# unbc fa Newsletter

University of Northern BC Faculty Association 2018 #01

***The Upper Fraser near Penny.*** **Photo: Darwyn Coxson**

## A MESSAGE FROM THE PRESIDENT

*Stephen Rader, President UNBC-FA*
*Professor, Chemistry*

For those who don't know, I have just returned from a half-sabbatical (in Berlin) and have resumed the presidency of your Faculty Association. It is both distressing and encouraging to discover that my presence is absolutely dispensable for the smooth functioning of the Association and the university. That is due in large part to Matt Reid, in whose enormous debt I will long remain, who served as Acting President during my absence. Thank you, also, to Donna Sindaco, Paul Sanborn, other members of the Executive Committee, and colleagues around the university for pulling harder in my absence.

The pleasing equilibrium of sabbatical ended with a shock for me when I realized that a year from now we will be heading back into contract negotiations with our employer. I am heartened, however, by steps the Administration is taking to address the most serious concern from the last several rounds, namely our salaries. Fortunately, we have some time still before we need to think about negotiations. Starting in the autumn, we will move into full consultation and preparation mode, to which we will devote many column-centimeters of the newsletter.

This issue of the newsletter is focused on various aspects of our working environment. Matt Reid explains our position on Respect in the Workplace policies. Jacqueline Holler reflects on the costs in time and emotional well-being of our work as therapists for our students and colleagues. Michael Conlon from CUFA-BC provides a province-wide perspective on university workload and its ramifications for equity. Paul Sanborn explains what shadow work is and how it impacts our ability to do our real jobs. We have an article highlighting the plight of Contract Academic Staff and the unwillingness of Administrations to protect the rights and dignity of these colleagues. And finally, we provide some reflections on the involuntary disappearance of our Dispute Resolution Officer position and how the Administration is currently attempting to manage workplace conflict.

I hope this finds you still rested from the break and looking forward to another year of doing what only you can do: teaching your students, pursuing your scholarship, and keeping UNBC vibrant and active for another year.

## FA Executive July 1, 2017 – June 30, 2019

| | |
|---|---|
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## RESPECTFUL WORKPLACE POLICIES IN THE UNIVERSITY CONTEXT

*Matt Reid, Vice President UNBC-FA*
*Professor, Physics*

Wouldn't it be nice to come to work and be guaranteed that every conversation you have will be courteous and respectful, that no conversations you have with others would offend you, and that you would not be offending others with your points of view? Perhaps we could put into force a policy at UNBC that would punish those whose words and actions deviate from this ideal. Indeed, this is what many organizations attempt to do by introducing respectful workplace policies.

It is important to recognize that while it may be tempting to embrace such a policy in search of the ideal, it really has no place in employer policy, and certainly not at a university where academic freedom empowers academics to pursue lines of inquiry contrary to current lines of thought without fear of discipline from the Employer. Employer policies generally deal with ensuring that operations comply with the law, and other working conditions are generally negotiated in collective agreements. Take, for example, the harassment and discrimination policy at UNBC, which addresses the need to be compliant with the BC Human Rights Code [1]. Similarly, there is a requirement to be compliant with the BC Workers Compensation Act [2] which places a legal responsibility on the employer to maintain a workplace free of bullying. In this respect, it would make sense to develop a policy to maintain compliance with the legislation. However, because of the subjective nature of what constitutes bullying, it is becoming more common for organizations to adopt "respectful workplace policies" in order to ensure they meet their legal obligations by placing constraints on behaviour that far exceed what is required by law. This is particularly problematic in the university environment, as such policies can severely restrict academic freedom.

As an example, there was a recent case at Capilano University [3]. The university was projecting a $1.3M shortfall, and so prepared a budget for the 2013-2014 academic year to deal with the deficit, which included the closure of several programs. The closures were announced only three days before the end of the term and two weeks before the Board of Governors was to vote on the matter. There were a number of serious concerns raised over the handling of program closures, including a lack of consultation with the Senate. There were protests by students and faculty concerning the handling of the deficit and impending program closures. At the same time, there was a concerted effort on the part of the Administration to shut down the protests. A colleague suggested that George Rammell, a Studio Art Instructor, create an artistic expression of student and faculty displeasure with administrative direction. Professor Rammell, also dismayed by the Administration's actions, created a caricature sculpture of the University President, Kris Bulcroft, holding her dog and draped in an American flag. The sculpture was titled *Blathering on in Krisendom*. The administration reacted, and the Board chair had the sculpture removed from Professor Rammell's studio and cut into small pieces. Justification for these actions was based on Capilano's *Harassment* Policy and *Respectful Learning and Working Environment Statement*. It was later found that the artistic expression was not a form of harassment and that the removal violated Professor Rammel's academic freedom. The remaining pieces of the sculpture were eventually given back to Professor Rammel, and the fiasco was attributed to Administration's overly broad interpretation of personal harassment in the respectful workplace policy, which ultimately infringed on the Academic Freedom of Professor Rammel [3].

***Professor Rammel with his sculpture after its return.***
http://www.nsnews.com/news/art-in-capilano-university-censorship-saga-returned-1.1194878

In British Columbia, universities have harassment and discrimination policies which were born out of the BC Human Rights Code. More recent changes to the BC Workers' Compensation Act to protect workers against bullying in the workplace have created a mix of responses in university policy.

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This is true in all of the western provinces (with the exception of Alberta which is presently considering adopting such legislation). Three basic models have been adopted in the university context: (i) stand-alone anti-bullying policies, (ii) separate anti-bullying and respectful workplace policies, and (iii) anti-bullying policies with a respectful workplace component.

I would argue that (iii) is particularly problematic as it elevates the status of disrespectful behaviour to something larger that is already governed by legislation. This is particularly true where institutions have adopted a single policy to deal with harassment, discrimination, bullying, and a respectful workplace. Such policies set all of the behaviours on the same footing. Further, I would argue that (ii) is not appropriate in the university context as the respectful workplace policy too easily infringes on academic freedom, as was seen at Capilano University. Further, it is my opinion that because respectful workplace policy is not required in legislation, the way to introduce principles that govern working conditions, and especially those that can lead to discipline, is through the collective bargaining process. It is for this reason that we have language in our Collective Agreement around discipline, investigations and indeed, academic freedom. In this way, and should it become necessary, clear standards can be developed to deal with the subjectivity of "respect."

The UNBC FA is currently in a consultation phase with the Administration on a draft policy related to the BC Worker's Compensation Act around bullying in the workplace. Because such a policy affects everyone who works at UNBC, I felt it appropriate to provide some background to all of you as the consultation phase with the FA is ongoing. The information provided here was gathered for a panel session that I delivered at the Western Regional Conference we hosted in October [4], and is in line with the view of associations in Western Canada, where the general consensus is that respectful workplace policies should be avoided in the university context.

To conclude, I would like to emphasize that in reviewing the respectful workplace policies at universities in Western Canada, there are examples where "sarcasm" and "tone" become subject to discipline. This would mean that my opening paragraph could set me up for disciplinary action under such a policy, highlighting the dangers of implementing respectful workplace policies without due diligence.

Notes

[1] http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

[2]http://www.bclaws.ca/Recon/document/ID/freeside/96492_00

[3] J. Brown and T. Van Steinburg, *Report of the Ad Hoc Investigatory Committee On the Seizure & Dismantling of Blather on in Krisendom, a Satirical Sculpture by George Rammell, Department of Studio Art, Capliano University.* Canadian Association of University Teachers (2015).

[4] M. Reid, "Respect in the Workplace Policies," Western Regional Conference, Prince George, Oct. 13, 2017.

***Winter sunset over UNBC**. Photo: Dezene Huber*

## PROFESSORS AS THERAPISTS: Emotional Labour in Academia

*Jacqueline Holler, Past President UNBC-FA*
*Associate Professor, History*

"I wasn't trained for this." That might be a reasonable response to some of the student concerns we now deal with as faculty members—no matter how much we care about our students.

Professors have always been mentors, of course, both to students and to other faculty; academic mentoring has always included a certain amount of what might be described as "life advice." In the ancient times when many of us were students, however, such counsel was relatively dry and infrequently dispensed. Today, in contrast, many faculty deal with student concerns that are both acute and intensely personal, ranging from stress

and anxiety to revelations of personal trauma, economic crisis, criminal victimization, and severe mental illness.

One would hardly wish to romanticize the "good old days" when such personal burdens were carried in silence (and, often, deep shame). To a great extent, faculty themselves still live in that world. Though professors are at least as likely as members of the general population to experience mental illness, most keep their own troubles close to their chests. Building a "culture of access" (Pryal, 2017) for faculty members is proving difficult indeed.

Although academia is still relatively intolerant of mental illness among faculty (see Michael Conlon's article below), increased openness and institutional accessibility have increased the number of students with mental disabilities. This is occurring at the same time as the general prevalence of these disabilities (notably, anxiety and depression) appears to be increasing. At most institutions, counselling services have been unable to keep up. And at many institutions, students seek out faculty support along with or even instead of counselling support because of prior relationships with faculty, trust, or even fear of the stigma of accessing formal counselling.

But there are serious concerns with the "professor as therapist" model. First, most of us are neither trained nor competent in personal counselling and feel hopelessly out of our depth when dealing with students' personal revelations. Second, in a time of increased faculty workload and stress, the time and emotional demands of supporting students can be substantial.

Such work can be understood as "emotional labour"—that is, as a form of work that involves managing one's own emotions and/or producing and regulating emotional states in others (Hochschild, 1983). In academia, such work is largely unrecognized by administration, even as universities move ever closer to a service model more typical of the service industries in which Hochschild first identified emotional labour.

Not surprisingly, student-related emotional labour in the academy is unevenly distributed and experienced. Academic discipline affects it for obvious reasons. Social Work faculty who teach about historical and personal trauma, for example, are more likely to receive trauma-related disclosures. Faculty in some disciplines might go through their entire careers without receiving disclosures related to sexual assault, but such disclosures are relatively commonplace experiences for Gender Studies faculty. Racialized and immigrant faculty may also face added burdens to mentor and support racialized and immigrant students; given the relatively small numbers of such faculty, the additional workload can be significant.

The additional emotional labour performed by women (in general and in the academy) has been documented for several decades now (see, e.g., Bellas, 1999). In the case of students, women's general tendency to perform more emotional labour is increased by students' tendency to *demand* more such labour from female professors. An interesting American study released this month found that female professors "may have different, and more time consuming, interactions with students than their male counterparts," including standard work demands and requests for special favours (El-Alayli, Hansen-Brown, and Ceynar, 2018).

The weight of emotional labour in academia is significant and growing. What's more, the burden is increased by the generally low valuation of such labour by administrators (and many colleagues). Every academic knows the relative ranking of an hour spent in the lab versus an hour spent with a weeping student. Any "solution" to the problem of growing emotional labour has to take into account not only how *much* work academics are being asked to do, but the value we place on the various domains of academic work. There are no easy answers, but discussing the issue of emotional labour with colleagues is a starting point for change.

**References**

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Hochschild, Arlie. *The Managed Heart: Commercialization of Human Feeling.* University of California Press, 1983.

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https://www.chronicle.com/article/On-FacultyMental-Illness/242081

***The January ice forest**. Photo: Jacqueline Holler*

## BAGGING YOUR OWN GROCERIES IN ACADEMIA: "Shadow Work"

*Paul Sanborn*
*Associate Professor, Ecosystem Science & Management*

Two hours in the life….

Frustrated by a new computer program, you seek help at the software company's web site, which sends you to an online forum where users exchange questions and solutions.
Then you catch up on email, deleting some repeat requests from hotels and car rental firms to evaluate your experience with their services on a recent trip. ("This survey will take just two minutes!")

But this reminds you that you've got to plan an upcoming trip, so you stay online to book flights and hotel rooms.

And there's also a message from your employer's research office, reminding you to sign up for training on a new online management system for tracking grants. (You delete the message, because you're not planning to submit a proposal for several months, by which time you'd have forgotten how to use this new system.)

To print your new trip itinerary, you walk across the hall to get to the printer. It's now after-hours, so you need to open an electronic door-lock controlled by your employee ID card. You fumble with the tiny keypad, and eventually the door unlocks. (This new, expensive-looking access system was installed after some attempted break-ins, but you wonder if your employer ever considered the option of hiring another security guard.)

You use the same card to activate the printer, but as happens about 1/3 of the time, you need multiple tries before your card is accepted. (This new system allows you to assign printing costs to individual accounts, but with the small amounts that you do, it's hardly worth the bother.)

And you have to get out the card again to re-enter your office corridor.

***Common redpoll.** Photo: Ted Binnema*

Then you remember that you have to order some supplies for your lab. But the online requisitioning system is so opaque and non-intuitive that you usually need someone in Purchasing to walk you through the process over the phone. (Fortunately, she is very patient!) So you put this chore off to tomorrow.

Tired after a long day, you head home, stopping at a grocery store where you have to bag your own purchases. (You bypass the automated checkouts after finding that these took twice as long as having an experienced clerk do the job.)

Afterwards, you notice that your car is running low on fuel, so you stop at a service station where you pump your own gas. (You vaguely recall that someone once did this for you, or if you had the choice of opting for a self-serve lane, you'd save $0.05 per litre. Now the station is totally self-serve.)

These vignettes – all taken from my recent experiences – provide examples of "shadow work". The term was coined by Ivan Illich in his 1981 book by the same name, and he meant it to include all unpaid work performed in a wage economy. More recently, it has been revived in journalism, as in a 2011 *New York Times* article[1] and a spin-off book[2] which expanded it to include activities that creep into "one's salaried job in the form of new tasks covertly added to one's responsibilities".

Certainly, some of these arrangements do give us the feeling of being more in charge of the details of daily life. More often, though, we're just saving money for our employers or the vendors of goods and services. In the process, the accumulation of new little tasks – many of which we do rather poorly because we do them infrequently – amps up the feeling of time pressure and, more insidiously, further blurs the boundary between work and personal life.

Like the proverbial boiling frog, we tend to miss this incremental creep, and it takes a real effort to step back and become aware of the many ways in which the mechanics of life and work have shifted in recent decades.

In the academic world, this trend has been noticed. One month after the 2011 *NYT* article, the *Chronicle of Higher Education*[3] asked readers to send in shadow work examples of their own. The comments make entertaining (and sobering) reading.

So far, Cornell University stands out as an institution attempting to address the creep of shadow work. Late in 2016, a high-level working group on bureaucracy reduction was appointed, and its mandate included some sensible-sounding projects. For example, its evaluation of a new travel system would explicitly consider impacts on faculty and staff time.[4]

This initiative followed a refreshingly frank "Report of the College of Arts and Sciences Committee on Streamlining Research Administration"[5] which noted that:

Growth in bureaucracy is an incremental process, akin to adding bricks to a wall. Each brick is just a tiny increase in the wall and is justified by well-intentioned motivations. The **cumulative** effect, however, is a daunting obstacle that severely impedes the ability to move forward [*emphasis mine*].

Here at UNBC, we already have a significant research capacity for understanding how our cumulative actions in resource extraction shape the landscape around us.[6] Surely it's no great leap to apply the same skills for recognizing cumulative effects to improving our institution and our working lives.

**Sources**

[1] http://www.nytimes.com/2011/10/30/opinion/sunday/our-unpaid-extra-shadow-work.html

[2] C. Lambert. 2016. *Shadow Work: The Unpaid, Unseen Jobs That Fill Your Day*. Counterpoint Press, Berkeley. 208 p.

[3] https://www.chronicle.com/blogs/profhacker/the-shadowy-work-side-of-academia/37155

[4] http://theuniversityfaculty.cornell.edu/news/bureaucracy-reduction/

[5] https://blogs.cornell.edu/deanoffaculty/files/2016/11/Streamlining-Administration-1x4k5pj.pdf

[6] https://www.unbc.ca/cumulative-impacts/research

## MANAGING WORKLOAD AND COMMITTING TO EQUITY

*Michael Conlon, Executive Director*
*Confederation of University Faculty Associations of BC*

Managing workload is a perennial challenge for faculty in British Columbia. Faculty at BC's research universities are constantly juggling the demands of teaching, graduate student supervision, committee and service work, and, of course, the ongoing pressure to generate nationally and internationally competitive research. While the public perception of faculty often focuses on the flexible work conditions, job security, and relatively secure pensions, the reality is that faculty at research universities burn out at an alarming rate. This reality is borne out by the substantial increase in faculty on Long Term Disability (LTD) as a result of stress, depression, and other mental health challenges. Almost all of our members have seen premium increases in their LTD plans as a result of increased claims, primarily in the realm of mental

health. While universities have taken significant steps to address the burgeoning challenge of depression and mental health amongst students, they remain behind the curve in being proactive when it comes to the burnout, workload, and mental health risks facing faculty.

It is also important to note the equity implications of faculty workload. It is well documented that many female faculty find that starting a family hinders their path to tenure and promotion. While there has been some acknowledgement by university administrations of the gendered nature of workload and the impact of maternity leaves on career track, the fact remains that in the ultra-competitive world of research little allowance is made for the realities and responsibilities of childcare. Women still do the majority of unpaid work in most households and that is not properly accounted for in any workplace. In addition, female faculty continue to be underrepresented in the professoriate. Despite modest gains in recent years, fewer than 35% of tenured faculty members at BC research universities are female. Recent equity settlements at UNBC, UBC and SFU also finally acknowledge the wage gap that still persists for female faculty. Clearly more work needs to be done, and a vital first step is addressing the issues of workload, work-life balance, and the health and well-being of all faculty.

When addressing workload, a second important equity concern is the paradoxical dilemma Indigenous faculty face as universities move to become more inclusive. As universities increase the hiring of Indigenous faculty, they are also increasingly asking those same faculty to bring an indigenous perspective to almost every university committee. While this is, undoubtedly, a welcome development, it is having the unintended consequence of making Indigenous faculty and other scholars from equity-seeking groups more susceptible to burnout. The risk is particularly acute for Indigenous faculty; as Indigenous voices emerge in the academy and institutions attempts to include those voices, many Indigenous scholars are simply overburdened with internal and external committee appointments. In addition, when addressing workload, it is important to acknowledge the weight of colonial history and abuse that an appallingly high number of Aboriginal scholars have suffered. These challenges and this history are not easily addressed; nor are they captured by the merciless academic market and the still-pervasive 'publish or perish' model that drives research universities. As the academy evolves and strives to become more inclusive, it must also be responsive to the challenges that come with a genuine commitment to equity and reconciliation.

***The January ice forest**. Photo: Jacqueline Holler*

So what is to be done? At a fundamental level, we must press university administrations to translate their rhetorical commitment to equity and the health and well-being of faculty into collective bargaining commitments. Here are a series of pragmatic suggestions for addressing the challenges of workload:

- Expand and consolidate maternity and paternity leaves to allow faculty with families the opportunity to balance career responsibilities with the realities of childcare.
- Recognize the structural societal and historical barriers facing Indigenous faculty in making hiring, promotion, and tenure decisions. Recognize Indigenous knowledge and the onerous service responsibilities that most indigenous faculty carry - both within and outside of the academy.
- Ensure that teaching loads are developed collegially and equitably to take into account a broad range of factors.
- Properly recognize and reward the committee and other service work of faculty -- including serving on their faculty union.
- Expand coverage for mental health counselling in the extended health benefits available to faculty.

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Consolidating these initiatives through the bargaining process would signify a real commitment to addressing workload for all faculty. Initiatives such as these would also go a long way in demonstrating that universities understand the subtle link between workload and meaningful equity in the academy.

***Save the date for this timely presentation!***

## Producing Anxiety in the Neoliberal University

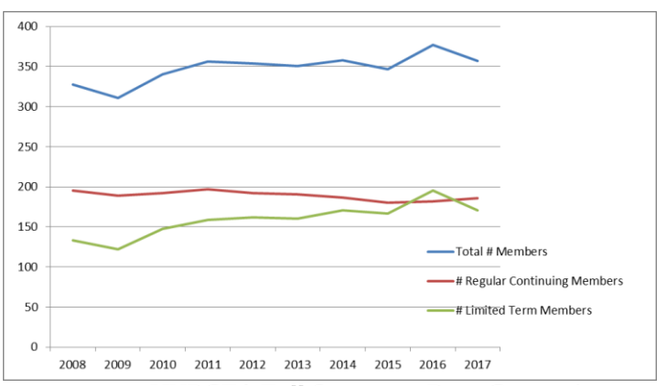
**Lawrence Berg, Professor of Geography**
**University of British Columbia**

**Hosted by Graduate Student Conference/Global Fridays**
**23 February 2018 12—130 Bentley Centre**

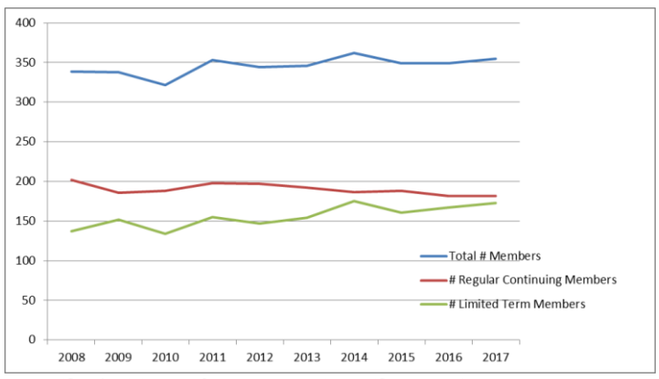
## IMPACT OF CASUALIZATION OF THE ACADEMY

*Anonymous*

Currently ~50% of the members of the UNBC-FA are contract academic staff (CAS); as such, many of your colleagues count as precarious labour. This figure is not unusual within the wider context of Canadian higher education institutions, or among international bodies, but this ongoing casualization of the labour force is damaging for the individual faculty member, the students and the wider university community.




*UNBCFA Fall Semesters Data Comparison*




*UNBCFA Winter Semesters Data Comparison*

Preliminary data from ongoing surveys conducted by CAUT and independent universities increasingly point to imbedded academic cultures that presume CAS are not as qualified or hard working as their full time colleagues. They don't research or participate in collegial government, many complain, and therefore are not deserving of equal pay for equal work. Such environments, and the administrative structures that help enforce them, have direct and tangible consequences for CAS and for the institutions themselves.

Labour precarity is linked directly to issues of personal identity, declining self worth, increased anxiety and depression, and increased physical health problems. It is also linked to knowledge development and academic freedom. Due to working on contract with often no guarantee of employment renewal, many CAS fear reprisals if they speak out against inequality or social injustice or if they become active at any level of university governance. Also, as many CAS are not paid to conduct research, to do teaching preparation, or to do university service, some CAS choose to reject volunteering their time and effort for their employer.

This widespread loss of quality of life and engagement at all levels of academia in turn can have tangible consequences for the quality of education students enjoy. The precarity, and hence mobility, of many CAS mean students often struggle to find past teachers to request references, or to discuss possibilities of further education under their guidance. Many CAS are not contractually able to supervise at the undergraduate or graduate levels even though they are qualified for the role. The students who wished to study under their leadership now face the dilemma of changing research parameters or going to another institution. Precarious labour directly impacts student retention and recruitment at all levels. Similarly, as universities such as UNBC pride themselves as

leading research institutions and institutions that encourage student participation in that research, when contract faculty may not be expected to conduct research the opportunities for student involvement are drastically reduced. It is the same for the university as a whole. When a large number of faculty do not research—either because they are not contractually obliged to do so or because they are not supported financially at any level (including grants) for research—the academic integrity and research quality of the entire university suffers. As a result, '*casualization* and collective disempowerment of the majority of faculty is by far the *greatest threat* to academic freedom and activism on campuses' (Joe Berry, "Contingent Faculty and Academic Freedom", 359–60).

Universities should be the gold standard for employment equity, but as the lives of many CAS indicate, institutions including UNBC are far from ideal. CAS to some degree arguably are necessary; however, the numbers of CAS continue to rise with some institutions like Humboldt College in Ontario reporting numbers upwards of 80%. The casualization of the academic labour force is worrying. It is a reflection of wider employment trends, but if we want to protect the core research and teaching missions of the university the numbers need to change. UNBC prides itself as one 'of BC's research-intensive universities,' where faculty 'bring the excitement of new knowledge to all of our students, and the outcomes of our teaching and research to the world.' Precarious labour, however, throws a large wrench into that plan.

***The January ice forest***. *Photo: Jacqueline Holler*

## CONFLICT RESOLUTION PROCESSES AT UNBC: Then and Now

*Donna Sindaco, Executive Director, UNBC-FA*

Conflict in our workplaces is not an uncommon occurrence. Why does it happen? Some would argue that it is a result of personality differences; others would say it is because of a lack of good communication. What about our differing beliefs or values? Does illness play a part? Regardless of the cause, we do know that people who spend significant amounts of time together will experience some conflict at some point in their workplaces. What we also know is that conflict that is left unattended or left for extended periods of time does not necessarily resolve itself, and can frequently escalate.

Conflict resolution resources that are accessible to employees are keys to maintaining a healthy and respectful work environment.

So how did the Faculty Association address its growing concerns about effective and timely conflict resolution for Members?

During the 2006 round of negotiations with the university administration, the Faculty Association identified and agreed to reallocate resources under the Faculty Agreement. In other words, the Faculty Association agreed to give up resources allocated for another purpose in the Faculty Agreement, to fund the hiring of a Dispute Resolution Officer (DRO). The scope of the DRO was developed: "*This position exists to provide Faculty Association Members with support and dispute resolution services which are not normally a function of the Grievances Officer, other Administrative Officers, or policies and procedures*." The DRO was intended to be a faculty member who was a highly trained and skilled individual in interpersonal and group conflict resolution, and knowledgeable about human rights legislation. The primary functions of the DRO were to:

1. Support collegial relationships amongst Members through direct intervention, provision of information, workshops, etc.
2. Provide proactive advice and assistance to Members, including Program Chairs
3. Assist Members to resolve conflicts or disputes

4. When conflict resolution fails, refer the Member to other resources, including counseling, administration, or the Grievance Officer
5. Make recommendations regarding the use of mediation and other expert conflict resolution services
6. Further develop the role and resources required for the DRO
7. Submit written reports to, or conduct regular reviews of activities with the Vice-President Academic & Provost and the President of the Faculty Association through the Joint Committee (JC)

In 2011, changes to the *Workers Compensation Act* were enacted to improve workplace health and safety standards, and subsequent changes to the act extended to the prevention of workplace bullying and harassment. These legislative changes further expanded the knowledge and skills required of the DRO.

Faculty Association Members had access to the DRO up until December 2014, at which time the university administration proposed merging three positions (Dispute Resolution Officer, Respect in the Workplace Officer, Harassment & Discrimination Officer) into a highly specialized permanent full-time position. The Faculty Association supported this recommendation with assurances that there would be consultation with the Faculty Association on the development and recruitment to this new position, which was anticipated to be in place by Spring 2015. Unfortunately, there were unforeseen delays in finalizing the draft terms of reference for the new specialized position, and Members in the interim did not have DRO resources available to them. In December 2015, the university administration informed the Faculty Association that they were taking a different direction, effectively repurposing funds previously committed to the Faculty Association.

That was *then*…..
This is *now*…

The Human Resources Department developed a new mandate to build internal capacity that would offer resources accessible to all employee groups to deal with conflict, bullying, and harassment complaints; these resources would now be provided through the Human Resources Department.
So what should Members do if they are experiencing workplace conflict, bullying, or harassment and need assistance?

1. Try to address the conflict before it escalates:
   i. Talk with the other person
   ii. Focus on the specific behaviour or event, not on personality
   iii. Listen and try to identify points of agreement and disagreement
   iv. Try to agree on an action plan

2. Know your rights under legislation:

   https://www.worksafebc.com/en/health-safety/hazards-exposures/bullying-harassment

   Under WorkSafeBC, employers are responsible for establishing procedures to deal with complaints (which must be done in a reasonable timeframe), address the incident, and prevent future incidents.

3. Seek assistance:
   i. Seek support from the Faculty Association
   ii. Make an appointment to speak to a Human Resources Advisor

## *Spring General Meeting*
March 23, 11:30 am – 1:00 pm
Gathering Place

### Faculty Association Office

The Faculty Association Offices are located in Rooms 3084/3089 Administration Building

Office hours: Monday–Friday, 9:00am – 5:00pm

***Donna Sindaco,*** *Executive Director*
donna.sindaco@unbc.ca, 250-960-5816

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