

Okanagan Bulletin

April 2015

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Conversations with Faculty I: Educational Leadership Stream

Mark Mac Lean, President

I have been doing a lot of listening to UBCO faculty in the past few months. Academic Administrators, both on the Okanagan campus and down on the coast on the Vancouver campus, have been engaging with me on the issues that you have raised.

When I started inviting groups of members to lunch meetings at UBCO, I knew that I would learn a lot, but I had no idea how passionately our members would share their stories and concerns in these conversations. Some issues are local to the Okanagan campus, but some of the concerns raised need to be addressed in the broader University. I have been discussing your issues with the President, the DVC and the Provosts, all of whom have been responsive.

For the first conversation, I invited those in the Educational Leadership Stream (Instructors, Senior Instructors, and Professors of Teaching) to discuss their issues. These faculty members, who tend to be appointed as singletons or doubletons in departments at UBCO, have vastly different experiences from members in the professoriate, and from those in this stream on the Vancouver campus.

Addressing their concerns seems as much in the hands of the faculty as the Administration.

Collegial governance is an important theme for my presidency and the ways in which our colleagues work with one another to make decisions is as much a part of collegial governance as are the ways that Deans and the President interact with us.

For those in the Educational Leadership Stream at UBCO, there is a mysterious “80:20” rule that erroneously defines their work as 80% teaching and 20% service. (This seems to have come from a memo from the previous Provost.) There are two problems with this rule: (1) there are no percentages in our Collective Agreement to define the workload distribution for any rank, and (2) this rule ignores the added component of “educational leadership,” which is not the same as service, and which is a key component on which faculty in this stream are judged for tenure and promotion.

Conversations with Faculty I: Educational Leadership Stream—

Moreover, there seems to be a lot of confusion over what is meant by “educational leadership.” In some cases, Instructors have been told not to worry about educational leadership until they are working towards promotion to Professor of Teaching, whereas it is a part of their job from day one.

The [SAC Guide](#) has had a working definition of educational leadership for several years (see page 50). Since most faculty members eventually have responsibilities related to the hiring and tenure and promotion of our colleagues in the Educational Leadership Stream, we should each take the time to understand educational leadership activities so that we can fairly judge our colleagues in these key collegial processes

As someone who teaches a subject (mathematics) that many people find confusing, I know that good examples can be important. This is probably true for understanding “educational leadership” – even a list of activities can be made clearer by some good

examples. For pre-tenure Instructors, this may mean having a mentor and seeing examples of CVs and dossiers of successful colleagues in this stream. (Such examples of CVs and dossiers are likely to help faculty who are asked to judge this work, as well.)

Many of our colleagues in the Educational Leadership Stream also feel excluded from the decision making in their departments. Many feel undervalued and that

they are treated as lesser faculty members (and, in fact, dislike the term “Educational Leadership Stream” and the titles Instructor and Senior Instructor). Because so many feel isolated in their departments — how can they speak up safely when they are the only one? — I am left wondering how well their colleagues understand how they feel. I can’t imagine any of us intending to treat any of our colleagues thus.

There are some ways in which our Collective Agreement directly supports the inclusion of Instructors/Senior Instructors/Professors of Teaching in departmental governance. For example, the Head must consult with representatives from each

of the eligible ranks (and all of these are eligible ranks) in the Merit and PSA process. As another example, departmental workload guidelines should be developed collegially, with participation from members of all ranks.

My advice to Heads (and Deans): If you are making a decision that affects those in a particular rank, consult those who

hold that rank. (A notable exception is the promotion and tenure process.)

As we reported on [February 12th in our Bargaining Blog](#) when the new Collective Agreement is settled, all tenured and tenure-track faculty members in a department will be eligible to serve on the departmental standing committee for initial appointments. This means that those in the

Educational Leadership Stream will be eligible to vote on the appointment of their new colleagues, regardless of the rank to which a candidate is appointed. Thus, initial appointments will be collegially determined and departments will need to adjust procedures to incorporate this change.



The Faculty Association will work with Educational Leadership Stream faculty at UBCO to build a network. This network will give these colleagues a chance to work together to support each other and to find a stronger voice for their issues on campus. Already there are strong leaders in this group working on this network, which bodes well for its success.

There were other issues that came up in this meeting, and I will report on responses I have had from the Administration directly to those in the Educational Leadership Stream in a separate communication. I want to be able to give them detailed information on each issue they raise.

If you have any comments on this or any other issues, please send them to me at fa.pres@ubc.ca.

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*Because so many
 feel isolated in their
 departments – how
 can they speak up
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 the only one?*

Chair's Report

Jim Johnson, Chair
Okanagan Faculty Committee



BC University Sector now Completely Unionized

Twenty-five years ago, none of the Faculty Associations in British Columbia were unions, in fact, twenty-five years ago it was illegal for university

faculty members in British Columbia to form or join unions. That law changed in 1992. In 2000 UBC became the first traditional university in BC to unionize. In 2006 the Royal Roads Faculty Association certified. In 2005 Thompson Rivers became the first of the "new universities" and, as the successor institution to Cariboo University College, it was already unionized. Since then the Government has created more new universities, all of which are unionized. And now, in the last few months, the University of Victoria, Simon Fraser University, and the University of Northern British Columbia have all certified. In an excellent article in The Tyee, <http://thetyee.ca/Opinion/2015/03/19/BC-Universities-Labour-Militancy/>, Tom Sandborn points to increased corporatization of the universities as a key trigger for this sudden burst of unionization. I don't disagree.

UNBC on Strike

With unionization come the right to strike (unless the Faculty Association and University agree to replace the right to strike with binding arbitration as UBCFA and UBC have done). The Faculty Association at UNBC went on strike on March 5. The strike was put on hold on March 18 when UNBC Administration applied to the Labour Board for a mediator under section 55 of the Labour Relations Code. Having followed the strike on Twitter, Facebook, the UNBCFA webpage, and in the media, and having spent one day on the picket line, I have to say that this has been one of the most brilliantly organized strikes I have ever seen. Congratulations to UNBCFA President, Jacqueline Holler. In the photo on the next page, UBCFA President Mark Mac Lean, Executive Director Deena Rubuliak and I pose by the UNBC sign on a sunny, windy, March 6th. Note the cool UNBCFA hats.

What is Section 55?

Section 55 of the BC Labour Relations Code is a provision specifically designed to help resolve first Collective Agreements. The mediator can either help bring the parties to reach an agreement, or, either a) recommend terms of the first Collective Agreement (i.e., recommend a settlement); 2) recommend the parties agree to binding arbitration or mediation/arbitration; or c) recommend the union be allowed

Promotion & Tenure Workshops

Tuesday, April 28, 2015

If you are a faculty member coming up for tenure and/or promotion in either the Research Stream or Educational Leadership Stream, these workshops are for you! The speakers will guide you through all aspects of the tenure and promotion process at UBC. You will leave with a clear sense of how the process unfolds and your role in it. So please join us to ask questions, discuss concerns and share experiences.

For faculty in the Professor of Teaching Stream: 10:00am-12:00pm at EME1151 - Register on line at: <http://01.cms.ubc.ca/Page26915.aspx>

For faculty in the Research Stream: 1:00pm-3:00pm at EME1151 - Register on line at: <http://01.cms.ubc.ca/Page16336.aspx>

Registration Deadline: April 24

Speakers:

- Deborah Buszard, Deputy Vice Chancellor & Principal
- Cynthia Mathieson, Provost and Vice Principal, Academic
- Melanie Jones, Professor
- Deena Rubuliak, Executive Director, UBCFA
- George Athans, Manager, Human Resources and Employee Relations



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to resume the strike. If the arbitrator recommends a settlement and either party does not accept it, the Labour Board will order either binding arbitration (which would typically imply imposing the mediator's recommended settlement) or allow the union to resume the strike. In the vast majority of cases referred to a mediator under section 55, a settlement is reached, a mediator's recommendation is mutually agreed to by the parties, or a first Agreement is achieved through binding arbitration. Members who are interested in this section of the Code should read a very careful analysis of outcomes of section 55 processes between 1993 and 2009 by Vancouver labour lawyer Melanie Vipond - (http://works.bepress.com/melanie_vipond/1).

The Confederation of University Faculty Associations – BC

The [Confederation of University Faculty Associations – BC \(CUFA\)](#) is a provincial organization representing the interests of the Faculty Associations at the “old universities”, by which I mean universities that existed before 2005: UBC, SFU, UVic, UNBC, and Royal Roads. Faculty Associations at the “new universities” (Capilano, Emily Carr, Kwantlen, Thompson Rivers, Fraser Valley, and Vancouver Island) are represented provincially by the Federation of Post-Secondary Educators (FPSE). All university faculty associations, at BC universities both new and old, are represented nationally by the Canadian Association of University Teachers (CAUT). CUFA has been in existence since 1973.

Historically CUFA's prime function has been to promote faculty members' interests with the provincial government (i.e., to lobby), and to promote the value of university education and research with the general public. It also provides services to the individual Associations, (when asked,) and occasionally organizes conferences. In these roles it is similar to other provincial organizations, like the Confederation of Alberta Faculty Associations and the Ontario Confederation of University Associations. CUFA is a confederation of Faculty Associations, run by a Council of which I have been a member since 2006. The members of CUFA are not the individual faculty members in the various institutions, but the five Faculty Associations themselves. Consequently most members likely know very little about CUFA. Since CUFA Council foolishly elected me Vice President of CUFA in 2014, that will likely change, at least at UBCO.

CUFA is undergoing a dramatic change. First, in the space of one year, the faculty associations at SFU, UVic, and UNBC certified. CUFA is now a confederation of trade unions. This does not mean CUFA will abandon its role in lobbying the provincial government on behalf of higher education and in promoting the value of university education and research with the general public, but it does mean that the organization has definitely been rethinking its role, and what it means to be a confederation of trade unions.

Second, our long serving Executive Director, Rob Clift, recently resigned and we have hired a new Executive Director; Michael Conlon. Michael's Ph.D. is in English from the University of Victoria. We recruited him from the Association for Administrative and Professional Staff (AAPS) at the University of British Columbia, where he had been Executive Director since 2009. Previously he worked as a Professional Officer with CAUT, as a Senior Policy Advisor at the Ministry of Training, Colleges and Universities in Ontario, and as the National Director of Research for the Canadian Federation of Students. I'm very excited about working with Michael as we rethink the role of CUFA

On Feb 27 and 28 I, along with other members of CUFA council, and guests from CAUT and sister provincial organizations, spent two days discussing future directions for CUFA. CUFA has been an effective organization for us in the past, but I am hopeful that it will become an even more important organization in the future.

Reporting TEQ Results

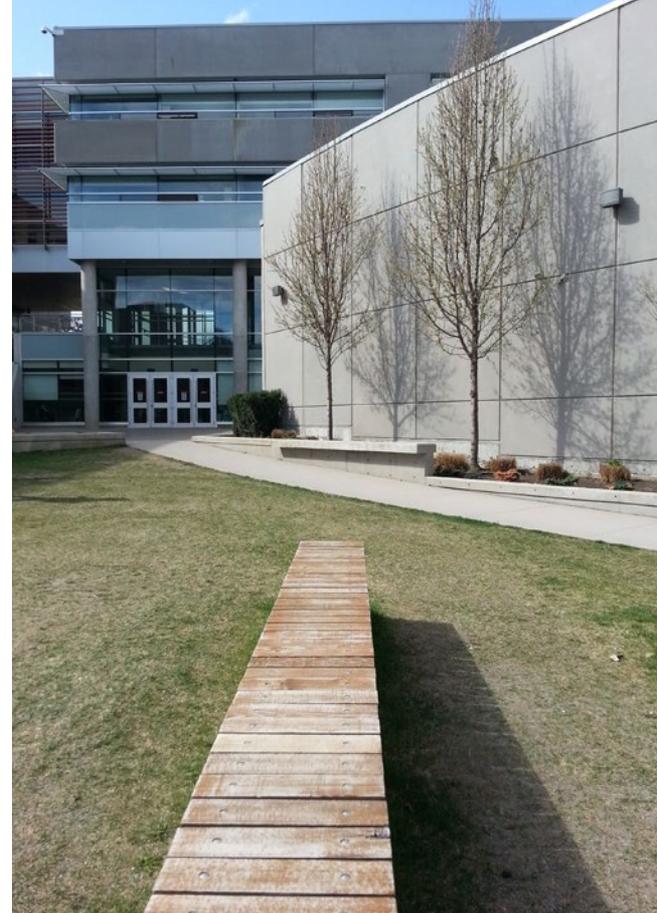
Every year we get results from the student opinion survey (TEQ) around this time. I have no problem with student opinion surveys, students in my courses have been filling them out for over 30 years. I have taught courses where I was popular and those where I was unpopular. I've even had, in a given term, a situation where I was popular in one section and unpopular in a different section, in the same course.

So these things don't fluster me much. The report I get gives the means, medians, and what purport to be standard deviations on one question about whether the course was a requirement or an elective and on each of 19 Likert item questions about me and the course.

Calculating summary statistics, particularly means and standard deviations, for an ordered categorical variable like a Likert item is controversial, to say the least, but my goal here is not to weigh in on this controversy. I just want to point out something peculiar. I was interested in looking at the relationship between different items. I had in mind creating mosaic plots for different pairs of items. Perhaps it would have been instructive to see how the distribution of answers differ between respondents who take the course as an elective and those who take the course as a requirement, for example. So I requested the raw data (i.e., the n by 20 matrix of responses). It turns out that those data "don't exist". Apparently the forms are sent to UBCO by somebody in Vancouver, and the raw data cannot be accessed. If anybody ever thought the purpose of the TEQs was to provide instructors with information that might help them improve the quality of their courses, this should pretty much disabuse them of that notion.

Barber School Planning Document

Recently some members in the Barber School of Arts and Science were sent an "Annual Planning



Document" in which members are asked 1) their assessment on progress to date on goals for teaching, scholarly activity, and service from last year; 2) their goals for the upcoming academic year in teaching, scholarly activity, and service; 3) anticipated challenges and how the Head might reasonably support them; and 4) awards for which they would like to be nominated. The stated purpose of the form is to enable discussion at your annual meeting with the Head to include supports that reasonably might be provided, but the completed form itself will be



UBCO University Centre
(Photo: V. Miralles)

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sent to the Dean's office, so it is not just a matter between members and their Heads.

The form is to be filled out "one week prior to the scheduled meeting", by which is meant the annual meeting that senior management wants Heads to have with faculty members. These meetings are not the 5.02 meetings that must occur between Heads and faculty members who are going forward for reappointment, promotion, and tenure. Nor can they be any form of performance review. These meetings are a mechanism by which Heads offer the opportunity for members of the unit to provide their views and relevant information pertaining to workloads, and to explore how the Head can best support the member to meet all of the core duty requirements of their rank. This was clarified in a memorandum from the Director of Human Relations on July 5, 2013. The Heads are obliged to offer this opportunity, there is no obligation for you to avail yourselves of it.

Some members will have no problem or concerns with any of this, but some have expressed considerable concern about this form, and the annual meeting. In particular they were concerned that such meetings, and the attendant forms, could be used as part of an annual performance review, and the information could be used by the Dean's office against faculty members who fill out the form. This issue was raised by the Association with the Provost

and the Director of Human Relations and by the time you read this, the Association will already have sent out an advisory on this matter.

My view is that the annual meetings and form are way too formal for their stated purpose, and naturally lead to suspicions about their real objective. A periodic conversation between members and their Heads to "check in" on the member is a good idea, but it is entirely possible to train Heads to do these sorts of constructive check-in conversations in an informal manner. Such conversations aren't mandatory, of course.

And as for the form, a form that is supposed to be sent to the Dean's office along with the Annual Reports, of course that looks like part of a performance review process. You hardly need a form to have a constructive check-in conversation with your Head. Personally, I get along great with my Head, and am always willing to have a chat with him. But I'm not filling in some verkakte form.

To comment on any of the issues discussed in this article, please email us at: faculty.association@ubc.ca



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