

**PRESIDENT’S MESSAGE**

The Federation has remained busy since my last message, in the January, 2002 issue of the **Bulletin**, and there have been a number of positive developments. Since then, the Federation has attracted considerable media coverage. [See page 2 for more details. – Ed.] Also, our lobbying and public relations efforts are, we feel, continuing to show significant results.

In 1997 we co-produced an informational video and materials package, “**At The Doorstep Of The 21<sup>st</sup> Century**”, which was later widely circulated to government members and their senior staff, the media, and other opinion leaders throughout New Brunswick. Contained in the

**NOTICE OF ANNUAL  
PLENARY SESSION  
AND GENERAL  
MEETING**

**The Annual Plenary Session and General Meeting of the Federation of New Brunswick Faculty Associations will be held this year on May 9 and 10, 2002 in Holy Cross House, room 101, on the Campus of St. Thomas University.**

**The Annual Plenary Session will commence at 2:30 p.m. on May 9 and the Annual General Meeting will commence at 9:00 a.m. on May 10.**

package was the prediction that, between 1992 and 2000, the number of jobs in New Brunswick requiring more than 12 years of education would increase from 43% to 68%, and that this trend would continue. It was heartening, therefore, that in the 10-year Plan “**Greater Opportunity: New Brunswick’s Prosperity Plan**” recently released by the Lord government, it is acknowledged that

“... it is predicted that in less than five years, more than 80% of all new jobs created worldwide will require at least two years of post-secondary education or training ...” (Page 18)

and that the support of post-secondary education – and particularly of the universities’ teaching and research functions – figure prominently in the plan.

We also believe that the establishment of the \$15 Million fund announced in the last provincial Budget, to be allocated solely to university infrastructure projects, can be attributed to a large extent to our lobbying efforts. Over the last several years, the Federation has spoken frequently with government about the issues of deferred maintenance and the obsolescence of our physical facilities.

On your behalf, the Executive Director and I met with Andy

Scott, MP in Fredericton on January 22 last. He promised his support for the CAUT-sponsored “**Post Secondary Education Act**”, the draft of which proposes minimum national funding standards and stability in university funding, similar to that now found in the **Canada Health Act**.

On January 23, the Executive Director met with Senior Policy Analysts **Pascal Robichaud** and **Richard Wiggers** to follow up on his December 12, 2001 meeting with them to discuss the “Lansbridge University” issue. No formal announcements on the future of government support for that entity have yet been made, but things seem to be moving in a positive direction, from the Federation’s point of view.

Late in the Fall term of 2001, we circulated a questionnaire dealing with the workload of faculty in New Brunswick. I wish to thank the many of our colleagues who

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## New Initiatives from the Communications Committee

The Communications Committee has been extremely busy since the last Bulletin, continuing to promote the FNBFA website in addition to working on two new initiatives. The first of these new initiatives was the development of a portfolio of newspaper articles that the Federation has had published over the last two years. This has been sent to all MLA's as well as radio and television stations, newspapers, and Home and School associations. The idea is to remind the MLA's of our concerns; to demonstrate the breadth of our knowledge and the quality of our submissions to the print and broadcast media, to encourage them to regard the Federation as a source of informed interviews; and to let the parents' groups know that we are willing and able to become guest speakers at any of their forums and conferences.

The second initiative was the design and distribution of the FNBFA bookmark. The idea came to us from CAFA (the Confederation of Alberta Faculty Associations). CAFA launched a bookmark campaign last year and distributed the bookmark to Alberta MLA's and other opinion leaders. They received nothing but positive feedback. In light of their success, the FNBFA Communications Committee decided to launch its own bookmark campaign. However, we decided to couple it with the mailing of the portfolio to give it more impact. Our bookmark (inserted in this issue of the **Bulletin**) was designed to send three distinct messages:

- 1) That all people who show the necessary ability should have access to a post-secondary education because, as the bookmark states: *knowledge is power*.
- 2) That the power of knowledge can be obtained from within the walls of the institutions listed on the bookmark.
- 3) That the faculty associations within these institutions of power speak with one voice as equal members of FNBFA.

We hope that our efforts prove to be as successful as those of our sister association in Alberta.

Ian H. Fraser,  
Chair, Communications Committee.

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## Website Update

In January's **Bulletin** the communications committee announced that the average number of hits on the FNBFA web site was **3,579**. We are pleased to report that the average number of hits for the months of January, February and March is **6,256**, an overall increase of **74.8%**! It appears that some of the initiatives launched over the last couple of months may be having an impact.

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## More and More Press

Since the last **Bulletin** the Federation has been very prominent in the news media. During the days surrounding the CAUT Public Forum on Postsecondary Education our Executive Director, Desmond Morley, was interviewed on CBC Radio's "Information Morning", and was quoted extensively in the Daily Gleaner. The interview with the Gleaner staff writer was then sent over the wire and was picked up by papers in Calgary, Hamilton, North Bay and St. John's (the wire can be viewed on the web site). Desmond was then interviewed the following day by the CBC Radio afternoon show in St. John's, Newfoundland.

The Federation also has had 5 articles printed since the last **Bulletin**: **Ambitious Growth Plan Lacks Funds**, by Desmond Morley, in the Readers' Forum section of the Telegraph Journal; **Initiatives Should**

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**Keep More Parents Plugged In and System Should Work With - Not Against - Bereaved Parents**, by Desmond Morley, as a member of its provincial Editorial Board; a “letter to the editor” from the President, in the Vancouver Sun, entitled **Education Will Suffer**, concerning the introduction of Bill 28, and a “letter to the editor” from the Communications Chair, in the Telegraph Journal, concerning the \$2.8 Million granted to Atlantic Baptist College. If you are interested in reading any of these articles they can be found in either the “Activities” or “Desmond’s Editorial Page” sections on the FNBFA web site at [www.fnbfa.ca](http://www.fnbfa.ca)

## FEDERATION TO HONOUR GEORGE P. SEMELUK

The Executive is pleased to announce that the Board has voted unanimously to award the Federation’s prestigious **Prix Nicole Raymond Award** for 2002 to one of its founding members, Prof. George P. Semeluk (Chemistry, UNB – ret’d).

The presentation of the award to Prof. Semeluk will be made at the Federation’s Annual Plenary Session on May 9, to be held in conjunction with the Annual General Meeting proceedings, which will be convened this year on May 9 and 10 in Room 101 of the Holy Cross Building on the campus of St. Thomas University.

Prof. Semeluk’s former faculty colleagues and fellow members of the FNBFA Board (and its predecessor Council) are warmly encouraged to attend.

## FEDERATION JOINS ADVISORY COMMITTEE

In May, 2001 the Lord government published its **Response to the Report of the Working Group on Accessibility to Post-Secondary Education in New Brunswick**. This document contained, among others, a commitment to “*develop a promotional strategy to encourage students to pursue their studies at the post-secondary education level*”, and to develop a comprehensive post-secondary education web-site.

**This commitment to large-scale promotion of post-secondary education was a direct result of the Federation’s production, in 1997, of the (relatively modest, by comparison) informational video package “At The Doorstep of the 21<sup>st</sup> Century” which was distributed to high schools through the New Brunswick Department of Education, and of the interest it had generated in the Post-secondary Affairs Branch of the Department.**

Consequently, we are pleased to report that the Federation has been invited to sit on the External Advisory Committee which will advise the Department on the implementation of the planned promotional strategy, and will help to identify appropriate target audiences. The Executive Director, Desmond Morley, will be the Federation’s representative on the Advisory Committee.

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took the time to participate in this survey, for both their factual responses and their constructive criticisms and suggestions concerning how the information-gathering process could be improved. An outline of the results of this survey appears elsewhere in this issue of the **Bulletin**. [See below **Ed.**]

Claude Dionne  
President

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## FACULTY WORKLOAD QUESTIONNAIRE

The “Comments” section of the questionnaire circulated to our colleagues during the 2001 Fall term has yielded a cornucopia of important, and sometimes disturbing, information on the day-to-day concerns of faculty. Among their concerns – not necessarily in order of importance – are the following:

-New faculty want a more balanced workload, with less time spent teaching and more opportunities to conduct research. In the “publish or perish” environment in which a Ph.D. is rapidly becoming *de rigueur*, we cannot blame them. As many of them pointed out, it is at the beginning of their careers that they experience the greatest need to perform research, in order to establish themselves with the granting councils which will determine how much research funding they will receive over the long term.

-Perhaps not surprisingly, the “service to the community” component of their workload (19% for anglophones, 20% for francophones) was hardly addressed in the respondents’ comments – and then only in positive terms. Generally speaking, faculty seem to accept this aspect of their workload with equanimity and dedication. They perform these duties without complaint, even though they already are otherwise obliged to put in long hours.

-Our colleagues are almost unanimous in their insistence that there is no “average” work week for them. Their duties, they say, are so diverse that to try to synthesize individual “averages” would be a travesty.

-The element of supervision in faculty members’ teaching duties has grown exponentially with the introduction of “co-operative education” into an increasing number of programmes. There has, of course, been a burgeoning trend towards this instructional modality in many fields in which more traditional pedagogical methods have, until recently, been prevalent.

-Increased class sizes, and the advent and expanding use of electronic communication (“e-mail”) have created new and unforeseeable demands on faculty members’ time. Students send e-mail correspondence to their professors at all hours of the day and night, and even on weekends, and in many cases feel slighted when they have not received a reply by early the following day. This relatively recent phenomenon, consequently, has burdened our colleagues additionally in two ways: by forcing them to find the time, in addition to regular office hours set aside for after-class interaction with students, to respond to their e-mail; and by subjecting them to the pressure of responding to student communications of this nature with the urgency which is implicit in the method of their delivery.

-Frustration abounds as governments and university administrations continue to embrace “cutting-edge technologies” and “innovation” as the cost-and-labour saving panacea for the universities’ capacity problems; while the reality is that e-mail backlogs and additional supervision time have increased the teaching-related workload to the breaking point.

-There also appears to be a growing amount of administrative work required of faculty members. This, in

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combination with the foregoing, is seriously encroaching upon the discretionary time our colleagues in many disciplines – particularly the newer members – have left for themselves. The situation was summed up best, perhaps, in the words of one of the respondents:

“As a young faculty member, I have to say that the current workload is extremely unfair. In conversation with many of the younger faculty, I have come to realize we are all beginning to look at other employment opportunities. If the workload continues in this fashion, I expect [my university] will have a severe faculty-retention issue.”

The foregoing is reinforced by the comment of another faculty member, who stated:

“...I’ve had little research time, [though] the research aspect is why I entered the academy”.

Overall, the workload situations in the respective anglophone and francophone university environments are virtually identical. Francophone faculty members report an average 63.2 hour work week, anglophone faculty an average 66.2 hour work week. [More details in next article – Ed.]

Owing to the growing faculty shortages caused by the recent and ongoing wave of “Baby Boomers” reaching retirement age, this province’s university community has been concerned that we will be unable to attract “the best and the brightest” to New Brunswick. Obviously, this is going to be an increasingly difficult task if faculty workloads remain as they are.

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## RESULTS AND COMMENTS ON THE WORKLOAD

Last Fall, we circulated 1,350 questionnaires and we received 174 replies. Of this number, two were rejected, which gives us a total return of 12.7%. This total is generally acceptable for this kind of self-administered questionnaire. The presentation of the results is based on the interpretation of certain descriptive statistics.

For the purpose of our analysis, the respondents were classed into four categories : francophone professors; anglophone professors; and both anglophone and francophone teaching assistants and librarians (six of each in each group). The following chart illustrates the breakdown of the participants .

Chart 1.0  
Breakdown of participants.

Anglophone professor	Francophone professor	TA	Librarians	Total (valid participants)
109 (63%)	46 (27%)	5 (3%)	12 (7%)	172

The questionnaire, designed to obtain as much information as possible on faculty workload, was divided into four parts. The first touched on diverse facets of teaching; the second on research-related activities as well as identifying sources of funding; the third concentrated on professional activities; and the fourth section was strictly for librarians. In the latter group several of the respondents indicated that they participated in some teaching and research.

In the anglophone faculty group, the hours required to teach, perform research, and other activities

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amount to an average workweek of 66.2 hours. Of this total, 38.2 hours are devoted to actual teaching, 15.6 hours are dedicated to research, and 12.4 hours are spent performing community service.

The following chart discloses some of the data obtained. It should be noted that we have included some additional statistical values in order to substantiate the averages received; because very often, in this type of self-administered survey, the respondents who participate tend to be those who are subjected to the most extreme experiences. However, faculty members who stated maximum hours took care to note the number of hours worked while teaching and doing professional activities in order to justify the amount of hours indicated for each task on the survey.

## Chart 2.0

Distribution of hours in a typical work week based on the number of hours in teaching-related activities of anglophone faculty (N=109).

	Teaching	Research	Professional Activity	Total
Average	38.2	15.6	12.4	66.2
Variation	14.1	13.0	10.5	—
Median	38	13	9	60
Minimum	9.5	0.5	1.5	—
Maximum	71	48	71	—

In all, we have determined that 58% of the hours are consumed with teaching-related activities, almost 24% of the weekly hours are dedicated to research-related activities, and the remaining 18% are used for other professional activities.

For francophone faculty members, 63.2 hours per week are required for teaching-related activities, research-related activities and for other professional activities. Of this amount, 36 hours are used for teaching-related activities, 14.6 hours are devoted to research-related activities, and 12.6 hours are spent on other professional activities.

Thus, for francophone faculty members the allocation of work is more or less the same as for anglophones. Teaching-related activities occupy 57% of weekly hours, research-related and other activities take up 23%, and community service 20%.

## Chart 3.0

Distribution of hours in a typical work week based on the number of hours in teaching-related activities of francophone faculty (N=46).

	Teaching	Research	Service	Total
Average	36.0	14.6	12.6	63.2
Variation	15.0	10.4	8.0	—
Median	34	12.7	10.2	57
Minimum	10	1	2	—
Maximum	74	40.5	42	—

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There is also among the respondents a category of members that are unique to anglophone universities - i.e Teaching assistants - who assume generally teaching-related activities and sometimes, research-related activities. However, we will summarise the hours these respondents dedicate to teaching and research-related activities. We realise that these individuals, whose function is to teach or assist other professors as well as supervise and prepare laboratory assignments, work an average of 49 hours per week.

Chart 4.0

Distribution of hours in a typical week based on number of hours in teaching-related activities for the Teaching Assistant (N=5).

	Teaching	Service	Total
Average	45.4	4	49.5
Variation	13.0	2.1	—
Median	43	3.7	—
Minimum	30.5	2	—
Maximum	67.7	7	—

In the survey on workload, we also were interested in the work of librarians. While a section was dedicated to their regular work activities, several respondents indicated that they participated actively to other areas of professional services.

Consequently, librarians dedicate an average of 40.9 hours to their main activities and 7.8 hours to other professional activities for an average workweek of 48.7 hours.

In addition, some librarians indicated that they also performed teaching-related tasks and research-related activities on top of their normal activities. While there is only a small number of librarians who participate in teaching-related and research-related activities, we gather that those who take part in teaching-related activities dedicate an average of 3 hours per week to this activity, while those who engage in research-related activities devote at least 4.4 hours per week to this latter activity.

Thus, to obtain a more accurate picture of the librarians' workload in teaching-related activities, we must add another 3 hours to their workweek; and for those who do research-related activities, another 4.4 hours must be added to their workload. This gives a normal workweek, for librarians who also take part in other professional activities, from 48.7 to 56.1 hours per week.

Chart 5.0

Distribution of hours in a typical work week based on the number of hours in workload for librarians (N=12).

Total	Tasks and activities for librarians		Service
Average	40.9	7.8	48.7
Variation	20.5	4.7	—
Median	34	7	—
Minimum	18.5	2.5	—
Maximum	87.5	17	—

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What must we conclude in tabulating these results?

At the beginning of this survey we had certain apprehensions as to how high the average number of hours worked would be among faculty. We were also aware of the dissatisfaction that existed with faculty workload in our universities. The results of this survey, combined with the comments summarised in Mr. Morley's article, permit us to reach certain conclusions.

We realise that futurists like Kahn and Tofler probably erred in their predictions of the impact of new technology on professional life and distribution of hours between work and leisure. Is it realistic to work more than 60 hours a week, very often as a result of merely attempting to remain afloat and establish one's career, and maintain a rhythm thereafter?

It seems evident that the deterioration of working conditions in our universities, following numerous funding cuts, means that those interested in pursuing a university career must dedicate a larger number of hours to their work. This does not bode well for our universities, or motivate those who are just starting their faculty careers.

Will it be possible to find people to fill the vacancies which will occur in the next 20 years? Can we expect young academics to go into debt to obtain a doctoral degree? Will it be possible to persuade them to complete their graduate studies with a debt equivalent to a mortgage? Will it be possible to convince these young graduates to work more than 60 hours a week for salaries of less than \$50,000 per year, while maintaining excellence in teaching, research and professional activities?

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**Your Opinions are Welcomed**

A special invitation is extended to those members of local associations who are interested in commenting upon university life in general. Readers are invited to send their opinions and/or comments, in writing, to the address above.

*Opinions expressed in the Bulletin are not necessarily those of the Executive and/or Board of FNBFA/FAPPUNB*