



The Beacon

Volume 5 • Issue 2 • Spring 2015

The Beacon is an information bulletin for StFXAUT members

PRESIDENT'S MESSAGE

Spring is finally here and with it this Spring Edition of the StFXAUT *Beacon*. It is an active time of year, with many members teaching this spring and summer, engaged in research and writing projects, preparing for conference talks, and more. I hope the period ahead is both rejuvenating and productive for you all. At this time my concerns also turn to the many members whose recurring contracts result in their unemployment for the summer months, and so more work needs to be done to ensure all our members do not suffer from precarious employment.

Our recent Annual General Meeting (AGM) was well attended and allowed us to conduct some pressing business and discuss some important topics. In the latter category falls the Government of Nova Scotia's new Bill 100, recently passed into law. This Bill is egregious on several fronts, including its infringement upon the constitutional rights of union members and its restrictions upon the institutional autonomy of universities and the academic freedom of its members. An Op-Ed of mine published in *The Casket* is reproduced herein. We remain in discussion with other campus and provincial unions and legal counsel about steps forward. I am also encouraging the senior Administration of StFX to make clear to the campus community their intentions regarding

invoking the measures contained in this Bill. You will no doubt hear more about this in the year ahead and be invited to join together in action.

The AGM also allowed us to complete overdue updates to the StFXAUT Constitution. With some minor language changes, all of the proposed amendments were passed and the latest revised Constitution is now available on our website. Elections to Committees were also held, and with that I expressed my appreciation for the contributions made by all the outgoing members whose terms on Committees had expired or who were commencing a leave.

I will repeat my reminder to all eligible members to make use of the Professional Development Fund and the travel grants that are made available as per the terms of the *Third Collective Agreement*. Applications for these are made through the office of the relevant Dean.

I can also now name the ad hoc Reserve Fund Advisory Committee that the Executive has appointed to recommend a set of objectives, policies, and strategies that will allow us to better manage our funds held in reserve. This Committee consists of Lisa Lunney Borden, Mark MacIsaac, and our new Treasurer, Martin van Bommel.

Finally, in other news, I am pleased to welcome Philip Girvan to the part-time position of StFXAUT Communications Officer. Philip will primarily bolster our social media efforts, but more generally will help us to create and deliver upon a communications strategy for the StFXAUT. Philip may increasingly make his presence known to you as the year

ahead unfolds. See below for a more detailed introduction.

As always, I hope you find this newsletter to be informative and useful in our efforts to connect with all members in a way that builds our sense of community.

In solidarity,
Brad

INTRODUCING StFXAUT COMMUNICATIONS OFFICER PHILIP GIRVAN...

Philip Girvan brings a professional background in social media, web design, strategic planning, project management, video production, and Adult Education to the St. Francis Xavier University Association of University Teachers (StFXAUT). Philip has contributed to the development and implementation of strategic communication plans for the National Collaborating Centres for Public Health, the Community Sector Council of Nova Scotia, and ACALATV. His firm, GO Productions, has constructed websites and managed social media for a number for local businesses as well as not for profit companies.

Philip's strong commitment to workplace equity and the labour movement was honed during his time with UFCW CANADA LOCAL 1288P, particularly during the lockout of Hub Meat Packers employees in October and November 1999. During the 2013 work stoppage, to express solidarity with the StFXAUT, Philip and a colleague produced the following videos:

- 1) This [video](#) captures the Canadian Association of University Teachers Association (CAUT) Defence Fund presenting the StFXAUT with a one million dollar cheque; and,
- 2) This [video](#) highlights the energy, enthusiasm, and solidarity demonstrated by StFXAUT and its allies that day.

In addition to video, Philip has a keen interest in print media. He co-founded, co-curated, and co-edited the All of Us Society for Art Presentation (ASAP) zine during its 8 issue run in 2013-2014. His 2011 federal election coverage was featured on CBC News. His writing, photos, and videos have been published by the CBC, Eastlink TV, *The Casket*, and Halifax Media Co-op.

Philip currently volunteers with the Antigonish Town and County Community Health Board, the Antigonish Poverty Reduction Coalition, and Sustainable Antigonish.

THE FEDERAL BUDGET OR, ENDURING SUSTAINABILITY AND THE CANADIAN UNIVERSITY

by Mathias Nilges

“Federal budget invests in university research, students,”¹ proclaims a news release of April 21, 2015 that announces the federal government’s commitment to inject \$1.33 billion into Canadian universities over the course of the coming six years. Good news, it seems, David Barnard, chair of the Association of Universities and Colleges of Canada, so the sound bites included in the news release suggest, agrees: “funding for research delivers long-term benefits to Canada’s society and our economy.”² But is the new federal budget really good news for universities, for research, for faculty and students, and for Canadian society? Not exactly. A more accurate title of the news release that represents the actual logic and impact of the budget would have to advance a slightly different claim: “Federal budget invests in some areas of university research and in some students – insofar as applicants for funds are able to prove the value of their research for the private sector.”

Even cursory background reading on the federal budget and the information contained in the news release reveals that the announcement, which asks us to celebrate a general investment in education, can only thinly and unsuccessfully veil the more fundamental commitments that actually underlie the budget. The announcement itself indicates that the budget’s aim follows a rather narrow understanding of what universities and university research are and do. Troublingly, this understanding is supported by those who speak on behalf of the AUCC. “Today’s investments in research and innovation will help solve human challenges, boost creativity and innovation and make Canada’s economy more competitive,” Barnard further argues in response to the announcement of the budget. Paul Davidson, president of the AUCC similarly suggests that “today’s federal budget contains significant investments in the next generation of researchers and innovators,” adding that such investments will, for instance, “support graduate students and postdoctoral fellows” by “allowing them to apply their specialized expertise and knowledge to business related challenges.” The result of such funding, Davidson concludes, is that “more employers will benefit from the extraordinary talent of young Canadians.” In a 1978 essay that anticipates the rapid corporatization of the European and North American university system beginning in the early 1980s Welsh novelist and critic Raymond Williams argues that “there are periods in a culture when what we call ‘real knowledge’ seems to take priority over what is commonly called ‘imagination’...There is a proliferation of...instrumental professions which claim the...titles of imagination and creativity for what are, when examined, rationalized processes of reproduction...A militant empiricism claims all.”³ And “in a world of...mass unemployment it seems right to claim all,”⁴ Williams continues, suggesting, however, that the awareness of a period’s profound financial and systemic struggles must still not result in the simple instrumentalization of higher education and the reduction of university research and teaching to simple demands of the market. Ultimately, after all, Williams argues, it is not the impoverished version of terms such as creativity and innovation, altogether claimed and reduced to their most instrumentalized and banal version by the market, that can lead past a troubled present. Instead, it is via the commitment to true imagination and to free production of knowledge and ideas that we can find “the shapes of an alternative, a future that can be genuinely imagined and hopefully lived.”⁵ This commitment, Williams claims, is found nowhere more effectively

than in the university, and it is for this reason that it is of the utmost importance to understand and to question those processes that seek to constrain this aspect of the university.

That the contemporary university finds itself in a situation in which it must acknowledge and deal with the structural and economic challenges that students have to face after graduation is clear. But, and this is Williams's core argument, the university has throughout history been uniquely positioned to do precisely this—to develop those kinds of knowledge and innovation that allow us to move beyond a troubled today. The contraction of the university's mission to a narrowed instrumentalized function that is directly attached to the market is, therefore, an effort at rationalizing higher education that robs the university of exactly those abilities to contribute to innovation and, yes, to the market, that such processes at rationalizing (and "sustaining") higher ed seek to improve. In other words, even if our main interest in shaping the future of the university lies in the aim to strengthen the bases of our economy, narrowing the university's established standing and function makes the new university less and not more able to carry out this desired economic function. But in addition to the overall consequences of the ongoing process of transforming higher education and attaching its mission and structure more closely to the market to which the most recent federal budget contributes there are a range of immediate problems that must be addressed. The news release suggests that the federal government invests money in research and students. One might consequently believe that this means that the government will inject money directly into universities. Unfortunately, this is not the case. Instead of funding universities directly—which means that the administration and faculty of a given institution would preside over and make decisions regarding the allocation of the funds—the \$1.33 billion are invested into the Canada Foundation for Innovation. But what exactly is this foundation and how does it relate to the ways in which government funding for higher ed is distributed? The CFI plays the role of a middle-man of sorts in the funding structure. An NGO that presides over the distribution of funds to universities and research centers, the CFI describes itself in its publicity materials as a corporation that funds infrastructure projects, which "allow researchers to push the boundaries of knowledge, explore the unknown and generate exciting outcomes that benefit humankind."⁶ A few sentences further into the information materials the CFI specifies this general suggestion, which impresses largely in its ability to wed grandeur and vagary, and suggests that "the solid platforms of research infrastructure being established in Canadian institutions are serving to support business innovation and private-sector research and development."⁷

Leaving aside for a moment the deeply problematic matter of using public money to generate profits for the private sector while claiming that the investment benefits the general public, Canada, and even humankind in general (as the CFI claims in a variety of places in its information materials), the role of the CFI in university funding and in the most recent budget underwrites the general reduction of a public good (higher ed) to a motor for the private sector and special market interests. As is clear by now, it is precisely on this level that we can trace a structural relation between federal funding and recent legislation such as NS Bill 100, as the latter supports the general orientation toward market utilitarianism by stressing the need to formulate research in relation to economic demands in order to sustain universities. These funding decisions and new legislative initiatives are in turn draped in cheap rhetorical garb that seeks to convince

us that this radical contraction and impoverishment of the university system that only benefits few is really an effort to improve matters for all researchers, students, and all of Canadian society. Specifically, the recent federal budget and its consolidation of the central role that the CFI plays in shaping university research in Canada and the allocation of government funding raises two sets of problems:

First, instead of investing directly into universities and allowing institutions to decide autonomously how to put the funds to best use (which, in spite of well-known problems, universities are quite able to do and for which the ongoing collaboration of faculty and administration offers the most effective and participatory basis, given the collective pool of knowledge of current academia and of individual institutions' operations and needs) this form of control is removed from the institution and handed over to a corporation whose interests lie in developing research and initiatives that benefit the private sector and the Canadian economy. As a result, it is quite clear that certain fields will be able to make successful bids for the pool of money over which the CFI presides while others will struggle to do so, widening already existing gulfs in funding allocation. Additionally, this funding structure creates direct disadvantages for small liberal arts colleges such as StFX. This impression is confirmed by the data available on the CFI website (past initiatives, evaluation criteria, funding history, makeup of governing body, aims and values, and so on).⁸

Second, the mission of the university is redefined together with notions such as "the public good" along entirely economized and profit-driven terms. To be sure, the point here is not that it is not important to have an eye on future employment or that fields, initiatives, and research centers that benefit directly from the most recent budget (including TRIUMF, CANARIE, and the Thirty Meter Telescope) ought to receive less funding. Rather, the point is simply that we are witnessing an increasingly seamless attachment of the mission of the university system to the imperatives of the market and profit, and we are rapidly approaching a situation in which the university loses its traditional, rich, diverse set of functions and abilities along with its independence from private market interests (as the latter increasingly dictate funding and the development of fields of academic study and research). And, as is the case with the increasing loss of important aspects of civil society such as a free press, one cannot help but wonder how the loss of a free and independent university system, which can truly pursue academic inquiry and free debate and development of knowledge without first subjecting the notion of innovation to an initial screening process that evaluates knowledge in terms of economic payoff and private-sector profitability, could possibly benefit the future of Canadian society, politics, culture, and intellectual and academic production. Yes, some students and researchers will benefit greatly from the current funding structure, as will a number of private corporations, including the CFI (and its growing brand). But the announcement is not very good news at all for institutions such as StFX, including its researchers and students. In this context the soundbites by David Barnard and Paul Davidson that the news story contains appear all the more troubling, especially given that a wide range of academic fields, researchers, and students whose interests Barnard and Davidson ought to represent are clearly disadvantaged by the overall process of restructuring the university along neoliberal lines to which the most recent federal budget adds. Dr. Barnard's response to critics of the recent federal budget only further underscores his complicity in rhetorically spinning the consequences of Budget 2015 in an attempt to downplay its connection to a larger process of restructuring Canadian

university. Barnard writes: “during Universities Canada’s international Innovation Policy Dialogue in Ottawa last fall, university leaders and policy advisors from Israel, Germany and Canada agreed that successful innovation systems have several common elements: strong support for basic research; the involvement of students as researchers, innovators and entrepreneurs; support for creativity and risk-taking in research; multidisciplinary collaboration; and strong university-private sector ties. We see these elements supported in Budget 2015.”⁹

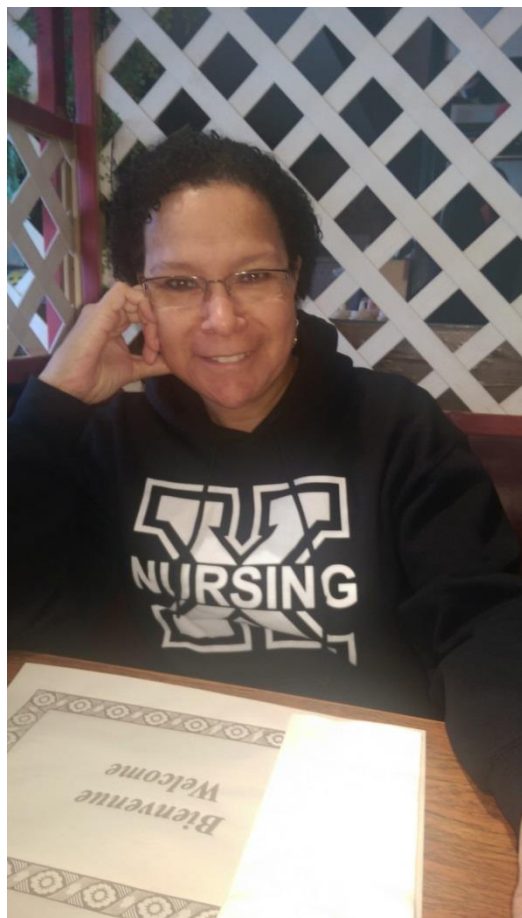
In addition to terms like creativity, knowledge, and innovation that today carry out the rhetorical duty of neoliberal market logic that drives the reformulation of the university’s mission and the funding structures and changes in legislation via which this reformulation is carried out, we frequently encounter the term sustainability. Funding structures, the creation of corporations such as CFI, and legislative items such as Bill 100, we are told, are all part of an overall effort to ensure that Canadian universities remain sustainable. But to be sustainable, it seems, means to attach the Canadian university more effectively to the demands of the market—and if this is so, are we sustaining the university or the market? Sustainability. It’s a confusing term, then. A quick dictionary search will tell us that it is a noun defined as “the ability to be sustained, supported, upheld, or confirmed.” A second definition in the context of environmental science suggests that it is “the quality of not being harmful to the environment or depleting natural resources, and thereby supporting long-term ecological balance.” Wikipedia seconds the latter definition and defines sustainability as a matter of ensuring that “biological systems remain diverse.” Additionally, the entry references the Brundtland Commission of 1987, which, the entry suggests, developed the most dominant and most widely accepted definition of the term in contemporary usage: sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own need.” Given these definitions, one may wonder, then: how exactly are we to understand the notion of sustainability that is supposed to be both the grounding concern and the ultimate aim of the various efforts at planning the future of universities such as ours? Where is the support and confirmation, the commitment to not depleting resources that ensure long-term diversity and balance, the quality of not doing harm to the environment in which one intervenes, and the concern with the ability of future generations to meet their needs? Is it in Bill 100? Is it in a budget that further narrows our understanding of what a university is and does and that increasingly pits stakeholders (administrators, faculty, students, parents, and the public) against each other? Can we find it in program prioritization processes that are based on a book that, after years of radical cuts and program closures that further consolidate the transformation of higher education from public good to exploitable market resource, has become synonymous with the neoliberalization of the U.S. university system? Or maybe the answer to these questions is to be found in the Latin roots of the term sustainability--“maintain,” “support,” or “endure”—as faculty, students, and the public are forced increasingly into the mode of the third term in the face of the systematic and systemic abolition of terms one and two. When examining the recent federal budget, Bill 100, and the variety of ways in which their logical commitments are presented to us as efforts at sustaining universities for faculty, students, and the Canadian people, one may ultimately wonder: how much more neoliberal sustainability can we, the university, our students, and the Canadian public endure?

Please note: Endnotes can be found on page 14.

GETTING TO KNOW YOU: DR. JESSIE JOHNSON JOINS OUR FACULTY OF NURSING

by Adela Sandness

“It’s really like holding the heart in your hands.....”



Sometimes, a local girl can get around. Dr. Jessie Johnson has come home to Nova Scotia to be welcomed into our Department of Nursing. Yet, although she grew up in New Glasgow, Jessie is a traveler by heart. She lived in many places in Europe and in Canada before settling down to raise her family – a close-knit family of six children and seven grandchildren! - in Kamloops. With a freshly completed doctorate, she made the decision to return home to join our nursing faculty last August. She brings with her 25 years of nursing and 16 years of teaching experience ... and dreams of doing humanitarian work in the Middle East with Doctors Without Borders: for Jessie, it’s about making a difference as one who calls the planet her home.

Yet, for Jessie it is also good to be home. Having experienced life at larger universities, she joins us with eyes to appreciate that life here is not people wearing walls, rushing about, somber and straight-faced. Here, in rural Nova Scotia, it’s smiles and conversations and nods as professors and students share common pathways, making a very visible and palpable connection: here, it’s “none of that silo thinking”, but a series of small acts of kindness that have welcomed Jessie and her partner Daryl as they make their way in a new community that shares their understanding of the value of human connection.

Like all members of the Nursing Department, she is currently in the midst of grading exams, as nursing students work with life outside the box of the September-April teaching schedule, often continuing until the third week of June, and students in the post-degree nursing program continuing through the summer.

Life outside the box in the Nursing Department has also included for Jessie a very evolving and growing program. A provincial curriculum review is requiring congruency between all three Nova Scotia nursing programs and creating a series of changes to be implemented beginning in 2017.

“How the new program is delivered will be completely different”, says Jessie. “It’s all about health promotion and collaboration with the patient”. This new view of nursing works with a person and that person’s social determinants of health. With the person at the center of their own experience, it is strongly prevention-focused, working with a person and not a disease.

Students will be guided to view the experience of health from the perspective of health: a well child, well adult, well older person, well family, and healthy community which nurses can foster from there. Jessie very much values this view of community-integrated health and the effort to make the message, and the care, match the person at its center.

Jessie has also valued the inclusiveness, and particularly the work with First Nations communities, that she has found in our Nursing Department. She has appreciated, for example, the Aboriginal Nurses Education Committee, work with the Committee for Aboriginal and Black Student Success, research including the needs of First Nations communities, and her role in the steering group to help staff within the Nursing Department to become more culturally competent.

“It’s so much fun”, says Jessie, “You have the opportunity to see the window of people’s souls” as a nurse looking in the eyes of your patient and as a professor looking into the eyes of your student.

“It’s really like holding the heart in your hands.”

CELEBRATION OF THE INTERNATIONAL DAY AGAINST HOMOPHOBIA AND TRANSPHOBIA



Photo (left to right): StFXAUT members Cory Bishop, Chris Gilham, and Rita Campbell.

The StFXAUT proudly supported the celebration of the International Day Against Homophobia and Transphobia events on May 13.

StFXAUT members, staff, and students gathered at StFX and walked in solidarity to Town Hall for an official declaration read by the Mayor. The declaration was followed by a Conversation Café at St. James United Community Hall where members from the StFX and Antigonish communities were joined by students for an afternoon of learning and discussion. This year’s theme is “Allies Show Their Colours”.

The StFXAUT donated the Transgender flag to the Human Rights and Equity Office, which took the lead in coordinating the events.

BILL 100 OP-ED PUBLISHED IN *THE CASKET* ON APRIL 29

by Brad Long

Bill 100, the [Act Respecting Accountability and Sustainability of Universities](#), was tabled on Wednesday, April 22 by our provincial government. The governing Liberals will leverage their majority to see this bill become law unless the kind of opposition demonstrated at a rally on Monday outside the Provincial Legislature mounts further. And there is a lot to oppose in this piece of legislation.

Accountability and sustainability are hardly disagreeable objectives, but they do not lie at the heart of this bill. Instead, this bill represents a serious attack on labour, an erosion of the institutional autonomy of universities in Nova Scotia, and the silencing of students, faculty, and staff at universities who would otherwise be able to participate in the decisions that affect us all.

The least significant measure in this bill would see university administrators report annually to the government using a common template. But when a university finds itself in financial distress (or “significant operating deficiency”), no matter the cause, this legislation will allow it to apply to the Minister to undertake a “revitalization plan.” So far so good? No. Embedded into the terms of the “revitalization plan” are a series of assumptions held by this government about the role of post-secondary education in relation to private sector interests. Specifically, a university’s solution to their financial distress must address the “relevance” of course offerings, the relationship between research and business opportunities, ways in which the university will collaborate more with industry, and the efficiency of educational delivery. In addition, the plan must consider potential cost savings from the elimination, consolidation, and specialization of faculties and programs, and the potential for partnerships, mergers, and other affiliations with universities throughout the province.

Not only does the provincial government have the ability to create the conditions that can lead to financial distress, it then inserts itself into the plans by which universities are to manage their way out in accordance with its own agenda.

Once the Minister determines that a university has a “significant operating deficiency” and accepts its “revitalization plan,” then the anti-labour elements of the bill would kick in. The government would be empowered to suspend the rights of unionized employees to strike, override the rights of unions to enforce parts of their existing collective agreements (thus nullifying existing negotiated contracts), and delay the execution of any new collective agreement until after the “revitalization plan” has been implemented. If a university with a revitalization plan wants to merge with another university, the latter gets to similarly suspend the rights of unionized employees even if it does not have any financial problems. Non-compliance with these provisions becomes criminalized.

Such restrictions also raise serious Constitutional questions in light of affirmations by the Supreme Court of Canada of the right to collectively bargain and the right to strike recognized on January 30, 2015.

If accountability is an objective of this proposed legislation, it is borne by neither the provincial government who makes choices for how to fund universities, nor the university administrators who make choices for how to spend the funds they receive. “Revitalization plans” may be imposed upon, and the effects borne by, the students, faculty, and staff at universities

across the province. Bill 100 essentially casts aside the existent mechanisms of collaboration, from academic reviews to collective bargaining, from collegial governance structures to simple ongoing dialogue, which all exist at universities like StFX by which academic directions and priorities are set, and student, faculty, and staff voices are featured.

It is no wonder that academic unions and other labour groups in the post-secondary education sector, including the Canadian Association of University Teachers (CAUT), across Canada have joined in a chorus of condemnation over this proposed piece of legislation. University administrators should be equally allergic to invoking the measures of this Act. The provincial government boasts that this bill is the first of its kind in Canada. Let us hope that it is also the last.

JOINT COMMITTEE REPORT

by Bruce Sparks

The Joint Committee has been meeting regularly this past year. Rachel Hurst and Bruce Sparks represent the Association, and Tim Hynes and Randy Peters sit for the Administration. Three issues of concern that have been ongoing are the long-term use of Limited Term Appointments (LTA), the question of service to the Association, and a suitable interpretation of the research programme requirements for Sabbaticals.

The Association is concerned about the long-term use of LTAs. The *Collective Agreement* (CA) stipulates that LTAs are to be appointed for no more than four years in a row; after that, the Employer and the Association must both agree to continued LTA contracts. Currently, we have six members who have served as LTAs for more than four years. The Union is in a tough position, because we will not refuse to extend a member's LTA beyond 4 years (which would prevent the member from accepting another contract), but at the same time we know that this violates the spirit of the *Collective Agreement*. We have told the University that we want these members' contracts converted to tenure-track positions. The Employer is still considering its response.

Service to the Association. There is a contractual obligation for the Employer to count service to the Association as a fulfillment of the requirement for service to the University. However, in a recent instance the Administration seems to have decided that Association service must be directly related to the University and needs to be approved by the Administration. The Association has asked for confirmation that the Employer shall not vet what constitutes "service to the Association" and that service might require members to leave campus and to reschedule other commitments. Discussions on this issue are continuing.

Sabbatical language. Discussions began in the fall about the requirement in the *Collective Agreement* to "have an ongoing research programme that is productive or shows promise of being productive" for sabbatical approval. Like much of the evaluation language in the CA there is nothing hard and fast about "ongoing" or "productive". Ultimately, it seems as though this will be a topic for future negotiations.

There will be one more meeting in June before we break for the summer.

CHIEF GRIEVANCE OFFICER REPORT FROM THE ANNUAL GENERAL MEETING by Charlene Weaving

I would like to thank the 2014-2015 members of the Grievance Committee (GC): Dan Robinson, Ryan Lukeman, Karen Kenny, Elaine MacLean, Kailin Wright, Daphnee Connolly, and Kathy MacKenzie. I also welcome new members Andrew Foran, Denton Anthony, and Hossein Abolghassem.

Below is a list of work that the GC was involved with this academic year. Not all of these issues became formal grievances, but it is important to highlight them in order to provide insight into the GC portfolio.

- Brad and I attended the Departmental Evaluation Committee (DEC) and Rank and Tenure Workshop in the fall of 2014, and sent feedback to the AVP and Deans. Feedback was also passed on to the Joint Committee.
- Assisted members who received disciplinary letters.
- Addressed concerns over course enrollment caps.
- Addressed concerns over a request to teach an overload mid-term.
- Assisted members navigating sick leaves.
- ‘Coaching’ members for presentations to Rank and Tenure.
- Assisted members who received denial of Sabbaticals.
- Hosted the CAUT Grievance Training Workshop (open to all AUT members), which took place in the fall 2014.
- Assisted members who received denial of Tenure.
- Assisted members who received denial of Promotion.
- Deferred Sabbaticals – the AVP has proposed that deferred applicants no longer need to reapply the following year.
- Assisted members who received coaching letters from Administration.
- Worked with Joint Committee re: grievance issues. Thanks to Bruce and Rachel.
- Throughout the year, the Grievance Committee makes note of any language that needs modifying for the next bargaining round.

How well do you know your *Collective Agreement*?
Take a quiz on the next page and find out!

2015 StFXAUT BOOK PRIZE AWARD RECIPIENTS



Photo (left to right): StFXAUT President Brad Long, Rachel Garbary, and Jocelyn MacDonald

The StFXAUT would like to congratulate the 2015 Book Prize recipients Rachel Garbary (Development Studies, Honours) and Jocelyn MacDonald (Sociology, Honours). Each student was presented with a book and cash prize of \$200.

The Book Prize is awarded at Spring convocation to two graduating students of high academic standing who demonstrate involvement in social justice and community issues on or off campus.

Congratulations Rachel and Jocelyn! We wish you the very best in your future endeavours!

TRUE OR FALSE QUIZ: HOW WELL DO YOU KNOW YOUR COLLECTIVE AGREEMENT? *(Answers found on page 13)*

1. Sabbatical applicants must complete an application by August 1 of the year preceding the sabbatical year. **True or False?**
2. Sabbatical applicants do not need to include a complete their C.V. in the application. **True or False?**
3. For faculty applying for Tenure and/or Promotion, evaluation criteria also include service that facilitates governance and enhances the student's academic experience. **True or False?**
4. Part-time members are eligible for the same tuition benefit as full-time members, which is full tuition credit for any StFX credit course. **True or False?**
5. Members can roll over their Professional Development Fund, if unspent, to the subsequent year for a maximum total of \$1,200. **True or False?**

SOME KEY DATES AND DEADLINES IN THE [Third Collective Agreement](#)

June:

- Various clauses relating to the commercialization of Intellectual Property contain a June 30 deadline (**Article 2.11**).

July:

- Step increases in the salary grid take effect on July 1 for several groups; check the *Collective Agreement* to see if this applies to you.

August:

- Sabbatical Leave applications are due to the Dean/University Librarian August 1.
- No changes to a Faculty member's teaching assignment may be made after August 1, without mutual consent.

YOUR 2015-2016 EXECUTIVE COMMITTEE

[Brad Long](#), President

[Peter McInnis](#), Past President

[Chris Frazer](#), Vice President

[Rita Campbell](#), Secretary

[Martin van Bommel](#), Treasurer

[Charlene Weaving](#), Chief Grievance Officer

[Bruce Sparks](#), Member at Large

[Cory Bishop](#), Member at Large

[Kris Hunter](#), Member at Large

[Wendy Panagopoulos](#), Member at Large

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT THE STFXAUT OFFICE:

#219-42 West Street (Old Municipal Building) • (902) 867-3368

[Email](#) • [Website](#)

ANSWERS TO TRUE OR FALSE QUIZ

1. TRUE – **Article 2.4.1: 14.1** (p. 101) and **Article 3.4.1: 14.1** (p. 168)
2. FALSE – **Article 2.4.1: 14.1** (p. 101) and **Article 3.4.1: 14.1** (p. 168)
3. TRUE – **Article 2.2.1: 4.1** (p. 82)
4. TRUE – **Article 1.17.1: 1.2** (p. 37)
5. TRUE – **Article 1.22: 1.6** (p. 44)

ENDNOTES

¹ See <http://www.newswire.ca/en/story/1522067/federal-budget-invests-in-university-research-students>.

² Ibid.

³ Andrew Milner (ed.), *The Tenses of Imagination: Raymond Williams on Science Fiction, Utopia and Dystopia* (Oxford: Peter Lang, 2010), 123.

⁴ Ibid., 124.

⁵ Ibid.

⁶ See <http://www.innovation.ca/en/AboutUs/WhatCFI>.

⁷ Ibid.

⁸ For examples, see:

<http://www.innovation.ca/en/AboutUs/Evaluation/Socioeconomicimpactanalysis> (the mission statement at the bottom of the page is also interesting)

<http://www.innovation.ca/en/AboutUs/Governance/Members>

<http://www.innovation.ca/en/AboutUs/CFIvalues>

⁹ See David Barnard's essay "A reality check on Budget 2015":

<http://www.univcan.ca/media-room/news-and-commentary/reality-check-budget-2015/>.

One cannot help but be disturbed by the rhetorical move in the essay's title that is continued in the essay itself, which follows a by now well established strategy that opposes arguments in defense of a free and independent university and "reality," equating the latter with a fully instrumentalized notion of market realism in opposition to which any research and activity that is not directly aimed at the market emerges as not part of the real world, as devoid of a clear sense of "value," and so on. It devalues any research that does not clearly and directly follow market pragmatism and proliferates a narrow understanding of the actual contribution the multitude of academic fields make to Canadian society that carries over into the academic choices of students and that does notable damage to the public perception of university research and teaching. And while this strategy is by now well-known, it is profoundly worrisome to see it deployed in the statements of those who ought to advocate on behalf on Canada's universities and who should assist in the defense of higher education.