

QUFA VOICES

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PRESIDENT'S VOICE

Attend QUFA's "Computers and Classrooms" Event

QUFA Continues to respond to Members' concerns about the activity-based budget model, the growth of central administration, and other important issues

By Diane Beauchemin
President, QUFA



Unit Visits

Leslie and I have visited more units since the beginning of the term and will continue to do so where we are

invited. We would also be happy to meet with smaller groups (this may be easier to arrange than with whole units). Any Member can organize such a meeting (simply contact Leslie at jermynl@queensu.ca). We would really like to hear from as many of you as possible. While we will attempt to

address many concerns during the next round of bargaining, I will also try to follow up on issues discussed during these meetings now, several examples of which follow.

Bader Centre Safety Issue

A safety issue was raised by Members regarding the new Bader Centre for the Performing Arts: there is no sidewalk on one side and no crosswalk. I asked about this issue at Senate. Caroline Davis said that, while the current position of the City is that the traffic pattern does not warrant a crosswalk, they were pushing for street lights, as they do not think that courtesy crossing will be safe enough. Several other unions on campus share this concern.

Activity-Based Budget

The new activity-based budget is seen as a smokescreen by several Members: it entices people to focus on the details of the budget without looking at the tax. According to several Heads, the latter is a hefty 45%! I brought this matter up at Senate, but the Provost said that he didn't know anything about this tax, that

QUFA EVENTS

"Computers and Classrooms: Perspectives on Online Learning"

A Community Conversation

Wednesday 26 February 2014

2.30 p.m. – 4.00 p.m.

Room 517, John Watson Hall

There is much ado about online learning these days. For some, it's a panacea to underfunding and overcrowding. For others, it's a pedagogical disaster. Still others applaud online and blended courses for their innovative approaches and accessibility.

"Computers and Classrooms: Perspectives on Online Learning" will bring together users, experts, supporters, and critics of online and blended learning to figure out what it is, what it means, and how to do it right.

Please see p. 9 for more information.

the levy for the University Fund would be 3.25%, and that charges at the departmental level were arranged between faculties and their respective departments. It remains that there is a great deal of confusion regarding the level of taxation, and that Queen's would benefit from greater transparency from the central administration and the faculty deans. After all, the new budget model was instituted to increase transparency.

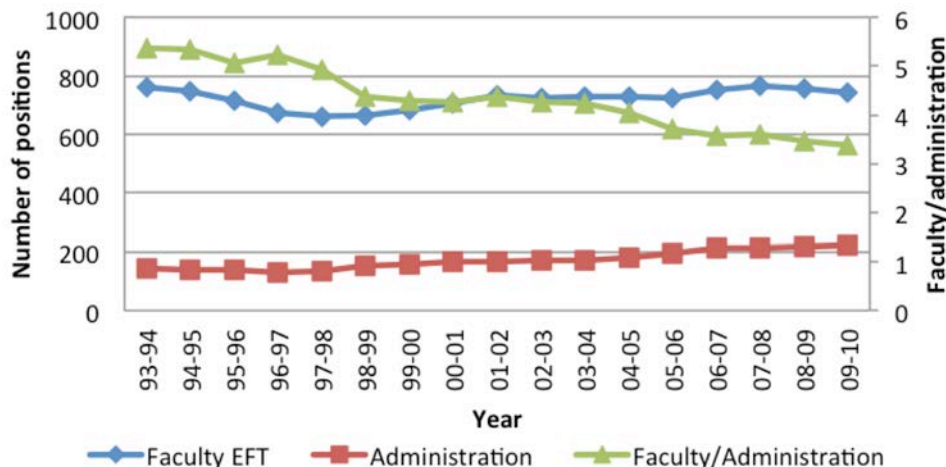
Furthermore, units have to find efficiencies, but there is no indication that the Administration will do the same. As Heads have no control over enrolment, tuition fees, etc., how can it really be called "activity-based"?

The University of Toronto uses this model too, but research costs (which exceed revenues) are waived. At Senate, I asked if the same would happen here. The Provost acknowledged that research costs exceeded research revenues and further that the new budget model dictated that the indirect costs of research be borne by departments. This is required by the new budget model because there are not enough revenues outside of the faculties to cover them. Whether the University Fund will be used to help in this regard is being discussed.

Some of you wonder if the Administration will take a top-down approach by, for example, forcing some units to merge. The Provost indicated no such intention. He expects the activity-based budget to entice units to do it themselves.

Growing Central Administration

Several Members resent the growth of the central administration while faculty numbers are dwindling. One Member sent me a link to an interesting article (http://chronicle.com/article/Administrator-Hiring-Drove-28-144519/?cid=at&utm_source=at&utm_medium=en) about administrative bloat



Faculty EFTs and administration staff complement 1993-2010. In 1993, the EFTs/administration staff complement was 5.4, whereas this number was reduced to 3.4 in 2010.

in the USA. In an attempt to assess how things are at Queen's, I used Public Sector Salary Disclosure data compiled by QUFA Labour Relations Officer Susan Fitzgibbon. In 2002, there were 37 high-salary administrators (Principal, Vice-Principals, Provost, Deans, Associate Deans, University Librarian and Archivist, Registrar, Special Advisors, and Counsel); in 2012, this number had grown to 48. Given that the effective full-time faculty counts (EFTs) was 725 in 2002 and 853 in 2012, the EFTs/administrator ratio thus decreased slightly from 19.6 to 17.8 over this period. Wouldn't you like your student/faculty ratio to be similar (in first and second years in particular)?

As each administrator is accompanied by administrative staff and resources, another way to look at this issue is to consider the change in EFTs versus administration staff complement, which is illustrated in the figure above and which shows a clear growth in administration. In 1993, the EFTs/administration staff complement was 5.4, whereas this number was reduced to 3.4 in 2010 (the introduction of PeopleSoft in 2011 then ended comparability, as data was reported differently). However, such a trend is

also seen at other institutions in Canada and is in large measure the result of increasing reporting requirements.

QNS Funding

Last year, the Administration asked QUFA Members to consider using Anomalies Funds from the 2008-2011 Collective Agreement to fund a third QNS position for 2014. At the Spring General Meeting, Members rejected this proposal. This year, new QNS positions have been created in Chemistry, English, and History. We look forward to welcoming three new colleagues in the coming months.

As for the dispute over the Anomalies Funds (QUFA says that they should all be distributed, but the Administration disagrees), the first arbitration date is on 19 December 2014. The distribution of these funds is thus on hold until either a settlement is reached or a decision is rendered by the arbitrator.

Senate Committee on Academic Development

The Senate Committee on Academic Development (SCAD) distributed a draft

Policy and Procedures for the Closure of Academic Programs (Undergraduate or Graduate) to Senators and Deans on 20 January 2014, with a request for comments by 18 February 2014.

While Senators may raise it in their respective faculties, it would have been more useful to consult everyone who will have to live with this policy. If it was not discussed during your Faculty Board meeting in February, I urge you to ask that it be on the agenda in March (there will be a notice of motion taken by SCAD to the 25 March 2014 Senate meeting, with the vote to take place at the 29 April 2014 meeting). In the case of Queen's long-term strategic enrolment management framework, there was a general call for comments in the Queen's Bulletin of 10 February 2014, but the deadline was only a week later (18 February)! Such tight timeline is not conducive to broad consultation and proper reflection.

Computers and Classrooms Event

I realize that the tone of this column is not as positive as the previous one, but it reflects what I have heard during meetings with Members since that time. In an attempt to at least end on a positive note, I would like to remind you of an upcoming event: Computers and Classrooms: Perspectives on Online Learning, A Community Conversation, which will be held at 2.30 p.m. on 26 February 2014 in Room 517, John Watson Hall. The goal is to have a frank discussion on the pros and cons of online and blended learning. Please come to share your knowledge, experience, and views on this topic. Refreshments will be provided.

Diane Beauchemin can be reached at qufapres@queensu.ca.

TAKE ACTION

Sign the Petition to “Get Science Right”

Take action to protect scientific integrity from damaging federal-government policy

By Steve Iscoe
Council Chair, QUFA



The MP for Kingston and the Islands, Ted Hsu, recently indicated that “no constituents have written [to him] about ‘Get Science Right.’” In contrast, he stated that he has “heard a lot from people about ‘Evidence For Democracy,’ another science-based advocacy initiative.”

“Get Science Right” (www.getscienceright.ca) is sponsored by CAUT: “The Get Science Right campaign was launched in response to a growing outcry from researchers and academics concerned about the public consequences of Canada’s current science policy. The campaign highlights the negative impact of the federal government’s approach to science, proposes steps to support science in the public interest, and encourages Canadians to take action to protect scientific integrity.”

Its policy paper is available at <http://staging.getscienceright.ca/wp-content/uploads/2013/11/Science-Policy-4.pdf>. To sign the petition, please visit <http://staging.getscienceright.ca/take-action/>

If you want to ensure that our MP is aware of your concerns about the effects on research of the Conservative government’s policies, please contact Mr Hsu at liberalmptedhsu@gmail.com.

Steve Iscoe can be reached at iscoes@queensu.ca.

FYI

Workplace Stress and You

Instalment 3: Mastering Time

By Leslie Jermyn
Executive Director, QUFA



In the February issue of *QUFA Voices*, I reviewed the problem of increasing volume of work and proposed a few ways to think about reducing it. In this article, I want to focus on the stress that results from having to work faster. As usual, I am indebted to Dr David Posen for his insights.¹

Academic work is generally not subject to “assembly-line” control where, with the flick of a switch, workers are expected to speed up on the line. However, that doesn’t mean that there haven’t been pressures to do more work in less time. Two major sources of this pressure are rising student enrolments at all levels and expectations generated by new technologies. Those who teach, mentor, and supervise students are expected to perform all the same duties (grading, coaching, meeting, letter-writing, answering queries, etc.) for many more students in the same period of time as before. Add to those pressures newish expectations that e-mail, online course platforms, smartphones, and word processing makes doing all of this work easier and therefore faster, and you have a pressure-cooker situation.

The consequences of trying to work faster to keep up are mostly obvious:

- **Exhaustion:** Working fast is possible for most of us in short bursts, but it’s not sustainable for long periods of time: it’s exhausting.
- **Multi-tasking:** High-paced work usually also involves trying to do

more than one thing at a time. As I suggested last month, the research suggests that we don't *multi-task*, we *switch-task* and can lose a few or many moments every time we switch to refocus on the task. This process is inefficient and frustrating.

- **Errors:** When we're tired and doing too much at once, we make mistakes.
- **Loss of Focus:** Keeping the pace high over the long term leaves no time for careful reflection of what the goals are or whether the work at hand is moving us in the right direction.

So, how can we master time to reduce stress, errors, frustration, and time-wasting?

Unlike the consequences, some of the solutions are, perhaps, counter-intuitive:

- **Do One Thing at a Time:** Stop pretending anything else is possible and, like with managing e-mail, set time aside for specific tasks, turn other distractions off, and do it.
- **Take Regular Breaks:** We are not designed for full-out effort for long periods of time. We need breaks, and breaks will actually facilitate greater productivity, as I'll outline below.
- **Control Expectations:** Set limits for the speed of your response to any query or request. Be clear with students and colleagues when you'll address their electronic questions; use "out of office" replies to control after-hours expectations; prioritize your time and tell people when you can get to the work they're asking of you.

In effect, the solution is to take back control of your time.

Perhaps the least obvious solution is to take breaks from work. After all, the problem is there's no time to get it all

done, so how does taking *time off* help? Posen recommends very strongly that we work best when we stagger periods of intense work with periods of rest. Our work life is generally designed to recognize this pacing with an eight-hour workday, weekends, and annual holidays and vacations. Research strongly supports us using all this time as it was intended: to rest and to re-energize.

Examining a shorter cycle, the *ultradian rhythm*, may help to convince you of this. The ultradian rhythm is a cycle of about 120 minutes that repeats throughout our waking hours. Within it, we are capable of productive work for about 90 minutes, and we require at least 20 minutes to rest and prepare for the next cycle. We know this cycle intuitively: we schedule teaching and learning activities to acknowledge these limits. The value of stopping work for 20 minutes to have a chat, take a walk, eat a snack, play a game, or whatever refreshes you, is multi-fold:

- **Relaxation:** You'll reduce your stress levels over the course of the day.
- **Refuelling:** Taking a break, especially if you do something good for yourself like stretch or walk, will leave you feeling re-energized.
- **Perspective:** Moving away from the task at hand often restores our perspective on what we're doing and why: we escape the trap of getting lost in the details.
- **Creativity:** If you think about the times when you've had real creative breakthroughs, it is almost a certainty that they came to you when you were doing something other than trying to be creative or solve problems. Archimedes' "Eureka!" moment was not a fluke. When we turn our attention to other things, parts of the brain continue to ponder problems "behind the scenes." Taking a break allows that process to flourish.



David Castillo Domínguez / freedigitalphotos.net

Trying to work faster can often result in exhaustion, errors, and lack of focus. Master your time to master your tasks!

If you map this pattern over a day, a week, a month, a year, or a career, you begin to see why we should strive for work-life balance and why we should take full advantage of rest from work, not just to relax but also to do better work.

One final thought from Posen on this topic: "Give yourself permission to take a break." In his practice, Posen discovered that, even confronted with the evidence for work-rest balance, people still don't do it because they feel guilty if they're not working full tilt all the time. He started writing prescriptions for golf games, days off, and vacations so that his clients could rest without guilt. He's not here to write prescriptions, so we'll have to do this hard work on our own, but next time you're tired and need a break, take it; You're actually improving your capacity to work while reducing unhealthy stress. There's no need for guilt there.

In the last article of this series, the final source of much workplace stress, abuse, will be explored.

Note

¹David Posen. "Treating Workplace Stress: A Doctor's Prescription." *Is Work Killing You?: A Doctor's Prescription for Treating Workplace Stress*. Toronto: Anansi, 2013. Print.

Leslie Jermyn can be reached at jermynl@queensu.ca.

GRIEVANCE CORNER

Continuing and Distance Studies

Queen's Continuing and Distance Studies is not an academic unit, but it operates as if it were, creating a number of questions and issues for Members

By Ramneek Pooni
Grievance Officer, QUFA



It seems an increasing number of QUFA Members are teaching courses through Continuing and Distance

Studies (CDS). A number of you have contacted me with legitimate questions and concerns, so I thought it high time that everyone was brought into the discussion, beginning with some facts about CDS.

CDS as a name is misleading: courses are available for degree credit and are not continuing education in the classic sense; approximately 80% of students are on campus and not distant.

CDS is not an academic unit, but it operates as if it were: departments do not necessarily know if a course in their discipline is being delivered through CDS, CDS does not consider departmental curriculum review to be necessary if the CDS course is assigned the number of an existing course, transcripts do not denote whether a course was delivered in class or online (you can see how this might be important if online science courses meant no lab work).

As these facts deal primarily with the academic quality of Queen's programmes and University governance, any concerns about them must be addressed by faculty members via departmental bodies, faculty boards, and Senate.

There are also many CA-related issues,



Robert G. May

The way Queen's CDS functions raises a number of CA-related issues, including intellectual property, academic freedom, compensation, etc.

including intellectual property, academic freedom, student evaluation, surveillance, course assignment, workload, regular teaching assignment versus overload, and compensation.

QUFA Members own their intellectual property (IP) and have academic freedom. The CDS standard contract severely compromises both. You can try to modify the contract to retain ownership and academic control—you have every right to do so—but right now CDS does not have to agree with your modifications and may decide to offer the course to someone else who will accept its terms and conditions. If you face pressure from your head or colleagues to teach the course and take the contract as is or insufficiently modified, you will end up compromising your rights (remember, you do not have to agree to teach online courses if you do not wish to do so). In our experience, CDS tends to trample your IP rights after it has the materials you have developed, even if you have asserted IP rights in the contract.

The USAT instrument is not suitable for the online format, but no other student evaluation is recognized for official assessment (e.g., Annual Report, RTP committees). CDS has proposed an alternative developed by Art Bangert. QUFA (through the JCAA) has pointed out its numerous flaws and has not accepted it so far, agreeing only to allow CDS to test it. Someone at CDS also checks to see how often the instructor

ANNOUNCEMENT

The QUFA Distinguished Service Award

Nominate a deserving colleague for this award, which recognizes outstanding contributions to improving the working lives of QUFA Members

The QUFA Distinguished Service Award honours QUFA Members who have made a notable contribution to Queen's through service to improving the working lives of QUFA Members.

Any QUFA Member may nominate a current or former (retired) Member for the award. There is more information and a nomination form at:

http://www.qufa.ca/about/policies_and_protocols/Distinguished_Service_Award_Form.pdf

Please submit nominations to Lynne Hanson, Chair of the Nominations Committee (lh2@queensu.ca); or to Leslie Jermyn, Executive Director (qufa@queensu.ca).

Please contact Leslie Jermyn if you have any questions.

gets in touch with students, what that contact looks like (tone, etc.), and feels free to judge, in part, the quality of the instruction in this way.

How CDS courses are assigned is mysterious. Sometimes, department heads are consulted, sometimes not. Sometimes, these courses are advertised, sometimes not. Sometimes, courses are delivered without the relevant department ever being involved in the hiring. Sometimes, these courses are offered as part of regular teaching assignment, sometimes as overload, and sometimes they are taught by Adjuncts.

The University seems to assume that online courses require less work than in-class courses, something belied by both research and the experience of online academic institutions. Because the work is broken down into parts like preparation, delivery, and marking, compensation requires its own appendix in the CA (Appendix S). (NB: The JCAA is reviewing payment issues.)

The mind boggles at the long list of concerns and questions raised. That is a lot of power and discretion for a business unit that is not an academic unit but is heavily involved in academic and employment decisions. I urge you to continue this discussion with QUFA staff and among yourselves.

Ramneek Pooni can be reached at poonir@queensu.ca.

QUFA EVENTS

QUFA Academic Freedom Lecture 2014 Will Feature Dr Munir Sheikh

Dr Sheikh will speak about “The Critical Role of Evidence in Developing Public Policy”



Join us on Thursday 10 April 2014 at 2.00 p.m. to hear Dr Munir Sheikh, Executive Fellow with the School of Public Policy, University of Calgary, talk about the need for evidence in policy formation.

Dr Sheikh is best known for resigning from Statistics Canada when the Government claimed that the elimination of the Long Form Census had his support as Chief Statistician. Since then, he has been actively advocating for the importance of evidence-based policy.

In this talk, he will provide specific examples where the use of analysis backed by evidence would improve outcomes through better public policy formulation.

Stay tuned to *QUFA Voices*, *QUFA Digest*, and the QUFA Events page Web site (www.qufa.ca/events) for more details.

ANNOUNCEMENT

QUFA Seeks Volunteers

The QUFA Nominations Committee seeks volunteers to serve on QUFA committees



The QUFA Nominations Committee is looking for Members who are willing to serve on QUFA committees, including the Executive Committee, in the 2014-2015 year (terms start 1 July 2014). If you're interested in serving on QUFA committees, please contact Lynne Hanson (lh2@queensu.ca) or Leslie Jermyn (qufa@queensu.ca). See the QUFA Web site for a full list of committees and positions:

<http://www.qufa.ca/governance/qufolks.php>.

Spread the Word!

QUFA encourages you to print out and post a copy of this issue of *QUFA Voices* in a visible place in your department or unit. Thanks!



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QUFA Voices publishes QUFA-related news and information for QUFA Members and provides QUFA Members with a forum to express their QUFA-related ideas and opinions. We want to hear from you! Please send your QUFA-related story ideas, news items, opinion pieces, letters to the editor, photographs, and other submissions to the editor at robert.may@qufa.ca.

QUFA Voices is edited by Robert G. May (English). He can be reached at robert.may@qufa.ca.

ANNOUNCEMENT

Income Tax Information for New Faculty

Access the Information Guide prepared by the Office of Faculty Recruitment and Support



If this is your first year filing taxes in Canada or Ontario or Kingston, or if you'd like a refresher on things to think about,

please refer to the Information Guide prepared by the Office of Faculty Recruitment and Support, available on the QUFA Web site:

http://www.qufa.ca/files/pdf/2013_income_Tax_Info.pdf

ANNOUNCEMENT

OCUFA Teaching and Academic Librarianship Awards

Call for Nominations



Each year, OCUFA recognizes outstanding teachers and academic librarians in Ontario universities through its

Teaching and Academic Librarianship Awards. The recipients are selected by the OCUFA Teaching and Academic Librarianship Awards Committee and approximately seven awards are presented each year.

The deadline for receipt of nominations is 23 May 2014. Nomination forms and more information is available at: <http://ocufa.on.ca/ocufa-awards/teaching-and-academic-librarianship-awards/>

NUMBER GAMES

Workload Survey Results, Part 2

Graphs show workload commonalities across various Faculties of the University

By Susan Fitzgibbon
Labour Relations Officer, QUFA

Carrying on from the summary results of the 2013 QUFA Workload Survey, these graphs (please see p. 8) deal with the teaching load responses by Faculty (Applied Science, Business, Education, Graduate Studies, Health Science, and Law). Non-responses for individual questions were stripped out before the percentages were calculated. (Graphs for the Faculty of Arts and Science, divided into its individual divisions, will be shown in the March number of *QUFA Voices*.)

There are some interesting variations in the response trends by Faculty or division, but I would caution once again that this was not a random sample. Nonetheless, I hope that these by-Faculty results give Members a better sense of workload commonalities across the University, as well as the very real variations in teaching workload based in disciplinary norms and requirements.

Susan Fitzgibbon can be reached at fitzgibb@queensu.ca.

ON THE WEB

QUFA Online

Members can interact online with QUFA in many different ways!

1. QUFA Web Site



www.queensu.ca

2. QUFA Forum



qufa.wordpress.com

3. QUFA on Facebook

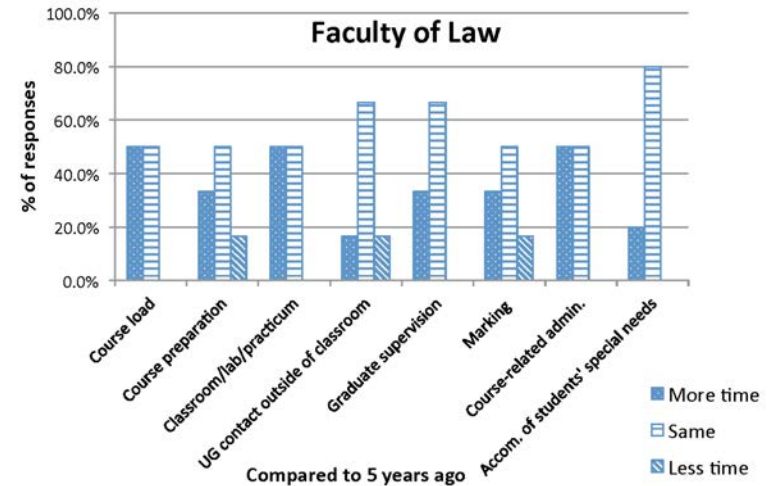
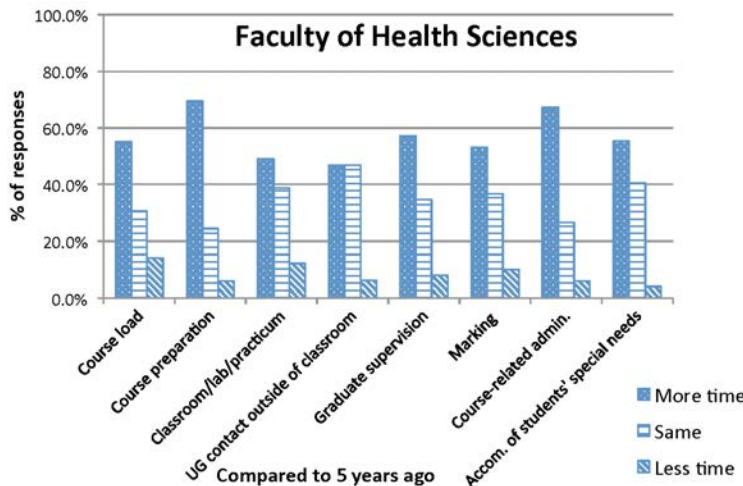
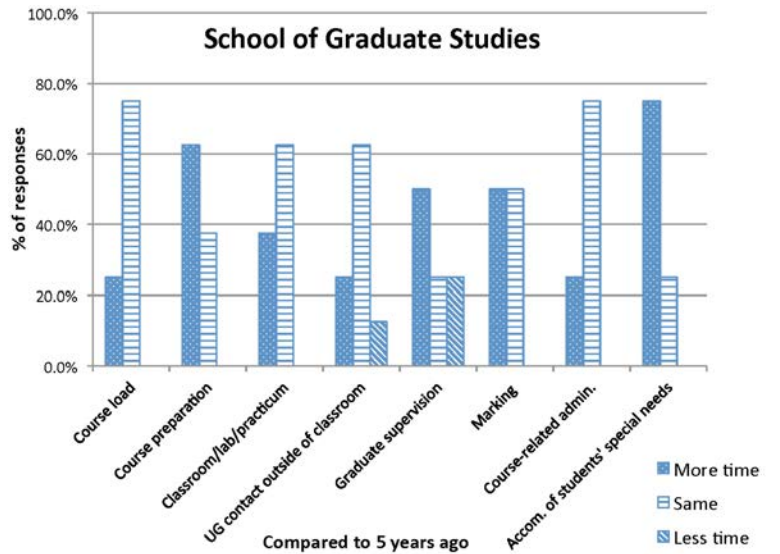
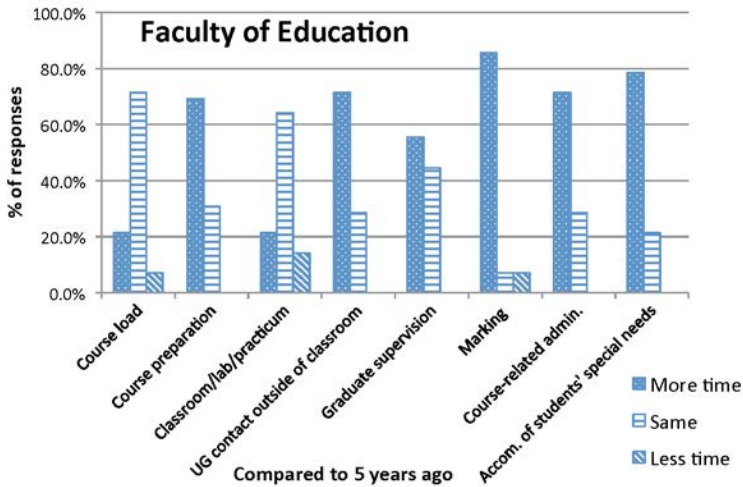
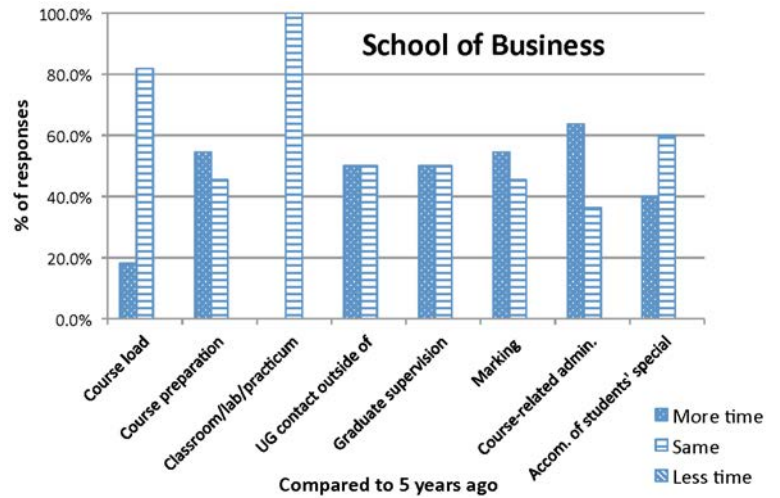
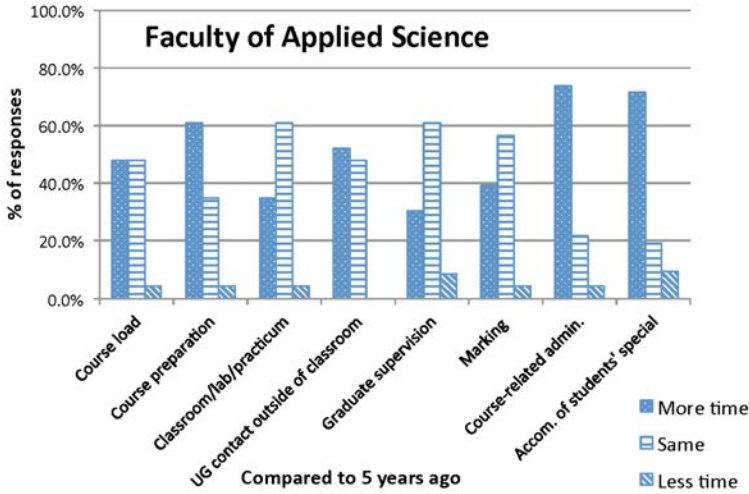


facebook.com/groups/qufagroup

4. QUFA on Twitter



[@QUFAtweet](https://twitter.com/QUFAtweet)



A QUFA Event

Computers and Classrooms: Perspectives on Online Learning

A Community Conversation

There is much ado about online and blended learning these days. For some, it's a panacea to underfunding and overcrowding. For others, it's a pedagogical disaster. Some wonder if online and blended courses retain the academic rigour of on-campus courses. Still others applaud online and blended courses for their innovative approaches and accessibility.

Computers and Classrooms: Perspectives on Online Learning

will bring together experts, users, supporters, and critics of online and blended learning to discuss what it is, what it means, and how to do it right.

Featuring:

John Carran, Department of Chemistry
Cory Lavery, Faculty of Education Library
Clarke Mackey, Department of Film and Media Studies
Virginia Walker, Department of Biology
Allison Williams, AMS Academic Affairs Commissioner

All are welcome
Refreshments will be served

Wednesday 26 February 2014
2.30 p.m. - 4.00 p.m.
Room 517, John Watson Hall