

QUFA VOICES

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PRESIDENT'S VOICE

New Year, Renewed QUFA

By John Holmes
President, QUFA



I would like to welcome everyone back at the start of another academic year and to extend a particular welcome to newly

appointed faculty and librarians. I hope to meet many of the new members at the Queen's New Faculty Orientation Day to be held on 24 August 2006.

For new members, a few words about the Queen's University Faculty Association (QUFA) and your membership in it. QUFA was founded in 1951 as a non-unionized faculty association organized by the professoriate to articulate and protect the collective interests of academic staff, with librarians and archivists joining in 1977. In 1995, QUFA members embraced a very significant change in the structure of the Association by voting to become a

CAMPUS IMAGES

QUFA HQ



Robert G. May

QUFA's Offices are located at 9 St Lawrence Avenue, between King and Stuart Streets. Why not drop by for a visit?

Please send your own original campus images to mayr@post.queensu.ca.

trade union and the exclusive bargaining agent for full-time faculty, librarians, and archivists under the Ontario Labour Relations Act--the Faculty, Librarians, and Archivists Bargaining Unit (FLABU). In May

2003, QUFA organized a second bargaining unit--the Sessional Adjunct Bargaining Unit (SABU)--that includes almost all part-time faculty at Queen's.

Thus, virtually all Queen's University faculty are automatically members of one of the two bargaining units and, as is the practice in Ontario, all members of a legally recognized bargaining unit must pay union dues which are deducted automatically from salary by the university's financial services. It is important to distinguish between being a member of a bargaining unit for which QUFA acts as sole bargaining agent and a member of QUFA. While membership in the bargaining unit is mandatory, membership in the Association is voluntary. QUFA membership is open to all members of both bargaining units and may be obtained by completing an application form available from the QUFA Office. No additional payment of dues is required to become a member of the Association. Only QUFA members are permitted to vote at meetings or hold a position in or on behalf of QUFA.

QUFA exists to provide support to individual members who may from time to time require assistance and to represent the collective interests of academic staff in discussions around key issues within the university. We have four professional full-time staff members who respond to issues affecting individual members and to provide support and advice to various QUFA committees. On a daily basis, the QUFA Office receives a steady stream of questions and requests for assistance from individual members. It seems that over the last few years, it is increasingly QUFA which provides the principal source of academic mentoring and counselling to members on how to prepare for appointment renewal, tenure, and promotion, as well as trying to resolve issues relating to intra-departmental relationships, working conditions, inconsistent merit assessments, and benefits.

Like many other faculty associations across the country, QUFA is experiencing a significant shift in the

demography of our membership. The last five years have seen a significant number of faculty retire and a welcome increase in the hiring of new young faculty. Faculty associations need to reorient themselves to the needs and concerns of younger faculty. QUFA relies on volunteers to serve on Executive, Council, and various QUFA and university committees, and there is a constant need for new volunteers. To ensure the continual renewal of QUFA, we need to find ways to reach out to and encourage younger colleagues to become active members in the union.

The upcoming academic year represents the first year since 1995 that the Association will not be involved in either collective bargaining or certification drives. Thus, it provides the opportunity to focus on the renewal and revitalization of the Association through education and outreach to the general membership. In late May, we held a one-day retreat attended

by members of the QUFA Executive and Council and other volunteers. The purpose of the retreat was to begin the process of envisioning new ways to reach out to members to increase active interest and participation in the Association. The retreat generated many good ideas, some of which will begin to be implemented this fall. Of the many issues that are important to our members, we have decided to focus initially on two: the ever increasing workload expected of faculty; and academic freedom, broadly construed. These issues will be addressed in future issues of *QUFA Voices* and through open theme sessions linked to QUFA Council meetings and departmental meetings.

If you have any questions about the Association, please do not hesitate to contact myself or other members of the Executive or staff.

John Holmes can be reached at holmesj@post.queensu.ca.

FY

Your QUFA Executive 2006-2007

President
 Past President
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 Grievance Chair
 Council Chair
 Librarians/Archivists Representative
 JCAA Co-Chair
 PACC Chair
 Equity Representative
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 Cathy Christie
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QUFA Office Staff

Administrative Officer
 Administrative Assistant
 Grievance Officer
 Member Services Officer
 Chief Negotiator

Elaine Berman
 Rhonda Clark-George
 Phil Goldman
 Ramneek Pooni
 Marvin Baer

FAQ

More Frequently Asked Questions about the New Collective Agreement

By Colin Galinski
Member Services Officer, QUFA



On 13 June 2006, Members of SABU voted overwhelmingly in favour of accepting a new two-year contract.

In last month's QUFA Voices, we responded to some frequently asked questions about the new Collective Agreement. Here are a few more FAQs, specifically about retroactivity.

Retroactivity

Q When do the new Right of Reappointment (RoR) and Years of Experience (YoE) salary calculations come into effect?

A These changes are in effect now, but are not retroactive prior to 1 May 2006. That is, if you are teaching as a Sessional in the fall or winter terms, your minimum stipend calculations must include any applicable premiums, such as the salary in lieu of benefits (6%), enrolment premium (if you teach a class of 100 or more students), and YoE (1.5% of the minimum stipend for each YoE starting 1 May 2003). If you have any questions about whether your stipend has been calculated correctly, please contact the QUFA office.

Q Do the salary changes apply to courses taught in the Spring and/or Summer of 2006?

A All changes to the way stipends are calculated are considered to be in effect from 1 May 2006 onwards. QUFA and the university administration will discuss this issue at the regular joint committee meeting in late August. Details about retroactive payments will be circulated via the QUFA Sessional Adjunct listserv and posted on the QUFA website.

Q How does the new Right of Reappointment (RoR) provision work? I am a Sessional Adjunct this year, but I taught the same course as a Term Adjunct in previous years.

A As a result of a change to the appointments article in the new Collective Agreement, Sessionals will now have a Right of Reappointment after teaching a course twice in two years as either a Sessional or a Term Adjunct. This change is in effect now. So, if a member taught course X in two separate academic years as a Term Adjunct, and is teaching course X again this year as a Sessional, he or she has a Right of Reappointment for this course. If the member has only taught course X once before as either a Term or a Sessional and is teaching it again this year, then he or she will have a RoR the next time course X is taught, because RoR is activated after the same course is taught twice in at least two academic years.

If you missed the first instalment of frequently asked questions about the new Collective Agreement, please see the August 2006 issue of QUFA Voices, available on the QUFA website, www.qufa.ca, under "QUFA Publications."

If you have any further questions about the new Collective Agreement, please send them to qufa@post.queensu.ca. Watch for the answers in the next issue of QUFA Voices.

IN THE NEWS

CAUT Responds to PM's Cancellation of International Academic Programmes

By Robert G. May
Editor, QUFA Voices



On 28 July 2006, the *Toronto Star* reported that Stephen Harper's Conservative

government intends to cancel funding for international academic programmes in Canada.

As of 21 June 2007, more than \$13 million in funding for these programmes, including the prestigious Fulbright programme, will expire.

Puzzlingly, the decision comes less than a month after Harper emphasised at the G-8 meeting in Russia the cultural value of these programmes for Canadians.

Critics speculate that the Treasury Board's decision is informed by a desire of the federal government to avoid interfering in higher education affairs, which constitutionally fall under provincial jurisdiction.

Proponents of the academic programmes warn, however, that the funding cut will severely limit Canada's academic influence abroad and significantly diminish Canada's considerable knowledge base on world affairs.

On 3 August 2006, leaders of the Canadian Association of University Teachers (CAUT) responded with the following letter to Stephen Harper:

Dear Prime Minister,

We are writing to you about the recent decision by the Treasury Board to terminate all funding for academic programs managed by the Department of Foreign Affairs. The Treasury Board's decision would terminate funding for Canada's participation in the Commonwealth Scholarships and the Canada-U.S. Fulbright Program, as well as funding for Canadian Studies departments outside of Canada.

We are surprised and dismayed by this sudden policy reversal. Just a few short weeks ago at the G8 meeting in St. Petersburg the Government of Canada renewed its commitment to "facilitating international education mobility."

The Canada-U.S. Fulbright Program was created in 1990 by former Prime Minister Brian Mulroney to provide exchange opportunities for academics in Canada and the United States. The mandate of the program is to foster mutual understanding between the two countries through comparative research on a wide array of topics. Canada's participation in the prestigious Commonwealth Scholarships program funds educational opportunities in Canada for "men and women of high intellectual promise who may be expected to make a significant contribution to their own countries upon their return from study in Canada." The Canada-China Scholars Exchange allows for Canadian students and academics to forge links with China by studying and teaching at Chinese universities. The program also allows non-academics in China holding senior posts such as journalists, broadcasters, and economists to work and study in Canada. The program has generated important

cross cultural knowledge at a decisive moment in the history of both countries. Finally, Canadian Studies programs abroad open a window on Canada's culture, history, and democratic traditions. These programs offer academic courses on Canadian issues, and foster the study of pressing social and economic problems from a global perspective. Canadian Studies programs also offer a venue for experts from around the world to debate Canada's place in international affairs.

It is vital that Canada use every opportunity to expand our international profile. The programs funded by the Department of Foreign Affairs are an integral part of Canada's effort to increase its stature internationally. We urge you to reverse this unfortunate decision and to consider the valuable cultural, educational, and economic return Canada gets for funding academic programs abroad.

Yours Sincerely,

Greg Allain,
President, CAUT

James L. Turk,
Executive Director, CAUT

QUFA members who are concerned about the Treasury Board's controversial decision may write their own letters to the prime minister, at the following address: The Right Honourable Stephen Harper, Prime Minister of Canada, Langevin Building, 80 Wellington Street, Ottawa, Ontario, K1A 0A2, Canada.

If you have an opinion about this news item, please send a letter to the editor to mayr@post.queensu.ca.

Please send your own commentary on QUFA-pertinent news items to mayr@post.queensu.ca.

QUFA PEOPLE

Professional Coaching and Academia

By Wendy Pentland
School of Rehabilitation Therapy



Professional coaching is a relatively new profession and can be an effective resource and support for optimizing a career in academia. The term *coaching* is bandied about a lot these days. My intention in writing this article is to raise QUFA members' awareness and understanding of what coaching has to offer people who work in the university setting.

Background

A career in academia is characterized by both gifts and challenges. Its challenges include negotiating the paradoxes of collaboration vs. competition; individual vs. collective success; multiple concurrent definitions of achievement; sharing ideas in a culture of peer review; freedom vs. conformity; research vs. teaching; pressure to produce vs. time to reflect and be creative; and the incorporation of the academy.

Brilliant and multi-talented people choose academia as a career. Its complexity and competing demands can leave many faculty disillusioned, unfulfilled, and marginalized. These states are desirable neither from the individual's nor from the university's perspective. Demographically, the pool from which universities can attract faculty is shrinking, and so hiring, retaining, and supporting faculty are growing struggles for the academy. Common motivators for people choosing a career in academia are being able to honour

values of excellence, curiosity, and inquiry, and feeling part of something that makes a difference.

What is Professional Coaching?

Coaching is an emerging profession with a history dating back to the 1960s (Grant). Its origins are grounded in organizational behaviour and the optimization of human performance in the workplace. In recent years, there has been an explosion of interest in the application of coaching in a wide variety of fields for achieving behaviour change, optimal performance, health, and fulfilment. Like most of the human service professions, it borrows theoretical foundations from a wide range of fields, including human development, psychology, philosophy, and education.

The International Coach Federation describes coaching as an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives, improve their performance, and enhance their quality of life. Coaches are trained to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity that the client already possesses (International Coach Federation).

Coaching is distinct from psychotherapy in that it does not focus on resolution of past problems to move the client forward. The difference between mentoring and coaching is that the mentor offers expert wisdom and the knowledge of what strategies have worked best for him or her in the past. Coaching is about the strengths and challenges of the client, and designing strategies which will work best for an individual.

A focus on strengths underpins the coaching approach. Recent research on human flourishing includes

detailed accounts of human strengths, resilience, the importance of values, and the role of meaning in well-being. The model of "authentic happiness" (Seligman) proposes that happiness (or subjective well-being) is a function of three different elements: the so-called *pleasant life* (which depends on minimizing negative emotions and maximizing positive emotions), *engagement* (when individuals find opportunities to use their strengths in daily living), and *meaning* (when individuals use their strengths for causes that are greater than themselves).

The core of the coaching approach is to help people discover how to bring their choices and actions more in line with their unique "best self," and to connect more creatively with the deep human desire to make a contribution to the benefit of humanity. The success that people have in resolving this paradoxical tension between differentiation and unique self-expression on the one hand, and integration and connection on the other, has been shown significantly to determine a person's success and fulfilment in life (Csikszentmihalyi).

Life coaching focuses on questions such as "Who am I at my best?", "What is most energizing and meaningful to me?", "What do I want to do with my life?", and "How can I go about creating the life I want?". The coach uses a series of tools and techniques to help clients gain the necessary clarity on their own unique answers to these fundamental questions, to help them design plans and strategies to enhance their life in accordance with these insights, and then to support them through the process of putting the plans and strategies into action.

Coaching is not a regulated profession and anyone can call himself or herself a coach. Coach training programs are typically eighteen to twenty-four months in duration. The International Coach

Federation maintains a Code of Ethics, Competency Standards, and a certification examination process. In hiring a coach, it is important to satisfy oneself of the individual's training, certification, expertise, and professionalism.

Professional Coaching as Resource for Members of QUFA

Coaching is an important resource for people with university-based careers. Faculty in universities in Europe, the U.S., Australia, and Canada have hired professional coaches to assist them with optimizing their personal and professional lives. University support for professional coaching has included coaching services to doctoral students stuck in the final stages of their programme, cost-sharing of coaching with individual faculty, and coaching provided for the principal and all members of the deanery. Coaching is a powerful and effective resource that QUFA can keep in mind for its members. Benefits include increased focus, productivity, positive and creative contributions to the academic community, commitment, health, and well-being.

What Can Professional Coaching Offer Groups in the Academy?

New and Junior Faculty

- providing objective support removed from department politics
- identifying a person's strengths and what strategies work best for him or her
- providing strategies for seeking feedback and managing negative feedback effectively
- clarifying and setting goals
- assisting in drawing boundaries to protect the clients' time for the things they need to do such that they may avoid getting pulled into organizational demands to the extent that they undermine their own success

- providing tips for balancing work and life and staying healthy, positive, energized, and creative

Mid-Career Faculty

- re-energizing, re-focusing, and clarifying new directions and challenges for enrichment and fulfilment
- cultivating emotional intelligence, people skills, giving feedback, motivating and inspiring others, conflict management
- establishing work-life balance, staying healthy, positive, energized, and creative
- defining role transitions (parenting, divorce, aging parents, health crises, juggling multiple roles), designing and sustaining a healthier lifestyle

Works Cited

Csikszentmihalyi, M. *Finding Flow: The Psychology of Engagement with Everyday Life*. New York: Basic, 1997.

Grant, A. "The Impact of Life Coaching on Goal Attainment, Metacognition, and Mental Health." *Social Behaviour and Personality* 31.3: 253-64.

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Seligman, M. *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment*. New York: Free, 2002.

Wendy Pentland can be reached at pentland@post.queensu.ca.

Are you or do you know a QUFA member who is contributing something unique to the academic community? Please let us know at mayr@post.queensu.ca. That person may be featured in a future instalment of *QUFA People*.

ANNOUNCEMENTS

The QUFA Bullhorn



Online Post-Secondary Education News Service

Through membership in the Ontario

Confederation of University Faculty Associations (OCUFA), QUFA receives selected articles on post-secondary education (p.s.e.) from Canadian, U.S., and U.K. newspapers, as well as from specialized p.s.e. journals such as the *Chronicle of Higher Education* and *Inside Higher Education*.

If you wish to subscribe to this online service, please contact Elaine (qufa@post.queensu.ca) or Rhonda (qufa2@post.queensu.ca) in the QUFA Office.

QUFA Volunteers Learn How the Association and the University Function

We are currently recruiting QUFA members to serve the community in the following capacities:

- 2 QUFA Observers on the Board of Trustees (four meetings per year)
- 1 QUFA Representative on the University Timetable Committee (monthly meetings)
- 1 QUFA Observer for Senate Committee on Academic Development (SCAD) (monthly meetings)
- 1 QUFA Council Representative for each unit or group of units listed below (councillors are elected by the local unit; monthly meetings from September to May):

Unit 2: Art

Unit 3: Drama, Film Studies, Centre for Training and Learning, Women's Studies
Unit 12: Pharmacology, Physiology
Unit 17: Chemical Engineering
Unit 20: Physics
Unit 21: Chemistry
Unit 22: Geological Sciences
Unit 24: Policy Studies, SURP, Industrial Relations
Unit 25: School of Business

If you would like to volunteer, please contact Elaine Berman at 613 533 3033 or at qufa@post.queensu.ca for more information.

Please send your QUFA-related announcements to mayr@post.queensu.ca.

EDITOR'S VOICE

QUFA Voices Wants to Hear from You!

By Robert G. May
Editor, *QUFA Voices*



QUFA Voices is the only independent source of news and information on campus about the Queen's University Faculty Association. It is produced by QUFA Members, for QUFA Members.

QUFA Voices wants to hear from you, the Members of QUFA. If you have ideas for features, stories, or articles pertinent to the Membership of QUFA, please direct them to the attention of the editor.

QUFA Voices also welcomes letters to the editor, opinion pieces, and other thought-provoking commentary.

Let your voice be heard!

Robert G. May can be reached at mayr@post.queensu.ca.