

news from CUASA

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DUTIES OF ACADEMIC STAFF DURING THEIR RESEARCH TERM

The summer months, which for most of us who have no scheduled teaching duties are the time during which we conduct the greater part of our research and the preparation of courses and course materials for the forthcoming academic year. It is also the time during which many of us choose to take our one month's vacation or do overload teaching either in return for additional remuneration or workload reduction.

In the past, a number of academics have also been hired on a purely voluntary basis to participate in what was then called the summer academic advisory service in return for a standard stipend which was distinct and separate from their salaries. A fair number of routine academic administrative functions has also been traditionally maintained during the summer months, usually on an informal basis of fairly sharing the workload within each sub-unit. This, in some cases, may involve relieving the member concerned of all administrative duties during the fall and winter terms.

The foregoing well established past-practices have been recapitulated as a reminder to our members in the event of their being approached to participate in additional academic administrative activities during their research term. It is important that any such participation be truly voluntary and that no form of pressure is used to persuade anyone, particularly those of our colleagues who have been recently hired or who are as yet untenured or anticipating promotion.

Since the article dealing with workload in the current collective agreement is based mainly on the principle of past practices, it is imperative that our membership should not be perceived as acquiescing in the modification of such past practices.

1988-1991 COLLECTIVE AGREEMENT

The new Collective Agreement should be circulated to all members of the bargaining unit during the beginning of May. On May 1, 1989 each continuing member of the bargaining unit is entitled to a scale increase of 5.5% which appears on the May 30 paycheque. In June CDI's are added to base salary and backdated to May 1, therefore the June paycheque will contain 2/12 of the appropriate CDI value. This means that your paycheque will be greater in May, increase again in June and decrease in July when only 1/12 of the CDI value is included. Thereafter, your paycheque should remain relatively constant (with slight modifications at the end of the year over CPP contributions).



ACADEMIC FREEDOM AND ETHICS

Excerpts from the University of Waterloo Faculty Association "FORUM"

Academic freedom within the University as an entity gives concrete expression to its institutional autonomy. Academic freedom includes the liberty of scholars and researchers to pursue independent and personal intellectual or research goals, to speak publicly about them, and to teach, in spite of any external pressures. Academic freedom is not unconstrained, however, but is in its very nature responsible. It expresses a fundamental orientation to truth, and is reinforced in this commitment by realities of method and discipline. Academic freedom must be constrained also by humane values and an awareness of the uses of knowledge.

It follows, then, that the function of the University is really two-fold: first, quality teaching, that is, the teaching of intellectual and professional knowledge in such a way that its meaning is always informed by the recognition that all knowledge is inseparable from human conduct and purpose. Second, responsible research, that is, research guided by a strong sense of personal and professional responsibility for the development and use of its results. The fundamental purpose of the University is only satisfied when in the conduct of their daily lives graduates have understood that the technicalities of their special disciplines require the constant illumination of a broader sense of human meaning and purpose.

Finally, the University has an important role to play in the broader society. That role is not principally or exclusively to train professionals for positions of wealth, prestige or power. On the contrary, through its graduates the University seeks to embody in the larger society a richer understanding of the fullness of human being, and it does this by recalling the meaning of the human past. The real legacy of a university education, then, is of an experience that affirms the value of a life dedicated to the pursuit of practical wisdom and its realization in the good life.

Given the nature of the University, faculty members are expected to conduct themselves in their relations with their colleagues, in their departments and in the rest of the University, in such a way that they promote the academic well-being of all concerned.

Faculty members will, of course, refrain from actions that prevent others from pursuing their legitimate activities. They will likewise observe the generally accepted code of professional ethics, in accordance with which they will not only avoid denigrating the character and professional competence of others - especially to students - but also, when passing judgement on colleagues' work, will do so only in the proper academic forum.

Faculty members must manifest a willingness to tolerate legitimate differences in the way colleagues approach their disciplines, their methods of teaching, and their views of the proper function of the University and its various components. In matters of promotion and tenure as well as in other necessary judgements faculty members will consider as irrelevant the political opinions, national backgrounds, or anything else not at the heart of the professional conduct of their colleagues, including their personal lives.

More positively, the duty of a faculty member or other academic within the University includes the active contribution of time and ability to the assistance of other members of the academic community. Faculty members should be willing to contribute expertise to the solution of problems outside of their immediate areas and in support of the endeavours of colleagues, and so to assist in the arrangement and management of seminars, colloquia, conferences and similar scholarly enterprises.

Given the role in the wider society of the intellectual life fostered within the University, scholars and faculty members are expected to contribute in whatever measure they can to the integrity and excellence of the life of that wider society.

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CUASA members may find statements respecting ethical behaviour in the Collective Agreement under Article 15: Rights and Responsibilities and in the CAUT Handbook under Professional Ethics and Professional Relationships.