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MESSAGE FROM AUFA'S PRESIDENT

There really is no such thing as a quiet fall semester, but for AUFA this has been a notable one for a number of reasons. After over a year of operating under a collective agreement that expired on June 30, 2021, we signed the 16th CA on October 20th. The 16th CA comes with a number of important gains and changes, some of which are described in this issue of *The Communicator*. I encourage you to take time to review the 16th CA and to reach out to the AUFA executive when questions come up.

I believe that the 16th CA offers us opportunities to prioritise equity at the university in new and important ways. The most significant is arguably the two cluster hires for Indigenous and Black scholars, which will begin to address the significant underrepresentation of faculty from these two equity-deserving groups. It is important to remember, though, that AUFA's job does not start and end with advocating for cluster hires. As a group, we need to commit to creating meaningful supports and mentorship so that new faculty from equity-deserving groups are not just hired at Acadia, but have what they need to succeed here.

At this moment when AUFA has just signed its latest CA, we are confronted by a PSE labour landscape in Nova Scotia and across Canada that makes faculty strikes a near certainty in the coming months. We currently see this at Dalhousie University where members of CUPE 3912, which includes Instructors, Teaching Assistants, Markers and Demonstrators, are striking for fair wages. As I write this message, AUFA is organising a flying picket to support members of 3912, and we will continue to support faculty associations across Canada that are fighting for a fair and equitable agreement, just like those same associations did for AUFA last year.

The fall has also brought on-campus events and daily interactions in a way that we haven't experienced in the past couple of years. This is exciting, but can also bring understandable trepidation. As we continue to navigate COVID-19, we must keep members' health and safety top of mind. AUFA will continue to advocate for a workplace that prioritises public health, flexibility, and care.

After about four months in the role of AUFA president, one of my biggest takeaways is the incredible effort and commitment AUFA members put into their work. As a group, we believe in the importance of teaching and research, and as a faculty association we can make sure that we have the support we need to do our jobs well.

Erin Crandall, AUFA President



CAUT's Fair Employment Week

CAUT's Fair Employment Week (FEW) took place from October 17 to 21, 2022. The goal of this annual campaign is to raise awareness about precarious employment on campuses and support local actions to improve the working conditions of contract academic staff.

Want to stay informed about CAUT's ongoing efforts? Learn more at <https://www.caut.ca/>.

POLICY UPDATES

Non-Medical Accommodations

In recent months, AUFA worked with University administration to develop a separate process for AUFA members seeking non-medical accommodations. This process allows members to request accommodations for non-medical reasons without providing the employer with any personal health information. Details of this process will be updated on HR's website in the near future.

Revisions to Sick Leave Form

Over the past year, the Association Grievance Committee was made aware that the Acadia sick leave form was unsuitable for members, particularly the amount of information that HR could request from a member's medical provider. The AGC put forward these problems to the employer and in consultation with AUFA, a new sick leave form was designed and is now in use. (To download a copy of the form, click [here](#))

The new sick leave form is updated in three ways. First, it uses gender inclusive language. Second, it limits the information that your care provider shares with HR to only information that is relevant to the condition(s) relevant to your leave application. Third, it is clearer on accommodation language. It is important to note that this form is for medical accommodations only; it is not applicable to non-medical accommodations.

Revised Policy Against Harassment & Discrimination

The University recently finalised and adopted a revised Policy Against Harassment and Discrimination. The updated policy is long overdue and AUFA is pleased to see that the new policy is now in place. The revised policy can be accessed here: [2022 Policy Against Harassment and Discrimination](#).

WELCOME TO AUFA'S NEWEST PART-TIME MEMBERS

AUFA wants to welcome all members who are new to Acadia, including the numerous part-time AUFA members who contribute greatly to our University community!

During the most recent round of collective agreement negotiations, AUFA made significant gains for part-time members, including the following:

- Salary increase of 1% every 6 months for the first three years (for CLTs)
- 4% increase to per-course stipend
- Standardized process for part time members to convert to continuing positions, and Some Instructors will be able to convert to tenured position (depending upon which article they were hired under)
- Per-course hiring: BOG's proposal to weigh equity over teaching experience in specific courses was accepted, though precedence will be maintained

PART-TIME AUFA MEMBER SPOTLIGHT



Rabindra Chaulagain
Assistant Professor
Department of Sociology

What do you teach at Acadia?

I am teaching Introduction to Social Research, Social Inequality, and Gender and Sexuality this semester and Social Problems and Qualitative Research Methodology next semester.

What are your research interests?

My research spans a wide range of social and political issues, such as critical refugee and border studies, racism, migration, Indigenous politics and Indigeneity, gender and sexuality, everyday power and politics, and social theory. I am also highly interested in conducting research on bio and necropolitical philosophy. I am working on a couple of research articles which I will be presenting at "CARFMS22: Crisis and Forced Migration: Manifestations of power in a changing world" and "The Canadian Ethnic Studies Association (CESA) 26th Biennial Conference" in November.

In what ways are engaged in service to the community?

Community is key to me from Nepal to Canada. I am trying to get integrated into the diverse community in the Valley. As a Nepalese Canadian, I am actively engaged in the Nepalese community in Nova Scotia.

Can you tell us any fun facts about yourself?

I remember the hard work I did after I landed in Canada as an immigrant and the amalgamation of knowledge, education, and skills I gained in both Nepal and Canada. My academic journey through such adventures has created some unique modes and methods for me to navigate and discern life differently, which I can apply to teach in the diverse academic terrain in Canada.

Why is AUFA important to you?

AUFA is essential to address and improve the existing structure of academic working conditions. Crucially, AUFA is needed to shed light on inequalities that part-time and CLT faculty experience in terms of financial support for developing their academic growth and research activities such as participating in conferences. The lack of funding allocation for part time and CLT faculty for their research prevents them from preparing applications for tenure track positions. In such circumstances, AUFA can be a platform to support and raise voices for.

The existing working conditions, such as hiring part-time and CLT positions, need to be revised and improved to create a more equitable learning and teaching milieu.

Are you a part-time member interested in getting more involved with AUFA? AUFA is looking for a part-time member to join AUFA's Executive. If interested, please reach out to Claire Mallin at claire.mallin@acadiau.ca.

AUFA FALL SOCIAL EVENT

Join AUFA in celebrating our accomplishments and connecting with other AUFA members. The event will take place on FRIDAY Dec 2, 2022 from 4:30 - 8:30 pm in the Wolfville Lion's Club Hall (36 Elm Avenue, Wolfville). Food, cash bar, and fun for AUFA members and their families.

To RSVP, please email Claire Mallin at claire.mallin@acadiau.ca and let her know how many people will be attending. Hope to see you there!

SUMMARY OF THE 16TH CA

On October 20, 2022 the University and AUFA signed the 16th Collective Agreement. A copy of the new agreement can be found here: <https://www.acadiafaculty.ca/agreements/>. Also available on AUFA's website is a side-by-side comparison of the 15th and 16th collective agreements, which highlights changes to the newest agreement.

The 16th Collective Agreement makes a number of significant changes to the previous contract. Some of these are straightforward and require little elaboration, such as salary provisions or the MOAs on Childcare, Cluster Hires, and Complement. Other changes are decidedly more complex. These are addressed below.

Article 3: No Discrimination and Employment Equity

To better reflect the Nova Scotia *Human Rights Act*, additional categories or identities have been listed for which an Employee may not be discriminated against, restricted, harassed, or coerced. These are colour, political or religious activity, and mental disability. For the purposes of employment equity (e.g. as it pertains to hiring protocols), the groups deemed "equity deserving" now include African Canadians, Indigenous (in lieu of Aboriginal) Peoples, persons of any minority gender expression, and all intersections of these or any other designated identities.

An Employee may now be disciplined for violation of Acadia University's policies on Sexualized Violence and Harassment and Discrimination. See the summary of Article 14 below for more information.

The Employment Equity Committee will have an expanded role under the 16th CA. One of its principal responsibilities will be to compile and deploy a panel of "Equity Representatives" to aid in hiring processes (see the summary of Articles 10, 43, 50, and 59 below for more details). The Committee will also take a more active role in liaising with Selection Committees and offices, create and maintain a list of resources for Selection Committees that wish to solicit applicants from equity-deserving groups, and provide extended equity training to Heads and Directors each year.

Articles 10, 43, 50, and 59: Hiring Protocols for Professors, CLTs, Instructors, Librarians, and the Art Curator

A non-voting Equity Representative will be appointed to each Selection Committee by the Employment Equity Committee. This representative, who will be a member of the faculty from outside the academic unit(s) in which the search is being conducted, will ensure that matters related to equity are being considered at each stage of the hiring process. The Equity Representative has no determinative powers and cannot compel the Selection Committee to alter any decision; however, they may forward their concerns to the appropriate dean, who can require the Selection Committee to re-examine (though not necessarily change) its decisions.

Any member of the Academic Unit wishing to participate in the hiring process (e.g., by serving on the Selection Committee, participating in the Academic Unit vote, etc.) must have completed the Employment Equity Workshop within the current academic year. Failure to complete this workshop renders one ineligible to participate in any stage of the hiring process.

Applications will no longer be submitted directly to the Selection Committee Chair. Instead, under the 16th CA, they will be submitted to the Provost, who will then forward them to the Chair.

Article 11: Part-Time Employees

The 16th CA introduces two important provisions related to Instructors appointed under the Article 11 process. First, it narrows the pathway they may use to convert to a full-time, continuing status. Going forward, at least 60% of the credit hours counted by the applicant toward conversion to full-time continuing status must have been taught within the same Academic Unit. Second, Instructors who converted under this process may, at least one year following their conversion, apply for tenured status through the standard Article 12 process. Should the Instructor's application for tenure be denied, they retain their full-time continuing status and may apply again without penalty at least three years later. This provision does not apply to Instructors hired under Article 43.

Articles 12 and 51: Renewal, Tenure, and Promotion for Professors and Librarians

Under the 15th CA, decisions regarding renewal, tenure, and promotion made by the Departmental Review Committee/Library Review Committee (DRC/LRC) could be appealed to the University Review Committee (URC), and thence to the University Appeals Committee (UAC). Under the 16th CA, this process has been streamlined (applicants no longer need to submit certain documents) and greater authority has been vested in the DRC/LRC. Going forward, the URC will serve only as a "quality control" body, charged with ensuring procedural integrity and consistency across academic units. Appeals will be heard by the UAC.

Employees applying for renewal, tenure, or promotion may submit as part of their dossier a record of student evaluations. However, one will no longer be required.

Dossiers no longer need to be printed and submitted in paper form. Going forward, they will be accepted in pdf or Microsoft Word form only.

When evaluating candidates for the rank of Full Professor, DRCs will now seek references from three external referees instead of two. External referees for applicants to any rank must be at arm's length to the applicant and may not be contacted by the applicant directly.

Article 58: Per Course Position Hiring Procedures

Unlike those of all other faculty hiring processes, Per Course Selection Committees will not include an Equity Representative. Instead, equity will be advanced via a significant alteration in the hiring criteria. Whereas the 15th CA included only three criteria to be considered by Per Course Selection Committees – experience teaching the course, academic qualifications, and performance and potential as a teacher – the 16th CA adds a fourth criterion: representation of designated groups within the Academic Unit(s). Moreover, Selection Committees will no longer be required under the 16th CA to weigh these criteria in descending priority (i.e., with strongest emphasis placed on experience teaching the course). Selection Committees are now free to weigh these four criteria in any manner they wish.

It is important to emphasise that this provision affects neither the Internal/External Applicant distinction nor the importance of the Precedence List. Selection Committees must still consider Internal Applicants first and only after exhausting that candidate pool may it turn to External Applicants. However, when considering each applicant pool, the Selection Committee may prioritise the various criteria in whatever order it deems fit.

In practice, what will happen is that Human Resources will forward to the Chair of the Selection Committee all the completed applications, information regarding each applicant's experience teaching the course, and a list of any applicants who are members of designated groups under Article 3.20. This list will rank the applicants according to how under-represented each one's group(s) is within the Academic Unit. Membership in multiple under-represented groups will be accounted for in this ranking. All information about group membership will be acquired by Human Resources via the self-identification forms that applicants are required to complete upon submission of their application. While the self-identification form must be submitted, applicants have the option on the form to not self-identify. No information about the group to which these applicants belong will be disclosed to the Selection Committee by Human Resources. Moreover, consistent with past CAs, Selection Committees may only consider an applicant's membership in a designated group if the applicant identifies as such in their self-identification form.

Article 14: Reprimand, Discipline, Suspension and Dismissal

Under the 15th CA, the only recognized ground for disciplining an Employee was failure to properly discharge one's professional duties as described in Article 17. Moreover, the 15th CA only permitted the Board to initiate a disciplinary process if the academic unit Head or Director had informed their Dean that all other means of remedying the situation had been exhausted.

The 16th CA introduces significant changes to this process. Matters related to professional duties still fall squarely under the authority of Heads and Directors. However, Employees may now be disciplined for a greater array of acts (the disciplinary *scope* has been expanded) and the Board may now initiate a disciplinary investigation of its own accord (the disciplinary *pathways* have been increased).

Going forward, Employees should imagine Acadia's disciplinary process as containing three different tracks. First, a failure to perform one's professional duties as defined in Article 17 will result in an attempted resolution by the Head or Director and may only lead to a formal disciplinary

process at the Head or Director's instruction. Second, a violation of a formal university policy (e.g., the policy on Sexualized Violence or Harassment and Discrimination) may lead to a recommendation by the Provost that discipline be levied. And finally, any other act performed by an Employee may prompt a formal disciplinary process, should the Provost deem it so.

This represents a significant advance in the Board's power to punish Employees. However, those powers are restricted in multiple ways. Some of these restrictions are longstanding. For example, it continues to be the case that an Employee may only be disciplined for just cause, on the basis of non-anonymous information, and in a way that is proportional to the severity of the act. The 16th CA also introduces many new restrictions on the Board's power, including mandatory presence of an AUFA representative at any meeting that could reasonably lead to discipline, strict timelines, extensive reporting requirements, expedited arbitration, and strengthened Academic Freedom.

Article 24: Leaves, Absences, Vacations and Exchanges

Consistent with established policy, an Employee returning from a sabbatical leave must submit for review by the Sabbatical Leave Committee a report detailing their accomplishments during their sabbatical. Under the 16th CA, the Sabbatical Leave Committee shall also comment on this report. These comments may be considered by the Sabbatical Leave Committee in the future when evaluating subsequent applications for sabbatical leave.

Under the 15th CA, when an Employee's sabbatical leave was interrupted by some other leave (e.g. a sick leave), the terms for the resumption of the sabbatical leave were determined by the Provost in consultation with the Academic Unit and Association. Under the 16th CA, the Provost and the Association will jointly determine the terms for the resumption of sabbatical leave following consultation with the Academic Unit.

Under the 15th CA, when both parents of a baby are Employees, the Supplementary Family Leave Benefit must be either divided between them or enjoyed in its entirety by only one. Under the 16th CA, it may now be enjoyed in its entirety by *both* parents. In other words, each parent is now eligible for 100% of their salary for a maximum of 25 weeks.

Article 25: Professional and Personal Development Allowances

Full-time Employees will be able to carry forward their unspent Travel and Professional Development Funds for up to two fiscal years. Part-time Employees will see their per course Professional Development Allowance increase from \$50 to \$100.

Article 26: Group Insurance, Health and Dental Benefits

Under the 16th CA, the Board must increase all Health Spending Accounts from \$750 annually to \$1000 annually. The Board is also required to explore the expansion of mental health benefits and report regularly to AUFA on these efforts.

ACADIA'S PRESIDENTIAL SEARCH

The membership of the Presidential Search Committee was confirmed in August. The Committee had their first meetings and work has begun to search for Acadia's next President. Updates on Acadia's Presidential Search can be found by going to <https://presidentialexch.acadiau.ca/process.html>

FACULTY COMPUTERS

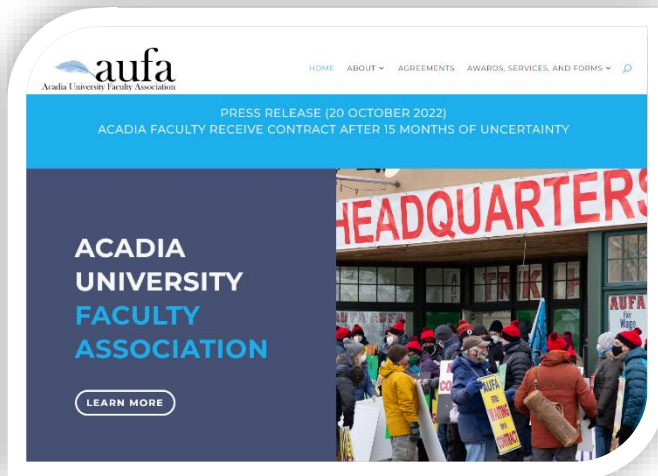


Article 17.15 of the CA guarantees that every Employee will be provided a computer. As these computers age, they are routinely replaced. AUFA members who currently have a **Dell Windows laptop can anticipate a replacement in the summer of 2023**. AUFA members with **MacBooks can anticipate a replacement in summer 2024**. Computers will be approximately six years old when they are replaced. If you are experiencing technical difficulties with your current laptop, Technology Services can help and will make sure that it is functioning adequately.

UPDATE ON FACULTY ASSOCIATION NEGOTIATIONS/STRIKES IN ATLANTIC CANADA

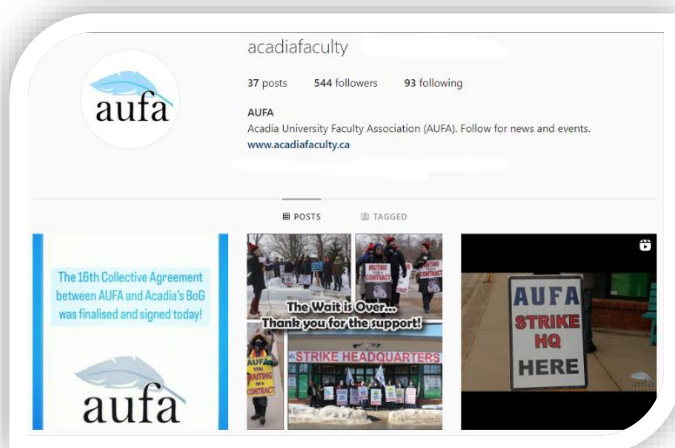
- **Faculty at Cape Breton University** recently voted strongly in favour of strike action due to the lack of progress toward an agreement.
- **Canadian Union of Public Employees (CUPE) 3912** are currently negotiating new collective agreements with their employers. Dalhousie's CUPE 3912 elected a strike committee in August and are currently on strike. CUPE 3912 recently started a petition to Dalhousie's Board of Governors due to the low wages for precarious academics that have remained stagnant. The petition can be found here: [CUPE 3912 Petition](#). Strike updates and more information on what CUPE 3912 are asking for can be found at <https://cupe3912.ca/>.
- **The Memorial University of Newfoundland Faculty Association (MUNFA)** filed for conciliation in an attempt to move discussions on a new collective agreement. They attended their first sessions with the government-appointed conciliation officer in September. Progress was made on some issues and other conciliation meetings will be scheduled.

- **UPEI's** collective agreement expired on July 1, 2022. UPEI Faculty Association has assembled a package of proposals addressing a range of issues including some related to equity, diversity, and inclusion. In August, the P.E.I. government appointed a conciliator at the request of the UPEI Faculty Association due to the lack of movement on a number of significant issues.



Check out the
AUFA website!

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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 Communications 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 Communications Committee is Kathryn Bell, Anne-Sophie Champod, Erin Crandall, and Jon Saklofske. Special thanks to all our contributors and to Jane Longley.

Interested in getting more actively involved with AUFA? The AUFA Communications Team needs you! For more information, please reach out to Kathryn Bell at kathryn.bell@acadiau.ca



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