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Canada's voice for academics  
La voix des universitaires canadiens



# bulletin

Canadian Association of University Teachers  
Association canadienne des professeures et professeurs d'université

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**Turmoil in Turkey**  
**En direct de Turquie**

# bulletin

Canadian Association of University Teachers  
Association canadienne des professeures et professeurs d'université  
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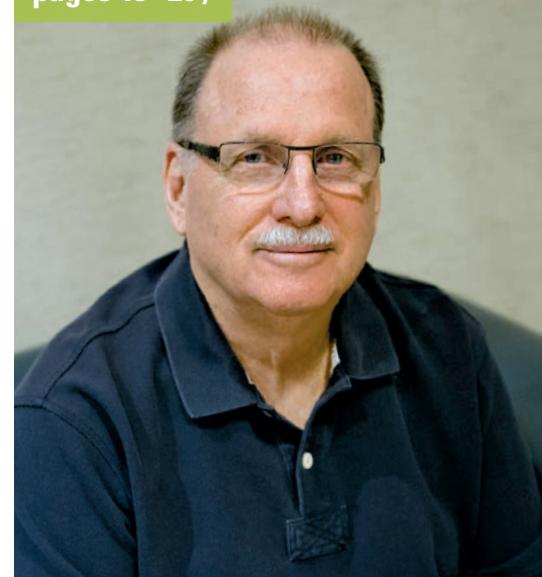
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## Contents Sommaire



pages 12–17 /

pages 18–20 /



### ON THE COVER EN COUVERTURE

12–17 /

### Turmoil in Turkey En direct de Turquie

### ALSO IN THIS ISSUE ÉGALEMENT DANS CE NUMÉRO

4 /

#### BY THE NUMBERS STATISTIQUES SOUS LA LOUPE

Librarians in Canada's universities & colleges  
Les bibliothécaires dans les universités et collèges canadiens

5–6 /

#### PRESIDENT'S MESSAGE LE MOT DU PRÉSIDENT

The boundary work of Twitter  
Un piège à ours nommé Twitter

7–8 /

#### BOOK REVIEW COIN DES LIVRES

The death of expertise

9 /

#### CENSORED ADMINISTRATIONS IN THE UNITED STATES 2016–2017

10–11 /

#### COMMENTARY TRIBUNE LIBRE

A tighter, less-welcoming Canada under C-51

11 /

#### ACADEMIC ADVISOR AU CŒUR DE LA QUESTION

18–20 /

#### INTERVIEW ENTRETIEN

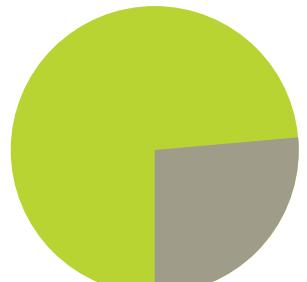
Robert Chernomas

21–22 /

#### CAREERS / CARRIÈRES

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Page 4: iStock.com/slalom0p

## Librarians in Canada's universities & colleges<sup>†</sup> Les bibliothécaires dans les universités et les collèges canadiens<sup>†</sup>



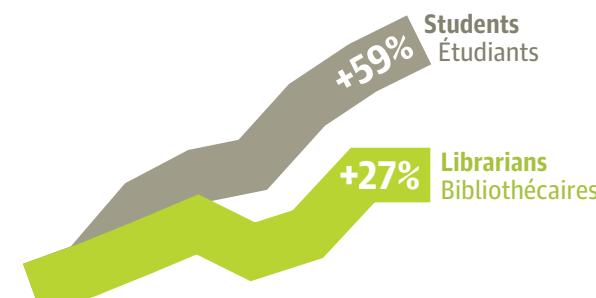
74%

Women account for three-quarters of librarians in universities & colleges.  
Les femmes comptent pour les trois quarts des bibliothécaires dans les universités et les collèges.



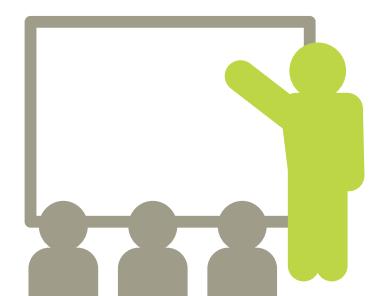
97¢

On average, female librarians are paid 3.2¢ less on the dollar than their male colleagues.  
En moyenne, les bibliothécaires de sexe féminin gagnent 3,2¢ de moins par dollar que leurs collègues masculins.



2X

The growth of the post-secondary student population has outpaced that of librarians by 2:1 since 2000.  
La croissance des effectifs étudiants au postsecondaire dépasse celle des bibliothécaires dans une proportion de 2 pour 1 depuis 2000.



95%

Most librarians report teaching or instructional activities as part of their regular workload.  
La majorité des bibliothécaires indiquent que leur charge de travail courante comporte une partie d'activités d'enseignement ou de formation.

<sup>†</sup> Source: CAUT Education Review, May 2017 / Dossiers en éducation de l'ACPPU, mai 2017

## The boundary work of Twitter



by JAMES COMPTON

I'm not much of a Twitter user. To be honest, I find the medium to be a promotional distraction. But a recent tweet did manage to grab my full attention. No, I don't mean one of Donald Trump's early morning "alternative facts." It was a tweet sent from the account of McGill University. *Bulletin* readers will most likely already be familiar with it: "The views expressed by @JAndrewPotter in the @MacleansMag article do not represent those of #McGill."

The tweet refers to an opinion piece in *MacLean's* in which Dr. Andrew Potter associated response to a devastating winter snow storm in Montreal with what he alleged to be the "almost pathologically alienated and low-trust society" in Quebec. He later issued an apology that said the article contained "assertions that I wish to retract" and "rhetorical flourishes that go beyond what is warranted by either the facts or my own beliefs, for which I wish to apologize." Days later he resigned from his position as director of the McGill Institute for the Study of Canada. He will continue his three-year contract as a professor.

His resignation sparked a storm of controversy with supporters alleging Dr. Potter's academic freedom had been compromised. The quality of his journalism is not relevant here. Even Dr. Potter's staunch supporters admit he made a logical leap that wasn't supported by the facts. But if evidence surfaces that Dr. Potter was asked to resign because of political pressure from government, as has been suggested in some reporting, this would most certainly be an egregious breach of academic freedom. We'll have to wait and see. Nonetheless, for the moment, I would like to return to the McGill tweet.

Setting aside the usual strangeness of Twitter's syntax, what caught my attention was the assertion that the opinions expres-

“

**It is a dangerous mistake to conflate academic freedom with institutional autonomy. While we must maintain institutional independence, this position discounts threats to academic freedom from within our institutions.**

sed in the "article do not represent those of" McGill University. Hold the phone! There's a lot to unpack here, so let's begin with the first embedded assumption and ask ourselves whose opinions are being compared to Dr. Potter's? It appears that the university administration is deploying a form of the "Royal we" to claim that they speak for the entire university community. Is that warranted? The short answer is no.

What is a university? It is an institution of higher learning with the authority to grant degrees. This is perhaps the most common use of the term. When introducing myself to a new acquaintance, for instance, I will often say that I teach at the University of Western Ontario. This is, of course, uncontroversial. But the tweet in question presumed much more. It claimed the right to speak on behalf of the universitas magistrorum et scholarium, the old Latin term meaning community of masters and scholars.

This use, I submit, is out of bounds. First, as anyone who has attended a departmental faculty meeting knows only too well, there is no one opinion or position held by professors. Nor should there be. A diversity of views, theories and methods is at the core of any university worth the name. Administrators cannot speak for the collegium.

Its diversity makes this an impossibility. And yet this is precisely what the McGill tweet presumed.

"We have an institute that is there to promote discussions between people who come to the table with very different perspectives," McGill principal Suzanne Fortier told *The Globe and Mail*. "It is not a role to provoke, but to promote good discussion."

In making these comments in the wake of the controversy surrounding the *MacLean's* article Dr. Fortier claimed the right to decide what constitutes "good" or "bad" discussion. This too is out of bounds. I would wager there are plenty of McGill professors who see it as their duty to challenge their students with new and uncomfortable material – dare I say, to "provoke" them with the goal of encouraging sharper and more incisive debate. This is how learning occurs.

As former CAUT president Dr. Wayne Peters wrote several years back, it is a dangerous mistake to conflate academic freedom with institutional autonomy. "While we must maintain institutional independence, this position completely discounts the very real, and all too common, threats to academic freedom from within our institutions."

The #McGill tweet is a reminder that we must not allow the voice of the university community to be reduced to an institutional party line, let alone 140 characters. ■

# Un piège à ours nommé Twitter

par JAMES COMPTON

Je ne suis pas un fan de Twitter. Pour être franc, je considère que cette plateforme est une vitrine promotionnelle distrayante. Dernièrement toutefois, une controverse a monopolisé mon attention. Non, pas l'habituel message de Donald Trump sur les «faits alternatifs» de la journée, mais celui provenant de l'Université McGill. Les habitués du *Bulletin* en connaissent sans doute déjà le contenu : «#McGill n'endosse daucune façon les propos tenus par @JAndrew Potter dans @McLeansMag.»

Le gazouillis renvoyait à un article d'opinion signé par Andrew Potter, publié dans le *MacLean's*. L'auteur y faisait un lien entre le cafouillis survenu lors d'une tempête de neige monstrueuse à Montréal et, selon lui, «l'aliénation presque pathologique et le fort individualisme de la société québécoise». Contraint par la suite à faire son *mea culpa*, il s'est dit coupable d'«affirmations qu'il voulait retirer» et «de fleurs de rhétorique qui ne sont ni un exposé des faits ni l'expression de ma pensée, et dont je m'excuse». Quelques jours plus tard, il démissionnait de son poste de directeur de l'Institut d'études canadiennes à l'Université McGill, où il continue d'enseigner en vertu d'un contrat de trois ans.

La démission d'Andrew Potter a provoqué une autre tempête, d'idées celle-là. Les partisans de l'ex-directeur ont été prompts à dénoncer une atteinte à la liberté académique. Notre propos n'est pas de débattre de la qualité du travail journalistique de M. Potter. Même ses plus ardents défenseurs admettent que celui-ci a erré en faisant des raccourcis logiques non fondés. Cependant, si, comme on a pu le lire à mots couverts dans certains articles, il était prouvé que la tête de M. Potter est tombée sous le poids de pressions exercées par le gouvernement, il s'agirait assurément d'une atteinte à la liberté académique flagrante. Nous n'en sommes pas encore là. Pour l'heure, revenons à l'Université McGill.



## On commet une erreur dangereuse en établissant une équation entre liberté académique et autonomie de l'établissement d'enseignement.

Hormis la curieuse syntaxe façon Twitter du gazouillis, j'ai été frappé par le texte même : McGill n'endosse daucune façon les propos tenus dans l'article. Examinons d'abord la première supposition : à quelles opinions compare-t-on celles de M. Potter? Il semble que l'administration de l'Université se soit parée du «nous royal» pour indiquer qu'elle parle au nom de toute la communauté académique. Vraiment? Bien sûr que non.

Qu'est-ce qu'une université? Selon le sens le plus courant peut-être, c'est un établissement d'enseignement supérieur habilité à décerner des diplômes. Par exemple, je me présente souvent en disant que j'enseigne à l'Université de Western Ontario. Une affirmation plutôt anodine, vous en conviendrez. Mais le gazouillis laissait supposer bien plus : il revendiquait le droit de parler au nom de l'*universitas magistrorum et scholarium*, une vieille expression latine désignant une communauté de maîtres et d'élèves. Cet usage ne correspond pas à la norme établie.

Premièrement, quiconque a déjà assisté à une réunion des professeurs d'un département sait très bien qu'une opinion ou position n'y fait jamais l'unanimité. Avec raison. Toute université digne de ce nom doit accueillir une diversité de points de vue, de théories et de méthodes. Les administrateurs ne peuvent représenter tout le corps professoral, pour la simple et bonne raison qu'il est trop diversifié. Pourtant, c'est pré-

cisément ce que le message de l'Université McGill porte à croire.

«L'Institut a pour mission d'encourager la discussion entre tenants de points de vue très divergents», a déclaré la principale de l'Université McGill, Suzanne Fortier, interviewée par le journal *The Globe and Mail*. «Sa mission est de favoriser de bonnes discussions, pas de les provoquer.»

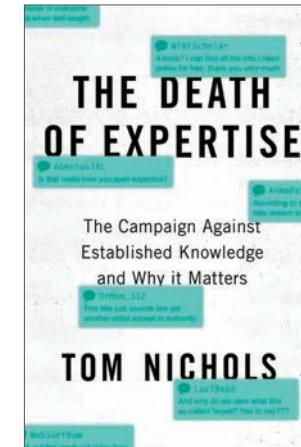
En prononçant ces paroles à la suite de la controverse Potter, la principale s'est arrogée le droit de définir ce qu'est une «bonne» ou une «mauvaise» discussion. Cela aussi est anormal. Parions qu'il ne manque pas de professeurs à McGill qui pensent devoir exposer leurs étudiants à de nouvelles thèses dérangeantes, voire les «provoquer», afin d'encourager des débats plus mordants. C'est comme cela qu'on apprend.

Il y a plusieurs années, l'ex-président de l'ACPPU, Wayne Peters, écrivait qu'on commet une erreur dangereuse en faisant un lien entre la liberté académique et l'autonomie de l'établissement d'enseignement. «Un plaidoyer en faveur de l'autonomie de l'établissement ne doit pas occulter totalement, comme c'est le cas ici, les menaces intestines très réelles, et trop courantes, qui pèsent sur la liberté académique.»

Le gazouillis de McGill nous met en garde : veillons à ce que la voix de la communauté académique ne soit pas réduite à une ligne de parti institutionnelle, encore moins à 140 caractères. ■

# The death of expertise

**The campaign against established knowledge and why it matters**



Tom Nichols.  
Oxford University Press, 2017; 240 pp;  
ISBN: 978-0-19046-941-2.

by SCOTT McLEEMEE

A survey of 7,000 freshmen at colleges and universities around the country found just 6 per cent of them able to name the 13 colonies that founded the United States. Many students thought the first president was Abraham Lincoln, also known for “emaciating the slaves.” Par for the course these days, right?

It happens that the study in question was reported in *The New York Times* in 1943. The paper conducted the survey again during the Bicentennial, using more up-to-date methods, and found no improvement. “Two-thirds [of students] do not have the foggiest notion of Jacksonian democracy,” one history professor told the *Times* in 1976. “Less than half even know that Woodrow Wilson was president during World War I.”

Reading the remark now, it’s shocking that he was shocked. After 40 years, our skins are thicker. (They have to be: asking the current resident of the White House about Jacksonian democracy would surely

be taken as an invitation to reminisce about his “good friend,” Michael.)

The problem with narratives of decline is that they almost always imply, if not a golden age, then at least that things were once much better than they are now. The hard truth in this case is that they weren’t. On the average, the greatest generation didn’t know any more about why *The Federalist Papers* were written, much less what they said, than millennials do now. The important difference is that today students can reach into their pockets and, after some quick thumb typing and a minute or two of reading, know at least something on the topic.

How to judge all this is largely a question of temperament – of whether you see their minds as half-empty or half-full. Tom Nichols conveys the general drift of his own assessment with the title of his new book, *The Death of Expertise: The Campaign Against Established Knowledge and Why It Matters*, published by Oxford University Press. The author is a professor of national security affairs at the U.S. Naval War College and an adjunct professor at the Harvard Extension School.

He sees the longstanding (probably perennial) shakiness of the public’s basic political and historical knowledge as entering a new phase. The “Google-fueled, Wikipedia-based, blog-sodden collapse of any division between professionals and laymen, students and teachers” is like a lit match dropped into a gasoline tanker-sized container filled with the Dunning-Kruger effect. (It may seem comical that I just linked to Wikipedia to explain the effect, but it’s a good article, and in fact David Dunning himself cites it.)

Nichols knows better than to long for a better time before technology shattered our attention spans. He quotes Alexis de

Tocqueville’s observation from 1835: “In most of the operations of the mind, each American appeals only to the individual effort of his own understanding.” This was basic to Jacksonian democracy’s operating system, in which citizens were, Tocqueville wrote, “constantly brought back to their own reason as the most obvious and proximate source of truth. It is not only confidence in this or that man which is destroyed, but the disposition to trust the authority of any man whatsoever.”

The difference between a self-reliant, rugged individualist and a full-throated, belligerent ignoramus, in other words, tends to be one of degree and not of kind. (Often it’s a matter of when you run into him and under what circumstances.) Nichols devotes most of his book to identifying how 21st-century American life undermines confidence in expert knowledge and blurs the lines between fact and opinion. Like Christopher Hayes in *The Twilight of the Elites*, he acknowledges that real failures and abuses of power by military, medical, economic and political authorities account for a good deal of skepticism and cynicism toward claims of expertise.

But Nichols puts much more emphasis on the mutually reinforcing effects of media saturation, confirmation bias and “a childish rejection of authority in all its forms” – as well as the corrosive effects of credential inflation and “would-be universities” that “try to punch above their intellectual weight for all the wrong reasons, including marketing, money and faculty ego.” Unable to “support a doctoral program in an established field,” Nichols says, “they construct esoteric interdisciplinary fields that exist only to create new credentials.”

## Book review Coin des livres

Add the effect of consumerism and entertainment on the academic ethos, and the result is a system “in which students learn, above all else, that the customer is always right,” creating a citizenry that is “undereducated but overly praised” and convinced that any claim to authoritative knowledge may be effectively disputed in the words of the Dude from *The Big Lebowski*: “Yeah, well, you know, that’s just, like, your opinion, man.”

As a work of cultural criticism, *The Death of Expertise* covers a good deal of familiar territory and rounds up the usual suspects to explain the titular homicide. But the process itself is often enjoyable. Nichols is a forceful and sometimes mordant commentator, with an eye for the apt analogy, as when he compares the current state of American public life to “a hockey game with no referees and a standing invitation for spectators to rush onto the ice.”

But one really interesting idea to take away from the book is the concept of metacognition, which Nichols defines as “the ability to know when you’re not good at something by stepping back, looking at what you’re doing, and then realizing that you’re doing it wrong.” (He gives as an example good singers: they “know when they’ve hit a sour note,” unlike terrible singers, who don’t, even if everyone else winces.)

The lack of metacognition sets up a vicious loop, in which people who don’t know much about a subject do not know when they’re in over their head talking with an expert on that subject. An argument ensues, but people who have no idea how to make a logical argument cannot realize when they’re failing to make a logical argument.... Even more exasperating is that there is no way to educate or inform people who, when in doubt, will make stuff up.” ■

The implications are grave. In 2015-16, Donald Trump ran what Nichols calls “a one-man campaign against established knowledge,” and he certainly pounded the expertise of most pollsters into the dirt. He is now in a position to turn the big guns on reality itself; that, more than anything else, seems to be his main concern at present. Nichols writes that research on the Dunning-Kruger effect found that the most uninformed or incompetent people in a given area were not only “the least likely to know they were wrong or to know that the others were right” but also “the most likely to try to fake it, and the least able to learn anything.” That has been shown in the lab, but testing now continues on a much larger scale. ■

Scott McLemee helped start the online news journal *Inside Higher Ed*, where he serves as Essayist at Large, writing a weekly column called Intellectual Affairs.

This review was first published in the March 1, 2017 edition of *Inside Higher Ed*. Reprinted with permission.

## Censured administrations in the United States 2016-2017

Frank Phillips College Texas / December 1968 (433-38)	1969
Concordia Seminary Missouri / April 1975 (49-59)	1975
Murray State University Kentucky / December 1975 (322-28)	1976
State University of New York / August 1977 (237-60)	1978
Phillips Community College of the University of Arkansas / May 1978 (93-98)	1978
Nichols College Massachusetts / May 1980 (207-12)	1980
American International College Massachusetts / May-June 1983 (42-46)	1983
Talladega College Alabama / May-June 1986 (6a-14a)	1986
Pontifical Catholic University of Puerto Rico / May-June 1987 (33-38)	1987
Husson University Maine / May-June 1987 (45-50)	1987
Hillsdale College Michigan / May-June 1988 (29-33)	1988
Southeastern Baptist Theological Seminary North Carolina / May-June 1989 (35-45)	1989
The Catholic University of America District of Columbia / September-October 1989 (27-40)	1990
Dean College Massachusetts / May-June 1991 (27-32)	1992
Baltimore City Community College Maryland / May-June 1992 (37-41)	1992
Loma Linda University California / May-June 1992 (42-49)	1992
Clarkson College Nebraska / May-June 1993 (46-53)	1993
North Greenville College South Carolina / May-June 1993 (54-64)	1993
Savannah College of Art and Design Georgia / May-June 1993 (65-70)	1993
University of Bridgeport Connecticut / November-December 1993 (37-45)	1994
Benedict College South Carolina / May-June 1994 (37-46)	1994
Bennington College Vermont / March-April 1995 (91-103)	1995
Alaska Pacific University / May-June 1995 (32-39)	1995
National Park Community College Arkansas / May-June 1996 (41-46)	1996
Saint Meinrad School of Theology Indiana / July-August 1996 (51-60)	1997
Minneapolis College of Art and Design Minnesota / May-June 1997 (53-58)	1997
Brigham Young University Utah / September-October 1997 (52-71)	1998
University of the District of Columbia / May-June 1998 (46-55)	1998
Lawrence Technological University Michigan / May-June 1998 (56-62)	1998
Johnson and Wales Rhode Island / May-June 1999 (46-50)	1999
Albertus Magnus College Connecticut / January-February 2000 (54-63)	2000
Charleston Southern University South Carolina / January-February 2001 (63-77)	2001
University of Dubuque Iowa / September-October 2001 (62-73)	2002
Meharry Medical College Tennessee / November-December 2004 (56-78)	2005
University of the Cumberlands Kentucky / March-April 2005 (99-113)	2005
Virginia State University / May-June 2005 (47-62)	2005
Bastyr University Washington / March-April 2007 (106-120)	2007
Cedarville University Ohio / May-June 2009 (58-84)	2009
Nicholls State University Louisiana / November-December 2008 (60-69)	2009
North Idaho College / May-June 2009 (85-92)	2009
Stillman College Alabama / March-April 2009 (94-101)	2009
Clark Atlanta University Georgia / February 2010	2010
University of Texas Medical Branch at Galveston / April 2010	2010
Bethune Cookman University Florida / October 2010	2011
Louisiana State University, Baton Rouge / July 2011	2012
Northwestern State University of Louisiana / April 2012	2012
Southeastern Louisiana University / April 2012	2012
National Louis University Illinois / April 2013	2013
Southern University, Baton Rouge Louisiana / April 2013	2013
Northeastern Illinois University / December 2013	2014
University of Texas M.D. Anderson Cancer Centre / April 2015	2015
University of Illinois at Urbana-Champaign / April 2015	2015
University of Southern Maine / May 2015	2015
Felician College New Jersey / May 2015	2015
College of Saint Rose New York / May 2016	2016
University of Missouri (Columbia) / May 2016	2016

**Guide to Analyzing University & College Financial Statements**  
September 2016



Written by professors Cameron and Janet Morrill of the University of Manitoba, this new CAUT publication is a step-by-step guide to identify how much money a college or university has and how that money is spent.

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**An essential tool for CAUT members and for the public.** – David Robinson  
CAUT Executive Director



# A tighter, less welcoming Canada under C-51

by JON BEASLEY-MURRAY,  
FRANCESCA CADEL, JAMES ELLIS  
& PABLO POLICER

Today, when the attacks against the free flow of people and ideas in the United States generate headlines, Canada is held up as a model of toleration, diversity and compassion. We proudly welcome Syrian refugees, and many Canadian universities have made a point of facilitating applications by students from countries on American president Donald Trump's travel ban. While that is to be celebrated, our recent experience at the University of Calgary and the University of British Columbia suggests that academics' ideas flow less freely in Canada than they used to.

Over the past year, the four of us collaborated to invite Professor Antonio Negri to deliver a series of public lectures in Calgary and Vancouver, scheduled for April 2017. Professor Negri is one of the foremost political philosophers of our time, known especially as a leading critic of neoliberal globalization. He also previously visited Canada over a decade ago, to speak at McMaster University.

Professor Negri is also well known for having spent time in prison in Italy, accused of insurrection, and of secretly being the leader of the armed group the Red Brigades, a charge later dropped. He was convicted in 1979, during the "years of lead" in Italy, a period of intense social conflict. He spent time in exile in France, but returned to Italy in 1997 to serve the final years of his prison term, gaining release in 2003. Today he lives in Paris with his wife, philosopher Judith Revel, and travels freely throughout the world, including back in Italy.

The exception to this freedom is a ban on entering the United States, where his

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prison record is incompatible with the security and immigration regime imposed after the 9/11 attacks. We knew this when we invited him. We also knew that regardless of the charges against him, he had served his prison sentence, and had also previously been to Canada. For his part, Professor Negri was delighted to accept our invitation, and was very much looking forward to his visit to the west, along with his wife, Professor Judith Revel, an expert on Michel Foucault, who would also give a series of lectures. We assumed that because he had previously visited Canada, he would be able to do so again.

We were wrong. Since his last visit, the security and immigration regime has changed, largely as a consequence of Bill C-51, the 2015 Anti-Terrorism Act. Brought in by the Harper government, it has not been repealed by Trudeau's. A major aim of that legislation is to "harmonize" Canadian security and immigration policy with that of the United States, including by facilitating the sharing of intelligence information. Indeed, it is an open secret that a key intent

of Bill C-51 was to respond to US pressure for Canada to tighten its borders.

Under the new regulations, international visitors from visa-exempt countries, such as members of the European Union, are required to obtain an "electronic Travel Authorization" before they can purchase flights. We helped Professors Negri and Revel apply for their eTAs at the end of last year. Professor Revel's was granted within days, but Professor Negri's, after several weeks, was denied.

We encouraged him to reapply, and helped him to translate some of the documents pertaining to his trial and conviction, which Immigration, Refugees and Citizenship Canada pointed to as a key reason for denying his eTA. In late February, we learned that immigration authorities were requesting a new and broad range of further documentation pertaining to his trial and conviction. After some deliberation, we decided that, at that late date, with only a few weeks before the planned April visit, even a best-case scenario would make it logistically and financially impossible for us to

arrange the visit – especially given that we could not purchase his plane tickets before obtaining permission to travel. We were forced to cancel Professor Negri's visit, and consequently, also, Professor Revel's.

We are considering whether to try again during the 2017-2018 academic year. Funding would have to be reassessed, as commitments made in one year do not necessarily carry over into another. And while it is possible that Professor Negri may yet be granted permission to visit Canada, we are not hopeful. The intent of Bill C-51 – to bring Canadian security and immigration policies more in line with those in the United States – makes it unlikely.

Until this year, only one other country had denied Professor Negri entry. While in Canada we celebrate our more open and welcoming society, our experience suggests that Canada is less open and welcoming than it used to be, and the flow of people and ideas more limited. ■

Jon Beasley-Murray is associate professor of Hispanic Studies at the University of British Columbia.

Francesca Cadel is associate professor of Italian at the University of Calgary.

James Ellis is professor of English and Director of the Calgary Institute of the Humanities at the University of Calgary.

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The views expressed are those of the authors and not necessarily CAUT.

CAUT welcomes articles between 800 and 1,500 words on contemporary issues directly related to post-secondary education. Articles should not deal with personal grievance cases nor with purely local issues. They should not be libellous or defamatory, abusive of individuals or groups, and should not make unsubstantiated allegations. They should be objective and on a political rather than a personal subject. Articles may be in English or French, but will not be translated. Publication is at the sole discretion of CAUT. Commentary authors will be contacted only if their articles are accepted for publication. Commentary submissions should be sent to Liza Duhaime (duhaime@caut.ca).

## Academic advisor Au cœur de la question

R.L. of VANCOUVER writes

I have assigned 'A' grades to a narrow majority of students in a small, upper level class – a class populated with many bright students. The associate dean has approached me informally and suggested I reassess the evaluations to ensure that marks fall across the full spectrum of grades. Am I required to do this?



DAVID ROBINSON answers

Likely not. Academic freedom gives you the autonomy to establish the course delivery methodologies of your choosing. This includes the freedom to select how student work will be assessed, and the actual results of the assessment

process. The CAUT policy on Academic Freedom in the Assignment of Student Grades is very clear: "It is a violation of academic freedom for any administrative official unilaterally, arbitrarily, or outside of official procedures, to influence, attempt to influence, or intervene in, the grading or evaluation of student performance by the academic staff assigned evaluation responsibility for a course or part of a course." My recommendation is that you approach your academic staff association, describe the situation you are facing, and prepare to push back against a violation of academic freedom. Official policy mandating the existence of a grading system, requiring timelines for grade delivery, and setting out official grade appeal policies are appropriate. The kind of interference in the grading process you are facing is not. ■

R.L. de VANCOUVER écrit

J'ai attribué la note « A » à une faible majorité d'étudiants dans une petite classe de niveau avancé, une classe comptant plusieurs étudiants très brillants. Le doyen associé m'a informellement suggéré de revoir mes évaluations afin que les notes attribuées reflètent l'éventail complet des notes possibles. Dois-je le faire?

DAVID ROBINSON répond

Probablement pas. En vertu de la liberté académique, vous avez le droit à l'autonomie dans l'élaboration d'une approche pédagogique, ce qui comprend la liberté de choisir le mode d'évaluation du travail des étudiants, et les résultats concrets du processus d'évaluation. La politique de l'ACPPU sur la liberté académique et l'attribution des notes aux étudiants est très claire à ce sujet : « Est considéré comme une violation de la liberté académique le fait, pour un agent administratif, d'exercer une influence, de tenter d'exercer une influence ou d'intervenir unilatéralement, arbitrairement ou en dehors des procédures officielles dans la notation ou l'évaluation du rendement des étudiants effectuée par le membre du personnel académique à qui est confiée la responsabilité d'évaluer un cours ou une partie d'un cours. » Je vous recommande de consulter votre association de personnel académique, de lui décrire la situation et de vous préparer à réagir contre une violation de la liberté académique. Il est approprié pour un établissement d'enseignement de se doter d'une politique officielle rendant obligatoire la mise sur pied de procédures de notation, d'un calendrier de remise des notes et de procédures officielles d'appel des notes attribuées. Le genre d'ingérence dans le processus de notation dont vous faites l'objet ne l'est pas. ■



ON THE COVER

# Turmoil in Turkey

EN COUVERTURE

# En direct de Turquie



Like mothers throughout history, Turkish academic Elçin Aktoprak's hopes and fears are many. "I am afraid for my son's future the most," she says. "The political situation in Turkey is unpredictable and although I am a political scientist, sometimes I feel like a rabbit caught in the headlights."

Her words are a simple truth cutting through a confusing rhetoric increasingly clouding the political situation in Turkey, Aktoprak's country of birth and a place she no longer understands, or trusts. And she is not alone.

Headed by Recep Tayyip Erdogan, who served as prime minister from 2003 to 2014 and as president ever since, Turkey is a country reeling with confusion in the wake of changes brought under his leadership. Elected as a pro-European, free-trade supporter bent on pursuing membership in the European Union, Erdogan has instead embarked on a path of transformation not toward modernization and strengthened human rights, but toward isolation and fear. In the process, he has altered the country's constitution to eliminate checks and balances and control the judiciary and legislature without accountability.

C'est une des constantes de l'histoire. Comme toutes les mères avant elle, la professeure turque Elçin Aktoprak oscille entre l'espoir et la peur. « J'ai surtout peur pour l'avenir de mon fils, dit-elle. La situation politique en Turquie est tellement volatile. Je suis une politologue, mais cela ne m'empêche pas de me sentir parfois comme un lapin ébloui par les phares d'une automobile. »

Cette vérité toute simple tranche sur les figures de rhétorique qui enveloppent de plus en plus de confusion le contexte politique en Turquie. Elçin Aktoprak est née dans ce pays et pourtant, elle ne le comprend plus, elle ne lui fait plus confiance. Et elle n'est pas la seule.

Les changements survenus depuis l'accession à la présidence, en 2014, de Recep Tayyip Erdogan, qui occupait depuis 2003 le fauteuil de premier ministre, ont plongé la Turquie dans un état de confusion extrême. Pro-européen, partisan du libre-échange et ardent défenseur de l'adhésion de la Turquie à l'Union européenne pendant sa campagne électorale, Erdogan le président a, contre toute attente, freiné la modernisation et le renforcement des droits de la personne pour enfermer la Turquie dans un cercle d'isolement et de peur. En chemin, il a modifié la constitution nationale pour éliminer le système de contrôle démocratique et s'arroger les pleins pouvoirs exécutif et législatif, sans reddition de comptes à qui que ce soit.

It is clearly not the stable, secular state sought by Mustafa Kemal Ataturk in the 1920s, and under which Aktoprak came of age. Born in Istanbul, she moved to the capital of Ankara in 1997, full of hope and brimming with dreams. "I decided to be a scholar when I was a sophomore and I still like my job, not only academically but also ethically," she recounts.

Life and success, both professionally and personally, followed in orderly fashion: a PhD in international relations at the University of Ankara, research assistant in 2002, assistant professor in 2010, marriage to a fellow professor, and the child, a boy, arriving 4 and a half years ago.

The almost prosaic recitation of accomplishment defies what followed, as Turkey descended into a place violently divided along ethnic, religious and rural/urban lines. The July 15, 2016 coup attempt handed Erdogan just the pretext needed to arrest or dismiss tens of thousands of suspects, including thousands of academics.

Of those scholars, 1,128, including Aktoprak, had signed a declaration in January 2016 calling for an end to violence, and branding themselves "Academics for Peace."

La Turquie d'aujourd'hui ne ressemble en rien à la vision qu'en avait Mustafa Kemal Atatürk dans les années 1920, c'est-à-dire un État stable et séculaire, qui a été la toile de fond du début de la vie d'adulte d'Elçin. Née à Istanbul, celle-ci a déménagé à Ankara en 1997, portée par l'espoir et des rêves à revendre. « En deuxième année au collège, j'ai décidé de faire une carrière universitaire. Mon travail me comble encore, sur le plan académique mais aussi sur le plan éthique », raconte-t-elle.

Dans sa vie personnelle et professionnelle, elle a franchi les étapes une à une : doctorante en relations internationales à l'Université d'Ankara, adjointe à la recherche en 2002, professeure adjointe en 2010, mariage à un collègue professeur et naissance d'un fils il y a quatre ans et demi.

Cette énumération presque prosaïque de réussites détonne au regard des flambées de violence qui ont éclaté par la suite en Turquie, à la faveur des bras de fer entre groupes ethniques, entre groupes religieux, entre ruraux et citadins. La tentative de coup d'État du 15 juillet 2016 a donné à Erdogan le prétexte nécessaire pour arrêter ou congédier des dizaines de milliers de suspects, dont des milliers d'universitaires.

Parmi ces universitaires, 1128 avaient signé, en janvier 2016, une déclaration appelant à la fin de la violence. Elçin

Another signatory to the declaration was Bülent Aslan, a physicist and faculty member since 2009 at Anadolu University in Eskisehir, a smaller city not far from Ankara. Aslan, who worked with the National Research Council of Canada and lived in Ottawa between 2004 and 2009, would be joined by 29 of his Turkish colleagues at Anadolu in abrupt dismissal from their duties in February 2017.

"I can no longer work in any government-related jobs," Aslan says. "My passport has been cancelled and Turkish authorities won't issue a new one. So, I can neither work nor go abroad. Of course this affects not just me. Everyone who was dismissed under the government's state of emergency decrees is in the same situation, if not worse."

Critics charge that the government's series of decrees enacted since the attempted coup of July 2016 are an excuse for crackdown against anyone seen as politically opposed to Erdogan's systematic erasure of democratic free-speech rights, no matter how moderate their stand.

And it is patently true that merely by signing the 'peace petition,' Aktoprak's "stable, boring life of an academic," turned into something she couldn't have envisioned.

Aktoprak était une des signataires membres du mouvement « Universitaires de la paix ».

Un autre signataire, Bülent Aslan, est un physicien et professeur depuis 2009 à l'Université Anadolu dans la ville d'Eskisehir, près d'Ankara. Employé du Conseil national de recherches du Canada, il a vécu à Ottawa de 2004 à 2009. En février 2017, 29 de ses collègues turcs et lui ont été brutalement congédiés de l'Université.

« Je ne peux plus occuper aucun emploi lié au gouvernement, dit Bülent Aslan. Mon passeport a été révoqué et les autorités turques refusent de m'en délivrer un autre. Par conséquent, je ne peux ni travailler ni aller à l'étranger. Évidemment, ma situation n'est pas unique. Chaque personne congédiée en vertu des décrets gouvernementaux relatifs à l'instauration de l'état d'urgence se trouve dans une situation identique, voire plus grave. »

Selon les détracteurs du gouvernement, Erdogan s'est servi du coup d'État raté pour adopter une série de décrets légitimant les mesures de répression contre les personnes qui semblent s'opposer à la suppression systématique de la liberté d'expression, un droit reconnu dans les sociétés démocratiques, même si elles ont des opinions modérées.

Pour Elçin Aktoprak, il ne fait aucun doute que le simple fait d'avoir signé la « pétition pour la paix » a fait prendre un

"Both my husband and I were visiting fellows in the UK in July 2016. We were urgently called back by the rectorate after the coup attempt and they did not give us research leave after that," she recalls.

"Because of the rising violence, I signed the petition and due to the fierce reaction of the president and the government we were living in limbo. Many of the signatories to the petition for peace started being dismissed from their work and put under administrative and criminal investigations," she recalls. "We were expelled at the end with our colleagues."

Aktoprak, her husband, Aslan, and countless other dismissed academics remain thus, prisoners in their own land, unemployed and blacklisted, their passports seized, fears inflamed, and the search for hope and sustenance alike a new, daily chore.

Similar stories, and worse, are heard throughout Turkey, but often in bits and pieces, hastily posted on left wing websites run by free-speech proponents trying to fill the information gaps caused by the jailing of 120 journalists in the days and weeks following the coup attempt.

virage totalement inimaginable à sa « vie stable et ennuyeuse d'universitaire ».

« Mon mari et moi visitions des chercheurs au Royaume-Uni en juillet 2016. Après l'échec du coup d'État, le recteur nous a demandé de rentrer au pays de toute urgence et nous n'avons plus obtenu de congé de recherche par la suite », raconte-t-elle.

« J'ai signé la pétition pour dénoncer l'escalade de la violence. Le recteur et le gouvernement ont réagi avec une telle virulence que nous vivions dans l'incertitude. Les pétitionnaires ont commencé à être congédiés et à être visés par des enquêtes administratives et criminelles. Nos collègues et nous avons été expulsés à la fin », raconte-t-elle.

Par conséquent, Elçin Aktoprak, son mari, Bülent Aslan et d'innombrables autres universitaires congédiés sont prisonniers dans leur propre pays, sans emploi, mis sur la liste noire. Sans passeport, ils vivent dans la peur. Nourrir l'âme d'espoir et nourrir le corps, voilà ce dont chaque jour est fait désormais.

De partout en Turquie émergent des récits semblables, oupires. Le plus souvent, ce sont des fragments de vie affichés à la hâte sur des sites web de gauche exploités par des défenseurs de la liberté d'expression acharnés à pallier le manque d'informations depuis que 120 journalistes ont pris le chemin de la prison après le putsch avorté.

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## Blog

# Using San Francisco's public transport to work out the value of research

Jonathan Grant and Alexandra Pollitt look at how discrete choice modelling might be able to work out what type of impact is most valued

When the Bay Area Rapid Transport (BART) system was being built in San Francisco in the 1970s, economist Daniel McFadden wanted to see if he could predict the demand for the new train service.

He collected data on the observed travel behaviour of about 700 commuters and, using an economic model, he predicted that about 6 per cent of the commuters would use the new BART system. He and his team then looked at actual uptake and discovered that, within a few decimal places, their predictions were accurate.

So was born the obscure branch of economics known as discrete choice modelling for which McFadden won the Nobel prize, with James Heckman, in 2000. He and others began to apply the method to a number of different areas of public policy – for example, health and social care, the environment and security.

The great strength of discrete choice modelling is that it links choices that people make to the characteristics of the alternatives – as well as the characteristics of the people themselves.

A photograph of a subway platform in San Francisco, showing the tracks and platform area. The platform is mostly empty, with a few people visible in the distance. The ceiling has yellow safety markings. A small black box with a white arrow is visible on the left side of the platform.



Reporters Without Borders' 2017 World Press Freedom Index reveals a decline in Turkey's ranking from 99th in the world in 2002, to 155th in 2017, behind Afghanistan, Russia and Pakistan.

Funda Başaran, also a signatory to the peace petition, and also dismissed after the coup attempt from her position as a professor in the faculty of communication at Ankara University, serves on the editorial board of Sendika.org, a left-wing online news portal aiming to illuminate social struggles especially pertaining to labour issues in Turkey, and world-wide.

The *Bulletin* attempted several times to contact Dr. Başaran, who remains in Turkey, but failed to reach her.

But the website speaks volumes, listing detailed descriptions of the fates of many of the Academics for Peace: hundreds banned from public service, hundreds more under disciplinary investigation, and 56 in police custody.

And Erdogan continues to hold sway. On April 16, he achieved a narrow victory in a constitutional-change referendum. New rules will seemingly allow him to remain at the country's helm for another decade, and increasingly to wield the authoritarian sledgehammer for which he's become known.

Selon le baromètre des violations de la liberté de la presse de Reporters sans frontières, la Turquie a glissé du 99<sup>e</sup> rang dans le classement mondial en 2002 au 155<sup>e</sup> rang en 2017, derrière l'Afghanistan, la Russie et le Pakistan.

Funda Başaran, également signataire de la pétition pour la paix et démise de son poste de professeure à la faculté des communications de l'Université d'Ankara dans la foulée de la tentative de coup d'État, fait partie du comité de rédaction de Sendika.org, un portail d'information en ligne de gauche qui met en lumière les luttes sociales, particulièrement dans le monde du travail en Turquie, mais aussi dans le monde entier.

*Le Bulletin* a tenté en vain de joindre Funda Başaran, qui est toujours en Turquie.

Néanmoins, la consultation du site web est des plus instructives, puisqu'on peut y lire dans le détail que des centaines de signataires d'Universitaires pour la paix ont été bannis de la fonction publique, que d'autres centaines font l'objet d'enquêtes disciplinaires et que 56 ont été placés en garde à vue.

Et l'emprise d'Erdogan ne se relâche pas, loin de là. Le 16 avril, le Président turc a obtenu de justesse l'approbation de la population à un référendum sur une réforme constitutionnelle, consolidant ainsi son pouvoir. De nouvelles règles lui



He's vowed to reinstate the death penalty, abolished since the year 2000, and introduce other changes which cannot bode well for those philosophically opposed to his approach, those in major Turkish cities who voted "No" to the constitutional changes, better-educated Turks, and marginalized Kurds, Alawites, Armenians and other minorities who make up more than 30 per cent of the population.

When asked for their final words about their country, Aktoprak and Aslan speak almost as one about building a future on peace and justice.

"I of course want to see this oppressive regime change. People with the ruling power say and do things that cannot be explained with a decent mind. Neither justice nor law is in place right now, and I'd like to trust the judicial system again," Aslan says.

"I want to continue my studies," Aktoprak says. "I'd like to produce academic works even though I am not officially a scholar in a university right now. I am against all violence and I would like to see a positive change through a peaceful future and the continuation of Turkey's stalled democratization." ■

permettront apparemment de se maintenir à la tête du pays pour encore dix ans et de pousser encore plus loin la dérive autoritaire qui est désormais sa marque de commerce.

Il a juré de rétablir la peine capitale, abolie depuis 2000, et de faire d'autres réformes qui n'augurent rien de bon pour ses adversaires idéologiques, les électeurs des grands centres qui ont dit « non » à la réforme constitutionnelle, les Turcs plus instruits et les minorités marginalisées qui forment plus de 30 % de la population : Kurdes, Alaouites, Arméniens, etc.

Invités à faire un dernier commentaire sur leur pays, Aktoprak et Aslan disent, presque d'une même voix, aspirer à un avenir où régneraient la paix et la justice.

« Il est certain que je souhaite la fin de ce régime oppresseur. Les gens au pouvoir disent et font des choses que le sens moral ne peut expliquer. La justice, les lois, tout ça n'existe plus, et j'aimerais avoir encore confiance dans le système judiciaire », dit Bülent Aşlan.

« Je veux poursuivre mes études, conclut Elçin Aktoprak. J'aimerais publier des travaux académiques, même si je n'ai maintenant pas de poste officiel dans une université. Je suis contre toute violence et j'aimerais que le pays prenne une direction positive, ramène la paix et reprenne le processus de démocratisation là où il s'est arrêté. » ■

# Robert Chernomas

The University of Manitoba Faculty Association was on strike for 20 days in November 2016. At the helm of their negotiating team for the seventh time was economics professor Robert Chernomas. Now president of the Manitoba Organization of Faculty Associations, Chernomas talked with the *Bulletin* about the strike.

## What spurred UMFA members to action?

Members were angry and frustrated about increasing teaching loads, so much so that they felt they didn't have adequate time to spend teaching, or for research or for service and administrative duties. The administration had made significant cuts to the faculties over a three-year period and members were facing larger classes, while there was more teaching for some and an ever growing administrivia load. As the most poorly compensated academic staff of the 13 medical/doctoral universities for which we had data, we joked that we aspired to be No. 11. We carefully monitored the U of M's finances and it was clear the cuts were not based on real economic scarcity, but rather choices on the part of the administration to expand their role for advertising and marketing and spend operating funds on ever more capital projects, or what I referred to as their 'edifice complex.'

## What did the strike achieve?

When the administration acquiesced to a message – not legislation – from Brian Pallister's PC government to impose a one-year agreement with 0% on salaries and refused to provide governance language to deal with workload, we went on strike. We needed a 20-day strike to stop the degradation of our teaching, research and service roles, and accepted a one-year 0% deal because it gave us a collegial model for determining workloads, similar to the University of Saskatchewan approach, in which deans collaborate with their faculty to set workloads. We also fought for the only con-

tract language in Canada, to my knowledge, around limitations on the use of performance metrics, and additionally received protection of academics' rights over tenure and promotion.

## You spoke in March at the CUFA-BC conference on university governance in the 21st century. What did you take away from the meetings?

We were told at the conference by a representative of the Canadian Association of University Business Officers that it is the role of boards of governors to make fiscal decisions for universities and the role of senates to make academic decisions. The role of faculty associations is to fall in line as employees in support of the enterprise. The academics who spoke at the conference confirmed UMFA's view that boards of governors, administrators and senates are not protecting the fiscal integrity of our universities nor collegial governance or academic freedom. It is CAUT, along with provincial associations, faculty unions, student organizations and other campus unions that are left to protect the integrity of teaching, research and service.

## As a negotiator, how do you motivate your members?

Primarily by listening carefully to their concerns. They motivate me. We had 35 constituency meetings, two surveys, numerous meetings with our board of representatives,

and general membership meetings. We also communicated with members electronically on a regular basis. When we go into bargaining I tell our members that we have to meet the administration head on, it's really about power and our success depends on how many of them are behind the bargaining team. It is only when we are clear that there's a voice in support of academic freedom, fair salaries and collegial governance that the administration will really begin to pay attention. This always requires strike votes and occasionally a strike to move us closer to the front of the line in terms of the administration's priorities.

## What's next for UMFA members?

We will be bargaining again shortly in an environment dominated by a government committed to austerity, a strategy that has created unemployment and gutted public services. The Pallister government has legislated zero to salary increases over the next four years while enabling significant tuition increases. We received a very low university grant when the budget was delivered last month. Income-based access to the university, student debt and a falling share of public funding will be the result. Solidarity with students, other unions and the community at large will be necessary to reverse these trends. Solidarity among our members will be required to ensure academic standards and collegial governance is maintained. ■

**It is CAUT, provincial associations, faculty unions, student organizations & other campus unions that are left to protect the integrity of teaching, research & service.**



# Robert Chernomas

L'association du personnel académique de l'Université du Manitoba (UMFA) a fait la grève pendant 20 jours en novembre 2016. Le professeur d'économie Robert Chernomas en était alors à sa septième ronde de négociation à la tête de l'équipe de l'UMFA. Maintenant président de la Fédération des associations des professeurs universitaires du Manitoba, M. Chernomas a communiqué au Bulletin ses observations relativement à la grève.

## Qu'est-ce qui a mené les membres de l'UMFA à la grève?

Les membres étaient en colère contre l'augmentation continue des charges de travail et le fait qu'ils avaient de moins en moins de temps pour s'acquitter adéquatement de leurs tâches d'enseignement, de recherche, de service et d'administration. Depuis trois ans, la direction de l'université imposait d'importantes compressions aux facultés se traduisant, pour les membres, par des classes plus nombreuses, un nombre accru de cours à donner dans certains cas, et des tâches administratives sans cesse croissantes. En tant que corps professoral le moins bien rémunéré des 13 universités de médecine pour lesquelles nous avions des données, nous disions à la blague aspirer au 11<sup>e</sup> rang. Un examen attentif des finances de l'Université nous a montré que les coupes ne répondent nullement à un manque de ressources, mais bien à la volonté des hauts dirigeants d'élargir leur rôle en publicité et marketing, et d'affecter une part croissante du budget d'exploitation à des projets d'immobilisations ou à ce que j'appelle leur « complexe d'édifices ».

**Quels ont été les résultats de la grève?**  
Quand la direction s'est pliée à une demande, et non à une loi, du gouvernement conservateur de Brian Pallister, d'imposer une entente d'un an assortie d'une proposition salariale de 0 %, et a rejeté notre demande de libellé concernant la gouvernance et

les charges de travail, nous avons déclenché la grève. Il nous a fallu 20 jours de grève pour enrayer la dégradation de nos rôles d'enseignement, de recherche et de service. Nous avons accepté une entente d'un an avec une augmentation salariale de 0 % en échange d'un nouveau modèle collégial de répartition de la charge de travail, semblable à celui de l'Université de la Saskatchewan, reposant sur la collaboration entre les doyens et les membres du corps professoral. Nous nous sommes aussi battus pour l'ajout de clauses à ma connaissance uniques au Canada qui encadrent l'usage de mesures du rendement, et avons obtenu la protection des droits académique liés à la permanence et à l'avancement professionnel.

**Vous avez prononcé une allocution en mars à la conférence de la CUFA-BC sur la gouvernance universitaire au 21<sup>e</sup> siècle. Qu'avez-vous retiré de cette rencontre?**

Un représentant de l'Association canadienne du personnel administratif universitaire nous a dit que c'est le rôle du conseil des gouverneurs de prendre les décisions financières et celui du sénat de prendre les décisions académiques. Le rôle des associations de personnel académique est de se plier, en tant qu'employés, aux exigences de l'entreprise. Les universitaires ayant pris la parole à la conférence ont confirmé les vues de l'UMFA selon lesquelles le conseil des gouverneurs, l'administration et le sénat ne protègent ni l'intégrité financière de nos universités, ni la gouvernance collégiale, ni la liberté académique. C'est à l'ACPPU, de concert avec les associations provinciales, les syndicats de personnel académique, les organisations étudiantes et d'autres syndicats sur les campus que revient actuellement la tâche de protéger l'intégrité de l'enseignement, de la recherche et du service à la communauté. ■

**En tant que négociateur, comment motivez-vous vos membres?**  
Je prête d'abord une oreille attentive à leurs préoccupations. Ce sont eux qui me motivent. Nous avons tenu 35 assemblées départementales, 2 sondages, plusieurs rencontres avec notre conseil des délégués et des assemblées générales. Nous avons aussi communiqué régulièrement avec nos membres par voie électronique. Quand nous entamons un processus de négociation, je dis à nos membres que nous engageons un duel avec la direction, et que, dans ce jeu de pouvoir, notre succès repose sur leur appui massif à l'équipe de négociation. Notre seule façon d'obtenir l'attention de la direction, c'est de pouvoir affirmer que nous avons un appui ferme pour la liberté académique, des salaires justes et la gouvernance collégiale. Et cet appui, qui prend toujours la forme d'un vote de grève et, parfois, d'une grève, nous permet de bien faire comprendre nos priorités à la direction.

## Qu'est-ce qui attend maintenant les membres de l'UMFA?

Nous entreprendrons bientôt de nouvelles négociations dans un climat dominé par un gouvernement qui prône l'austérité, une stratégie qui a provoqué des pertes d'emploi et sabré les services publics. Le gouvernement Pallister a déposé des mesures législatives qui imposent un gel salarial de quatre ans tout en ouvrant la voie à une augmentation marquée des droits de scolarité. Nos collègues de nombreuses provinces sauront exactement ce qu'il en est. Il faudra une solidarité avec les étudiants, d'autres syndicats et la communauté dans son ensemble pour renverser ces tendances. Il faudra aussi que nos membres réaffirment leur solidarité pour assurer le maintien des normes académiques et de la gouvernance collégiale. ■

# Careers Carrières

## Chemical & Biological Engineering

### TIER I CANADA RESEARCH CHAIR IN ENVIRONMENTAL ENGINEERING UNIVERSITY OF BRITISH COLUMBIA

ledge to productively engage with diverse communities. All qualified persons are encouraged to apply.

## Leadership

### WILFRID LAURIER UNIVERSITY

The Leadership Program at the Brantford Campus of Wilfrid Laurier University invites applications for a One-Year Limited Term Appointment at the rank of Assistant Professor in the Faculty of Human and Social Sciences. The position will commence on July 1, 2017, and is subject to budgetary approval. Applicants must have a completed PhD or will nearly have completed a PhD in Leadership, or a cognate discipline that examines Leadership or Leadership Studies. The program is specifically looking for a scholar who has demonstrated experience in research, teaching (in-class and on-line formats), and program development in the field of Leadership. The expectation is that some courses will be delivered on-line. A complete application package will include: A letter of application describing the candidate's qualifications and fit with the Leadership Program at Wilfrid Laurier University, as well as a description of previous administrative and program development experience: 1) A curriculum vitae, 2) A statement of current and prospective research interests, 3) Up to 2 samples of recent publications, 4) A teaching dossier, including i) official teaching evaluations for courses taught, ii) a statement of teaching philosophy, and iii) a sample syllabus for a course that the candidate has previously taught, 5) The names and contact information for three referees. The deadline for applications is 11:59pm on May 5th, 2017. Please direct your application materials to: Dr. Lamine Diallo, Leadership Program Coordinator, Wilfrid Laurier University, 73 George Street, Brantford, ON, N3T 2Y3. Applications should be emailed to:

Dr. Lamine Diallo, c/o Jennifer Ververs, Academic Program Assistant, LBOLHires@wlu.ca. Wilfrid Laurier University is committed to employment equity and values diversity. We welcome applications from qualified women and men, including persons of all genders and sexual orientations, persons with disabilities, Aboriginal persons, and persons of a visible minority. Members of the designated groups must self-identify to be considered for employment equity. Candidates may self-identify, in confidence to the Acting Dean of the Faculty of Human and Social Sciences, Dr. Lauren Eisler (leisler@wlu.ca). Further information on the equity policy can be found at: [https://legacy.wlu.ca/page.php?grp\\_id=2465&p=10545](https://legacy.wlu.ca/page.php?grp_id=2465&p=10545). All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In accordance with the requirements of the Department of Immigration, Refugees, and Citizenship Canada, the successful applicant will be required to prove they are legally able to work in Canada. We especially welcome applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowl-

## Advertising /

Advertising rates and deadlines at CAUT.ca. Job postings at AcademicWork.ca.

## Publicité /

Les tarifs pour la publicité et les dates de tombée sont affichés sur le site ACPPU.ca. Les offres d'emploi sont publiées sur le site TravailAcademique.ca.

## Publisher's Statement /

The *CAUT Bulletin* will not accept advertisements from for-profit post-secondary institutions or job advertisements restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the *Bulletin* are open to both men and women. Advertisements using restrictive language will not be accepted except when the language is consistent with human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide CAUT with a statement as to these reasons. The *CAUT Policy Statement on Academic Freedom* (<http://bit.ly/1oGvgX>) contains fundamental statements of principle which reflect key priorities of the organization. CAUT thereby reserves the right to refuse advertisements from any post-secondary institution where such advertisement or practice of the institution appears to demonstrate an intention to restrict (or has in fact restricted) academic freedom. As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the American Association of University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which CAUT can provide any verifiable information concerning the state of academic freedom at institutions outside of Canada. CAUT publishes a list of colleges and universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tel: (202) 737-5900 or visit AAUP.org.

## Déclaration de l'éditeur /

Le *Bulletin de l'ACPPU* n'accepte ni les publicités des établissements postsecondaires à but lucratif ni les offres d'emploi qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'incapacité, d'orientation sexuelle, d'origine sociale ou de convictions ou d'opinions politiques. L'ACPPU s'attend à ce que tous les postes annoncés dans le *Bulletin* soient offerts aux hommes et aux femmes. Les annonces utilisant un langage restrictif ne sont pas acceptées à moins qu'elles ne soient conformes à la *Loi sur les droits de la personne*. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à l'ACPPU une déclaration énonçant ces raisons. L'*Énoncé des principes fondamentaux de l'ACPPU sur la liberté académique* (<http://bit.ly/1rbZB9X>) reflète les priorités clés de l'organisation. L'ACPPU se réserve donc le droit de refuser de publier les annonces d'un établissement postsecondaire dans le cas où la teneur de ces annonces ou les pratiques de cet établissement démontrent l'existence d'une intention de restreindre la liberté académique (ou restreignent en fait celle-ci). Le *Bulletin* accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté académique et son degré de protection peuvent varier d'un pays à l'autre. À l'exception des États-Unis, où l'American Association of University Professors (AAUP) enquête sur des présumées violations de la liberté académique, il n'existe aucune méthode permettant à l'ACPPU de vérifier la situation de la liberté académique dans les établissements postsecondaires étrangers. Deux fois par an, l'ACPPU publie une liste des collèges et des universités frappés d'une sanction de blâme par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces sanctions de blâme, prière d'écrire à l'AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tél: (202) 737-5900, ou de visiter AAUP.org.

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Applications are invited for two Tenure-Track Lecturer Positions in the areas of Electronic and Software Systems Engineering in the Faculty of Engineering and Applied Science at the University of Regina.

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Bookmark your future at [www.uregina.ca/hr/careers](http://www.uregina.ca/hr/careers)

To obtain a copy of this job description in an accessible format, please contact Nancy Lambert at [nlambert@wlu.ca](mailto:nlambert@wlu.ca) or by telephone at 519-756-8228 ext. 5778. Laurier Brantford and the Faculty of Human and Social Sciences wishes to thank all applicants for their interest. All nominations and applications shall be reviewed and considered under a set of criteria established by the Search Committee and a short list of candidates shall be interviewed. Only those applicants selected for the short list will be contacted.

**Librarian  
STEACIE SCIENCE & ENGINEERING LIBRARY YORK UNIVERSITY**

York University Libraries seeks an innovative and visionary leader who will inspire the librarians and staff of the Steacie Science and Engineering Library to match the ambition of York's growing Science, Engineering and Health faculties. <http://webapps.yorku.ca/academichiringsviewer/viewposition.jsp?positionnumber=1685>. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at <http://www.yorku.ca/acadjobs/> or by calling the AA line at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

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DALHOUSIE UNIVERSITY**

Dalhousie University is inviting applications for a full-time, probationary tenure-track faculty position in the Department of Microbiology and Immunology, Faculty of Medicine. The appointment will be made at the level of Assistant Professor. The successful applicant is expected to develop an externally funded research program in the area of molecular virology and host-pathogen interactions, and to mentor trainees at the undergraduate, graduate and postdoctoral levels. The incumbent will also be expected to teach undergraduate courses in the Medical Sciences, and Microbiology and Immunology

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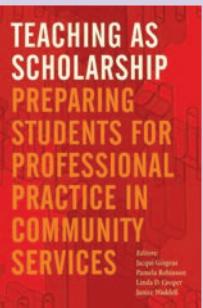
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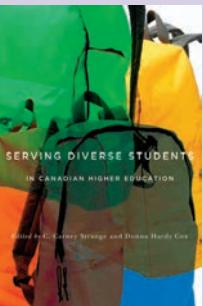
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programs. Dalhousie University is a research-intensive university located in Halifax, a cosmopolitan port city and the capital of Nova Scotia (<http://www.novascotia.com/about-nova-scotia/regions/halifax-metro>). Virology is an area of research strength at Dalhousie University, which receives strong support through the Dalhousie Medical Research Foundation (<http://www.dmrif.ca/en/home/default.aspx>) and is complemented by extensive collaborations with vibrant research programs in infection, immunity, inflammation, vaccination and cancer cell biology. Information on faculty research interests can be found at <http://www.medicine.dal.ca/departments/department-sites/microbiology.html>. Applicants must have a PhD in a relevant field, along with extensive postdoctoral experience and a solid publication record. The successful applicant will have demonstrated the ability or potential to secure peer-reviewed funding, conduct independent and collaborative research, mentor trainees, and effectively develop and teach face-to-face and online undergraduate courses. A complete application includes: 1) your curriculum vitae, 2) a two-page description of proposed research, 3) a statement of teaching philosophy, experience and interests, 4) three letters of reference (at least two must be academic referees) sent under separate cover, and 5) a completed Self-Identification Questionnaire, which is available at [www.dal.ca/becounted/selfid](http://www.dal.ca/becounted/selfid). Please submit your complete application by June 15th, 2017 to: Michelle Sampson, Department of Microbiology and Immunology, Dalhousie University, 5850 College Street, Room 7-C5, Halifax, Nova Scotia, Canada B3H 4R2 or Email: [ML.Sampson@Dal.Ca](mailto:ML.Sampson@Dal.Ca). All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Dalhousie University is committed to fostering a collegial culture, grounded in diversity and inclusiveness. The university encourages applications from Aboriginal people, persons with a disability, racially visible persons, women, persons of minority sexual orientations and gender identities, and all candidates who would contribute to the diversity of our community.

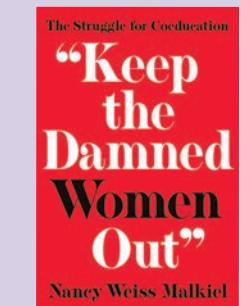
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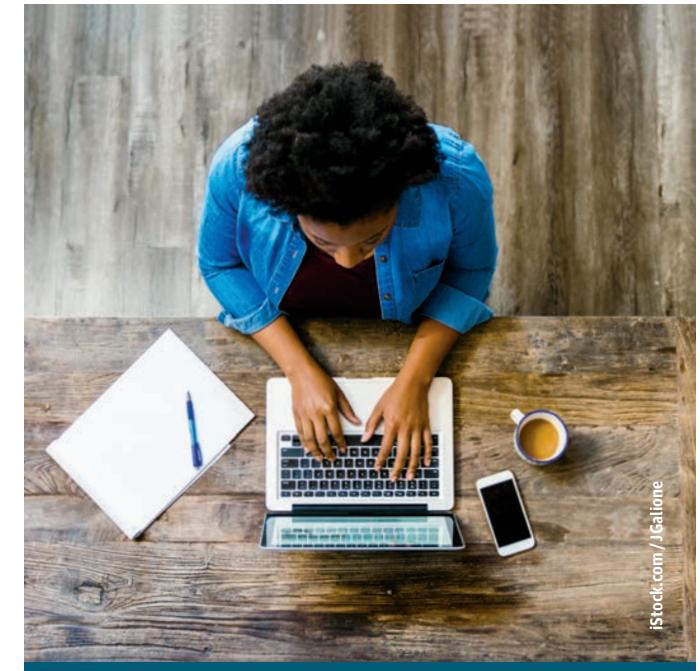
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