

# AUFA Communicator

Acadia University Faculty Association Newsletter

Volume 19 Number 3

June 2012

## The Outgoing AUFA President Communicates

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I write this one last time for the AUFA Communicator. A fine new President, Gillian Poulter, and an excellent Executive have been elected to guide the work of our Association in 2012-2013. Our Nominating Committee worked hard to put the new team together. It is not an easy thing to convince members to take on another substantial task given the increased workload we are currently experiencing. But they did and AUFA's future looks bright.

During the 2011-2012 year, the AUFA Executive has worked hard to engage all AUFA members through a variety of events. Member engagement will likely remain a priority, and it certainly remains a necessity if the organization is to accurately represent our collective will. Making change is hard work and it has never been accomplished by the absent. I have never understood the thinking of those who do not participate because they do not agree with one position or another. How is this to have even the slightest impact on anyone or anything? The AUFA constitution sets up an organization that is open to member input in every possible way. No position is taken without open discussion. There will be many opportunities for input as

we prepare for negotiations in each of the next two years. Participate, or accept the truth that absence is indeed consent.

It has been a great challenge and a rewarding one to serve as AUFA's President. So many of you have contributed to our many committees, attended events and meetings and taken advantage of the services we provide to members. Your abilities and talents astound me and I will miss you very much. There is a very long list of members who deserve my thanks. Certainly, the members of our Executive and indeed, the many AUFA members who have said "yes" without hesitation when I've asked them to sit on a committee, act as an observer, an advocate, a resource and so on. AUFA is deep in talent and dedication and is confident that this work is worth doing for our AUFA members and for the university. To perform, organizations must set goals. My goal on becoming President two years ago was to engage 100% of our membership. I think we are half way there and moving in the right direction.

With every good wish,  
Respectfully submitted,  
Wendy Bedingfield

## The Incoming AUFA President Communicates

As the incoming president of AUFA, I want to give my personal thanks to Wendy for the tremendous job she's done in the last two years. As a regular member, you don't realize how much work goes on behind the scenes in our association, but after just a couple of weeks I've gained a new appreciation for how hard Wendy and our former Executive members worked for us and what a dynamic organization we have. I think one of Wendy's greatest contributions has been in giving members the chance to meet together informally to discuss common issues and chat generally about our work. The culmination of this initiative is the proposal to move AUFA offices to Godfrey House, and the new Executive and I are excited to be pursuing this. On a personal note, I have been overwhelmed by the many generous offers of help I've received, and I will try very hard to live up to the standard set by Wendy and AUFA presidents before her.

Respectfully submitted,  
Gillian Poulter  
AUFA President



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### 2012-13 AUFA Executive

President:	Gillian Poulter
Past President:	Janice Best
Vice President:	Stephen Ahern
Secretary:	Laura Thompson
Treasurer:	Cindy Trudel
Member-at-Large:	Eric Alcorn
Member-at-Large:	Mike Beazley
Member-at-Large:	Richard Karsten

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### Retirees

The Communicator Committee would like to extend its congratulations and best wishes to the following AUFA members who are retiring this year: Wendy Bedingfield, Kirk Bowen, Rick Giles, Susan Markham-Starr and Brenda Robertson.

## CAUT Librarians' Committee

I have just been elected to a two-year term as Chair of the CAUT Librarians' Committee, and it is going to be an interesting couple of years. We are hearing reports from across the country of academic librarianship under attack: threats to librarians' academic status, efforts to curtail and control librarians' research activities, and attempts to de-professionalize and devalue librarians' work. Until very recently, one might have assumed that the large national organization devoted exclusively to the library and information community—the Canadian Library Association—could be called upon to defend librarianship and librarians. One might even have dared hope that such an organization wouldn't wait to be called upon, but would already be acting *anyway* to advocate for the profession. Not so. The Canadian Library Association was called upon to stand up for librarianship in principle, during the Western librarians' strike. They were called upon not to stand up for a particular bargaining unit during a specific labour dispute, but for librarianship in principle. They outright refused. At that moment, it became crystal clear to academic librarians who didn't know it already that CAUT is the *only* national voice for academic librarians in this country. The Librarians' Committee is perfectly poised to do what CLA will not, and under the excellent guidance of the outgoing Chair Francesca Holyoke (UNB), is already taking on a more nationally visible and prominent role in advocating for academic librarianship. I would very much like to see the Committee continue in this direction, and our planned October conference is in keeping with this. "Contested Terrain: Shaping the Future of Academic Librarianship" takes place at the Ottawa Sheraton from October 26-27.

The committee will continue to work with CAUT on its Save Library and Archives Canada campaign. The situation at LAC was serious already, but it is now truly dire: the sweeping cuts announced in the Harper budget will reduce LAC to little more than a records repository for the Harper government. The National Archival Development Program, which provided programming support for archives across the country, has been completely eliminated. This led to the immediate closure of the Council of Canadian Archives office in Ottawa and the cancellation of many summer work projects already planned at archives. 20% of LAC's workforce is being eliminated; interestingly, no archivists working on federal government documents are being cut. LAC's interlibrary loan unit is being closed as of February 15, 2013. Federal libraries are being drastically cut and many are being closed altogether. The list goes on, and on, and on. These cuts are part of a pattern of the Harper government's behaviour, along with cuts to the granting agencies, the National Research Council, and Statistics Canada: the ability of the public and of policymakers to access information and to conduct research in order to make informed arguments, decisions, and policies based on facts rather than blind political ideology is being methodically and deliberately undermined.

The committee will continue its work on copyright. CAUT has firmly established itself as an authority on the subject and as a player in shaping the ongoing discourse in law and policy. Although Bill C-11 is close to passing, the recent announcement of the unfortunate AUCC model licence with Access Copyright still leaves a great deal for CAUT to do. I was very excited to read in CAUT's response to the AUCC-Access Copyright agreement that CAUT intends to begin advocacy work with the federal government in response to this situation, and that it will be organizing a national consultation around this process.

## CAUT Librarians' Committee (cont'd)

The committee will also begin advising the CAUT Executive on a new project: open access, which is something that CAUT has not yet focused on in a strategic way. The time is ripe (indeed, over-ripe) to look at open access and scholarly publishing in general. First of all, it is linked to the copyright issue. If there was real, widespread faculty support of open access, there wouldn't be such a copyright issue. But there are also economic implications that trickle down to faculty remuneration; there are career path implications when we choose or don't choose to publish in certain journals; and there are academic freedom implications when we, often voluntarily or unknowingly, restrict our ability to share and disseminate our own research. Most importantly, there are broad societal issues at play that strike to the core of academic librarianship: making the best information freely available to the most people. I am looking forward to assisting in CAUT's efforts to build an advocacy framework around this very interesting and very important issue.

Respectfully submitted,  
Erin Patterson



## In Minority: The Status of Women at Acadia University, 2010-11

AUFA's Women's Committee (AUFA-W) has been tracking the status of women faculty members at Acadia University since 2007. Access to this information is supplied to AUFA's membership by Human Resources in compliance with Article 28.10 of the *Thirteenth Collective Agreement*.

### Overview

The total number of faculty (excluding part-timers) in 2011 dropped from 251 in 2010 to 237 in 2011, which is in large part explained by the retirement incentives and the hiring freeze. Table I, which examines the status of women faculty at Acadia University as of October 2011, shows that 40.1% of faculty are women. However, most women are located as librarians and at the lower ranks as Assistant Professors, Instructors, and Lecturers. For example, 72.7% of lecturers are female compared to 24.6% of full professors and 30.9% of associate professors. This is further compounded by the fact that women are disproportionately hired into the lower paying work force as CLTs, instructors, and continuing appointments, as shown in Figure 1. The overall percentage of women faculty is substantially less (31.1%) when we include only tenured and tenure-track

## In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)

faculty (Figure 2). The observed percentage of full-time female faculty at Acadia University (31.1%) falls below that of the 2008-09 national averages (33%)<sup>1</sup>.

Additionally, the proportion of women faculty (tenured or tenure-track) is not evenly distributed across faculties (see Table 2). The Faculty of Professional Studies has the highest percentage of women faculty at 37%, followed by the Faculty of Arts at 33.8%, and the Faculty of Pure and Applied Science has the lowest at 24.6%.

What is particularly discouraging is that when examining the hiring date of current tenured or tenure-track faculty since the 1970s by decade (see Figure 3), it appears that the only time period that equitable hiring practices occurred were in the 1990s (47.9%). In the 2000s, the decade with the highest number of hires (n=93), only 28% of all full-time hires (not accounting for turnover) were women. Over the last two years there have been only five full-time positions and two of the five have been women. This does not take into account whether Acadia has been more successful at retaining women hired in the 1990s than in other decades; however, this nonetheless suggests that since the 1990s women are either disproportionately less likely to be hired or are more likely to leave, or, possibly, men in the 1990s were more likely to leave. In any case, this points to a question of inequity.

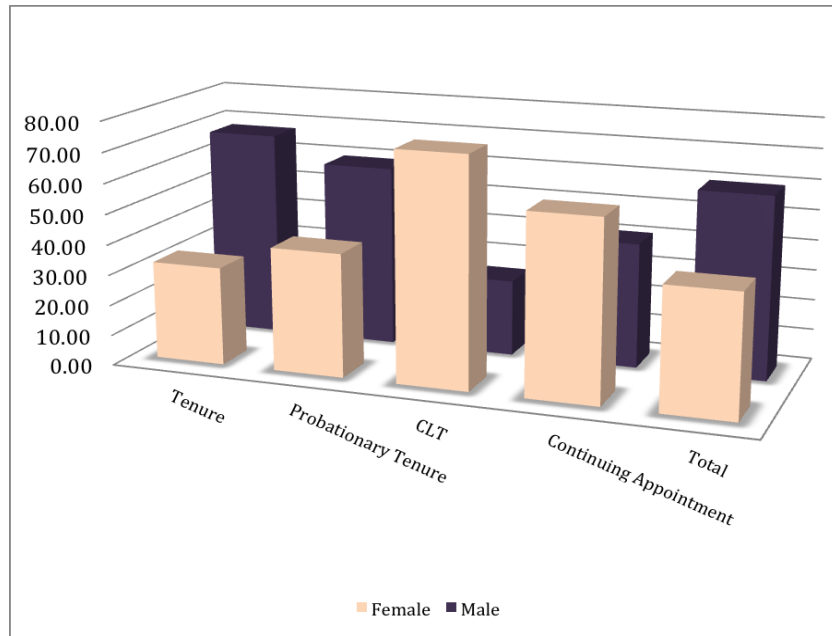
**Table 1** Percent of Faculty by rank and gender at Acadia University 2011

Rank	Gender		Total
	Male	Female	
Professor	75.4	24.6	100.0
Associate	69.1	30.9	100.0
Assistant	55.6	44.4	100.0
Instructor	36.0	64.0	100.0
Lecturer	27.3	72.7	100.0
Librarian	25.0	75.0	100.0
Total (n=237)	59.9	40.1	100.0

<sup>1</sup><http://www.statcan.gc.ca/pub/81-599-x/81-599-x2011006-eng.htm>, February 2011

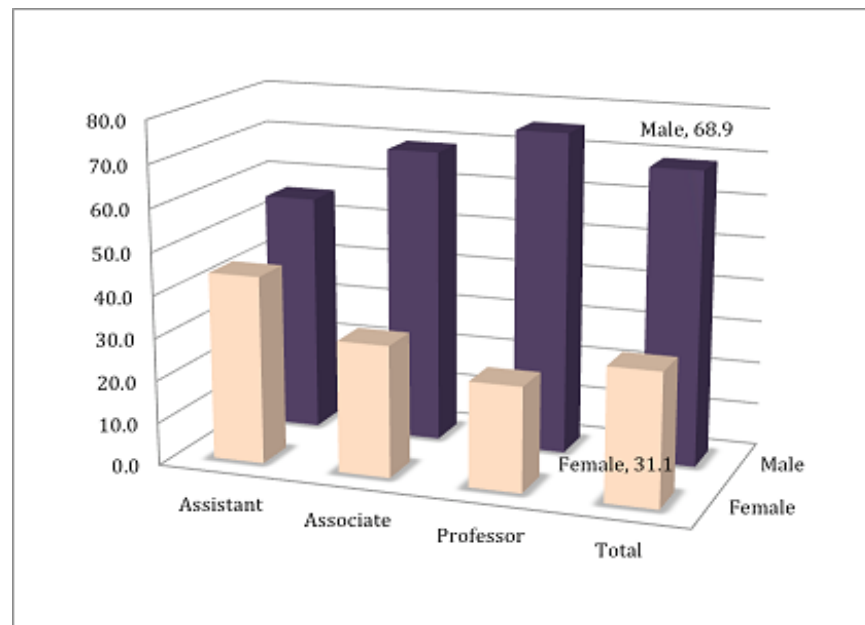
**In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)**

**Figure 1 Appointment Status by gender (%)**



(n=237)

**Figure 2 Assistant, Associate and Full-Professors by gender (%)**



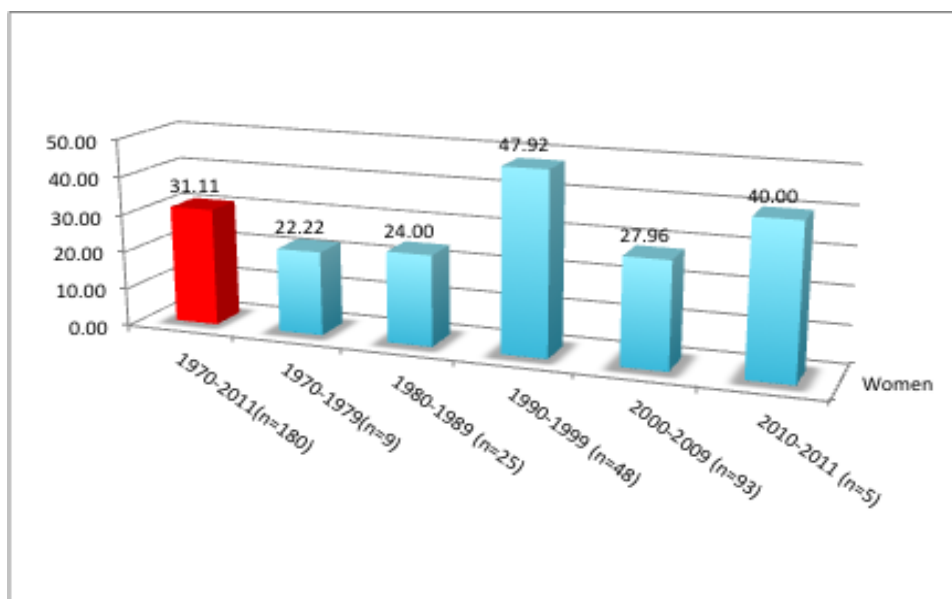
(n=180)

## In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)

**Table 2 Full-time appointments by Gender and Faculty (%)**

Faculty	Gender		Total
	Male	Female	
Arts	66.2	33.8	100.0
FPAS	75.4	24.6	100.0
Professional Studies	63.0	37.0	100.0
Total (n=180)	68.9	31.1	100.0

**Figure 3 Percent women faculty hired within ten-year periods, 1970-2011**



The percentage of women faculty hirings does not reflect the number of female PhD graduates in Canada at large. According to the most recent Statistics Canada data<sup>2</sup> available, in 2007-08, 47% of all enrolled PhD students were women. This percentage was largely unchanged since 2000 (46% women). Breaking down the percentage of women PhD students enrolled by discipline, in 2008, there were 60% in the social and behavioural sciences, 42% in the physical and life sciences, 51% of business and management, and 67% in education. What all this means is there are other factors than the supply of women academics that explain a preference towards hiring all male academics at Acadia University.

<sup>2</sup><http://www.statcan.gc.ca/pub/81-599-x/81-599-x2011006-eng.htm>, February 2011

## In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)

### Pay inequity within the academy

Over the last four years we have been tracking differences in salaries between male and female tenure and tenure-track faculty. The results of our most recent analysis, of data from October 2011, include all full-time faculty (including continuing appointments) at the rank of Assistant, Associate or Full Professor and are presented in Table 3. We ran four regression models to determine the pay gap between male and female faculty members. The raw gap presented in Model 1 shows a \$4,627.02 pay gap favouring men. Model 2 adds *years at Acadia* and *age* to capture work experience, which reduce the gender wage gap to \$3,810.50. When controlling for *rank* the wage gap becomes \$1432.14. Finally, in Model 4 when *faculty* is added to the equation, the gap is very slightly reduced: male faculty earn \$1439.40 more than female faculty. This is a substantial wage gap difference equal to three-quarters of a grid-step, and it is consistent with what we have seen over the last number of years. We echo our concerns of previous years that a \$1500.00 difference today not only translates into a large amount of potential lost earnings over a lifetime, but also places female faculty at a distinct disadvantage in terms of pension accumulation. The fact that a gap remains after controlling for age, rank, faculty and experience, indicates that the inequities are not a thing of the past and strategies must be implemented to eradicate such inequities.

Do you need to contact  
someone on a committee?

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

**Table 3 Regression analysis of annual income on sex, year of hire, rank, faculty and age for tenured and tenure-track faculty, Acadia University 2010-2011.**

	Model 1	Model 2	Model 3	Model 4
<b>Men</b>	4627.02 (2620.13)	3810.50 (1836.78)	1627.83 (1432.14)	1496.44 (1439.40)
<b>Years at Acadia</b>		1105.88 (136.58)	611.95 (115.64)	594.30 (116.96)
<b>Age</b>		281.93 (132.71)	230.31 (102.44)	257.21 (105.65)
<b>Rank<sup>1</sup></b>				
Assistant			-22925.57 (2136.95)	-22560.41 (2171.34)
Associate			-14312.45 (1715.47)	-14353.28 (1741.30)
<b>Faculty<sup>2</sup></b>				
Arts				-994.96 (1576.97)
Pro. Studies				-2056.62 (1750.38)
Constant	99939.52 (1461.44)	71563.20 (5492.21)	90568.89 (4612.26)	90269.80 (4638.37)
R <sup>2</sup>	0.017	0.524	0.720	0.723

<sup>1</sup> Contrast category is Professor

<sup>2</sup> Contrast category is FPAS

N=180



## In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)

### Discussion and Conclusion

Over the past five years, AUFA-W has reported on the status of women faculty at Acadia. Each year we argue that more needs to be done to address the gender inequities here. The most recent data (October 2011) show that although the University has made some gains, the percentage of women faculty is below that of national averages and in no way represents the number of women PhD graduates. Furthermore there is considerable gender variability among faculties.

There continue to be departments on campus where there are no female faculty-members. It is all too easy to justify why a white-male candidate is preferred based on “quantifiable” evidence such as who has more publications, who has better teaching evaluations or that there are no women applying. Last year<sup>3</sup> we discussed the ways in which new young female scholars are disadvantaged in their PhD programmes which adversely affects their publication record, and in turn they become less competitive during hiring processes. Using teaching evaluations as a method to gauge classroom effectiveness has been shown to be gender biased, favouring male teachers. Students use “different baseline measurements” for evaluating male and female professors.<sup>4</sup> Thus a “5” on Likert scale has a different meaning if the professor is male or female. Basically, the effort required for a woman professor to get a “5” on her teaching evaluations, is much greater than that of her male counterpart. Finally, we all too often hear that there were very few or no women applying for an advertised position. Virginia Valian points out that in hiring practices should there be a “paucity of female or minority candidates [this] means that the institution has already failed. It is a sign that something is wrong with the institution, the search process or both.”<sup>5</sup> The implication of this is not that we lower our standards for women. Rather, when hiring we need to keep in mind that when a candidate might on the surface appear as less qualified quantitatively, she may actually be the same or better when her CV is looked at with a more critical eye.

Admittedly, hiring has been virtually at a standstill over the last few years. However, this means that now is the time to examine departmental, faculty and university equity-hiring practice policies in preparation for the time when our complement numbers return to where they should be. The new language in the *Thirteenth Collective Agreement* provides some hope that there is a way forward through the Pay Equity and Employment Equity committees. The Pay Equity committee that is examining pay anomalies for faculty hires from 2007 to present; however, this is a short-term solution that addresses the inequities only of the most recent hires. In a recent report on pay inequities at the University of British Columbia, one faculty member is quoted as saying “Bumping salaries of

<sup>3</sup>Abramson, Zelda and Phyllis Rippeyoung. 2011. “In Minority: The Status of Women at Acadia University, 2009-10 *AUFA Communicator* 18(3): 7-12. (Acadia University Faculty Association Newsletter)

<sup>4</sup>Sprague, Joey, and Kelley Massoni. 2005. “Student Evaluations and Gendered Expectations: What We Can't Count Can Hurt Us.” *Sex Roles* 53 (11-12): 779-793.

<sup>5</sup>Valian, Virginia. 2004. P. 217

## In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)

current female faculty is about as effective as duct-taping a bursting pipe; inequities simply re-emerge with the next batch of female hires.”<sup>6</sup> Long-term solutions are not straightforward and require a multi-prong approach. One way to achieve more equitable salaries at hiring is to have a collapsed grid system, especially at the entry level. This was initiated in the *Twelfth Collective Agreement*, but the grid steps were unchanged in the *Thirteenth Collective Agreement*. We must continue along this path in the next collective agreement as one of many steps needed in order to remedy pay inequities. We also need to address inequities at every rank and understand why they occur and how to remedy them.

The Employment Equity Committee has conducted two faculty surveys. As well, there has been an Employment Systems Reviews that took place the beginning of April. However, greater attention is needed to address the subtle ways that inequities in hiring practices and pay are perpetuated and to find strategies to eliminate them. Two areas for change worth examining are: 1) leadership; and 2) hiring practices.

There is a body of literature that shows the importance of diverse leadership in demonstrating the academy’s commitment to equity.<sup>7</sup> The advantages are many such as that the university would then be demonstrating a commitment to equity; be drawing on a more diverse candidate pool; be modelling to students that there is hope for a successful future; be attracting diverse groups of students; and, thus, be introducing diverse and creative ways of teaching and carrying out scholarly work.<sup>8</sup> At Acadia, there are few women in leadership positions. Our President is a man and only one of the four Vice-Presidents is a woman. There are four Deans and only one (Professional Studies) is a woman, who is on leave and has been replaced by an Acting Dean who is a man. The Dean of Arts is also on leave and he has been replaced with a male Acting Dean. There are seven schools with Directors; two of the seven are women, in the Schools of Education and Nutrition – both are feminized professions.

<sup>6</sup>Palmitesta, Karina. 2012, March 29. “Women’s Supplement: Trying to solve UBC’s gender pay gap.” *The Ubysee*. <http://ubyssey.ca/features/ubc-gender-pay-gap432/>

<sup>7</sup>Maher, Frances A. and Mary Kay Thompson Tetreault. 2011. “Long-term transformations: excavating privilege and diversity in the academy.” *Gender and Education* 23(3): 281-97.

<sup>8</sup>Valian, Virginia. 2004. Pp.215-216.



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

## In Minority: The Status of Women at Acadia University, 2010-11 (cont'd)

Diversity in leadership also leads to diversity in hiring. We are all familiar with Professor Lois Valley-Fisher – academic, union activist, Dean of Arts, feminist scholar, to name a few. Of the faculty on campus today who were hired in the Faculty of Arts during her tenure as Dean of Arts, from 1982-1995, 46.2% are women. Of note, at that time women PhD graduates<sup>9</sup> represented less than 40% of all PhD graduates. In fact, of Acadia faculty today, there is a higher percentage of women who were hired across all three faculties than now. For example, 33.3% of faculty in FPAS and 39.5% in Professional Studies hired in the Valley-Fisher years are women. Similarly today, the highest percentage of women faculty is in Professional Studies, the only faculty with a woman dean.

In conclusion, we stress that in order for the university to be more equitable in all its practices, policies need to be set in place that are rooted in a fundamental belief that inequities are structural and systemic. This means that principles of equity must be embraced through a system of accountability at all three levels within the academy – the department, the faculty and the university. This is the only way we can achieve an equity policy with superior outcomes.

Respectfully submitted,  
Zelda Abramson  
Phyllis Rippeyoung

<sup>9</sup><http://www.statcan.gc.ca/pub/81-599-x/81-599-x2011006-eng.htm>, February 2011

## The 2012 Lois Vallely-Fischer Award for Democratic Student Citizenship

The Lois Vallely-Fischer Award committee was extremely impressed by the quality of the applicants this year. We are very pleased to award Robynn Moody with this year's Lois Vallely-Fischer Award for Democratic Student Citizenship. Robynn is a Bachelor of Education student who has been actively involved in fostering democratic discourse and critical thought.

Robynn has been an environmental activist and she has taken action on a number of environmental issues in creative ways. For example, Robynn staged a funeral of tree stumps outside of the Chester Municipal office to highlight forestry and protected space issues on the South Shore. She also attended the Provincial Legislature dressed as a moose to protest the removal of the Tobetic Wilderness Area from provincial protection.



(Photo courtesy of Laura A. Thompson)

Robynn has also gone beyond personal advocacy to foster critical thinking and activism in young people. She has promoted the idea that they can make a difference in their communities and in the world. Robynn has developed numerous environmental and social justice conferences and workshops for youth as part of her work with Youth for Environmental Action. Such workshops bring high school and university students together to mobilize and take action on issues such as the environment. In her role with the Heartwood Centre for Community Youth Development she has helped young people to develop skills in advocacy and public demonstrations. She has also promoted their involvement in community projects, fostered team work, and inspired a sense of social responsibility in these young people. She has supported literacy in the community as a volunteer in the Publish It! Program at Wolfville school and she has been a literacy tutor in the Acadia LINKS program. Robynn is a B.Ed. student and in this role she has developed lesson plans that discuss global human rights, challenge fishery and sealing issues, discuss water conservation, and examine the climate change debate critically. She has promoted the idea that students are the builders and changers of today – they need to take action. Robynn has developed curricula for workshops for the youth-volunteers of

## The 2012 Lois Vallely-Fischer Award for Democratic Student Citizenship (cont'd)

the Katimavik program (national youth volunteer service program) to help develop eco-citizenship in these young people. She has also developed learning materials for the Fair Trade Museum to promote active "Glocal" citizenship that is designed to be accessible to children in early grades.

The committee believes that Robynn not only embodies the core values of the Lois Vallely-Fisher award but also that she is promoting these same ideals in the youth of today. We feel that Robynn is most deserving of this award. Please join us in congratulating Robynn.

Respectfully submitted,  
Karmen Bleile  
Pat O'Neill  
Erin Patterson

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## News from Members

### The Canadian Network for Observational Drug Effect Studies

On February 7, Ying Zhang, Associate Professor, Mathematics and Statistics at Acadia joined fellow researchers in the launch of the Dalhousie site of The Canadian Network for Observational Drug Effect Studies (CNODES). Zhang is a collaborator with the Dalhousie CNODES researchers Kenneth Rockwood, Linda Dodds, Ingrid Sketris, George Kephart and John Fisk. Adrian Levy, District Chief and Professor and Department Head for the Department of Community Health and Epidemiology, is Nova Scotia's Principal Investigator. At the launch event, researchers, decision makers and clinicians celebrated the opportunities presented by this five year project – which brings \$1.975 million to Nova Scotia (out of a total national fund of \$17.5 million).

CNODES is funded by the Canadian Institutes of Health Research (CIHR), and is an initiative of the Drug Safety and Effectiveness Network (DSEN) (<http://www.cihr-irsc.gc.ca/e/44479.html>). The Nominated Principal Investigator, Dr. Samy Suissa from McGill heads a network of over 60 researchers including pharmacoepidemiologists, biostatisticians and clinicians at more than ten sites across Canada.



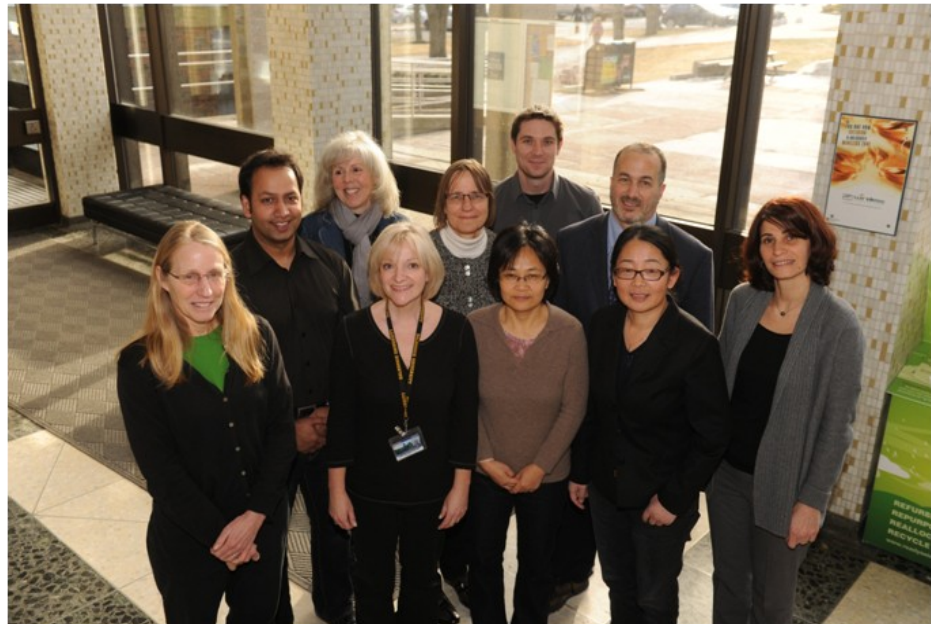
### **Tell your friends**

*Know someone who would like to receive this newsletter? Let us know and we'll add her or him to our mailing list.*

## **The Canadian Network for Observational Drug Effect Studies (cont'd)**

The overarching aim of CNODES is to provide information to improve the post-market drug safety and effectiveness system through a collaborative effort involving the use of administrative health databases across Canada. Additionally, CNODES investigators are helping develop research capacity with training and research opportunities and developing strategies for research communication and implementation by physicians and patients.

Respectfully submitted,  
Barbara Hill-Taylor  
Dr. Ingrid Sketris



(Photo courtesy of Danny Abriel)

CNODES Dalhousie site team members present at the event:  
Front Row (left to right): Linda Dodds, Sandra Pauls, Yan Wang, Ying Zhang, Hala Tamim  
Second Row (left to right): Upal Nath, Ingrid Sketris, Adrian Levy  
Back: Barbara Hill-Taylor, Chris Theriault



## Dates to Remember

### 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. 11.12(j)]

### September 1

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]

A Librarian wishing to be considered for joint continuing appointment and promotion 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](http://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.

### Communicator Committee:

Anna Kiefte  
Jane Longley  
Lisa Narbeshuber  
Ann Smith  
Laura Thompson  
Stephen Ahern (Copyeditor)

**The  
Communicator  
returns in the  
fall of 2012.**