

THE NUFA NEWS

NUFA Communications Committee

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JARVIS | KUNDRATS | PETERS | WINTERS

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Special Governance Commission Update

by *David Tabachnick*

In some ways, the origins of the commission foretold how it would function. After a year of ignoring a combination of polite requests and firm demands for a joint commission of the Board and Senate to investigate apparent violations of the Nipissing Act, the SGC was created as a concession to faculty at the very end of labour negotiations and after an almost month-long strike. Composed of two faculty, two board members and a student, the commission is mandated to engage in a top-to-bottom review of the governance structures and policies of the university.

Unfortunately, the work of the commission was hobbled from the outset. While eager and undoubtedly qualified for the job, the two board members do not even live in North Bay and rarely travel to the city. As a result, scheduling meetings has been a big challenge and so far we've only met twice. These meetings have been composed of some good, frank discussions but also much quibbling about everything from who will take minutes to the wording of a terms of reference document. Rather than doing our work, we've spent too much of our already limited time debating how we are going to go about it.

Still, with Spring in the air (or at least scheduled to appear) there is new hope. Our next meeting is scheduled for the end of April and I have high hopes. The work of the commission is important and will require continued patience and perseverance.



Interview with Rhiannon Don (CASBU)

by Sarah Winters

How and when did you get involved with CASBU?

Several years ago—2007 or 2008, not long after I started here—I was walking through the Brown Lounge, going somewhere, and Catherine Murton Stoehr grabbed me by the elbows as we were going in opposite directions and said “I’m going to a meeting and you should come,” and so I went to the meeting and I’m still here! I sort of got suckered in but it was always so interesting that I never left.

How are your teaching and/or research interests related to the work you do for CASBU?

Because I have a contract position I generally don’t know more than a year in advance, if that much, what I’m doing the following year and that’s forced me to become really interested in the university’s relationship with its contract employees and how it treats them—and how they treat the university, for that matter. That’s become an area of research interest for me. I had a chance to speak at a conference that CUPE put on in October about contract academic staff issues and I spoke about different ways to mobilise the membership. I did a poster campaign last year called “We Belong at Nipissing” that highlighted many different contract people, some of whom have been here for ten or fifteen years and who still work contract to contract. And I have a couple of other ideas for things we might do in the future that are in a similar “art” vein.

Does your background in literature connect to your CASBU work at all?

I suppose the connection there is that one of the things I do a lot of in both Collective Bargaining and my work on the Grievance Committee is to think about language all the time. I think it’s actually a really good fit for someone from a literature background: I’m pedantic and I’m interested in what words mean and often in Grievance it really does come down to “What does this comma mean? How does it change the meaning of this particular clause in the Contract?” For someone who’s interested in words and language, that stuff is really appealing.

How do the current governance issues at Nipissing affect you as a CASBU member?

Governance is always something that’s particularly concerning for contract people, mainly because we largely get left out of it so there are a lot of decisions that affect us very keenly that we have no input into or knowledge of until after the fact. I thought it was quite telling that the university’s press release about closing down the Muskoka campus talked about what would happen to the tenured people and to the full-time staff from OPSEU, but there was not a single mention of anybody who worked there on a part-time or contractual basis. They just didn’t exist in that vision of closing down Muskoka. And again we’ve had people who’ve been at the Muskoka campus almost since it opened and . . . poof! Certainly that plays out on this campus as well. There are actually two seats on Senate that are designated for CASBU members, but it’s only the full-time CASBU members who are allowed to hold those seats so it’s the same pool of twelve to fifteen people every year. There’s a lot of arm-twisting and cajoling and sad puppy-dog eyes to get people to fill those seats sometimes. And these are people who get no recognition for that as service, who do it as volunteers. And even though only full-time people can fill this role they have to look out for the rights of all of the CASBU members and keep them apprised of what’s happening at the Senate level. That’s a pretty big job.

(continued on p. 3)

Do you think there should be a position on Senate for a part-time CASBU member?

I think so. It would perhaps be difficult to fill sometimes because you are asking someone to give up a considerable amount of their own time for free. On the other hand, although there's often a myth that contract employees are transient, I think that at Nipissing by and large that is not the case. Even if they're only working part-time, people tend to stick around for years here. So that would make it easier to find someone.

Has CASBU started negotiations for a new contract yet, and if so, how are they going?

We've not started yet. The Administration has just sent us a list of tentative dates. It looks like we will probably be starting in April. [Update: bargaining begins Monday, April 11th.]

What is the greatest benefit to you personally of belonging to a Union in general and NUFA in particular?

For me the greatest benefit of belonging to a Union is the opportunity to see language applied equally to people in the same positions. My husband works in the private sector as a manager and the things he's allowed to do with his employees versus what would happen in an unionized environment is quite shocking to me. For example, a few summers ago he was asked to train new employees in Montreal for six weeks. He declined on the grounds of not wanting to leave me alone with a toddler for all that time. So they offered to pay to fly us all out and put us all up in a hotel for six weeks. That was something well over and above what other employees got. So to me one of the great benefits of unions is a transparency and—hopefully—fairness that doesn't allow for that kind of thing to happen.

As far as belonging to NUFA in particular, the great benefit to me personally is that the people on the Executive do genuinely care about contract academic staff issues: they're not brushed under the table or forgotten about; they're dealt with as quickly and expediently as are full-time membership issues. There are two contract academic staff positions on the Grievance Committee. That's not the case at other universities at all: they often don't have any representation at Grievance, which is very interesting since a good chunk of Grievance does tend to deal with contract issues! There's good representation on the Executive too with two contract positions there. So I don't feel like they just collect my money and go away. I feel there are people there who are looking out for me and for people like me who don't have the security that tenured people do.

Is there any cost to you in belonging to a Union?

The obvious cost is that what's fair to everybody might not benefit you personally and sometimes it's very hard to see outside of that. For example, at Nipissing if someone else has Right of First Refusal on a course they get to decide whether or not they want to teach it and that's not necessarily what I want because perhaps I want to teach it. That part can be frustrating and certainly as someone who works on Grievance I can find it hard some times to put away my personal desires on that particular issue and look at what is actually the most fair to the most members.

Is there any cost to you personally in belonging to NUFA, or working for NUFA all these years?

I think the cost there for me again comes back to the idea that none of my service is recognized by the university. I receive a very small amount of money as the CASBU officer so I am this year for the first time being financially compensated for it, but that's the first time since I've done any work with the Union that that's happened.

(continued on p. 4)

And it is a fairly considerable amount of work when you get into Grievance which is at least two hours a week meeting, plus whatever I happen to have to work on outside of that meeting. Bargaining is far more involved than that when it's happening—so hopefully you can space out your contracts enough that you don't burn people out negotiating them. That part for me is really hard because it's a lot of unseen labour, it's generally fairly thankless in nature—and I usually try to remind myself that the cost of not doing it is much greater than the inconvenience of doing it. Sometimes that keeps me going, sometimes it doesn't.

Is there anything you'd like to add to this interview?

There's been talk of a culture change here at the university because of the strike and I hope that that will extend to the contract people as well. It is generally very difficult trying to get contract people involved in anything relating to the Union: they often think NUFA only refers to people who are in the full-time unit; they don't understand that we do represent people in the part-time unit as well. I hope that people can use what happened with the strike as an opportunity to ask questions and get more involved, give us more feedback on what we're doing. The bulk of the contract stuff does tend to get done by the full-time members but it is important for us to remember that we're not the only people who work here on a contractual basis and if we're going to make good decisions about bargaining we need that feedback from our part-time members as well.

Songs of Steel & Struggle

by Uldis Kundrats

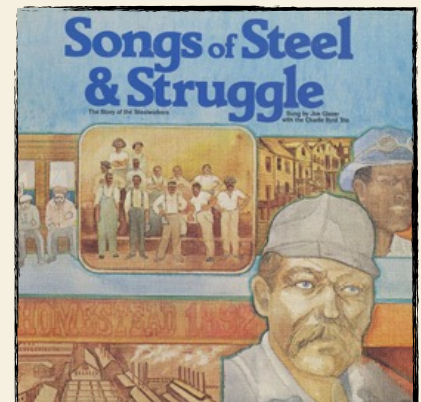
As an archival collection of songs linked to the labour movement in general and The United Steelworkers of America in particular, *Songs of Steel & Struggle: The Story of the Steelworkers* (Glazer, 1975) is full of evocative reminders of the inspirational power of people working together for positive change during difficult and often dangerous times.

All but one of the selections on *Steel & Struggle* are sung by Joe Glazer, a familiar and notable performer of union songs. His gritty vocals grace both uplifting compositions and mournful ballads about tragedy and loss. Songs such as *Too Old to Work (Too Young to Die)*, *When a Fellow is Out of a Job*, *Pittsburgh*, and *Red Iron Ore* capture poignant elements of the hardscrabble way of life that many steelworkers were forced to endure, while *The Homestead Strike* and *Memorial Day* chronicle sad tales of anti-union violence and murder.

Canadian "Monty" Montgomery wrote a catchy singalong entitled *United Steelworkers Are We* that is one of several songs on *Steel & Struggle* that highlight the connection between fellowship and belonging. The album concludes with a soaring version of *Solidarity Forever*.

The Charlie Byrd Trio provides sympathetic backing on about half of the selections on *Songs of Steel & Struggle* and guest musicians, including flute player Paula Hatcher, ably add nuanced support for Glazer's vocals.

The vinyl version of *Steel & Struggle* that I purchased comes with a full-sized booklet that incorporates song lyrics, pictures, an informative introductory essay, and nicely detailed notes on the origin and significance of all the selections on the album.



Faculty and Students Partner at 2016 Undergraduate Research Conference

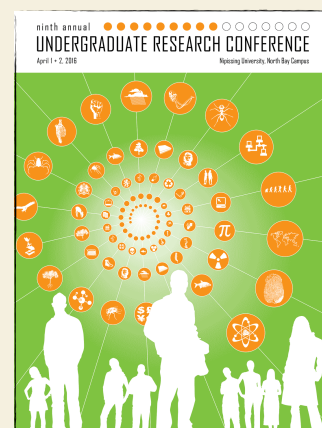
by Hilary Earl

The theme of this year's Undergraduate Research Conference (UGRC) was "Community and Partnership". The keynote speaker, Brittany Luby, opened the conference on Friday night. The Laurentian historian and Indigenous activist not only reminded students and faculty alike of the importance of maintaining established community, she also urged the audience to build a new and inclusive one through understanding, hard work, and critical thinking. Over the course of the weekend, students from every department in the university presented their new and exciting research. There were imaginative art installations, new and innovative computer programs, challenging biometric studies, questioning psychological inquiries and geographical experiments, as well as historical, religious, social, anthropological and literary papers on subjects as wide-ranging as state violence and sexuality. The poster competition and panel presentations represented a true community of student scholars and their endeavours. In a year filled with such difficulties, the Nipissing University scholarly community came together and demonstrated that we don't need to look outside our four walls to see that there is an important and visible scholarly community. The quality of student research speaks to the success of faculty pedagogy and teaching and the value of mentoring. We are all part of this vibrant research community and the committee wants to thank all Nipissing Faculty for making the 2016 conference a real success.

Hilary Earl, Nathan Kozuskanich, Steve Connor, Justin Carré, Autumn Varley, and Sam Henderson

We also congratulate the following students who were awarded meritorious honours:

- ★ Erika Arff, Bach. of Physical and Health Education
- ★ Tess Butler-Ulrich, Bach. of Science, Psychology
- ★ Sydney Lamorea, Bach. of Science, Psychology
- ★ Bradley Oster, Bach. of Science, Geography
- ★ Erika Ruddick, Bach. of Science, Psychology
- ★ Deagan Steele, Bach. of Arts, History Conc. Education
- ★ Katie Gibson, First-year Student
- ★ Mitchell Timson, Bach. of Science, Computer Science
- ★ Caelin Nisbet, Bach. of Arts, History
- ★ Imogen Wilson, Bach. of Fine Arts
- ★ Chelsea Bourget, Bach. of Fine Arts
- ★ Emily Paul, Bach. of Arts, Classical Studies and History
- ★ Cole Miller, Bach. of Arts, Religions and Cultures
- ★ Leigh Elliott, Bach. of Arts, Political Science
- ★ Curtis Clemence, Bach. of Arts, History
- ★ Eric Bourdon, Bach. of Physical and Health Education
- ★ Amanda Regan, Bach. of Arts, English Concurrent Education
- ★ Taylor Feick-Bardawill, Bach. of Phys. & Health Education
- ★ Amber Claassen, Bach. of Fine Arts
- ★ Morgan McIsaac, Brett Masse & Jolene Walmsley, Bach. of Arts, Criminal Justice Criminology Stream
- ★ Taylor McCharles and Kristina Hagho, Bach. of Science, Psychology
- ★ Nathan Olmstead, Bach. of Arts in Psychology and Religions & Cultures



From the Gallery

by Angela Fera (NUFA EA)

As a follow-up to my report on the December 3, 2015 Board of Governors Meeting, I thought I'd share just a few observations from the February 4, 2016 Board of Governors Meeting. For this meeting, there was no public reminder notice or agenda posted. At the time of writing, there are still no minutes from this year's meetings on the university website.

- The Board Chair welcomed guests/observers. She asked that they introduce themselves. She seemed to be speaking mostly to the Bracebridge contingent of a dozen or so members. When faculty hesitated at introducing themselves, I believe I heard her say "why not?" Yes, "why not?" but more importantly, why this time? Was it to patronize the Bracebridge contingent, knowing full well that the Chair and the President had already decided that they would not give these concerned members of the community a chance to be heard?
- There were no written reports. An administrator, and not the chair of the committee, provided a brief report on Audit and Finance and distributed a one-page document. No questions were asked. There were no reports from other committees, except for the University Governance Committee. They had a meeting on January 18 and one item coming from the meeting was to move five Board meetings per year to six. "The issue of communication" was the rationale provided for this change. More meetings would allow the Board to be informed of what is happening at the committee level. How about considering written reports and comprehensive minutes to aid in communicating the activities of the Board to its own members, to the university community, and to the public?
- There were many questions asked by the faculty representatives on the Board regarding due process and due diligence regarding Board decisions (e.g. the closure of the Bracebridge campus). Responses by the President, Chair and other Board members were largely vague and emotional. If there was in fact due diligence and due process in the decision made last June, why couldn't any member of the Board refer to the agenda or minutes of that meeting to provide the written, factual evidence used to make that decision?

It would take too many pages to report on the whole of the discussions at the open session of the Board. "A thinking person" (as the University's President likes to say) might see that continued questions about due diligence and due process, a Senate motion to censure the President, a strike by the full-time faculty, the challenges outlined in the Price Waterhouse Coopers review (e.g. "NU's current financial management practices have impacted the University's ability to manage the deficit in recent years. The lack of timely and reliable information and strong financial management practices resulted in the absence of long term strategic plans necessary to manage the declining enrolment and increasing cost pressures"), not to mention the way in which the President and Chair make a mockery of due process and due diligence (and let's not forget transparency and accountability), not to mention the fact that administrators around the Board room table largely keep their eyes firmly glued to the ground during difficult discussions—"a thinking person" might well see that this university has some very serious issues, and ask whether a governing Board should be addressing those issues and trying to mend that which is broken. In these difficult times I am reminded of Dr. King: "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

NUFA Scholarships: The Textbook Bursary

by Sarah Winters

The NUFA Scholarships Committee (Adam Adler, Steven Arnocky, Darren Campbell, and Ron Phillips) administers two monetary awards from NUFA for students: the **Learning Opportunity Award** and the **Textbook Bursary**. Please note that there is an interview with a recipient of the Learning Opportunity Award in Issue #25. Information on both these awards can be found at the NUFA website. Please advertise both awards to your students.

In 2015-2016, the Scholarships Committee has so far awarded \$4,331.17 in Textbook Bursaries to students. What follows is an interview between Sarah Winters and Stephanie Anderson, a third-year English major and recipient of a NUFA Textbook Bursary.

How did you find out about the Textbook Bursary?

I was in your Children's Literature class last year where you told us all about it but I was in second year so I wasn't prepared enough to apply for it. But this year on Facebook someone shared a little powtoon clip—do you know what that is?

A “how to” clip?

Powtoon.

Powtoon? How do you spell that?

P-o-w-t-o-o-n. It's a little app and a video came up (I don't know who made it) and showed you how to apply to it. And I thought “Oh I remember that from last year and I'm going to apply to it this year because I have time this year.” And they extended it because of the strike too.

And how easy or difficult did you find the application process?

It was very easy. It was a one-sided form with one extra question on the back. It took ten minutes. And I save all my receipts so that was easy just to staple them on and hand it in.

I always found saving receipts kind of tricky.

My mom makes me do it! I save all my receipts—my mom's very picky about it.

Will you be applying again?

I will apply again next year for sure. It was ten minutes to save \$100. It was super easy.

This might seem a silly question, but how helpful was the money?

It was very helpful. I decided next year to do a summer online course to make next year easier, so the money's probably going to go to buying books for my online course because those books are hard to get—you have to order them from Amazon.

Do you think students know enough about this bursary?

I don't think they know enough. I tried to get all of my roommates to do it and I guess none of them had heard about it and because I'd heard about it twice I thought I probably should do it. But I don't think enough people know about it.

(continued on p. 8)

And what in your opinion would be the best way for NUFA to let more students know about it?

Social Media. Social media 100%. Everybody's online. And NUFA doesn't have a Facebook page?

We did during the strike—so a Facebook page would be helpful? And Twitter?

Maybe Twitter, yeah. I don't use Twitter as much, but yes. And social media gets everything out there so quickly—you get four or five people sharing it and everyone will know.

How has winning this award made you feel about NUFA?

I was super happy! I was like "Thank you, guys!" Especially after the strike too when everybody was a little iffy so it was nice to hear "Here, we care, so . . ." "Thanks, we'll take it!"

One last question: did you ever apply for a NUFA Learning Opportunity Award?

I didn't. I don't even know what that is.

We Can Help

by Uldis Kundrats

"We need more students." It's a simple statement with broad implications, uttered some time ago by President Mike DeGagné as part of an answer to a question I asked at an information session attended by large numbers of NUFA members. Recruitment of new students at Nipissing University is a process that has, in the past, been informed by decades-old techniques that worked well enough and were coupled with a string of promotional slogans ranging from "It's a Natural Choice" to "Right Where I Belong." But things have changed.

Although it is possible to apply a certain amount of spin to disappointing numbers relating to prospective students' first, second, and third choices of universities they would like to attend, the latest news has not been encouraging. This would seem to be a good time for NUFA members, staff, and administrators to pull together as never before to achieve greater success in attracting new students. The insights, ideas, and skills of faculty can do much to help in the recruitment process. But we need to be asked and to know that our contributions would be acknowledged and credited.

Having open meetings to discuss new strategies in connecting with would-be students might be a worthy way of establishing dialogue about the topic between NUFA members and administrative officers and staff.

The *NUFA News* continues to serve as an outlet for discussion papers, opinion pieces, letters, and other forms of input on a variety of subjects.

Our membership includes many talented and perceptive individuals whose training, experience, and imagination could translate into new ways of addressing a pressing problem that affects all of us at this critical juncture in the life of Nipissing University and the community of learning that is its essence and core.





Spotlight on Research:

Dr. Nathan Colborne (Religion and Cultures, A&S)

Dr. Nathan Colborne's research asks the following questions. Does religion 'cause' violence? Does religion 'cause' prosocial behaviour? What would it mean to call something as vague as 'religion' a cause of anything at all? Yet we can't seem to stop talking about religion as if it were an actual actor in the world. For some reason, invoking someone's religion as a cause of either their violence or prosociality doesn't grate on our ears in quite the same way that invoking someone's 'race' as a cause of their violence would. But 'religion' as a cause of behaviour is no less obscure.

The academic study of religion ought to reject studying the 'ideal types' or 'essences' of religions and then their 'influence' on individuals, society, or history. Instead, it ought to analyze how people come to be viewed, and view themselves, as subjects classified by a religious identity. How does this formation of identity operate? What authorities does it legitimate? What behaviours does it encourage, prohibit, exclude, redefine? This results in two prongs of research. One is a criticism of treatments of 'religion' as an independent variable or something that causes behaviour rather than as a categorization referring to one of the various ways humans identify themselves and are identified. A forthcoming article in *Method and Theory in the Study of Religion* criticizes this in David Sloan Wilson's treatment of religion as an evolutionary adaption.

A second prong analyzes the ways acts of sacrifice form subjects and bind them within communities. If it is the structure of sacrifice that forms identity, submerges it in a collective identity and legitimates political authority, then the common distinction between religious and secular identities, authorities and institutions obscures rather than clarifies these relations. So-called 'religious' forms of political identification and collective acts of violence do not require special intellectual tools specialized in by Religious Studies scholars to be understood. They are the result of the same social, political, psychological and biological forces that structure all human behaviour. On the other hand, so-called 'secular' forms of collective violence operate according to the same sacrificial logic as other forms and are distinguished from 'religious' violence only to legitimize and authorize them. Nathan has been developing this line of argument in a series of articles bringing René Girard into conversation with contemporary political theory.





Spotlight on Research: Dr. Nathan Kozuskanich (History, A&S)

Dr. Nathan Kozuskanich is a specialist of early American history with a particular focus on the political and constitutional issues of Revolutionary Era. It was his doctoral research into the militia and the right to bear arms in 1770s Pennsylvania that drew him down the rabbit hole that is modern Second Amendment scholarship. Several articles in history and law journals trying to establish a sounder historical methodology for originalist studies provided the foundation for an amicus brief to the U.S. Supreme Court for the landmark 2012 case, *McDonald v. Chicago*.

In 2013 he co-edited *The Second Amendment on Trial: Critical Essays on District of Columbia v. Heller* with Saul Cornell, published by University of Massachusetts Press. In 2015, he published *Benjamin Franklin: American Founder, Atlantic Citizen* in the Routledge Historical Americans series. This biography seeks to counterbalance the annoyingly whiggish cult of founder's chic that has motivated many of Franklin's past biographers by placing Franklin in a broader Atlantic context that has less to do with politics and more to do with sex. You really can't ignore the fact that Franklin called his penis his "poor little boy," can you? Or argue that this tells us less about him than his voluminous political or scientific writings?

The intersection of sex, power, and guns is the topic of his current research project, *Arms and the Men: Masculinity and the Militia in the Early Republic*. Funded by a SSHRC grant (2011-14) this project seeks to expand scholarly discussion of the meaning of the Second Amendment beyond the current narrow focus on original intent by charting and explaining changing perceptions of civic duty and citizenship from the American Revolution to the Age of Jackson (1830s). The project links together recent scholarship on masculinity and male sexuality with more traditional political, legal, constitutional, and military studies. Such considerations have helped him write many an annotation as part of his current position as Assistant Editor of *The John Dickinson Writings Project* (<http://dickinsonproject.rch.uky.edu/>). Contract negotiations are currently underway with University of Delaware Press for the first volume, and work on the second is expected to wrap up by the fall of 2016.



NUFA Learning Opportunity Awards 2015-2016

We are please to announce that in this academic year so far, NUFA has provided over \$11,000 in Learning Opportunity Awards. These awards are designed to encourage the continuation of learning experiences and projects outside of the classroom. Twenty-five students received awards this year, so far, with one more round of applications left in April. Of those students, the following have presented, or will be presenting at conferences. The recipients are:

Jordan Andrews - Society for Neuroscience Conference, Chicago
Cory Barker - Adean Orchid Conference, Javariana University, Santiago de Cali, Columbia
Natalee Clarkson - Aging and Speech Communication Research Conference 2015, Bloomington, Indiana
Lorna Corzine - International Society for Educational Biography, San Antonio
Terry Cowan - Eastern Canada Sport and Exercise Psychology Symposium, McMaster University
Amy Dickerson - Values and Ethics in Leadership Conference, Penn State
Madisen Johnston - Canadian Society for the Study of Education, Ottawa
Randy Keefer - Canadian Society of Digital Humanities, Ottawa
Jemanica Lapensee - Canadian Society of the Study of Education, Ottawa
Taylor McCharles - Society for Neuroscience Conference, Chicago
Tara McGoey - Canadian Society for Psychomotor Learning and Sport Psychology, Edmonton
Evan Newman - Society for Socialist Studies 2015 Conference, Ottawa
Stephanie Rhude - Ontario Professional Planners Institute Conference, Toronto
Meghan Robidoux - Ontario Professional Planners Institute Conference, Toronto
Necole Trueman - Canadian Association of Geographers Conference, Ottawa
Marianne Vander Dussen - Simcoe Muskoka Catholic District School Board Conference, Barrie

The following students attended conferences or participated in other learning experiences:

Christy Bates - Conflict Resolution Workshop, North Bay
Tristan Bent - Society for Neuroscience Conference, Chicago
David Connolly - Conflict Resolution Workshop, North Bay
Nicholas Landry - Society for Neuroscience Conference, Chicago
Hope Lelieveld - Caro Palma Biological Research Station, Costa Rica
Hannah Lindsay - American Sign Language Course, Part 1 and 2
Erik Repo - Society for Neuroscience Conference, Chicago
Jenna Shermet - TRIBES and Conflict Resolution, Nipissing University
Kevin Wilcox - Rosa Bruno Jofre Symposium in Education, Queen's University, Kingston

CONGRATULATIONS to our award winners and best wishes on their many and varied learning experiences and projects! Details and applications for the NUFA Learning Opportunity Awards may be found on the NUFA website at www.nufa.ca. There are six application cycles per year: June, September, October, December, February and April.

Remembering Dr. John Long (1948-2016)



J. Allison: John and I taught for the better part of ten years in the Education and Schooling course in the B.Ed. program. John thought and taught with a quiet confidence. I learned much from John in terms of First Nations education and the challenges that continue to beset First Nations across Canada today. John was also instrumental in bringing Canadian Civil Liberties Association (CCLA) speakers from Toronto to speak on issues of education law and teachers and students rights in the school system. John passionately believed in the empowerment of First Nations and minority groups and this was reflected in his many conversations with me. Lastly, I know John as a scholar. His work *Treaty No. 9: Making the Agreement to Share the Land in Far Northern Ontario in 1905* (2010) is a magisterial analysis of the Treaty Nine history and that of First Nations in the James Bay Lowlands. John, you are very much missed.

J. Barker: I was asked to write a few words about John, and I suppose I could speak about my impression of him professionally as we served on some committees together, but that is not what comes to mind when I think of John. My early memories of John are probably my most vivid ones. We would frequently run into each other over the lunch break. At that time, his son Weston and my daughter Ellen were in the campus daycare together. I have fond memories of John sitting in awe, watching Weston through a two way mirror...the two of us sitting in silence, and John just beaming with pride as he watched Weston playing, eating lunch, and just being himself. He was so proud to be Weston's dad. Moments like that remind me of what is important in life, and I feel so fortunate to have shared that time with John.

Mike Parr: It was my very good fortune to teach with John and have him act as a mentor as I began my first teaching position in Education and Schooling at the Faculty of Education. John, a seasoned faculty member, made it easy for myself, and for many others, to get a foothold on the subject matter by so kindly sharing his own outlines, recourses, and of course, his expertise in all related subjects. He was extremely generous with his time, knowledge, and resources. John was also a very principled man, as evidenced by his consistently thoughtful contributions to discussions, meetings, and most notably, as demonstrated through his "38 year journey of understanding", researching and writing his seminal book on Treaty No. 9.

H. Rintoul: Both John and I started our journey on Research Ethics Board together as the two 'newbies'. John was always a thoughtful colleague and a great supporter of differing viewpoints, but the intricacies of ethical dilemmas seemed to fascinate his inquiring mind the most. John served with distinction as REB Chair for two terms and certainly his passion for ethical considerations together with his protective instinct for potential study participants will long be remembered. He was very supportive of the REB cohort and was always available for consultation. John actively sought viewpoints from the full REB cohort and he displayed a strong ability to coalesce divergent opinions to a satisfactory resolution, all within the REB mandate. We miss him still.

D. Walters: John was a mentor to me when I started at Nipissing over a decade ago. He was instrumental in helping me to secure a SSHRC grant and ultimately a job at Nipissing University. *Please do not hold this against him in your memories.* John and I also worked closely on the Research Ethics Board. As chair, he strengthened the University's protocols for research involving Indigenous people. I didn't know much about John's background prior to Nipissing University, until I was staying in Moose Factory. The owner asked if I know John Long; when said yes, he shared many funny stories about them working together in the Aboriginal Education program. John was a positive influence in many ways. In particular, John knew his treaty responsibilities. If others would live life in a good way like John, our relations with Indigenous people in Canada would be very different.



Remembering Dr. Ron Weeks (1943-2016)

M. Wodlinger: Ron was a strong man, a man of character who focused on what was right. His firm yet quiet leadership style allowed him to function in an impossible situation, both as an administrator and a teacher. I remember our many long chats over a glass or two of beer. His subtle yet sardonic humour will be missed.

L. Frost: I had the pleasure of working with Ron Weeks for most of his 27 year association with Nipissing University. He contributed greatly to the university and to our faculty (Education) in particular. Always upbeat, always positive, he embraced new ideas and technologies and worked hard to put innovations in place. As a professor, he was dedicated to helping his students become excellent science teachers. Students appreciated his teaching and came away from his classes with an appreciation of how they could inspire curiosity and a love of science in their students. They left his classes with the resources and the knowledge they needed to be good teachers. As Associate Dean, he managed an in-service program that served thousands of students each year. Ron worked hard to advance the faculty and the university. He was dedicated to fair and equitable treatment of students, staff and colleagues. He had a kind word for everyone.

S. Reid: My initial memories of Ron Weeks is that he was a gentle soul and always very thoughtful and quick to smile. When he gave his opinions everyone listened, and everyone knew he considered all angles before stating his opinion. He redesigned the ABQ Intermediate courses so that readings and assignments were mailed on CD's with assignments emailed - a big saving in costs rather than the university mailing a package at least two inches thick. After retiring as Associate Dean, both he and his wife Barb handled this area. I also remember his positive attitude and support when Barb had her first bout of cancer. Both he and Barb were great supporters of Stan Percival, a faculty member, when he lost his wife to cancer...so an ultimate friend.

G. Laronde: I always appreciated working with and learning from Ron Weeks. I was fortunate to take a M.Ed. course from him and also worked with him while he was teaching the B.Ed. Science courses. We shared a classroom together and taught the same Science course. He was always helpful and we used the book that he wrote as our text. He mentored me in teaching at the university level and I appreciated his advice. He was a very caring person with a good sense of humour. He was very knowledgeable about science and the teaching of science. He was very active in promoting the Science Fairs in North Bay including a Canada Wide Science Fair. I also admired his forward thinking in the planning and implementation of the laptop program in the B.Ed. program. He will be missed.

M. McCabe: Ron was a great guy to work with. Not only was he dedicated to whatever task was at hand but he was able to perform with a genuine smile on his face and an encouraging air for those of us who were relatively new to the job. He was always positive and kind, particularly in his leadership during the implementation of the Faculty of Education's laptop program. Of course, his passion for work was only equaled by his passion for fun and relaxation. I have genuinely fond memories of enjoying a drink with Ron as we reflected on a job well done!

Notice of NUFA Annual General Membership Meeting 2016

The NUFA AGM will be held on **Tuesday, May 3, 2016 at 1:00 pm in F210** of the North Bay Campus and video-conferenced to the regional campuses. Child-care reimbursement is available through the NUFA Office.

NUFA invites **nominations** for the Executive and Standing Committees. Advance nominations will be announced 48 hours prior to the meeting. The Executive and Standing Committee positions are listed below. Please refer to the NUFA Constitution April 28, 2015 for further details.

NUFA Executive

President

Vice-President

Treasurer

CASBU Officer

Grievance Officers (2)

Member-at-Large (Arts and Science)

Member-at-Large (Applied and Professional Studies)

Member-at-Large (Education)

Member-at-Large (CASBU)



NUFA Standing Committees

Communications Committee (4)

Constitution Committee (4)

Gender Equity and Diversity Committee (4)

Scholarship Committee (4)

Social Committee (up to 5)

NUFA

Nipissing University Faculty Association