 1** ...the Chair, or the Dean, in the case where there is no Chair, of each academic unit shall update the seniority of each member of the Sessional Roster of that academic unit.

**March 15:**

E2.5.2.4 The Department Chair shall assure that a properly constituted Departmental Review Committee will be assembled prior to **March 15**.

E2.5.2.5 The candidate shall submit a tenure file containing the required elements as specified in Articles E2.6.1 a)-d) to the Department Chair by **March 15**.

**March 31:**

E2.10.1 f) iii) elections to the URC shall be completed by **March 31** in any given year or as soon thereafter as practicable...

E2.10.7 For promotion, the final vote of the URC sub-committee shall take place prior to **March 31**.

**April 1:**

G1.4 Posting of Sessional Instructor Positions: b) Notices for fall semester and winter semester courses and two-semester courses shall be posted on or before **April 1**.

G2.10 d) Clinical Nursing Instructors who want to work in excess of their contracted hours shall notify the Dean in writing prior to **April 1**.

**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.

**Call for Nominations ...  
Merit Award for Excellence in  
Teaching by a Sessional instructor**

The Merit Award for Excellence in Teaching by a Sessional Instructor honours a sessional instructor for outstanding performance in teaching. The award publicly acknowledges an individual whose work has contributed to instructional excellence at UPEI.

Nominations must be made collaboratively by three or more sponsors, including students, full-time or sessional faculty or staff, and/alumni. Nomination forms are available through the FA Office (315 Main) or through the FA website, [www.upeifa.org](http://www.upeifa.org).

The deadline for nominations is noon, 25 February 2011.

For further details, see:

[http://www.upeifa.org/Sessional\\_Award\\_Guidelines\\_-\\_General\\_Info.pdf](http://www.upeifa.org/Sessional_Award_Guidelines_-_General_Info.pdf)

**Welcome to Our New Members!**

Timothy Barrett, Math/Statistics  
Geoff Bertram, Island Studies  
Craig Clark, Faculty of Education  
Christopher Gillis, Political Studies  
Yousef Hashmi, School of Business  
Rene Hurtubise, Faculty of Education  
Christopher Kirby, Chemistry  
Cindy MacDonald, Robertson Library  
Glenda MacLaren, School of Nursing  
Courtney Matthews, Robertson Library  
Julie Murphy, School of Business  
Paul Rist, BU #2  
Royce Steeves, Biology  
John Venema, School of Business

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

*An Early Teaching Performance Review*

*University of Ferrara, 1443*

*"There exists in this city a seminary of evil learning and ignorance. Our citizens desire to instruct their sons in good letters, and they are sunk in I know not what pit from which they can never extricate themselves. That is, certain barbarous teachers—who, far from knowing, never even saw, any good literature—have invaded our city, opened schools, and professed grammar."*

### **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; and to serve all the functions of a newsletter.*

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

*David Seeler, Companion Animals*

**Vice-President:**

*Betty Jeffery, Robertson Library*

**Past-President:**

*Wayne Peters, Engineering*

**Secretary/Treasurer:**

*Debra Good, Business*

**Members-at-Large:**

*Nola Etkin, Chemistry*

*David Groman, Diagnostic Services*

*Gerry Mahar, Business*

*Jim Sentance, Economics*

**UPEIFA Office Manager:**

*Susan Gallant*

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