

# the FABric

UNIVERSITY OF PRINCE EDWARD ISLAND FACULTY ASSOCIATION

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

Another busy academic year has begun. Feeling overwhelmed? You are not alone – read the dialogue on this topic by some of our busy colleagues in this issue of *the FABric*. The time since the Annual General Meeting in April has certainly been a busy one on the Faculty Association front. Since the Membership expressed “outrage and dismay” at the AGM over the egregious proposals brought forward to the Bargaining Unit #1 table by the Employer, there has been much work done on your behalf to reach a fair collective agreement. As I write this column, that work continues. Negotiations are also underway for our Bargaining Unit #2.

A celebratory event was held on May 7 to honour award winners, retirees, and those with twenty-five years of service to the University. I'm sure that many of those attending that Faculty Recognition evening were proud and humbled to hear of the accomplishments of our colleagues and how they have touched the lives of

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students and the rest of the University community. I was glad that the University President was there to hear about the great individuals who have chosen to contribute their talents to UPEI. I found myself wishing that evening that more members of the Board of Governors were present.



Betty Jeffery,  
President, UPEIFA

On a somber note, one of the individuals I had an opportunity to speak with that evening was Roger Black, who passed away suddenly the following month.

Roger had served as Faculty Association President for a total of twelve years, and still maintained an active interest in the activities of the Association after his retirement. He was proud to be an Associate Member of the Faculty Association, and continued to attend FA meetings and social events. I had just returned from the semi-annual meeting of CAUT Council, and Roger was interested to hear that the UPEIFA's own Wayne Peters had been re-elected for a second term as CAUT President. An “In Memoriam” tribute to Roger appears in this issue of *the FABric*.

In early June we hosted the annual meeting of the Atlantic Canada Council of Faculty Associations (ACCFA); the inaugural meeting of this group had been held here back in 2008. This, along with other similar opportunities to share challenges facing us on our respective campuses, are invaluable. Of course, throughout these months we have continued to be engaged in ongoing efforts to resolve many issues affecting individual Members, and to protect our Collective Agreements and Certification Orders.

Plan on attending the upcoming Fall General Meeting on September 26, beginning at 1:30 p.m. in the Faculty Lounge, Main Building, to learn the most up-to-date information on negotiations and other work being carried out on your behalf. I extend my best wishes to all Members for this academic year, with a special nod to our new Members -- nineteen Sessional Instructors; six Term and five Tenure Track appointees; and one Clinical Nursing Instructor.

## **GUILTY PLEASURES: HOW DO YOU UNWIND?**

**Editor's note:** We asked members to send us info on how they unwind – not only by watching “The National” and opera at the Met, but also guilty pleasures. If you wish to share your method for the next issue of *the FABric*, send a brief account to Richard Lemm (rlemm@upei.ca).

*My guilty pleasures include many options:  
Lindt 70% dark chocolate washed down with a nice cabernet. Sitting on a rock with waves crashing around me. Watching “Storage Wars” or “Celebrity Ghost Stories” (you asked!).*

– Jennifer Taylor (Applied Human Sciences)

*Walking my dog, and Wii pool!*

– Melissa Belvadi (Robertson Library)

*I play flute in the Holland College Band, and no matter how busy, tired, or stressed I am, I never regret going to Tuesday night practices: as our conductor Alan said to us all at the end of one practice, “You didn’t think about your day once, did you?” And when I practice at home, I may intend a quick fifteen minutes, but an hour will go by, and I feel truly re-created: which is what recreation should be about!*

– Shannon Murray (English)

*Aside from listening to the Metropolitan Opera and watching “The National” with Peter Mansbridge (re-runs only, today’s news is too stressful, better to know how it all turns out in the end), I unwind by spinning around. I bike...a lot. I ride twenty km per day for my regular commute to campus, and do seventy or eighty km rides on the road bike twice per week, typically one on a week night and one on the weekend. If I can, I will do more. This time of the year, there are races and group rides all the time. My favourites are long-distance endurance races. I have ridden the Vancouver-Whistler Granfondo (122 km... the two km at the end was important because up to that point I thought it was only 120 km). I rode the Cabot Trail last year and the Biking for Breakfast challenge twice, and have ridden the “4 hours of Frenchfort” and the “Elgin 120” mountain bike races, plus many others. For days after these events the benefits are terrific... sore legs and arms sometimes, but a general feeling of well-being. As a type-1 diabetic, I find the activity really helps my diabetic control, and as a faculty member the exercise keeps me from gritting my teeth and pounding my keyboard. Now, back to Mansbridge...*

– Andrew Trivett (Engineering)

*While I would not call it a guilty pleasure, I do have a method of unwinding. I like to hunt for pieces of furniture to refinish or alter. It engages both my hunter/ gatherer instinct and my creativity. In the end, I find rooting through junk shops, antique stores and The Restore, or attending auctions, looking for “rusty gold,” to be very relaxing.*

– Greg Doran (English and Theatre)

*If you want a guilty pleasures submission from me, it’s sitting down with a cup of Earl Grey tea and watching Coronation Street...*

– Betty Jeffery (Robertson Library)

*I have a confession to make. It's not something I'd usually do via unencrypted email, but I'll take a chance this one time. My guilty pleasure (among many, I'm afraid) is that I read an inordinate amount of science fiction. I've just finished reading "The Wind-up Girl" and "Ready Player One" and am anxiously awaiting the release of the penultimate novel in S. M. Stirling's "Novels of the Change" series. There! I feel so much better...*

– Sandy McAuley (Education)

*The social convention everywhere I have been is that CW winds up or tightens most things. Therefore, when I want to unwind, I try CCW first.*

– Thomy Nilsson (Psychology)

*In the summer, I read hard-as-hell philosophy which vaporizes the enemies of the university spirit of mind, and liberates my molecules from their tired orbits.*

*See "University Wars" by John McMurtry.*

– Tony Couture (Philosophy)

## **KINESIOLOGY ASCENDING**

**Dany MacDonald**

**Department of Applied Human Sciences**

In August 2010, I left the comforts of graduate school to undertake a new chapter as a faculty member in the Department of Applied Human Sciences (formerly FNS). Above and beyond the obvious attractions that PEI had to offer (i.e., beaches and golf courses), the opportunity to participate in the development of a Kinesiology program at UPEI was a significant motivation. Such opportunities are one in a lifetime, meaning this was something that I could not overlook.

However, as I made my way to my new workplace (and home), I knew the road ahead would not be perfectly smooth and that starting a new program would have some challenges. At that point, the Kinesiology program was not officially approved (this could impact my teaching), and I

did not have any colleagues who studied sport (this would impact my research). That being said, I reminded myself of the opportunity presented and viewed this journey as a marathon rather than a sprint – a slow and steady process that would work itself out.

Two years have already passed, and as I reflect on them, I quickly realize how much progress has been made. Most notably, the program is developed and second year students are entering the Kinesiology stream in September 2012. Interest in the program is clear with 50% more students being accepted than originally anticipated. These factors provide cautious optimism as we hope to build on the program's initial success in the years to come. Although I consider myself fortunate to be part of the new Kinesiology team, I can hardly take credit for the work that has led up to this point. In fact, if not for the tireless efforts of Dr. Kathy Gottschall-Pass and her team, we would not be here today.

Her vision and determination to make this program a reality are the driving force behind the program – and for that, her and her colleagues' work needs to be acknowledged. As for my initial fears of the challenges that lay ahead when I arrived two years ago, I can confidently say that most have disappeared. Other members of the Department of Applied Human Sciences have welcomed Kinesiology enthusiastically and foster a great working environment. This summer marked the expansion of our Kinesiology program with two new faculty additions. Dr. William Montelpare has joined our Department as the Margaret and Wallace McCain Chair in Human Development and Health, while Dr. Jamie Burr has joined our team as an exercise physiologist. As we welcome our first cohort of students, we are excited to see the growth and direction of the program. Admittedly, taking my initial steps into the (slightly) unknown was somewhat daunting, but is ultimately worth it. I look forward to the next phase of the Kinesiology program and how it can contribute to the University.

# **HESSIAN AWARDS FOR EXCELLENCE IN TEACHING 2011-2012**

*The Hessian awards recognize outstanding competence in teaching. Note: These biographies are abridged and adapted from the Hessian Award citations.*

## **Prof. Inge Dorsey (University 100)**

Inge Dorsey has been a Sessional Instructor at UPEI since 2007, earning the reputation of a dynamic teacher who goes the extra mile for her students. Inge has made exceptional contributions to the University 100 Program, which has been very successful in engaging and retaining our first year students.

She also teaches University 203, open to second, third, and fourth year students, and helped develop, teach, and co-ordinate the “Who Are You” Learning Community Initiative. This program helps connect disciplines while providing entering students with more academic and social support than new students traditionally receive. Whether students are strong or struggling, Inge offers the direction and “sometimes the hard advice they need to succeed as scholars.” She is fondly referred to by some students as “the mom of university.”

Prof. Dorsey is described by colleagues as a highly dedicated, enthusiastic, and inspiring teacher. She is “very strong in her own teaching and is generous in sharing what she knows with others.” In her teaching philosophy, Inge talks about her connection to UPEI. Her earliest memory of being on campus was sitting on “the hard wooden benches in the old UPEI rink,” attending her mother’s convocation ceremony. Her teaching has been influenced by her mother, also a teacher. Inge believes good teaching means:

providing opportunities for students to do, grow, learn, and discover; allowing them to make mistakes and learn from them; being respectful, especially in difficult circumstances so students can maintain their dignity; establishing clear standards for high quality work and performance; being genuine, positive, fair, and honest; and celebrating success. She promotes an active learning environment using lecture, small group discussion or activity, collaborative writing, journaling, research, and presentations. She has developed unique assignments such as the UPEI Stories Research Assignment, in which students research some aspect of UPEI, past, present, and future, which they then present to their classmates in the form of a poster or slide show, or personally produced videos or artwork.

Prof. Dorsey has clearly made her mark as an excellent teacher. Student comments consistently emphasize her enthusiasm, cheerfulness, ability to make every student feel welcome in the classroom, ability to challenge and motivate students, respect for students, and accessibility outside the classroom. One student summed up the thoughts of many: “Inge is not only an excellent educator, but she is one of the most caring, reliable, and selfless individuals I have met. Inge is one of the reasons that I am the person I am today.”



*UPEI Hessian Award winners (L to R) Stacey MacKinnon, Psychology; Inge Dorsey, University 100; Louise Hessian, donor; LeeAnn Pack, Companion Animals; and Jason Pearson, Chemistry.*

***Dr. Stacey MacKinnon (Psychology)***

Since joining UPEI in 2004, Dr. Stacey MacKinnon has impressed students and faculty alike with her “deep knowledge of social psychology and comprehensive understanding of the broad field of psychology.” She has contributed to the learning of students across all four years of the program. She teaches unique courses, including *The Psychology of Good and Evil* and *Intimate Relationships*. Stacey has an ability to capture students’ attention and hold it with her innovative approaches to teaching.

Dr. MacKinnon is a highly dedicated and enthusiastic teacher who develops excellent rapport with her students. She helps them have faith in their abilities as learners and as people. She believes students need to love learning and to be taught every possible skill to facilitate their ability to learn independently. Stacey is able to motivate her students to high achievement. She teaches with passion, and her students talk about her warmth, empathy, and sensitivity inside and outside of the classroom. She is known to bring out the best in her students.

Stacey’s teaching philosophy makes clear that she models curiosity in her teaching: working hard to link textbook material and research with real world issues, and incorporating primary sources, research, practical applications, mainstream information, and debates in the classroom. She insists it is vital for students to have ownership of and responsibility for their learning. Stacey values evidence-based teaching approaches. A current example is her use of “curiosity” groups, which she piloted using a “Students Come First” research grant in her *Introduction to Social Psychology* course. Students follow their curiosities in an assignment facilitated in groups and individually by Stacey and five senior students. She gives students the flexibility of using and valuing multiple methods of formal and informal inquiry, and models flexibility in her own teaching, knowing that learning through experience is equally important for teacher and student.

In *The Psychology of Good and Evil*, Stacey facilitated a SKYPE discussion with Dr. Jeni Stepanek, author of “*Messenger: The Legacy of Mattie J.T. Stepanek & Heartson*,” mother of Mattie, who died of a rare form of muscular dystrophy, and who herself is wheelchair bound and tied to a ventilator. The class read the book and Jeni was brought into the classroom through SKYPE to share her son’s vision of peace and answer students’ questions.

***Dr. LeeAnn Pack (Companion Animals, AVC)***

Dr. LeeAnn Pack has been a faculty member at AVC since 2001. In her role as radiologist, she is “one of the few faculty members who contribute to the learning of students in all four years of the DVM program,” as well as in the graduate program. She teaches in classroom and clinical settings, and engages interested students, one-on-one, in early morning viewings of diagnostic images. For many years she was the only faculty radiologist at AVC and, under LeeAnn’s leadership, AVC developed radiology internship and residency programs. The success of AVC students in their national licensing exams and in garnering coveted positions across North America as radiology residents is a testament to the quality of her teaching, and to the enthusiasm she instills in AVC graduates.

Dr. Pack is described as having a “unique combination of humor, clinical insight, and story-telling ability” that she uses to take complex topics and make them understandable for students at many levels. Students are energized by her teaching and excited by the clinical connections of radiology. In her teaching philosophy, LeeAnn talks about being surrounded by good teachers all her life. She believes in making learning fun and non-stressful. She works hard to build a solid foundation of principles and critical thinking so students gain confidence in their abilities. She believes in learning from her students just as they learn from her. Dr. Pack constantly experiments with ways to engage students in the learning process: singing songs about radiology to help students remember concepts;

starting lectures with music; playing radiology jeopardy and trivial pursuit games she devised; developing a virtual veterinary imaging website used by students in and outside of AVC; and conducting off-campus field trips to the QEH to use their diagnostic imaging equipment in specialized studies on very ill patients. She believes the role of a teacher is that of a leader who has to show the path, motivate, encourage, and lead by example. Dr. Pack's success in teaching comes from hard work, lots of thought and talent, careful self-reflection, and a willingness to try new ideas. Comments from students consistently reflect her approachability, accessibility outside the classroom, creativity, great sense of humor, dedication, mentorship, passion, patience, enthusiasm, and high standards. One student summed up the views: "Dr. Pack is an amazing teacher. She is so inspirational and makes you love radiology. She cares about all of us individually and wants us to succeed and do great things."

#### ***Dr. Jason Pearson (Chemistry)***

Dr. Jason Pearson joined the UPEI Chemistry Department in 2009. In three years he has "earned himself a reputation as an excellent teacher and an exceptional young faculty member." In a "department that has traditionally been very strong in teaching," Jason has "set a new standard for dedication to students and innovative teaching practices." Jason teaches General Chemistry to large classes of first year students, as well as Physical Chemistry and Quantum Chemistry and Statistical Thermodynamics to third and fourth year students. He also teaches graduate level courses focusing on computational models of chemical systems.

Dr. Pearson has been described as an organized, energetic, "purposeful teacher who has both style and presence." He is innovative and embraces technology in the classroom. He is passionate about his subject and confident in its delivery. Jason is personable and readily available to help students. Jason's teaching philosophy shows he believes that teaching is a

means of empowering students so they can succeed in their lives. He notes we are indebted to teachers who have dared to inspire, challenge, and motivate us. He asserts it is a privilege to be a teacher but with it comes a great responsibility. He talks about reciprocity between himself and his students and how they learn from each other. Jason also strives to make his classroom a safe place for students. They can be comfortable asking questions and sharing opinions because each individual is treated with respect and encouraged to participate.

Dr. Pearson's innovative methods include a mobile demonstrations lab, enabling students to benefit from live experiments in the classroom. He uses podcasts to engage students outside the classroom. These short videos, which he records, provide illustration of important points discussed in class. He also has an effective Moodle site for each course. Jason has incorporated an interactive on-line homework system for General Chemistry that provides each student with weekly individualized assignments and feedback.

Comments from students consistently reflect his dedication, passion, "open door policy" and approachability, high level of preparation and organization, ability to explain difficult concepts, sense of humour, and care for each student's progress. Several students commented, "I'm not even in his class but I go to it every day, that's how awesome he is." One student summed up the widespread view that "Jason is an amazing teacher, the best I've ever had. It is the only class I love going to, it's an exciting classroom. It is also the only class where I feel safe enough to ask questions. I would pay double to learn from him".

# **UPEI SCHOLARLY ACHIEVEMENT MERIT AWARDS 2011-2012**

The Merit Award for Scholarly Achievement honours 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.

**Note:** These biographies are abridged and adapted from the Scholarly Achievement Merit Award citations.

## ***Dr. Carla DiGiorgio (Education)***

Dr. Carla DiGiorgio has a B.A. in Psychology from the University College of Cape Breton; a B.Sc. in Biology (Hons.) and B.Ed. in Secondary English Methods from Dalhousie University; and a M.Ed. in Learning Difficulties and Administration from Saint Francis Xavier University. She received her Ph.D. in Education in 2005 from the University of South Australia. Dr. DiGiorgio joined UPEI in the Faculty of Education in 2005, was tenured in 2009, and was promoted to Associate Professor in 2010.

Carla is a highly active researcher, who has consistently obtained funding for her research and that of several groups with which she collaborates. Most recently she received a SSHRC grant of \$90,000 for three years (2011-2013), a major accomplishment considering the very low success rate in obtaining SSHRC funding. She has worked not only in the Faculty of Education but throughout UPEI to strengthen the research culture and scholarly activity, for example, initiating research with the Webster Centre, Nursing faculty, Music department, English department, Institute for Island Studies, and International Baccalaureate Program.



*UPEI Scholarly Achievement Merit Award winners  
L to R: Carla DiGiorgio, Education; Michael Shaver,  
Chemistry; Pedro Quijon, Biology.*

Dr. DiGiorgio has devoted over twenty-two years to the field of Education and is considered an expert on inclusion education. She is widely published, having written two books: *A life in inclusion: A collection of writings* (Nova Scotia: Education Press, 2012) and *Inclusive education: The interaction of identity, power and practice* (Germany: Lambert Academic Publishing, 2009). She has also written seven book chapters and several articles in peer-reviewed journals.

Carla is Editor of the *Canadian Journal of Education* and a member of the Board of Governors of the Canadian Society for Studies in Education. She has served on the Board of Governors of the Learning Disabilities Association of PEI since 2005, and as President in 2010-2011 hosted the national Learning Disabilities Conference in PEI. At UPEI, Dr. DiGiorgio has served as Academic Lead for Inclusive Education since 2005, Director of the Centre for Education Research in 2010-2011, and a member of several other committees across campus geared toward bettering the university's research and scholarly culture.

**Dr. Pedro A. Quijon (Biology)**

Dr. Pedro A. Quijon has a B.Sc. in Biology and M.Sc. in Zoology (with Distinction) from Universidad Austral de Chile, Valdivia, Chile. He received his Ph.D. in Marine Biology (with Distinction) in 2004 from Memorial University of Newfoundland. He was a Post-doctoral Research Associate at Rutgers, the State University of New Jersey, for one year prior to joining UPEI in the Faculty of Science, Department of Biology, in 2005. Dr. Quijon was tenured and promoted to Associate Professor rank in 2010.

Pedro's research area is estuarine and marine benthic habitats (including the invasive species, green crab and club tunicate), and he is UPEI's only member of the Canadian Healthy Oceans Network (CHONe), which has sixty-five researchers country-wide. He has built one of the most active and productive research programs in the Department of Biology, and holds an NSERC Discovery grant of \$120,000 for five years (2009-2013).

He has a sterling record of training Highly Qualified Personnel (HQP), including honours and graduate students (he has supervised five M.Sc. students and one Ph.D. student to date), and currently serves as the Coordinator, Faculty of Science Ph.D. in Environmental Sciences. He has an impressive publication record of thirty-six peer-reviewed research articles in high-impact journals, and fifty-eight research papers presented at conferences. Dr. Quijon has equally excelled at teaching and was a winner of the Hessian Award for Teaching Excellence in 2009.

**Michael P. Shaver (Chemistry)**

Dr. Michael P. Shaver received his B.Sc. (Honours) in Chemistry from Mount Allison University and his Ph.D. in Chemistry with specialization in organometallic chemistry and small molecule activation from University of British Columbia.

He was an NSERC Post-doctoral Fellow at Imperial College London for two years prior to joining UPEI in the Faculty of Science, Department of Chemistry, in 2007. Dr. Shaver was tenured and promoted to Associate Professor rank in 2011.

Since arriving at UPEI, Michael has established himself as an international leader in his field of organometallic green chemistry (Green Polymers and Materials) and has garnered an impressive array of awards and significant achievements. Most notably, he held a UPEI Research Chair in Green Materials Chemistry (2009-2012) with significant funding to support his innovative research program in the synthesis of green materials such as bioassimilable plastics. He holds an NSERC Discovery grant of \$125,000 for five years (2011-2015).

Dr. Shaver has an impressive publication record of nineteen refereed articles (three of the papers are in journals with impact factors of nine or higher) and thirty-two research papers presented at scientific conferences since joining UPEI. He holds four provisional patents on research conducted in his group at UPEI. He supervised or is supervising twenty-three researchers (fifteen undergraduates, three co-supervised undergraduates, three M.Sc. students, and one Ph.D. student, as well as two post-doctoral fellows). Michael led the development of a Ph.D. program in Molecular and Macromolecular Science integrating the Business of Science at UPEI, and currently serves as the Ph.D. Program Coordinator for the Faculty of Science.

Dr. Shaver's influence in the field of green chemistry is further demonstrated by his recent appointment as Co-Editor-in-Chief of the international journal *Green Materials*. He is the Co-Chair of this year's Atlantic Inorganic Discussion Weekend, and recently organized the Metal Mediated Polymerizations Symposium and the 2012 Canadian Chemistry Conference.



## **FACULTY ASSOCIATION SOCIAL EVENTS**

*Faculty Lounge, Main Building*

### **FA Time (Fall Semester)**

September 28, 4:00 - 6:00 p.m.

October 26, 4:00 - 6:00 p.m.

November 30, 4:00 - 6:00 p.m.

### **FA Coffee Time (Fall Semester)**

September 19, 9:30 - 11:30 a.m.

October 18, 9:30 - 11:30 a.m.

November 7, 9:30 - 11:30 a.m.

## **Retirees 2011-12**

Best wishes to the following faculty members  
who retired in 2011-2012:

Raymond Doiron (Education)

Ian Dohoo (Health Management)

Susan Dohoo (Biomedical Sciences)

Gerald Johnson (Pathology and Microbiology)

Mary Jean McCarthy (Nursing)

Gavin Richardson (Health Management)

Caroline Runyon (Companion Animals)

## **OVERWORKED...OR INVISIBLE WORK?**

**Editor's note:** *We asked several faculty members to participate in a dialogue in response to the question, "Are you overworked?" Four colleagues generously engaged in the following lively conversation: Dr. Ann Braithwaite, Women's Studies; Dr. Janet Bryanton, Nursing; Dr. Greg Doran, English and Theatre; Dr. Marva Sweeney-Nixon, Biology. Greg Doran launched the discussion.*

As I have just come back from taking a couple days off, I do not feel over-worked. However, the issue is one I have been thinking about recently. Similar to Ann, I am a one-person program, which adds many demands to my time. I must say, however, the pressure is driven, mostly, by a desire to help students. I take on directed reading courses frequently to help students rack up the 400 level credits they need to graduate. I add extra courses to meet students' interests and needs. I am, therefore, a bit of my own worst enemy. I figure I am here to help students, so I take on extra work, which adds to the forty hours a week I am on campus. Of course, the numbers go up in the second term, when I add rehearsal time.

Do I feel overworked? I do not think so because students recognize and appreciate the efforts I make on their behalf. If I was being mandated to do these things, I would probably feel differently. That said, it would be nice to have this extra work recognized by the administration. Speaking of administration, I do feel that it adds to my schedule, but I also think it is important. As well, I think others can step up, so we share the work. I feel most overworked when I look around and see the same faces at Senate and on other committees. The rest of our colleagues could share this burden a little more.

As for strategies to off-set it, I do not have internet access at home, but that situation is likely to change. I have recently put into place a series of policies for the students, such as I will deal with emails from them only nine to five, Monday to Friday. I work very hard to leave work here, and not take it home. I also work to find time for the things I like to do. During the school year, it is more difficult, so I find time in the summer. Do I think my work load has increased? Maybe, but it is hard to say. I still get to work at my preferred pace. Marking takes more time, for student writing is getting worse. I do spend a lot of time re-working my courses every few years. However, it is my choice. Does my research suffer? What some might call my traditional research suffers.

I may not get many articles published. However, I mount a major show every year, and out of it come really interesting ideas that become the basis for papers at conferences. As well, the work with students has produced many new ideas about the process of theatrical rehearsal and what goes into creating a theatre company. From that perspective, I work a lot, but it does not feel like work. However, I could use more time to reflect on that work. (Sorry for using “however” so often -- I obviously see both sides to this issue clearly.)

I am not sure that I do feel overworked. I often feel marginalized, under-appreciated, under-supported, under-compensated, frustrated, and stressed-out. I rarely feel overworked. My administrative duties frustrate me, for they prevent me, often, from doing other things. I resent the time that meetings take up sometimes. In the end, I am beginning to wonder if “overworked” is the right idea that we should be exploring here. I would argue that most of us are doing exactly what we want to be doing. However, we resent the extra things that get in the way.

I would think that most of us view these things as a weird form of penance for being allowed to do the things that we want to do. As well, often, administrative work is self-serving. The university is run by those of us who show up.

### **Greg**

I DO feel overworked. Teaching: There are fewer faculty members in my department than when I came. For example, when Christian left to become Dean in 2006, he was never replaced. Our student numbers have NOT dropped and there is increased pressure to have bums in seats. So my work load has gone up. Some of that I have taken on myself ... my quest to help students write, hence my diving into Writing Intensive courses, which are a huge drain. My desire to work one-on-one with students has led me to take on Honours, Graduate and Special Studies students. The solution? I would have to dilute the quality of what I do, and that is likely not going to happen. Gaining

faculty members is not going to happen (probably the opposite). I need to be smarter, maybe take tips from Greg. :) Service: couldn't agree more with Greg: we need more people to step up to the plate. It is important work and I do way more than I should.

Research/scholarly: with grant success rates plummeting, and research costs in the sciences escalating, I spend way more time writing than doing. Even publication success rates are lower than before, and journals expect more from you in terms of peer-reviewing others.

### **Marva**

Thanks Marva. Your comment about positions not being replaced is an excellent one. Fortunately, it has not been a problem in English, but I can totally see the problems most Science departments would face. As for working smarter, I am not sure that I do, as much as I enjoy the satisfaction of hard work, despite not being a Protestant. Like Marva, I too enjoy the one-on-one work with students, which I get through show rehearsals. While it adds hours to my days, it was why I was hired. Adding to my list of alternative words, I want to add “overwhelmed.” There are certainly days when everyone seems to be making demands on my time, and I want to run away. However, most of those demands fall outside my regular work. Of course, the situation is always worse when I do not get to exercise, for I always feel more tired and overwhelmed; moreover, time for exercise is always the first thing to be sacrificed when I get busy.

### **Greg**

I love how Greg formulated his list of descriptors: “marginalized, under-appreciated, under-supported, under-compensated, frustrated, and stressed-out” -- and “overwhelmed.” I too am not “over” worked so much as what I call “more” worked. I work a lot (many of us do) and I love most of what I do. Sometimes, however, I look back at when I first started at UPEI fourteen years ago and wonder where and how all the more work came about.

On the one hand, of course, it's the routine part of growing in one's profession and field -- taking on more responsibilities, increasing one's sense of one's intellectual and institutional roles and possibilities. On another hand, it's also the result of increased expectations that come from a variety of sources, and that don't always neatly mesh with each other. My sense of my career, intellectual interests and desires, and institutional contributions of all kinds doesn't seem to "mesh" often with what I get a "feeling" I'm supposed to be doing -- although where and how that feeling is promulgated remains kind of nebulous and amorphous. To say its source is unclear and probably diffuse, though, is not to say it's not experienced as very real!

I sometimes feel a tension between what I love doing and what I think I'm supposed to be doing: the sense that my scholarly activities aren't recognized as such, and that my professional service and contributions are both too much and the wrong kinds. (It must be said that I remain happy with my teaching, although I'd also love to find ways to do more -- to teach more kinds of courses, follow lots of different interests, respond to the variety of students' interests and explorations.) I fluctuate between thinking "so what / the hell with those expectations that aren't my own" and "I could do more, I could do both, I could do it all!" Of course that's self-imposed, but I'm trying to point to a sense that many of us probably share, that seems to permeate this place -- that is, we should be more and more worked, but whatever we do, it's not quite enough or quite right in some way.

### **Ann**

Last year I felt overwhelmed all year long: partly from external pressures and partly from internal ones. I am a perfectionist and everything I do I need to do well. That is a great burden for me and one I try to combat but...don't do very well. I have a real problem saying "no" and if I could just learn to do that I know I would have more time (I think).

An example comes from last year. I knew I was in for a busy year. We were moving (for which we had to pack our own offices in the middle of final exams and marking papers), we were starting a new Master's program, and I was teaching a new course in the new Master's program, which I had to develop from scratch. Knowing this, I promised myself I would not commit to any new committees. I had finished my term on SCENT and URC, so I felt pretty sure I could manage everything.

Then came an email asking me to chair the Hessian Committee. I was so proud of myself when I replied "NO"....but I couldn't just say no and leave it at that. I had to put in, "If you have trouble finding someone let me know and I will reconsider." That was my first mistake. I was told it wasn't a lot of work and I had a great committee. Part of that was true. I had a great committee. It was an honour to work with the nominees and the committee, and a humbling experience to adjudicate the files...but it was a lot of work.

Another example: a colleague and I agreed to take on Co-Acting Dean for six weeks this spring/summer until our new dean was appointed. In that six weeks, we both got almost none of our planned work done. This was invisible work and what I get to say on my cv is "acting dean for six weeks." I left for holidays feeling stressed and behind the eight ball. I worked three days the first week I was on holidays so I could feel better going back. I am back to work and feeling anxious already.

### **Janet**

I totally get Janet's point about doing whatever it is well. I think it also ties to Ann's points. We all found our way to this career because we enjoy the work, so it does not feel like "work." Tied to that is a belief, which appears to be generational, that hard work can be its own reward. This point reared up to me in 2011 during rehearsals. I could not understand why some of my cast (students all) did not work as hard as I wanted them to.

I have come to realize that many of our students do not understand the concept of hard work or how rewarding it can be.

I am reading Sir Ken Robinson's *The Element*, which is about finding your element or thing. Most of us are in our element when we are doing the work associated with being a professor. Yes, we may hate marking, but enjoy finding that one great student paper. Yes, we may hate the whining and mark grubbing, but we all take great pride in that marginal student who worked his or her tail off and graduated. At the end of the days, the pluses always seem to outnumber the minuses.

It would seem that a variation on "overwhelmed" is where we are ending up. We all know that the work takes time, and we seem to be ready for it, for the most part. However, much of the "overwhelmed-ness" comes from an initial external pressure, which we add to internally. Janet's comments about administration also echo an earlier thread about the same, small group of people often picking up the administrative work. And yes, everyone lies about the amount of work that the position will require. Again, it seems that the issue is not one of over-work, but one of managing responsibilities, feelings of responsibility that generate the inability to say no, and expectations. Regardless, in the end, I share Janet's difficulty in saying no, but I am getting a little better. However, I do feel pressure to say yes, knowing how hard it is sometimes to get people to serve on important committees.

I also agree with Ann's comment about there seeming to be more of this type of administrative work about. Part of it stems from the natural period of transition we are in, and some of it comes from the down-loading of small administrative duties to faculty from certain offices on campus, like the Business office. While I do not share Marva's problem related to grant applications, it is similar, but likely greater, pressure. I just spent a considerable amount of time redesigning

the way I will teach three courses. It is often time-consuming and frustrating work, and I will not know if it is successful until early December. I think that this work goes under the administrative radar because it is harder to quantify. However, it is important work. Also, I think that service is often overlooked. We get lots of emails about UPEI in the news, but I doubt that it carries much weight beyond the PR department. A balanced recognition for these other forms of work might help people to reduce the stress or pressure related to them. I often feel as if what I think is important is not valued by the administration, so I feel the pressure to take on that work and the work they deem "proper," thereby ending up over-whelmed and feeling under-appreciated.

### **Greg**

I think we are starting to see some similarities -- we all can't say no and we do more service than is "average" on this campus. That needs to change, but how? We can't all say no! We are also perfectionists and invested in doing 110%. No fixin' that! I am starting to see differences between Science and others. Adding to what I said in my previous email, one hour of contact in Science labs and tutorials is only 0.5 and 0.33 hours, respectively, according to the Red Book -- in recognition of how much prep time goes into that hour (sic). Some Science faculty members get lab support, others do not. Guess which one I am in? These make me feel over-worked because there aren't enough hours in the day and I feel under-supported and frustrated, like Greg (and Ann?). However, I actually do not feel marginalized, under-appreciated, or under-compensated. Call me crazy! Mt Allison has a great solution for work loads -- they take into account course enrolment numbers and year of study, amount of course assistance, the number and level of one-on-one students and student counselling for a faculty member, amount of committee and research activity, and many more things. This is great as it applies equally to all faculties. Any chance we could get such a great collective agreement?

I agree with Ann's comment that career development comes with taking on more responsibilities. This happens in many professions. It shouldn't mean more work though. I'll use our CUPE lab instructors as an example. They can advance up the scale if they take on more responsibility, such as supervision of more junior people. The more senior person supervises the more junior person who, in turn, takes on some of the work to relieve the more senior person. It would be nice to be able to take on more responsibility in my scholarly life (e.g., journal editing), but for it to replace something else I do (i.e., be taken into account for teaching assignments). DREAMIN! Now back to two M.Sc student theses, five letters of references, Senate student appeals, biosafety ethics forms, human ethics forms, animal care forms.... Have I said how much I love now having to do paperwork around everything I do or ask my students to do, like measuring their own blood pressure! Didn't have to years ago!

**Marva**

Another theme I see emerging here is the idea of "invisible work" (not a new concept in gender studies btw! - in addition to other fields...). Much of what we do isn't directly connected to teaching (or even to being on campus) and is often not visible -- to our colleagues, to (some of) the admin. Much of what I do isn't actually "teaching" per se -- although marking, prepping, reading, etc. do take time! But all the other stuff that takes up our time -- different for each of us, as we're all in quite different fields -- is huge, and probably most days as important, exciting, and interesting as the teaching. But to return to my earlier idea of feeling like the "more work" is too often the "wrong work" -- which all of you have reiterated in various ways: we would all be busy and perfectionist and unable to say "no" no matter what job we were in! For me, it's this lack of recognition that I keep returning to -- recognition as being seen/visible, and recognition as being appreciated/applauded/someone knowing about all that other work. I never feel as if I really know what/how much my colleagues are up to, or as

if anyone knows what I've been doing. Annual reports and the odd email and telling a few friends don't seem to cover it enough. Hence, the "I'm doing the wrong work, I must take on more so that I will be seen to be doing the right work, that which will be recognized" loop.

How can we build in (in many ways, hopefully) these kinds of recognitions? Structural changes of all kinds, yes -- although since our jobs are so different, that's hard to do. But how else? Would the sense of "more work/wrong work/under-appreciated and overwhelmed" (at the same time, of course, mostly loving what we do) be changed if I felt as if my work was "recognized" (in both senses)?

**Ann**

We are dancing around the same maypole in a big way. I like Ann's idea about invisible work, for it captures what I was fumbling towards. However, I am not sure that right and wrong work really applies. It might be better described as acknowledged or recognized versus unrecognized or unacknowledged. In the end, it is less about being overworked than it is about having all of the facets of our work recognized. Marva's example from Mt. Allison is a good one; however, given its track record with strikes, it appears that we might not want that system exactly. While this discussion began around an idea of overwork, I think that none of us feels overworked in a traditional corporate sense. The issue is not being overworked; it is about recognition for all types of work. Recognition is important, for it would alleviate that feeling that I have to do "recognizable" work, in addition to the stuff I love to do. In regards to Ann's comment about interruptions, there are many interruptions to teaching. I am often most relaxed in a classroom, when things are going really well. Anything that gets in the way annoys me. As well, like Marva, I do not feel that I can completely remove myself from the administrative structure of UPEI. I take my responsibilities seriously, so it takes time to go through the Senate documents and be prepared for meetings.

As a result, it would be nice to see service receive more administrative love. It is not simply going to meetings, it is the time that goes into being prepared, so you are a useful participant in the meeting.

So, where are we? It would appear that an important issue is the recognition for "invisible" work -- which is not like Harper's unreported crime. It is odd that we, sort of, valorize prep time for teaching but not for anything else.

**Greg**

Something that maybe should have been said early on -- "overworked" compared to what? or to whom? I have no doubt that we very busy folks would be thought of as "overworked" by several (or many) of our colleagues -- even though we've mostly hedged about using that expression -- and have come up with others instead :). "Over" presumes some kind of standard, doesn't it? I know that's why I've shifted my thinking into the "more" worked category -- to compare myself only to myself; and indeed, given how different our jobs are, and the kinds of work we take on are, how could we compare ourselves to each other? So it's this comparison to self, and the sense of increased amorphous expectations from various sources that, for me, need to be better identified and articulated. It's the valuing of the idea that a) it takes all kinds of work to keep the profession going, and b) there are many routes through and in this profession, that I want to see happen more concretely. Of course that's difficult to do -- and to imagine how to do! But we have to do it, and be able to have difficult talks about how to do it...otherwise, we're all held to the same standard, and like all "norms," few if any people actually fit them!

**Ann**

I think Ann has really hit upon it with her latest contribution. I know what some of my colleagues do, and how much time they spend doing it, but I am not sure it applies broadly.

Recently, it has been brought home to me that I am often viewed as a person who does a lot. Again, I am not sure how to define a lot. I do what I do, and I do it on campus, so I think that I may be more visible in my work. However, it should not be taken to mean that I work more than others.

**Greg**

Re: Comparisons, and from a historical perspective, I'll throw this one in -- That UPEI profs in the last 15-20 years (with administrative urging, collaboration, and/or approval) have raised the bar (substantially?) higher in terms of workload and accomplishment: for teaching, research, and service, in comparison with many UPEI faculty during its first 20-25 years. This is not a jab at retired colleagues, many of whom worked as hard as any current faculty. Rather, it's an observation that expectations have significantly changed: not only administrative, top-down expectations; not only those generated by increased enrolments and greater recognition of students' diverse needs; not only ones resulting from greater competition for grants and publication; not only expectations generated off-campus; but the internalized expectations of faculty. As departments, too, we tend to hire people with high internalized expectations in two or three of these areas, thus sustaining and even raising the bar. We tend to hire people who love working hard. Which brings me back to a nagging question of recent years: Are we loving our hard work so much that we have too little time for certain other vital things, such as having coffee and lunch and wine together, and exercising?

**Richard**

Are we loving our work too much? Sometimes. Often, exercise is the first thing off my list as I get busy. As well, socializing seems much like a chore when I am tired at the end of the week. However, I feel that I let these things happen. I need only be better organized and more committed to these other things. I agree with Richard that we, collectively, often sacrifice the important life activities in favour of work activities.

I wonder if we do it because being a professor is not a job title as much as an identity for most of us.

**Greg**

yes...but in this “sacrifice” we’re no different than most of the rest of the working world. We hear much about 24/7 etc. Nobody sleeps enough, socializes enough....The one thing I never skimp on is dog walking -- that’s always 1.5-2 hours a day, no matter what! but everything else goes....Is it that we love our work too much? or that we’re expected to/expect ourselves to work so much? I agree that it’s that ill-defined, always slightly receding bar that’s constantly there but not there at the same time. “Work” has become “life” for many of us in early 21st century Canada...and in academia, the boundaries between work and life are always fairly nebulous.

**Ann**

I’ll jump into the “overworked compared to” fray. I didn’t compare myself to anyone really. I thought about whether I, indeed most of us, had more to do than could reasonably be done (well) in a 37.5 hour work week (sic). What is that you say?! That’s what we get paid for! I think we have more work than can be done during the day time, due to all the reasons said before: internal drive and expectations, love of what we do, external pressures galore, esp. driven by the growth at UPEI in fifteen years. Larger classes, more marking (work); graduate programs, more mentoring (work); more student counselling and letters of reference; two Convocation ceremonies, more work; ETC. Which ties into the invisible work. The number of REGULATORY hurdles that I need to jump through has increased exponentially. I just spent the better part of 2-3 days getting forms filled out (human ethics, animal care and biosafety) so that my students can do three labs. Somewhere else on campus, some poor schmuck (or ten or twelve) on a committee will have to review my drivel and make a judgment. Back to letters of reference and course outlines.

**Marva**

I echo so many of the points made. Ann, I totally agree...we are all different, and I think it is difficult to compare us across faculties. That is why, I’m sure, Richard chose people from different departments to take part in the dialogue. My “formal” workload is in keeping with the collective agreement, but when I try to describe it to someone in another faculty it is hard for them to “get it” because we are different. Also, there are so many things we all do that are not considered in the workload equation. For example, I usually do a month of clinical with my students on the Maternity Unit at the QEH every June.

Until the last contract, there was no language that helped me get true “credit” for that work. My deans always understood it but “university management” did not. It is an extremely demanding month, where I usually have more than 150 direct contact hours with students and their patients. When I first started at the School I was doing two months of clinical, as well as coordinating the whole course with about eight CNIs and fifty-five students. I rotated the students through the various placements, recruited and hired CNIs, dealt with student issues, etc. Until the last contract, the “university” gave me no credit for this coordination. We now get one contact point. This is all invisible work. When I do clinical, I am responsible for being on the unit eight-plus hours a day or evening (I do shift work with students but do not get shift differential like most nurses), four days a week, ensuring that they give quality care to their patients. I have seven students who have up to two moms and babies each. They do all the care for their patients, including medications. It is very demanding to keep on top of that many students and patients and I always pray to God that nothing goes wrong on my “watch.”

This is what CNIs do week in and week out. That doesn’t count time in the lab, time to go to the hospital to prepare their patient assignment, staying after the students leave to review their charting, marking assignments, writing their clinical evaluations, etc.

At least now this is considered one course (three contact points) for me by the contract. Before the new language, the "university" deemed it to be about 2/3 of a course. I would expect, Greg, you have similar times when you are in charge of a production. Does the contract allow you to get the appropriate credit for that time? Do people really understand what you do when you are "with" those students. I know you love it, but it is also a huge responsibility for the production to be quality and also to ensure the students learn.

When I prioritize my workload, my teaching always comes first. My students come first. I sometimes kill myself in the process but maybe that is no one's fault but mine. What again is difficult, is to compare my workload even across nursing courses. I will not lessen my expectations just to give myself a break. Marking is an example. I teach Nursing Research. That course is a heavy writing course. Why? Because I need to teach my students how to be scholars. That includes how to write. The year before last, I kept track of my hours of marking for one term. It totaled 250 hours. When did I do the marking? Most of it was outside my 37.5 hrs. week simply because it was filled with other things. I now have someone to help me but I am concerned about consistency, so I still mark a part of every student paper and do all the exams myself. Yes, this is my fault but I can't do any less without feeling that I am doing my students a disservice. Before we increased our enrolment in our basic and our accelerated program, I used to teach about 40-50 students. I now teach seventy. This external demand of increasing program size has put more pressure on me to accomplish what I believe is necessary with my students. Another point I want to make is about class preparation. I teach every Monday both semesters. That means I usually work every Sunday. I never walk into a class without reviewing my notes at the very least. Nursing is dynamic. I must keep on top of the latest research evidence in my area of nursing: a demanding challenge. Most classes require revision each year, especially in my Nursing of Childbearing Families course. I usually do not get

time during the week to do it. So, I'm at my desk at home most Sundays. Sometime, I would like to track all the hours of overtime and figure out what my hourly wage is. That might be a depressing exercise.

Usually, service comes next in my day to day workload, because there are immediate deadlines that have to be met. I am trying to learn to say no better and I actually said it last week. Bravo! (Sorry, Lisa.) Finally, my research has to be fit in. There are definitely increasing pressures with respect to productivity from within and outside the University. As Marva says, there are ever more forms and levels of approval. Everything takes time. If I had a research assistant who could take on some of this for me, it would be great, but I don't. My funding isn't huge and my research assistants are RNs who recruit and collect data for me. I manage all my own studies. Even accounting is a huge time commitment. Writing proposals for funding is a huge time commitment. The bar is being raised externally and being successful is getting more difficult. This increases the pressure. The last thing, which usually gets shoved aside, is writing articles for publication. One article I have been trying to write for two years is sitting behind me now, and I feel pressure that it is sitting there untouched. There are always competing priorities. If I ever go for promotion, I know this isn't great, but I can't do any more than I am doing. Will the invisible work count?

My final point relates to time for me or me and my family. When I am stressed I don't exercise and it is a vicious circle. I know I should, but it takes too much time. I watch Greg walk through the parking lot many days and admire him for getting that exercise in. I promised myself on my vacation this year that I would start walking again. So far so good. Ask me how I am doing the end of September. You are right about feeling so tired on Friday night, that it takes too much energy to go out to socialize. Anyway... one step at a time. That is my story and I am sticking to it. It has been fun chatting. I wish you all a successful and productive year!

**Janet**



## Benefits as per current Collective Agreement (Section D-5: Group Benefits)

For more detailed information on each of these benefits, go to <http://hr.upei.ca/employee-benefits> and follow the links there to download pdfs explaining the policies.

*Compiled by Geoffrey Lindsay, English Dept.*

Benefit	Who is eligible?	Who pays?	Other info
Group Life, and Accidental Death and Dis-memberment insurance	All faculty members, librarians, and clinical nursing instructors with tenured, probationary, or permanent appointments;  members with term appointments of 8 months or more; part-time appointments of 12 months or more	Employee 100%	Participation is mandatory for eligible members;  Maximum benefit: \$ 250,000
Supplemental Health and Dental Care Plan	All faculty members, librarians, and clinical nursing instructors with tenured, probationary, or permanent appointments;  members with term appointments of 8 months or more; part-time appointments of 12 months or more	Employer 62.5% Employee 37.5%	Participation is mandatory for eligible members and optional for members with proof of coverage in another plan  See other chart for details of benefits
Long Term Disability insurance	All faculty members, librarians, and clinical nursing instructors with tenured, probationary, or permanent appointments;  all term faculty, librarians, and clinical nursing instructors whose initial and subsequent renewal appointment(s) total a minimum of 24 months of uninterrupted employment are eligible for coverage up to a maximum of 2 years' benefit	Employee 100%	Participation is mandatory for eligible members;  Benefit: 60% of gross salary
Optional Life insurance	All employees eligible for Group Life insurance, subject to medical underwriting	Employee 100%	Participation is optional

Critical Care insurance	All active employees eligible for fringe benefits at UPEI	Employee 100%	Participation is optional
Employee Family Assistance Plan	All employees and eligible family members	Employer 62.5% Employee 37.5%	Counselling and help with legal and financial issues, family matters (child care, elder care, home care resources), and nutritional support
Travel Insurance	All members enrolled in the Supplemental Health and Dental Care Plan	Employer 62.5% Employee 37.5%	

**Extended Health Benefit as per Medavie Blue Cross booklet** *(Please see booklet for details.)*

The following Extended Health Benefits are 100% co-insured up to the maximum listed.

<b>Benefit</b>	<b>Details</b>	<b>Maximum (if any)</b>
Accidental dental	Damage to teeth from blow; services rendered or approved within 180 days of accident	Payment up to "usual and customary fee of the current Dental Association Fee Guide" of province
Burn pressure garment	Prescribed by physician	\$500 each calendar year
Diabetic supplies	Needles, syringes, swabs, test tapes, lancets, insulin pump; reimbursement on written authorization of physician	
Diagnostic and x-ray services	Lab fees	
Equipment rental	Rental or purchase (if authorized) of wheelchair, hospital bed, oxygen equipment	equipment renewal limited to once every five years
Hearing aid	As prescribed by specialist; exam excluded	\$300/year in five consecutive calendar years
Orthopedic footwear and supplies	As prescribed by health care professional	\$75/year
Ostomy supplies	As authorized by physician	
Other practitioners	Chiropractor Osteopath Chropodist/podiatrist	\$10/visit to max \$250/year \$25/year for x-rays

Oxygen	As authorized by physician	
Physician services	Charges outside province of residence in excess of allowance under government health plan	
Physiotherapy		20 treatments/year
Private duty nursing	Home nursing as authorized by physician	\$10,000/year
Ambulance		\$500/year
Prosthetic appliances	Artificial limbs, breasts, eyes, crutches, canes, splints, casts, trusses, braces, wigs	Initial expense for each: 100% repair or adjustment: \$50/year wig: \$ 300 max.
Speech aids		\$500
Special ambulance attendant	Registered Nurse when medically necessary	\$300/year
Ward accommodation	Room charges outside Canada in excess of Government plan	
Massage therapist	As referred by physician	\$500/year
Naturopath	Treatment by licensed practitioner	\$500/year

**Basic Dental Care: 100% co-insured up to the maximum listed.**

<b>Benefit</b>	<b>Details</b>	<b>Maximum (if any)</b>
Diagnostics	Examinations, bitwing films, x-rays, tests	various limits on number of times used per year per person (see booklet)
Preventive services	Polishing, fluoride treatment and other services (see guide)	various limits on number of times used per year per person
Restoration services	Pre-fabricated restorations, rent-entive pins, fillings	
Endodonic servies	Root canal therapy	
Periodontic services	Scaling and root planing	

Surgical services	Extractions	
General services	General anaesthesia	

**Major Restorative Dental Care Benefits: Co-insurance: 80%**

Major surgical services	Surgical exposure and movement of teeth; removal of tumours and cysts	\$1000/person/year
Extensive restoratives	Inlays/onlays/crowns	\$1000/person/year
Prosthetic services	Dentures, bridgework	\$1000/person/year
Orthodontic services	Braces	Co-insurance: 50% \$2000/person lifetime

**Vision Care: 100% co-insured up to the maximum listed.**

<b>Benefit</b>	<b>Details</b>	<b>Maximum (if any)</b>
Contact lenses	Eligible in lieu of spectacles (glasses and frames) Younger than 19 years: every year Older than 19: every 2 years	\$150/eligible period
Eye patches	As approved by Blue Cross through special authorization process	\$40
Eye exams	Younger than 19 years: every year Older than 19: every 2 years	\$60/eligible period
Frames	Younger than 19 years: every year Older than 19: every 2 years	\$150/eligible period
Special eye exam	As follow-up for specific medical condition through special authorization process	\$40 or maximum amount established by Medavie Blue Cross
Special lenses and lens coatings	As approved by Blue Cross through special authorization process	maximum amount established by Medavie Blue Cross
Spectacle lens benefit	Younger than 19 years: every year Older than 19: every 2 years	maximum amount established by Medavie Blue Cross
Visual training	For a specific medical condition approved through special authorization process	\$20/session for max 5 sessions

**Drug benefit: Co-payment: \$5.00 for each eligible drug on the prescription list**

Co-insurance: 100% of remaining eligible expense

# ***In Memoriam: Professor Roger D.H. Black (1933–2012)***

By: Gerald Johnson

On June 14, 2012, Roger Black, one of UPEI's founding faculty members, passed away. Roger joined Prince of Wales College in 1967 as Chairman of the Education Studies Division, and became Dean of Professional Studies and a full professor before joining UPEI when Prince of Wales College and Saint Dunstan's University merged. He was Acting Dean of the Faculty of Education and established the four-year and one-year B.Ed. programs at UPEI.

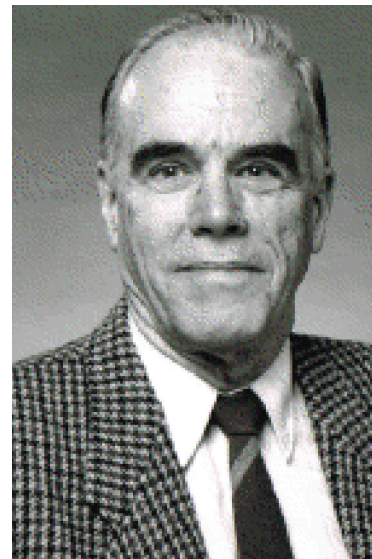
His contribution to the University of Prince Edward Island was extensive: he served twelve years as Faculty Association President (the longest serving Faculty Association President at UPEI), several years on the Board of Governors and Senate, and twenty-eight years as a professor in the Department of Education. As Faculty Association President, he helped establish the FA student Scholarship fund, fought against the provincial government's infamous 7.5% rollback of salaries, and worked tirelessly to maintain medical benefits at the highest level. As both a faculty member and a retiree, he attended CAUT meetings twice a year in Ottawa.

Roger was a guardian for processes and procedures, an advocate for faculty rights and privileges, and a strong believer in the value and potential of his many students.

Roger was a familiar face on campus after his retirement in 1997, attending many functions and continuing as a representative on the Pension Investment Review Committee.

It was ironic that on the day of his passing, his name was being recognized at a higher sponsor level on the QEH donor wall. He contributed every year to the QEH Foundation's Annual Friends for Life Campaign. Many people were aware that Roger was an insightful investor, constantly aware of global, national, and local trends that would affect investment success.

He also supported local artists, buying paintings, pottery and wood crafts from both new talent and established artists. Roger remained active in the Canadian College of Teachers, serving as president and hosting the national meeting in Charlottetown. He was active in the PEI Council of St. John Ambulance and the Haviland Club, and a Life member of Phi Delta Kappa, a Professional Fraternity in Education, and of other organizations locally and nationally. To paraphrase his retirement citation, Roger was one of UPEI's unique characters, constantly reminding us to be passionate about what we value the most.



Professor Roger D.H. Black  
1933-2012

*Gerald Johnson was Faculty Association Vice-President in 1996/97 when Roger was President, and President in 1997/98, with Roger serving as Past-President.*

## **Important Dates**

- **Prior to October 15**, Initial vote [for tenure/permanency] of URC sub-committee (Article E2.10.5)
- **Prior to November 1**, Unless a DRC has already been constituted under E2.5.2.4 the Chair assures that a properly constituted DRC is assembled [to consider applications for promotion] (Article E2.5.3.2)
- **On or before November 1**, Posting of Sessional Instructor Positions for winter semester courses still unfilled (Article G1.4 b)
- **By November 1**, Each academic unit must update its Sessional Instructor Seniority Roster (Article G1.7.1 c)
- **By November 1**, Faculty Member submits promotion file to Chair (Article E2.5.3.4)
- **Prior to November 10**, Final vote [for tenure/permanency] of URC sub-committee (Article E2.10.7)
- **Prior to November 15**, URC reports recommendations [re: tenure/permanency] to President (Article E2.10.10)
- **By December 15**, DRC/LRC completes meetings on all promotion applications and recommends to URC (Article E2.6.2) (Article E2.8.1) (Article E7.8.9) (Article E7.10.1)
- **By January 5** of the year of application for tenure - Dean sends letter to each Chair with names of respective Faculty Members eligible for regular consideration of tenure. [Chair then seeks confirmation from each Faculty Member that tenure file is being collated]. (Article E2.5.2.2) (Article E2.5.2.3 a)
- **Prior to January 15**, Dean/UL includes letter in candidate's file for promotion and forwards the complete file to URC Chair (Article E2.9.4) (Article E7.11.4)
- **Before January 31**, A seniority list of all permanent Clinical Nursing Instructors shall be posted (Article G2.12 a)
- **By February 1** of the academic year prior to the one in which consideration would take place - Faculty Member seeking early consideration [for tenure] as an exceptional case requests in writing to the Dean (Article E2.4.2.4)
- **By February 1** of the academic year prior to consideration - Faculty Member's request, or Dean's recommendation, for deferral of tenure consideration is communicated (Article E2.4.3.2)
- **Prior to February 1**, Faculty Member sends a letter to the Chair indicating plans to apply for tenure. Chair then informs Dean that the tenure file is in preparation (Article E2.5.2.3 a)
- **February 1**, Subject to exceptional circumstances, if a Faculty Member does not have tenure by February 1 of the fourth year of full-time probationary appointment here, and if the Faculty Member has not initiated procedures for consideration of tenure, the Department Chair will direct the Faculty Member to submit his or her file for tenure consideration. (Article E2.5.2.3 b)
- **On or before February 1**, Posting of Sessional Instructor Positions for both summer sessions (Article G1.4 b)

## **Welcome to New FA Members**

***Lynda Airriess, Classics***

***Corina Bolo, Education***

***Claude Brisson, Education***

***Jamie Burr, Applied Human Sciences***

***Natalie Carrier, Education***

***Jonathan Coady, Political Science***

***Kathleen Connor, Education***

***C Cranston, Environmental Studies***

***Grace Dawson, Robertson Library***

***Patrick Davis, Business***

***Nancy Dionne, Biology***

***William Gauthier, School of Business***

***Greg Goff, Biology***

***Sarah Glassford, History***

***Therese Harper, Psychology***

***Jonathan Hayes, Education***

***Francis Hennessey, Education***

***Daniel Lynds, Education***

***Grace MacEwen, Nursing***

***Mary MacPhee, Education***

***Rhonda Lewis, Nursing***

***Lyndsay Moffatt, Education***

***William Montelpare, Applied Human Sciences***

***Roxanne Laughlin, Applied Human Sciences***

***Gordon Pitts, Business***

***Jane Preston, Education***

***Andrew Reddin, Physics***

***Jill Sabeau, University 100***

***Christine Savidge, Companion Animals***

***Jason Stevens, Economics***

***Shona Whyte, Business***

***Amir Zuccolo, Chemistry***

### ***Instruction Manual to My Past Self***

***Nia Phillips***

When I was asked to reflect on my first year at UPEI, I decided to write an instruction manual to my past self. Given the multitude of firsts I was facing (such as being a full-time faculty member and living outside the United States), a manual would have been helpful. The insights I offer myself are as follows:

1. Prepare for winter: physically, financially, and emotionally. No matter how mild the weather (mild being a relative term for one who grew up in Alabama), winter deems necessary certain accoutrements. You will need proper (ugly) snow boots, snow tires, and an ultra warm coat that will no doubt make you look like an anthropomorphic stack of snow tires. Budget accordingly and get used to shapelessness.

2. Small things will feel quite foreign. While initially confusing, for the most part you will eventually find these novelties amusing. Milk comes in bags and costs half a paycheck. Visa debit cards don't exist. The Superstore says they're open twenty-four hours, but will close at midnight on Saturday and not open until noon on Sunday. Some of this is Canada, some is PEI; as an outsider it will be hard to tell the difference.

3. At first you won't understand people, but even when you get the hang of it, you will still find it difficult to adopt certain phrases (e.g., "marking papers," "writing exams," "Bob's your uncle").

4. Your students will be unlike those you've taught before and will consistently surprise you. They will offer thoughtful insights from their lives vastly different from your own. Given these perspectives, sometimes your plans will backfire, but in the process you and they will learn so much from each other. That said, they will

have a hard time talking about sexual assault at 8:30 in the morning. Prepare for some awkward silences.

5. This year will be challenging in ways you didn't imagine. Yes, teaching five new courses will be just as difficult as you anticipate. In particular, claiming that the journey your career will take over the coming year is non-traditional would be quite the understatement. I assure you it all works out in the end. Which brings us to...

6. When things are most challenging you will realize that the community surrounding you at UPEI - especially (though not exclusively) your department - supports you more than you ever anticipated. The extent of this support may be surprising at the time, but it genuinely shouldn't be. Ultimately, UPEI succeeds because those involved - faculty, staff, and administration - are invested in and take ownership of that success, which means they're invested in each other. Be honoured to have joined their ranks.

*Nia Phillips is a faculty member in the Psychology Department.*

## **UPEIFA Executive**

### **President:**

Betty Jeffery, Robertson Library

### **Vice-President:**

Nola Etkin, Chemistry

### **Past-President:**

David Seeler, Companion Animals

### **Treasurer:**

Debra Good, Business

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

Cezar Campeanu, Computer Sci. / Info. Tech.

David Groman, Diagnostic Services

Laurie McDuffee, Health Management

Lori Weeks, Applied Human Sciences

### **UPEIFA Office Manager:**

Susan Gallant

## **Fall General Meeting**

Wednesday, Sept. 26, 2012

1:30 - 3:00 p.m.

Faculty Lounge, Main Building

*Light refreshments will be provided*

### **The UPEI Faculty Association**

Room 315, Main Building, University of Prince Edward Island

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UPEIFA Website: [www.upeifa.org](http://www.upeifa.org)

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