

Communicator

Acadia University Faculty Association Newsletter

Winter 2020

AUFA

ACADIA UNIVERSITY
WOLFVILLE, NOVA SCOTIA, CANADA B4P 2R6
ACADIA UNIVERSITY FACULTY ASSOCIATION

UNBCFA

**Flying to Support UNBC
Grievance Committee
Negotiations on the Horizon**

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The AUFA President Communicates

A new semester, a new year, and now a new decade means we tend to reflect on what has been and begin to plan for what is to come. The AUFA Executive is initiating its planning by focusing on our pre-negotiating tasks, processes, and committees. Stephen Ahern has provided a helpful description of the work that must be completed as we prepare for negotiation of the 16th *Collective Agreement* so that our tasks and timelines are clear to our members.

We are populating numerous committees, such as the Survey Committee, the Proposals Committee, and, of course, the Negotiating Team. These committees will work to generate bargaining proposals that are reflective of the priorities of our members. Yet it is vital to remember that this is your Collective Agreement and your pre-negotiating process. Your perspectives matter, and we strongly encourage you to become involved by providing written feedback and engaging in the discussions that will be facilitated in support of proposal development.

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Committing to a collective process means committing to multiple strands of data-generating discussion. The survey is the most in-depth source of data from a broad spectrum of members, but other important information sources feed into the proposals-development work. The Association Grievance Committee shares key learning from their work with the membership and the agreement, and the Executive also gains critical insight about the agreement from formal and informal discussions with you, our members.

So, as we begin the work of this deliberative democratic process, we urge you to think about how you can become involved. Ask yourself what would make a substantive improvement to our collective working conditions at Acadia, and how you might productively communicate your thoughts throughout the pre-negotiating procedures. Many thanks for considering your participation in this most important collegial process!

--Cynthia Bruce, AUFA President

Introducing the Association Grievance Committee

The Acadia University Faculty Association has an Association Grievance Committee (AGC) consisting of a Senior Grievance Officer (SGO), three Junior Grievance Officers, and a Records Officer. The AGC operates autonomously from the AUFA Executive in its investigation of complaints. The membership of the AGC is determined by the AUFA Executive and normally extends in rotations as required to ensure that the SGO occupies that position for a period of at least three years, ideally after having served for not less than one year as a Junior Grievance Officer.

Individual members of AUFA may not file grievances. Only the Association can file a grievance, either on behalf of an individual AUFA member, a group of members, or the bargaining unit as a whole. The exclusive power conferred on AUFA to act as spokesperson for its members entails a corresponding obligation to fairly represent all members in the bargaining unit. This discretion must be exercised in good faith and in a non-arbitrary way. Not every complaint received by the AGC constitutes a grievance. For this reason, the first steps of the grievance procedures are the most important. When the AGC receives a complaint from a member alleging that the Collective Agreement has been violated, the committee must first conduct a thorough investigation to determine whether there has in fact been a violation.

Recent complaints that have come before the AGC have involved alleged violations of a variety of different clauses in the Collective Agreement, many concerning the hiring and posting procedures in Articles 10 and 58; others dealing with the discipline procedures in Articles 14 and 15; still others related to moving expenses (Article 25.30), the travel and professional allowance fund (Article 25.54), and academic freedom and the dissemination of knowledge (Articles 5 and 17). All of these cases were investigated, but not all were deemed to be viable grievances.

When the AGC decides that a complaint is a viable grievance, the procedures outlined in Article 18 of the Collective Agreement are followed. These procedures require that the Parties first attempt a resolution of the complaint through informal discussion with the appropriate members of the university administration (Article 18.51). Employees are represented at these discussions by members of the AGC.

It is only when attempts to resolve a complaint informally fail that a formal grievance is filed, and this must be done within thirty days of the AGC first learning of the complaint (Article 18.52). This involves writing to the Vice-President Academic to give notice of the association's intention to file a grievance. A meeting must then be held between the Association President, the Senior Grievance Officer, the Vice-President Academic, and other members of the administration as appropriate. At that meeting, the VPA indicates the steps that he or she feels might resolve the grievance. If these steps do not settle the grievance, the matter may proceed to arbitration. While the AGC can make decisions to file grievances independently of the Executive, it is the Executive that retains the right to decide whether a grievance should go

forward to arbitration. In making a decision about whether or not to proceed to arbitration, the Executive must take into account the significance of the grievance, its consequences to the member or members directly impacted, and the interests of the bargaining unit as a whole.

An arbitration is a form of dispute resolution in which the parties to a dispute (in this case AUFA and the Board of Governors) select a neutral decision maker, the Arbitrator. The Arbitrator listens to the evidence and arguments presented by the parties and their witnesses, and then renders a decision which, according to the Collective Agreement (Article 19.36), is final and binding on all parties.

What steps should you take if you think that your rights under the Collective Agreement have been violated, or that proper procedures have not been followed? You should first review the sections of the Collective Agreement that you believe have been violated, and then contact the Senior Grievance Officer who will set up a meeting with you to discuss your complaint. Make sure to bring all the relevant documentation to the meeting.

The SGO and one other member of the AGC will conduct an investigation after which the AGC will meet to discuss the complaint and will decide collectively whether or not to proceed with a formal grievance. You will be informed of the decision by the SGO. In some instances, the SGO may refer you to an appropriate resource outside the grievance process, such as Acadia's Policy on the Prevention of Harassment and Discrimination.

Should the AGC rule that your complaint is not a viable grievance, you have the right to appeal that decision to the Grievance Appeal Committee (GAC). The GAC has four members: a member of the Executive who serves as non-voting Chair, normally the President; a member of the Executive, normally the Past President; an AUFA member with experience as a grievance officer; an AUFA member with experience on the Negotiating Team or the Proposals Committee. The GAC is empowered either to uphold the AGC decision or to direct the AGC to move forward with the grievance process. The ruling of the GAC is final.

All of the discussions of the AGC and the GAC are confidential. Details of grievances are shared only with the Executive as necessary.

--Janice Best, AUFA Senior Grievance Officer

The members of the Association Grievance Committee for 2019-2020 are:

Janice Best (Senior Grievance Officer)
Maggie Neilson (Junior Grievance Officer)
Erin Patterson (Records Officer)
Jessica Slights (Junior Grievance Officer)
Inna Viriasova (Junior Grievance Officer)

Flying to Support UNBC

One of the activities financed by the Canadian Association of University Teachers (CAUT) Defence Fund consists of sending faculty from associations across Canada to walk picket lines with colleagues who are on strike. The aim of this activity is to show solidarity and to give striking colleagues support while they are out on the picket lines attempting to improve their working conditions. Our colleagues at the University of Northern British Columbia (UNBC) went on strike early last November. This was the second time they had negotiated a Collective Agreement since becoming a union, and the second time they had to go on strike to achieve a fair deal.



I flew to the UNBC Prince George campus as part of the CAUT flying picket to support our colleagues as they were heading into the fourth week of their strike. I did not make the decision to participate lightly; flying across Canada for such a short period of time is not an easy decision for me to make because of the environmental costs involved. However, the connection I have with UNBC outweighed my concerns, so I went.

I moved to Canada a little over a decade ago after living and working in France and the US. I was looking to settle in Canada and to continue my career in academia. My first job in Canada was teaching as a per-course replacement at UNBC. I was surrounded by wonderful colleagues who helped me improve my teaching skills and who did their best to help me further my academic career. At the time, the UNBC Faculty Association

(UNBCFA) was not unionized, and I became part of a contingent labour force working in unfair conditions with very little opportunity to advance in their careers. My per-course work led to a couple of limited term contracts, but the hiring practices, course loads, and pay were far from fair. I identified many of problems with these contracts and reached out to the faculty association in search of remedy, but their hands were tied. The conditions, although clearly unfair, followed the rules of the agreement between the faculty association and the administration. I decided to leave after four years of service at UNBC.

Given this history, it came as no surprise to me that my colleagues at UNBC were on strike a second time, and when the opportunity to support them came around I went for it. Needless to say, walking the picket line together was meaningful and emotional for many of them, as it was for me. Many of those colleagues knew very well what being on the receiving end of an unfair Collective Agreement had meant for me and for them. I travelled to Prince George to help them keep up their spirits as they had been out there for over three weeks despite the cold and icy conditions. I went there to show them that we've got their backs and will support them when they need us.

Before walking the picket line, we had breakfast with members of the UNBCFA Executive and Negotiating Team in the strike headquarters. They updated us on negotiations and thanked us for being there. It was clear that our presence lifted their morale. During breakfast, I had the opportunity to talk with a UNBC instructor, Umesh Parshotam, who was part of the Negotiating Team. Umesh told me about the strategies he used to maintain his life/work balance during negotiations. I reassured him of the importance of having his voice at the table. Shortly afterwards, he went back to the hotel where negotiations were taking place and I went out to spend the day on two of the picket lines they had set up in Prince George.

In British Columbia, other unions do not cross picket lines. This meant that all employee groups affiliated with the university were on strike as well. On the third week of the strike, the only people left inside the university were students living in residence, essential personnel working in the campus dorms and cafeteria, and the administration. Mail was not being delivered to campus nor was trash being collected. Students, who were camped outside the administration offices demanding that they negotiate fairly, came out to the picket line to share videos and pictures of the areas on campus they had occupied. The support from all these groups, as well as from the Prince George community in general, was palpable and uplifted the UNBCFA members. I walked up and down the hill in front of UNBC main campus and engaged in conversation with the people on the picket line to show our support.

I spent the afternoon in a second picket line that was set up in downtown Prince George around a couple of buildings owned by the university. That picket was right across from the hotel where negotiations were taking place with the help of a mediator. Our always diligent union officer, Jane Longley, had given me some AUFA hats and buttons to distribute during my visit. More importantly, Jane had loaded me up with a couple of bags of whistles. Early that afternoon we positioned ourselves on the side of the street across from where negotiations were taking place, I distributed the whistles, and we used them in a series of chants to urge the administration to negotiate. We later found out that the whistles and the chants could be heard clearly in the hotel meeting rooms.

That Friday at the end of November was a turning point in many respects; the students were at risk of losing the fall semester, other employee groups were at a point of not receiving paychecks for most of November and also December, and the administration was showing a complete unwillingness to negotiate. That day it became clear that the administration had withdrawn from some of the Articles both parties had already agreed upon and signed, and that they were not willing to move on any of the remaining issues. The Negotiating Team and the UNBCFA Executive decided to continue the job action by returning to their teaching duties and filing a complaint with the Labour Relations Board stating that the Employer was bargaining in bad faith. A couple of weeks later, with the help of the mediator, the parties were able to reach a compromise on the non-salary issues and they agreed to send the dispute regarding salaries to binding arbitration. According to the UNBCFA, the final value of both salary proposals was very similar, but they have concerns about how the formula proposed by the administration would maintain and deepen the disadvantages experienced by equity seeking groups.

Needless to say, I hope the new Collective Agreement improves the working conditions of my colleagues at UNBC. I certainly hope that the arbitrator decides on the salary proposal that improves the conditions of everyone, particularly those in equity seeking groups. As we told our UNBC colleagues in the many communications we exchanged with them: AUFA will be there in support of fair and meaningful negotiations!

--Juan Carlos López, Secretary, AUFA Executive

Negotiations on the Horizon

With our current Collective Agreement set to expire at the end of June 2021, planning is already underway to ensure we'll be fully prepared when the AUFA and administration negotiating teams meet to work out a new Agreement. What seems a long way off in fact comes up quickly when we're all so busy – and as there's perhaps nothing so important to getting our jobs done effectively than having fair and reasonable working conditions, compensation, collegial processes, and legal protections, it's important that all AUFA members understand how negotiations work and how we prepare. I've been asked to provide an overview of the preparations that we as an employee group undertake as negotiations come ever closer on the horizon. This article is intended as a primer both for colleagues new to campus, and for those who participated last time but 3 years later would appreciate a refresher. The stages in this careful lead-up are mandated by the *AUFA Constitution*, a document developed over the last four decades to ensure input at each stage from the membership.

The first stage is that over the next few months the Survey Committee will develop a survey to establish AUFA members' overall priorities for the next round of negotiations. You'll receive this survey in June and will have until September to complete it. The Survey Committee will then analyze the raw data of the survey and present a summary of this data to the membership in October.

In the meantime, a Negotiating Team will be established. This team is nominated by the Executive, with the final say going to the whole membership who vote on whether to elect the team that's been nominated.

Preparations will then continue throughout the fall of 2020, as the Proposals Committee gets to work drafting proposals to bring to the bargaining table for the next Collective Agreement. The Committee will hold roundtable meetings of the membership to provide information and to receive feedback necessary to prepare its proposals. To ensure as complete a set of inputs as possible, this Committee will take into account the results of the survey, as well as issues of concern identified by the Executive and the Association Grievance Committee. Once it has drafted key proposals in principle, the Proposals Committee will by early March submit these principles to the membership for approval at a general meeting of the Association.

Finally, once this set of proposals has been approved by the membership, the last step in preparations before negotiations begin is that in April the Proposals Committee will conduct a second survey of the membership. This is to determine which specific proposals have top priority so that the Chief Negotiator and the President know what members care about most and what gains must be fought for most resolutely. Both teams will then head to the bargaining table by May 1, 2021 at the latest, and we hope that a new Agreement can be arrived at efficiently and before the current one expires (on June 30). As an organization, we hope for the best and prepare for the worst – since experience over many rounds of bargaining here and across the country has shown that it’s hard to predict the stance an administration will take once the intense phase of hammering out a new Agreement begins in earnest. We on the faculty union side make sure we’re well prepared for any contingency, knowing that our members have given the Negotiating Team a clear mandate to work hard to achieve their priorities.

Of course members have to participate in the surveys, the roundtables, and the vote on proposals to have their say in this democratic process of determining what we’d like to achieve. Throughout the period leading up to negotiations, you’ll be kept in the loop, informed of when the stages of consultation described above will take place. Anytime you have a question about this process, don’t hesitate to contact a member of the current Executive, who are your elected representatives overseeing the process.

--Stephen Ahern

Proposals Committee Chair for *15th Collective Agreement*

AUFA President during negotiations for *15th Collective Agreement*

CAUT New Activist Workshop

In November 2019, I was one of several faculty members from across the country who gathered in Ottawa to attend a Canadian Association of University Teachers (CAUT) New Activist



Workshop. The one-day, hands-on workshop took place the day before CAUT Council and was an opportunity to share experiences, discuss challenges, and develop new skills, all in the hope of creating stronger unions and, ultimately, better working conditions for faculty in Canada’s universities and colleges.

The morning sessions were devoted to the challenges facing academic staff. After a plenary discussion of issues like academic freedom, casualization and underfunding, equity and diversity, and governance, participants were divided into groups and asked to brainstorm ways of effectively tackling one of the issues. The emphasis was on recognizing what individual associations and CAUT are doing well, acknowledging what has worked in the past, and pinpointing what needs to change so that we can do better going forward. The group work was

followed by ‘ten-minute expert’ sessions on issues in post-secondary education. These were very helpful in contextualizing the morning’s discussions and in underscoring the important role that faculty associations play in the academy. One thing to emerge from these opening sessions was an appreciation that while there may be variations depending on the size and location of the university, faculty are facing similar issues Canada-wide. I found this simultaneously reassuring (we’re not in this alone) and disheartening (these problems are widespread)!

In the afternoon, the emphasis switched to developing activist skills. It began with more ‘ten-minute expert’ sessions, this time on collective bargaining; filing grievances; and developing communication skills by creating visual materials, making smart phone videos, and writing press releases. Things got really interesting when participants were presented with an entirely plausible scenario based on a “series of unfortunate events” at a fictional Canadian university. We were divided into groups and assigned different tasks: formulating a grievance strategy and writing a grievance; preparing materials to educate both our association members and the public; and preparing a press release and practicing press conference skills. This was time valuably spent, as we were immediately put to work using the strategies that had been presented by the facilitators.

The New Activist Workshop was an intensive day that helped put into perspective the challenges faculty members face. More importantly, it provided training in some of the tools necessary to confront these challenges. It was motivating to work with colleagues from across the country, and it was particularly nice to have a strong Atlantic Canadian presence: there were participants from Acadia, Dalhousie, Memorial, and Université Sainte-Anne, there was a speaker from St Francis Xavier, and the workshop as a whole was moderated by a recent Acadia graduate. I don’t think I was alone in coming away from the day with a new understanding of the varied forms that activism can take. While there are always positions to be filled, there are also many, many smaller but no less important ways to become involved. We all have more to offer our faculty associations than we might think.

--Kate Ashley, Member-at-Large, AUFA Executive

Where Do We Go Next on Evaluating Teaching?

I have just finished reading over my course evaluations for last term. Sorry, I should call them “student surveys,” as the *15th Collective Agreement (CA)* calls them, though the online system still calls them “course evaluations.” Personally, I have always liked the surveys since I usually get positive feedback from students. But I have realized over the years that these positive comments often have little correlation to the quality of my teaching. Being innovative, creative, or—God forbid—challenging in the classroom is too often rewarded with lower evaluation

scores. When I had the chance through roles on DRCs and URCs to see colleagues' surveys, I started to see how bias and prejudice enter into the results.

Course evaluations—often known as “student evaluations of teaching” (SETs)—have been the subject of considerable study over the past few decades. Thousands of papers have been

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written on the topic. I am no expert on the subject, but a quick review of some of the most cited articles leads me to two conclusions. First, SETs are not a good way to evaluate student learning. Here is the conclusion from a paper by Uttl, White, and Gonzalez from the Department of Psychology at Mount Royal University: “Our up-to-date meta-analysis of all multisection studies revealed no significant correlations between the SET ratings and learning. These findings suggest that institutions focused on student learning and career success may want to abandon SET ratings as a measure of faculty's teaching effectiveness.”¹ Second, SETs are biased. Here are the four conclusions in a paper by Anne Boring: “Gender biases partly explain student evaluation of teaching (SET) scores; male students in particular discriminate in favor of male professors; students appear to rate professors according to gender stereotypes; [there is] no evidence that male professors are better instructors.”² Despite these conclusions, SETs continue to be widely used in Canada.

A ground-breaking arbitration in the spring of 2018 involving Ryerson University may have changed everything.³ The issue started in 2003, then led to a first grievance in 2009, to a second grievance in 2015, and finally to an arbitration hearing in early 2018. The arbitrator, William Kaplan, accepted the Ryerson Faculty Association's argument that the Faculty Course Survey (FCS) process “was failing to achieve its stated objective of evaluating teaching effectiveness as the answers to the questions revealed nothing relevant about that.” Kaplan concluded that “SETs are imperfect at best and downright biased and unreliable at worst.” The language of the decision was even more direct and unambiguous about the action that needed to be taken: “The collective agreement is to be amended to ensure that FCS results are not used to measure teaching effectiveness for promotion or tenure.”

As we at Acadia enter our next set of contract negotiations, we need to decide how to adapt our CA to reflect this decision. Our current CA requires that faculty “conduct a student survey of

¹ [“Meta-analysis of Faculty's Teaching Effectiveness: Student Evaluation of Teaching Ratings and Student Learning Are Not Related.”](#) *Studies in Educational Evaluation*, vol. 54, 2017, pp. 22-42.

² [“Gender Biases in Student Evaluations of Teaching.”](#) *Journal of Public Economics*, vol. 145, 2017, pp. 27-41.

³ A description of the case and a link to the full ruling (first link) is available online at [“Significant Arbitration Decision on Use of Student Questionnaires for Teaching Evaluation.”](#) *Ontario Confederation of Faculty Associations Website*, 13 July 2018.

each course they instruct” (Article 17.02(n)). Results from these surveys must be included in dossiers submitted for tenure and promotion (Article 12.03(e)). The CA further specifies “that performance as a teacher cannot be evaluated solely on the basis of student surveys but must consider the full range of activities.” Such language clearly indicates that student surveys should be used to evaluate performance as a teacher. If we are to follow the Kaplan decision, we must not only reduce the importance of student surveys but *prohibit their use* in evaluating teaching.



Evaluating our colleagues’—and our own—teaching is an important part of our jobs. Our current CA requires that candidates for tenure give “evidence of good performance as a teacher.” For a university that prides itself on its quality of instruction, this does not seem to be a very high bar. This language likely reflects the difficulties involved in evaluating teaching. Appendix I of Article 12 of our CA provides a long list of teaching activities, but when it comes to assessing teaching performance it offers only this short statement: “Candidates shall present evidence of their teaching activities as part of their dossier. Where the evidence relates to classroom performance, it should be based on direct observation by peers and/or academic administrators or by student surveys.” If we remove student surveys, we are left with only direct observation to evaluate classroom performance. Is this sufficient? Should it be required? Should we prescribe how it is done?

Of course, we are not alone in this dilemma. Universities across the country are struggling with this issue and we will have Collective Agreements from other institutions as well as CAUT policies to guide us. It is worth remembering that while writing our new CA language is the immediate task, ensuring that we fairly assess teaching performance will be an ongoing challenge.

--Richard Karsten, AUFA President-Elect

A History of Gains for Part-time Employees at Acadia University

As the number of per-course offerings taught by part-time faculty has risen from approximately 127 in 2010 to 174 in 2018, AUFA has been actively ensuring that our most vulnerable members gain the rights and protections that are available to our full-time members. Although there are improvements left to be made, significant gains have been made over the last three Collective

Agreements. Looking ahead to future rounds of negotiations, we welcome suggestions for ways to continue improving working conditions for our part-time members. Please forward your suggestions to Cynthia Bruce (cynthia.bruce@acadiau.ca).

Gains for Part-time Employees at Acadia University						
	1st PT Agreement (2002)	11th CA (2003) PT integrated into FT CA	12th CA (2007)	13th CA (2010)	14th CA (2014)	15th CA (2017)
Hiring		Contracts start 2 weeks prior to class		Conversion – teach an equivalent FT load for 3 consecutive years leads to permanent position	Hire internally first Course specific precedence most important	Streamline hiring procedures Equity in hiring
Precedence	Precedence introduced	Probationary period: 18 credit hours over 3 yrs		Probationary period: 9 credit hours over 3 yrs	Probationary period: 9 credit hours over 2 yrs	
Working Conditions	Office hours not required	No more than 3 to an office Laptops provided on request	Library privileges and laptop same as FT Course cap of 60			
Academic Conditions		Academic freedom same as FT		Access to research funding Discipline, grievance & arbitration same as FT		Teaching Affiliate status
Financial Incentives		3 levels of stipend based on precedence	Stipend linked to FT salary scale	Travel & PD Funds available 2 – 5% pay in lieu of benefits		Increase EI hours Group RRSP Gym pass
Basic 3h course stipend	2002: \$3,600	2003: \$3,650 2004: \$3,800 2005: \$3,950 2006: \$4,300	2007: \$4,572 2008: \$5,133 2009: \$5,400	2010: \$5,450 2011: \$5,500 2012: \$5,550 2013: \$5,700	2014: \$5,800 2015: \$5,901.5 2016: \$6,005	2017: \$6,085 2018: \$6,165 2019: \$6,245 2020: \$6,325

CA: Collective Agreement; **EI:** Employment Insurance; **FT:** Full-time; **PD:** Professional Development; **PT:** Part-time; **RRSP:** Registered Retirement Savings Plan

Welcome CLTS!

Contractually Limited Term (CLT) positions are full-time or half-time positions of varying lengths (up to 36 months) that are used to replace faculty on leave or to provide flexibility in the delivery of academic programs. CLT appointments can be made in different streams, such as professorial, lecturer/lectrice, Pädagogischen Austauschdienstes (PAD lecturers), instructor, librarian or archivist. Below are brief introductions to almost half of the CLT members joining us on campus this year.

Danielle Jakubiak is a music and registered counseling therapist (candidate), and an instructor at Acadia University. She received her Bachelor of Music from Mount Allison University, a Masters of Music in Ethnomusicology from the University of Glasgow, has attended the National Theatre School in Montreal for technical production with a focus on sound engineering and design, and also has a Masters of Arts in Music Therapy from Concordia University in Montreal. She has worked as a sound engineer internationally and as a music therapist in Montreal. She currently has a private counseling and music therapy practice in Halifax and performs as a musician and sound artist. She also runs an experimental music event in Halifax called *Bleep in the Dark*. Her research interests are focused on field recording and music therapy, musical gestures, haptics, experimental music, and new music technologies.

Jamie Symonds grew up in Barrington and recently returned to Nova Scotia from Boston, MA. Jamie obtained his Bachelor of Information Systems from St. Francis Xavier University in 2001 and a Master of Liberal Arts in IT from Harvard University in 2015. In the US, he worked as a Senior Systems Analyst with the Boston Police, worked for nearly a decade at Massachusetts General Hospital's Laboratory of Computer Science, and then moved onto an EHR start-up at Amazing Charts as a Senior Software Engineer. Jamie is a Lecturer in the Jodrey School of Computer Science and he continues to work remotely as a consultant for the Boston Regional Intelligence Center, as well as some doing some ad-hoc consulting work and working with a Yarmouth-based start-up using AI and predictive analytics. Jamie now divides his time between Wolfville and Barrington, where he and his partner run a B&B in the summer and have four cats.

Robin Campbell teaches courses such as environment and sustainable societies, community program design, community wellness, and strategic planning in the Community Development program. Robin has taught part-time in the program since 2014. Robin is a PhD Candidate at Dalhousie University researching best strategies to address the mental health needs, services and supports for volunteer firefighters and other first responders in Nova Scotia. You can follow this work at www.soundthesiren.ca. Robin is also an Associate Researcher with FIREWELL based out of McMaster University, a network working to improve firefighters' health and safety through research across Canada. Robin served as a volunteer firefighter for almost ten years in Wolfville, Nova Scotia and volunteers with the Fire Service Association of Nova Scotia's Critical Incident Stress Management team.

Tanya Surette is a Registered Psychologist and Certified Canadian Counsellor with expertise in school-based and agency counselling, clinical consultation, and formal assessment. She completed her Ph.D. in Education at the University of Calgary. Before joining Acadia University in the School of Education, Tanya was an educational and clinical/counselling psychologist in Southern Alberta. Her primary research interests involve equity, social justice, and cultural responsiveness in counselling and education. The overarching goal of her research is to investigate opportunities to interrupt systems of oppression and integrate theory and practice into efforts to reach vulnerable, underfunded, and marginalized populations.

Morgan Snyder is a geologist working on the deformation of rocks in Atlantic Canada. They received their Ph.D. in Geology from the University of Alberta in 2019. Although their degree is from out west, Morgan has been exploring the spectacular rocks along the Bay of Fundy for their entire career. Morgan's research interests include salt tectonics, structural geology, sedimentology, and geoscience education. Morgan joins the Department of Earth and Environmental Sciences and teaches courses on Clastic Sedimentology, Petroleum Geology, Oceanography, and Paleontology.

Sarah Mackinnon is a Certified Athletic Therapist who teaches in the School of Kinesiology. She teaches a Kinesiology elective called Physically Active Living (available to non-KINE majors) as well as laboratories in Care and Prevention of Athletic Injuries, Human Physiology, Biomechanics, and Training Methods. She graduated from Acadia in 2010 with a B.Sc. Honours in Biology and a double major in Kinesiology and then went on to become a Certified Athletic Therapist through Concordia University in 2013. Sarah is currently completing her M.Sc. in Biology through Acadia, performing clinical research in the John MacIntyre Motion Laboratory of Applied Biomechanics (mLAB).

Matt Hazel has returned to the Department of Biology where he teaches courses in Human Biology and Applied Human Biology – primarily service courses for first year Kinesiology and Nutrition students. Matt graduated from Acadia with an Honours degree in Biology and then went on to complete an M.Sc. at McMaster University. He spent five years living in South Korea, where he taught English at Chonbuk National University. He recently returned from a 9-month sabbatical in Ghana where he helped to build new science labs for a rural high school. Matt comes to us from St. Francis Xavier University where he spent the last nine years as a lab instructor for a course in Human Anatomy and Physiology.

Ken Raj Leslie is a neuroscientist/engineer with expertise in a wide range of brain and body measures. He was working as a consumer neuroscientist for Fortune 500 companies in the US before he accepted a teaching position here at Acadia. He holds a B.A.Sc. in Systems Design Engineering from the University of Waterloo, a Ph.D. in Neuroscience from Brandeis University, and he did a postdoc at Dartmouth College. He is interested in applying insights from neuroscience to the real world, with a focus on educational enrichment, stress reduction, enjoyment (dopamine), and synaptic plasticity. Ken has a talent for interdisciplinary and intercultural collaboration and co-founded Haidawood.ca, an indigenous language revitalization

project that made stop motion animations in the endangered Haida language. Ken is collaborating with Dr. Doug Symons in Psychology, using eye tracking and measures of facial affect to study attachment style. Ken taught Cognitive Neuroscience and Human Neuropsychology last fall and is currently teaching Introduction to Psychology and a seminar on Neurodegenerative Disease.

J. Coplen Rose teaches fantasy fiction and postcolonial literature in the Department of English and Theatre. He completed his Ph.D. in English and Film Studies at Wilfrid Laurier University. After finishing his doctorate, Coplen taught in the English Department at Lakehead University, Orillia Campus, before joining the Department of English and Theatre at Acadia University. His current research explores the intersections between postcolonial theory and science fiction in contemporary South African literature and drama. This project builds on a series of seminars and interviews that Coplen conducted between 2012 and 2018. He is planning to return to South Africa this summer to expand the scope of the project. He currently serves as Atlantic Representative on the Executive Council of the Canadian Association for Commonwealth Literature and Language Studies.

Tristan De Borba is a saxophonist, conductor and researcher. He teaches applied saxophone, conducts the Acadia University String Orchestra, Symphonic Band and Wind Ensemble and teaches courses in musicianship and conducting. His primary research interest is contemporary music performance. He is currently finishing a Doctor of Musical Arts at the University of Toronto studying the experimental sounds of Portuguese composer Jorge Peixinho (1940-1995).

Kassandra Dubois is on a limited term appointment as a French lectrice in the Department of Languages and Literatures. She studied at the University of Rouen in Normandie, France, where she obtained an English degree. She is teaching two Basic French courses at Acadia and is loving it so far. Her job is to teach the basics of the French language as well as to introduce French culture to students through music, games, and lectures on grammar.

Darlene Kyte is a counsellor who teaches in the Counsellor Education program. She received her PhD from the University of Victoria in 2014. Darlene's research engages a collaborative, collectivist and transformative perspective including researcher and participant reciprocity, consciousness raising, reflexivity, and voice within a transdisciplinary and intersectional approach. She examines and investigates ideologically challenging research genres involving counselling, philosophy, and arts-based research (ABR) such as movement as method, performance pedagogy and narrative inquiry. Her work focusses on culturally responsive pedagogy, culturally responsive mental health, inclusive and comprehensive school counselling programs and practices, and sustainable well-being.

Please join us in welcoming all of the CLT members whose work contributes to the delivery of our academic programs.

-- Juan Carlos López, Secretary, AUFA Executive

This year's 2019-2020 AUFA Executive members are:

President

Cynthia Bruce

President Elect

Richard Karsten

Past President

Anthony Pash

Secretary

Juan Carlos López

Treasurers

Darren Kruisselbrink

Cindy Trudel

Members-at-Large

Kate Ashley

Jon Saklofske

Britanie Wentzell

Ian Wilk

Dates to remember

Upcoming AUFA Meetings

Tuesday, February 25th, 2020, 4:30pm – 6:00pm

Thursday, March 12th, 2020, 11:30am – 1:00pm

Tuesday, April 21st, 2020, 12:00pm – 2:00pm

AUFA Women's Committee: International Women's Day Celebration

Tentative date: March 9th, 2020

Information about AUFA is available online at <http://www.acadiafaculty.ca/> or in person from the Union office in the Huggins Science Hall, Room 211. Union Officer, Jane Longley may be reached by phone at 902-585-1422 or by email at jane.longley@acadiu.ca.

You can also follow us on Twitter
@AcadiaFaculty

Editorial Policy

Connecting the Membership

The AUFA Communicator is a 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 twice 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 for 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. 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.

The Communicator Committee is Michael Corbett, Stephen Henderson, Juan Carlos López, Jessica Slights, and Britanie Wentzell. Special thanks to all our contributors and to Jane Longley.