

**Reason for dismissal:** an irretrievable breakdown in the employee/employer relationship.

This conclusion is supported by the following: *(The intent, of course, is to elaborate within each point. I'm attempting to describe the components of [REDACTED] behaviour and actions which are so harmful and ingrained that remedy short of dismissal is almost certainly not going to succeed.)*

1. a background of disruptive behaviour over a long period - behaviour characterized by a disregard for the possibility that institutional and departmental considerations constitute a constraint on action. Such actions sometimes caused serious concern in the minds of other employees. Illustrations of such behaviour are: pumpkin, ceiling, ammonium nitrate etc. . . .

2. loss of understanding of the point and purpose of employment - the education of students. This loss is manifested by the obstinacy with which the textbook project was pursued in the face of abundant evidence that student learning was suffering. It is as if the textbook became the purpose, instead of the students; requested lab equipment (laser) languishing untouched two years later; mediocre student evaluations

3. loss of trust - the behaviour manifested when thwarted in some way: expressed anger, creation of a poisoned atmosphere through the dissemination of e-mails containing highly misleading accounts intended to prejudice the reader; parking incident; allegations of supposed committee manipulation . . .

4. fixity of contrary behaviour: despite many efforts to provide advice, suggestions and direction about ways to adjust attitude and conduct to achieve positive results, a disruptive and divisive approach continued; this same kind of behaviour was manifested in relation to the FA – another illustration of the member's approach to difficulties and evidence that the 'difficulty' was not simply an artifact of administrative action.

5. professional misconduct – plagiarism; modeling of such unprofessional behaviour to students.

???