

# Volume 15, Number 2 February 2008

## AUFA COMMUNICATOR

Acadia University Faculty Association Newsletter

AUFA Homepage: <http://www.caut.ca/aufa/>

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### THE AUFA PRESIDENT COMMUNICATES

I hope that all of you had a safe and pleasant time during the winter break and have returned to campus with your batteries recharged, ready for another term.

We have had a very “interesting” start to the winter term. AUFA has been following the situation at Saint Thomas university in Fredericton quite closely. The employer there locked out the academic staff on December 27, 2007 in what appears to be a very acrimonious labour dispute. Delegations from AUFA have gone to all of the Flying Pickets that have been organized by the CAUT Defense Fund. For the first visit, we managed to send a delegation of 12 people and our presence there was much appreciated as the following note indicates.

Peter,

I am speaking here not as a CAUT negotiating person, nor as the secretary of the Defence Fund, but as a person driven to help people in

need: the presence of you and the other AUFA folks at the meeting today in Fredericton was very moving, and very important. The AUFA has shown for a long time its intense dedication to its members, and to the principles of equity and justice, on its campus - through the work of many. But your tremendous show of support today for FAUST, who are facing appalling injustice, reveals and makes clear your commitment to the broadest sense of community: the community of the academy.

I salute you, and I thank you. Please share this message with whomever you wish. Your presence today, and by that I mean 'your presence' in the fullest sense, spoke volumes, and was heard by all. You folks continue to be models for us all - with your collective agreement, and with your generosity and support. Cheers, and thanks so much for your support.

Peter Simpson

We still have not heard back from the Labour Board with respect to the Duty of Fair Representation complaint filed by Eileen Hogan. You may recall that Dr. Hogan was given until December 3, 2007 to submit her final response. Our legal counsel has not received any further correspondence from the Labour Board and feels that Dr. Hogan must not have submitted said response. Thus, it would appear that we simply await the decision of the Board to either dismiss the complaint or hold a hearing.

The most disturbing development has been the implication of the decision of the arbitration board with respect to academic administrators. This decision gives rise to serious concerns about the meaning of *tenure* for non-bargaining unit members. It risks creation of a second

class of tenure. Tenure has always assumed continuing employment with the employer until retirement or voluntary departure, absent just cause for termination. In the instance of tenured faculty temporarily outside the bargaining unit, it means something else, something less. Instead of a right to continuing employment, absent just cause for dismissal, it more likely means a right to significant damages should the employer breach the employment contract and deny continuing employment. While the ordinary courts do not generally award reinstatement, human rights boards and labour arbitrators can and do where there is a breach of human rights legislation or the collective agreement. But the labour law protection of arbitration, that is reinstatement, is no longer certain if arbitration boards adopt the approach taken here.

We have approached the employer to indicate our intense dissatisfaction with this state of affairs and have asked them to work with us to find a remedy. We are currently awaiting their response. We will keep you informed on a regular basis of developments with respect to this situation. We would like to note that the current search for the position in Research and Graduate Studies is an internal search only; members should keep this decision in mind when considering whether to apply for this position.

Peter Williams

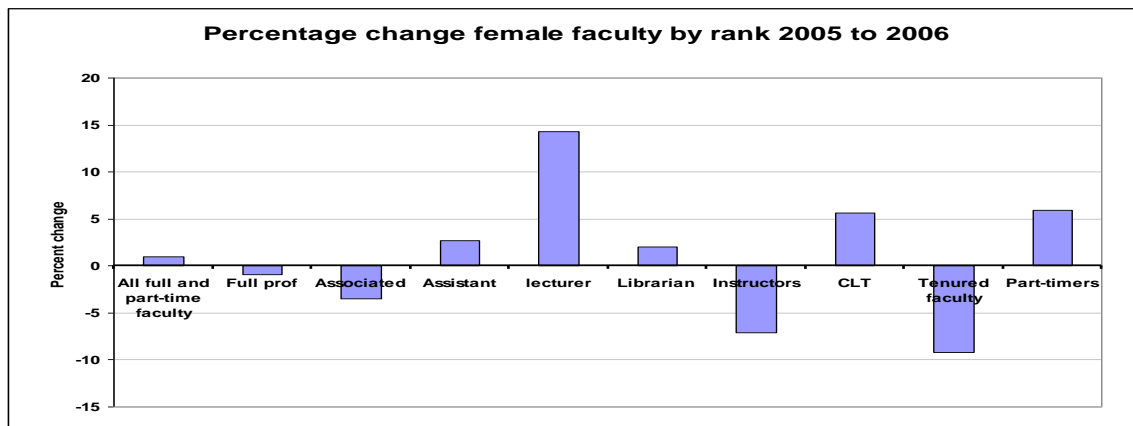
**IN MINORITY:  
THE STATUS OF WOMEN AT ACADIA UNIVERSITY  
2006-07**

The AUFA-Women's Committee presents this summary of the status of women faculty at Acadia University in 2006-2007. Access to this information is supplied by Human Resources to AUFA's membership in compliance with Article 28.10. In October 2006 women constituted 40% of all full and part-time faculty at Acadia University. Table 1 lists the percentage of female faculty by rank, while Table 2 maps the percentage of change at each rank between the 2005 and 2006 data.

**Table 1 Percentage of female faculty by rank:**

	<b>Acadia Percentage (October 2006)</b>	<b>National Averages (2006-2007)</b>
Full professor	18.8	20.0
Associated	28.8	36.0
Assistant	34.9	41.0
Lecturer	71.9	55.0
Librarian	90.0	N/A
Instructors	50.0	N/A
CLT	55.6	N/A
Tenured faculty	24.4	N/A
Part-timers	54.2	N/A

**Table 2 Percentage of change in female faculty by rank from 2005 to 2006**



The one percent increase in female faculty members from 2005 to 2006 is in large part due to the 14% increase in female lecturers (Table 2). In addition, proportionately more women than men occupy the contingent positions such as CLT (55.6%) and part-time (54.2%) appointments. The composition of female faculty at Acadia falls below the national average at all ranks. Women continue to be proportionately underrepresented at the Associate and Full professor levels, and recent hires do not redress the imbalance. Since 2000, the percentage of female faculty hired at the Assistant level is 32.3%, Associate level is 25.0%, and there were no female hires at Full-professor in contrast to two

male hires. Women constitute one third of the Assistant level hires, which cannot reflect the pool of candidates given that 47% of PhD graduates (excluding foreign students) are female (Statistics Canada 2007). These figures demonstrate the need to practice equitable hiring.

### Full-time Faculty Salaries by Rank

In order to assess the effect of gender and rank on faculty salaries, we ran a regression analysis based on 2006 data. Some of the findings are as follows:

- The raw gap on *all* full-time faculty demonstrates that men earned \$14,434.00 more than women ( $r^2=.088$ ).

A regression analysis on tenure and tenure-track (including CLTs) faculty was run that controlled for rank, date of hire and gender:

- In this model, female faculty earned on average \$1,055.35 less than men ( $r^2=.765$ ).

Three further regressions were analyzed that isolated the data by rank (Assistant, Associate and Full) to assess the effect of sex, date of hire by respective rank on salary:

- There was virtually no difference in salary at the rank of Assistant professor.
- A small difference was noted at the rank of Associate professor: females earned \$373.22 more than men.
- The largest difference was at the rank of Full professor; men on average earned \$4,896.12 more than their female counterparts.

A second regression model was run that examined the same variables but only examined date of hire since 2000.

- In this model, women fared marginally better, earning \$845.60 more than men ( $r^2=.575$ ).

**Table 3 Percentage of female students by faculty**

Faculty	Undergraduate students 2005	Undergraduate students 2006	Graduate students 2006
Arts	52.8	56.7	62.5
Pure and Applied Science	56.6	56.0	48.0
Professional Studies	53.5	53.2	76.6
All faculties	54.0	55.5	60.3

More than half (55.5% of undergraduates and 60.3% of graduates) of Acadia students in 2006 are female (Table 3), yet only 37.1% of the full-time faculty are female. We should further note that in the Pure and Applied Sciences the disparity is even greater, since only 31.4% of faculty is female. There continues to be no female faculty members in Philosophy and Computer Science.

### What do these results mean?

Although 40% of the total faculty is female, this percentage is boosted by the number of part-time faculty and CLTs. Women constitute more than 50% of the contingent faculty, and the high proportion of women at the rank of lecturer is a concern.

We are encouraged that data since 2000 indicate no significant salary differences between men and women. This means that at time of hire women's salary levels parallel those of men, controlling for rank. We anticipate further advances through the implementation of an equitable salary grid structure. There continues to be a large discrepancy between the salaries of men and women at the full-professor level. This is in part explained by the small percentage of female full- Professors at Acadia, but their salaries also cluster at the lower end on the full-professor's grid. At the same time, if women are spending more time than men at one rank, the higher salaries at the associate level, for example, may be explained by a disproportionate number of women at the high end of the associate grid. These findings are a reminder that we need to better understand the barriers women experience in considering or applying for full-professor. The ramification is that women experience a distinct financial disadvantage in their retirement income as they earn considerably less than their male counterparts

AUFA Women's Committee

The Women's Committee would like to thank Dr. Phyllis Rippeyoung for her statistical assistance.

## REPORT ON THE CAUT GRIEVANCE OFFICERS' WORKSHOP

**G**rievance officers were arranged at tables, with each table holding about eight grievance officers from schools of roughly similar size. This organization facilitated a great deal of useful discussion and sharing of strategies.

The main topics within the general theme were member vs. member disputes, workplace stress/bullying, and both mental health and mental disability issues. The first session on member vs. member disputes addressed the union's responsibilities in such cases, and it offered strategies for dealing with these cases in a way that prevents the union from taking sides in disputes between members. The core of the recommended strategy concerns the union's role in forcing the employer to satisfy its duties to investigate such disputes in a thorough manner, as well as its duty to maintain a safe and appropriate work environment that is free from wrongful discrimination and harassment. After this session individual tables went to a breakout session where they were encouraged to discuss their own approaches to grievance issues, member vs. member disputes in particular.

The third session focused on recent data concerning workplace stress. The session paid particular attention to the phenomena of bullying, and there was a great of discussion concerning the identification of bullying and the classification of grievances based on accusation of bullying.

The fourth and fifth sessions were dedicated to mental health and mental disability issues. We received a general prep regarding mental illness and depression. We also received a very detailed account of union and employer duties

regarding the accommodation of mental illness and mental disability.

Session six provided an overview of a few recent cases, handled by CAUT locales, concerning vulnerable grievors.

The final session dealt with the task of recruiting and training new grievance officers. There was a substantial discussion of the viability of training members to argue cases at arbitration as a strategy for lowering costs of arbitration (fees for legal counsel). We also reviewed the current CAUT Grievance Handling Workshop.

Marc Ramsay

## THE CAUT LIBRARIANS CONFERENCE AND WORKSHOP OCTOBER 26-27, 2007

**A**t the end of October, I took a break from the picket line and flew to sunny Vancouver for this very demanding 2 day conference and workshop on collective bargaining. Given the subject of the conference and our situation at that time, Acadia University was the focus of much discussion and I enjoyed my mini-celebrity status as our sole representative at the conference.

Day 1 was the conference day and was attended by CAUT President Greg Allain, Executive Director James Turk, Assistant Executive Director Peter Simpson, Professional Officer Paul Jones, and the Chair of the CAUT Librarians Committee Kent Weaver along with about 70 librarians from across the country. We were introduced to the basics of collective bargaining, bargaining skills at the table, principles of clause drafting, and the major

issues facing librarians in academic staff associations.

At lunch the first day, we had a rather passionate and rousing speech by Jim Sinclair, President of the B.C. Federation of Labour, on the future of collective bargaining and the importance of unions and higher education in society.

After a full day of conference sessions we worked into the evening with our breakout groups to prepare for our bargaining simulation the next day. The simulation was the most demanding, intense, and valuable part of these 2 days. Each group played the role of either the administrative or union bargaining teams trying to resolve the last few outstanding issues and reach an agreement. The remaining issues were all librarian issues, of course, and focused on matters of salaries, workload, academic freedom, copyright, and compensation. I was happy to find myself on the union team and we felt we worked very well to be the first group to reach an agreement early in the afternoon of the second day. Unfortunately, the administrative team seemed very happy with the outcome as well, which left us all scrambling to see if we had overlooked something.

Although this workshop was narrowly focused on librarians' issues, it followed the basic model for other CAUT collective bargaining workshops and I would highly recommend the experience to anyone who has the opportunity to attend one.

Anthony Pash

### LOIS VALLELY-FISCHER AWARD FOR DEMOCRATIC STUDENT CITIZENSHIP

**M**arch 17, 12:00 noon is this year's deadline for receipt of applications for the Lois Vallely-Fischer Award for Democratic Student Citizenship. Applications should be mailed to the AUFA Awards Committee, c/o Jane Longley, AUFA Office, Acadia University or dropped off at Huggins Science Hall, room 211.

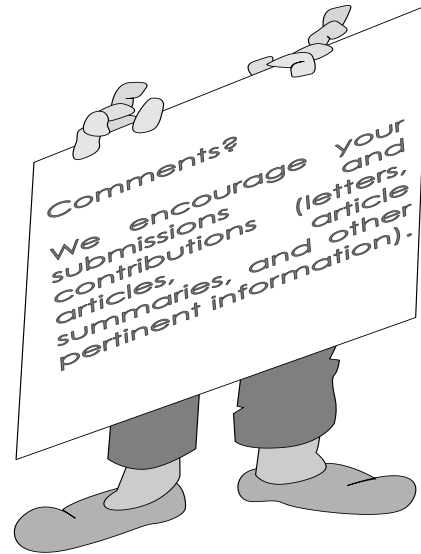
Please note that the nominators are responsible for providing information and comments in support of their nominee, which are the basis upon which the decision is to be made. To make a nomination, the nominator will submit an original letter outlining the reasons why said nominee should be considered. The letter must be signed and accompanied by at least four signatures of others supporting said application (for a total of five signatures).

The Lois Vallely-Fischer Award for  
Democratic Student Citizenship

The Acadia University Faculty Association (AUFA) has instituted an annual award, valued at \$2,000, for a student in her or his final year of undergraduate study at Acadia. The Lois Vallely-Fischer Award for Democratic Student Citizenship will recognize the contributions of a senior baccalaureate student who has contributed to the quality of democratic discourse, critical thought, and legitimate contestation in campus or community life, and who has demonstrated leadership in defending student political rights and the interests of disadvantaged groups.

Nominations may be made by students and/or AUFA members. Award recipients will be selected by a three-person committee of AUFA members, and will be presented with the award at the Association's annual general meeting in

April. In addition to the cash component, recipients will be awarded a memento, and her or his name will be embossed on a plaque in a permanent location in the Student Union Building.



**WELCOME TO MY BLOG**

**B**y now, all AUFA members should have received an email from ‘Sharepoint’ letting them know that have been added as a user to ‘Ann Dulhanty’s blog’. The blog can be found at [http://sharepoint.acadiau.ca/blogs/adulhanty\\_blog/default.aspx](http://sharepoint.acadiau.ca/blogs/adulhanty_blog/default.aspx) . It requires a Username (in the format acadia\username) and password, which are the usual username and password that a person has for access to the Acadia network.

This blog records my observations of organizational change at Acadia—an investigation of how faculty are involved in the administration, exploring what works and what doesn’t, and asking, if it doesn’t work, why not? So I have started probing, kind of like an investigative journalist or a concerned citizen: attending meetings and asking questions. Topics that have come up to date include the VPA search, Acadia Advantage 2.0 and Endowed Chair funds.

My blog was born from the realization that I was going to forget what I’ve found if I didn’t write it down, and the recollection of one of my initial goals: to engage faculty in the workings of this institution.

For AUFA members, it may provide a better understanding of how the institution works, provoke discussion on issues of interest or stimulate ideas for improvement that can be effected by the Association.

I invite each of you to read my posts, and to add comments (your opinions, impressions, clarifications or past experiences) to any post you wish. Feel free to contact me directly if there is something you think I should investigate or write about.

I hope it will interest a few people and make a difference.

Ann Dulhanty

**OPEN-SOURCE COLLECTIVE AT ACADIA**

**G**ary Hepburn (School of Education) is chairing an open-source “collective” that is charged with disseminating information on open-source projects, applications, and technology to the Acadia community. One thrust of the collective is to champion open-source initiatives and provide information to instructors and researchers. If you want to know about OpenOffice.org, GIMP/Inkscape, R, Filezilla, or Linux, this is the place to get answers! [The establishment of a grass-roots movement and a trickle of soap-box promotion may be an ulterior motive, but overturning the status quo is not the initiative. ☺]

Acadia’s move to the Moodle Learning Management System as the much-needed ACME replacement is one example of the power of open-source. In fact, many of the ‘heavy lifting’ tasks that power the Acadia network are accomplished with open-source tools. Our bet is that there is an open-source application (or several) that will replace your current commercial product with at least equal ability as well as considerable cost savings. Take the challenge!

To participate, please see the Open-Source Collective at Acadia (OSCA) website [opensource.acadiau.ca](http://opensource.acadiau.ca) for instructions on how to sign-up for the [opensource@acadiau.ca](mailto:opensource@acadiau.ca) listserve (or see below), information on open-source applications that can be used instead of closed-source (commercial) counterparts, and a host of other open-source tidbits.

The listserve operates just like ace-fyi, but each person must subscribe. A user can request subscription to the list by sending an email to [opensource-request@acadiau.ca](mailto:opensource-request@acadiau.ca) with the word "subscribe" (without the quotes) in the *body* of the message. Text in the subject line is irrelevant. The sender will receive an automated message asking them to confirm their subscription request. Once confirmed, the list admin will approve the request and the user will be able to post and receive messages.

*The Collective*  
Gary Hepburn  
Trevor Avery  
Jim Diamond  
Donald Teed



## DATES TO REMEMBER

**T**he following are some important dates to keep in mind as quoted from *The Twelfth Collective Agreement*:

### ◆ February 28

Decisions will be announced by . . . 28 February [research monies for 1 February applications] [Art. 25.55 (c)]

### ◆ March 1

Elections [for Sabbatical Leave Committee] shall take place annually on or before 1 March [Art. 24.14 (c)]

### ◆ March 15

The Employer shall mail Offers of Employment by . . . 15 March for the Spring/Summer Intersessions [Art. 11.10 (g) (i)]

### ◆ March 31

The URC shall complete its work. . . [for] Promotion (Full Professor) [and] Promotion (Librarian IV) [by] 31 March [Art. 12.41]

The President shall communicate the Board's decisions on . . . tenure - no later than 31 March. . . [Art. 12.75(b)]

The President shall communicate the Board's decisions on . . . continuing appointment - no later than 31 March. . . [Art. 51.75 (a)]

Unspent [Travel and Professional Allowance] funds revert to the appropriate Dean or University Librarian on 31 March of each year but at the same time departments may submit requests for the use of same. [Art. 25.54]

### ◆ April 1

The Employee shall have to make a formal request prior to 1 April preceding the approved period of Leave for any major changes to the Employee's plan for Leave. [Art. 24.24]

### ◆ Three Weeks Following Grade Submissions

The Head/Director shall review the [course] evaluations and return a copy of the Summary Data Sheet and the unit's Summary Data Sheet to the Employee within three weeks following submission of grades for the course. [Art. 15.55]

A more comprehensive listing of dates can be found on AUFA's website:

<http://www.caut.ca/aufa/dates.htm>

## EDITORIAL POLICY

**T**he *AUFA Communicator* is the newsletter of the Acadia University Faculty Association and is intended to keep its members and the Acadia Community up to date and informed. The *AUFA Communicator* is published quarterly during the academic year and serves the following purposes:

1. to provide a means for the free exchange of ideas, views, and issues relevant to the AUFA and the Acadia community
2. to provide feedback and information useful to the AUFA to maintain its effective operation in fulfilling the objectives of the Acadia University Faculty Association and its membership
3. to provide documentary records of matters pertaining to the AUFA
4. to serve all the functions of a newsletter

The Editorial Board, under the direction of the AUFA Executive, takes responsibility for the contents of the *AUFA Communicator*. The opinions expressed in authored articles are those of the authors and do not necessarily represent the opinions of the Editorial Board. **We encourage your contributions (letters, articles, article summaries, and other pertinent information)**, but anonymous material will not be considered for publication; however, under special circumstances, the *AUFA Communicator* may agree to withhold the author's name. The Editorial Board retains the right to edit and/or reject contributed material.

### **Communicator Committee:**

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