

THE NUFA NEWS

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COLLEGIAL GOVERNANCE AT NIPISSING: A CALL TO ACTION

by Gyllie Phillips, *Associate Professor of English*

When Henry Kissinger left Harvard and went to Washington to serve in the Nixon administration, he was asked by one of his new colleagues about the political infighting in academia: "In Washington we're famous for political intrigue - it's our job, but we're pikers compared to the backstabbing and dirty politics at universities. Why do you people fight like that?"

Kissinger is said to have responded in his low gravelly voice, "It's because the stakes are so low."¹

As the cynicism of this possibly apocryphal anecdote suggests, academics have a reputation for being challenged by the requirement to be collegial and to cooperate in shared governance. At Nipissing, I do not see a prevailing culture of interecine conflict among

faculty members, but at the university, as a whole, we have witnessed an increasingly hostile divide between the interests of faculty and those of administration. As this gap continues to widen, I hope that we are beginning to understand that the apocryphal Kissinger is wrong: in fact the stakes for division in our own community are high. To help frame this problem, I want to outline the efforts made by many around the university to try and bridge the gap and to remind us of our own necessary responsibilities and next steps.

Governance review

As you remember in November 2015, we negotiated a Memorandum to strike a Special Governance Committee whose mandate was to investigate the problems in collegial governance at

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¹ Dr. Bruce Railsback "The Short
Compendium of Academic Humor"
Dept of Geology, University of
Georgia

<http://www.gly.uga.edu/railsback/cadhum2.html>

Nipissing and to suggest some ways to improve decision-making processes. As well, in the fall semester of 2016, Senate undertook to investigate the possibility of Senate reform. This in-between moment seems like a good time for some reflection about what comes next.

Quick timeline of governance reviews:

- Board of Governors received the report in its public session on November 2, 2016.
- SGC report circulated to the university community and included in the Senate Agenda for November 11, 2016.
- Recommendations referred to the BofG Governance Committee and Senate By-laws subcommittee at those November meetings.
- Report on Senate Reform Survey presented to Senate December 9, 2016, but no action taken while awaiting outcome of SCG recommendation evaluation.
- BofG and Senate accepted the SGC recommendations in full in January 2017.

Recommendations: Systems and Participation

Readers can review both reports in the Senate agendas available on-line, but I wanted to highlight a few of the principle recommendations.

The SGC recommendations take into account the structural barriers to effective, transparent and collective decision-making in our bi-cameral system. These include forming a joint committee between the B of G and Senate to allow for review of processes, orientation of new participants, and stewardship of a culture of collegiality and consensus. The Senate Reform Survey Report recommendations focus more on faculty involvement in the governance processes of Senate and Faculty Council, suggesting that Faculty Council operate as a space for full discussion and decision-making around matters proceeding to Senate from each faculty. As well, the survey notes the lack of involvement in Senate and/or its subcommittees by 25-33% of faculty. These two reports and sets of recommendation approach the task of increasing the quality of governance from two sides: one structural ("them") and one participatory ("us"). The most important points here are that both sides are necessary and that we are responsible for the implementation of the recommendations.

What's Next?

In order to take responsibility for the cultural and operational shift that our university needs, we must ensure that the

recommendations from the SGC report are implemented and the recommendations from the Senate Reform report are at least considered for implementation. I would urge that Senators undertake the following actions:

- Call for the striking of a Special Joint Committee between Senate and the Nipissing Board of Governors.
- Call for the creation of a Special Budget Advisory Committee at Senate.
- Urge the BofG to amend its policies on the hiring of senior administrators to include Senate participation.
- Take part in setting the agendas for Faculty Council meetings.

Faculty Councils should consider:

- More robust means of recruiting members to Senate and Senate committees.
- Incorporating discussion of Senate matters before and after Senate meetings.
- Debating and voting on program development and curriculum at Council before it proceeds to Senate.

Last Word

Perhaps one final exercise we could all benefit from would be, in a moment of quiet (perhaps in early May), to reflect on some aspect of our jobs that we strongly value—for instance, the reward of engaging students in the classroom or pursuing independent research—and consider how it is now (and could be better) supported by the collegial governance structures we serve and are served by. Then consider how it might be compromised by further erosion of the system. Finally, we need to work out what we each can do on a local level to make collegial governance a vital and adaptable tool.

Readers might be encouraged to know that NUFA is considered a leader in the area of enhancing governance. Mark Crane (co-chief negotiator for NUFA) has published a post in OCUFA's *Academic Matters* blog that is an overview of the Special Governance Commission. "[F]aculty at Nipissing are further ahead than they were one year ago," as Mark says. Changing the culture of Senate "will not happen over night . . . [and] will require a renewed effort on the part of faculty to make a meaningful contribution to governing the academic side of the house" (see the whole post here: [http://www.academicmatters.ca/2017/01/can-collegiality-negotiated-university-](http://www.academicmatters.ca/2017/01/can-collegiality-negotiated-university-governance-collective-bargaining/)

[governance-collective-bargaining/](http://www.academicmatters.ca/2017/01/can-collegiality-negotiated-university-governance-collective-bargaining/)). Also helping to (re)invigorate the academic community across Canada is our own NUFA President, Susan Strigley, who gave a paper at "University Governance in the 21st Century" in early March, a national conference hosted by CUFA-BC in Vancouver.

Congratulations to Mark, Susan, the Special Governance Commission Members, and all those whose work and principled dedication has brought us provincial and national attention. It is heartening in these times to see these devoted efforts for change. Now that the (academic) eyes of the nation are upon us, let's follow through.

EXECUTIVE COMPENSATION FRAMEWORK

By Amanda Burk, Associate Professor of Fine and Performing Arts

Fair Compensation? The New Executive Compensation Framework

Just over one year ago, FASBU members were out on strike and fair compensation was one of the issues on the table. On the very first day of the strike, I was asked to speak to the Nipissing University President as he crossed the picket line. Our conversation, to say the least, did not end well. It ended with our President angrily stating, "if you wanted Toronto salaries, you would be working in Toronto!" He had it wrong. We were not asking for Toronto salaries, not even close – as one of the lowest paid faculty in the province, we were simply asking to not fall further behind.

Since March 2012, executive compensation at universities and other public sector institutions has been frozen under the Broader Public Sector Accountability Act. All elements of compensation, including base salaries were restrained during this time, however a new **Executive Compensation Framework Regulation** came into effect in September 2016, lifting this freeze.

The new framework allows broader public sector institutions to increase compensation for executives. For universities, this will apply to all presidents and vice-presidents, as well as certain other senior positions who are considered to be

holding an executive position and who earn at least \$100,000 on an annualized basis.

What the Ontario Confederation of University Faculty Associations (OCUFA) also points out in their recent bulletin, *What the Executive Compensation Framework Means for Universities*, is that the framework “puts in place requirements designed to improve the accountability and transparency of the process by which compensation is determined.”² While increased accountability and transparency are improvements over the practices of the past, OCUFA along with many Faculty Associations across the province have serious concerns about the effectiveness of the framework and what will happen as a result of it being in place; most fear that the increases will result in substantially higher salaries for university executives. And so, we are all watching and waiting for this process to unfold.

There will be an upcoming 30-day period, sometime before September 5, 2017 where the details of the executive compensation increases will be posted on the university website. This requirement for the institution to publicly post the details of the proposed changes is to allow the members of the public and in our case, the wider university community, to be informed about the changes and to allow for feedback. The university must also collect, evaluate and retain the feedback they receive as part of the process.

CASBU CORNER

By Rhiannon Don, *Instructor in Academic Writing*

Over the last four years, I've had several opportunities to attend meetings, workshops, and

Here is what you should know about what should be posted:

The framework requires university boards of governors to justify proposed increases in executive compensation by:

- Developing a philosophy that explains how their compensation program is designed to support the university in achieving its operating goals and strategic objectives;
- Conducting an analysis of the compensation currently provided to executives at comparable institutions, with the understanding that comparator institutions should fulfill a similar purpose, have similar student enrolment, be located in similar regions, and that the positions compared should have similar responsibilities; and
- Detailing the total compensation and performance-related pay proposed for each position based on comparable positions and salaries.

OCUFA Bulletin, *What the Executive Compensation Framework Means for Universities*,
January 25, 2017

For an institution like Nipissing University, which continues to face financial challenges, the Executive Compensation Framework is unquestionably something that will require our full attention. NUFA will be watching closely for the university's proposal, but it will be important for all faculty, as well as the wider community to also provide feedback.

conferences to represent NUFA. The thing that I am always struck by at these events is the simple fact

² <https://ocufa.on.ca/blog-posts/executive-compensation-framework-means-universities/>

that we are not alone: the pressures and concerns that NUFA faces are faced by every other faculty association and union that I've encountered. For this month's CASBU Corner, I wanted to write a little bit about CASBU's connections to other universities and organizations because it is easy to forget that we are a part of that provincial and national context.

Since August of last year, I've sat on the Contract Academic Staff Committee for CAUT, as the representative for a midsize institution. (For this committee, CAUT calculates the size of an institution based on the number of contract faculty it employs. Nipissing currently employs over 300 contract faculty in a variety of roles. By contrast, the small university representative is from St. Francis Xavier in Nova Scotia, which employs fewer than 100 contract faculty.)

The CAUT CAS Committee meets twice a year in person and monthly over the Internet. Each member reports on what is happening at their school, and we discuss the broader implications of the patterns that we see. We also review CAUT policy documents to see their implications for contract faculty and make recommendations to

CAUT council based on these discussions. We are also organizing a conference for 2018 that will focus on CAS issues.

OCUFA, our provincial body, also has a committee for contract faculty. Laura Rossi represents us with that group, which has been working hard on the \$15 and Fairness campaign, representing faculty at the Changing Workplaces review of the Employment Standards Act, and on We Teach Ontario.

In addition to these committees, we are represented by CASBU Member and Chief Negotiator Mark Crane on collective bargaining committees at both CAUT and OCUFA, which has allowed us to build relationships with the bargaining committees at other universities like Laurier and Trent. During bargaining, we are able to support each other on social media, helping to raise awareness about the important issues that we face.

As we contemplate a merger of the two bargaining units here at Nipissing, advocacy for contract faculty will only become more important, and we are very fortunate to have the experience and support of the committees and associations with which we interact.

THE SPACE BETWEEN: UNDERSTANDING THE JCAA

By Todd Horton, *Assistant Professor of Education*

Recently, I parted ways with a colleague in the hallway stating I had to go and prepare for a JCAA meeting with the Administration. My colleague was well aware of my work with NUFA over the years but ended our time together with the question, "What is the JCAA anyway?" I scurried off with the response, "I'll fill you in later" still hanging in the air. Of course, he didn't know what the JCAA is; I suspect few NUFA Members do. In the hullabaloo that is daily life, who has time to read Article 9 of the Collective Agreement (CA) unless they have a bad case of insomnia???

Still, Article 9 is an important part of our CA, outlining the creation and mandate of the *Joint*

Committee on the Administration of the Agreement aka JCAA (that's J-C-Double A for hipsters who want to appear to be "in the know"). In short, the JCAA is a designated space for NUFA and Administration to talk between rounds of bargaining new collective agreements. As collective agreements are large, unwieldy documents written by human beings, they are subject to all the pitfalls of academic writing, including but not limited to, unclear use of language, contradicting clauses, and oversights. The JCAA allows the parties to find mutual understanding when confronted by differing interpretations or confusion.

It is important to note that the JCAA is not a space for “extended bargaining”, whereby articles or clauses that one side or the other dislikes can be revisited or re-negotiated. Such changes must come at the bargaining table. As Article 9.4 states, “the JCAA will not have the power to...modify in any way the terms of this Collective Agreement”. However, the CA does allow the JCAA to act in an “advisory capacity” whereby the parties can seek the “the timely correction of conditions which may give rise to misunderstandings”. It’s a fine line that is itself open for interpretation.

Currently, the JCAA has been convened to discuss a number of issues, two of which concern areas where the CA is “silent”: team teaching and experiential learning courses. I put the word ‘silent’ in quotations because the CA does speak to Members teaching courses, various types of work load assignments, how workload is calculated and assigned, and how and what Members are to be compensated. But the CA does not clearly speak to types of teaching assignments that vary from the one instructor-one course-one room norm (e.g., team taught or experiential learning courses). Even the section in the CA that refers to alternative course delivery does not address these new (and not so new) ways of operating at the university.

At first blush, one might assume because the CA is silent in these areas the Administration can do whatever it pleases using its management rights. One might also assume that NUFA could or perhaps should ensure that all courses be assigned, taught, and compensated using the one instructor-one course-one room model. Yet it would appear that both the Administration and NUFA recognize that there is a space between these two binary positions where discussion and mutual understanding could occur. As NUFA is the sole bargaining agent for all

terms and conditions of employment for Nipissing University's full- and part-time faculty, we brought the issues to the JCAA.

Collective agreements try to bring clarity, certainty, consistency, and stability to the workplace. With regard to team-teaching and experiential learning courses, you can imagine the questions that might arise at the JCAA: what exactly do we mean by these terms? Are the terms to be designated for certain courses or applied across the board? What courses do we currently operate that are team taught or designated as experiential learning? How are such courses structured? How should they be structured? What will the role/contribution be for the instructor(s)? How will evaluation be handled/monitored? How will such courses be assigned (e.g., on-load, overload)? Will they be required or can you refuse? How will answers to these questions impact on compensation? Do exceptions to the rule need to be considered? How might all this impact academic freedom? This but scratches the surface of the questions unleashed by these new and exciting ways of offering and delivering courses.

What the results of these discussions, if any, will be are unknown at present but establishing clarity, certainty, consistency, and stability in the workplace serves all our interests in the long run. NUFA and the Administration had great foresight those many years ago when they agreed to the concept of a discursive space in which to address challenges between rounds of bargaining. The JCAA is a vital part of the Employer-Employee relationship and will hopefully continue to help us lessen the challenges of collective bargaining and avoid grievances/arbitrations.

SPOTLIGHT ON RESEARCH: Winners of the Research Achievement Awards

Justin Carré, Arts and Science,

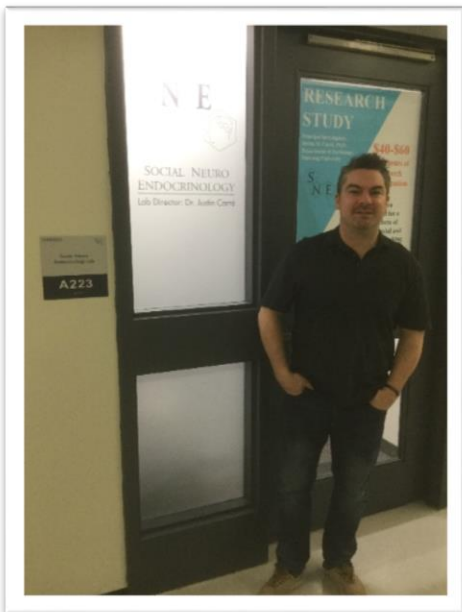
Winner of the Chancellor's Award in Research 2015-2016

Justin received a Ph.D. in Psychology from Brock University in 2010. He did a postdoctoral fellowship at Duke University, and then accepted a tenure-track position at Wayne State University in Detroit, MI. In 2013, Justin moved back to Northern Ontario to begin a tenure-track position at Nipissing University. His program of research aims to elucidate the complex interplay between neuroendocrine function, social context, and personality traits, and how such factors give rise to individual differences in aggressive behaviour.

Justin has published 60 peer-reviewed journal articles and 5 book chapters. His work has been cited over 2,000 times and he has an h-index of 23 (23 manuscripts cited at least 23 times each). He has been successful in obtaining external research funding from the Natural Sciences and Engineering Research Council of Canada, the Social Sciences



and Humanities Research Council, the Canada Foundation for Innovation, the Northern Ontario Heritage Fund Corporation, and the Harry Frank Guggenheim Foundation. His international reputation is further evidenced in his roles of Associate Editor for the journal *Aggressive Behavior*, and Consulting Editor for the journals *Evolution and Human Behavior*, *Psychoneuroendocrinology*, *Adaptive Human Behavior and Physiology*, and *Evolutionary Sociology and Biosociology*. Also, in light of his research expertise, Justin has served as a reviewer for several granting agencies, including the Harry Frank Guggenheim Foundation, Netherlands Organization for Scientific Research, South African National Research Foundation, Vienna Science and Technology Fund, and the Natural Sciences and Engineering Research Council of Canada. Altogether, Justin's highly cited research has established him as one of the leading researchers in the field of social neuroendocrinology.



Anahita Baregheh, Applied and Professional Studies

Anahita's research interests are mainly in the area of management focusing on innovation management, decision making, food sector, Small and Medium Sized Enterprises, supply chain management, leadership and consumer behavior. Anahita's Ph.D. thesis focused on innovation in food and drink sector SMEs focusing on the integration of types of innovation and innovation orientation. Her efforts to make sense of the literature on innovation led to two well received articles on proposition of a multidisciplinary definition of innovation and an innovation type mapping tool with 720 and 149 citations on the basis of Google Scholar respectively.

At Nipissing University, Anahita joined a multidisciplinary research team that aims to develop a decision making tool to help innovation managers. This project has received a SSHRC Insight Development Grant, produced 2 peer reviewed journal articles and 6 presentations in international conferences and is in the data collection phase. This research aims to map the relationship between risks faced by innovation managers, the actions they take as a result and the associated success; the idea is to provide this information to innovation managers when they are making decisions. In doing so, the research team has also developed a novel methodology that they have named the *non-saturated adaptive survey methodology*, which is an interactive online survey and through a Google like search engine allows the respondent to provide information only about what they have knowledge of.

Rob Breton, Arts and Science

Rob works on Chartist fiction, essentially British working-class fiction from the 1830s to the 1850s. Chartism was much more than a political movement. By the 1840s, working-class families could attend a Chartist Sunday School, shop at a Chartist co-operative store, or dance at a Chartist concert. Getting Parliament to accept the six points of the Charter, basically franchise and parliamentary reform, was the primary goal, but a corresponding attempt to recognize and develop an independent cultural identity for working people was increasingly understood as a necessary step in the development of a politicized working class. To this end, but for other reasons as well, Chartists wrote a great deal of politically-charged poetry and fiction. Chartist poetry has received most of the critical and scholarly attention, in large part because Chartists produced more poetry than fiction. But the amount of fiction in Chartist periodicals is nonetheless significant, demonstrating an attempt to create "a literature of your own," as the prolific Chartist Thomas Cooper would say.

Rob's recently published book on Chartist fiction is titled *The Oppositional Aesthetics of Chartist Fiction*, published by Routledge. It is the first full-length study of Chartist fiction that compares Chartist literature to middle-class writing from the same period of time. He argues that in the age of Dickens and Gaskell, Chartists wrote a species of anti-fiction in which the expectations of narrative were revealed as being irreconcilable to the real world. Extra-textual reality interrupts the fiction: without or until the Charter, realistic and socially-conscious fiction had to be unsatisfying, symbolically and emotionally, even aesthetically to some extent. Chartist fiction, he argues, frustrates the easy consumption of narrative primarily by insisting upon horrible endings where your heroes simply die, ultimately because they lack political power. His work shows that there can be no happy representation without representation.

Kristen Ferguson, Education

Kristen's research touches on a number of areas: language arts education, literacy coaching, professional development, drama education, higher education and literacy, teacher stress, simulations in education,

financial literacy, and qualitative research methods in education. In 2017, she had two co-authored peer-reviewed books published with Oxford University Press: *Literacy: Reading, Writing, and Children's Literature* and *Making Sense in Education: A Student's Guide to Research and Writing*. Since 2010, she has also published 17 peer-reviewed articles (in journals such as *The Canadian Journal of Education* and *The Reading Teacher*), 10 of which are sole-authored publications. She is currently a co-applicant with a team (Principal Investigator: Ivy Bourgeault, University of Ottawa) that received a SSHRC CIHR partnership grant to study mental health issues, gender, and return to work. She will be heading the subgroup studying teachers and education. Her current research in literacy, in partnership with Dr. Jacqueline Lynch (York University), focuses on vocabulary, including both vocabulary of parent/child interactions as well as vocabulary instruction in elementary schools.

Lesley Lovett-Doust, Arts and Science

Lesley's first publication, based on her undergraduate thesis, investigated the introduction, invasion and spread in Britain of giant hogweed, a relative of the wild carrot that can grow up to 6.5m tall. Sap from this plant (which has recently invaded Canada and the USA) combined with sunlight causes a blistering rash.

Since then, Lesley has studied agricultural weeds, the population genetics of endangered species, evolution of sexual systems and cloning in nature, hydroponics to produce safer medicinal plants, and water quality research and administration in the Great Lakes. In 2016 she published 6 journal articles, with three more in review. This work included collaborations with colleagues and graduate students in the Middle East, exploring topics like Indigenous Knowledge and wildcrafting of "famine food" in Darfur, Sudan, the use of floating plants to mop up heavy metals in water supplies in Egypt, and protection of endangered tree species in Libya. Locally, Lesley and her students have mapped contaminants in Callander Bay, and are testing the ability of plants and their associated root microbes to clean up oil spills and other soil pollutants. Based on her own undergraduate experience, Lesley strongly supports engagement of students in research; of 70-plus journal articles and book chapters, about 45 are collaborations with students. Eight



GIANT HOGWEED

articles, with over 100 citations, are classified by ISI as "very well-known citation classics" and one is in the highest international category of "renowned citation classics" with over 500 citations (782 to date).

Lesley returned to teaching three years ago, developing 8 new courses, and supervising undergraduate researchers. This year they were joined by two students in Nipissing's MEdS (Master's of Environmental Science) program. Lesley and her students especially appreciate the funding from this Research Achievement Award as their current research requires costly chemical analyses and support for fieldwork.

Astrid Steele, Education

Astrid's research program focuses heavily on the intersection of science teaching and learning with environmental education. Under the acronym E4E (Educating for Environment) a number of projects have unfolded. Notably, through a partnership developed with the Near North District Area Board, the E4E school projects and teacher candidate workshops have explored many facets of environmental education. The E4E school projects have supported work and research opportunities for 15 teacher candidates as learning facilitators, and directly supported numerous local teachers and their students in environmental education learning opportunities. The E4E workshops provided teacher candidates with opportunities to discuss and practice education *about, in and for* the environment. In addition, her research and writing have explored elements of current practice such as integration of Art and Science, STSE and the Nature of Science, and the ethics inherent in STEM teaching and learning.

BLOG ON THE BoG: ON RESPONSIVE LEADERSHIP

By Toivo Koivukoski, Associate Professor of Political Science

Good governance needs leadership that is responsive to the people governed, and this means that leadership be called upon to account for decisions taken and respond to initiatives from within the community at large. This iterative quality of governance, where those entrusted with decisions taken are not simply given a blank check mandate to do what they will and report back after the term of an election or appointment, requires open forums where questions can be asked and advisements given, with that back and forth deliberation being constitutive of the community as a whole. The very being of a group as such can thus be traced to the quality of those deliberations, with their openness and responsiveness being indicative of a trust which would bond a people together in the autonomous expression of their collective will, as in the affirmation that yes, we will do this.

That said, there is at times a kind of trepidation accompanying the calling of a meeting or the opening of a question period for discussion, since one can never be quite certain what questions will arise. Democratic deliberation is beautifully unpredictable in this sense, uniquely suited to beings who can change their minds and be persuaded by others. Under the apprehension of the unpredictable, there may be a temptation to manage the discussion, to massage meetings into

messaging platforms, to ritualize votes into a token show of unanimity. And beyond the managerial ethos, there is that pattern of exhaustion that may make the longish meeting into a race to consensus and adjournment.

With the ease of slipping into our weaker natures in mind, it is heartening then to see the perseverance of a dogged set of questions asked, bringing reason to bear where lassitude would otherwise rush to a shallow consensus. Sitting in on the last meeting of our Board of Governors, it was a source of some confidence to see an external Board member ask a series of searching questions, some as a matter of information (e.g. "Just what is a Summer Institute?") and some seemingly intended as a request for accountability (e.g. "Where is the University's Academic Plan?"). It must be a unique challenge for external Board members to acquaint themselves with the institutional culture and mandate of the University, where tenure, academic freedom, and programmatic autonomy are linchpin enablers of free inquiry, quite unlike the more commonly experienced and pervasive profit-generating, hierarchical corporation. As common ground, it is in that spirit of searching curiosity that the mandate of the university shares in a perennial feature of human nature, that is to search out a

reason why rather than placidly accept things as they are given.

In that spirit, and given the Board Secretary's kind sharing of a cursory budget summary with audience members of that particular meeting, it was remarkable to this observer to see that the percentage of the University's revenues derived from student fees and tuition has grown far beyond the 50% figure that has been touted in the past. Our students now bear a disproportionate cost of higher education compared to government. If our

collective voice could call our academic and student leadership to account, it should be in part to insist that government invest in universities so that students are liberated rather than indentured by their education, free to ask why rather than forced by economic precarity to accept their lot in life as a given. Our students deserve better, and we ought to teach them to demand more from the realities that they would otherwise inherit if indifference and apathy prevail in their future.³

NUFA'S INSTAGRAM – CONTRIBUTIONS WELCOME!

During the strike, Dean Hay started up an instagram account for NUFA with the theme "We Live Here." The goal is to highlight NUFA members' commitment to and affection for North Bay and our community. So far, we have showcased: NUFA members holding up signs signalling how long they've worked at Nipissing and lived in North Bay; student recipients of Learning Opportunity Awards from NUFA; NUFA's solidarity with other local and national unions; NUFA events and fundraisers; and NUFA members' events and successes, from Toivo as head coach to April's new boat! Instagram is a

photo-based medium and we encourage you to send in excellent photos that fit with the overall theme highlighting our commitment to and affection for North Bay and our community. Because the format is small, close-ups are best. We can't promise that we will use all of the images that you send us, but we invite you to submit images of NUFA members and events for consideration! Please send pictures to nufaoffice@gmail.com.



NUFA LEARNING OPPORTUNITY AWARDS, 2016-2017

We are pleased to announce that in this academic year so far, NUFA has provided over \$10,000 in Learning Opportunity Awards. These awards are designed to encourage the continuation of learning experiences and projects outside of the classroom. Twenty-five awards were given 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.

Bent	Tristan	Society for Neuroscience, San Diego, CA
Bozek	Emma	Int'l Conference on Human Behaviour and Evolution, Vancouver
Desrochers	Jessica	Int'l Conference on Human Behaviour and Evolution, Vancouver
DiFilippo	Anna	26th Annual Canadian Society for Brain, Behaviour, and Cognitive Science, University of Ottawa
Donovan	James	26th Annual Canadian Society for Brain, Behaviour, and Cognitive Science, University of Ottawa
Ehnes	Mandy	North American Ornithological Conference, Washington, DC
Haghgoo	Kristina	Society for Neuroscience, San Diego, CA

³ To read this article more fully on Toivo's blog, click here: <https://ouruniversitygovernance.wordpress.com/2017/03/09/on-responsive-leadership/>

Hill	Duncan	Mangrove and Macrobenthos Meeting, St. Augustine, FL
Jeffery	Mikayla	26th Annual Canadian Society for Brain, Behaviour, and Cognitive Science, University of Ottawa
Landry	Nicholas	Society for Neuroscience, San Diego, CA
Loates	Kirsten	26th Annual Canadian Society for Brain, Behaviour, and Cognitive Science, University of Ottawa
McCharles	Taylor	Society for Neuroscience, San Diego, CA
Morning	Hailey	Canadian Association of Geographers, Ontario Division Conference, Waterloo
Muldoon	Laurel	Canadian Association of Geographers, Halifax, Nova Scotia
Ouellette	Danielle	Int'l Conference on Human Behaviour and Evolution, Vancouver
Repo	Erik	Society for Neuroscience, San Diego, CA
Rydzik	Jordan	Canadian Chemistry Conference, Halifax, NS
Wilcox	Kevin	Canadian Society for Studies in Education, Calgary
Wittmaier	Kyle	ESRI Conference, Toronto

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

Barton	Stephanie	Tribes Training Workshop, Nipissing University
Bates	Christy	Tribes Training Workshop, Nipissing University
Blackman	Aleicha	Ontario Music Educators' Association (OMEA) Conference
DeFranco	Samantha	National Women's Studies Associations' Annual Conference, Montreal
Dickerson	Amy	14th World Festival of Children's Theatre, Stratford
Gee	Alisha	Tribes Training Workshop, Nipissing University
Ghent	Candace	National Women's Studies Associations' Annual Conference, Montreal
Jackett	Deanna	National Women's Studies Associations' Annual Conference, Montreal
Johnston	Shannon	Tribes Training Workshop, Nipissing University
Loates	Kristen	National Women's Studies Associations' Annual Conference, Montreal
MacDougall	Jenna	National Women's Studies Associations' Annual Conference, Montreal
Maracle	Kendra	Society for Neuroscience, San Diego, CA
Pulyk	Brandon	Society for Neuroscience, San Diego, CA
Quigley	Hailey	Society for Neuroscience, San Diego, CA
Roberti-Serafini	Megan	Tribes Training Workshop, Nipissing University
Saunter	Avery	Changing the Conversation on Sexual Violence, UBC
Snoddon	Natasha	Northern Ontario Business Case Study Competition, Sault Ste. Marie
Tomkinson	Layla	Tribes Training Workshop, Nipissing University
Vucic	Analucia	Canadian Anthropology Society Conference, Halifax
Walker	Kaitlyn	National Women's Studies Associations' Annual Conference, Montreal

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 four application cycles per year: September, December, April, and June.

NOTICE OF THE NUFA ANNUAL GENERAL MEMBERSHIP MEETING 2017

Please note the change of date:

The NUFA AGM will be held on **Wednesday, May 3, 2017 at 1:00 pm in F210 (Fedeli)** on the North Bay Campus and video-conferenced to the Brantford campus. Child-care reimbursement is available through the NUFA Office.

NUFA's Spring Social will be held Friday, April 7th, 2017 at 5:30 pm at the Raven and the Republic.

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 at <http://www.nufa.ca./constitutions.html>.

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 (CASBU)

Member-at-Large (Education)

NUFA Standing Committees

Communications Committee (4)
Constitution Committee (4)
Gender Equity and Diversity Committee (4)
Scholarship Committee (4)
Social Committee (up to 5)

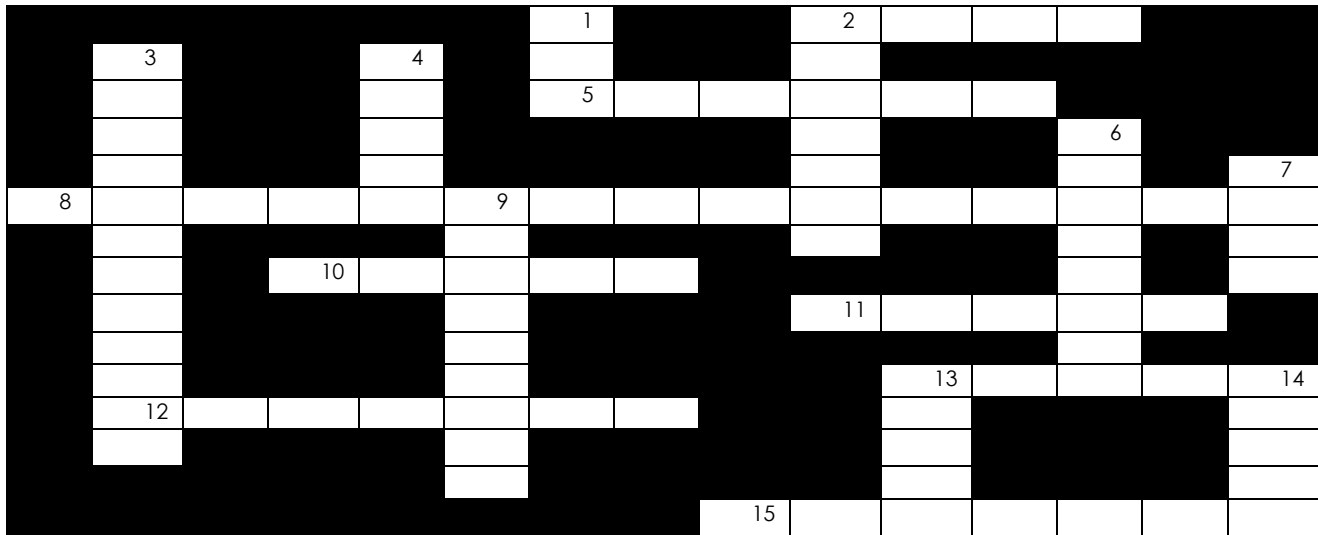


HELLO WORLD!



Anna, Stephen and Hunter Connor are happy to announce the arrival of James Patrick Cúchulainn Odin Connor, who arrived January 7th, 2017.

NUFA CROSSWORD PUZZLE



Across

2. Co-founder of the Trade Union Solidarity (4)
5. Chair of the Nipissing Board of Governors (6)
8. Where many of you were in November (2,3,6,4)
10. What does the B in BUFA stand for? (5)
11. How many members of the NUFA Executive are required to request a vote of non-confidence against another member or members of the Executive? (5)
12. NUFA's Past President teaches in which department? (7)
13. If you weren't the answer to 8 across, what are you likely a member of? (5)
15. All _____ regarding the fairness of your employment conditions can be addressed to your Grievance Officers (7)

Down

1. A synonym for "alternative fact"
2. What does the L in WLUFA stand for? (5)
3. President of NUFA (5,7)
4. Member at _____? (5)
6. A principle governing Collective Agreements (8)
7. _____ Hour Contracts? (4)
9. What does the P stand for in TPF? (9)
13. Chief Negotiator for 13 across (5)
14. NUFA has two Bargaining _____? (5)