

AUFA Communicator

Acadia University Faculty Association Newsletter

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The AUFA President Communicates

Dear AUFA members,

Although the October federal election may seem like a long time ago, I want to use this space to reflect a little bit on the election and faculty association politics in its aftermath. Regardless of how you voted personally, the first steps of the Trudeau government signaled a refreshing change of course for post-secondary education and for organized labour as a whole. Most of you are probably well aware that Prime Minister Trudeau created a new cabinet position, the Minister of Science, whose mandate includes strengthening the “recognition of and support for fundamental research to support new discoveries,” and that the government reinstated the long-form census and “unmuzzled” federal scientists. The government also made some positive moves with regard to organized labour. In early November, Trudeau became the first Canadian prime minister since John Diefenbaker to address the Canadian Labour Congress, a nice symbolic gesture. In December, Minister of National Revenue, Diane Lebouthillier, announced that the onerous reporting requirements for labour unions mandated by Bill C-377 have been waived.

As academics and union members, these and other actions of the Liberal government give us reason to be optimistic about the direction of federal policy, but I would be a terrible political scientist if I said that we should be grateful for the change in federal leadership and just go back to our academic work. As I tell my students, elections are important, but the real work of democracy happens between elections, when individuals and groups within civil society identify important issues, build networks and movements supporting those issues, and take advantage of openings and opportunity structures to advocate for them in local, provincial, federal, and international policy.

CAUT’s “Get Science Right” campaign is an excellent example of how academics across Canada contributed successfully to important political advocacy work between elections. Through national polling and town halls across the country, CAUT determined that federal science policy

The AUFA President Communicates (cont'd)

(specifically, evidence-based rather than ideologically driven policy) was an issue that resonated with the general public as well as among academics. Based on this knowledge, CAUT targeted 10 ridings across the country (including Halifax) where there was an opportunity to influence the election by engaging academics in public discussions of federal science policy under the Conservative government. CAUT worked with academics at institutions in these ridings, providing them information and organizational support to host “Get Science Right” events and encourage normally reticent academics to become vocal in the media. They also engaged in a social media campaign and distributed 15,000 flyers to universities across the country. Finally, at the national level, CAUT advocated for evidence-based science policy with sitting MPs. Given CAUT’s ongoing advocacy, their Director of Research and Political Action, Sylvain Schetagne, was not surprised that the national and international media picked up the beat and helped turn federal science policy into an important election issue. He also noted at November CAUT Council that a Liberal or NDP candidate won in each of the 10 targeted ridings. I would argue that among the lessons of “Get Science Right” is that issues deeply affecting us within the academy—whether science policy, research funding, tuition and debt, the rise in precarious employment, or students’ academic preparation coming out of high school, to name a few—are issues that can also resonate with the broader public if they are framed properly. Moreover, we can successfully promote these issues if we devote the time and resources and if academics and faculty associations work with other groups to advocate for political change.

With the exception of our one paid staff member, AUFA relies exclusively on already hard-working volunteers, so it has been difficult for AUFA to get involved in more explicitly political campaigns. Being far away from the heart of the political action in Halifax and Ottawa adds another hurdle. (This is one of the reasons ANSUT has become a more important provincial organization for us.) While some members may think that greater political activism is beyond the mandate of our organization, it’s important to recognize that we are in a political moment when the federal government (at least) is open to dialogue with academics and unions. As Sylvain Schetagne told us at CAUT Council, “they are opening the door, so [let’s] get in the door.” The first small step AUFA is taking in this direction is to write a letter to the Honorable Scott Brison, MP for Kings-Hants and President of the Treasury Board, congratulating him on his reelection and the initial steps of the Liberal government, but reminding him of how much more the federal government can and should do to ensure that Acadia and all Canadian universities are thriving centres of teaching and scholarship.

--Rachel Brickner, President, AUFA



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Changes to Working Conditions in the 14th Collective Agreement

This is the second of three reports on highlights from the new Collective Agreement. The first report (November 2015) focused on appointments, renewal, tenure, and promotion, and the final report will focus on financial benefits.

My point-form list of changes to articles dealing with working conditions is six pages long (!), but the majority of these changes are of the “housekeeping” variety and do not merit special attention. A detailed list of all of the changes to the entire agreement, however minor, is available on the members’ section of the AUFA website at <http://www.acadiafaculty.ca/portal/members-section/articles/14th-collective-agreement-summary-of-changes>.

Many articles did not change at all, and the lack of change in some of these is noteworthy. Article 5, **Academic freedom**, has not changed since the 12th CA, when it was moved into its own article (it used to share an article with academic responsibilities) and expanded and strengthened. Article 14, **Discipline**, remains unchanged. One of the main issues in the labour dispute of 2004 was the administration’s insistence that Article 14 be amended so that discipline could be triggered for *any* reason! AUFA proposed no changes to these articles, and, to my relief, neither did the administration. Article 35, **Continuing existing practices**, also remains unchanged, despite the administration’s vigorous attempt to strike article 35.10, our “past practice” article. Article 35.10 has been a constant fixture of our collective agreement for nearly forty years: it was in the first CA, signed in 1977, and it has never been altered since. It is a rarely used but essential clause that protects members in the event that the employer attempts to make unilateral changes to practices, procedures, or working conditions upon which the CA is silent or ambiguous. AUFA recently and successfully used article 35.10 to prevent the employer from ceasing to provide certain information on our pay statements.

Of the many articles that actually did change, I believe that the following are likely to be of most immediate relevance to members:

Career development reports and meetings

Career development meetings are now *optional* for Full Professors, Librarian/Archivist IVs, and Instructor IIs with continuing positions. They are only held at the request of the faculty member or the Head/Director. All continuing full-time members, regardless of rank, must still submit the annual career development report and CV, both of which must now be submitted electronically in 12-point Times New Roman. For part-time faculty (and for lecturers/lectrices and PADs in Languages & Literatures), the teaching development meeting is now optional and held only at the request of the faculty member or the Head/Director.

Sabbatical leave

We have a new sabbatical credit system that should simplify procedures and benefit both parties. Members have the same sabbatical eligibility as before, but the process for deferrals has changed. Under the 13th CA, members could apply for a one-year deferral, but there was no guarantee that the deferral would be granted. Members could also be asked by their departments to defer for a year. Under the 14th CA, members do not have to apply for a deferral, we can defer for more than one year, and we do not lose credit (although the maximum years of credit we can accumulate is

Changes to the Collective Agreement (cont'd)

eight). Departments can still request deferrals, but they can only do so of members whose sabbatical credit balance is less than eight years. The ability to bank credit in this manner allows members and departments more flexibility in sabbatical planning and does not penalize members who wish to defer for more than one year.

The 14th CA also clarifies that the 3-2 teaching load continues to apply despite six-month sabbaticals! New language in article 17.31 states that members “who take successive six (6) month sabbaticals under Article 24 or Article 43 [MoA October 27, 2015] shall have an alternating teaching expectation of nine (9) and six (6) credit hours during the term adjacent to their six (6) month sabbaticals within the academic year(s) of the sabbatical.”

Note that the dates for sabbatical (and other) leave application procedures have been moved up.

Instructors

In the name of equity and fairness, one of AUFA's negotiating priorities for this CA was to achieve sabbatical leave parity for Instructors, the only full-time employees who are not eligible for full-year sabbaticals and whose first sabbaticals were at 80% salary. We held out until the final hours of conciliation, but despite the small number of Instructors and the small cost of AUFA's proposal, the administration refused to move on full sabbaticals, although we were able to secure 100% salary for first sabbaticals. We were also able to contractually allow Instructors to serve as Heads (they had been excluded before) and we tweaked the language in article 43.41 (b) to clarify that Instructors carry out duties *with* Professors and not *for* them.

Acting heads

Both parties readily agreed to a limit on terms for Acting Heads (a maximum of one year, renewable only once) and on allowing Acting Heads to be selected by departmental vote without the requirement for a meeting.

Interdisciplinary studies

The previous CA does not contain the word “interdisciplinary.” It appears 26 times in the new one! It likely needs to appear many more times in the 15th CA to fully capture the complexity of IDST practices. In this round of bargaining, we were able to achieve only minor changes because timeline issues during the pre-negotiating stage did not allow for substantial revisions to be fully discussed by the membership and incorporated into the proposals. The new language is mostly concerned with IDST definitions

Changes to the Collective Agreement (cont'd)

and with procedures for full- and part-time IDST appointments. Article 1.01 now includes IDST programs in the definition of “Academic Unit,” and article 1.20 has new subsections defining IDST programs, coordinators, and members. Articles 10.53 (a) and 11.11 (b) set out selection committee membership. Article 15.55 explains to whom completed student surveys for cross-listed courses taught by full-time members as part of their regular teaching load should be delivered: to the Head or the IDST Coordinator? The answer is “to both,” but they are delivered to the IDST Coordinator only for the purpose of monitoring the program.

This is just a start in setting out IDST procedures in the CA, and I encourage all members to consider what needs to be addressed in the 15th CA and to participate—early and often!—in the pre-negotiating processes that should start this September. In the meantime, if there are ambiguities or errors, the Joint Committee is frequently able to solve such problems when its AUFA representatives are so directed by the Executive.

Open Acadia

Article 44 has been extensively revised to ensure the fair treatment of members who teach OA courses and the quality and currency of OA courses through departmental oversight. There is a new article 44.02 that describes the procedures for course development and re-development, and new language in article 44.03 that gives course developers the first right of refusal for all teaching contracts for that course for six years. For clarity’s sake, the contract for developing and teaching courses has been separated into two distinct contracts (Appendix I and Appendix II), and the teaching contract codifies the practice for remuneration in cases where students withdraw from an OA course (paragraph 2.3).

Copies of the agreement

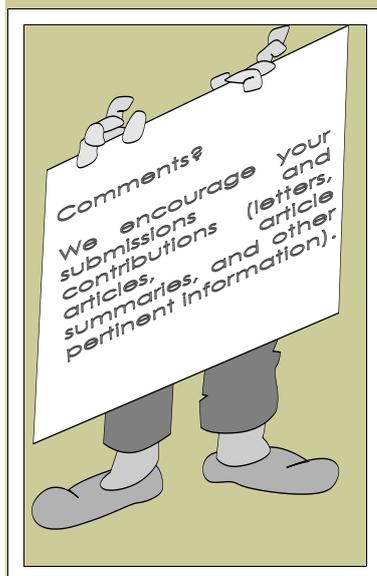
AUFA finally agreed to the administration’s proposal, repeated in at least the last three rounds of negotiations, that they no longer be required to automatically provide members with *printed* copies of the CA. This may seem trivial, and it is certainly not an unreasonable proposal. But there is a reason for the administration’s persistence, and it’s not saving trees (note that we still have printed academic calendars, glossy recruitment pamphlets, the alumni magazine, etc.). In a strong faculty association, members know their collective agreement and know it well. Members who don’t know their collective agreement can’t follow it and don’t know when others aren’t following it. They are vulnerable to misinformation, manipulation, and arbitrary and unfair treatment. Our strength, individually and collectively, is in a well-informed membership that upholds its agreement with the employer and expects the employer to do the same. This is not the place for a discussion of the plentiful research on print vs screen reading and cognition; let it suffice to say that there is a decided difference between having a paper copy of a complex 154-page document at hand and an electronic copy. We did insist that the employer provide one printed copy to any member upon request (see article 27.10), and I encourage everyone who does not have a printed copy to request one.

--Erin Patterson (Member, Negotiating Committee)

Report from November 2015 CAUT Council

In November Darlene Brodeur and I represented AUFA at CAUT Council. In addition to giving us the opportunity to participate in Council business, the biannual meetings provide an amazing opportunity to network with representatives from faculty associations across Canada and learn more about the national landscape in post-secondary education.

There are five regular types of business that take place at Council: reports from the Executive and committees; discussions and debate about “policy statements,” which are ideal or aspirational policies that faculty associations can pursue; discussions and debate on “model clauses,” which are contract clauses that faculty associations can use in preparing their own proposals; “orders of the day,” which are presentations on special topics; and often discussions about particularly serious issues affecting specific faculty associations. Following are examples of each:



Sylvain Schetagne, Director of Research and Political Action, gave a final report on the “Get Science Right” campaign, which aimed to raise awareness of the importance of evidence-based science policy as part of the 2015 election campaign. He considered the campaign a resounding success, noting not only that faculty associations collaborated on 13 events in 10 targeted ridings across the country, but also that the federal government’s science policy became an issue in the campaign that garnered both national and international media coverage.

A policy statement that the Council debated and approved was “Recognition of Increasing Workload of Academic Staff in Equity-Seeking Groups in a Minority Context.” This policy statement draws attention to the fact that faculty who are members of equity-seeking groups are often called upon to serve on committees in order to ensure greater diversity, but because these faculty are often in the minority it results in an increased service workload. The policy statement calls on this service to be taken into account in the course of RTP procedures and even compensated when it goes above and beyond what would normally be expected of a faculty member.

There was a very lively discussion about a new model clause on pregnancy and parental leave. Among the key changes in this model clause was that faculty who become parents should be eligible for 52 weeks of paid leave (inclusive of government benefits) and an additional 52 weeks of unpaid leave. The discussion on this model clause showed how important it is to have good language in our contract. For example, the delegate from York University noted that language such as “after the birth of a child” had been used to

Report from CAUT Council (cont'd)

deny fathers the ability to take leave to be present *at the birth* of their child! Another member moved that all the “he/she” pronouns in the clause be changed to “they” to be inclusive of members whose gender identity does not fall into one of the binary categories. This member noted, with good humour, that although grammatically incorrect, that battle had been lost!

One of the orders of the day focused on how faculty associations can contribute to shrinking the carbon footprint on campuses. This presentation included several examples of clauses in collective agreements that would address environmental sustainability issues—including the development of a joint committee on energy and environment, requirements for green procurement and reducing hazardous waste—and support for divestment initiatives.

In the last category, the Council heard from the delegates from the Carleton University Academic Staff Association about one of the faculty members of the Board of Governors who was being asked to sign a confidentiality agreement that would prevent him from discussing any issues taken up by the board, even if they were not confidential matters, *for life*. The Council voted to initiate censure of Carleton University if the Carleton BoG did not back down on this demand.

These are just a small sample of the issues discussed at CAUT Council. If you are interested in knowing more about all of the items addressed at Council, you can always find the agenda and materials online through the CAUT website. I am grateful to have had the opportunity to represent AUFA for the last three Council meetings—not only is Council a great learning experience; it is gratifying to be reminded that the faculty associations across Canada stand in solidarity in support of our universities as centres of scholarship and teaching. That said, I will happily pass the Council delegate baton to Darlene Brodeur and the next president-elect, whoever that lucky person may be!

--Rachel Brickner

The CAUT Defence Fund

The CAUT Defence Fund is an affiliate of the Canadian Association of University Teachers, separately incorporated under the Canada Not-for-profit Corporations Act. The purpose of the Defence Fund is to provide strike benefits to associations while its members are engaged in a strike or lock-out. These benefits are paid as a grant to the association, to be used at the local union’s discretion, usually as strike pay for individual union members. The Defence Fund, which dates from 1978, provides a unified strike fund for more than 50 member associations drawn from assets valued at more than \$25 million.

I replaced Stephen Henderson as AUFA’s trustee to the CAUT Defence Fund in September this year. Since then, I have participated in two conference call meetings for the purpose of approving the use of strike and arbitration funds in advance of their necessity at schools including Nipissing University, Mount Saint Vincent University, University of Western Ontario, and McMaster University. I also attended the Defence Fund Annual Meeting in Toronto on October 17, where the highlight of the meeting was an update on collective bargaining from various associations across the country over the past year.

CAUT Defence Fund (cont'd)

In addition to administering the Defence Fund, the most important role for AUFA's trustees is to participate in or coordinate flying and driving pickets. So far during my time as trustee there has been only one strike requiring pickets. On Friday, November 20, I became a flying picket for the first time as I flew to North Bay, ON, to join other Defence Fund trustees and the Nipissing University Faculty Association on the picket line.



Jim Grant (at left) participating as a flying picket during the strike at Nipissing University.

Shortly after our visit, NUFA President Susan Srigley said, "I cannot express enough how much your presence here means to us. Every week you arrive and you lift my spirits and share your wisdom, experience, stories and solidarity with all of us. I have watched our Faculty Association grow and strengthen through this strike and much of this is owing to your support every week. Folks are heartened by the fact that they are not alone and that this fight is one we all care about and share."

NUFA, in an earlier report to the Defence Fund, claimed that historically Nipissing University had reported significant deficits during bargaining years. However, subsequent audited financial statements had shown no deficits existed. In this round of bargaining, the university had refused to give any concrete, non-public information about its finances, forcing NUFA to file a complaint with the Ministry of Labour. As a result of a mediated hearing on July 23, the university provided some of the requested documentation, but much less than was requested. NUFA then asked Professor William Salatka (WLU, Accounting) to review the documents.

CAUT Defence Fund (cont'd)

While he did note some troubling indicators, he ultimately concluded that Nipissing University was not in a structural deficit as the Provost and VP Human Resources had maintained.

After an extended period away from the bargaining table, NUFA and the university administration finally met again in the week following my visit to the picket line and, almost immediately, settled. I would like to take credit for the breakthrough but, of course, it was the culmination of exhaustive efforts by NUFA and its members. In addition, over more than three weeks of strike action I was only one of about a dozen flying and driving pickets that Friday, and two other cohorts of picketers had preceded us. If the Nipissing University case can be taken as representative of collective bargaining, strikes and pickets can be seen to be lawful, legitimate, and effective methods to resolve conflicts.

--Jim Grant

Introducing Acadia to Acadia: Welcoming New Continuing Instructors

In the spirit of enriching the social and cultural linkages amongst existing, returning, and new faculty at Acadia University, the *Communicator* has established a series that seeks to highlight additions to our faculty complement.

While the last issue introduced six new tenure-track faculty members, the following underscores three new continuing instructors amidst our ranks. Not only will the profiles below help give you a sense of our new colleagues and what they do, but also increase our collective sense of community.

Caroline Cochran teaches both pre-calculus and calculus and facilitates the introductory calculus studios while acting as the coordinator of the Acadia Mathematics and Statistics Help Centre. Caroline has a PhD in Mathematics and a Certificate in University Teaching and Learning from Dalhousie University, and her research interests are centred around mathematical physics and university teaching and learning.

Sue Conlan is a Registered Dietitian and teaches Management in Dietetics and coordinates introductory food laboratories for the School of Nutrition and Dietetics. Sue is also the co-chair of the Acadia University Faculty Association's Joint Occupational Health and Safety Committee. Prior to her time at Acadia, Sue taught at Mount Saint Vincent University in Halifax.

Juan Carlos López teaches and coordinates the introductory Biology laboratories associated with organisms and their environment for the Biology Department. As a soil microbial ecologist, Juan Carlos focuses his research on the role of the microorganisms that dwell in and around plant roots, with particular interest in the area of direct influence of plant roots on the surrounding soil. Before joining Acadia, Juan Carlos held teaching and research positions in Canada, the United States of America, and France.

Please join us in welcoming our colleagues to their new positions! Congratulations to all.

--Jim Brittain

Bill 100: The Provincial Government's Attack on University Autonomy

Last May, the “Universities Accountability and Sustainability Act” (Bill 100) became law in Nova Scotia. The McNeil government pushed the Bill through the Legislature in less than two weeks, in the face of substantial concerns raised by faculty, staff, and students, and by the Canadian Association of University Teachers (CAUT). The law in effect reduces the responsibility of the provincial government for the well-being of universities, and allows administrators to circumvent collective agreements that forbid declarations of financial exigency that could lead to job cuts. Perhaps most troubling, the law allows for suspension of collective bargaining rights, and under certain conditions criminalizes the exercise of those rights — even though the Supreme Court of Canada has recently affirmed such rights as constitutionally protected.

CAUT Executive Director David Robinson captures what's at stake here in the letter he sent to Premier McNeil just before the Bill became law: “The freedom to pursue and disseminate knowledge is essential for the common good of society and for robust democracies. Academic freedom and autonomy from governments and other outside pressures are the cornerstone of all great universities. Your government, by enacting Bill 100, is threatening to undermine these fundamental values that lie at the heart of the mission of higher education. In doing so, you have seriously jeopardized the reputation and standing of universities in Nova Scotia.” Representatives of over 70 faculty associations from across Canada met as the legislation was pending, at the Spring meeting of CAUT Council. They passed a unanimous motion condemning the legislation and threatening to impose formal censure of any university administration that submits a “revitalization plan” with the provincial government.

In the months since the law came into force, a pall has been cast over the university sector in our province, with collective bargaining processes (most recently at St. Mary's, CBU and NSCAD) shadowed always by the threat that as a bargaining tactic administrations will declare insolvency, leading to internal turmoil and to an international boycott of the university led by CAUT. Nova Scotians can expect much more of their elected representatives. AUFA will continue to work with our colleagues across the province to resist the measures imposed by this ill-considered, pernicious legislation.

--Stephen Ahern

Report on the 2015 CAUT Forum for Aboriginal Academic Staff

On November 6 and 7, 2015, approximately 80 CAUT Aboriginal Academic Staff and those who teach or direct university Aboriginal studies in Canada attended the 2015 Forum for Aboriginal Academic Staff at the Radisson Hotel in Winnipeg. Barbara Moore and John Guiney Yallop represented AUFA as delegates at the forum, which was entitled “Surviving and Thriving In An Age of Austerity.”

The forum began with an opening ceremony and welcome from Lisa Whitecloud, local Manitoba elder. Greetings and an overview of the forum were given by Marie Battiste, Representative-at-Large (Aboriginal) CAUT, Robin Vose, President of CAUT, and David Robinson, Executive Director, CAUT.

Dr. Battiste is originally from Cape Breton, N.S. and is now a noted scholar who works at the University of Saskatchewan. She began by asking the following questions: “What would a successful indigenization of Canadian Universities look like? What are the benefits and the pitfalls? And what are the current practices of indigenization across Canadian universities?” Dr. Battiste discussed the importance of developing and promoting indigenous theories and philosophies to “decolonize the mind” and bring about reconciliation as suggested by the Truth and Reconciliation Commission, which has suggested four themes that universities need to follow to rectify the status of Aboriginals in Canada. The four themes, part of the TRC imperative, are 1) Responsibility (educational institutions must accept their responsibility for excluding and ignoring First Nations’ and Aboriginal practices and needs for higher education which, in particular, they continue to do); 2) Restitution for the years of educational exclusion (which has become difficult to design and administer in these times of shrinking funding for Canadian universities); 3) Reconciliation or the bringing together of First Nations’/Aboriginal and settler (colonialist) forms of education to adequately ensure full participation and equality for all peoples in Canada; and finally 4) Restoration, which includes strategic plans to restore indigenous modes of education with specific dialogues on racism and discrimination in all universities. Dr. Battiste challenged the forum participants to consider the TRC recommendations and to problematize what it means to indigenize the academy, given institutional co-optation of “indigenization.”

CAUT President Robin Vose (UNB) and Prof. Rainey Gaywish (Algoma U.) led a panel which examined the broad implications of austerity policies on the post-secondary sector and their specific impact on Aboriginal academic staff. This panel dealt with the problems of casualization that develop a two-tier workforce in universities and also how universities now appear to promote private enterprise rather than develop quality, inclusive higher education. One panel speaker referred to this position as a “colonial matrix,” which is a structured system intended to cause poverty while causing a “crisis of spirit” that hampers developing tools of resistance needed to bring about reconciliation. The Bolivian example was used as an illustration of developing positive actions and legislation to expand the ideas of global Indigeneity and its importance to developing a more inclusive educational model.

Other sessions included 1) how to build inclusive academic cultures; 2) how to deal with the challenges we face within our institutions; 3) the barriers to thriving, such as institutional frameworks that obstruct the change necessary to reclaim and indigenize our educational institutions, and ways to move forward; and 4) what Academic Staff Associations are doing to promote indigenous knowledge and support Aboriginal members.

CAUT Forum on Aboriginal Staff (cont'd)

At this time in the forum, an open conversation was held about the many ways Aboriginal educators have experienced racism and discrimination from their institutions but more importantly, also unfortunately, from their faculty colleagues. Perhaps these stories impressed me most, as they delivered the most impact of the sorry legacy of colonial education and the challenge to end these perverse practices now and for all times. And since the Truth and Reconciliation Commission's ninety-four "Calls to Action" also include constitutional reconciliation, we may well find both the necessity and possibility to move to a more equal and socially just society, and ultimately to realize reconciliation in our nation and in our institutions.

In solidarity,

--Barb Moore



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

The 2016 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 recognizes 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.

The deadline for receipt of applications for the 2016 Lois Valley-Fischer Award is March 21 at 12:00 noon. Applications should be mailed to 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; this material is the basis upon which the decision is to be made. To nominate a student for the award, the nominator will submit an original letter outlining the reasons why the nominee should be considered. The letter must be signed and accompanied by at least four signatures of others supporting the application (for a total of five signatures).

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, the recipient (or 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.

Dates to Remember



February 28

URC to complete its work for Tenure (Professor), Tenure/Promotion (Associate Professor), Continuing Appointment and Promotion (Librarian II/Archivist II), Continuing Appointment (Instructor). [Article 12.41]

Decision to be announced on research applications. [Article 25.55(c)]

March 15

Except in circumstances described in 11.10 (d), the Employer shall e-mail and mail Offers of Employment by March 15 for the Spring Intersession. [Article 11.11(e)]

April 30

URC to complete its work for promotion to Full Professor. [Article 12.41] This deadline is normally April 15 but has been extended through an MOA.

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 three times during the academic year and serves the following purposes:

- to provide a means for the free exchange of ideas, views, information, and issues relevant to AUFA and the Acadia community;
- to provide feedback and information useful to AUFA to maintain its effective operation in fulfilling the objectives of AUFA and its membership;
- to provide documentary records of matters pertaining to AUFA;
- 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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