

AUFA Communicator

Acadia University Faculty Association Newsletter

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The AUFA President Communicates

I have just returned from the CAUT Forum for Presidents. CAUT surveys the various faculty association presidents to determine the Forum program, so it is a very good opportunity to gain a national perspective on issues facing faculty. AUFA's December drop-in chat over lunch provided our membership a good opportunity to determine issues and solutions as well. Sixty AUFA members attended and the discussions were lively and enlightening. One key issue at both of these events was workload. With fewer faculty, more students, the same number of service responsibilities and ever increasing pressure to pursue research excellence (albeit with less funding), defining and fairly distributing work is a challenge.

The easy-to-define part of workload is teaching, and that is not easy to quantify! Simple numerical solutions fail us once again; fifteen hours does not always equal fifteen hours. Can we find a way to consider class size, contact hours given course format, the assistance available from student teaching assistants, new versus previously taught courses, the level of the course, field experience provisions,

the nature of the discipline, and so on? I note efforts in various collective agreements to define the total number of students to be taught in one semester and a maximum class size, but also much more elaborate efforts to consider the total "effort" required by any particular course.

One comment heard more than once after our December luncheon referenced the great benefit of an opportunity to chat with members from other Departments and Schools and to learn from one another how we are attempting to address the workload challenge. There is much more talking to do on this issue. AUFA hosted an informal coffee hour on February 9 and is hosting another on March 13, 11:00-12:00, Horton Hall lounge and I hope you will have a chance to join your colleagues from across campus. We need everyone's wisdom on this and on many other tough issues facing us.

Respectfully submitted by
Wendy Bedingfield
AUFA President

Report on CAUT Council

In late November, Wendy Bedingfield and I attended the Council meeting of the Canadian Association of University Teachers (CAUT) held in Ottawa. In attendance at this 71st meeting of Council were delegates from over 70 faculty associations, each of whom had the right to vote on the many policy issues that arose during the three days of meetings. My report will focus in particular on the sessions and presentations likely to be of particular interest to *Communicator* readers.

My first session was an informal gathering of the National Union of CAUT (NUCAUT), comprised of unionized faculty associations from across the country. This early morning session was a real eye-opener as local reps gave brief updates on the situations at their home institutions. Unfortunately, the news from elsewhere was not good, as reps from universities big and small recounted tales of decreasing numbers of tenure-track lines matched with increasing reliance on contingent contract faculty; of the outsourcing of support for academic technologies; of the rise of a corporatist model of university governance; and of the penchant of administrations to spend on new buildings, new toys, and more administrators rather than support the front-line work of teaching and research. Perhaps most demoralizing of all were tales that demonstrated the apparently near-universal tendency of academic administrators to act in ways that undercut the integrity of the university's academic mission. They seem to forget quickly where they've come from: the ranks of the professoriate, the body committed to carrying out that mission. I left the meeting with a broader sense of context in which to place the ongoing struggles we've had at Acadia over the past decade-and-a-half. Our situation is certainly not unique, and by no means the worst I heard when it comes to difficult labour relations (. . . though no one could top the fact that we endured two strikes in four years to protect faculty rights, and thereby ensure that Acadia continues to be a real university). Comparing notes in these ways can give us a heads-up here at Acadia about what issues might be coming down the road, so we can be well prepared for our next negotiations.

Further context—this time of a more international sort—was provided to delegates by Terry Hoad, president of the University College Union (UCU), which represents 120,000 academic staff and is CAUT's equivalent in the UK. Dr. Hoad outlined the current situation in the UK, where government has doubled or even tripled student tuition and proposed a gutting of faculty pensions as a way out of the current financial crisis besieging European governments. The pension changes promise a triple whammy, with the threat of increased employee contributions, later retirement, and reduced benefits. While negotiating last spring with the UCU, the government abruptly left the table and declared that the pen-



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Report on CAUT Council (cont'd)

sion scheme would be imposed unilaterally. Dr. Hoad noted that public funding for universities has been dropping since the mid-1990s, while in the same period corporate tax rates have been slashed. How to fight against the withering of universities? He recounted the recent success of the UCU in “getting some traction” by speaking with politicians about the current crisis; the Labour Party has endorsed raising corporate taxes a bit in order to properly fund the education of the next generation of citizens. As far as more immediate action goes, in response to the pension cut the UCU launched a work-to-contract campaign that saw professors in many universities carry out only their regular duties (so they held no extra office hours, didn't offer to cover for colleagues, etc.). And in late November many of those faculty members joined 2 million other workers in a [national strike](#) that turned out to be the biggest labour disruption the UK had seen in 30 years. How is all of this relevant to our situation? The prediction from many quarters is that we too will soon have to defend our pensions, especially those like ours that provide defined benefits, so the current struggle of our British colleagues is a cautionary tale of which we might all take heed.

CAUT President Wayne Peters next took the podium to alert delegates to the ongoing attack on academic librarianship, as administrators across the country cut staff and replace them with new technologies that in the end neither save money nor provide the expertise that only a trained professional can offer students and faculty. Peters observed that this is an attack not only on librarians, but also on the ability of professors to access the resources they need to do their jobs properly. Jim Turk, CAUT's Executive Director, then reported on the statement on academic freedom that many university presidents recently approved under the aegis of the Association of Universities and Colleges of Canada (AUCC). Turk observed that Canada has built a strong tradition of academic freedom, which is currently better protected here in collective agreements than in any other country. He then noted the sad irony of the fact that as part of AUCC's celebration of its 100th anniversary, a group of its leaders have decided to “throw us back” to before 1915, when the American Association of University Professors first formulated their policy on academic freedom. The issues involved here are complex, and I suggest that you [read for yourself](#) about the AUCC letter and the CAUT response. In broad terms, CAUT's alarm stems from the fact that these university presidents would like to strip faculty of the right to comment critically on the governance of their home institutions. As has been seen time and again, faculty comment can be the only way to ensure corporatist administrations are held responsible for the consequences that their actions have on the integrity of not-for-profit institutions dedicated to the dissemination of knowledge unfettered by censorship, and committed to the general good of society.

In his final remarks, Turk stressed that it is “critical for local associations to bargain good language” on academic freedom. After the session, we looked over the language of collective agreements from across the country, and I'm glad to report that our language, which has been hard won, is among the best in the country. It was clear to me as a first-time delegate that we have to be on guard to defend the integrity of our profession and our institutions, and that being connected to colleagues at this kind of national level can be instructive and can build a broader and stronger academic community.

Respectfully submitted by
Stephen Ahern
AUFA Executive

Getting Mobile: AUFA Grievance Goes to Ottawa

In early December, Paul Abela and I represented the AUFA Grievance Committee at the annual Workshop for Senior Grievance Officers hosted in Ottawa by the Canadian Association of University Teachers (CAUT). Along with about 60 other participants, we spent an informative two-and-a-half days hearing presentations on such topics as "Confidentiality in the Grievance Process" and "The Narcotizing Impact of Private Dispute Resolution." We also participated in lively breakout sessions focussing on particular issues of relevance to our member associations, and took advantage of social opportunities throughout the weekend to exchange ideas and experiences with our opposites from about 50 colleges and universities across the country. While this probably doesn't sound like fun to most people, for grievance officers whose work occurs in relative isolation, this opportunity to gather and learn together is both of critical importance and genuinely enjoyable!

The theme of this year's workshop was "Mobilizing Members through Grievance," a topic which gave CAUT President Wayne Peters, Executive Director Jim Turk, and a panel of speakers from both CAUT and various member associations the opportunity to explore the role of grievance within the general goal of invigorating faculty union members at a time when the fundamental values of academic freedom are under attack at universities throughout Canada and worldwide. The grievance process, this workshop reminded us, is an important extension of the collective bargaining process that enshrines our collective rights and protects us from potential abuses. AUFA's negotiators work vigorously at the bargaining table to secure the best possible deal for us, but if the rights and protections they fight for are not robustly defended through grievance when these are ignored, undermined, or attacked, the negotiators' hard work will have been for nothing. The filing of grievances is sometimes misrepresented as an unnecessarily confrontational approach to problem solving. Recognizing the role of grievance within the broader context of collective bargaining encourages us to understand it instead as an effective set of procedures endorsed by both AUFA and the senior administration for securing a collective agreement that works to protect its members and the integrity of the university.

As AUFA members, we should all feel empowered—mobilized even—by the knowledge that we have such a process in place to defend the twin rights of collective bargaining and academic freedom upon which we build our individual careers and our collective future.

Respectfully submitted by
Jessica Slights
Senior Grievance Officer



Getting Mobile: AUFA Grievance Goes to Ottawa (cont'd)

The members of AUFA's 2011-2012 Association Grievance Committee are Senior Grievance Officer Jessica Slight; Junior Grievance Officers Paul Abela and Rachel Brickner; and Research Officer Catherine Stanley.

CAUT pays annually for a representative from each member association to attend its Senior Grievance Officer Workshop. This financial commitment helps ensure that small associations as well as large ones stay connected.

Last year, AUFA's Association Grievance Committee reviewed over 30 issues and complaints.

Update on Copyright

Changes in the copyright situation over the last year have affected faculty across the country. More changes lie ahead: some good, some not so good.

A final decision from the Copyright Board on Access Copyright's application for a tariff is not expected for at least a year. In the meantime, at least 34 of the 95 member institutions of the Association of Universities and Colleges of Canada have decided not to pay and not to operate under the interim tariff awarded by the Copyright Board in late December 2010. These institutions are legally copying materials under several copyright regimes such as blanket licences, public domain, open access, Creative Commons, fair dealing, and transactional licences. Many of these institutions, Acadia among them, have adopted the AUCC fair dealing policy to help faculty and staff determine what constitutes fair dealing. While having a policy on fair dealing is important, critics of the AUCC policy argue that its overly narrow interpretation of fair dealing is too restrictive and, instead of minimizing risk, is actually harmful to institutions that should benefit from a robust fair dealing regime.

Upcoming (at time of writing) developments at the Supreme Court of Canada and in Parliament will have an impact on the Access Copyright tariff and the state of fair dealing. The K-12 Access Copyright tariff case was heard by the Supreme Court on December 6 and 7 (along with *four* other copyright-related cases), and the outcome is almost certain to affect the Copyright Board's decision on the post-secondary tariff. Observers expect a decision on the K-12 case in late spring or summer of this year. In Parliament, Bill C-11: An Act to amend the Copyright Act has had its second reading and is expected to pass in this sitting of Parliament with very few, if any, changes. To vastly oversimplify, the good news in Bill C-11 is that it expands the list of fair dealing purposes to include education and it allows educators to show films in class. The bad news is that it gives copyright protection to technological prevention measures, so that picking a digital lock is itself illegal even if the purpose of picking the lock were legal. In whatever form they pass, these amendments will have an immediate impact on faculty members and their access to and use of copyright materials.

For details, documents, and updates, please see the library's copyright guide at <http://libguides.acadiau.ca/copyright>.

Respectfully submitted by
Erin Patterson
Academic Librarian

Truth and Reconciliation Commission: Atlantic National Event

Seven National Events of the Truth and Reconciliation Commission (TRC) of Canada have been taking place in different regions across the country since 2010. The Atlantic National Event of the TRC was held in Halifax at the World Trade Convention Centre from October 26 to 29, 2011. I decided to engage in this important national initiative to understand better the relatively unknown story of Indian and Inuit residential schools and to honour examples of meaningful reconciliation.

The Atlantic National Event was free and open to the general public because the overall purpose of the TRC national events is to “engage the Canadian public and provide education about the residential school system, the experience of former students and their families, and the ongoing legacies of the institutions” (TRC, 2011, p. 2).

Daily programming included sunrise ceremonies, sharing circles, dialogue on resilience, formal presentations, reconciliation circles, film screenings and private statement gatherings. I spent most of my time at The Learning Place, exploring the history of residential schools in Canada through multilingual posters (in English, French and various Aboriginal languages), photographs, and conversations with archivists from Library and Archives Canada and from the United, Anglican and Catholic churches. I also visited displays with a particular focus on the experience in Atlantic



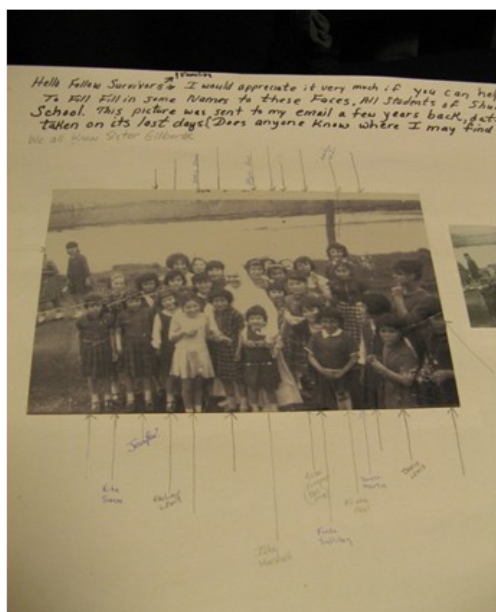
(Photo courtesy of Laura A. Thompson)

Canada, and spoke with Aboriginal and non-Aboriginal representatives undertaking innovative national research and educational projects. What struck me was everyone’s willingness to learn more about and “bear witness” to the ongoing legacies of the Residential School system and to foster inquiry, dialogue and action.

Truth and Reconciliation Commission: Atlantic National Event (cont'd)

Towards Reconciliation

At the “Churches Listening Area” Indian and Inuit Residential School survivors and their families could have a one-on-one session with a representative of the Churches and receive a personal apology. The churches had displays of archival materials and survivors, and families and the public could request photocopies of black and white photographs on the spot. In the case of this photo taken at Shubenacadie School, there is a desire to identify all of the Aboriginal children. While I left The Learning Place with mixed emotion, I also came to the realization that reconciliation is first and foremost a living process.



(Photo courtesy of Laura A. Thompson)

NOW”, includes the Saint Mary’s University Faculty Union.

As former CAUT President Penni Stewart wrote the June 2010 *CAUT/ACPPU Bulletin*, “Making genuine space for indigenous scholars and researchers in the university is a challenge to all of us in the academy” (p. A3). Educational institutions have been called on to recognize indigenous knowledge systems as meaningful and “valid” educational frameworks (e.g. ACDE, 2010; Stewart, 2010). In particular, the Association of Canadian Deans of Education (ACDE) sees its role and responsibility in fostering new ways of engagement to actively advance Indigenous education at a national level. The ACDE vision is that “Indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Canadian learning settings” (ACDE, 2010, p. 9).

Acting Now

But what does reconciliation mean to you? And how will it be addressed by CAUT and its members? At The Learning Place, it was evident that various local unions support the work of the TRC. This banner, called “ACT



(Photo courtesy of Laura A. Thompson)

Truth and Reconciliation Commission: Atlantic National Event (cont'd)

Making a difference is what we do. As university teachers in public institutions, we strive for quality teaching, innovative research and creative activity, as well as equity and human rights within our profession as well as society. Please join me and others in cooperative action by taking up CAUT's and ACDE's challenge and making transformational education a reality.

Respectfully submitted by
 Laura A. Thompson
 School of Education

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Stewart, P. (2010, June 11). President's Column – Trent Leads in Recognition of Indigenous Knowledge. *CAUT/ACPPU Bulletin*, 57(6): A3.

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Canadian Labour Congress Labour Schools

The CLC is offering a series of Labour Schools. For further information on the upcoming events being held in Nova Scotia, contact Tony Tracy at (902) 455-2965 or canadianlabour.ca.

Dates	Course(s)	Location
May 11-12	- X, Y or Boomer: Talking Between Generations in the Union - Using Social Media to Build our Union	CFB Greenwood
May 22-27	- Weeklong School	St. F-X University
Oct 20	- X, Y or Boomer: Talking Between Generations in the Union	Halifax Labour Temple
Nov 16-18	- Facing Management - Health & Safety: New Strategies for Building Enforcement and Bargaining	Gaelic College of Celtic Arts & Crafts St. Ann's

Do you need to contact
 someone on a committee?

Find her or him at
[www.acadiafaculty.ca/
 committees](http://www.acadiafaculty.ca/committees)

Some Highlights of Vernon Provencal's Dedicated Service

The CAUT Dedicated Service Award recognizes individuals for exceptional service to their academic staff associations. Recipients are nominated by their association and the award is presented at a membership meeting. Recipients' names are also posted on the CAUT website and are recognized at the April meeting of Council. The CAUT Dedicated Service Award was first given to a member of AUFA in 2009. Since that time, the award has been given annually on the recommendation of a committee composed of all previous recipients of the award.

The recipient of the 2012 CAUT Dedicated Service Award for AUFA is Vernon Provencal.

Vernon has served AUFA in many capacities. He was a member of the team that successfully negotiated the first collective agreement for AUFA's part-time employees in 2002. He served as Vice-President of AUFA in 2001–2002, President in 2002–2003, and Past-President in 2003–2004. Vernon was also a member of the negotiating team in 2006–2007, resulting in the successful negotiation of the 12th Collective Agreement. More recently, Vernon served as chief negotiator for the 13th Collective Agreement (2009–2010).

Vernon has also been a member of numerous committees for AUFA, including the committee to develop a course evaluation form, and the committee to revise the AUFA constitution. He has served several terms on the AUFA nominating committee, various AUFA pre-negotiating committees, and two terms on the Proposals Review Committee. Vernon was a member of the Joint Committee for the Administration of the 12th Collective Agreement, and is currently a member of the Joint Committee for the Administration of the 13th Collective Agreement. Vernon has, in addition, served on many occasions as a member of the *Communicator* committee. Vernon's service to AUFA is all the more exemplary given the heavy teaching load he regularly takes on in the Classics Department, which has meant that he has not been able to take advantage of the course reduction usually offered to AUFA presidents and chief negotiators.

I have had the pleasure of serving with Vernon on many of these committees, including serving with him as Vice-President during the year he was President, as a member of several pre-negotiating committees, and as a member of two



(Photo courtesy of Jane Longley)

Vernon Provencal with award presenter Janice Best

Vernon Provencal's Dedicated Service (cont'd)

negotiating teams. Vernon is hard-working and dedicated to serving the collective interests of all AUFA members. This last round of collective bargaining was a particularly difficult one. Vernon's ability to listen to and collaborate with the members of his team was a key element to the successful outcome of these negotiations.

Respectfully submitted by
The members of the CAUT Dedicated Service Award Committee
(Janice Best, Jim Sacouman, Pat O'Neill, Erin Patterson)

Check out our website at:
www.acadiafaculty.ca

\$2,000 Lois Valley-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 Valley-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 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.

March 23, 12:00 noon is this year's deadline for receipt of nominations for the Lois Valley-Fischer Award for Democratic Student Citizenship. Nominations 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

\$2,000 Lois Valley-Fischer Award for Democratic Student Citizenship (cont'd)

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).

Living Happily in a Small Town

Many parts of the university faculty experience such as teaching classes, marking papers and preparing research grant applications are interchangeable no matter where you teach; but living in a small town and teaching at a small primarily undergraduate university does give some special experiences – here are some of mine that began 24½ years ago for a CLT position.

In July 1987 John Starr and I arrived in Wolfville with two dogs, two cats and two cars, and eagerly awaited the moving van which had the contents of our two homes. On the first evening we went to Chez La Vigne which was in the building where Tempest is now located. Alex Clavel was the owner and a wonderful chef, but some of his staff were not quite as well versed in food and wine. I remember several parts of that meal very well. I ordered a seafood dish and so did John – then he contemplated the wine list and ordered Chardonnay. The young man serving us disappeared for a long while and then returned to ask John “would that be the red or the white Chardonnay sir?” – neither of us had the presence of mind to ask for the red Chardonnay to see what would arrive. The young man, who was an aspiring actor and whose parents owned Oaklawn Farm Zoo, then showed us pictures of Leo, Cleo and Lambert, the lions at Oaklawn. This was our first evening in Wolfville.

For our first five years here we rented the university-owned house at 58 University Avenue, across the street from Cutten House. Cutten always provided us with interesting sights and sounds. Our cats kept trying to get the young women of Cutten to adopt them. Then, one September we had a guest staying with us in the guest bedroom that faced Cutten. That night he heard the sounds of Cutten full force and we called to the front desk to ask if the loud music could be toned down a bit – and it was, very promptly. A couple of weeks later, we got a phone call from a young woman apologizing for the noise. It seems that she told her mother what had happened and her mother suggested that apologizing would be a good thing. So... she did not feel that she could go home for Thanksgiving and face her mother without apologizing! Thank you to that mother and the daughter who by now could be of the age to have her own daughter at Acadia.

In 1992, when I finally got a tenure track position, we bought a house on Fairfield Street. This house had a long history of being in the Acadia family – we bought it from Gwen Davies, who bought it from the Dmitrowicz. It seemed that every time we mentioned the house to someone, they remarked that they had lived in that house at some point as an owner, renter, subletter or housesitter. And when we decided to sell and build a new house, we sold it to the Pitters.

Living Happily in a Small Town (cont'd)

This is the house where students and food became intertwined. Several of the houses on Fairfield and Bay Streets had student occupants – and often they were Recreation Management students. This house also had a long driveway which needed a lot of shovelling. So began the student/shovelling/food relationship – whenever the driveway shovelling got overwhelming, I called the students; whenever I needed people to test a new recipe like the Martha Stewart one for chocolate turnovers I called the students; whenever I felt the need to play Easter Bunny I called on the students. It seems that the key to student nutrition is chocolate.

The tradition of students and chocolate that began on Fairfield Street continues. Every year the outdoor recreation leadership class ends with a ten-day field camp. By about day six the students are quite tired of camp rations and their own cooking. Almost every year I manage to either deliver or send chocolate out to camp. It's often around Easter, so Cadbury's eggs fit the bill very nicely, but so do Nanaimo Bars or any similar chocolate food. And it's always supposed to be a surprise as the students from any year agree not to tell the ones who will be doing it the next year. I may have to continue this tradition in my post-retirement life.

Ann asked for a paragraph or two – it's hard to condense 24½ years into a paragraph or two.

Susan Markham-Starr
Retired Professor



Have any ideas for future newsletter articles? Drop us a note and let us know what's been going on.



What We Stand For: A Guide to Acadia Acronyms

AUFA

The aims of the **Acadia University Faculty Association** are enumerated in its constitution. Among these are: "to promote the independence and freedom of teaching, of thought, and of research within the university"; "to promote the interests and welfare" of its members; "to express member opinion on matters pertaining to their professional and material status and the betterment of higher education and the university"; and "to act as the bargaining agent in all matters of employer-employee relations."

BOG

The **Board of Governors** is one of two bodies made responsible for the effective running of the institution under the 1891 Act of Incorporation that brought Acadia University into being. The second body in this bi-cameral system is **Senate**, which is responsible for the educational policy of the university.

CA

The **Collective Agreement** is the binding contract between AUFA and the BOG that governs the employment conditions of professors, academic librarians, archivists, instructors, Padagogischen Austauschdienstes, and lecteurs/lectrices on campus.

AGC

The **Association Grievance Committee** is the standing committee of AUFA charged with receiving members' complaints about possible violations of the collective agreement, and—where it deems such complaints to be viable grievances—resolving them using the processes described in Article 18 of the CA.

JOHSC

The Nova Scotia Occupational Health and Safety Act requires that every workplace with 20 or more employees establish a **Joint Occupational Health and Safety Committee** that brings together employers and employees to, among other tasks, identify hazards to health and safety and effective systems to respond to the hazards; audit compliance with health and safety requirements in the workplace; and receive, investigate, and promptly address matters and complaints with respect to workplace health and safety. Information about Acadia's JOHSC is available on the university's Human Resources webpage.



Dates to Remember

February 28

The URC shall complete its work . . . [for] Tenure (Professor), Tenure/Promotion (Associate), Promotion (Associate), Continuing Appointment and Promotion (Librarian II), Promotion (Librarian III), [and] Promotion (Instructor II) [by] 28 February. . . . [Art. 12.41]

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. 11.11 (b)]

March 31

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

The President shall communicate the Board's decisions on . . . Tenure, Combined Tenure & Promotion to Associate Professor, and Promotion to Associate Professor - no later than 31 March. . . . [Art. 12.75(b)]

The President shall communicate the Board's decisions on . . . Joint continuing appointment and promotion/promotion to Librarian III 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]

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

Save the Date:

**2nd Annual
AUFA Year End Dinner**

**April 26th
6:30-10:00
Learning Commons**

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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