

The Communications Committee presents

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RICHARD WENGHOFFER,  
WENDY PETERS &  
SUSAN SRIGLEY

## Hip, hip...

by Rob Breton

As the incoming NUFA President I may be facing one of the most difficult challenges I will ever encounter as President in simply writing this; that is, finding words to express my thanks to Gyllie Phillips for her work as NUFA's President over the last two years. Gyllie's dedication to the Association is inspiring. During FASBU negotiations, she stood firmly behind her committees, spending hours upon hours co-ordinating activities, articulating our purpose, and mobilizing our support. Since then, she has led us through over 100 grievances or grievance-related inquiries, justly and methodically considering everything that crosses her enormous desk. But it is not just the elbow work that has made Gyllie such a respected and efficient President. I do not know anyone at Nipissing who understands the University and all its peculiarities as well as Gyllie, and as President she has used that great store of knowledge to better working conditions for us all. I'm quite sure that even our administrators would acknowledge that her expertise and dedication has been a boon to the University as a whole. But what marks her presidency the most has to be her great generosity of spirit, her ability to combine head and heart as she fights for the Faculty Association and indeed for the best interests of Nipissing. As she embarks on her sabbatical (having agreed to serve as Past President and suffer my late night, panicky phone calls for advice), we should all give her our thanks. For her patience over the last year as she was showing me the ropes, I especially owe her my gratitude. Cheers Gyllie.



### IN THIS ISSUE

#### The Fragile Future of Academic Freedom

Pavlina Radia ..... pp 2-4

#### Reflections on "Idle No More"

John Long ..... pp 5-8

Ask the Academic Advisor ..... p 9

In Memorium: George Zytaruk ..... p 10

Spotlight on Research ..... p 11

NUFA LOA's & AAA's ..... p 12

New Grievance Handbook ..... p 12

Document Repository ..... p 13

# The Fragile Future of Academic Freedom

PAVLINA RADIA

## Harry Crowe Foundation Conference on the Limits of Academic Freedom (1-3 February 2013): A Report

The Harry Crowe Foundation conference on the Limits of Academic Freedom, held in Toronto (1-3 February 2013), focused on the ways in which the increasing corporatization of universities limits academic freedom. James Turk, the Executive Director of CAUT and Secretary of the Harry Crowe Foundation, opened the conference with a statement highlighting the significant role that academic freedom plays in fostering democracy. Quoting the 2013 CAUT "Policy Statement on Academic Freedom," Turk emphasized that "Academic freedom includes the right, without restriction by prescribed doctrine, to freedom to teach and discuss; freedom to carry out research and disseminate and publish the results thereof; freedom to produce and perform creative works; freedom to engage in service to the institution and the community; freedom to express one's opinion about the institution, its administration, and the system in which one works...." The conference programme focused on examining the ways in which academic freedom is violated by institutional censorship, punitive

encroachment on tenure and promotion procedures, religious intolerance, gender and racial discrimination, and the ethics or lack thereof of university-industry collaborations.

One of the primary issues raised during the conference was the ambiguous role that academic freedom occupies in the wake of the rise of the corporate university. In his opening speech, Dr. Jon Thompson, Professor Emeritus from the Department of Mathematics and Statistics at the University of New Brunswick, discussed the evolution of academic freedom since 1380 when the issue was first raised at Oxford. During his presentation, Thompson raised the issue of the increasing violation of academic freedom as an individual and institutional right. "Today academic freedom is under a stronger attack than at any time in the past half century. The academy and much of the world are in the grip of a reactionary ideology: neoliberalism," Thompson said. The exploitative drive of neoliberal government policies has given rise to a new form of (corporate) censorship that relies

on the rhetoric of the common good to endorse rather than challenge practices and policies violating individual academic rights to critique or disagree with institutional policies. As Thompson emphasized during his opening speech, another important element affecting academic freedom includes institutional and departmental hierarchies that dictate "who has how much freedom." The tendency to practice what Thompson poignantly called institutional "managerialism" has also seeped into departmental policies. Given the encroaching influence of privatizing public resources, including research scholarships and grants, Thompson cautioned that, in the future, professional norms might fail to serve as the primary vehicle for safeguarding academic freedom and integrity. Calling on the words of the social activist Frank H. Underhill, Thompson emphasized that, as academics, we are all responsible for defending free speech as our academic right, but also as a significant means of promoting democracy and protecting the academy against corporate greed.

## Academic Freedom, cont'd.

Dr. Joan Wallach Scott, Harold F. Linder Professor of History at Princeton NJ, exposed how critical thinking is at the risk of being policed by the so-called “guardians of orthodoxy.” Scott specifically pointed to the ways in which regulatory authorities tend to suppress innovative thinking in the name of neoliberal standards. Exposing the increasing policing of academic freedom by universities, Scott called for a sustained “commitment to free and unbattered inquiry.” One of the most invigorating talks of the Friday sessions was Dr. Len Findlay’s critique of the corporatization of universities, specifically the emphasis on economic growth and cost-effective policies. Dr. Findlay (Professor of English at the University of Saskatchewan and President of Academy One of the Royal Society of Canada) commented on the rise of budgetary coercions, secret searches, and silencing of faculty members whose ideas or research interfere with university branding. He drew links between what he called the “bureaucratic bloat” of universities and the neocolonial power asymmetries that are perpetuated by the lack of activism, solidarity, and political pedagogy. Invoking Walter Benjamin’s “Theses on the Philosophy of History,” Findlay concluded that “the tradition of oppression teaches us that the state of emergency is not an exception, but the rule.”

The lack of activism and solidarity at Canadian and U.S. universities was further explored by the Academic Freedom and Equity panel,

which consisted of Dr. Richard Moon (Professor of Law at the University of Windsor), Dr. Anver Saloojee (Professor of Political Science at Ryerson), and Dr. David Schneiderman (Associate Professor of Law at the University of Toronto). The question of equity also pervaded the discussions of the Sunday panel which was dedicated to university-industry collaborations and their impact on the academy at large. Dr. Sheldon Krinsky (Lenore Stern Professor of Humanities and Social Sciences, Tufts University) discussed the ways in which the increasing reliance of universities on private funding jeopardizes objectivity, but also eliminates critical inquiry. With the rise of industry-funded universities like the Cornell NYC Tech campus, universities, but also individual researchers and departments are at the risk of being swallowed by the corporate juggernauts, their academic rights violated, and their intellectual property compromised by profit-driven agendas. Krinsky’s concern that the “commercialization of universities will make academic freedom irrelevant” was also seconded by Risa L. Lieberwitz (Professor of Labour and Employment Law, Cornell University) whose paper focused on the shift from government to private funding of research.



*“Adding to the danger of turning the academy into a global assembly line is the incessant demand for online courses as an efficient means of circumventing academic freedoms and intellectual property in the name of economic growth and student/customer satisfaction.”*



*cont'd from p. 3*

Dr. Lieberwitz specifically noted the push towards secrecy and the lack of transparency involved in negotiating privately-funded research. According to Lieberwitz, the research funded by private sponsors in the form of endowments, honoraria, and other industry-funded grants has tripled since 1970s.<sup>1</sup> As Lieberwitz (but also other panelists) emphasized, private deals exert control over the direction of academic research and its mobilization, thus infringing on the individual researcher's or entire departments' right to pursue a specific path of critical inquiry. Institutions are forced to deploy academic researchers as knowledge dealers whose role is to mobilize knowledge across academic boundaries and make it profitable rather than equitable and objective. Lieberwitz has also pointed out that the emphasis on profit diminishes the faculty-student relationship to a "deliverable." Similarly, the universities' rising dependence on contractual, part-time faculty who are overworked and underpaid runs the risk of turning education into a global assembly line where instructors will become the "nimble fingers" of academic institutions. Adding to the danger of turning the academy into a global assembly line is the incessant demand for online courses as an efficient means of circumventing academic freedoms and intellectual property in the

name of economic growth and student/customer satisfaction.

A further, no less important issue that was raised from the plenum pertained to the question of diversity and those who were not represented by the conference speakers or the topics discussed. Some members felt that the multicultural body of universities remained unacknowledged and its challenges swept under the carpet. Union representatives from both large and smaller universities in particular bemoaned the lack of diverse representation at the table. The genuine consensus from the floor was that, if academic freedom is to be upheld in the future, universities must fight against discrimination and marginalization.

In conclusion, the conference raised valid concerns about the future of academic freedom in the wake of the 'corporate' university. It is undeniable that universities face the danger of being stripped of any hope for political agency, and of becoming the mere Cinderellas of private corporations and their profit-driven interests. To quote Jürgen Habermas (2011), "'the political' has been transformed into the code of a self-maintaining administrative subsystem, so that democracy is in danger of becoming a mere façade, which the executive agencies turn toward their helpless clients" (16). It is unlikely that the corporate drive

of academic institutions will go away: in fact, based on some of the university-industry collaborative predictions, it will only increase. Last but not least, what the debates brought to light was how much the notion of the common good is co-opted by the institutional pressure to condone neoliberal practices that violate the very core of democratic education: the right to foster, challenge, and question (i.e. the right and value of critical inquiry). In other words, to defend ourselves against neoliberal autocracy, the way forward might very well have to be political!

<sup>1</sup> Some of the examples include the Cornell Tech campus, NOVARTIS agreement between Berkeley and CNR's Department, or Enbridge and the University of Calgary. The NYC Cornell Tech campus, as Lieberwitz pointed out, is an attempt at bridging universities with corporate industries in the name of economic growth. Located on Roosevelt Island, the campus is the embodiment of the corporate-academic connection gone wild. The Cornell Tech campus website brags about its fancy 2 billion dollar New York headquarters, touting their solution to the world's problems by turning classrooms into future corporate hubs. The website's advertising mojo says it all: "when they showed up Monday for the very first day of classes at Cornell NYC Tech, the most ambitious institution of higher education to open in New York City in decades, students arrived not at some temporary structure on the edge of a construction site but to 20,000 square feet of donated space in the middle of Google's \$2 billion New York headquarters." (see <http://now.cornell.edu/nyctech/>)



Freedom of teaching  
and discussion Freedom  
to carry out research  
Freedom to express  
opinions Freedom from  
institutional censorship



## REFLECTIONS ON IDLE NO MORE

John S. Long

The Idle No More movement reminds me of the groundswell of opposition following the Trudeau government's 1969 proposal to terminate the Indian Act, privatize reserves and ignore the treaties in the name of equality and "a just society." Trudeau's government was surprised at the backlash. Reminded of the Hawthorn report's concept of "citizens plus," however, the Trudeau government backed off and began funding "Indian" political organizations as legitimate political stakeholders in a democratic society – and listened to their leaders. The Trudeau government had proposed that Indian education become a provincial responsibility. When the National Indian Brotherhood (now Assembly of First Nations) presented a proposal for "Indian Control of Indian Education," however, then Indian Affairs

minister Jean Chrétien agreed to the concept. The proposal was deeply rooted in treaty relationships – and pre-treaty history.

Canadians, and the governments that act on our behalf, often need to be reminded of our treaty obligations. Treaty Commissions in Manitoba, Saskatchewan and British Columbia do an excellent job of educating the public about treaty issues. In 2007 the Ipperwash Inquiry, established by premier McGuinty in the wake of the 1995 slaying of Dudley George in the early days of the Harris regime, recommended a Treaty Commission in Ontario. The Chiefs of Ontario and the provincial government agree on the need for a Treaty Commission, but the federal government is missing in action. A 2009 Chiefs of Ontario resolution states, "The federal government is currently developing a federal policy on Treaty Commissions nationally and have indicated that this policy must be in place before a mandate for a Treaty Commission in Ontario can be secured." When we hear that the Harper government is "developing a policy," it's usually not a good sign.

**"When we hear that the Harper government is 'developing a policy,' it's usually not a good sign."**



## Reflections, cont'd.

We are inextricably bound by treaties, and cannot ignore them. In North Bay, we can't ignore the Robinson treaties of 1850. Our university's main campus is located on the traditional territory of the Nipissing First Nation (NFN). The Robinson treaties of 1850 were the first in what we now call Ontario whereby aboriginal peoples – the *Anishnaabeg* (Nipissing dialect, plural form of *Anishnaabe*) – were “assured that they would have continued use of all of the lands to be covered by treaty - with the possible exception of small tracts needed for mining.” They were the first treaties in our province premised on the understanding that settlers or newcomers would somehow be “expected to co-exist with aboriginal people, rather than try to displace them.”<sup>1</sup> Last month, 163 years after treaty-signing, 49 years after NFN Councillor Leda McLeod raised the issue and 19 years after the claim became active, a major error in surveying NFN's reserve was resolved. First Nations' characteristic patience and peaceful perseverance are clearly rooted in generations of experience.

The aboriginal right to educate in a traditional manner – enculturation, if you will - is implied in the Robinson treaties' reference to a “full and free privilege to hunt over the Territory now ceded ... and to fish in the waters thereof, **as they have heretofore been in the habit of doing.**” Planting crops wasn't mentioned, perhaps because Robinson didn't realize this was an important aspect of traditional *Anishnaabe* culture. The

confirmation of the aboriginal right to hunt and fish at treaty time – and in



Robinson's reference during the negotiations to the "**same privilege as ever** of hunting & fishing over the whole territory" - can be understood as acknowledging the continued importance of: a) the ancestral language in which such learning always took place; b) the integrity of extended families, who nurtured the learners and served as their mentors; and c) the distribution of those families on their ancestral lands and waters, in order to teach traditional skills through example and practice.

<sup>1</sup> James Morrison. 1996 "The Robinson Treaties of 1850: A Case Study." In *For Seven Generations: An Information Legacy of the Royal Commission on Aboriginal Peoples*. Ottawa: Libraxis.

*cont'd from p. 6*

As with Anishnaabe planting grounds, western schooling was not mentioned in the 1850 negotiations, nor in the version of the treaty that was signed, but schools were certainly mentioned in the 1848 and 1849 discussions leading up to these treaties. Additive bilingualism and biculturalism were part of the Anishnaabe strategy for surviving as Anishnaabeg in the changing circumstances that led to the Robinson treaties.

In northwestern Ontario, during the Treaty No. 3 negotiations, it was Sagatcheway (Comes Up Over the Hill, the spokesman from Lac Seul) who broke the impasse with a compromise, asking that Alexander Morris “assist us with every kind of implement to use for our benefit, to enable us to perform our work; a little of everything and money.” If Queen Victoria needed to borrow Anishnaabe waterways, he said, they would agree, so long as Morris could lend them cattle. “If you give what I ask,” Sakatcheway added,

the time may come when I will ask you to lend me one of your daughters and one of your sons to live with us; and in return I will lend you one of my daughters and one of my sons for you to teach what is good, and after they have learned, to teach us. If you grant what I ask, although I do not know you, I will shake hands with you.

Another Anishnaabe spokesman said, “Our hands are poor but our heads are rich.” He explained that treaty annuities were important for cultural continuity and adjustment in the changing circumstances in which they found themselves, “so that we may be able to support our families as long as the sun rises and the water runs.”

Morris wrote down what Sagatcheway said, but he seems to have ignored half of it. Morris had earlier explained that Treaty No. 3 would mean “schools whenever band asks

for them, so that your children may have the learning of the white man.” Morris’s response to Sagatcheway was brief: “He wants his children to be taught. He is right.”<sup>2</sup> Morris seems to have missed the nuance when Sagatcheway said he wanted his son and daughter to be taught (by Morris) “what is good [for the Zhaaganaashag or English-speakers], and after they have learned, to teach us [the Anishnaabeg].” An Anishnaabe listener would have understood the implied reciprocity: Sagatcheway would teach Morris’s son and daughter what the Anishnaabeg value as good, so after they have learned the Anishnaabe ways they could teach them to the Zhaaganaashag. The text of the signed treaty, of course, was entirely Eurocentric: “Her Majesty agrees to maintain schools for instruction ... as to Her Government of Her Dominion of Canada may seem advisable whenever the Indians of the reserve shall desire it.” It also recognized the aboriginal right to hunt and fish, subject to government regulation (unlike the Robinson treaties) and excepting any lands which might be “taken up” for settlement, mining and so on. So we can again argue that an aboriginal right was confirmed by treaty: the right to teach Anishnaabeg children in their ancestral language, with their families intact, and distributed on their ancestral territory. (These rights apply equally to First Nations and métis.)<sup>3</sup>

Treaty-makers and the Indian Affairs administrators who implemented those treaties – or imposed their policies in the absence of treaties (e.g. in British Columbia, Quebec and the Maritimes) – held common hegemonic assumptions about education and schooling for aboriginal peoples. A cluster of assimilative doctrines, formulated by the 1835 British House of Commons Select Committee on Aborigines, were applied (with some variation) in all of Britain’s settler colonies. Aboriginal peoples would be treated as “outsiders” who needed to become integrated into modern society as labourers, domestic

servants or farm hands. Aboriginal peoples would be regulated through separate laws until they were ready to be citizens. And so long as aboriginal peoples were wards of the government, they would need government-appointed “protectors.”<sup>4</sup> Maintaining order was paramount.

British lawmakers considered Aboriginal children especially in need of radical transformation through schooling, heavily steeped in Christianity. Boarding schools (later called residential schools) and child welfare laws were employed to facilitate what we now recognize as genocide in this context.<sup>5</sup> A model that may have worked with my maternal grandmother, a residential school inmate in Ireland, was dysfunctional when imposed on aboriginal peoples in their ancestral homelands (or in the colonies, depending on the lens we use). In Canada, the repressive nature of these schools was not mentioned at treaty time. The *Indian Act* was never included in a treaty, nor was it mentioned during treaty negotiations until the 1970s.

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<sup>2</sup> Alexander Morris. 1880. *The Treaties of Canada with the Indians of Manitoba and the North-West Territories, Including the Negotiations on Which they were Based, and Other Information Relating Thereto*. Toronto: Belfords, Clarke.

<sup>3</sup> An 1875 treaty adhesion applied Treaty No. 3 to the “half-breeds” near Rainy Lake, “by virtue of their Indian blood,” providing “all the benefits of the said treaty.”

<sup>4</sup> An 1875 treaty adhesion applied Treaty No. 3 to the “half-breeds” near Rainy Lake, “by virtue of their Indian blood,” providing “all the benefits of the said treaty.”

<sup>5</sup> The United Nations included “Forcibly transferring children of the group to another group” in its 1948 definition of genocide. Armitage *Comparing the Policy*, pp. 5-7.

*cont'd from p. 7*

So treaty relationships, where they existed prior to 1975, were doomed in Canada from the outset by the mindset of government implementers, although the relationship can still be mended or modernized. The First Nations' understanding that cultural continuity or enhancement, and family integrity were acknowledged – in the Robinson treaties and Treaty No. 3, to give two Ontario examples - were not always shared by their government treaty partners. Nor did those partners share Sagatcheway's vision of settlers and aboriginal peoples learning about one another through additive, reciprocal bilingual-bicultural education - and treaty commissions.

In 21st century Canada, governments have a duty to consult with First Nations and to accommodate their concerns. This requires good hearts and a commitment to listening and collaborating. I expect Harper's federal officials are spending much more energy on how to contain the Idle No More movement this summer than in collaborating with First Nations to resolve the grievances that prompted the movement – unilateral abrogation

of First Nation rights. That's not what the Anishnaabeg agreed to in 1840.

The fairly recent notion that "we are all treaty people" would have had very different meanings over the last century, depending on our understanding of the relationship. Do we understand treaties as partnerships rooted in mutual respect, support, continuity, enhancement, collaboration and learning from one another? Or do we understand them as "inconvenient" anachronisms standing in the way of assimilation, and needing to be replaced by termination and unilateral government action? If our Supreme Court and the UN Declaration on the Rights of Indigenous Peoples now clearly support the former view, it doesn't appear that the Harper government does. Funds for legitimate aboriginal stakeholder groups, those political voices the Trudeau government decided to listen to, were drastically cut by the federal government in the weeks before the Idle No More movement began.

In 1905 the Treaty No. 9 commissioners said King Edward wanted everyone to be happy and prosperous. The Mushkegowuk were assured that they could hunt and fish as they always had, as a proud and

independent nation, with families intact and on the land, regulating themselves. Happiness and prosperity today means adequate housing. Attawapiskat deserves more than adequate housing. The people of Attawapiskat and their leaders, and aboriginal peoples generally, deserve to be treated with respect. Regrettably, I don't see the Harper government doing the turnaround that Trudeau's did. (I hope I'm wrong.)





## Ask the “Academic Advisor”

*The “Academic Advisor” answers questions related to professional academic life, providing unparalleled advice and unassailable wisdom. Please send your questions to [nufaoffice@gmail.com](mailto:nufaoffice@gmail.com)*

### DEAR “ACADEMIC ADVISOR”

Isn't it time we all just admitted that exams are an outdated form of evaluation?

### STUDIOUS READER

The “Academic Advisor” conjectures that *you* think it is time; he, however, is not as sure. There are certainly many who argue against the efficacy of final examinations. Indeed, not long ago, the “Academic Advisor” was told – right to his lamentably astonished face – that “exams don't test what students *have learned*, only what they *remember*.” (The “Academic Advisor” pauses here while you have a tree-falls-in-the-forest-but-nobody's-there type of reflection.)

There appear to be two main arguments against examinations. One argument is that examinations cause stress, something that has currently achieved a status roughly equivalent to “witch” in seventeenth-century Salem. A perhaps more forceful argument is that such in-the-moment evaluations as essays,

presentations, and debates provide a more accurate assessment of student achievement than do final examinations. This latter argument in favour of essays, presentations, and debates is especially prominent online; it is most particularly prominent on websites selling essays, presentations, and debating points, though those students who are strapped for cash can find sixty free essays on the topic “Exams Should Be Abolished” on AllFreeEssays.com. The “Academic Advisor” naturally hesitates to quarrel with such a preponderance of evidence, and he is, moreover, quite alive to the potential stress-reducing properties of downloading an assignment that comes complete with a suggested grade. Still, the “Academic Advisor” cannot help feeling that there may just possibly be some purpose that examinations continue to serve.



*“One argument is that examinations cause stress, something that has currently achieved a status roughly equivalent to ‘witch’ in seventeenth-century Salem.”*

## On a personal note

### **A seed into the dark: In memory of Dr. George Zytaruk, Nipissing's first President**

"They seemed to fall away into the profound darkness. There was no sky, no earth, only one unbroken darkness, into which, with a soft, sleeping motion, they seemed to fall like one closed seed of life falling through dark, fathomless space."

*Women in Love* D.H. Lawrence

Our condolences go out to the family of Dr. George Zytaruk, who passed away on April 12 at the age of 85. Dr. Zytaruk was appointed as the founding President of Nipissing University in 1967, a post which he held for 16 years. As a

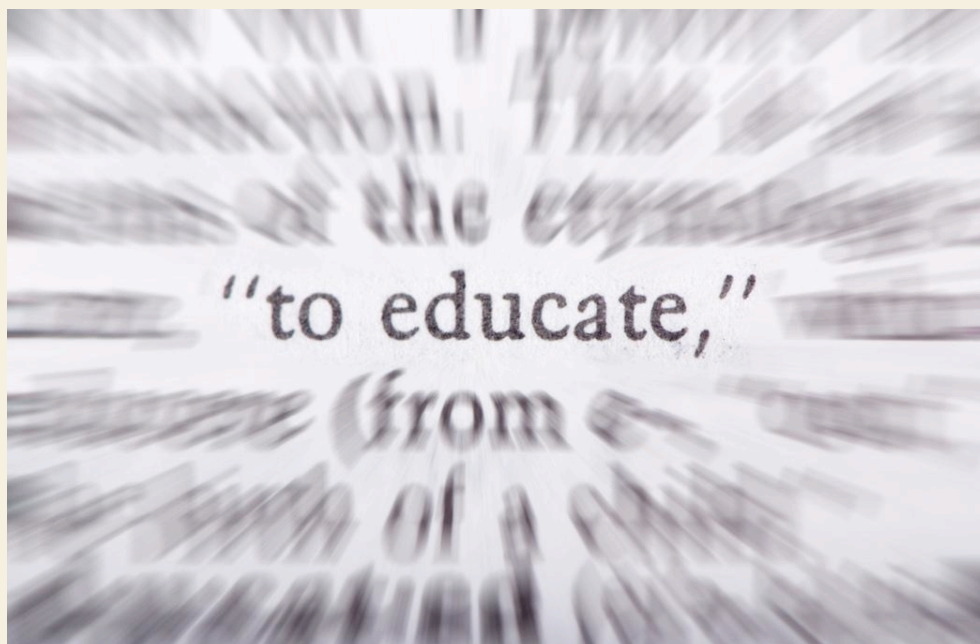
full professor in English Studies, he achieved an international reputation in D. H. Lawrence studies. We are grateful for Dr. Zytaruk's dedication, determination, and vision.

Personally, I always wondered what attracted such a purely pragmatic man such as Dr. Zytaruk to the earthy-mystical writing of D.H. Lawrence. Attending his memorial service though shed a little light on the connection between man and vision: he was clearly an unusual combination, a practical risk-taker. He started with no building, 49 students, and 7 professors. We owe him gratitude for building the university we work in today. Dr. Stan Lawlor delivered an eloquent

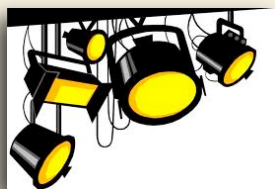
snapshot of the life of this brave and pragmatic man, at the memorial for Dr. Zytaruk, ending with these words:

"Today, as we celebrate his many achievements, we remember George Zytaruk as a devoted family man, a dedicated scholar and a distinguished member of the Nipissing University community, who unselfishly pursued the goal of making Nipissing the best little university in Canada."

Gyllie Phillips



**George Zytaruk**



## Spotlight on Research

**Darlene Brackenreed** (School of Education) has been working on three research projects. The first, "Implications of the Use of Assistive Technologies with Persons who have a Learning Disability," has been completed and she has submitted an article based on her research. The second project, "An Investigation of Needs for Persons with FASD," is presently underway, and Darlene also has a book contract with Oxford University Press with the title "Planning for Differentiation: A Case-Based Approach for Developing Educational Plans in Canada."

**Lanyan Chen** will be joined by her colleague **Manuel Litalien** (Department of Social Welfare and Social Development) and **Sal Renshaw** and **Renee Valiquette** (Department of Gender Equality and Social Justice) in a small delegation heading to China this summer for a knowledge exchange with a number of universities. While women's studies courses are offered at numerous universities in China, only the Women's University of China in Beijing offers a Bachelors degree. This university will be hosting a co-sponsored Symposium on Gender Equality in Policy and Practice: Experiences from China and Canada. Manuel will be presenting on the introduction of Community Service Learning at Nipissing University and on International Exchanges. Sal and Renee will be presenting on Gender Equality and Social Justice as a model for ethical, interdisciplinary curriculum. Lanyan will be presenting on the use of feminist practices of citizenship for developing policies to promote Social Welfare and Social Development. Following the symposium in Beijing, the delegation will be hosted by the Centre for Canadian Studies at the Tianjin Normal University. The delegation is looking forward to Nipissing University hosting a reciprocal knowledge exchange in the near future with our Chinese colleagues.

**Colin Mang, Natalya Brown, and Linda Piper** from the School of Business have been conducting research into improvements in university business education. Colin and Natalya's article "The Role of Economics in Canadian Undergraduate Business Education," examines core curriculum in business schools across the country, and appears in the April edition of the *Journal of Education for Business*. Colin, Natalya, and Linda's article "Old School Meets New School: Using Books and Tablets to Improve Information Literacy and Promote Integrative Learning Among Undergraduate Business Students," explores strategies for implementing both a Common Book program and a Tablet program (such as with Apple iPads), and demonstrates how the two programs can mutually reinforce each other. This article received an Honourable Mention at the prestigious ASAC Annual Conference.

Linda and Colin have also been examining the impact of education in general, and business education in particular, on millennial attitudes toward the "Triple Bottom Line" of corporate social responsibility, showing generally that higher educational attainment leads to more positive attitudes towards socially responsible and environmentally responsible behaviour. Their recent studies include Piper, Mang, Knox, and Waddell (2012) "Student Perceptions Towards a Triple Bottom Line Approach" in the *Journal of Academic and Business Ethics*, and Mang and Piper (2013) "Perceptions of at Triple Bottom Line Approach to Business Among Generation Y Canadians" in the *World Review of Business Research*. Over the coming months, Natalya and Colin will be further exploring formal and informal learning objectives, curriculum mapping, and student success in business education with a grant from ONCAT; as well, they will also be exploring student attitudes towards literacy and the impact that both a Common Book program and a Tablet program can have on both literacy skills and attitudes among business students. Colin and Linda will be exploring the impact of educational attainment on attitudes towards gender-based waged discrimination.

**David Tabachnick** and **Toivo Koivukoski** (Department of Political Science, Philosophy and Economics) are working on a new book "Defining Peace: The Question of Peace in Modern Political Thought" to be published by Wilfred Laurier Press. David is also working with **Herminio Teixeira** (Department of Political Science, Philosophy and Economics) on an article "How to Get to Herouxville: Reasonable Accommodation Blowback and Interculturalism", which they will submit to the *Journal of Intercultural Studies*. David's book *The Great Reversal: How We Let Technology Take Control of the Planet* has just been published by the University of Toronto Press.

**Thomas G. Ryan** (School of Education) recently co-authored an article with **Stephanie Robinson**, a M.Ed. graduate student and research assistant within the Schulich School of Education. The article "Selected Canadian pre-service teachers: An analysis of values" will be published in the journal of *Teacher Education and Practice*. The two scholars also co-wrote an article with **Harun Yilmaz** of The Scientific and Technological Research Council of Turkey. This article, "A comparative analysis of selected Turkish and Canadian pre-service teachers' values," has been submitted to *The Asia-Pacific Educational Researcher*. Thomas and Stephanie co-wrote a third article with another graduate student at the Schulich School of Education, **Courtney R. Schruder**. This article, "Selected concurrent pre-service teachers: An analysis of values," ascertained a hierarchy of values held by concurrent pre-service education students. It has been submitted to the *Journal of Teacher Development*.



## NUFA Learning Opportunity Awards & Academic Achievement Awards

In the last two rounds of applications for NUFA Learning Opportunity Awards this academic year six more students received awards. This takes the total number of awards for this year to eleven with a total of \$8,200 of support. The recent recipients include: D.J. Houle (BA Classical Studies) who presented a co-authored paper at the Seleucid Study Day IV, McGill University in February entitled "*Marriage as a Seleucid Strategy for Exercising Control over Bactria and India*"; Angela Ribout (BA Psychology) who will be giving a talk at the Evolution 2013 World Congress in Snowbird, Utah in June from her research on "*Mate Availability and Sexual Conflict in Humans*"; Sabina Caliciuri (BA Psychology) who will be presenting a poster of a current project entitled "*Beyond Fear: Exposure to Angry and Surprised Faces Enhances Early Visual Perception*" at the Canadian Society for Brain, Behaviour and Cognitive

Science in Calgary in June; Christopher Forrest (BPHE) who will be presenting the results of his fourth year honours thesis project entitled "*Evaluating Social Media as Platform for the Implementation of a Team Building Protocol*" at the 2013 Canadian Society for Psychomotor Learning and Sport Psychology Conference in Kelowna in October; Anthony Gouveia (MEd) who will be presenting his thesis entitled "*An Examination of Student Teachers' Motivating Factors for Participation in International Practicum Placements*" at the Canadian Society for Studies in Education in Victoria in June; and Matthew McRae (BPHE) who will be presenting his thesis entitled "*Assessing Instruction Behaviours During the Learning of a Movement-Timing Task*" and another research paper "*Effects of Body Position on Autonomic Nervous System Activation During an Exogenous Cueing Task*" at the North

American Society for the Psychology of Sport and Physical Activity in New Orleans in June.

Congratulations to all of our Learning Opportunity Award winners!

Please be sure to inform your students of the Learning Opportunity Awards. Details may be found at: <http://www.nufa.ca/forms.html>

We also want to congratulate our NUFA Academic Achievement Award winners for this year. They recipients are: Jason Levesque (BEd), Scott Roscoe (BSc BIOL, 4<sup>th</sup> year), Ashley Walter (BA PSYC/BEd, 5<sup>th</sup> year), Miranda Wheatstone (BA Math, 3<sup>rd</sup> year), and Caitlin Woodall (BFA, 4<sup>th</sup> year). Each award is valued at \$1000.



### The NUFA Executive and Grievance Committees are pleased to introduce the **Grievance Handbook: Policies and Procedures.**

Over the last year, Todd Horton and I – with the always great, always needed input of Angela Fera – put together a Grievance Handbook, intended to providing some guidelines both for Members considering a grievance and for future Members of NUFA's Grievance Committee. In fact, all Members might want to look at the document so as to get an idea of the different steps involved in launching and pursuing a grievance. With his immense experience and expertise, Todd could closely describe the different kinds of grievances, and both the

Associations and the Member's responsibilities while considering a grievance. Angela lent us not only her wonderful organizational skills but also her huge understanding of the grievance process as-it-really-happens, as well as her impeccable instincts on the need to build NUFA's institutional memory. The current Grievance Committee, with its huge store of knowledge of both local and provincial contexts, weighed in to help shape the Handbook. NUFA's Executive and especially our fearless leader, Gyllie Phillips, also looked it over closely, debating finer points and making welcomed recommendations. Then the Constitution Committee examined the document so as ensure it conforms to our Constitution. CAUT also gave it their stamp of approval. For me, participating in the creation of the Handbook has been a great learning experience and though the document is surely not perfect – it can be and certainly will be revised by future Members – it will hopefully provide some understanding or clarity into what can be a very complicated process. The Handbook can be found on the NUFA website, under 'documents' at <http://www.nufa.ca/documents.html>

Rob Breton  
Vice-President, NUFA



## Document Repository

Thank you to all who responded to the call for documents for the newly established NUFA Document Repository. On March 27, I sent out an e-mail asking for faculty assistance in setting up a repository of information in the NUFA Office, for access by our Members. Thank you to the faculty who have provided documents; however, so far, we've only received a handful. Please consider contributing your documents.

Specifically, I would like to have copies of the following documents for Members to view when they are making application or submitting reports. They are:

- 1) dossiers for tenure;
- 2) dossiers for promotion;
- 3) sabbatical applications;
- 4) sabbatical reports; and
- 5) annual reports and CVs (NSERC, SSHRC, IQAP formats).

If you are willing to provide copies of the above, it would be of great service to your colleagues.

Representation from the different faculties and disciplines would be excellent.

The documents could date back as far as 2006; however, more recent examples would better reflect current practice.

I will make a copy and return the originals to you. The documents would remain in the NUFA Office and would be clearly marked CONFIDENTIAL and DO NOT COPY. Viewing of the documents would only take place in the NUFA Office.

Please let me know if you are willing to provide copies of your documents, and/or if you would be willing to speak with others about the preparation of these documents. Your contribution to this effort would be greatly appreciated.

**Angela Fera**

OCUFA's Trends in Higher Education "*The University Productivity we need: the Ontario Faculty Perspective*" at <http://ocufa.on.ca/wordpress/assets/TrendsInHigherEducation-Productivity-FINAL.pdf>

CAUT's analysis of the Federal Budget at [http://www.caut.ca/uploads/CAUT\\_Analysis2013\\_FedBudget.pdf](http://www.caut.ca/uploads/CAUT_Analysis2013_FedBudget.pdf)

CAUT "Canada's Past Matters" and "Get Science Right" Campaigns at <http://www.canadaspastmatters.ca/> <http://getscienceright.ca/>

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