

Special points of interest:

- Long-serving AUFA member recognized for outstanding contributions.
- 2010-2011 Executive Announced

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AUFA Communicator

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The Outgoing AUFA President Communicates

Another Round of Collective Bargaining Begins

At the AUFA membership meeting of March 30, the proposals for the *Thirteenth Collective Agreement* were approved. The latest round of collective bargaining began on May 3. The two teams have been meeting since then almost daily.

The rules that govern how collective bargaining takes place between employers and employees are set forth in the Trade Union Act of Nova Scotia, an official statute of the Office of the Legislative Counsel. This Act establishes the right of employees to unionize and to present grievances to their employer. The Act also provides for mediation, conciliation and arbitration of industrial disputes. According to the Act, for instance, every employee has the right to be a member of a trade union and to participate in its activities. Negotiation of collective agreements establishes the terms and conditions of employment and rates of pay, and sets forth the mechanisms for resolving disputes that may arise concerning the interpretation of the agreement.

Contract negotiations regulate the relationship between employers and unionized employees and occur on a regular basis, usually every three years, depending upon the length of the agreement concluded. AUFA signed its first Collective Agreement in 1979, after more than two years of negotiations, and we have now entered into negotiations to conclude our thirteenth Collective Agreement.

Collective bargaining is not necessarily an adversarial process, but each side has different interests at stake. Employees generally want to maintain a competitive salary and Employers are rarely keen to see wages increase. Employers and Employees generally share the goal of wanting to make improvements to the Collective Agreement, but since these changes often involve questions of which party has more control and power over the other, there is seldom agreement on what these improvements should be. University Collective Agreements are among the most complex to negotiate because of our collegial model of governance. Many important processes are governed by the Collective Agreement that affect almost all aspects of our academic

The Outgoing AUFA President Communicates (cont'd)

lives, from the initial hiring process, through renewal, tenure and promotion, to retirement. Other aspects of our daily working lives are governed by the Collective Agreement, such as the number of classes we teach; the committees we serve on; how those committees operate; who can take sabbatical leave and when; what procedures are in place for sick leave, parental leave, and compassionate leave; how department heads and directors are selected; how research and professional development money is distributed; and what rules govern the commercialization of our intellectual property.

There has been considerable discussion this year about the timing of the current round of negotiations. Some have suggested that it would be better to start talks early with the goal of having a new contract in place well before the old one expires. Others have suggested that while it may not necessarily be a good idea to start earlier than usual, the goal should still be to hasten negotiations in order to sign a new Collective Agreement before the end of June.

Aiming to have contract talks begin early with a goal of early resolution has risks as well as potential benefits. Our employer may be in a better position to make us a fair salary offer when we have a clearer idea how many students will be enrolling at Acadia next September and what sort of decisions the provincial government will make based on the report on post-secondary education that Tim O'Neill is expected to file imminently. Signing a collective agreement in advance of these recommendations does not protect us from any potential impact these decisions will have on us. The provincial government can (and has in the past) imposed amalgamations of programs, wage freezes, and even wage rollbacks, no matter what a signed collective agreement with the union specifies. Those of us who were employed at Acadia back in the 1990s will remember the 5 days of unpaid vacation, and a freeze on collective bargaining which prolonged the life of the *Eighth Collective Agreement* (known as the "Eighth and enduring Collective Agreement") and denied us our negotiated salary increase of 8.5% in the final year of the Agreement. Whatever the pros and cons of early or late starts to negotiations, the start date of May 3 for the current round was established by mutual agreement between the parties. The AUFA team, for its part, is willing to work as hard as it takes to get a Collective Agreement signed.

Many collective agreements in Canadian universities are signed after the previous agreement expires, but without recourse to strikes or lockouts, although strike votes and strike deadlines are often a necessary part of the



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process in order for a deal to be reached.

What has been the pattern at Acadia? Obviously, the process by which the first Collective Agreement was achieved was a lengthy one (the agreement was signed three years after the negotiations began), and a strike vote did become necessary late in that course of action. Some rounds of negotiations have been relatively expeditious. The *Seventh*, the *Eighth* and the *Tenth* collective agreements were wrapped up prior to or close to the end of June. Other rounds have been more prolonged and difficult. We took a strike vote during the salary re-opener negotiations of the *Seventh Collective Agreement*, and marched in protest to the steps of University Hall during Convocation ceremonies. A strike was narrowly averted during the talks leading up to the *Ninth Collective Agreement* by a last-minute deal the night before we had planned to send our strike notice to the Minister of Labour. Our last two contracts were settled only after we were out on strike.

What happens if it is not possible to sign a new Collective Agreement by June 30? The Trade Union Act offers some protection to Employees who have entered into collective bargaining, but whose contracts have expired. Article 35 (b), for instance, ensures that wages and all other terms and conditions of employment remain the same: “the employer shall not, without consent by the certified or recognized bargaining agent or by the Board, increase or decrease rates of wages or alter any other term or condition of employment of employees in relation to whom notice to bargain has been given”. This means that the Collective Agreement remains in place even in situations where collective bargaining continues past the date of expiry. This requirement to continue to operate under the terms of the previous collective agreement ends, of course, if a new agreement has been concluded. More importantly, it ends if collective bargaining has failed to conclude a new agreement and either “a conciliation officer has been appointed and has failed to bring about an agreement between the parties and fourteen days have elapsed from the date on which the report of the conciliation officer was made to the Minister, or [...] a conciliation board has been appointed to endeavour to bring about agreement between them and seven days have elapsed from the date on which the report of the conciliation board was received by the Minister.”

To put it more simply, if we fail to sign a new Collective Agreement by June 30, 2010, the terms and conditions of the *Twelfth Collective Agreement* will remain in place until a new deal is signed, or until talks break down and a conciliator has been appointed. Should this conciliation process fail, however, the Employer is no longer obligated to continue to operate according to the terms of the previous agreement and can in fact impose new conditions. While such a move would be unusual, it is not unheard of. Our colleagues at both Memorial University and Saint Thomas University have been placed in this situation, which left them little option other than to take a strike vote or actually go on strike.

The Outgoing AUFA President Communicates (cont'd)

Every round of contract negotiations has posed a different set of challenges to our negotiating team, and to our Association. Early agreements have in some cases been possible, but we have also been forced to endure prolonged contract talks, to take strike votes, and in two cases to go out on strike in order to achieve fair and equitable salaries and working conditions for our members. Whatever the length of the process, the important thing for us to keep in mind is that we have an obligation to represent all of our members' interests fairly, and to bargain in good faith with our Employer. Collectively, AUFA members have proposed a number of changes which will strengthen our Collective Agreement in important areas ranging from better language to ensure equitable treatment for all AUFA members, improvements to individual financial benefits, principles of employment status (strengthening collegial governance language; clarification of procedures for renewal, tenure, and promotion; maintaining and protecting complement), and improvements to daily working conditions. You should all have received a copy of the AUFA survey, "Establishing Priorities for Negotiating the Thirteenth Collective Agreement". I was encouraged that many of you took the time to fill out the survey and send it in. It is important for our negotiating team to know what your priorities are. Results of the survey will only be released at the discretion of the President and the Chief Negotiator for the purpose of conducting negotiations.

I'd like to take this opportunity to wish the best of luck to our negotiating team, and extend many thanks to all the members who have served with me over the past year on the AUFA executive and on the many committees of our Association. I'm looking forward to working with the incoming executive in a new role.

Janice Best, AUFA Past President

Greetings from the 2010-2011 AUFA President

In this, my first month as AUFA President, I find myself wiser but certainly not wise enough. There is much to learn about our association and its various lettered relationships; CAUT, ANSUT, ACCFA, etc.! I am beginning to understand the amount of work and the number of hours contributed to our association and to our university by AUFA members and am humbled by the efforts of our executive members and various committee representatives. I look forward to contributing to future editions of the Communicator.

Wendy Bedingfield, AUFA President

In Memoriam: Dr. Lethem Sutcliffe Roden

Dr. Lethem Sutcliffe Roden joined the faculty of the Department of French at Acadia in 1962, where she reached the rank of Associate Professor. Her Ph.D. on "Laure Conan, the first French Canadian woman novelist" was among the first doctoral theses done at the University of Toronto on a 19th century French-Canadian woman writer. Originally from Ontario, Lethem came to Acadia from the faculty at the University of Kansas, and taught French-Canadian literature and French language courses during most of her 27-year career at Acadia. She was well known to all residents of Wolfville where she lived for over thirty years while teaching at Acadia and after her retirement July 1, 1989. Upon retirement, Lethem was extended an offer to become a University Fellow. Lethem Roden passed away in the fall of 2009."

Department of Languages and Literatures

2010-2011 AUFA Executive



(Photo: J. Longley)

From left to right: Herb Wyle, Secretary; Peter Little, Member-at-Large; Laura Thompson, Member-at-Large; Darcy Benoit, Treasurer; Karmen Bleile, Vice-President; John Colton, Member-at-Large; Janice Best, Past President; Wendy Bedingfield, President; Mike Beazley, Member-at-Large.

Some Highlights of Pat O'Neill's Dedicated Service

At AUFA's annual meeting, Dr. Patrick O'Neill (PSYC) received the CAUT Dedicated Service Award in recognition of his outstanding contribution to the Acadia University Faculty Association. Pat's contributions have been long term (for over 35 years), varied, and crucial to the development of solidarity in our union.

Pat was chosen to be the chief negotiator for our very first collective agreement. He was chosen not just because he is mellifluous (!) but also because he was one of the few who had previous union experience (as a journalist) prior to launching his impressive research career. That first contract took over 2 years to achieve. It set the tone for all others in so far as it paid special attention to two crucial aspects of our profession – academic freedom and the rights and duties of our job (scholarship, teaching, service). Pat continued in his commitment to academic freedom by being both a member and chair of the CAUT Standing Committee on Academic Freedom for many years. Throughout his career, he has continued to be engaged in the negotiating process both as a member and as the chief of AUFA's negotiating team.

Pat has often been on the AUFA Executive and has always pushed for the active involvement of our members in the affairs of our union. It was Pat who, early on when he was president of AUFA, made it AUFA's practice to have regular monthly meetings with sufficiently important content to draw a quorum. This practice of regular membership meetings has deepened the democratic character of our local and, indeed, defines our local as an example to all others. It is the root of our representative strength.

Pat was also a strong advocate for AUFA within the Department of Psychology. He was an active member of AUFA and led by example. Pat encouraged every member in the Department to take an active role in AUFA, from attending monthly meetings to serving on the AUFA executive. He was a consistent source of support for Psychology faculty who served on various AUFA committees over the years, providing encouragement, guidance, and information to anyone who asked. He was always willing to take time out to discuss the history behind articles of the Collective Agreement and his institutional memory has been invaluable to members of the Psychology Department and AUFA as a whole. Pat also stressed the importance of thinking beyond the level of individual departments and ranks; he felt that the key to a strong union was considering how issues affect all members on campus.

Some Highlights of Pat O'Neill's Dedicated Service (cont'd)

Most recently, Pat has "retired" to per-course teaching and has, of course, made the equitable incorporation of part-time faculty a key issue for us to resolve. For Pat, what counts is that we continue to move forward as an even more genuinely solid academic institution. We share this direction.

Karmen Bleile
Jim Sacouman



(Photo: J. Longley)

Pat O'Neill with award presenters Karmen Bleile and Jim Sacouman

Retirees

The Communicator Committee would like to extend its congratulations and best wishes to the following AUFA members who will be retiring this year: Stanley Fisher, Elizabeth Johnston, Mary MacLeod, Tomasz Muldner, Gary Ness, and Christopher Scott.

Lois Vallely-Fischer Award for Democratic Student Citizenship

Brynne Sinclair-Waters and Alison Vervaeke win Lois Vallely-Fischer Awards for Democratic Student Citizenship

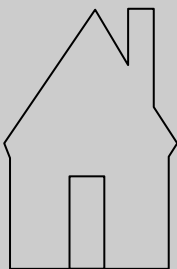
Just as last year, the adjudication committee for the Lois Vallely-Fischer award was impressed by the quality of two exceptional nominees and as a result voted unanimously that each receive an award from AUFA. Both Brynne and Alison have worked hard in leadership roles concerning Campus water awareness issues and sustaining the Acadia Community Farm. They are both excellent students, engaged citizens, and generous contributors to the community.

Brynne Sinclair-Waters is a graduating Honours student in Political Science. She has served as Residence Assistant, Assistant Residence Director for Student Life, and 2009 Welcome Week Coordinator. In these capacities she mentored incoming students and served as a model of academic excellence and of engagement in the life of the campus, especially around environmental and sustainability issues. She helped organize numerous bottled water awareness events and co-founded Water Watch Acadia to sustain dialogue on water issues. She volunteered at Wolfville School, worked as a peer tutor at the Writing Centre, and coaches girls skating at the tournament level. Brynne has certainly demonstrated a commitment to environment, community engagement, and democratic dialogue. She has been offered a place in the Masters Program at Carleton.

Alison Vervaeke is a graduating Honours student in Sociology who has received several academic awards. She was a leader in Water Watch Acadia, advocating for sustainable and accessible water sources on campus and promoting bottle free zones in the Sociology Department and the KCIC. She has been active in the broader Wolfville community as a member of the Wolfville Chapter of the Council of Canadians, and as Artistic Coordinator at the Acadia Community Farm. She volunteered at Camp Triumph for children of families affected by chronic illness and in the Best Buddies Program for adults with intellectual disabilities. Alison plans to continue as an activist and to continue her work on water issues in International Development.

AUFA offers congratulations to Brynne and Alison and wishes them continued success in their future endeavours.

Lois Vallely-Fischer Award for Democratic
Student Citizenship Committee



You can find the AUFA office at Room 211, Huggins Science Hall. Regular hours are 8:00-12:00; 1:00-4:00 Monday-Friday.

CAUT Forum for Chief Negotiators 2010

The Challenge of Negotiating Workload and the value of independent financial analysis and costing of proposals

AUFA contributed to a panel on “Workload and Complement” by way of outlining our history of negotiations (thanks Jim!) on complement language and workload from the *Tenth* through to the *Twelfth* collective agreements. In the *Eleventh*, we reduced the teaching load to 3/2 by not demanding increase in complement and by accepting President Gottlieb’s letter of commitment to obtaining national averages in salaries in the future—which proved useful as a starting point for negotiating the *Twelfth*. As it turned out, declining enrolments offset the expectation of larger classes in fewer courses. We pointed out, however, that the reduction in teaching load was not so much a reduction in workload as it was a gain in management rights over the allocation of workload in terms of research, teaching and service.

Two sessions particularly relevant to our thirteenth round of negotiations were sessions on costing proposals and assessing financial information. Bill Salatka’s session (Wilfred Laurier University Faculty Association) addressed the challenges faced in constructing models for costing proposals. His presentation stressed the need for complete and verifiable data, as well as transparency in assumptions. He also advised AUFA, in particular, of the importance of maintaining independent cost modeling as we work with the Employer to arrive at a mutually agreed upon model for costing proposals. His advice on this matter was reinforced by the eye-opening case-study presented by Cameron Morrill (University of Manitoba Faculty Association). His presentation, entitled “How to Read the Employer’s Finances,” was introduced with a trenchant warning:

In a bargaining climate dominated by claims of financial hardship, member associations must be vigilant and take responsibility for independently assessing the finances.

As UMFA’s recent experience shows, such vigilance pays off, if only in reducing the information asymmetry that faculty associations often face at the bargaining table. Morrill’s narrative bears a detailed retelling here:

Administrative “Information Sessions” have now become ubiquitous at universities across the country (at least one faculty association has decided to boycott them as “propaganda sessions” whereby the Administration tries to negotiate directly with the membership). And the University of Manitoba is no exception to this trend. At one such session, Manitoba’s President announced that the institution was projecting a \$36.4 million budget shortfall. He went on to explain that for the sake of the institution’s long-term health, the Administration would engage in a resource optimization program. This would involve eliminating inefficient procedures (and people) and academic programs.

Appropriately, the faculty association had questions about the budget shortfall. However, those questions couldn’t be answered by reading the published budget itself, which is just a wishlist, and

CAUT Forum for Chief Negotiators 2010 (cont'd)

the Administration wasn't about to open its books for analysis. So Morrill and another member of UMFA, both professors of accounting, decided to analyse 9 years of published financial statements. The process of analysing the data—the bulk of Morrill's presentation described this process—was very complicated given the way universities and other not-for-profit institutions keep their books. But the efforts of the two accounting professors paid off in a significant discovery. They learned that the President's projection of a \$36.4 million budget shortfall was a convenient fiction, presumably meant to capitalize on the crisis mentality created by the fall of financial markets worldwide. In fact, they discovered that, through some clever accounting, the university was actually funnelling \$18 million of the general funds that should have been used to operate the institution (and pay salaries) into long term investments. By the time UMFA made this discovery, the Administration had socked away \$80 million into such investments, while spending some on "essential" projects such as a new campus welcome centre.

How UMFA will use this information is at this point unclear. But it is certain to be used in some way during their next round of negotiations.

A lively debate occurred on the final day of the Forum over the binary opposition of "work" and "life" in the session on "How to Approach the Work/Life Balance in Bargaining." The main point of the session was that, in some ways, academics can be their own worst enemies: our work ethic and drive—not to mention the bars we set ourselves through the negotiated RTP and grid advancement processes—can lead us to undermine our own negotiated benefits. How many of us actually take our allotted holidays without working? How many members on family or sick leave put research completely aside during those times? What are the implications if we don't? Of course, the irony was not lost on the writers of this article that attendees at the Chief Negotiators' Forum were not setting a particularly good example of effecting a work/life balance by scheduling this busy weekend away from their families.

Respectfully submitted,

John Eustace
Vernon Provencal

Why Child Care?

AUFA has been taking on child care as one of its negotiating goals for a number of years. This might lead some members to question this since child care seems to apply only to those in the membership in need of childcare for their children. Yet a lack of access to affordable childcare is an equity issue that affects all of us at Acadia and in society at large, which is why fighting for child care is an important priority for our union.

Childcare is an Equity Issue

The responsibility for the care of children has traditionally been held primarily by women. Although research has shown that the gap between male and female participation in domestic labour has been decreasing over the last 20 years, women continue to be primarily responsible for the care of children, especially in terms of organizing and planning (Marshall 2006). A lack of access to quality child care means that women are disproportionately put at a disadvantage in terms of being able to work.

Access to Childcare Benefits all Workers

Although the responsibility for children may fall disproportionately to women, the impact of a lack of quality care can have an impact on everyone in the workplace. Without childcare, parents are often forced to extend leaves, miss work, or quit entirely in order to care for their children (Erickson, Nichols, and Ritter 2000; Hofferth and Collins 2000). Further, research has shown that workers with access to childcare show greater job satisfaction (Saltzstein, Ting, and Saltzstein 2001), which has been shown to have positive impacts on productivity and work performance.

Access to Quality Childcare Benefits all of Society

Quality early childhood education has many positive effects on child outcomes. According to Friendly and Prentice (2009), there is general agreement among child development experts that for pre-schoolers “high quality centre-based programs have both positive short-term and positive lasting effects on the key developmental domains of cognition and language and social development” (107). They further note that childcare has not been shown to disrupt parent-child bonding but that there is a higher incidence of negative behaviours of children in low-quality childcare. In terms of infant care, there is less conclusive research, but there is evidence that low-quality care is bad for infants, but high-quality care is not problematic. Thus ensuring *high quality* care for children will help children to grow and develop. Living in a society where children are well cared for means a higher quality of life for everyone—kids are less likely to engage in delinquent acts and are more likely to be higher achievers down the road.

Why Child Care? (cont'd)

Access to Childcare is a Norm at Canadian Universities

Regardless of the benefits of child care, on-campus child care centres are a norm at Canadian Universities, with Acadia being a negligent outlier. After informally reviewing the websites of 45 Canadian Universities, we found that only four (including Acadia) did not mention on-campus childcare. These universities may provide childcare but it is difficult to find from their websites.

Universities With at Least One On-Campus Child Care Centre

Bishops University	Simon Fraser University	University of Montreal
Brock University	St. Francis Xavier University	University of Ontario Institute of Technology
Cape Breton University	St. Mary's University	University of Ottawa
Carleton University	St. Thomas University	University of Prince Edward Island
Concordia University	Trent University	University of Regina
Dalhousie University	UNB	University of Saskatchewan
Lakehead University	UNBC	University of Toronto
Laurentian University	Université Laval	University of Victoria
McGill University	University of Alberta	University of Waterloo
McMaster University	University of British Columbia	University of Western Ontario
Memorial University	University of Calgary	University of Winnipeg
Mount St. Vincent University	University of Guelph	Wilfrid Laurier University
Queen's University	University of Lethbridge	York University
Ryerson University	University of Manitoba	

Universities Without On-Campus Child Care

Acadia University	Nipissing University
Mount Allison University	University of Windsor

Why Child Care? (cont'd)

Why Childcare?

Having children who are raised to be functioning, well-adjusted adults is a social good. And yet the costs are paid almost entirely by parents and disproportionately by mothers. Lack of support for parenting produces serious consequences for mothers, fathers, the workplace, and society at large. If we are to continue to focus on equity as a goal of AUFA, the fight for child care must be at the forefront.

Phyllis Rippeyoung
Janna Wentzell

In Minority: The status of female faculty at Acadia University 2008-2009

The AUFA Women's Committee presents this summary of the status of women faculty at Acadia University for the years 2008-2009. Access to this information is supplied to AUFA's membership by Human Resources in compliance with Article 28.10. In previous years, we have analyzed all groups of women, and found that although there has been a proportionate increase in female faculty overall, a closer examination of the data revealed that women faculty are disproportionately hired into Acadia's contingent work force (CLT and part-time). For this year's report, we focus solely on the status of full-time tenured and tenure-track faculty (n=183).

The most recent national data show that women accounted for 46% of new doctorates in 2006-2007 and 32.2% of faculty in tenure and tenure-track jobs in Canada in 2007. At Acadia, as shown in Table 1, women constituted 29.1% of all full-time faculty in tenured and tenure-track positions in October 2009. Only 25.0% of all tenured faculty are women, a drop from 27.5% in 2008.

Women faculty are not evenly distributed across faculties (Figure 1). In Arts, there are proportionately more women (31.4%) compared to FPAS and Professional Studies (27.9% and 27.5%, respectively). As well, there continue to be departments in Arts and FPAS where there are no women faculty members.

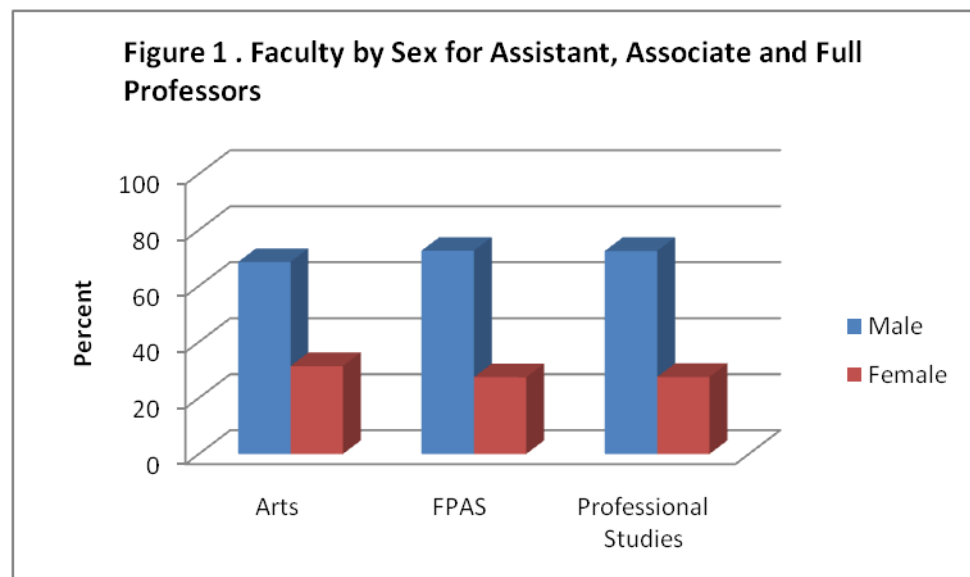
An examination of faculty hires over the last ten years reveals that we have made **no progress** in hiring women, as only 28.9% of all tenure-track hires have been female between 1999-2009 (Table 3), marginally less than 29.1% of female faculty today (Table 1). Although the 2008 and 2009 numbers are encouraging in that equal numbers of women and men were hired, in 2010, only one of

In Minority: The status of female faculty at Acadia University 2008-2009 (cont'd)

the four most recent tenure-track positions was offered to a woman. Considering the national trends, it is curious why recent hiring practices here continue to favour male candidates.

Table 1 Position by Sex for Assistant, Associate and Full Professors (%)

Position	Sex		Total
	Male	Female	
Probationary Tenure Track	64.0	36.0	100.0
Renewal Probationary Tenure	57.7	42.3	100.0
Tenured	75.0	25.0	100.0
Total (n=183)	71.0	29.0	100.0



In Minority: The status of female faculty at Acadia University 2008-2009 (cont'd)

Table 2 Year of Hire (2000-2009) by Sex for Assistant, Associate and Full Professors

Year Hired	Gender		Total Hires
	Men	Women	
1999	5	3	8
2000	6	3	9
2001	12	2	14
2002	11	2	13
2003	6	3	9
2004	7	2	9
2005	10	4	14
2006	1	3	4
2007	5	1	6
2008	3	3	6
2009	3	3	6
Total	69 (71.1%)	29 (28.9%)	98

Is there a gender wage gap at Acadia?

A comparison of average men's pay to that of women reveals that women's earnings in 2008-2009 were 94% of men's. Table 3 presents four regression models that examine gender wage gaps for all tenure and tenure-track faculty. Model 1 presents the raw gap which shows that men earned \$5,810.74 more than women. Model 2 controls for year of hire which reduces the gap to \$3,293.36. In Model 3, rank is added to the equation and the wage gap is further reduced to \$1783.56. In Model 4, when we add a control for faculty, we see the gap is only slightly further reduced by \$78.24 to \$1705.32.

In Minority: The status of female faculty at Acadia University 2008-2009 (cont'd)



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list.**

Though this wage gap may seem quite small, it has the potential to be quite large over the course of a person's career. The gap of \$1705.32 represents 85% of a grid step (for all ranks over the last few years at Acadia a grid step has been worth \$2000). If, for example, we mapped a male and female faculty member's career path based on starting salaries at Step 1 for the woman (\$66,000) and 85% of a \$2000 grid step more for the man (\$67,700), and give each a 3% yearly increase, over 30 years, this amounts to \$80,878.21 in lost earnings. This model does not take into account promotions or grid step increases and thus is likely a conservative estimate, as research has consistently shown that men progress through the ranks more quickly than women, especially to full professor. This has important implications for yearly earnings, and also places female faculty at a distinct disadvantage in terms of pension accumulation.

In conclusion, there is evidence that gender equity at Acadia has yet to be achieved. The proportion of female faculty at Acadia is lower than national averages. Additionally, hiring practices over the last number of years indicate that women continue to be hired at a lower rate than expected in light of the percentage of Canadian women graduating with PhDs. Without a structure in place that addresses systemic barriers to hiring women, it is unlikely that this trend will be reversed. The gender wage gap for new hires can be addressed by a more equitable grid system, which the union initiated in the *Twelfth Collective Agreement* and which must continue along this path in the next collective agreement. A more in-depth Systems Review is needed to identify and remedy these and other potential inequalities between women and men at Acadia.

In Minority: The status of female faculty at Acadia University 2008-2009 (cont'd)

Table 3 Regression analysis of wages on sex, year of hire, rank and faculty for tenured and tenure-track faculty.

	Model 1	Model 2	Model 3	Model 4
Men	5810.74 (2768.41)	3293.36 (1514.98)	1783.56 (1010.77)	1705.32 (1011.22)
Year of Hire		0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
Rank¹				
Assistant			-23188.82 (1534.49)	-23291.50 (1565.94)
Associate			-14627.21 (1253.52)	-14567.06 (1272.64)
Faculty²				
Arts				-620.68 (1096.17)
Professional Studies				1116.13 (1177.101)
Constant	93358.49 (23333.33)	703581.60 (29512.47)	466288.75 (25815.27)	466288.75 (25815.27)
R²	.024	.71	.877	.877

¹ Contrast category is Professor

² Contrast category is FPAS

N=183

(standard error in parenthesis)

Note: Because these are population data, statistical significance is not relevant

Zelda Abramson
Phyllis Rippeyoung

CAUT Librarians Conference

We attended the 2009 CAUT Librarians Conference in Ottawa from October 23–25, 2009. This year's conference theme was “Negotiating for Parity: Closing the Librarian/Faculty Gap.” Contract language for academic librarians differs from institution to institution, but it is not uncommon for librarians to have less favourable conditions in terms of academic freedom, workload, and financial benefits than professors in the same bargaining unit.

Librarianship under Attack

James Turk, CAUT Executive Director

James Turk provided several alarming examples of “Librarianship Under Attack” on Canadian campuses. Some highlights:

- At one unnamed university,* two librarians had recently been fired. Both had been appointed to new “strategically important” positions the previous year, and then those positions were deemed redundant and eliminated. One of the two librarians was a week away from beginning a long-approved research leave; both were fired without warning or cause. **Dr. Turk didn't say, but it's McMaster.*
- At another unnamed university,* the administration's stance is that librarians are not “academic” and should not be eligible for tenure, and it appears that librarians' tenure applications are being denied on improper grounds. The University Librarian has been approving (or not) and overseeing librarians' conference presentations and guest lectures, and even exercising oversight of certain e-mails. The UL has also had librarians removed from Senate committees and indicated that “academic freedom,” “teaching,” and “mentoring” are “hot words” that will not be tolerated in workplace speech. **Again, Turk didn't say, but it's McGill. Ongoing problems there have resulted in the formation of a CAUT investigatory committee that is looking into violations of librarians' academic freedom and academic staff rights.*
- At Western, the new university President announced at a Senate meeting that he doesn't use libraries anymore because he gets what he needs on his computer. *<Ahem.>* Librarians had certified as a bargaining unit and were at the time of the conference negotiating their first Collective Agreement. (Readers will recall that Ontario's labour laws were changed by Mike Harris so that new employee groups could only join an existing bargaining unit with the agreement of the employer, eliminating the role of the Labour Board in the matter. Not surprisingly, the employer did not agree to have the librarians join the faculty bargaining unit.) The employer was proposing generalized job descriptions that would allow librarians to be moved among positions without retraining, and that annual reviews be conducted on the criteria for promotion.

CAUT Librarians Conference (cont'd)

- At StFX, which was also in negotiations at the time, the employer was attempting to take librarians off the salary grid they shared with professors. We have been unable to find any news (except in the *Acadia Athenaeum*, via Canadian University Press) of the results of StFX's negotiations since the joint announcement of a tentative deal on February 16. (By the way, CUP reports that the new StFX contract includes an employment equity policy and benefits for members over 65.)
- At the University of Ottawa, librarians are excluded from Senate committees, and the University Librarian's position is not at the decanal level and her role in senior administration is therefore marginalized. (An interesting problem.)

Negotiating for Parity: The Workload Experience

Suzanne O'Neill (Fanshawe College), Meg Raven (MSVU), Sylvie Lafortune (Laurentian)

This excellent panel focused primarily on the difficulties librarians face in finding time and support for research. According to 2008 CAUT survey data, 79% of librarians report that their workload includes research, but only 68% have a contractually defined right to research time. While most professors normally have one term out of three free from teaching, most librarians are expected to keep "business hours" and make professional practice a priority year round, even the majority who do not have hours of work specified in their collective agreements. Even when librarians are successful in negotiating time for research, it can be difficult to take it, especially in a small library or a library that does not foster a research culture and where "absences" are conspicuous. When we do not support and encourage our colleagues in their scholarly endeavours, we have ourselves as well as our administrations to blame for conditions that are inhospitable to research. Many librarians (fortunately not Acadia's) also have restrictions placed on the scope of their research, as well as the time available for its pursuit: research must be related to their professional practice, and topics and projects must be approved by the administration.

The panel proposed several strategies for addressing these problems and for fostering a culture of research in academic libraries:

- Strike a better balance between professional practice and scholarship. There are times of the academic year when professional practice must dominate, but there should also be times when librarians can focus on research.
- Strike a better balance between service and everything else. Librarians tend to be overburdened with service.

CAUT Librarians Conference (cont'd)

- Resist the assignment (voluntary or otherwise) of non-professional duties.
- Make new hires with scholarship in mind.
- Remove stated hours of work from collective agreements.
- Take time for research, and take it without guilt. Don't defer research because there are too few librarians to get on with the other work of the library. Remember that staffing levels are a management responsibility!

The Salary Situation

Neil Tudiver, CAUT Assistant Executive Director

Imagine our surprise when we saw Acadia's salary grids in Neil Tudiver's handouts! We are now "the Acadia example," thanks to the hard work of all those involved in pre-negotiations and negotiations for the *Twelfth Collective Agreement*. Librarians at Acadia went from being nearly the lowest-paid librarians in the country to being regionally and even nationally competitive.

Across the country, librarians' salaries are \$22K lower on average than those of professors (data across all ranks from 2007-2008 Statistics Canada survey). Only a very few universities have identical grids for librarians and professors (Laurentian, StFX and Windsor). AUFA's salary goals for the *Twelfth* were to put *all* faculty (instructors, librarians and professors) on the same grid and to improve salaries for the lowest-paid members (instructors, librarians, and part-time professors). Both goals were achieved by the final year of this contract. Tudiver acknowledged that it took a strike to achieve them, but he also credited the association for having such a clear strategy from the outset and for making such a concerted effort on behalf of a group of members who are often overlooked. Indeed, an earlier speaker from the workload panel noted that in her association, librarians' issues rarely even reach the table, and if they do, they are sacrificed for the "greater good."

The next CAUT librarians conference will be in 2011.

Submitted by Mike Beazley and Erin Patterson



Custody and Control of Information in the University Context: CAUT Workshop for Senior Grievance Officers

CAUT hosts an annual workshop for senior grievance officers that focuses on issues related to current grievance and arbitration cases that are nationally relevant. This year the title of the workshop was *Care, custody, and control: Protecting members' correspondence, documents and intellectual property*. As the title suggests, the issue of relevance is whether the university or the member has control over materials produced when fulfilling work responsibilities, or when personal communications are made with university computers. Recently access to information legislation has been used to gain control over members' correspondence, course-related materials, and personal notes. The ubiquitous use of digital methods made available by the university for communicating and storing information provides ease of access to materials, raising concerns regarding who may access this information and individuals' right to privacy. Together, with ongoing issues related to the ownership of intellectual property and academic freedom, these issues highlight the need to consider how academic staff can manage access to information, ownership rights, and the right to privacy within the collective bargaining process.

To facilitate our consideration of the above issues CAUT organized information sessions with guest speakers and discussion sessions to allow members to ask questions and share experiences. Mariette Pilon, CAUT Legal Counsel, provided a general overview of issues related to custody and control. Ms. Pilon noted that although universities were included in freedom of information legislation during the 1990s it has only been recently that grievance and arbitration hearings have been held related to custody and control issues. Two concerns related to the increased interest in control of information include the ease with which information is accessible in our digital environment, and the somewhat unique nature of custody and control of information in the university context. In typical government workplaces the employer retains control and custody of all information produced at work or with office computers. Government employees do not retain ownership of the information they produce at work.

The university context is quite different, given the protection of intellectual property rights and academic freedom rights associated with the products of our labour. The question of who has custody and control of information, therefore, is not straight forward, and the answer is likely that the university has custody and control over some information whereas individual members would hold custody of other types of information. It was emphasized that control and custody of member information should not be automatically granted to university administrators simply because they have the ability to search electronic files; access does not equal custody. Granting the university control and custody of information gives them the right to determine when and to whom access to the information can be given. This would include allowing the university full access to everything including individual notes taken during committee deliberations and personal correspondence.

Ms. Pilon stressed the importance of considering custody of information in collective bargaining, while noting that it is a complex issue, one that has attracted a fair bit of attention from CAUT in light of recent arbitrations. A more detailed review of custody and control issues is available to the interested reader in the October 2009 issue of the CAUT Bulletin. If accessed electronically there

Custody and Control of Information in the University Context: CAUT Workshop for Senior Grievance Officers (cont'd)

is a link provided in the article to a nine-page memo written by Jim Turk that describes the issues in some detail and summarizes the outcomes of recent legal cases (www.cautbulletin.ca).

During the workshop, John Henderson, legal counsel to the University of Ottawa's faculty association, provided an overview of the recent legal cases related to custody and control discussed in Jim Turk's memo. The first series of arbitrations were related to a discipline case at the University of Ottawa where the administration conducted a search of email in an effort to find evidence to support their claim that discipline was warranted. Having found some evidence to support their claim, they then made a direct request to all members of the faculty association for all documentation related to the faculty member in question. In brief, grievances were filed that ultimately lead to three arbitration hearings related to the control and custody of information that the faculty members had in their possession.

The first arbitration addressed whether the collective agreement was relevant to the issue of control and custody. This question was particularly important because it is the collective agreement that defines members' rights with regard to ownership of intellectual property and academic freedom. The arbitration ruling essentially states that the collective agreement is the document that both informs and defines the unique context of the university workplace. The arbitrator, Phil Chodos, concluded that the collective agreement was indeed relevant to the definition of custody and control in that it both informed and provided the context for determination of control. The ruling supported strongly the view that professors' work is independent in nature, and emphasized the importance of this independence in the context of academia. Furthermore, based on the ruling that the collective agreement was relevant to custody and control the arbitrator also ruled that the University of Ottawa did not have the right to request all documents pertaining to a faculty member from all other association members.

A second, related arbitration determined that an arbitrator could have the right to determine what information a university would have custody and control over, and a third arbitration was basically a report summarizing what information a university would have custody and control over. In the third ruling the arbitrator essentially adopted the recommendations of the University of Ottawa faculty association on this matter. As examples, the university would have custody and control over administrative documents, as well as committee documents such as agendas and minutes. They would not have custody of personal notes taken by members on committees, however. The details for all three arbitrations can be found at http://www.apuo.ca/Info/arbitrations/arbitration_awards.htm.

Custody and Control of Information in the University Context: CAUT Workshop for Senior Grievance Officers (cont'd)

The case at the University of Ottawa was considered a success for the faculty association; however, not all cases have been resolved as favourably. Another series of arbitrations related to an individual who requested information from faculty at several universities who had served on a SSHRC review committee that reviewed the requestor's grant application. The information requested of the universities was all emails and paper documentation in the possession of grant reviewers that mentioned the individual's name. The universities all argued that they could not provide the information because they did not have custody or control over the requested information. Not being pleased with this response the requestor filed for an arbitration hearing under the access to information legislation in Ontario. Three arbitrations were heard, the first based on the request to Wilfred Laurier University, the second at the University of Ottawa, and the third at the University of Guelph. In all cases the arbitrator ruled that the University did have custody and control of the information and that if they did not want to comply with the request they would have to find an applicable exemption in the legislative act. The same arbitrator heard the first two cases and in the second and third cases the justification provided was the decision reached in the initial Wilfred Laurier case. In brief the justification provided in the first case rested on the University's information technology policies governing the use of the university owned server, and the decision that review work done for SSHRC would be considered a normal workplace responsibility. These decisions are troubling for several reasons, and the University of Ottawa has appealed the decision I believe. Details about these arbitrations can be found at

www.canlii.org/en/on/onipc/doc/2009/2009canlii60394/2009canlii60394.html (Wilfred Laurier University), www.canlii.org/en/on/onipc/doc/2009/2009canlii63942/2009canlii63942.html (University of Ottawa), and www.canlii.org/en/on/onipc/doc/2009/2009canlii66892/2009canlii66892.html (University of Guelph).

Two points of interest struck me while considering these cases. First, university administrations appear to be deciding whether they have or want custody and control of information on a case-by-case basis, depending on what suits their purposes. Note that the University of Ottawa claimed custody and control in the case involving discipline, but adopted a different stance when individual members were being subjected to information requests related to their grant reviewing duties. Second, custody and control arguments are currently being settled through arbitration, a process where affected individuals or associations will have little control. This is particularly troublesome given the unique workplace context at universities that may or may not be well understood by any given arbitrator. CAUT's increasing interest in the issue ideally will lead to changes that provide us with more clear and stable rules and procedures for governing custody and control, while protecting both academic freedom and intellectual property rights. For now, however, the take-home message is: custody should never be conceded.

Darlene Brodeur

Pension Committee Year-End

The Pension Committee has convened substantially beyond the required two meetings per year. The tenor of the meetings has continued to be open and constructive.

Pension funds, like other investments, have been affected by the market gyrations of the past year coupled with historically low interest rates. The pension reached its lowest level in March 2009. With the rebound in equity values over the past year, much of the loss has been made good, although the fund remains underfunded (see below), in part because low interest rates mean that future projections of fund performance are also low.

Three items of importance have come before the committee over the past year. A review of the portfolio manager (Frank Russell) was initiated in light of disappointing fund performance throughout their term (2003-2008). In light of the recommendations of the review, it was decided to replace them with three managers: Beutel Goodman, Aquity, and Fidelity, each with responsibility for a particular portion of the aggregate portfolio. Responsibilities for rebalancing now rest with the committee. The early signs of performance are encouraging.

The committee is also attending to the required tri-annual pension valuation. This will be completed no later than June 30, 2010. As mentioned in previous reports, the outcome of this valuation may indicate a new funding liability in the pension. Consistent with the revised pension agreement of 2005, any new liabilities are shared 50/50 between the pension sponsor and the plan members. The best current estimate indicates that this liability may require special payment by members of as much as 1.5-1.75% of gross pay per year for 10 years (if the amortization over 10 years is agreed to). Such payments would begin no earlier than July of 2010, and would have to start no later than June of 2011. The valuation numbers are of course subject to change with changing market conditions and interest rates. The take-home message is "Be Prepared."

The committee has also been made aware of the sponsor's interest in responding to the provincial government's recent pension-review report. The focus of this input from the committee concerns the sponsor's interest in exploring the possibility of asking the government to remove the "solvency-liability" test in the tri-annual review. Without getting into the messy details, the upshot concerns how the liability in the pension is determined. Should the "solvency-liability" test be relaxed or annulled by the government, this would substantially reduce (perhaps eliminate) the potential for the new pension liability mentioned above in the context of the tri-annual review. A number of conflicting views have emerged in the committee regarding the desir-

Pension Committee Year-End (cont'd)

ability of this potential change in liability methodology. At any rate, the sponsor is entirely within its rights to make any presentation or lobbying it wishes with respect to government legislation. What is important—however one views the relative merits of this proposed change—is that the decision is not one made by the sponsor, but is a provincial government matter.

We mention this latter element because some members had expressed concerns that perhaps a “contribution holiday” was in the works. That is a non-starter. Any such move would be illegal, even in the current difficult situation that the sponsor finds itself in. We have had no hint that anything of that sort is being considered.

Paul Abela, AUFA Pension Rep
Phil Taylor, AUFA Pension Rep

Summary of Meeting Concerning O’Neill Report

- I Meeting with Tim O’Neill, Consultant to the Premier of Nova Scotia on Post-Secondary Education, April 9, 2010. Present: Dr. Tim O’Neill, Marc Lamoureux (ANSUT President), Chris Ferns (ANSUT Past-President), Christie Lomore (ANSUT Secretary), Jamie Whidden (ANSUT Member-at-Large).
 - a. The first question posed to O’Neill was on the nature of his mandate, particularly given that attempts to rationalize the Nova Scotia university system had been made in the past. O’Neill said, firstly, that his mission was to sustain and improve the quality of education at a reasonable cost. He said that he accepted the mandate only with the proviso that the quality of education was part of the mandate to avoid one-sided solutions based on cost-saving. Any recommendation will be based on quality and cost. Secondly, he said it was normal to revisit rationalization at reasonable intervals. It was unlikely that a radical merger, like that undertaken in New Brunswick, would be visited upon Nova Scotia (17 universities reduced to effectively 3). The question was not so much whether there were too many universities, but what was the capacity of the system in relation to student demand, how might that demand change, and what structural changes might be made to the system to be able to continue to deliver service, thus, not seeking a smaller capacity, but one that meets demand. He is considering several options, given that the “big bang” approach is not a good fit for structural change. The options considered are premised on several considerations: 1) demonstrable areas of cost saving, 2) demonstrable areas of improvement in the quality of education, and 3) expectation of a system failure. If any of these are shown to be the case, there will be changes made.

Summary of Meeting Concerning O'Neill Report (cont'd)

- b. O'Neill was asked to consider the importance and value of institutional diversity within the system, given that many of the institutions had long histories and represented the collective work of distinct communities. He said that if one were to begin with a clean slate, one would not choose to create 11 universities. On the other hand, it would not be recommended to sweep away the current institutions, as was done in New Brunswick. Nevertheless, Nova Scotia has more capacity than students in the system. Rather than elimination, the Review entertained other mechanisms to rationalize according to the factors of capacity, cost, and quality.
- c. O'Neill was asked to describe how the Review fitted with the Government's campaign to make Nova Scotia Canada's "university capital". He described such ideas as too often superficial, conflicting with realities and actions. Moreover, the campaign was not part of his mandate; rather it was only a coincidence that the Review and the Campaign emerged at the same time. His mandate was structural change, not transformation, alongside commitment to quality. Nevertheless, he recognized that 40% of students in Nova Scotia were from outside the province, and thus Nova Scotia was an exporter of services, which was an important part of the system, particularly to institutions like Acadia and StFX.
- d. He was asked if the Review considered the creation of a province-wide registration or recruitment system as a cost-saving device. He said that the idea had been entertained and rejected in the past by the university presidents. The Ontario model was, apparently, not transferable. Yet after discussion he agreed that the idea needed further examination, based on an external, independent review, pointing to the possibility of "systemic processing" and "systemic recruitment".
- e. He was asked if he considered that small universities needed special consideration, as providers of unique services, as well as sustaining rural communities. O'Neill said that final decisions had not been made and that as a graduate of CBU he understood the extra-educational role of universities. Yet if such an institution was incapable of operating in a cost-effective manner then he would recommend structural change based on the specifics of the university, according to several principles, such as the availability of students and contribution to educational diversity, whereas the issue of impact on the local community would be far down the list, as it did not relate to cost, capacity, and quality. The review would not consider issues such as jobs in the local economy, but what each specific institution provides to students, the availability of students, and the capacity of the institution. Recommendations would be for structural change, if there was room for survival.

Summary of Meeting Concerning O'Neill Report (cont'd)

- f. O'Neill was asked his opinion on the question of accountability and transparency in institutional finances. He pointed to the difficulty of measuring and comparing institutions because of the different categories in budget lines. The Review would have to consider whether it could be shown that costs in Nova Scotia are higher/lower than elsewhere. In spite of such unanswered questions, the general tendency was to seek more, rather than less, transparency. It was reasonable to assume, said O'Neill, that due to the considerable expenditure made by the government on universities, there should be mechanisms of quality assessment or performance indicators. The Review will address this by asking what the barriers are to getting measurements of quality and performance. The Review would consider whether the problem was administration costs, broader systemic costs, or costs versus service provision. Data needs to be sorted to show which segments are cost effective.
- g. O'Neill was asked if he had considered a mandatory or other type of regulation on the amount of expenditure devoted to administrative versus academic sectors. The idea of a 50% cap on expenditures on the administrative sector was put forward. He supported the idea of transparency, but not of regulation in this area. It was apt to consider the questions of reasonable shares of expenditure, but this could be achieved by exposing real expenditures. He did not want to be in the position of infringing upon the autonomy of the institutions through regulation.
- h. Given that O'Neill favored structural adjustments based on institutional specifics, rather than wholesale transformation, he was asked if he could spell out at least the general principles of the structural adjustment. He said guidelines would be created for adjustment in institutional size, program delivery, operational structure, reduction of facilities, and the sale of assets; all of these would be considered as measures to remove structural impediments. These guidelines would be based on whether the institution faced short term or long term problems. If short term, the institution would be give financial support to correct the problem. If long term, the institution would be merged or shrunk through specialization or affiliation with other institutions. The Report would be guided by such a set of principles, which would be applied to institutions in extreme stress. No institution will have financial support without significant structural changes – any bail-out will come with a cost. Intervention would be designed to support the institution's future development with reforms designed to bring about necessary structural adjustment. The ultimate question and underlying principle is: Why do we have a university system? It is to provide services to students. If the solution were to cause a decline of quality, then the solution should not be adopted. Size of the institution and location are not the determining factor.

Summary of Meeting Concerning O'Neill Report (cont'd)

- i. O'Neill was asked for his position on student tuitions and the quality of education. He expressed his commitment to accessibility. However, he pointed out that with the creation of government bursaries in Nova Scotia, student enrolment went down. Also, regions in Canada with the highest tuitions (Ontario and Nova Scotia) also have the highest enrolments. It is not demonstrable that lower tuitions increase student enrolments. The tuition level policy is based on fees and assistance. Any change to fees would require a change to assistance programs, which should be designed to target those in need. Important issues are the combination of part-time work with study, attrition rates over the course of a degree, and drop-out rates. The Canadian Federation of Students and the Alliance of Nova Scotia Student Associations have brought up these issues in discussions. The Review will have to consider this as part of any plan.
- j. O'Neill was asked to discuss his ideas on the assessment of quality. He pointed to the failings of the *Maclean's* assessment, that its input figures were inaccurate. However, he said, it does give accurate assessment of outcomes from the perspective of students. He was also looking at European assessment models. Criteria included enrolment levels, retention, job placement, graduate school placement, alongside the perspective of students on outcomes. Assessment had to be considered in a wider sense: 1) internal assessment of faculty and staff, 2) taxpayers' value for cost, and 3) student perspectives. He was still looking for appropriate assessment models and was open to suggestions, such as the appropriateness of the Maritime Provinces Higher Education Council as a vehicle for assessment.
- k. Responding to statements of concern, O'Neill agreed to investigate the issue of inordinate spending on the administrative sector, supporting the idea of reasonable percentages and proportions as part of the initiative to improve transparency and accountability.
- l. O'Neill assured the ANSUT committee that no cookie cutter type of solution would be imposed on the university system, which was characteristic of some of the "glib" talk in the media. He would articulate specific criteria, which would be applied in a similar fashion across the board, in such a way as to avoid ad hoc policy decisions.
- m. ANSUT was able to secure a line of communication with O'Neill, so that suggestions or comments on any of these issues or, possibly, others, could be forwarded to him through ANSUT.

Submitted by Jamie Whidden

**Do you need to contact someone on a committee?
Look them up at
www.
acadiafaculty.ca/
committees**

CAUT Council

From April 22 to April 25, incoming AUFA Vice-President Karmen Bleile and Secretary Herb Wyle attended the Canadian Association of University Teachers (CAUT) Council meeting in Ottawa. This was our first experience at CAUT and certainly confirmed our impression that CAUT provides a wide range of extremely crucial services to its members across the country. This account describes some of the highlights of the meeting.

One of the invaluable services provided by CAUT is the association's monitoring of broader trends in (or affecting) post-secondary education in Canada and internationally, and at various junctures during the four days of meetings Executive Director Jim Turk reported on a number of trends worth highlighting in this report. The first is the disturbing trend of creeping privatization both internationally and on campuses in Canada. One form that such privatization is taking is arrangements between university administrations and for-profit enterprises such as Navitas and Study Group. Typically in these arrangements, these enterprises offer first-year courses to international students, and, in exchange for a percentage of tuition, university administrations permit them to make use of the universities' names and to offer guarantees of admission into the second year of the universities' programs. The Executive Director reported on a number of cases of existing and prospective arrangements, including at Dalhousie, and urged members to encourage their locals to watch out for the initiation of such arrangements, which are easier to nip in the bud than to resist once they are implemented. He also stressed the importance of alliances between faculty associations and student associations in both publicizing and opposing such arrangements, which compromise the quality of post-secondary education as well as the working conditions of academic staff more broadly through creeping privatization.

A second cause for concern and vigilance concerns increasing efforts by the likes of Google and Microsoft to reach agreements with university administrations to serve as their campus-wide e-mail servers. Here the Executive Director expressed concerns about the protection of privacy (as such arrangements would render universities in Canada vulnerable to U.S. law, which is much more amenable to the undisclosed monitoring of e-mail by security agencies), about restrictive terms of consent, and about the potential of a monopolizing of e-mail service and the financial vulnerability of universities such a monopolizing could entail. Finally, he highlighted disturbing trends in the funding of research in Canada, particularly the increasing tendency of the federal government to simply bypass the Tri-Council system, which is receiving a declining portion of overall federal funds. He noted there is increased targeting of research funding and a push to demonstrate that research has an economic impact.

The most substantive and contentious item on the AGM agenda was a motion to change the structure of CAUT, the first such restructuring in ten years. The principal changes in this amendment to CAUT's bylaws were additions to the Executive—positions for the Chair of the Contract Academic Staff Committee and specific Member-at-Large positions for francophone and Aboriginal representatives (i.e., one each)—and, more contentiously, the absorption of CAUT's Women's Committee into a newly formed Diversity Council, in order to provide a more "intersectional" and less compartmentalized engagement with issues of equity. With this latter change, instead of the Chair of the Women's Committee being a member of the Executive, the

CAUT Council (cont'd)

Co-Chairs of the Diversity Council – one of whom, – one of whom, the motion stipulates, must be a woman – would now sit on the Executive. There was considerable debate on the floor about this motion. Many of the delegates spoke in favour of this change and viewed the creation of a Diversity Council as an important step forward for CAUT. Some members did express concern about the lack of opportunity to consult membership at the local level prior to the vote, but a motion to postpone the decision until the November 2010 meeting was defeated. The motion to restructure then passed, with the support of an overwhelming majority of delegates.

Another highly valuable role played by CAUT is the monitoring of relations between academic staff and their employers, as well as intervening where necessary on behalf of those deemed to have been treated unfairly. In this regard, an important item on the agenda was consideration of the possibility of censure in two cases. (Censure, as most know – especially considering Acadia's recent close brush with that possibility – is a public statement by CAUT that a university administration or comparable governing body is behaving very badly. While not equivalent to a boycott, censure is a public admonition that can have a range of similar practical consequences.) The first case involved the treatment of clinical faculty at the University of Manitoba, and council voted to give notice of motion of the consideration of censure at the upcoming meeting in November. In the second case, involving McGill University, sufficient progress had been made in discussions between CAUT and the McGill administration to suspend giving similar notice, pending future developments. Delegates also voted to lift censure of First Nations University, given the implementation of substantive administrative and financial changes to address the systemic problems and threats to academic freedom at that institution.

As Jim Turk underscored, while such specific cases are significant, the most serious threats to academic freedom are systemic, such as the increasing reliance on contract academic staff (whose terms of employment characteristically render them more vulnerable); growing managerialism; an increasingly instrumentalist attitude toward teaching and research; an increasing national security state mentality; and increasing emphasis on commercialization. In short, when it comes to academic freedom and working conditions for academic staff, we have to see the forest and the trees.

Anybody with questions and/or seeking further details about the CAUT AGM is welcome to contact either of the two of us (Karmen.Bleile@acadiu.ca or Herb.Wyile@acadiu.ca).

Submitted by Karmen Bleile and Herb Wyile

*The
Communicator
returns in the
fall.*



Dates to Remember

June 15

By 15 June . . . the Career Development Meeting Report, the curriculum vitae, and comments if any . . . shall be sent to the Dean for review. [Art. 15.61]

The Head shall ask professors by 15 June if they wish to apply for renewal, tenure or promotion and Instructors whether they wish to apply for promotion. [Art. 12.01]

The Research Services Head shall ask Librarians by 15 June if they wish to apply for continuing appointment or promotion. [Art. 51.01]

June 30

An annual report . . . of the URC shall be prepared . . . and distributed to professors by 30 June. [Art. 12.76]

An annual report . . . of the UAC shall be prepared . . . and distributed to professors by 30 June. [Art. 12.77]

August 31

Any questions regarding the accuracy of the [Part-time Faculty] precedence list shall be directed to the Department of Human Resources by August 31 of that year. [Art. 11.10(i)(vi)]

September 1

Professors wishing to request an extension for renewal or tenure . . . must do so by 1 September. [Art. 12.02]

Professors wishing to be considered for renewal, tenure or promotion and Instructors wishing to be considered for promotion shall by 1 September provide the Head with a dossier. . . [Art. 12.03]

Librarians who wish to request an extension . . . [to apply for continuing appointment or promotion] must do so by 1 September. [Art. 51.02]

A Librarian wishing to be considered for continuing appointment or promotion shall, by 1 September, provide the Head with a dossier. . . [Art. 51.03]

A more comprehensive listing of dates can be found on AUFA's website: acadiafaculty.ca/calendar.

Editorial Policy

The *AUFA Communicator* is the newsletter of the Acadia University Faculty Association (AUFA) 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 AUFA and its membership
3. to provide documentary records of matters pertaining to the AUFA
4. to serve all the functions of a newsletter

The Communicator Committee, 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 Communicator Committee. **We encourage your contributions (letters, articles, article summaries, and other pertinent information).** Anonymous material will not be considered for publication; however, under special circumstances, the *AUFA Communicator* may agree to withhold the author's name. The Communicator Committee retains the right to edit and/or reject contributed material.

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