

## Current Events 101: President's Report

Elizabeth Hodgson  
President

### Faculty Association Elections:

WELCOME your new Executive committee members; Darrin Lehman, Adam Frankel, Bob Gateman, Adele Diamond, Alison Acheson and Eric Eich. This is a real commitment of service to all of the faculty, librarians and program directors at UBC, and we are very grateful. Thanks very much to all of you who voted and campaigned; your passion and engagement is encouraging!

THANKS to all of the candidates who ran in the elections this year—we know what a generous gesture that is, and we are inspired by your energy and dedication. We do not forget as well the many of you who volunteer to serve

on committees and task-forces, who provide expert advice when we need it, and who help out for special projects. The Association works because you do.

SPECIAL THANKS to our outgoing Executive members: Brenda Peterson, Barbara Lence, Lorraine Weir, Ken Reeder, and Petra Ganzenmueller. Your dedication and hard work has been a great boon to UBC. My own particular thanks to Brenda Peterson, our outgoing President, for two years of tireless and thoughtful concern for all of the Faculty Association's members. Brenda has weathered a major collective agreement round, the end of mandatory retirement, the changing of presidents &

provosts on both campuses, major shifts in the organization of the Association, a Supreme Court case, and hundreds of smaller issues which all received her sensitive and concerned attention. You will be missed!

### Ongoing Issues:

Student Evaluations of Teaching: The Faculty Association has been pursuing your concerns with the proposed (and partly implemented) new protocols for collecting and potentially publishing student evaluation data. The question of the Senate's jurisdiction to pass policies which could limit or change our own collective agreements was the subject of an arbitration hearing and award which is now under appeal. Our on-campus colleagues,

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## Your Contract: Reading Between the Lines

The Faculty Association has received reports of departments assigning larger than normal teaching workloads to faculty returning from leave, ostensibly in order to "make up" the courses missed. The resolution of a recent grievance has established that this practice is inappropriate and is considered discriminatory in cases of sick leave, and against those

exercising their statutory rights in regards to parental & maternity leave. The Faculty Association takes the position that this resolution applies to all leaves.

If you are or have been assigned an atypically large workload subsequent to a leave, please advise your Department Head or contact your Faculty Association to discuss possible remedies.

### Inside Focus

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our provincial organization and our national federation have all offered financial and legal support to the UBC FA on this important matter. We will keep you as informed as possible, given that this is now before the courts.

**Retention Funds:** We have finally received from the university the first report on retention-distribution (an annual report mandated in our collective agreement). Since this money comes directly out of the general salary pool (so UBC faculty get less across the board than our colleagues at SFU or UVic or UNBC), we have a very strong interest in monitoring and managing the criteria by which these funds are distributed. We have made some progress with the administration on protocols for these funds, and we will let you know when we reach an agreement with them on appropriate criteria, especially for the distribution of retention funds.

**Salary Equity:** The Faculty Association asked the university

last year to do some long-overdue study of pay-equity issues on campus. The university agreed, and the study completed this year found significant gender-related pay-inequity at UBC for the professorial ranks across campus, as well as troubling differences in promotion rates between the genders. The Faculty Association has proposed a joint committee to deepen the study’s reach and consider implications and remedies; we’ve had a preliminary meeting with the study’s authors and with Tom Patch, our AVP-Equity. We’ll report to you as their second stage of research progresses.

**Budget Woes:** As you’ll see in the article in this newsletter from our provincial association (CUFA-BC), the provincial government has taken an unbudgeted 2.6% out of the university-sector grants for 2008—after promising the universities much-needed predictability with 3-year budget envelopes. The Faculty Association is in contact with our sister institutions to

monitor and lobby government decision-makers, and we’re also collaborating with the AMS on joint public campaigns to protect higher education in BC.

**Special Occasions:**

Retirement Luncheons in May for UBC-V and UBC-O—we are looking forward to the first of our voluntary-retirement celebrations for members of our university campus who are ready to move on. Their long service and many talents are a pleasure to honour.

Watch this fall for:

- Welcome/Welcome Back reception at UBC-O in September
- Seminars on Promotion & Tenure, Retirement, and Financial Planning
- Planned Departmental Drop-Ins (“Meet your Executive”)



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**Officers**

Elizabeth Hodgson  
English, 2.2651  
**President**

Nancy Langton  
Sauder School of Business, 2.8393  
**Vice President**

Robert Gateman  
Economics, 2.5088  
**Treasurer**

Darrin Lehman  
Psychology, 2.4074 / 2.3007  
**Secretary**

**Members at Large**

Adele Diamond  
Psychiatry, 2.7220 / 2.7664

Eric Eich  
Psychology, 2.3078 / 2.2022

Adam Frankel  
Pharmaceutical Sciences, 2.7146

Hugh Neary  
Economics, 2.4505

Chris Orvig  
Chemistry, 2.4449 / 2.8632

James Tansey  
Centre for Applied Ethics, 2.8625 / 827.4443

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**Okanagan Faculty**

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Cellular & Physiological  
Sciences, 2.6228  
**Personnel Services**

Alison Acheson  
Theatre, Film & Creative Writing  
**Sessional Faculty**

Mira Sundara Rajan  
Law, 827.5339  
**Status of Women**

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**Executive Director**

Nancy Lovelace  
**Office Manager**

Susan Palmer  
**Membership Services Officer**

Deena Rubuliak  
**Membership Services Officer**

Joël Pomerleau  
**MSO Administrative Assistant**

Ranjit Sundur  
**Communications Assistant**

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*Faculty Focus accepts submissions from Faculty Association members on issues of interest. Unless otherwise stated, the opinions expressed are those of the author(s) and not necessarily those of the Association or its Executive Committee.*

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# Greetings, all!

Elizabeth Hodgson  
President

I'm Elizabeth Hodgson, the new president of your Faculty Association. I'm also an associate professor in the Department of English with a research specialty in Renaissance literature. I've been on the Association Executive since 2002, as Member-At-Large & Treasurer as well as Vice-President. I've served on bargaining teams for three collective agreements (including as chief negotiator), on several internal committees, and on two major joint committees with the university administration.

What I've seen of UBC from this vantage point has left me deeply concerned. Most of us at UBC now face pressures we can barely manage: pressures to be more 'productive' in our research; to make our discoveries more saleable and marketable; to teach more students more efficiently; to report more and more often on our own performance; to spend more of our time and energy on meaningless administration (print your own paycheques, track your own grants, take out your own garbage); and to turn a blind eye to the growing inequities in teaching

loads, salaries, work-space, research infrastructures, and funding which are all around us.

We see a senior administration which seems to make contradictory demands on us: produce 'world-class' research but also invest your time in innovative teaching; engage in community service as well as privatization; foster team-building while searching for superstars. Be part of a university; no, work for a real-estate developer. We seek to preserve collegial decision-making and the best of our local departmental cultures, while we see around us an ever-more-managerial style of university governance. We see our budgets cut, and then we see the university offering to give us some of our money back if we can only demonstrate how we'll use it to cut our budgets further. Even if we do understand and agree with what the university is trying to achieve, it can often feel like we can hardly keep up with, or sort out, these conflicting demands.

Like many of you, I've worked with the administration on many projects, resolving issues, improving our departments and units, imagining a better university.

It's incredibly satisfying when you can see a good idea come to life with the right support from the university. That's what I want to be the norm, rather than the exceptional moment. UBC faculty in every rank, librarians, and program directors: we all care about the students we work with, and we enjoy developing, sharing, and discovering knowledge. All of us want to do our work well, in an environment which gives us autonomy, respect, intellectual space to pursue our ideas, and the resources to do what we've been asked to do. To my mind, the Faculty Association's job is to enable us to do just that, and to manage and resist these pressures which so often threaten to take all the joy out of our work.

I have considerable experience now in striving to achieve these goals, but I also need to know how best, for you, the Association can work. I see this process of mutual education as fundamentally collegial and essential to all of us at UBC. Please let me know what matters most to you: [fa.pres@ubc.ca](mailto:fa.pres@ubc.ca) is my email, or call 604.822.2651.



## Sessional Faculty Committee - Activities Update:

If you would like to find out more about our activities this year including our latest initiatives, please see our Annual Report at [www.facultyassociation.ubc.ca/publications/annualreport2008\\_web.pdf](http://www.facultyassociation.ubc.ca/publications/annualreport2008_web.pdf). We'll be reporting on our major workload study in September, so watch for it!

On a personal note ... After two full terms in office, I have decided to not run again for the chair of the Sessional Faculty Committee in order to free up time for the pursuit of personal objectives. Throughout both terms, carrying out the FA mandate was as much a pleasure as it was a privilege. Of all the tasks performed, the challenges faced and the activities engaged in, it is the many colleagues with whom I have had the opportunity to meet and collaborate that have inspired me the most. In that spirit, I will continue to serve the SFC.

Petra Ganzenmueller

# 2008 - 2009 Faculty Association Executive

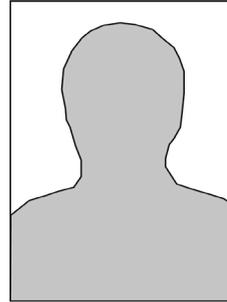
## Table Officers



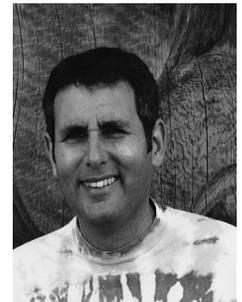
Elizabeth Hodgson  
President



Nancy Langton  
Vice-President



Robert Gateman  
Treasurer



Darrin Lehman  
Secretary

## Members-at-Large



Adele Diamond  
Psychiatry



Eric Eich  
Psychology



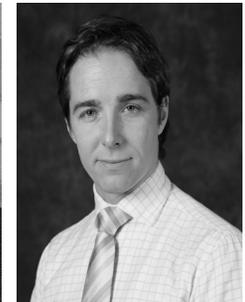
Adam Frankel  
Pharmaceutical Sciences



Hugh Neary  
Economics



Chris Orvig  
Chemistry



James Tansey  
Centre for Applied Ethics

## Committee Chairs



Jim Johnson  
Okanagan Faculty



Kenny Kwok  
Personnel Services



Alison Acheson  
Sessional Faculty



Mira Sundura Rajan  
Status of Women

## Thank You to our Outgoing Members



Petra Ganzenmueller  
Chair, Sessional Faculty



Barbara Lence  
Member-at-Large



Brenda Peterson  
President



Ken Reeder  
Member-at-Large



Lorraine Weir  
Member-at-Large

# Users, Pirates, & Lawyers: Access Copyright (Not)

Sam Trosow

CAUT Scholar-in-Residence

Only a few years ago, copyright was an obscure area of the law that was of interest to a small group of specialists. Today, it has become a controversial area of public policy which directly affects all academics.

Emerging technologies mean that copyright owners can expand their control over digital information goods past “points of sale,” but they also enable mass copying and distribution. As information goods are no longer necessarily attached to their physical containers, the old business models that rely on scarcity and high entry-costs are failing. And the old dichotomies between creators and consumers, between broadcaster and audience, between copyright owners and users are quickly collapsing with new tools for creativity and transformativity. In this new networked environment, universities are not only central sites for the production, distribution, storage and use of information goods, but they are also becoming crucial sites of contestation for how information and knowledge is produced and used.

While copyright law is federal, the way it is interpreted and applied is very much a local issue. So while the Copyright Act itself contains important users’ rights, especially that fair-dealing of copyrighted works for research, private study, criticism and review do not infringe copyright, these rights are not meaningful if they are not respected locally. So if a university

has a license with Access Copyright requiring payments even for fair-dealing uses, and if the university is also monitoring the activities of its academic staff and students to enforce these terms, then those users’ rights enshrined at the federal level are illusory in practice.

This conflict has meant that faculty are often being told how they must provide course-materials, what they can and cannot do in the classroom, and even what students can include in their written theses and other assignments.

## ***Is a university contract being used to limit our academic freedom & the scholarly privilege guaranteed by the Supreme Court?***

While it is understandable that university managers want to ensure they are not incurring liability for copyright infringement, their practices should not interfere with teaching and learning. And they certainly must not limit the expression rights of academic staff or students or otherwise interfere with academic freedom. When a student is told by a librarian that their dissertation is unacceptable because it contains more than 500 words of a source, even though our federal Copyright Act clearly includes ‘research’ and ‘fair comment’ under usages exempted

from infringement, our academic freedoms are being limited by local contracts with Access Canada, and we have lost our users’ rights.

While the licenses that universities have signed with Access Copyright are only a few years old, they are already in conflict with significant expansions of fair-dealing and other users’ rights in the federal courts. This tension has serious implications for intellectual power, control, and access. Do instructors and students have the ability to exercise their legal rights to use and comment on works in the course of their academic work, or is a university contract being used to limit our academic freedom and the scholarly privilege guaranteed by the Supreme Court?

Faculty, students, librarians and administrators need to talk together about how universities’ contracts might be constraining academic users’ rights to photocopy and download materials, or to cite materials in coursepaks, in dissertations and theses, and on web-platforms. Do you know what policies your university is applying, and why? Do you have protections in your collective agreements against external contracts which would limit your rights? Since we as academics are both producers and users of intellectual materials, we are the best people to act to protect our own freedoms.



# Your Forum: How the Local Public Schools Crisis can Affect your Job & What UBC can Do about It

Holly Furdyna

When we first came to UBC, the mountains, the healthcare, and great public schools were among the enticements. What we did not anticipate was that our son might not get a spot at our local elementary school due to excess population demand that results in over 200 children being bused to schools outside of the neighbourhood. We also did not anticipate that our son could eventually attend a neighbourhood secondary school that operates at over 70% above capacity, where students do not always get to use a desk, take classes in old, under-heated portable buildings smelling of mildew, stand in lines for the washroom because there aren't enough of them, and, because the cafeteria has been co-opted for classroom space, have to eat their lunch on the hallway floor dotted with rat feces. And no one could have anticipated that the Vancouver School Board (VSB) would attempt to resolve this problem by creating another crisis: a proposal to generate fast cash to build schools at UBC by selling Queen Elizabeth Annex, a beloved model school in a different neighbourhood, to which faculty children also belong. The unresponsiveness of the VSB and the BC Ministry of Education to five years of lobbying by UBC-area parents for adequate facilities, as well as other details of the VSB Phase-I Educational Facilities Review proposal to finally address

this problem, leave many with the perception that children's welfare and education are not adequately safeguarded and nurtured by the school administration here—that children are getting lost in the shuffle—and it is indeed a shuffle of school children that is proposed (see [www.vsb.bc.ca](http://www.vsb.bc.ca) for details).

While the schools crisis affects faculty whose children do or will attend any of the schools involved in the VSB's proposal, it also has the potential to affect all UBC faculty, even those without children

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or whose children are not in the public school system. Problems in the public schools that serve faculty have the potential to affect UBC's faculty recruitment and retention success, and consequently UBC's academic excellence: your colleagues, your collaborations, your intellectual stimulation. The housing market is enough of a deterrent for job candidates—now schools may be added to the list.

Not only does the public schools crisis have the potential to affect the

quality of UBC as an institution, but UBC has the potential to affect the public schools crisis. Why? Because UBC has had a hand in creating the very problem in the public schools that now threatens its own faculty recruitment and retention process. UBC has undertaken a deliberate effort to increase its endowment through real estate development of its land and attendant population densification. With the help of UBC Properties Trust, UBC's own real estate arm, and other private developers, UBC has built a town on its campus, "University Town" as it is called in the planning and marketing literature. There are now 3,633 non-students living on campus where none lived just over 15 years ago, with a steady population increase expected. The local schools were not designed to accommodate these new housing developments.

While new housing has proved a boon for faculty, these multiple schools crises could prove to be a more powerful force for some faculty in determining where they lay down roots. After all, what are the two things most important to academics? Their jobs and their children (if they have them). And what is a central value that got all of those with academic careers where they are today? Education. If faculty are worried about their children and their valued education, and see no hope for

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improvement, they may be more likely to seek options elsewhere.

Both UBC and developers have benefited from using schools as an enticement. UBCPT and other developers have attracted customers through marketing that mentions the likelihood of new schools being built in the area, just as UBC recruits faculty listing great public schools as a perk. Many parents associated with the schools in crisis feel that UBC, having created the population pressures on area schools at a profit, should take responsibility and help resolve the schools crisis. In particular, many parents feel that UBC should make a significant and bona fide financial contribution to building new schools in the University Hill area. This would hasten the process of building and obviate closure of an excellent school in an unrelated neighbourhood. University Hill area parents cannot wait any longer for adequate schools, and Queen Elizabeth Annex parents want to know their school won't be sacrificed.

UBC has offered to provide land for the new elementary and secondary schools needed and have put some offers on the table for financing assistance to the VSB. However, various rules and restrictions preclude their acceptance by the VSB or BC Ministry of Education, leaving the VSB with insufficient funds to build new schools. What is not clear is whether UBC is doing enough or could do more to resolve this crisis that affects so many UBC faculty, staff, and students. Perhaps UBC as a provincial institution could work with the province as well to jointly contribute to a

solution, instead of leaving the VSB to resolve this crisis by itself with insufficient funding. Some University Hill parents feel it is not UBC's responsibility to fund new schools. This leaves the province to fund them, and yet the province is unwilling to do so because of under-enrollment in other Vancouver schools. I believe UBC's rapid densification project has created an exceptional circumstance that requires exceptional measures of resolution. The VSB should not solve a problem, caused largely by UBC's endowment-building population densification, by enlisting young children in multiple communities to make exceptional, numerous, protracted, and extreme accommodations simply because the funds aren't there to build new schools for University Town. If children have to bear this burden, in the UBC area or Dunbar neighbourhood, UBC becomes equated with less than ideal community living and its appeal for outstanding faculty diminishes. Already some faculty are reluctant to take sabbaticals for fear of losing a coveted spot in their children's school.

Faculty who feel that UBC should take responsibility for the rapid densification it has created should contact their department heads and deans to pursue a full commitment from UBC to resolve this crisis. Many of those who purchased homes from UBCPT and who pay their services levy (with a line item for provincial schools) directly to UBC expect that UBC can do more. Please voice your opinion soon. The Vancouver School Board meets in early June to finalize plans on

whether, how, and when to build new schools in the UBC area, and how to finance the projects, via sale of Queen Elizabeth Annex or some other source of funding that has not yet been discovered. Also write directly to Stephen Owen, Vice President of External, Legal and Community Relations for UBC; The Vancouver School Board; and The BC Ministry of Education and provincial officials (links below).

Whether or not you have children, the local public schools crisis has the potential to affect the reputation and quality of UBC itself, and this means your job. It is not too late to get involved. Write to:

UBC:

[stephen.owen@ubc.ca](mailto:stephen.owen@ubc.ca)  
[reny.kahlon@ubc.ca](mailto:reny.kahlon@ubc.ca)

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[colin.hansen.mla@leg.bc.ca](mailto:colin.hansen.mla@leg.bc.ca)

For more information go to:

<http://rebuilduhill.blogspot.com/>  
<http://www.saveqea.org/>



# Update on Provincial Budget Cuts

Robert Clift

Executive Director, CUFA BC

**O**n March 12<sup>th</sup>, public post-secondary institutions were told by provincial government officials that the funding for 2008/09 would be less than expected. The value of this cut is at least \$40 million, although some estimates place it as high as \$60 million. The effective cut for the six public universities (UBC, SFU, UVic, UNBC, TRU and RRU) is about \$30 million. The actual value of the cut is still unknown as there have been few reliable numbers released, to date, by government.

Early media reports said the universities were being cut in order to reallocate funds to the colleges—this is largely untrue. About 20% of the cut to the expected funding for the universities will be reallocated to programs the government has determined are of higher priority, most of which are in the colleges. The remaining 80% of the cut is due to a 2.6% across-the-board cut in operating grants to all public post-secondary institutions—colleges and universities alike. The confusion about the nature of the cuts was deliberately created by government as part of its media spin.

Government has also tried to control the political damage by stating that every public post-secondary institution will receive a funding increase in 2008/09—this is true. The problem is that the money that government originally promised for 2008/09 was just enough to cover the costs of the salary settlements approved in 2006 plus the costs of various

program expansions. As a result, even though the actual funding has increased for 2008/09, the effect is that we are being asked to do more with less, yet again.

The government has also attempted to evade responsibility by implying that university and college presidents acted unwisely in relying on the government's rolling three-year budget projections. The fact that institutions relied on these projections for planning purposes was the result of government promises, starting in 2001, that the budget projections would be reliable. It took a few years before the universities and colleges took the government at its word, but they were eventually persuaded to do so. This, in part, explains the severe disappointment publicly expressed by institutions in the aftermath of the unexpected cuts.

Perhaps the most objectionable justification for the cuts put forward by government is the implication that public universities are not filling all of the student spaces for which they are being funded. It is true that many institutions, even some of the universities, are having difficulties filling all the seats allocated by government. In looking at the six public universities as a group, however, the total number of student spaces has exceeded government targets for

many years. Based on preliminary data, this appears to be the case for 2007/08 as well.

Since government budgets are about choosing priorities, what this cut really represents is that government believes post-secondary education is of a lower priority than other areas of government spending. This is a troubling development, to say the least. We are also concerned that this cut might represent an undercurrent of anti-academic sentiment in government in the sense that academic education is seen by some politicians to be less “useful” than vocational or career education.

While we continue to work on opposing the 2008/09 cuts, CUFA BC is also working on a longer-term strategy to prevent us from slipping back to the bad old days of annual budget cuts. In the leadup to the 2009 provincial election, we are working on a campaign that will promote the value and necessity of university education, and identify the shortcomings of government policies. We are going to make it clear to the public and to the politicians that cutting university budgets is a large step backwards in the economic and social development of our province. Stay tuned for developments.

