

THE NUFA NEWS

May 2023, Issue #39

Cairns / Kruk / Murphy / Murton

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The President's Report

**Sarah Winters, Associate Professor of English and
President of NUFA**

I find myself unable to think of anything to write about for this issue of *The NUFA News*—oh hey, perhaps I could use ChatGPT to generate some ideas for me. But no, I will not do that for by doing so I might make myself redundant not only as a university faculty member, but also as a human being. It's true that I have always been a bit of a luddite (for example, at the age of 52, and 87.5% of the way through my presidency, I still don't own a smartphone—but yes, I used a calculator to figure out the percentage earlier in this parenthesis); however, even taking that eccentricity into account, I think my fear that this new form of AI will threaten all our jobs is not unfounded. I suggest we all start talking about it, a lot.* (Could ChatGPT sound as pompous as I just did in that last sentence?) As the province commissions a new Blue-Ribbon Panel to look into the sustainability of universities, you can bet someone is calculating the price of one human being administering such AI tools to craft and grade assignments versus the price of dozens of human beings doing so. And if students are using the tool to write the assignments for them, there will be no point to universities at all.

Having said something so negative about the latest technology being offered up to us on a platter by our digital overlords, I would like to counterbalance that with something positive: although I mistrust social media, I have only benefitted from getting an Instagram account in order to follow NUFA's Instagram account. Wendy Peters runs it so well, and is always looking for more contributions from members so please do send her photos of yourselves living your human lives with joy and a sense of the ridiculous so that we can

show our student and community-member followers that we are much funnier, quirkier, happier, and more human in all the best ways than ChatGPT and its cronies and competitors.

*One group of academics that has started discussing it is the editorial team at *Nature*. My colleague in Academic Writing, Lindsey McMaster, shared the following link with me: <https://www.nature.com/articles/d41586-023-00191-1>

Grievance: A CASBU Perspective

Adrian Langdon, Assistant Professor, Religions and Cultures

The precarious nature of contract academic work is no secret: courses on a semester-to-semester basis, cancellations weeks before they begin, little job security, no benefits. For universities, we are cheap and dispensable labour, and the trend is only growing in Ontario. Such instability can also come with feelings of being disconnected and unsupported – even at a smaller university like Nipissing.

Situations differ, of course. Some CASBU members work full-time outside the university and teach as a supplement, while others, like myself, view themselves as full-time academics, teaching as much as possible (often at more than one university), while researching and publishing. Whatever the case, there is less time and energy to carve out a meaningful place. But in many ways my experience has been positive. I have been fully supported by department colleagues and have built friendships throughout the university.

Nevertheless, it turns out I have more rights than I had realized. As the CASBU Officer and member of the grievance committee this past year, here are some rights and opportunities that stand out. Some may be familiar, others may not.

- There is now provision for leaves for any creed-based practices (new to the CA).
- You will soon be able to take courses at Nipissing for free, one for each course you teach.
- There is a fund for conference participation if you have Right of First Refusal (RFR) (up to \$800 for attending, and \$1600 if presenting).
- Members with RFR are eligible to contribute 2% of each contract to an RRSP. This 2% is matched by the Employer.
- If you are ever called into a meeting with a Dean or administrator, you have the right to have a fellow NUFA member attend with you. The grievance committee is full of knowledgeable and caring people. Don't go alone.
- The CASBU members in a department get at least one vote for departmental decisions.
- Your syllabus and course content are your intellectual property and cannot be shared without your permission (with a few exceptions).
- Under "normal circumstances" instructors are to have their contracts 30 days before the beginning of term, and course openings are to be posted well in advance (June 20th for FW and March 15th for SS courses).
- Nipissing is one of the few universities in Ontario where both contract and fulltime faculty are part of the same unit (NUFA). This means there is always experienced, knowledgeable, and concerned support for contract faculty. There is a team approach with much continuity.

There are many more things that could be listed here. For CASBU members, I recommend you find the time to make your way through the Collective Agreement, and FASBU members, please look out for contract colleagues and remind them of their rights.

Unfortunately, the deck is still stacked against us. For universities, we are affordable and provide flexibility – at much human cost. And since we don't have the protection of tenure, CASBU members must consider whether or not to rock the boat if there are problems. There is no guarantee that you will be invited back to teach. Nevertheless, this past year I have discovered supports, rights, and

especially people, that are in place to support contract members. For me, Nipissing has become a safer place to teach and belong.

Inside the Teaching Hub: An Interview with Heather Carroll, Senior Instructional Designer

Jamie Murton, Professor, Department of History

Can you tell us a bit about yourself? When and how did you join Nipissing University? Where were you before you came here and what work were you doing?

I enthusiastically joined Nipissing in 2021, after keeping an eye on the impact the Teaching Hub team was having on the national teaching and learning landscape since its (relatively recent!) inception. As soon as I saw the posting for Senior Instructional Designer, I knew I had to stop admiring from afar and throw my name in the hat. Before that, I was the Director of Virtual Teaching and Learning at the Maple League of Universities, a consortium of four primarily undergraduate universities on the East Coast, with similar profiles to Nipissing. Teaching and Learning Centres are generally more established at larger institutions, U15s, for example, so I really relish the opportunity to be part of something from the beginning and shape the course of teaching and learning at more emerging centres.

Can you tell us about your role at the Teaching Hub?

No day is ever the same! I work with faculty on a range of projects, anything from developing and tweaking courses, to coaching on pedagogy, and engaging in scholarly work on teaching and learning. Since 2021, I've also had the opportunity to collaborate with others across Ontario on various projects funded by the Virtual Learning Strategy. I work closely with all members on the Teaching Hub team. We have a really collaborative culture, which helps us all grow and tackle any challenges that come our way.

What do you like best about your work?

I love getting to know people at Nipissing and learning about their passions! We have some of the most dedicated faculty and staff I have ever met. I feel like we all share a common goal of student success, which makes it easy to love your work. If I had to choose, my favorite time of year is the application season for the 3M National Teaching and Student Fellowships. We get to dive really deep into the excellent work happening here, and showcase it.

Instructors who assign essays and other written work are very concerned about ChatGPT and other AI bots. What kind of advice can you give us? How do you think this technology is going to affect the future of university teaching?

I'm not sure if this is sound advice, but don't worry! These bots haven't quite figured out citation, and technology is always changing. We just have to learn how to adapt to it. I think it's accelerating a change in how we view learning and academic integrity. You can always contact us to discuss how to implement alternative assessments in your class!

What interesting developments are out there that are going to improve university teaching?

I think we are in a really crucial time for embracing online and hybrid learning (and work). COVID has taught us so much in relation to what is possible, and how we can expand our scope to improve equity and access for learners who were/are excluded from post-secondary education. There is a window of opportunity to make changes, and I hope we continue to centre access and equity in our instruction. Improving teaching involves rejecting 'the way we have always done this' and 'going back to normal.'

University Faculty Excluded from Government Planning on Future of Higher Education

OCUFA (This important article was referred to the NUFA News by a member. We are happy to re-print it here, with the addendum that OCUFA has since been invited into the consultation process)

TORONTO, March 2, 2023 – Ontario university faculty criticized the Premier’s decision to leave their expertise out of critical decision-making regarding the future of post-secondary institutions and warn that doing so will be a recipe for disaster.

In an announcement March 2, the government announced the formation of a Blue-Ribbon Panel focused on post-secondary institutions’ financial stability and student experience. Panel members include those from business and administrative backgrounds, but no direct student voices or faculty representation.

Sue Wurtele, the President of the Ontario Confederation of University Faculty Associations, said this glaring omission could have devastating effects.

“Ontario’s universities can’t run without faculty, academic librarians, academic professionals, and students, and to omit their expertise from this panel is shocking and irresponsible,” said Wurtele. “Without the knowledge and recommendations from the people whose work drives campus life, the government won’t get a clear or accurate picture of our post-secondary landscape and their decisions could be deeply harmful to our campus communities.”

On behalf of 17,000 faculty, academic librarians, and academic professionals represented by OCUFA, Wurtele called on the Ford government to engage directly and meaningfully with faculty associations and student groups to help shape the future of Ontario’s colleges and universities to avoid future issues. Wurtele pointed to the crisis at Laurentian University, in which corporate advice was taken over faculty concerns, to disastrous results.

The government publicly stated its plans to receive recommendations from the panel in summer 2023. The process is much too rushed for effective consultations.

“Fiscal responsibility and the student experience are extremely important, but transparency, accountability, and public funding will allow our public post-secondary institutions to thrive,” said Wurtele. “The decision to have a discussion about university education that ignores the very people doing the teaching and research is a tell-tale sign that this panel is about performance more than planning.”

OCUFA is ready to work closely with the government to ensure the ongoing success of Ontario’s world-class academic institutions and continues to call for robust and sustainable funding for Ontario’s public universities to ensure fiscal health, high-quality teaching, and student supports.

Founded in 1964, OCUFA represents 17,000 faculty, academic librarians, and other academic professionals in 30 member organizations across Ontario. It is committed to enhancing the quality of higher education in Ontario and recognizing the outstanding contributions of its members towards creating a world-class university system. For more information, please visit the OCUFA website at www.ocufa.on.ca.

For more information, contact: Manisha Aggarwal-Schifellite, Communications Lead at manishaas@ocufa.on.ca or 416-306-6033.

“Essentially My Life!”: An Interview with Matti Saari

Laurie Kruk, Professor, English Studies

LK: I am sitting in Professor Matti Saari’s splendid corner office, with the best view of campus ... overlooking the pond....and we’re marking his *last* year of full-time teaching for us. Obviously, the first question must be: how long have you been teaching for Nipissing, as a Psychology professor?

MS: I don’t consider this work—it’s a career, a calling, essentially my life!—but I decided to become a psychologist when I was about ten years old. Even after forty-five years of thinking about it, I still don’t know what psychology is, because it’s so multi-faceted! So I started at Nipissing in 1977—

LK: Wow....

MS: We were still a college of Laurentian University (okay for me, I got my undergraduate degree from Laurentian...and so I had some connections there). When I was hired I became the third full time member of the Psychology Department. The original seven professors who were on faculty when Nipissing College was established were still on campus at that time.* Nipissing College had just moved into the Education Centre, in 1973, from downtown, where the original campus was founded in the fall of 1967.**

The founding Psychology professors were Lin Parham and Ken Stange. Ken was a poet and we used to have these debates about art and science, and which gives you a better grasp of psychology? And over a number of beers ... we both agreed that each offered their own perspective....

LK: So much history here ... we could discuss for hours! But I need to ask: what do you think was your most important contribution to Nipissing?

MS: Without doubt, it was the student-centered approach to research that I was able to accomplish here. When I came, there was really no research going on, other than Dr. Desmond Anthony and his work on the “itch bug” of Lake Nipissing ... and of course, Dr. George Zytaruk was a literary scholar. And in fact, the science labs were more like high school labs ... but I had got the research bug so badly, that I swore, when I left grad school, that I would be doing research. So I needed to set up a lab. But we had no graduate students. I wondered, if maybe these undergrads would help me in research? And it turns out that was one of the best decisions I made, and that model has been followed by many of my colleagues. And the first publication at Nipissing with me, the student was credited as first author. And many of them published, and presented, typically, at international conferences. Years and years of that....so there are maybe a hundred Nipissing Psych students that have gone on to graduate schools from my lab and close to fifty have earned their doctorates. So that is what I consider to be my proudest achievement. Incidentally, I was a recipient of the OCUFA Provincial Teaching Award, and our Chancellor’s Award for Teaching.

LK: Nice to know your appreciative students recognized you--that’s quite a career. You put research on the map for Psychology. And Nipissing too.

MS: Thank you, and the Department continues to be research-intensive. For a while, I had graduate schools calling me, and asking “Do you have any students you could send us?”

LK: So ... I won’t ask what you will miss the *least* (that’s another discussion, for another time), but...what will you miss the *most*?



Matti Saari
Photo by Amy Stillar

MS: Clearly the interaction with students. It almost breaks my heart as I realize, now, that every lecture is the last one I will make.... In many ways, I feel I am at the top of my game! I haven't used the texts for many years, I have developed my own thoughts, in interaction with the students, and this is what we share. And I think they find it very valuable. And very challenging ... because I question everything! Even: "prove to me you are conscious."

LK: Put up your hand, answer a question! Teaching is something that is always changing....

MS: I don't really consider myself to be a "teacher," because I am not *responsible* for your learning. I am a Professor, I "profess" stuff, challenge your thinking, and I try to get you to argue your positions. And we can have a debate over it. Professors seek knowledge, and we must share this responsibility with our students ... and when they go on to graduate school, we can still collaborate together.

LK: That collegial relationship with your students is a gift ... you've built up a network, it means the relationship can continue, even after graduation.

So, I don't know how you are going to answer this last question, Matti ...but, what are your retirement plans? Is it *possible* for you to retire, after everything you've told me--?

MS: I was really hesitant to take the Retirement Incentive Package ... but, on the other hand, I realize the financial stress that the University is under. I felt that, maybe on some level, that is something I can give.... Because I recognize that my salary is way up there, and they could certainly hire somebody at a much lower salary, which would help.

However, I should also point out that, ever since I've been here—I think the only exception was the time of Ontario's "double cohort"—there has *not* been a time when we've *not* been under financial stringency.

LK: Okay ... those are the financial realities. But what about *you*?

MS: The problem for me is, *this* is my identity. I may travel some; my favourite sabbaticals were doing a 'history tour' of psychology in Europe. It was fun to see Freud's office in Viennaand where he lived in London, later. And also the Galapagos Islands, where Darwin landed. I may go back to England ... but also, I have been working on an autobiography for my kids and grandkids. My sister, a journalist, who was born in Canada, wants to collate our perspectives on being immigrant kids from Finland growing up in Canada. I am one of five brothers who came to Canada and we all have earned advanced degrees.

LK: A great Canadian immigration success story.....thank you Matti.

*The original seven were Charlotte Ames (French), Desmond Anthony (Biology), Sally Hamilton (Geography), Stan Lawlor (Sociology), Norbert Schuldes (Philosophy), Robert Surtees (History) and George Zytaruk (English). I don't think that Sally Hamilton was there anymore in 1977 when I arrived but all the rest were. The geographers then were Dave Rees, Keith Topps and Roman Brozowski.

**Here is an excerpt from the Cassellholme Heritage Site Plaque:

"In September of 1967, Nipissing University College opened its doors on the site of the old Cassellholme Home for the Aged. The opening was a result of a decades-long campaign to bring university education to North Bay. In preparation for the opening, the old nursing home building was renovated to provide classrooms, faculty offices, and other academic spaces. In its first year of operation, Nipissing College had 49 full-time students and seven full-time faculty members offering courses in Biology, Philosophy, History, Geography, Sociology, English, and French. Over the next five years, the college expanded rapidly, thanks in large part to local elementary and

secondary school teachers who wanted to enhance their educational qualifications. This increased demand enabled the college to add full-time faculty in Psychology, Classics, Mathematics, and Economics."

An Interview with Marla Arbach, former CASBU Officer and Erin Dokis, Member at Large

Interviewed by Sarah Winters on March 3, 2022 – Part 2 of a 2-part series

Sarah Winters interviewed Marla Arbach, former CASBU Officer, and Erin Dokis, CASBU Member-at-Large, on March 3, 2022. What follows is a transcript of the second half of the interview; the first half was published in the previous issue of *The NUFA News*.

Since the first half of the interview was published, Marla left academia because of the issues she mentions in the interview, and is no longer a Member of NUFA. The NUFA Executive, the CASBU Collective Bargaining Committee, and the Grievance Committee all benefited from her work.

What's the most rewarding and the most frustrating part of your CASBU work for NUFA?

Erin: Being part of the executive and grievance team has been really great. Understanding the inner workings and the politics of the university is kind of fascinating, and strange, and astonishing. So, there's part of it that's super interesting and I'm really into policy and how things work in practice. As I was saying earlier, the loneliness of working as a part-time faculty worker is ameliorated by having regular meetings, and making new friends, and strengthening other existing relationships. So, I think that's the part that's been rewarding.

What's frustrating is, very generally speaking, just constantly having it confirmed that the adversarial relationship is so counter to my world view and to my way of being with people. But what is good about being with the union is that I'm with a bunch of people who are willing to work and to change that or to call people to account.

Marla: Well I'm very new and I haven't had a lot of direct contact with members at all, so I can't really point to specific times where I feel like I helped people, which is what I would like to be able to do because I can point to specific times where the union helped me. I would like to be able to help someone the way unions in the past have helped me. But, I guess there's still time for that. So I guess what I would say the most rewarding thing is, similar to what Erin said, being with other people who also think things should be different and have the same vision as I do about how things could be better.

Even though we don't always have a route to make things better, I like working together to try and find ways that we can improve things, or to try and find what's our way to argue this or what's our approach that's best suited to achieve what we want—which is to, most of the time, correct injustice, as most of my work has been on the grievance committee. But, I guess also we are not always just responding to crises but trying to find ways to make things better outside of crisis situations, which is the rewarding thing.

What's frustrating is that this is the first time I've been in a union where the contract faculty are together with the full-time faculty, and it really shows me the difference in the way that

we're treated. I can really see the difference between the terms of your working conditions and your terms of employment versus ours, and it's extremely frustrating. Earlier this fall I found that I was feeling enraged, not personally at anyone, but just thinking they're earning four times as much as me and I have the same qualifications and years of experience and it just made me really angry at the structural injustices. Not that any person did it to me or to us, it's just that we do have a two tier system and I don't think it should be that way.

How does your academic discipline inform your union work, if at all?

Erin: So in terms of my academic background, my studies have been in Gender Equality and Social Justice, Indigenous Studies and Canadian Studies, and my research has been about post-secondary education for Indigenous learners. So, this is what I do. My work has always been about justice and it's always been about Indigenous students. My nieces and nephews and cousins who are coming up after me, and also my family and my ancestors who I'm following: those are the folks for whom I do the work that I do. It's just who I am. I always want to make things better for Indigenous folks within the institution, within education, and within their own communities and lives.

Marla: I guess my answer has two parts. So the first part is I'm teaching French, so it's not specifically to do with union work, but I suppose indirectly. When you're teaching language there's an assumption that if you speak that language you can teach it, which is not the case at all. And so I feel like our skills and our efforts as educators are just not recognized. I feel like as a class, language teachers are not often appreciated or understood for our skill as teachers. Maybe for that reason there are an awful lot of contract language faculty members.

Even in universities where they have a major in any language, the full-time faculty would be the literature experts and the linguistics experts, but the ones that teach the actual language classes are large contingents of contract faculty members. It doesn't really affect my union work, but I feel like I'm representing those large groups of people who are teaching those language courses.

But the second thing that I would like to say is that I'm teaching in a field that is not really my field. My PhD is not in French, my research interests are not in French anymore and they haven't been for a while. But it's the work that I got, and it's like my secondary specialization and I guess I'm lucky that I got work in any field. I feel like I also represent people that are teaching in their secondary area or not in the thing they wanted to teach—not the thing they're really an expert in—and don't have any opportunities to teach in the areas they really are an expert in.

What aspect of your CASBU working conditions do you find the most difficult and what change would you like to see?

Erin: The precarity thing is pretty big. This goes back to that commitment to a reciprocal relationship. But waiting to hear if I'm going to have courses to teach or not, preparing, unpaid, for a course that I'm anticipating is going to be offered, and then it's not offered, or

being offered courses a week before they start so having no paid time to actually prep for that course. I have a huge list of books that I would like to buy related to my research and my teaching that I can't afford. I'll get books through the library but lots of them aren't available. I have no benefits, no ability to apply for research grants, no office (although I am welcomed to use one of the shared offices but there are rules about when you're allowed to use it). I think a lot of us would like some respect, would like to have our efforts recognized and talked about in better ways than they are currently. We need more supports and we need more money.

Marla: Salary, precarity, and lack of pathway to advancement is a real bummer. I do feel like there's a built-in lack of recognition for us, not just for the salary but also for any of the benefits that we don't get. So those are concerns for me.

I think the answer is easy: just pay us pro-rated what the full-time faculty get, and give us pro-rated benefits of what they get, and give us the security that they get, and give us the pathway to advancement that they get. If I'm teaching half-time I should be getting half of what one of you guys get. I'm as qualified and I'm doing the same work.

I know it's never going to happen, that's like a dream, but it seems like an easy solution to me. The gap is so wide, I don't know how we can ever bring it any closer.

Another thing that would be very helpful, and I know of some places not in Canada that have successfully bargained to have automatic conversion to full-time status. So after you have taught part-time x number of courses for eight years, you are automatically given a permanent position, and it should be that way.

Erin, you said you've been at the university for that many years. I also think your other years of work experience should also count if anyone were ever to calculate a salary for you that would be fair. It should not just be your teaching that counts. In my case it shouldn't just be my teaching at Nipissing that counts; it should be the ten other places that I've taught/studied at. This would be my eleventh college or university and I don't want to go to number 12, 13, and 14. I would like to find a place where I can stay. But, the system is such that it's not going to happen.

If our part-time work were compensated fairly at a pro-rated fraction of what a full-time person gets it would be possible. I could teach half at Nipissing and half at Carleton and make a living. But they just like to lie and say we can't guarantee that we will have work for you, when there have been people there teaching for decades.

The answer to me is that the university just has to treat us better in the ways that I have mentioned: more equity and to stop lying that they don't need our labour. I've been at Carleton for eight years teaching the maximum of what a part-time professor can get, along with sixteen other people in my department who also teach four courses a year. They could at least make two of us permanent. Just quit lying about the conditions to exploit us, and do the right thing. Obviously, we all joined the union because we know they're not going to do the right thing unless we force them to, and no matter how hard we try we'll only get them to do a fraction of the right thing, but a fraction is better than nothing.

Research Profile

Nathan Kozuskanich, Professor, Department of History

I was recently contacted by the Attorney General of the District of Columbia to do historical research to help them fight a challenge to the District's concealed carry licensing laws. The request was something new for me, and it was an affirmation in the midst of a very busy semester that, yes, even here at Nipissing, I am a researcher recognized in my field. In many ways, this request should not have been so surprising because my time at NU has largely been shaped by unseen and unexpected opportunities.

I came to Nipissing University in 2007 as a recent graduate of The Ohio State University where there were more historians specializing in the history of the United States than there were faculty in the entire NU history department. In short, I was part of a large community of Americanists.

The big questions for me as I started as an assistant professor were: could I sustain a productive research program as the sole American historian (and an early U.S. historian at that)? Could I find a scholarly community? Could I get the resources I needed to sustain my research program?

The answers were unclear. It was a major change to leave the vast resources of a major research institution for the underfunded Nipissing library. A subscription to digital archives like Readex's Early American Imprints (a database of virtually everything printed in the American colonies/United States from 1639 to 1800) that had sustained my dissertation research into the Pennsylvania constitution of 1776 was totally out of the question with NU's miniscule acquisitions budget. Gone were the days when I could order a book, any book, from the OSU library one day and have it arrive in my campus mailbox the next.

Although research supports were few back in 2007, I remain grateful for the Start Up Research Grant that helped me get some basic equipment (a laptop, a quality digital camera, and an external hard drive—remember that iCloud wasn't launched until 2011, and Google Drive in 2012), and a research assistant. I figured that I would use my PER funds to alternately purchase books and equipment, travel to archives, and attend conferences. There was not enough money to do all three in a single year, so some planning and foresight was needed.

Those first years felt restrictive, especially when the relative luxury of a 2-2 load of a new faculty member became the normal 3-2 load (many thanks to the NUFA bargaining team that successfully negotiated a reduction from a 3-3 load before I arrived!). But I soon learned that Nipissing had some benefits when it came to research. The relatively less-proscribed route to tenure and promotion in the Collective Agreement meant that I could take unexpected research opportunities as they came along.



The usual career path for historians is to turn their dissertation into a book before applying for tenure and promotion. I fully intended to follow this route, but some other things got in the way.

First, my doctoral research into the Pennsylvania constitution of 1776 took an unexpected turn into the debate over the meaning of the Second Amendment (the right to bear arms). Many gun rights articles interpreted the constitution's guarantee of a right of the people to "keep and bear arms for the defense of themselves and the state" as an individual right of self defense, an interpretation at odds with the community-based ideas of defense I found in the historical record. This, together with my explorations into newly available digital archives (like Readex's, mentioned above, that I still could access through OSU) became the basis for five articles published between 2008 and 2010 on the original meaning of the Second Amendment. All of this culminated in another unexpected opportunity: writing an amicus brief for the 2010 Supreme Court case, *McDonald v. City of Chicago* (No. 08-1521). Chicago lost the case and the handgun ban was repealed, but at least the brief was cited in the minority opinion. And so, just as I was about to get back to the book project, another opportunity came along. My Second Amendment work had put me into contact with Paul Finkleman who was now editor of a series of biographies to be published by Routledge for classroom use. Paul asked if I would submit a proposal for a Benjamin Franklin biography. The proposal was reviewed and accepted, and *Benjamin Franklin: American Founder, Atlantic Citizen* was published in 2015.

While I was writing the Franklin manuscript another opportunity presented itself. Jane Calvert, someone I had met while researching at the Historical Society of Pennsylvania, was heading up The John Dickinson Writings project out of the University of Kentucky. The project was ambitious: to find, transcribe, edit, annotate, and publish the complete writings and selected correspondence of John Dickinson—a forgotten founding father from Pennsylvania who wrote more for the American revolutionary cause than anyone, but who has languished in relative historical obscurity because he did not sign the Declaration of Independence. I brought my expertise as a Pennsylvania historian to the project and began as a contributing editor. I was the sole Assistant Editor on Volume One (2020) and was happy when the project got much needed funding to hire more editors for Volume 2 (2021). Volume 3 will go to press this summer. Only twelve more volumes to go! It's slightly bizarre to realize that this project will take me to retirement.

Of course, the dissertation-to-book project continues in the background, though in a much different form from its 2007 conception. A SSHRC grant from 2011-13 allowed me to travel to various archives along the east coast of the US to collect the diaries and letters of men involved in the militia system from the American Revolution to the War of 1812. The project, now titled *Arms and the Men: Masculinity and the Militia in the Early Republic* aims to explain how a martialized masculinity helped shape civic identity in the wake of the Revolution.

So research is possible here at Nipissing, even though it often feels like it takes a back seat to teaching and service. No, I can't make it to a conference every year as I would like, so I carefully choose which ones I do attend to maximize my ability to make connections. My affiliation with the Dickinson Project has given me access to the University of Kentucky's vast digital resources that can help sustain projects outside of documentary editing. It's been a circuitous route, but I've made my way.

In memoriam of Professor Tom Waldock

Dear Colleagues:

It's with heavy hearts that we share the passing of our colleague and friend, Dr. Tom Waldock on December 6, 2022. Tom joined the Nipissing family in 1998 and was the founding member of the Child and Family Studies program from its infancy at the Muskoka campus in 2003.

Tom was a pillar in the Department, chairing CHFS for over 10 years and involved in multiple capacities and service to community over this time, including long-standing membership in the

Canadian Association of Social Work Education (CASWE), Children's Rights Academic Network (CRAN), Canadian Association of Schools of Social Work/Social Work Education (CASSW/CASWE), and a foster parent with CCAS (Foster Family Association).

Tom had a passion for children's rights, child welfare, vulnerable and marginalized children, and overall child and family wellbeing. True to his passion, he developed courses in children's rights, marginalized children, child welfare, and caregiving for CHFS. He was an advocate for child welfare, touching the lives of thousands of children, directly and indirectly, either through programs like the Family Partner's Program, participating in the reforming of foster care placement resources, or serving as a frequent keynote speaker and reviewer for the British Journal of Social Work, Child Abuse and Neglect, or the Canadian Journal of Children's Rights.

To his students and colleagues - faculty and staff – at Muskoka, and more recently the Main Campus, the passing of Tom marks the passing of an era. Tom will be remembered “as much a part of the Muskoka campus as were the bricks and mortar that held up the walls”, where “he held up the campus' integrity, held up students when they needed it, and made sure we all knew how important the campus (and the program) was”. He demonstrated respect for students and there was “always an open door for anyone who needed or wanted to chat”.

We offer our deepest condolences to Tom's family, friends and all members of the Nipissing community who knew him. His kindness and commitment to our students will be sorely missed. Tom's commitment to children's welfare and children's rights will live on in the very essence of the Child and Family Studies program that he has spearheaded.

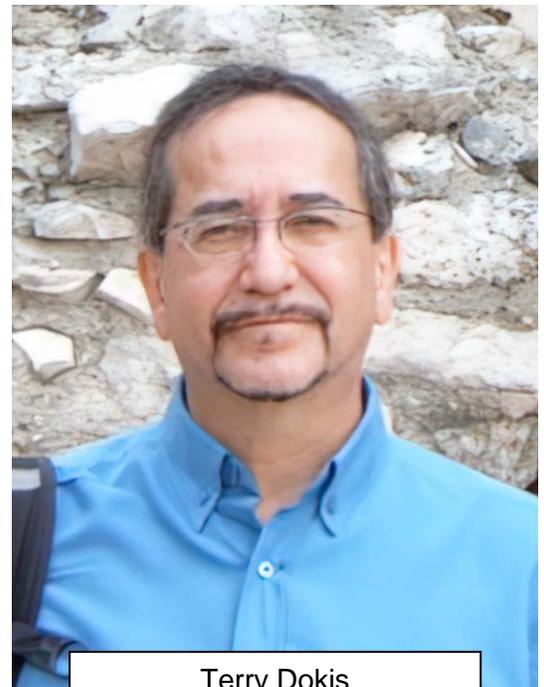
In memory of Tom and in lieu of flowers, the family is encouraging donations in his name to the Catholic Children's Aid Foundation, an organization that supports Catholic children and families in need through grants, programs and partnership. You can donate online, or to the Children's Aid Society of Toronto.

Obituary -- Professor Emeritus Terry Dokis

Terry Dokis, member of Dokis First Nation, died on February 10, 2023. Terry was the first, and for many years only, full-time faculty member in what was then called Native Studies at Nipissing University, having been hired in 1994. Before his retirement in 2017, he established the program that is now Indigenous Studies, along with the Office of Indigenous Initiatives, making the path upon which he then led others. Those others comprise students, faculty, staff, administrators, and community members, both Indigenous and non-Indigenous. Although Terry did not do this alone in the sense that he was lovingly supported always by his family and community, he did do much of the work alone in the context of university professional support. He persevered in the absence of such and worked to transform this university.

Some tributes from fellow NUFA members, current and former, follow:

Terry was incredibly generous with his knowledge. He used to bring a bunch of the hockey guys out to his cabin on the French river to share Anishinaabe teachings. Many of the hockey guys were new to these teachings and were imagining a weekend of golf, poker, and gossiping on the deck. Those were all part of the weekend, too, but Terry's teachings opened their eyes, minds and hearts in powerful ways that have stayed with some of them to this day (20 years later).



Terry Dokis

Remembering how Terry used to do cartoon drawings of us in faculty meetings, quietly satirical...Trickster-ish.

It was an honour to work with him over many years at Nipissing University. He single-handedly initiated and championed the Native Studies program, and his passion for Indigenous history and knowledge provided a solid foundation for what it has since grown to become.

I didn't have a chance to meet Terry, as he retired before I started at Nipissing, but I feel very fortunate to have had an opportunity to take one of my classes to see the creation story lecture and film he presented at Nipissing in the Winter of 2020. We were all thoroughly captivated by his engaging delivery style, wisdom, and warmth and I know from our debrief afterwards that we all learned a ton from the experience.

He gave me a new way of understanding the world, which I carry with me to this day, and a great deal of kindness at a time when I needed that in my life. I have treasured (and still do) the stories and the quilt that he gave me, and the times I got to stay after class and look more closely at the beautiful things he brought to show us are easily the best memories I have of my undergrad years.

We will forever remember him through his valuable contributions to Nipissing University, and through the sharing of his Creation Story through storytelling and artwork.

Terry was kind and generous to me, both as a friend and colleague. He came to my classes regularly, weaving beautiful stories of creation for my students, taking the time to talk with them and answer their questions after class. I will remember him with deep affection.

Terry had three children, Tanis, Erin, and Tyler. Erin, our valued colleague in the Departments of Indigenous Studies, History, and GESJ, and CASBU member-at-large on the NUFA Executive, continues his work in teaching and service at Nipissing University, and all of us at NUFA extend our sympathy to her in the loss of her beloved and inspirational father.

NUFA



Nipissing University Faculty Association