

# THE NUFA NEWS

October 2018, Issue #31

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## KFC and SETs...Much More Than a Chicken Wing

Amanda Burk, *President of NUFA*

Walking down the hallway the other day, I overheard two students speaking about professors who look like “professors”. In case you are wondering, “professors” in their opinion look like Colonel Sanders, and according to these students a few can be spotted on campus. While I am sure that this conversation was in jest, it did get me thinking about the ways the academy has begun to shift over the years, and more specifically about what the landscape of faculty on campus at Nipissing looks like today. In the hallways, offices, classrooms, and labs you will find faculty with a range of backgrounds and experiences that challenge and up-end the Colonel Sanders image of a “professor”—women, young faculty, visible minorities, and so on. Of course Nipissing, like most Universities, needs to do more to foster greater diversity, equity, and inclusivity on campus. We are still a long way from having diversity that takes into account variation among people across broad social categories, like gender, race, religion, sexual orientation, abilities, family status, and socio-economic status. It also seems that it is going to take more time to shift students’ persistent and stereotypical expectation that some version of Colonel Sanders will be the one waiting for them at the front of the classroom.

As I have continued to ponder this eavesdropped conversation, I have found myself thinking about its connection to Student Opinion Surveys or Student Evaluations of Teaching (SETs). For years, studies have revealed just how unreliable SETs are in assessing teaching effectiveness. SETs are primarily measures of student satisfaction, and whether a student is satisfied with their experience in a course depends on many factors, most of which have nothing to do with the teaching effectiveness<sup>1</sup>. Attention has also been drawn to the ways in which SETs are affected by racial and gender stereotypes and thus entrench systemic conditions for minority faculty to experience harassment and discrimination.

Recently, there has been a significant arbitration decision that will see Ryerson University no longer use SETs in tenure and promotion decisions. Arbitrator William Kaplan concluded that the evidence “establishes, with little ambiguity, that [this] key tool in assessing teaching effectiveness is flawed”<sup>2</sup>. He also confirmed the research implicating SETs in serious human-rights issues arising from biases around gender, ethnicity, accent, age, even “attractiveness”, which may factor into students’ ratings of professors and make SETs deeply discriminatory against numerous “vulnerable” faculty<sup>3</sup>. The reality that a student’s assessment of faculty may be influenced by their own beliefs and biases about how a professor should look, dress, and speak is encapsulated in the Colonel Sanders remark made by our own students. The Ryerson arbitration case will undoubtedly be used by many faculty associations to eliminate the use of SETs across the country and this is definitely something that NUFA will be working toward in our next round of bargaining. It does, nonetheless, raise the very important question of how teaching effectiveness is to be assessed for the purposes of tenure and promotion. NUFA is interested in hearing from you on this issue.

### Work Cited

1. Richard L. Freishtat. *Expert Report on Student Evaluations of Teaching (SET)*, September 30, 2016 <<https://bit.ly/2AkOUz8>>, retrieved on 2018-10-11
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3. Moira Farr, “Arbitration decision on student evaluations of teaching applauded by faculty”, *University Affairs*, August 28, 2018, <<https://www.universityaffairs.ca/news/news-article/arbitration-decision-on-student-evaluations-of-teaching-applauded-by-faculty/>>, retrieved on 2018-10-11

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## News from OCUFA

Gyllie Phillips, Associate Professor of English and President of OCUFA

The June election brought a major political shift in Ontario and some potential challenges for university faculty in Ontario. The only attention so far to universities from the new government was the announcement of a policy requiring Ontario universities to have an approved “free speech” policy in place or suffer financial penalties. This announcement fulfilled the only campaign promise related to universities made by Doug Ford’s conservatives. OCUFA has raised objections to this policy directive with Queen’s Park and in the media on the grounds that it is both unnecessary—recent individual troubles notwithstanding, Ontario’s universities are one of the only public places where open debate and respectful dialogue are happening nowadays—and worryingly threatening to university autonomy. In the end, any measure that includes reductions in funding is a threat to education quality and student experience. Here is a link to a joint statement we helped to draft with the Ontario Universities and Colleges Coalition: <https://ocufa.on.ca/press-releases/ontario-universities-and-colleges-coalitionstatement-on-government-mandated-free-speech-policies/>.

While the free speech kerfuffle is an implicit statement on the current government’s assumptions about universities, it may also serve to distract attention from the worry of looming budget cuts and threats to roll back recent labour legislation. The Finance Minister (our very own MPP and former contract faculty member Vic Fideli) announced the results of a line-by-line audit of Liberal government spending. While OCUFA is working on a full analysis of the public report, the big takeaway is the declaration of a 15 billion dollar deficit and presages dramatic cuts to public spending. Also disheartening was the Premier’s declaration to do away with the reforms in Bill 148, including of course, the \$15 minimum wage. Faculty showed extra support for \$15 and Fairness Day of Action on October 15 and for Fair Employment Week October 22-26.

Meanwhile, OCUFA continues to work on supporting members in bargaining, grievance handling, and equity while also engaging with the new government and with allies across education, labour, and student groups in Ontario. On November 13, faculty representatives from across the province will meet with their MPPs at Queen’s Park to

advocate on behalf of their universities for OCUFA's annual Advocacy Day. Looking outside the province, Mark Rosenfeld (OCUFA Executive Director) and I attended the fall meeting of the Confederation of University Faculty Associations of British Columbia (CUFA-BC) at the end of September where we were fascinated to learn about the changes brought about by a political shift inverse to ours in Ontario. Sadly, some of the same themes remain in spite of a change

in government. On a more celebratory note, on October 20 the OCUFA Board of Directors and Presidents gathered to share information, to problem solve, and to celebrate the work of outstanding university faculty with the annual Teaching and Academic Librarianship Awards: <https://ocufa.on.ca/press-releases/ocufa-announces-winners-of-the-2017-2018-teaching-and-academic-librarianship-awards/>.

## Protecting Free Speech on Campus: A Solution in Search of a Problem

David Tabachnick, *Professor of Political Science*

On August 30, 2018, mere days before the beginning of the semester at most universities in Ontario, the office of the newly elected Premier Doug Ford announced a [new policy](#) requiring “every publicly-assisted college and university to develop and publicly post its own free speech policy by January 1, 2019 that meets a minimum standard specified by the government.” Ford had campaigned on a promise to “ensure that publicly funded universities defend free speech for everybody” and now, it seemed, he was delivering.

On the face of it, this policy seems unnecessary or at least redundant to commitments already made by post-secondary institutions. Universities in the province have been and remain bastions for the free expression of ideas. This commitment is reflected in The Council of Ontario Universities (COU) statement responding to the policy. They rightly point out that “Ontario universities share the Ontario government’s interest in protecting freedom of expression,” as well as the fact that “Universities [already] have policies or protocols in place that affirm students’ and faculty members’ right to freedom of expression; they also have dispute resolution mechanisms.” In other words, this policy is imposing a set of demands that have already been met independently without the need for government intervention.

Nipissing University’s [“Policy on Political Activities and Events,”](#) for example, explicitly embraces the general principle that our institution “is committed to free and open discussion and the exchange of ideas and opinions on issues that affect the wider

community, including the expression of political views, within its campus.”

But, it seems, these existent policies are not good enough for the province. They want each institution to conform to a specific set of criteria and demands, such as introducing a “monitoring and compliance” mechanism. If an institution fails to meet these new standards, they are threatened with “reductions to their operating grant funding.”

Our own Gyllian Phillips, President of OCUFA, warns: “Threatening to withhold funding from postsecondary institutions will only serve to undermine the quality of education at our universities and unfairly penalize students.” Similarly, the executive director of Canadian Association of University Teachers (CAUT) further warns that the new requirements amount to “an unprecedented interference with institutional autonomy,” calling the new policy “a solution in search of a problem.”

So, if there is no problem, no crisis of free speech on campus, what is really going on here? Unfortunately, this policy is founded not in research, studies, or consultations but rather upon hyperbole generated in part by relatively recent high profile events at the University of Toronto (UofT) and Wilfrid Laurier University (WLU). UofT psychology professor and self-help guru Jordan Peterson, for example, gained considerable media coverage for his tenuous claim that he would be fired for refusing to

acquiesce to the “compelled speech” dictates of the government’s new human rights legislation around gender identity and expression. Because he said he would not use the pronouns preferred by transgender students and colleagues, he would lose his job and even be arrested: something he framed as an authoritarian retraction of his free speech rights. Similar attention was given to an incident involving Lindsay Shepherd, a WLU teaching assistant. She was chastised by her supervisor for using a Jordan Peterson interview clip in her tutorial to generate discussion on gender rights. Again, Ms. Shepherd claimed that her freedom of speech was being denied.

Even if one agrees that these incidents do represent examples of a curtailing of free speech, there is no evidence that they are “the tip of the iceberg” of a widespread narrowing of freedom of expression on campus. Still, similar media coverage of “deplatforming” speakers on Canadian and American campuses may have led some supporters of the Progressive Conservative government to think that there is a problem that required a solution. In turn, Ford and his team decided to incorporate “free speech on campus” as a winning issue for his campaign and, upon his election win, create the new policy.

The American roots of the policy are also apparent in the call to implement the “Principles based on the University of Chicago Statement on Principles of Free Expression.” This is a reference to a 2016 [letter](#) sent by the Dean of Students, John Ellison, to incoming freshmen. Along with reiterating existent commitments to freedom of inquiry and expression, the Dean warned that exposure to controversial ideas might “[a]t

times... challenge you and even cause discomfort” —going further to explain that their institution does not support “so-called ‘trigger warnings’” or “intellectual ‘safe spaces’ where individuals can retreat from ideas and perspectives at odds with their own.” Like the examples above, this letter got much attention from the media where it was often framed as a rebuke of a stifling political correctness on campuses.

On the one hand, this is a strange source for policies created by the Government of Ontario. “[F]reedom of thought, belief, opinion and expression” as articulated in the Canadian Charter of Rights and Freedoms works in a considerably different manner than “freedom of speech” in the American Bill of Rights (e.g. American rights are not subject to the “reasonable limits clause” found in Section 1 of our Charter). On the other hand, because this letter reflected the extensive research and reporting of a [university committee](#), it remains unclear whether the same or similar circumstances actually exist on Ontario campuses. The government merely promises to “direct HEQCO [the Higher Education Quality Council of Ontario] to undertake research on campus free speech.” Clearly, it would make far more sense for this research to inform the crafting of the policy in the first place.

Altogether, the government has created a policy to address a problem that even they cannot prove exists. Not only does this give a false impression to parents and students of the character of our universities, but it also has the ironic potential of chilling the practice of free speech out of a fear of a new complaints process and the associated threat to cut funding.

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## It’s Open Access Week. But What Does that Mean?

Emily Carlisle, *Scholarly Communication & Research Data Management Librarian*

Have you ever found the perfect article for your research, but then hit a paywall when you tried to open it? Or tried to share your own publication with a colleague, just to realize that they could only access it by first paying a fee? I know the first case all too well, and as a librarian, have heard enough conversations about the latter. Both situations are why I look forward to Open Access Week every year. This October 22-28 marks the 10th annual

International Open Access Week—a global event during which universities, libraries, and academic societies around the globe share the potential benefits of Open Access, and seek to inspire broader participation to make Open Access the norm in scholarship and research.

For context, Open Access refers to scholarly, peer-reviewed research and literature that has been published digitally and is available at no



cost. Publications may be made Open Access immediately through Open Access journals—some of which do require publication fees (author processing charges). However, it's become increasingly more common for copies of papers published in paywalled journals to be deposited in Open Access repositories (such as institutional or disciplinary repositories).

Because research shared openly does not require a subscription or user payment to access, it fosters equitable access, drives societal advancement, and encourages innovation in research. Open Access benefits researchers who share their work openly, too. It's been proven to increase visibility, citations, and opportunities for collaboration. For example, an "ongoing business partnership was initiated when a local business with a NASA/U.S. Air Force contract and an urgent need for testing found [Material Physics Group](#)

documents" from Utah State University, and was able to work with the head of the group, Professor J.R. Dennison (University Libraries, 2018).

But conversations about Open Access don't stop when the week ends! If you're interested in learning more about how to share your work Open Access, and how doing so can benefit you, the library is offering a workshop for faculty from 11:30am - 12:20pm on Tuesday, October 30. We'll be overviewing free, reliable options for sharing work Open Access, and highlighting the reasons that researchers might choose to do so. To reserve your spot, visit <https://bit.ly/2CMVKzW>.

#### Work Cited

University Libraries (2018). *Open access resources: Open access display*. Retrieved from <http://canlii.ca/t/hsqkz>

*This article was written by the library's new Scholarly Communication & Research Data Management Librarian. This position is intended to support researchers through all stages of sharing your research: deciding which journals or conferences to submit to, negotiating your author rights, preserving your work long-term, building your scholarly profile, and more! Researchers are welcome to contact Emily Carlisle with questions or to book an appointment.*

## Library ... Did You Know?

1. The Library provides in-depth research consultations to support faculty research.
2. We subscribe to [RefWorks](#), a bibliographic management tool that users can use to gather and organize their sources. [RefShare](#), a component of RefWorks, allows faculty to share a reading list with their students, with links to full-text articles available in the Library.
3. We provide Information Literacy sessions to give students a general overview of the Library, its services, and materials. Sessions can be customized to meet class needs.
4. We welcome faculty suggestions in developing our collection! Contact your [Liaison Librarian](#) with book or film titles, kits, or other resources you think would be of benefit.
5. Liaison Librarians can provide faculty with a Library Report detailing how the Library supports a program for the purposes of IQAP Reviews or program accreditation.
6. Liaison Librarians will also work with faculty submitting Course and Program Proposals. We'll provide a Library Report detailing existing Library support, and make recommendations for additional Library resources that would be needed.
7. Faculty can complete a [Course Reserves Request](#) form to place course material on reserve in the Library. Materials on reserve have shorter borrowing periods to ensure students have access to high-demand items.

## Spotlight on Research: Winner of the 2017/2018 Chancellor's Award for Excellence in Research

Steven Arnocky, Associate Professor of Psychology

Dr. Steven Arnocky is an Associate Professor and founding director of the Human Evolution Laboratory at Nipissing University. His research broadly examines the evolutionary underpinnings of human mating, with a focus on how sexual selection has shaped our physiology, psychology, and behavior. His research program has attracted over \$676,000 in federal, provincial, and institutional research funding over the past seven years. It is currently funded by the Canada Foundation for Innovation (CFI) and the Natural Sciences and Engineering Research Council of Canada (NSERC), and has previously been funded with multiple grants from the Social Sciences and Humanities Research Council of Canada (SSHRC). He has published 46 peer-reviewed journal articles and book chapters in some of the most prestigious outlets in his field including *Physiology & Behavior*, *Evolution and Human Behavior*, and the *British Journal of Psychology*, as well as in various Oxford handbooks. He is an Editorial Board Member at *Archives of Sexual Behavior*, one of the top-ranked journals in the Social Sciences. His research has been widely cited in the literature over 800 times in the past five years—including in introductory textbooks in his field—resulting in an H-index of 15 and an i-10 of 18.

His early career work focused on reformulating evolutionary hypotheses surrounding within-sex competition in order to provide a better understanding of the conflict strategies used among women. He was one

of the first researchers to conduct empirical work focusing on the adaptive functions of social aggression in women. His research has advanced the field's knowledge of how aggression has evolved in our species, and has provided a clearer picture of the ecological factors that increase risk for aggression, as well as the hormonal and affective mechanisms influencing different forms of aggression, such as in Intimate Partner Violence.

He also conducts research on the factors that promote mating and reproductive success. His work on altruism and sexual behavior was selected as one of *Greater Good Magazine's* Top 10 Insights from the "Science of a Meaningful Life" in 2016. It also appeared in *Scientific American's* Mind Matters in 2017, along with over 300 media outlets worldwide, including the Today Show, NBC News, New York Magazine, and the Pacific Standard.

His current research is focused on testing the immunocompetence handicapping principle in humans. By combining methods from physiology, immunology, and genetics, his lab is working to determine whether certain phenotypes in the face, body, and voice might convey important information to others about the underlying genetic quality and immunocompetence of the individual. This research has the potential to transform our understanding of why humans have developed some physical traits that are very energetically costly to produce, and why those traits tend to be perceived as attractive to members of the opposite sex.

### Truth or Myth? Open Access Edition

Adapted from Peter Subar (2013), ["Open access: six myths to put to rest"](#)

- 1) The only way to provide Open Access to peer-reviewed journal articles is to publish in Open Access journals.
- 2) You can publish in a conventional, subscription journal and still make a copy of your work available Open Access.
- 3) All Open Access journals charge publication fees.
- 4) Open Access publication fees have to be paid by authors themselves.
- 5) Open Access journals are intrinsically low in quality.
- 6) Open Access mandates don't always infringe academic freedom.

## CASBU Corner: What is a CASBU, Anyway?

Rhiannon Don, *Seminar Instructor for English and CASBU Officer*

CASBU, or the Contract Academic Staff Bargaining Unit, is one of two bargaining units that currently make up the Nipissing University Faculty Association. Our Labour Board certificate allows NUFA to represent contract academic staff who “provide instruction” in at least one university degree credit granting course. CASBU members, like the name implies, are employed on a contractually limited basis, and do a variety of different teaching-related jobs across all three faculties.

When most people think of contract academic staff, they think of instructors employed to teach a course or two at a university. At other schools, this is called adjunct or sessional work. Here at Nipissing, we refer to this as per-course instruction, where part-time members are paid for each course that they teach. We have members doing this both on campus and online, as well as some following the pre-packaged model popularized under the old CFTL. However, this is not the only category of instructor represented by NUFA.

The Bachelor of Physical and Health Education program employs a number of CASBU members as practical instructors, who teach applied physical activity courses focused to a single sport or activity, including yoga, dance, soccer, and canoeing (among many others). This allows students to engage in physical activity as well as academic study during their program.

One of the largest categories of off-campus instructors that we represent is the clinical

instructors who teach in our nursing programs. These instructors are nurses who provide instruction and evaluation to students during their clinical placements in hospitals, schools, and other community venues, like Early Years Centers or Boys and Girls Clubs.

Also off-campus, the School of Business uses course facilitators as part of its college partnership program, which allows students at several colleges across the province face-to-face access to an instructor as part of earning an online BBA or BComm degree. This blended delivery model allows students to combine the flexibility of online learning with personal interaction.

In the Schulich School of Education, there are several different categories of part-time instructors. ABQ instructors offer BEd students the opportunity to increase their teaching qualifications in the intermediate or senior divisions. We also represent the Aboriginal Teacher Certification instructors, the Native Classroom Assistant instructors, the Native Special Education Assistant instructors, and the Teacher of Anishnaabemwin As A Second Language instructors. Many of these programs run on our campus during the summer semester.

Lastly, CASBU represents a small number of full-time instructors who teach lab, seminar, and service courses on annual contracts, predominantly in the Faculty of Arts and Sciences. Half of these full-time instructors have taught at Nipissing for over 10 years.

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### NUFA Events

- Fair Employment Week: October 22-26
  - Open House in the NUFA office (A244) Tuesday, October 23, from 12-2 pm
  - Postcard Writing Campaign
  - Know your rights at work - \$15 and Fairness Campaign: please see the information packet in your mailbox for details
- Special Membership Meeting on Pensions: Friday, November 2nd at 1:00 pm in F210
- General Membership Meeting: Friday, November 9th at 11:30 am in R308
- NUFA Holiday Social: Tuesday, December 4, 5:30-8:30pm (location TBA)
- NUFA Winter Social: Saturday, January 26, 4:30pm, Memorial Gardens VIP Lounge. Women’s and Men’s Hockey Doubleheader



## Truth or Myth? Open Access Edition Answers

- 1) **Myth.** There's two routes to Open Access: Open Access by way of journals and Open Access by way of online, Open Access repositories (either institutional or disciplinary repositories). The myth asserts that the only way to make a peer-reviewed work Open Access is through journals.
- 2) **Truth!** You can publish in a traditional, peer-reviewed subscription journal and then make the work freely available elsewhere. Many publishers will allow the pre-print (version before peer-review) or the final peer-reviewed version of a paper to be shared on a personal website or archived in an Open Access repository. The [Sherpa/Romeo database](#) offers a summary of publisher archiving policies.
- 3) **Myth.** The Directory of Open Access Journals shows that almost 9000 peer-reviewed Open Access journals do not charge publication fees. Authors can also make their works Open Access for free by depositing them in an institutional or disciplinary repository.
- 4) **Myth.** The [Study of Open Access Publishing \(SOAP\)](#) showed that when researchers publish in fee-based Open Access journals, the fees are paid by funders (59%) or by universities (24%). Only 12% of the time do authors pay themselves.
- 5) **Myth.** By 2004, [Thomson Scientific found](#) that in every field of the sciences "there was at least one Open Access title that ranked at or near the top of its field" in citation impact. The number of quality and high-impact open access journals has grown since. Why? Because the quality of a scholarly journal is a product of its expert authors, editors, and referees, not its business model or access policy.
- 6) **Truth!** Open access mandates only infringe academic freedom if they require works to only be published in Open Access journals. Of course, that would limit the selection of journals that researchers can publish in. However, if the mandate simply says that a work has to be made Open Access, researchers can still publish in their choice of journal, and then place a copy of the work in an Open Access repository to make it freely available.

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# NUFA

Nipissing University Faculty Association



**NUFA WELCOMES NEW FULL-TIME FACULTY,  
PART-TIME FACULTY, AND LIBRARIANS**  
*FALL 2018*

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Ysabel Castle, Geography  
Reade Davis, Sociology and Anthropology  
Dorothy Larkman, Social Work  
Kate-Lyn Lund, Biology  
Anna Przednowek, Social Work  
Tyson Stewart, English Studies  
Jeff Thornborrow, Social Work

Amadou Ba, History  
Jordan Baker, History  
Chantal Belanger, Nursing  
Jessica Bertrand, Nursing  
Helene Boissonneault, Criminal Justice  
John Burns, Education  
Jeremie Carreau, Physical and Health Education  
Antonia Colarossi, Nursing  
Megan Dion, Nursing  
Judy Dixon, Nursing  
Sarah Dockendorff, Nursing  
Alain Faucon, Physical and Health Education  
Heather Galbo, Nursing  
Sarah Goodchild, Nursing  
Lynn Grills, Nursing  
Philip Hobbs, Social Work  
Jessica King, Nursing  
Robin McDonald, Fine and Performing Arts  
Colin McLaren, Physical and Health Education  
Terra Nevrencan, Social Work  
Philip Nickerson, Psychology  
Scott Nicholls, Physical and Health Education  
Sara Olson, Nursing  
Taylor Peachey, Nursing  
Brian Risk, Physical and Health Education  
Alexandra Rogerson-McDermid, Marketing  
Chelsea Seary-Lalonde, Nursing  
Harpreet Singh, Physical and Health Education  
Lindsey Sjolín, Nursing  
Amy Spencer, Social Work  
Stephanie Spencer, Nursing  
Marla Sunstrum, Education  
Shanna Williams, Criminal Justice  
Emily Wilson, Nursing

Emily Carlisle, Library