



kfacts

promoting the welfare, professional interest, and working conditions of KFA members

How Different Are We?

On Sunday, October 4, 2009, FPSE/CAUT held a workshop for FPSE locals whose institutions are designated universities. From the KFA, Terri Van Steinburg, Bob Davis, and Maureen Shaw attended along with representatives from the associations at Fraser Valley, Capilano, Vancouver Island, Emily Carr, and Thompson Rivers. We were given some interesting insights into how different the newly designated universities are from traditional universities.

We reviewed the revised University Act and some of the issues we will face as we evolve into “universities.” What Neil Tudiver, Associate Executive Director of CAUT, made clear is that the part of the University Act governing the new “Special Purpose Teaching Universities” gives fewer powers to our Senates and more power to our Boards of Governors than is found in the Act for the four research intensive universities in BC. He also noted that Senates in traditional universities normally have faculty members in the majority, and at the four BC research intensive universities, there are twice the number of faculty members to administrators. In the legislation affecting us, that provision is absent.

We have less autonomy as well, given the provisions in the Act on our functions and duties and the regulations that the Lieutenant Governor in Council may make. The fact that we are also under the control of the Post Secondary Employers’ Council (PSEA) further limits the

autonomy of our institutions.

In relation to research, Tudiver noted that the Act makes explicit that we are to “so far as and to the extent that its resources from time to time permit, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university.” In other words, our research mandate is limited.

It is clear the government has stronger control over us than it does over UBC, SFU, UVIC, or UNBC. It can dictate what we offer and what we do. To add to our difficulties, the current government has not funded us as it has the other four research intensive universities. We are supposed to make do as a university with university college funding. All of us are realizing now that the transition to university status is being done with no extra dollars, and all of us are feeling the pressure.

What does this mean for us and our future? We need to heed the advice that CAUT gives to all faculty associations in Canada: our greatest power lies in our collective agreements and not in our governance structures. We need to remain united and committed to preserving the best of what we have and to fight for the improvements we need. We also need to be aware of all the factors affecting us and who we are.



KFA Presentation to the Select Standing Committee on Finance and Government Services

On October 16, 2009, Joel Murray, Member-at-Large, made a presentation on behalf of the KFA to the Select Standing Committee on Finance and Government Services. His presentation spoke to such issues as the lack of proper funding for post-secondary education over the past decade, the real-life result of this underfunding in terms of the effect on students, and the demographic changes that will require the

increase of post-secondary graduates. It also offered solutions for the committee to include in its final report and beseeched the government to fund education.

The full presentation is available on our website at:

http://www.kfa.bc.ca/pdf/SSCFGServices_10-16-2009.pdf



Did you know?

- As a special purpose, teaching university serving a geographic area or region of the province, Kwantlen must "provide adult basic education, career, technical, trade and academic programs leading to certificates, diplomas and baccalaureate and masters degrees" (Universities Act)
- BC provincial government funding for post-secondary education per FTE student enrollment declined 24% from 1993-1994 to 2007-2008—the largest such decline in Canada. (CAUT Almanac of Post-Secondary Education in Canada: 2009-2010)

Scholarly Activity:

The State of Understanding At Kwantlen Polytechnic University

Part One of a Two Part Series

Balbir Gurm teaches in the Nursing Faculty, and among the many other activities in which she is involved, Balbir is a member of the Performance Review Committee and is the KFA representative to the FPSE Education Policy Committee, which she chairs. Balbir graciously agreed to abridge the FPSE White Paper on Scholarly Activity for KFACTS.

The Federation of Post Secondary Educators (FPSE) held a Conference on Scholarly Activity in March, 2008, and produced a White Paper on Scholarly Activity (April, 2009). Due to the number of institutions that have become universities, with their members now thinking that they must engage in scholarship, interest in scholarly activity has been piqued, and a definition of scholarship and scholarly activity has thus become significant. More importantly, though, arising from the need for a definition is the need to define scholarship in terms of what is faculty work.

Ernest Boyer (1990) started this line of thought with his report Scholarship Reconsidered: Priorities of the Professoriate. At the time of the report, questions being asked were ...

what does it mean to be a scholar ... with growing administrative structures, departments have become increasingly fragmented; can the intellectual work become more coherent ... is it possible to define scholarship in ways that gives for recognition to interpretative and integrative work ... should evaluation, promotion and tenure vary from institution to institution ... what is the purpose of faculty work ... Can some faculty be primarily researchers and others teachers and ... can scholarship be defined in

ways that better serves the academy and the community (pp. 15-26).

For traditional universities in the United States, Boyer identified that the work of faculty is not just to engage in research, but to be a scholar—to engage in scholarship. Since that time, many institutions have tried to use the term scholarship (as defined by Boyer below), and, indeed, at some institutions in BC, there is a desire to mimic the traditional universities and privilege the scholarship of discovery rather than embrace all types of scholarship.

When Kwantlen became a university college in 1995 and started to offer professional degree programs that mandate faculty participation in scholarship, it became apparent that the institution needed to take the lead in the province amongst the newer degree-granting institutions and provide a definition. In the last round of negotiations, the Kwantlen Faculty Association (KFA) took the position that Kwantlen faculty have always engaged in scholarly activity and therefore agreed to a broad definition of scholarly activity, Article 12.17, to be included in the 2007-2010 Collective Agreement:

The parties recognize that research and scholarly activity have always been an integral component of faculty work at Kwantlen University College [sic]. Research and scholarship inform teaching, curriculum and teaching practices, enhance the knowledge of faculty and students, and enable faculty members to remain intellectually stimulated and current in their fields. Scholarly activity is a dynamic process consisting of the following interrelated components: discovery, application, integration, teaching and

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Some problems aren't black and white.

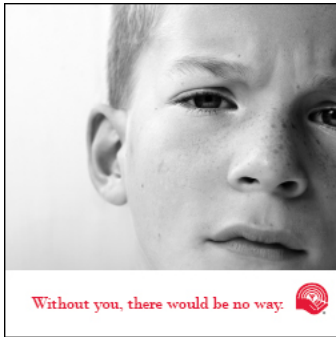
Sometimes we all could use a little help figuring out what to do next.

Union Counsellors are trained KFA members who provide peer support to fellow workers trying to cope with workplace, personal, or family challenges.



For confidential support:

604-599-3146
uc@kfa.bc.ca



Have your donation matched!

A community of donors have rallied together to form the Philanthropists' Circle. The goal of the Philanthropists' Circle is to inspire individuals and corporations to increase their generosity when it is needed most.

These visionary community leaders have generously offered a 100% match for all new donors and donors who are returning after a lapse in time. Donors who gave last year and increase their contributions by a minimum of 15% will have their increase matched

Labour and the United Way

The partnership between labour and the United Way has allowed both movements to channel their collective energies toward a common goal: to effectively address community issues and needs, and to work to provide a broad range of accessible, high quality social services. These services, however, cannot exist without financial support. Why support the United Way? In these days of economic downturn, increasing unemployment, and government cutbacks, your support of the United Way is crucial for those in need, whether for a short-term lift or for ongoing assistance.

Every fall, labour supports the United Way through volunteers and donations. This year, KFA Executive Representative (Qualifying Studies and Access) Ronnie Skolnick is United Way Campaign Chair. She speaks about why she supports the United Way:

“Three things deeply impress me about the United Way. First, this organization identifies critical social issues in our communities through research and community input. Decisions are made about where our money goes by identifying needs and through measurably proven successes. Second, the administrative costs are only 15% and are covered by an endowment fund, not the dollars that we donate. This compares to the national average of 26% while large fundraising events, such as some runs and walks, cost more than 40% of donations.

Finally, the United Way's focus is on prevention. I know that when I give, the money will be used wisely. Most notable is that the United Way's strategies lead to greater community impact.

The United Way focuses extra attention and resources on priority areas to strengthen our communities' capacity to address social issues: our dollars are invested in research and social programs for our children 0-6, children 6-12 and seniors' independence. Additional research and social services are focused on poverty reduction, immigrants and newcomers, homelessness prevention, and food security.

For me, it is fitting to donate to the United Way, as I know that prevention is most effective and that by investing in children, my teaching will be even more effective once those children reach my classroom. In fact, because of the new 15% incentive (see below for details), I have decided to increase my donation significantly.

As we've heard over and over again, these are difficult financial times. Governments have cut back drastically, and social programs have been hit hard. This is the time when communities need to rally to provide for our most needy. I invite you to join me and other KFA members in donating to the United Way this year.”



Did you know?

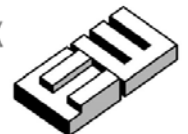
- More than 50% of all faculty in the US hold part-time appointments (AAUP)
- Non-tenure track positions now account for 68% of all faculty appointments in the US (AAUP)

**Part-time
faculty are
academics
too.**

Non-Regular Faculty at Kwantlen

As part of Fair Employment Week, the KFA hosted its annual Non-Regular Faculty Lunch in October in recognition of the contribution to the quality of education at Kwantlen that Non-Regular Faculty make.

fair employment week
week of action for contract academic staff



Did you know?


According to the Collective Agreement, "Nothing in [Article 12.17 Scholarly Activity] shall be construed as increasing a faculty member's assigned workload."

Letters to the Editor?

Send them to Joel Murray, Joel.Murray@kwantlen.ca, with the subject title "KFACTS Editor."

Have you recently moved?

Be sure to let us know! Send an email to Erica.Todd@kwantlen.ca

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We're on the Web!
Visit us at:
<http://www.kfa.bc.ca>

Scholarly Activity

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learning, and creative artistry.

It must be recognized that this definition followed Kwantlen's creation of the Office of Research and Scholarship, which accepted Boyer's definition as well as the definition of scholarship created by members of reading circles at Kwantlen facilitated by myself and Alice Macpherson (full report found at http://kwantlen.ca/CASTL/A_New_Model_of_Scholarship_article.pdf).

Boyer's definition comprises four scholarships to cover all faculty work. The four interrelated and overlapping scholarships are discovery, integration, application, and teaching. The initial understandings of scholarship were the following:

- Discovery is what is often referred to as research by academics. It is the

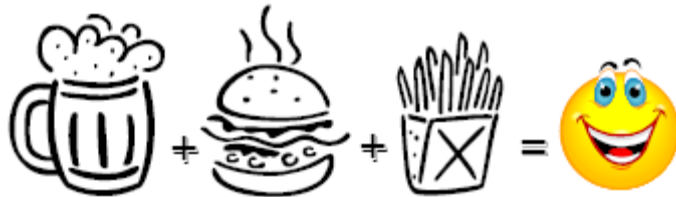
"advancement of knowledge" (Boyer, p. 17).

- Integration is the putting together of facts or perspectives to come to a new understanding. It is about "making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too" (p.18).
- Application is about applying knowledge to solve problems, to help individuals and institutions. It includes acquiring "new intellectual understandings from the very act of application" (p. 23).

Part Two of Balbir Gurm's article will appear in the next edition of KFACTS.



KFA Pub Night



Tickets are only \$8

When: 6 pm - 8 pm on Friday, Nov 6, 2009

Where: Celtic Times Pub (12025 72 Ave, Sry)

Tickets must be purchased in advance. Please drop by the KFA office, room B201 at Surrey Campus, or call 604-599-2152.



Identify these women and their importance in Canadian history.

E-mail
joel.murray@kwantlen.ca
for your chance to win a prize!