



NEWSLETTER

McGill Association of University Teachers
Association des Professeur(e)s et Bibliothécaires de McGill

www.maut.mcgill.ca

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Spending Time

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Now that most of the frenzy of end-of-year exams, marks, statistics and reports is over, there's finally time to look back on the past year and appreciate all the activity that went on. This Newsletter includes several articles on career progression, especially for female academics, and colleagues at the retirement end of their career paths will be especially interested in the articles on pages 19 and 20, which have excellent suggestions for spending newly available time.

Almost everyone expects to have more free time in the summer. A few departments launch immediately into intensive summer courses, but elsewhere, activity tends to fall into *Big Projects* like renovating spaces or implementing new systems, or *Personal Projects* such as writing that chapter or organizing those files once and for all. Great plans, good intentions.

But since it's so difficult to take time off during fall and winter terms, since our short summer is Canada's preferred vacation time anyway, and since Montreal's summer flowers, festivals, terrasses, and general joie de vivre are so irresistible, some of these good intentions lose a little starch as the warm weather arrives.

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So maybe summer is a good time to experience a little of that "work-life balance" that everyone keeps mentioning?

Have a great summer—and don't forget to submit your claims for the Professional Development Fund.

In 2006-07, through MAUT's efforts, the Academic Salary Policy included the very welcome provision of a Professional Development Fund for eligible academic staff members of \$500 annually.

Thanks again to MAUT's encouragement, the yearly Allowance of \$500 can now be accumulated, to a maximum of \$1,500, during the three-year period from June 1, 2005 – May 31, 2008, AND the range of eligible expenses has also been expanded.

With some conditions, the fund can be used for membership in scholarly associations, registration for scholarly meetings, subscriptions to scholarly journals and purchases of scholarly books, and computer hardware and software.

There are links to further information and to the claim forms on the MAUT webpage, www.maut.mcgill.ca

Hiring and Promotion of Women Faculty at McGill

(Excerpts from a report of the Senate Subcommittee on Women, December 15, 2006)

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Subcommittee Members (2005 - 2006)

- Chair: Dr. Kathleen Cullen
- Members: Abby Lippman (Medicine), Shaheen Shariff (Education), Gloria Tannenbaum (Medicine), Grace Fong (East Asian Studies), Roe-Min Kok (Music), Mari Kaartinen (Dentistry), Shree Mulay (MCTRW), Susan Czarnocki (Libraries), Edith Zorychta (Pathology), Sarah Turner (Geography), Allison Gonsalves (Graduate Student Representative), Danielle Rodin (Undergraduate Student Representative)

Subcommittee Mandate: The mandate of the Subcommittee, which reports to the Senate Board Joint Committee on Equity, is to make recommendations in the following areas:

- advocacy of women's rights and the promotion of women;
- initiation and consolidation of women's activities;
- liaison and networking for women.

Background: In 2001, the then Vice-Principal (Academic) Vinet expressed concern that during the previous three years, only 25% of all new hires had been female, and required all departments to actively foster female hiring.

In 2003, the Subcommittee on Women initiated discussions on faculty hiring and the progress of women faculty through the professorial ranks at McGill, and requested statistical information from the administration for review and analysis. The data were presented to the Joint Senate Committee on Equity on April 17, 2006, which recommended that the report be expanded and circulated to Deans of all Faculties. Additional statistics were therefore requested, and student data were incorporated as well.

Results indicate that five years after 2001's call to action, marked discrepancies still persist, most notably at the entry level where movement should be the most obvious at this point.

FULL TIME FACULTY						
	1999		2003		2006	
	F	M	F	M	F	M
Full Professor	5.2%	38.2%	6.3%	36.9%	6.4%	32.3%
Associate	12.4%	34.1%	11.2%	27.8%	11.0%	25.2%
Assistant	3.4%	6.7%	6.6%	11.3%	9.1%	16.0%
	21.0%	79.0%	24.0%	76.0%	26.5%	73.5%

NEW HIRES FACULTY				
	2001-2003		2004-2006	
	F	M	F	M
Full Professor	1.6%	7.5%	2.0%	10.1%
Associate	4.7%	13.7%	4.7%	9.1%
Assistant	29.3%	43.3%	23.5%	50.7%
	35.5%	64.5%	30.2%	69.8%

Full Professors: The full professor data reflects the history of hiring at McGill and dictates the current situation. In this context, the low number of females at the full professor level is not surprising, and nothing can be done to alter this record, since little hiring takes place at this level. There were more male than female full professors for the years 1999, 2003, and 2006, in every faculty.

In most faculties the discrepancies were substantial, and eight of the 11 faculties had discrepancies of more than 70% in 2003.

The 2003 gaps for the three largest faculties were: Medicine 62%, Science 83%, Arts 73%. For 2006, these numbers changed to: 59%, 82%, and 64%.

Associate Professors: The associate professor level is where one would initially expect to see the greatest reductions in discrepancies. All of the faculties have more male than female associate professors in all the years, and many of the gaps are similar to those seen at the full professor level. What does stand out, however, is that there are only three faculties in which there is any improvement at all. Noteworthy is Science, which moved from 2.8% in 2003 to 5.1% in 2006.

Assistant Professors: By 2006 in particular, we would expect to see noticeable movement across the board with regard to the hiring of female faculty; however, a low percentage of females still persists at the entry level in almost all faculties.

- Of the eight faculties that had at least 35 full-time members in each year, only Arts and Education had numbers that approached equity at the assistant professor level. Arts, in fact, had 10.7% more women than men in 2003 and only a 2% difference in 2006.
- By contrast, Science, which is similar in size to Arts, had a gap of 33% in 2003 and 52.1% in 2006.
- Medicine, the largest faculty, had discrepancies of approximately 30% in each year.
- In 2003, the Music discrepancy was 100%, Engineering 76.2%, and Management 41.7%. Although the Music and Engineering discrepancies remained high three years later in 2006 (Music 63.4%, Engi-

neering 67.9%), Management made a huge improvement at the assistant professor level, with a discrepancy drop to 11.1%.

New Hires: Ultimately, the most interesting data is the new hires category, particularly 2004 to 2006. Between 2001 and 2003, 35.5% of the total new hires by the University were women; this number dropped to 30.2% for the years 2004 to 2006—surprising, given the number of University initiatives, in particular Dr. Vinet’s memorandum to the Deans.

There were some encouraging numbers: female hiring in Agriculture and Environmental Science increased from 36% in 2001–2003 to 55% in 2004–2006; similarly, Religious Studies went from 33% to 50%, and Management and Dentistry also increased very modestly.

However, there was no improvement in any of the other faculties, with most of them showing greater disparities for 2004–2006 than for 2001–2003. Female hiring in Law decreased from 54% to 14% and Science went from 30% to 15%.

What does this mean for the future? In many cases it is difficult to be optimistic about seeing much improvement any time soon, when percentages of new hires and the pools from which females are promoted continue to be much smaller than those of their male counterparts. The hiring, tenure and promotion results will have to be continuously tracked to see what trends develop.

What’s Next? An important “next step” in the equity review at McGill would be a comprehensive compilation and clear presentation of relevant statistics on an annual basis to monitor progress over the long term, perhaps including faculty lecturers and postdoctoral fellows as well. In addition, a rigorous analysis should be done of the number of women in leadership roles at the University.

A set of questions should be designed to investigate the reasons for trends and discrepancies within certain Faculties and Departments. This could include questions such as

- Why are women more likely to apply to certain faculties?

- Why is there such a large discrepancy between student and faculty ratios in certain Faculties/Departments?
- Are certain disciplines more women-friendly?
- Could certain McGill policies be more women-friendly?

It is recommended that in the coming year, McGill establish a University-wide task force to specifically address the issues of diversity and

equity relative to its faculty. The goal of this task force would be to make concrete recommendations to address:

- A. issues related to implementation of an effective structure for collecting and tracking data on an annual basis;
- B. issues related to faculty recruitment; and
- C. issues related to faculty retention, professional development and academic advancement.

Salary Policy: What do MAUT Members want?

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For a number of years the University's academic salary policy has divided the total amount assigned for increments into three components: across-the-board, merit, and anomalies and retention. The pool for merit increases has accounted for the largest share of the total. MAUT representatives on CASP—the Committee on Academic Salary Policy (formerly the Academic Salary Policy Committee)—have been generally in favour of this approach, while engaging in sometimes vigorous discussions with the Administration representatives on the committee over the sum and relative sizes of the components.

Two years ago, a fourth component was added to the salary policy; increases to accompany promotions to associate and full professor are now funded out of it.¹ The amount of this latter component is determined by the number of those being promoted. Consequently, unless and until the amount required to fund promotional increases is reviewed, this part of the overall percentage increase is not a subject of discussion at CASP.

At general meetings the President of the MAUT, or another member of the Executive, usually reviews the previous year's salary policy. This provides an opportunity for members to express their opinions about it. Independent of the general meetings, members from time to time volunteer opinions. Still, the total number of members from whom the Executive and the other MAUT members of CASP hear opinions

on salary policy is small. Consequently, the 2006-2007 Executive decided to use the Spring General Meeting to more systematically solicit member opinions on salary policy. At the beginning of the meeting a short questionnaire was administered.

Those present were given the following instructions.

- Assume a 5% increase in the salary mass, after deduction of the amount required to cover the costs of promotions.
- Assume a 1.6% rate of inflation.
- Distribute the 5% between across-the-board, merit, and anomalies and retention.
- If respondents did not have firm views on the matter or did not feel that they had enough time to make up their minds, they should leave the questionnaire blank.
- Retired members present should not fill in the questionnaire.

For reference purposes the component percentages of the 2005–2006 salary policy were provided:

- 0.4% promotion costs;
- 1.25% across-the-board;
- 3.2% merit;
- 0.65% anomalies and retention.

The responses to the questionnaire are described in the accompanying tables.² You can make up your own minds about what the tables show. My interpretation follows.

First, in aggregate, the MAUT members responding support the overall approach to academic salary policy adopted at McGill in recent years. Consistent with the overall policy, in **Table 1** the mean for merit is higher than the mean for either across-the-board or anomalies and retention. The median tells us that 50% of the respondents preferred that half or more of the overall pay increase go to merit. Furthermore, most respondents prefer that a non-trivial

amount be assigned to anomaly and retention (though, as discussed below, the interpretation of this requires caution).

My guess is that in most other Canadian universities there would be less support for these two components of the salary policy than we find among McGill's MAUT members. Anyone who has spent any time at a CAUT conference will have detected little enthusiasm for merit-based salary policies, let alone for the assignment of part of the salary budget to cover the costs of retaining colleagues who have been offered more at other universities.

Table 1: ALL RESPONDENTS (N=93)

	Across the Board	Merit	Anomaly / Retention
Mean	2.16	2.22	0.61
S.D	1.09	1.08	0.47
Median	2.00	2.50	0.50

Second, the enthusiasm for merit and for anomalies and retention varies somewhat across kinds of respondent.³ **Table 2** shows that males

are a bit less enthused by merit than females, but have about the same views on anomaly and retention.

Table 2: GENDER

Females (N=38)			
	Across the Board	Merit	Anomaly / Retention
Mean	1.93	2.46	0.61
S.D	0.73	0.79	0.46
Median	1.60	2.50	0.50
Males (N=51)			
	Across the Board	Merit	Anomaly / Retention
Mean	2.33	2.08	0.59
S.D	1.28	1.23	0.44
Median	2.00	2.35	0.50

Table 3: ACADEMIC STREAM			
Faculty (N=60)			
	Across the Board	Merit	Anomaly / Retention
Mean	2.18	2.17	0.65
S.D.	1.16	1.14	0.52
Median	2.00	2.50	0.50
Librarians (N=25)			
	Across the Board	Merit	Anomaly / Retention
Mean	2.21	2.21	0.58
S.D.	0.93	0.88	0.35
Median	2.00	2.25	0.50

Table 4 shows that full professors and assistant professors are more enthused by merit than associate professors (note the standard deviation for associate professors: it is the largest in the table, indicating highly divergent views within this academic rank) but assistant professors demark themselves from the other two professorial categories in their enthusiasm for anomalies and retention awards.

The table also shows that library professionals are more enthusiastic about merit than full and

associate librarians—but no more enthusiastic about the anomalies and retention pool. Interestingly, overall, the differences in views between faculty and librarians are not large.

Nonetheless, it is important to underline that for no category are the mean or median merit or anomalies and retention awards close to zero. The MAUT members at the meeting display widespread support for these elements of the salary policy.

TABLE 4: ACADEMIC RANK							
Full Professors (N=33)				Full and Associate Librarians (N=14)			
	Across the Board	Merit	Anomaly / Retention		Across the Board	Merit	Anomaly / Retention
Mean	2.13	2.28	0.58	Mean	2.46	1.90	0.64
S.D.	0.99	0.96	0.39	S.D.	1.07	0.93	0.46
Median	2.00	2.50	0.50	Median	2.00	2.33	0.50
Associate Professors (N=15)				Library Professionals (N=11)			
	Across the Board	Merit	Anomaly / Retention		Across the Board	Merit	Anomaly / Retention
Mean	2.59	1.91	0.50	Mean	1.88	2.61	0.51
S.D.	1.69	1.48	0.38	S.D.	0.63	0.65	0.10
Median	2.00	2.00	0.50	Median	1.60	3.00	0.51

...continued on next page

TABLE 4: ACADEMIC RANK

Assistant Professors (N=12)				Other (N=5)			
	Across the Board	Merit	Anomaly / Retention		Across the Board	Merit	Anomaly / Retention
Mean	1.80	2.17	1.03	Mean	1.57	3.04	0.39
S.D.	0.56	1.17	0.78	S.D.	0.95	1.17	0.24
Median	1.60	2.70	0.65	Median	2.00	2.50	0.42

Third, the responses do diverge from recent salary agreements in an important respect. As a matter of policy the across-board-increase has been maintained below the rate of inflation. Remember that respondents were instructed to assume a rate of inflation of 1.6%. The mean preferred across-the-board increase (barely) falls below that amount only for the handful of 'other' respondents. For all other categories of respondent, the mean is greater than 1.6 as is the median, with the important exceptions of assistant professors and library professionals, for each of whom the median merit award coincides with the assumed rate of inflation.

Overall, these results are interesting and ought to play a role in future discussions over academic salary policy within the CASP. But they need to be treated cautiously.

1. While I think it can be said that these tables provide more information on MAUT member views on salary policy than has ever been the case in the past, it is likely that the views of those attending an MAUT general meeting are not representative of the membership in general or of the McGill academic community as a whole.
2. The responses provided here are framed by an assumed 5% overall increase in salary. It is possible (in my view *likely*) that the preferred percentages would shift were the overall increase to be higher or lower.
3. The apparent support for an "anomalies and retention" pool should be interpreted cautiously. The returned questionnaires included evidence that some respondents assigned the bulk or all of the percentage they put into this category to "anomalies" rather than to "retention".

1 Most colleagues will know that there has been an increment associated with promotion to associate professor for some time, but that for the last decade or so there has been no increment associated with promotion to full professor. What is less widely known is that the increases that accompanied promotion to associate professor were not funded out of the University salary policy. They were covered out of Faculty budgets. This was feasible because, for a substantial period of time, quite small numbers of people were hired and promoted. The substantial increase in hiring in the last half dozen years changed the situation. Consequently, it made sense to explicitly incorporate promotional increases into salary policy.

2 i) Four questionnaires were returned without percentages entered.

ii) The percentages assigned by six respondents were less than or exceeded 5%. Their responses were adjusted to a base of 5%.

iii) While Table 1 includes 93 responses, all other tables have fewer than 93 responses. This is because several respondents did not include one or another item of identifying information. In addition, the 5 respondents in the 'Other' category of academic rank were dropped from Table 3, which compares faculty and librarian responses.

3 The standard deviation is provided so that those of you who wish to assume that we are using a sample suitable for the task can estimate the standard error and see whether or not, should the assumption be reasonable, any differences between means are statistically significant.

Reflections on “Doing Academia Differently”

CAUT Biennial Women's Conference

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The CAUT Biennial Women's Conference held in Ottawa (Feb. 22–24, 2007), five years after the last CAUT Status of Women Conference in Montreal, was well attended by a predominantly white female academic audience, with some labour union representatives and a good mix of age and region. The speakers and participants ranged from veteran “grandmothers” to “granddaughter” junior faculty members from universities across Canada and graduate students mainly from the Ottawa region.

In this context, Patricia Monture, one of two keynote speakers, stood out with her powerful speech as an aboriginal woman (a Mohawk) and a professor of Sociology at the University of Saskatchewan. Monture spoke passionately about the difference in knowledge systems and gender constructions of the indigenous communities and our ignorance of their history and contemporary significance, about aboriginal students who are away from home and community and their re-imaginings of their parents' and grandparents' experiences, and about the “colonialism” which is not an historical experience that is over for the First Nations men and women (and by implication, for Canadians).

The conference focused on the three themes of Work-Life Balance, Pay Equity, and Activism in the Academy. With references made by several speakers to the recent article by Janice Drakich and Penni Stewart, “Forty years later, how are university women doing?” the overwhelming sense is that, while women in the academy have made many gains and achieved a great deal in their professions, statistics show that women are still behind their male colleagues in pay and rank at work, and many are apparently more stressed in their family life.

While a higher percentage of female students now enter universities than males, at the other end, fewer females are hired as academics and even fewer reach senior administrative posts and full professor status. Terms such as “glass ceiling” and “ivory basement” peppered the

presentations. There was not much sense that either the causes have been identified or that solutions have been found. Strategies were suggested, collective bargaining was encouraged, and activism reaffirmed, particularly by speakers who are in union or association positions.

The problem seems to lie in the need to both remedy existing inequities for women, such as gender-based pay inequities, to revamping systemic injustice. For example, gender anomaly salary adjustment is perceived as a stop-gap measure that does not get to the root of the problem.

Michael Piva presented a persuasive theory of wage inequity. He sees the problem in a salary system which discriminates against women in the academy: they generally start teaching later than their male counterparts and teach in disciplines and faculties that pay less.

The merit pay system, often a non-transparent process, can also disadvantage women. However, to put the blame on an entrenched salary system without proposing if and how it can be changed, amounts to no solution. It would be more productive for faculty associations to follow up on the universities' patterns of and commitments to anomaly adjustment and vigilance on wage equity over time.

The conference structure of having smaller assigned discussion groups of 20–30 people after each panel gave participants an opportunity to discuss the issues, exchange personal or institutional experience, and to seek or offer advice.

The chair of the Women's Committee, Wendy Robbins, was an exemplary moderator on panels and in discussion groups. Overall, faculty unions and associations were reminded to make an effort to reach out to new women faculty members, to let them know that resources and mechanisms do exist that can help them “do academia differently.”

(Not) 'Having it All': Canadian Academic Women and the Question of Motherhood
Call for Research Participants

This research focuses on unattached Canadian female academics (finished or finishing their PhDs) who, having been occupied with their career and educational pursuits, also would like or would have liked to become mothers but for various reasons feel that having a child alone is not a viable option.

If this topic relates to you, and you are willing to contribute to research on academic women's reproductive choices and experiences, please consider participating in my study. Initially I would like to talk with unattached academics that currently are, or have been in, the process of deciding not to have a child alone. You may be in your 30s or older; whether this is a recent decision or one made in the more distant past, you need to be or have been unattached at the time of your decision.

As part of a multi-phase research program, this study also welcomes the participation of women in the following groups:

- 1) unattached and partnered academic women who do not want children,
- 2) partnered academic women with children,
- 3) academic women who have become single mothers by choice,
- 4) or by circumstance. While the present phase is focused on the experiences of unattached academic women who do/did want children but have nonetheless decided not to have any, I am also hoping to establish contact with other potential participants.

Participation will entail 1 or 2 in-depth, open-ended and confidential interviews (conducted in English) lasting approximately 2 hours. For more information or to participate, please contact **Dr. Shelley Z. Reuter**, Assistant Professor of Sociology, by phone (514.848.2424 x. 2174) or e-mail (sreuter@alcor.concordia.ca).

This project has been approved by Concordia University's Human Research Ethics Committee. If you have any questions or concerns related to ethics compliance, please contact Ms Adela Reid (Office of Research, 514.848.2424 x. 7481).

Two days to analyse Reality and to Dream about potential improvements

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From Dream to Reality: Colloquium on Doctoral Studies and Starting the Professorial Career was organized by the FQPPU (Fédération Québécoise des Professeures et Professeurs d'Université) and held on March 22 and 23, in Montréal. This meeting gathered sociologists, historians, philosophers, education scientists, professors and doctoral candidates in various disciplines to discuss the topic of young professors and doctoral students. The goal was to share opinions and shed light from different perspectives on questions about this crucial moment in the professorial career.

The first impression of the meeting is that it addressed a clear and present need. It was a fantastic platform for a variety of people, from students to retired professors, to describe and discuss their difficulties, exchange advice and information, and sometimes comfort each other.

Many said they had never expressed themselves in that manner before.

The face of universities in Quebec has changed rapidly over the past decades. Figures can be very revealing: from 1975 to 2010 the number of PhD graduations will have multiplied by 5, and Quebec will reach the US and Ontario level of 150 PhDs per year per million inhabitants. But only 52% of students engaged in graduate studies see their degree to fruition, and this figure doesn't seem to evolve. This figure of course is only an average, and thus does not accurately represent many outlying universities and/or programs which fall well above or below the mean.

The job market situation for PhD graduates is also a parameter to consider: "arts" and "applied sciences" suffer from a worrying unemployment level of 18% and 12% respec-

tively, whereas in pure science it is at 8%. Another feature to note is the growing importance of the post-doctoral appointment, the length of which has been increasing. On the professorial side, the situation has been changing significantly over the past 12 years. Between 1994 and 2000, hiring was frozen but since 2000 an average of 745 professors have been hired annually.

Especially at early stages in their careers, expectations for young academics are very high, on several fronts: research, IP protection, mentoring, teaching, service to the community. One speaker pointed out that the newly-hired lacked training in managing priorities and time, dealing with many tasks at once, and writing grants.

But some young faculty members also complained about the high load of teaching and administrative tasks. Shocking practices were described, such as an untenured young academic being asked to chair a department, pressure being put on non-tenured academics not to become parents, and assistant professors being hired before completion of their PhDs (especially in regional universities).

An interesting figure from a recent study is that 29% of young professors quit their jobs within the first five years of their careers, before any tenure decision. 25% of academics at the Université de Montréal who answered a survey declared they had needed treatment for a recent psychological issue. These are points we should all remain aware of, since the quality of tomorrow's university relies on our capacity to encourage and support young faculty members.

Among the proposals that were made at the symposium, one was of particular interest. Four years ago, the Université de Sherbrooke launched an integrated program to better prepare graduate students for the job market—PhD graduates must be at their best when entering the job market, to be as competitive as possible. At U. de Sherbrooke, PhD students are offered training in “Professional, Scientific and Personal Development.” The training comprises 6 different optional sessions:

- Managing one's research career
- Managing research and innovation
- Teaching at the university level

- Protecting IP
- Writing and publishing scientific articles
- Ethics in research

The first results of this initiative were released at the colloquium. Students found this program extremely useful and the feedback was excellent (almost 100% positive). The supervisors also found it very helpful and they see a significant increase in the productivity and motivation of the students. This type of training exists in other countries (e.g. France, Germany, America and the UK) and would be very attractive to prospective students.

In conclusion, I found this colloquium very instructive for me, as a young faculty member at McGill University. The teaching and research conditions in Quebec universities depend greatly on the people involved, and graduate students and young faculty are key elements in this structure. The colloquium drew a clear and comprehensive picture of this situation. Some problems are worrying and should be addressed, but more importantly, I felt that all the colloquium attendees were very motivated and truly passionate about their careers.

A full report on the colloquium, summaries of talks and most PowerPoint presentations are available online at: <http://www.fqppu.org/lev2/colloquesfqppu/Durevealarealite.html#English>

10 mai 2007 – L'Université de Sherbrooke a annoncé le lancement de la Chaire pour l'innovation dans la formation à la recherche, le 10 mai, en présence du recteur Bruno Béchar et du titulaire, le professeur Jean Nicolas. Elle sera financée à plus de 1,2 M\$ sur cinq ans par La Fondation de l'Université de Sherbrooke.

Première du genre au Canada, la nouvelle chaire vise à mieux préparer les chercheurs et chercheuses aux réalités du marché du travail des prochaines décennies. “Les postes en recherche sont de plus en plus diversifiés,” souligne le professeur Jean Nicolas. “Nous voulons donc mieux préparer les étudiants à oeuvrer dans les divers secteurs d'emplois, que ce soit à l'université, en entreprise, dans des centres de recherche gouvernementaux ou des organisations publiques. Certains auront même à créer leur propre emploi.”

http://www.usherbrooke.ca/accueil/nouvelles/aff_recentes.html?article=9342

Joint Open Forum on Academic Career Advancement at McGill

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On April 20, McGill and MAUT hosted a Joint Open Forum on Academic Career Advancement at McGill, organized by Ian Strachan, Kathleen Cullen, and Ralph Harris, and moderated by Anthony Paré (Integrated Studies in Education).

Victoria Talwar (Educational and Counselling Psychology), Jean Gotman (Montreal Neurological Institute and Hospital), Martin Lechowicz (McGill School of the Environment), and Cynthia Weston (Teaching and Learning Services) were invited to discuss their own personal experiences of a career trajectory at McGill; Ralph Harris (Mining, Metals and Materials Engineering) focused on the question, "What is an academic career path?" and McGill Provost Anthony Masi outlined "the landscape and the paths for success at McGill."

The forum wrapped up with a panel discussion and questions from the audience.

Victoria Talwar began with her presentation entitled, "What if it were a perfect world?" She has only been at McGill for a couple of years and noted that since people's ideas change over time, she consulted colleagues to find out what is the perfect academic career path.

- First of all, academics need tools (support and resources) to start, such as space for research, equipment, funding—even simple items, such as a computer, a desk, or a filing cabinet.
- Next, support is needed to get your foot on the ladder: support for writing grants, teaching, and administration, a task that takes an enormous amount of time.
- Time is needed to beat the tenure clock.
- Communication is essential: What is truth? What is opinion? We need better communication to help us sort out fact vs. fiction about expectations of the tenure process. Talwar learned by attending MAUT forums and talking to people, because

transmission of information is not the same as illumination.

- Finally, recognition is required. There are many different types of career paths, and academics need to have their achievements along the way recognized, either through salary or awards.
- We also need to try to achieve a work/life balance—a challenge, given that many academics work 15-hour days.

Jean Gotman spoke next, considering his presentation to be a retrospective analysis of research success. His career was not planned 30 years ago. Gotman believes it is crucial to do what you like to do, because you will then do it well.

His career has always been centered on research, rather than teaching or administration. Gotman obtained tenure in 1985; of the three tenure criteria, he has focused mostly on research, and has selected activities to fulfill the other criteria as a function of research. He taught research fellows and graduate students, for example, because he didn't enjoy lecturing. He oversaw a lab in the hospital, fulfilling an important service function by coordinating clinical activity, and the resulting data helped his research. Gotman never volunteered for community work and made no efforts to promote himself. It was only when he was thinking of accepting another position that he was offered salary and more space at McGill.

He also started a medical equipment company, something that used to be frowned upon, but is now encouraged, and it has been an enjoyable endeavour.

Gotman's advice to people starting out in their careers: Put all your energy into what you like to do. Discuss salary with colleagues and chairs and protest if yours is too low. Rely on MAUT for information on university policy; Gotman also said that MAUT has provided good service to his colleagues who needed help.

Martin Lechowicz has also had a successful 30-year career at McGill. He chose to call his presentation, "Balance over Time." Lechowicz believes that there are synergies between research, teaching, and service.

- Be proactive: develop and promote ideas that matter to you.
- Take advantage of opportunities.
- Remember what you're unhappy about for later, when you have tenure.

In his experience, university administration has been receptive to ideas from the bottom up, and for him, this demonstrates McGill's collegiality. The career balance shifts post-tenure; before tenure, one must be self-centred. Build alliances—altruism becomes self-serving in a collegial environment.

After obtaining tenure, Lechowicz was instrumental in ensuring that McGill researchers had access to the Phytotron, a controlled environment facility, which was created with the goal of stimulating interdisciplinary research on both basic and applied problems in plant biology. One of his proudest achievements has been helping to establish the McGill School of the Environment in 1997. He has since enjoyed working in and interacting with people in a wonderful school, and is already planning a second career in conservation NGOs after retirement.

Cynthia Weston dealt with the question, "What is the role of teaching in a research-intensive university?" Her career at McGill began in 1983, centred on teaching and supervision. She has been active in 35 committees and now wonders whether she should have been more selective in her choice of committees. She has spent an enormous amount of time in administration, and it has taken about 20 years to get to the rank of full professor.

As Director of the Centre for University Teaching and Learning, she found that research and teaching were complementary. Her own work/life balance is not great—being the Director of Teaching and Learning Services is a 100 percent commitment.

Teaching is important. This view has resulted in changing priorities, policies, and infrastructure,

mostly in the last five years. Teaching is important for the University, for students, and for us. One of the most important predictors of success for students is having meaningful relationships with faculty and peers. Professors benefit from having an affinity with students, and caring about students and learning: the more we teach, the more we learn.

Ralph Harris discussed the theoretical academic career path. He has had two academic careers at McGill. In the early '90s, he took classes at the Centre for University Teaching and Learning to overcome his anxiety of teaching, and later focused on industrial-based research. He has enjoyed starting new courses, such as one on communication for engineers, and an online course offered on three continents. Having tenure enables academics to make sound academic decisions.

What is the road to success? Looking back over 15 to 20 years, academics can see that it should be an enjoyable process, not necessarily a straight path, but rather a series of sequential projects.

Think about your definition of success: fame, rewards, career satisfaction? Is success measured by salary, invitations to speak, additional responsibilities, committee work, title? Success depends on fulfilling teaching, research, and service duties, and also on what you know, who you work for, who your students are, and what society wants.

Anthony Masi began his discussion of the landscape and the paths for success at McGill by reminding us that the university works by collegial self-governance.

There are four career stages: recruitment, mid-career, mature career, and post-retirement. The first stage, recruitment, is where you decide if McGill is for you: it is a publicly-funded, research-intensive, student-centred university, where mentoring and collegiality are important. The university must provide appropriate levels of support and must protect academic freedom. Academics have an obligation to society and the responsibility to behave ethically; they are expected to be superior, not just above-average. He noted that between September and May, McGill hired 92 new recruits.

During the mid-career stage, academics play an increasing role in administration, governance and departmental responsibility. McGill has the highest percentage of graduate students in the G13 (the group of leading research-intensive universities in Canada).

At career maturity, a professor works towards achieving the full professor rank. The criteria are not the same as those for obtaining tenure; evidence of international recognition, and the impact of research activity are important considerations. External referees are often surprised by how long it takes to achieve full professorship at McGill, saying they believe the candidate deserved full professor rank ten years earlier. (McGill has the lowest percentage of full professors in the G13 universities.) Professors at this stage of their careers are expected to act as mentors or advisors to colleagues.

After retirement, academics are encouraged to stay connected to McGill. Currently, one in three professors is awarded Emeritus rank; these individuals tend to identify with McGill, and we need to find space and resources to accommodate them. In conclusion, Masi said that career trajectories are contorted, and he gave the example of his own career, starting out as a sociologist, where he achieved goals that others said were impossible.

DISCUSSION

The panel discussion began with a question from Jim Henderson about the hazards of introducing novel technologies before tenure. According to Lechowicz, the hazards are very real. His advice is to consult people in your department, your mentors, and those you trust and can confide in. Masi stated that results must be measurable. Innovation is important at universities, but must be balanced.

Edith Zorychta asked whether a forum on work/life balance should be planned for next year. Masi felt the idea was interesting, and that we need to identify the issue for academics, since it is not the same for administrative and support staff. He pointed out that people having problems may be able to negotiate a reduced-load appointment, and he wondered

whether we need to encourage people to have identities other than work.

Zorychta pointed out that we need constructive interaction on the daycare issue, given concerns raised by distraught new recruits. In response, Masi acknowledged that we have failed to help people in some cases. Part of the problem is that the number of downtown daycare centres is fixed on resident population at night; unsubsidized daycare doesn't seem to be an option, given its expense. Anthony Paré, the forum's facilitator, commented that part of the daycare problem is a result of going through long periods without hiring any new people.

A question was asked about how to mentor McGill's many new young recruits. Masi said we must try to be clear at the time of appointment and be sure to provide mentoring in the different units. We must let recruits know how they are doing before renewal—we must give people good feedback. We have policies in place, but must be sure to act on them.

Lechowicz commented that mentors can't be assigned: we all have this responsibility, but effective mentoring often depends on interpersonal chemistry. There can be a natural mentor, off-the-record from others.

Gotman mentioned that NIH grants for young investigators require two or three mentors. The relationship may be formalized with meetings every six months, but not too rigidly.

Zorychta recommended finding a mentor in your department, but if that doesn't work, find one somewhere else. Attend MAUT forums and meet people in the same boat. Remember that Teaching and Learning Services has good courses if you need more structured help.

Masi responded to a question on juggling projects by saying to trust yourself and your ability to make choices. The best researchers are the best teachers, disseminating new knowledge and shaping curricula.

Gotman reiterated that you must organize your work, think of your aim, do what you want, and drop what is not critical. You may be flattered by some invitations, but be careful not to spend

time doing what will not help you achieve your goal.

Talwar recommended that we improve our management skills: run productive meetings, prioritize, organize, and make lists. Talk to others for validation. Carve time for yourself and your product (when you need not act like a manager).

Lechowicz believes we must say no, learn to manage, and reach out to ask for help if it's

needed. Discretionary money may be available for hiring an assistant.

The Open Forum on Academic Career Advancement at McGill was a well-attended event. It was impressive to see McGill academics taking the time to offer sound advice on a myriad of issues related to having a successful academic career. The two hours of proceedings and the PowerPoint slides are available for replay; there is currently a link at <http://www.maut.mcgill.ca>.

Updates from the Librarians' Section

Deanna Cowan

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LIBRARIAN REGULATIONS

After successfully revising the tenure sections of the Librarian Regulations (approved by Senate on May 24, 2006 and by the Executive Committee of the Board of Governors on July 10, 2006) the Librarian Regulations Committee, now chaired by Professor William Foster, turned its attention in the summer of 2006 to the sections of the current Regulations that are concerned with basic terminology, librarians' academic duties, the appointment and ranks of librarian staff and their promotion to full librarian.

After a great deal of discussion, a set of revisions was constructed. These draft Regulations were presented to the librarian staff and to the MAUT Executive in April 2007, both of which indicated their approval of the revisions. The revised Regulations were adopted by Senate on May 9, 2007; they were approved by the Board of Governors on June 5, and will come into effect on September 1, 2007.

Significant changes have been made in the terminology used to indicate the "employment status" of librarian staff: "full-time" and "part-time" are replaced by "tenure track" and "non-tenure track". The terms "full time" and "part time" are still used in the revised Regulations, but only as a signal of workload.

Similarly, the designation "library professional" has been removed and all librarians,

whatever their employment status (tenure track or non-tenure track), will be appointed to one of three ranks: assistant, associate or full librarian. Future hiring into non-tenure track appointments will become the exception, will be made only to meet particular needs and will not normally evolve into indefinite term appointments.

Transitional provisions: As with any major revision of existing regulations, there is a need to make various transitional arrangements for current librarian staff, particularly the large group of Library Professionals. The current cohort of Library Professionals (LPs) will have to make a choice regarding their terms of employment within 6 months of the date on which the revised Regulations come into effect (September 1, 2007). LPs may elect to either:

- A. move to an initial tenure track appointment as assistant librarian, with the right to seek early consideration for tenure at any time of their own choosing (if they have worked as LPs for three years or more at the time of their switch to the tenure track) or after three years as a tenure track assistant librarian if they have worked as an LP for less than three years (tenure consideration earlier than the third year will be possible with the consent of the Director of Libraries).

OR

B. retain the status quo—that is, to move into a non-tenure track appointment equivalent to that which she or he now enjoys, with the possibility of moving to an indefinite term non-tenure track appointment after accumulating 5 years of continuous employment. (An LP who chooses the status quo and who has already served for 5+ years would immediately be “grandparented,” and appointed to an indefinite term appointment as a non-tenure track assistant librarian.) All that would change is the terminology used to describe the nature of her or his appointment and rank.

Choosing a tenure track appointment will result in:

- an initial definite term of at least 3 but no more than 4 years as Assistant Librarian, leading to
- reappointment consideration (early tenure consideration is possible), and with
- *successful reappointment* leading to
 - mandatory tenure consideration in the sixth year leading to either
 - tenure and promotion,

OR

- *negative reappointment* or tenure recommendation (appeal is possible).

Choosing a non-tenure track appointment will result in:

- A. for an LP currently on a limited term appointment (and who will not have accumulated 5 years or more of appointment terms prior to election)
- continuation of the appointment as a definite term non-tenure track appointment as Assistant Librarian (reappointment consideration is possible).
 - indefinite non-tenure track appointment when accumulated McGill LP and definite-term non-tenure track appointments reach 5 years (effectively, status quo.)

B. for an LP currently on an unlimited term appointment (LPs who have already accumulated 5 years or more of appointment terms prior to election)

- continuation of the appointment as an indefinite term non-tenure track appointment as Assistant Librarian (also, effectively, status quo).

Implications of a non-tenure track appointment: Appointment will lead to an indefinite term appointment once 5 years of employment are accumulated (counting the full period of employment at McGill as a Library Professional and on non-tenure track.)

However:

- The appointment may be terminated at any time on 37 weeks notice.
- Entitlement to severance only if appointed for 5 years or more prior to termination (again counting the full period of employment at McGill as a Library Professional).
- No right to appeal or grieve termination.

(NOTE: these “implications” are true of LPs’ current employment—the revision does not change this.)

For the past year, the Committee has been comprised of

- Ms. Janine Schmidt, Trenholme Director of Libraries,
- Mr. Robert Clarke,
- Mr. Marc Richard,
- Ms. Pat Riva,
- Ms. Anna Stoute,
- Mr. Lonnie Weatherby and
- Professor Bill Foster, Associate Provost (Policies and Procedures) as chair.
- assisted by Ms. Carole Renahan and Ms. Vilma di Rienzo-Campbell.

The excellent work of this committee is greatly appreciated, and a special vote of thanks goes to Professor Foster, who guided the discussions with diplomacy, sincerity and sensitivity.

APPOINTMENT OF ASSOCIATE DIRECTORS

Five associate directors were appointed as of June 1. They are:

- Carole Urbain, Associate Director, Client Services, Humanities, Law, Management and Social Sciences. Ms. Urbain comes to McGill from the Université de Montréal.
- Louis Houle, Associate Director, Client Services, Sciences, Health and Engineering. Mr. Houle has been the head of the Schulich Library of Science and Engineering for several years.
- Louise O'Neill, Associate Director, Library Technology Services. Ms. O'Neill comes to McGill from the Toronto Public Library.
- Joseph Hafner, Associate Director, Collection Services. Mr. Hafner has previous McGill experience in the Technical Services department, and has more recently been the Coordinator of Lending and Access Services within the Humanities and Social Sciences Library.
- Diane Koen, Associate Director, Planning and Resources. Ms. Koen returns to McGill after a short break: until last year, she was Associate Director, Information Technology Services.

Report from the Representative of Retired Members

John Dealy

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The lunches for retired academics continue to be quite popular, and the first one of 2007 took place on May 18 at the Faculty Club. David Covo made a presentation on buildings recently constructed on the campus.

A list of possible activities for retired academics was distributed to those who attended MAUT's very successful forum on retirement planning. This may also be of interest to those already retired and appears on page 19. Also included, on page 20, is a description of a new organization called Academics for Higher Education and Development. This group will place academic volunteers in positions where they can help developing nations to improve their educational systems.

McGill's administration is currently planning substantial changes to the titles and privileges

of retired academics, and MAUT is being consulted about this. It has been tentatively agreed that all retired academics will have their email addresses and telephone numbers listed in the directory available on the University's website, at <http://www.mcgill.ca/directory/staff/>. Many retirees are currently omitted from this list.

While independent associations of retired academics have been established at many Canadian universities, and have formed their own national organization (CURAC—College and University Retiree Associations of Canada) we at McGill benefit greatly from the willingness of MAUT to allow its retired members the full use of its staff and facilities. This greatly reduces the costs and improves the effectiveness of services rendered to our retired members. As an independent member of CURAC I keep abreast of its activities.

MAUT's Super Office Staff

MAUT's Professional and Legal Officer, Joseph Varga, provides advice on tenure applications, explains McGill's regulations, offers information, assistance and legal advice on a confidential basis, and can also put you in touch with a MAUT Advisor. Contact Joseph at 3089 or jvarga.maut@mcgill.ca

MAUT's indispensable Administrative Officer, Honore Kerwin-Borrelli, dispenses information, documentation, application forms, and can answer all your MAUT membership questions. Contact Honore at 3942 or maut@mcgill.ca

Highlights from the Spring General Meeting

Friday, April 13, 2007

compiled by Deanna Cowan

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The meeting was called to order at 12:05, and MAUT President R. Harris welcomed Cécile Sabourin, President of the FQPPU. It was noted that quorum had not been reached.

Results of the election of officials were announced and a motion was passed to destroy the ballots. [See page 23 for 2007–2008 Executive and Council members.]

MEETINGS WITH THE PRINCIPAL AND PROVOST

As these meetings are confidential, no minutes are kept and no official reports are produced, but E. Zorychta described these meetings as informal, free-ranging and very worthwhile occasions for dialogue.

INFORMAL POLL ON DISTRIBUTION OF SALARY INCREASES

M. Smith

A quick, informal poll was constructed to gather some preliminary information on faculty members' opinions and preferences about the division of future salary increases into the categories of across-the-board, merit, and anomaly/retention.

Short questionnaires were distributed, filled in and collected within 10 minutes. B. Haskell thanked MAUT for asking this question, which had never been asked before.

[Follow-up: the results are analyzed in the article on pages 4–7 of this Newsletter.]

POLICIES UPDATES

R. Harris

MAUT is participating in discussions on the following policies:

- Safe Disclosure

- Research Misconduct (ie a policy relating to the investigation of allegations of misconduct; presently, such allegations are dealt with on an ad-hoc basis.)
- Sabbatic Leave—E. Zorychta is to be especially thanked for all her hard work on this.
- Emeritus Professors
- Merit award feedback procedures
- Salaries: R. Harris noted that 2007-2008 salary information is still confidential, but comments can be made on average McGill salaries vis-à-vis the G-10 and G-12, and our averages are not out of line. When we compare ourselves with the top 3 research-intensive universities, there has been little progress, though the administration's intention was to reach the top-3 levels by 2010.

ACADEMIC BENEFITS

E. Zorychta

- Professional Development Fund amounts can now be cumulated for up to 3 years, and can be used for a greater variety of expenses.
- Benefits: A few small adjustments are in order.
- Pensions: The federal government has recently decided to allow workers to contribute to their pension funds until the age of 71 rather than 69. At present, McGill matches pension contributions to the age of 69, but has made no announcement about extending this matching formula to the age of 71. It is also not known whether the provincial government will parallel this change.
- Leaves: Conditions for various leaves have been discussed, with significant improvements to sabbatic leaves, especially in terms of credited time.

GENDER EQUITY**M. Smith**

There are still difficulties in collecting and interpreting salary data for the gender equity study, but progress is slowly being made. At last some up-to-date information is available to be worked on. G. Tannenbaum thanked M. Smith, and reminded us that the university is required to make equity reports public, and to date none have been widely distributed.

VP EXTERNAL'S REPORT**J. Derome**

FQPPU: The March 22-23 colloquium "From Dream to Reality" was a success, informing doctoral students and recently-hired academics about the academic job market and the early stages of a career.

The ad-hoc Committee on the Financing of Quebec Universities is making progress. Its mandate is to inform FQPPU Council about various aspects of university funding, and to be a resource for FQPPU Council in its discussions on the university funding situation, and in particular in taking a position on the funding system. The members of the Committee are sensitive to the dangers of becoming competitive rather than collaborative in their efforts.

No approach has yet been made to the academic unions at Laval or Université de Montréal to persuade them to rejoin; the FQPPU Executive feels it's still too premature.

CAUT: CAUT now represents 62 academic associations and unions, from very large to very small, and also two federations of post-secondary educators—essentially federations of community college teachers. The range of concerns and interests among members is consequently extremely broad, though there are naturally also important issues of common interest.

CAUT is a major resource in helping local associations fight cases of alleged attacks on academic freedom, providing advice and sometimes financial support as well.

MAUT INVESTMENT DECISIONS**E. Hopmeyer**

\$105,000 has been placed in two equity and one stock fund. Our premium money market fund is also doing well.

SOCIALLY RESPONSIBLE INVESTMENT**R. Harris**

MAUT received a letter on April 12, 2007 from Mr. J. D'Agata, Secretary for the Pension Administration Committee. The letter indicated that a survey carried out in 2006 resulted in sufficient expression of interest in a Socially Responsible Investment option for the McGill pension plan.

Consequently, the Pension Administration Committee (through the Pension Investment office) has been working on identifying possible fund offerings. A follow-up survey will be undertaken to confirm that the identified options are acceptable to interested pension plan members.

LIBRARIAN ISSUES**L. Weatherby**

Regulations: The Regulations Committee is very active, and has produced a good document. The librarians will review it on April 17, and MAUT Executive and Council will also see it before it goes to Senate—most likely in the fall. [Update: The document was presented and approved by Senate on May 9.]

Merit: Last year, there were 25 appeals of merit decisions, some of which went to the Provost for judgement. This year, there are only two, but the Provost is refusing to hear appeals, so it appears necessary to go to grievance for resolution.

TENURE TRACK ACADEMICS**M. Baines**

There is hope for some progress by the fall.

VP COMMUNICATIONS

D. Cowan

One newsletter was published early this year, and another is scheduled to be published at the end of May. Since there are now several other ways of distributing information (listserv, website) the Newsletter is not as time-sensitive as it once was.

The website has pages that are updated routinely, and others that are not. Over the summer, the more outdated pages will receive some attention.

FORUMS

- The Workshop on Health [primarily drug] Benefits was well-received, and information will be published when it becomes available; up-to-date numbers are being prepared.
- The Forum on Retirement was popular. Since people are now living longer, a career path can last longer as well, and information is important.
- The report on the Workshop on Tenure and Mentoring is not yet available, but the 76 attendees returned mainly positive feedback.

Activities for retired academics

John Dealy

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- McGill Institute for Learning in Retirement
- Participate in or lead a discussion group
 - <http://www.mcgill.ca/milr>
- Attend concerts, plays
 - <http://www.mcgill.ca/music/events/concerts>
 - <http://www.centaurtheatre.com>
 - <http://www.shawfest.com>
 - <http://www.stratford-festival.on.ca/>
- Travel
 - Insurance coverage: <http://www.mcgill.ca/benefits/supplemental/>
 - Housing: <http://www.academicHomes.com>
- Group travel
 - <http://www.alumni.mcgill.ca> (click on "Travel website")
 - <http://www.smithsonianjourneys.org>
 - <http://www.amnhexpeditions.org>
 - <http://www.unex.berkeley.edu/travel/>

NEW BUSINESS

- Open Forum on Academic Career Advancement, April 20, 2007. The Provost will participate and explain what the University expects of us.
- The MAUT Retreat (MAUT Growth, Impact and Recruiting), originally scheduled for April 20, will be rescheduled.

OTHER BUSINESS

Questions and comments from the floor:

- Daycare: places in the daycare are impossibly scarce, and the university should stop promoting daycare when recruiting. E. Zorychta replied that the Senate Subcommittee on Women is looking into this issue.
- Pensions: since the federal government has decided to allow employees make pension contributions until the age of 71, MAUT should propose that the University should continue to match, and let the University respond. If academics are polled, it will be important to focus on those nearer to retirement, as younger people will likely have less opinion about pensions.
- Non-tenure track academics: how many are there at McGill? It depends on how you count them: the number can vary from 500 to about 4000.

- <http://www.routestolearning.ca/index.cfm>
- <http://www.elderhostel.org>
- Community service
 - Municipal associations or city council
 - Volunteer: <http://www.cabm.net>
 - Tel-aide (514-935-1101)

- Academics for Higher Education and Development (see following article)
- Take up a new hobby
 - Learn to play bridge
 - Learn to play a musical instrument
 - Take up a new sport—start fitness training
- Manage your investments

Academics for Higher Education and Development

Steven Davis, Dept. of Philosophy, Carleton University

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Academics for Higher Education and Development / Universitaires pour l'éducation supérieure et le développement (AHED-UPE-SED) is a Canadian bilingual non-governmental organization based in Montreal, whose purpose is to help build capacity in tertiary education in the developing world. The project is meant to fit within the UN's Millennium Development Goals, the main objective of which is to improve levels of human development throughout the developing world, including improved nutrition and health, alleviated poverty, universal primary education, gender equity, environmental sustainability and revitalized international co-operation.

If the Millennium targets are to be reached, significant numbers of skilled citizens in developing countries need to achieve higher education. All of the areas connected with the Millennium Goals will require major increases in skilled personnel in medicine, governance, agronomy, education, engineering, public administration, the sciences, policy analysis and formulation, communications, architecture, etc. This is a task for universities, and other centres of tertiary education, in the developing world.

AHED's project is to support the improvement and extension of higher education for the achievement of the Millennium Development Goals. It aims to help strengthen those institutions of higher learning in developing countries that wish to improve their human capabilities to achieve their own general sustainable developmental imperatives.

The task is to be accomplished by tapping into the resources of faculty, staff, and administra-

tors throughout Canada (and other parts of the developed world), whether retired or still employed, who are looking for a way to contribute to the developing world. There are a number of different tasks in which they could participate:

- Faculty members could offer advice about introducing new courses and fields of study, and about setting up new departments, research institutes, and programmes of advanced study, including masters and doctoral programmes.
- Staff could offer assistance in non-academic activities in tertiary institutions, including alumni relations, registration, student services, etc.
- Administrators could offer advice about organization and assessment at the department, faculty, school, and institutional level.

AHED will be working closely with VSO-Canada*, which operates in 35 developing countries. VSO-Canada will provide the funds for AHED projects, including transportation and medical insurance for volunteers. It would also provide volunteers with the information necessary for them to succeed in their missions.

In recruiting potential volunteers, AHED would begin with Canada, but once established, broaden its search to other countries. Applicants would be first vetted by AHED and then go through VSO-Canada's vetting procedure. AHED would serve as a liaison between volunteer faculty, staff and administrators, and tertiary institutions in the developing world.

In addition, AHED would contact tertiary institutions in the developing world to determine their interest in having visitors, and vet the institutions to ensure that they were ready, willing, and able to receive visitors. Once AHED has determined that a project at an institution would be possible, it would submit the project to VSO-Canada for its approval.

The AHED-UPESED Board is a working Board, which currently consists of ten members.

- Steven Davis, chair of the Board, has a range of competencies, including founding and directing one of the major centres for applied ethics in Canada, the Centre on Values and Ethics at Carleton University.
- Michel Duquette is in the Political Science Department at the University of Montreal and specializes in Latin American economic and political development with a particular interest in sustainable development.
- Myron Echenberg is an historian of sub-Saharan Africa at McGill University, who has had wide experience and many contacts in the area.
- Arch Ritter is a development economist at Carleton University who has done research on East Africa and Latin American.
- Michael Maxwell is a retired historian who was Dean of Arts at McGill University.
- Bernard Schiff, a retired professor of psychology from the University of Toronto,

has extensive experience in working with charitable organizations.

- Carol Speirs is a retired professor of social work from McGill University who has experience in the developing world.
- JoAnn Perry is a professor of nursing at the University of British Columbia who specializes in geriatrics.
- Josiane Boulad-Ayoub holds the Chaire Unesco d'étude des fondements philosophiques de la justice et de la société démocratique au Canada, is the Vice-doyenne à la recherche de la Faculté des sciences humaines, and a professor of philosophy at the University of Quebec at Montreal.
- Katherine Orr is the Director of the International Health Office at the Dalhousie University Faculty of Medicine.

AHED-UPESED, although still in the formative stage, has begun exploring ways to raise funds for its activities. The members of the Board are committed to contributing funds on a yearly basis to ensure that the organization will have seed money to establish itself and attract additional funding. AHED-UPESED is now incorporated and has applied to receive charitable status.

For further information, please contact Steven Davis at sdavis@ahed-upesed.org

* VSO-Canada is the Canadian partner of Voluntary Service Overseas, an international development agency that works through volunteers.

Faculty Club News

Edith Zorychta

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Faculty Club members have worldwide privileges through the Association of College and University Clubs (ACUC). ACUC was founded in 1978 as the Association of Faculty Clubs, in order to enhance global awareness of the services provided by these Clubs in their roles as campus hosts—promoting collegiality, social interaction and enhanced communication

among members of academic and professional communities.

The Association links an international community of Clubs that function within many of the world's leading universities, and there are over 80 participants in North America. Most of the Clubs take part in the Association's Reciprocal Program, which promotes academic exchange

by providing Club facilities to members from other campuses. Before visiting another university, or traveling near another campus, check the ACUC website www.acuclubs.org for potential reciprocal benefits from a Faculty Club nearby. There are twelve other Faculty Clubs accessible within Canada alone.

All members of the McGill Faculty Club can obtain a card at no cost from our membership coordinator, granting them reciprocal privileges

News from Away

Deanna Cowan

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Negotiations at the **Université de Sherbrooke** have been difficult; a lockout was threatened for June 7, 2007 but an agreement in principle was reached at the last minute. See <http://www.usherbrooke.ca/srh/relations/syndicats/sppus/>

After several months of negotiations, Bishop's University Faculty Association recently voted 97.4% in favour of striking. FQPPU has sent a letter of support, calling the administration's proposals "totally unacceptable." See <http://www.caut.ca/apbu/index.htm> for details and updates.

The April 2007 issue of *SPUQInfo* outlines the views of the Professors' Union at the Université du Québec à Montréal about UQAM's recent financial and governance crises. See http://www.spuq.uqam.ca/documents/x_documents/139_spuq-info_255.pdf

The May 2007 issue of *Info-SPPUS* includes a cri de coeur from a young academic, despairing about the lack of daycare places at the U. de Sherbrooke; McGill is clearly not the only institution where this issue is a concern. See <http://www.usherbrooke.ca/sppus/info-sppus/vol27/n7/v27n7.pdf> (page 2)

Daycare (or lack thereof) is also featured in the May 2007 *Faculty Focus*, from UBC, see <http://www.facultyassociation.ubc.ca/newsletters/May2007.pdf>

elsewhere. The Manager will even help with special arrangements in advance. When visiting another Club, it is best to pay expenses on-site, rather than to request deductions from the McGill payroll—this will avoid delays in payment to the other Clubs, as well as avert the tax implications that vary throughout the network. We hope you will take advantage of this enjoyable feature, and wish you many safe and happy trips to other universities.

The faculty association websites of UBC, Simon Fraser University and University of Victoria, celebrate B.C.'s end of mandatory retirement.

- UBC: <http://www.facultyassociation.ubc.ca/news&events/retirement.htm>
- SFUFA information is at http://www.sfufa.ca/index.php?option=com_content&task=view&id=106&Itemid=2
- University of Victoria: <http://web.uvic.ca/facassn/May07News.pdf>

The 2007 recipient of CAUT's Distinguished Academic Award is Chad Gaffield, from the Department of History, University of Ottawa.

McGill's Professional Development Fund is very welcome. To compare it with a few other universities' funds, see the following:

- McMaster: current amount <http://www.mcmaster.ca/mufa/pda.html> and policies <http://www.mcmaster.ca/bms/policy/finance/pda.htm>
- University of Western Ontario: <http://www.uwofa.ca/ca06-10/FAQ-PER.pdf>
- University of Toronto: <http://www.utfa.org/PERA%2006.pdf>
- University of Alberta: <http://www.hrs.ualberta.ca/index.aspx?Page=205>

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