

BUFA VOICE



Message from the President

Linda Rose-Krasnor

BUFA on the Brock Budget

At each of our General Membership Meetings this year, the members of BUFA’s Budget Advisory Committee made presentations in which they identified the primary sources of the deficit reported by the University, discussed assumptions underlying the University’s estimates of revenues and expenses, and asked a number of questions about the University’s spending choices and priorities (see, for example, the notes attached to the February 12, 2014 meeting, which are available in the members’ section of the BUFA website www.bufa.ca). We also have been talking about the assumptions underlying the University budget presentations in the visits to Departments that we have been making in preparation for collective bargaining this spring. Although BUFA representatives have worked hard to be accurate, precise, and clear in our communications about budgeting issues, nevertheless we have heard that inaccurate claims and statements are being attributed to BUFA. Given the importance and sensitivity of budget issues at this time of job losses, restructuring, and collective bargaining, we thought it was necessary and timely to clarify BUFA’s communications about the budget.

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Special Membership Meeting Pond Inlet

Wednesday, April 16, 2014 11am–1pm
**Quorum required to approve the
 2014 Negotiating Mandate**



www.BUFA.ca

News and Views

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The BUFA Executive and Contacts

Keep up-to-date on what's happening with your faculty association through social media.

Twitter: @BUFABrock

Facebook: search "Brock University Faculty Association"

Editor: Larry Savage

Editorial Assistant: Joy Werner

BUFA on the Brock Budget (*continued from cover page*)

1. **Budgets are built from assumptions, priorities and choices, as well as fixed elements and constraints.** In the creation of its budget estimates, the University has made a number of key assumptions and predictions regarding both expenses and revenues. In estimating its 2013-2014 income, for example, the University assumed that there would be no increase in enrolment and also no increase in government operating grants. On the expense side, the University included a 3.75% increase in personnel costs for 2014-2015, even though it has said in another context that it expected no such salary increases. In choosing which expenditures to include, budget designers also reveal institutional priorities. For example, the 2013-2014 University budget included a \$35 million (!) data management software system, amortized over three years. Further, the Board has mandated the Administration spend \$6 million on deferred maintenance in 2014-2015, which represents 6.4% of our total deferred maintenance costs. This seems to be an arbitrary amount of required deferred maintenance spending (why not spend an additional \$3 million dollars, for example? Or spend \$3 million less?). The inclusion of the software system and the size of the deferred maintenance expenditures establish them as relative priorities over spending on other things (e.g., additional support staff or more undergraduate student scholarships or a football field).
2. **There is not a “single” deficit size for Brock University.** Change the assumptions, priorities or choices in a budget and you change the size of the deficit size (see the Interactive Budget Forecast Model on the Finance website). The University’s predicted deficit for 2014-2015 will be approximately 20 million dollars, based on its own assumptions and priorities. What happens if we change some of these assumptions and priorities? If we assume, for example, that instead of a zero enrolment increase, 500 additional students will come to Brock, the deficit will be reduced by several million dollars. Reducing the suggested spending on deferred maintenance by 25% will lower the deficit a further 1.5 million dollars. In the pension domain, the University has assumed the lowest and most conservative discount rate of all eight of our comparator universities. Bringing this rate into line with the other institutions will improve the outlook for our pension funds and thus the need to increase pension contributions.
3. **The process of addressing deficits must include an analysis of the role that capital expenses have had in our current fiscal difficulties.** This analysis must encompass the Board and Administrative decision-making that led to the debt-related burdens and high operating expenses that we now face, largely due to capital investments made without off-setting revenue generation. The Cairns Building is an example of high capital cost incurred without provision for additional teaching capacity, which would have allowed us to increase revenue to help meet the building costs.
4. **Deficits may be reduced in a wide variety of ways.** The manner of deficit reduction, and the speed at which the reductions occur, are choices made by the University. We have many intelligent and thoughtful members of the Brock community, who care deeply about the University and its future. BUFA believes that the University will benefit if it better can involve its members in problem-solving about ways to address our current fiscal needs and increase Brock community input into decisions that will have major financial impacts. We also need to understand more fully why the Board has given the Administration only one year to reduce our deficit to zero. Such a tight timeline does not allow enough opportunity for thoughtful analysis and planning. In addition, the drastic and rapid transformation that will be necessary to achieve this goal will be stressful and difficult for the individuals involved.
5. **Informed analysis of the choices and assumptions and priorities that drive budget design, as well as suggestions for alternate deficit reduction strategies, should be welcomed.** BUFA has not denied that Brock has a deficit. We have, however, stressed that the size of the deficit is not fixed; rather, the size of the deficit is dependent on the underlying assumptions and priorities. We have helped our members identify these assumptions and priorities and consider, for themselves, whether these budget influences are reasonable and consistent with the academic mission of the University. When the size of the deficit becomes the basis for critical decisions such as job loss and program closure, we should be very certain that our budget estimates are justifiable. Further, the Administration should be both able and willing to explain them to the University community.

In summary, budgets are as much political documents as they are financial ones, and they are used by organizations to implement fiscal and other policies. Within a budget, the estimated size of deficit results from a set of complex and shifting factors. Some of these factors are constrained but many others are variable and reflect institutional priorities, assumptions, and predictions. Further, there is a multitude of ways to reduce a deficit. In public institutions such as universities, both the elements contained within a budget and the strategies for reducing deficits should be carefully and publicly examined, open to challenge, and adequately justified.

Flashback 30 years . . . to 1984



Kathy Belicki, BUFA Member-at-large

Recently a few colleagues and I were swapping memories about Brock in the 1980s. In popular culture, 1984 was fraught with negative associations due to the famous novel by George Orwell. This was the book that brought into common speech such words as Big Brother and Orwellian. But at Brock the 1980s was a period of both good times and bad...

- BUFA was not a legal union, but the debate about unionizing was a hot one. Moreover the administration was deeply concerned about our possibly organizing and that may have given us some negotiating advantage during that era.
- Despite that possible advantage our salaries fluctuated between being the lowest in Ontario or, in good years, the second lowest.
- On the other hand, faculty governance was alive and well. Senate's ranks were not swelled with an ever-increasing numbers of administrators. Moreover it was accepted—and indeed expected—that faculty would have lively discussions about governance, and would from time to time disagree with each other, including with those holding administrative positions. Such discussions were seen as a healthy part of university discourse, even if it was annoying at times (particularly when someone disagreed with me).
- Back to the negative side, teaching loads varied tremendously across the university with some teaching up to 3 full courses on load.
- Teaching relief for Chairs was an almost random affair, largely depending on the Dean of the day.
- In fact many benefits were bestowed inconsistently as a function of the negotiating skill of a faculty member, how favoured was that faculty member in the eyes of their Dean and/or senior administration, and the whims of the specific Dean. It was not unusual for a department to be simply informed that a colleague had been given teaching relief.
- The days of equal opportunity for all—that a deal cut for one would be automatically extended to all faculty members with similar circumstances (albeit, until recently, often only after an intervention from BUFA)—was not even on our psychological horizon.
- There were very few women who were faculty—so few we could meet in a single livingroom as we did periodically to support one another. In addition, the salaries of female faculty were consistently lower than those of men. It would be a number of years before a formula for addressing salary inequities was negotiated.
- It is true that most of us did not aspire to “transformative pedagogical innovations”, but it is also true that many pursued sound pedagogy. Moreover, were we to have used such language as “innovative pedagogy” we would have defined it as a new form of pedagogy that was effective, not a new form that was cheaper.
- And we not only had seminars, these were recognized to be the valuable experience that our alumni overwhelmingly confirm them to be in surveys. This meant we could spend our time designing effective seminars, instead of defending the practice of seminars.
- Moreover, seminar enrollments were routinely capped at 14-16, consistent with the research findings on effective seminar size.
- Of course, not all great things are affordable, and fiscal realities have to be faced. In the 1980s if we could not afford something, it was simply stated that we could not afford it, rather than being told that the expenditure was unnecessary or out of date or “out of touch with today’s learners”.

These are some of my memories. What are yours?



Message from the Negotiating Team

Chief Negotiator – Charles Burton, Political Science

Deputy Chief Negotiator – Nancy Taber, Grad & Undergrad

Team Members – Martin Kusy, Finance, Operations and Information Systems

Richard Parker, Classics

Feri Razavi, Physics

Tim Ribaric, Library Systems & Technologies

Cathy Van Ingen, Kinesiology

Shannon Lever, BUFA Administrative Support

On April 16, all BUFA members will have an opportunity to review and vote on the membership's mandate to the Negotiating Team for our upcoming round of bargaining with the Administration that will lead to our next Collective Agreement.

Over the course of the past several months of meeting with our colleagues and through analysis of the membership survey, we have found general consensus on the concerns that we share and on what the priorities for negotiations should be. The need to develop a mechanism to ensure fair allocation of our work, as well as measures to staunch the increasing download of administrative obligations onto us (especially on our members who serve as Chairs and Directors) in the name of "efficiency," has come up time and time again.

Our members have stressed two major concerns to us: the need to protect academic freedom and the authority of members to determine the academic mission of the University. We are committed to fighting for the preservation of the right of scholars to determine the academic content of what we teach and how we teach it.

An associated issue is the longer-term impact of the budgeting pressures engendered by the choices that have been made by the Administration and Board in allocating

the limited resources that have been, and will be, available to Brock University. To paraphrase the American patriot Thomas Paine's characterization in his 1776 pamphlet, *The American Crisis*, "these are the times that try our souls." All of us are concerned about protecting the soul of our institution as we take the quality of the education that we provide very seriously. This education is not just about information that can be found in books or on the screens of our electronic devices, but also about mentorship, moral and ethical maturity, and citizenship. At our best we can transform lives over the few years that students are with us. We all treasure hearing from alumni years later how their connection with a specific scholar at Brock inspired them to become what they are today.

For this reason we are concerned about the fundamental and long-term impact of potential reductions to the complement of tenured and tenure-stream scholars at Brock carried out in the name of economy. The fundamental character of our University is inextricably linked to the primacy of active scholars engaging students' minds through direct interaction. This is what Brock is all about.

Everything else is secondary to our mission as an academic institution that is led and shaped by scholars and professional librarians.

In our negotiations, we shall hold these truths to be self-evident.



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Your 2014-2015 BUFA Executive Committee Members

Linda Rose-Krasnor

Particularly in this intense period of collective bargaining, financial constraint, and political interference in post-secondary education, BUFA has an important role in maintaining and building Brock's strengths, as well as improving its less well-developed aspects. Protecting and enhancing pedagogical quality, academic program integrity, research support, academic freedom, faculty governance, and workload issues will require BUFA attention over the next year. Our Collective Agreement provisions, broad consultation with members, transparency of process, and meaningful dialogue with others in the Brock Community will be critically important tools in achieving these goals.

I first served as BUFA President from 2012-2013 and was subsequently acclaimed for a two-year term ending June 30, 2015. I have been a member of several BUFA Negotiating Teams in the past; this year I will represent the Executive during our Team's deliberations away from the bargaining table. Previously, I also have served as BUFA Grievance Officer, Secretary, and Chair of several BUFA Committees. I have been on Senate since 2012 and held various other Departmental and University-level positions, such as Psychology Chair, Chair of the Senate Committee on Graduate Studies, and REB Chair.



current and past member of Senate (for 13 years), I have gained insight into many aspects of university governance through experience on various Senate subcommittees, including governance, the undergraduate program committee, teaching and learning, budget advisory and student appeals.

I believe that my past experience and institutional knowledge of Brock will be useful in helping me to make a contribution to the BUFA executive. I believe it is important to ensure that BUFA provides a sufficiently wide tent to accommodate the great diversity of interests and needs of different faculty across the university, while being vigilant to ensure that the administration always respects the faculty rights that are set out in the Agreement.

David Whitehead

Prior Experience: now completing two years on Senate, Governance Committee of Senate, BUFA Executive Committee, Grievance Panel (Chair), and second year as Grievance Officer; BUFA's chief negotiator for the 2011-14 collective agreement; 8 years on the BUFA Pension Committee and Brock Pension Committee, including two years as chair; over 25 years at Brock including a term as department chair; many years part-time outside professional experience as trainer in negotiating and labour relations, and as mediator and arbitrator; Employee Relations Officer, UNB, Fredericton, for two years.



Preferred decision-making process and criteria: ensuring that collective agreement rights are respected; searching, in collegial, respectful, civil and transparent ways, for creative, optimal solutions that solve problems and meet needs; fostering collegial relations in the University community; when required, proceeding through the grievance and arbitration process in a timely way.

Key issues: in these challenging times of budget deficits, rescissions, staff turnover, Government interventions, and program prioritization, insuring that the administration of the collective agreement is consistent with its provisions; ensuring that members with questions, issues, complaints, and grievances get effective assistance and representation by trained, skilled, and knowledgeable members of the Grievance Panel; ensuring that the work of the Grievance Panel receives the resources and support necessary to do its work on behalf of members; supporting BUFA initiatives to build a strong, inclusive, well-run union with informed, committed and engaged members; supporting initiatives that reflect and are representative of the union's diverse academic and professional membership; and ensuring that the negotiating team is supported in its work to negotiate an excellent collective agreement.

Michelle Webber

I am an Associate Professor in the Department of Sociology and am affiliated with the Centre for Labour Studies. My research interests overlap with my interest in serving BUFA members. I am currently engaged in a research project examining the strategies and efficacy of Ontario faculty associations in their attempts to resist accountability governance regimes (with Larry Savage and Jonah Butovsky).



Sandra Felton

Since joining Brock's faculty in 1976, I have been very engaged in service to the university in a variety of capacities. Within the Goodman School (and formerly the Faculty) of Business, I have served as both Department Chair (six years) and Associate Dean (three years). In the early years, I served on the executive of the Brock University Faculty Association, and was a member of the salary negotiating committee and the Grievance Panel. In 2012 I joined the BUFA Executive as a Member-at-Large and 2014/2015 will be my second year as Treasurer. As a



Lisa Barrow

Creating safer and healthier workplaces has been a passion of mine for many years. Over the course of my career, health and safety has always been a priority. My motto has been “Safety First”. In my role as Health and Safety Officer, I will continue to seek out opportunities to improve not only our work environment but our interpersonal relationships as well. I believe we each have a role to play in ensuring that our environment is safe and that our relationships are healthy. The major health and safety issues I will be focusing on this year pertain to interpersonal conflict, accommodations and delayed maintenance. Should you have additional health and safety concerns, please do not hesitate to contact me. I trust that you will embrace the motto “Safety First” as you go about your day-to-day activities. Please be safe.



Coral Mitchell

I am a Professor of Education at Brock University, St. Catharines, Ontario, where I study and teach about the development of learning communities and the educational role of administrators. I became interested in working with the Faculty Association when I realized that the educational work of the university (as a site of critical inquiry and critical pedagogy) and the role of faculty members in the governance of educational work are in danger of being sacrificed at the altars of administrative expediency and financial exigency. I therefore believe that the most important tasks for the Executive and the Faculty Association will be to protect faculty governance over academic programs and to reclaim faculty involvement in the work of building the university.



Larry Savage

I am excited to serve as BUFA's OCUFA Director and I commit to embracing this new role with the same level of energy, enthusiasm and determination that I have come to be known for in the faculty association. Having previously served as BUFA's Grievance Officer, as a Member-at-Large on the BUFA Executive, and most recently as the Association's Communications Director, I will bring a wealth of experience and knowledge to the position. My union activism is commensurate with my academic interests, which revolve around the relationship between organized labour and politics. I am co-editor of two books, *Public Sector Unions in the Age of Austerity* (2013) and *Rethinking the Politics of Labour in Canada* (2012), and am



currently working on a SSHRC supported project exploring the relationship between labour unions, workers' rights and the Canadian Charter of Rights and Freedoms.

In addition to currently sitting on the BUFA Executive, I also serve as Director of the Centre for Labour Studies and as an elected member of the Brock University Senate. You can check out personal faculty page at brocku.ca/lavage

Nancy Taber

I am pleased to be (re) joining the BUFA Executive, this time in the position of Communications Director. I have served on the Executive in previous years as the Non-Tenured Representative and as the Secretary. Additionally, I have spent this year as Deputy Chief Negotiator and will be continuing in this role until we have a new Collective Agreement. We face many challenges, but I think they are best encapsulated in the concepts of academic freedom and faculty governance. I believe that we must come together as faculty members and as a union to ensure that our teaching, research, and service rights are protected. Universities were created to support learning and critical thinking for intellectual growth, directed by faculty input. We must ensure that our involvement in academic decision-making is not eroded. My research is very much connected to my work with the union; I am currently exploring how neoliberal and militaristic influences intersect with everyday learning and higher education.



Jennifer Li

Since joining Brock's faculty in 2003, I have gained valuable insight into many and varied aspects of university governance through engagement in a broad range of service activities. Within the Goodman School of Business, I fairly recently (2012) completed a three year term as Chair of the large department of Accounting. In addition, I have served on the following Faculty committees, among others: the Undergraduate Program Committee (2007-2012), Assurance of Learning Committee (2008-present), two program review committees, the Master of Accountancy Committee (2009 – 2012), and several recruiting committees. At the university level, I am currently serving as a member of both the Joint Committee on Employment Equity and the BUFA Collective Agreement Committee. I believe that my past and present experience both as a Department Chair and as a member on these various committees has provided me with an institutional knowledge of Brock that can help me to make a useful contribution on the BUFA Executive as a Member-at-Large.



Other BUFA Executive Members:
(Hans Skott-Mhyre, Heather Whipple,
Santo D'Agostino and Bozidar Mitrovic)

Since Arriving at Brock . . .



Coral Mitchell, BUFA Secretary

When I arrived at Brock in 1995, the university operated through collegial governance. Stated simplistically, faculty members ran academic programs, staff members handled logistics, Senate provided academic regulations, the Board of Trustees oversaw the finances, and senior administrators facilitated and communicated the work of the various units. Faculty members were expected to have autonomy over programs because they fell within our academic expertise. We were expected to have voice and agency in the direction and decision making of the university because we knew the programs and we worked directly with the students.

Over the years, the decision model has shifted from collegial governance to managerial control. This is evident in, for example, the proliferation of Associate Vice Presidents, Associate Deans, Directors, and Associate Directors. It is evident in the work of Associate Deans who exercise control over academic programs. It is evident in the lack of collaboration with faculty members (remembering that consultation is not collaboration) to shape, among other items, the strategic mandate of the university. It is also evident in the lack of transparency in many of the decisions and directives emanating from senior administrative offices.

The narrative accompanying this managerial shift is that the senior administrators have the best interests of the university (and of us) at heart. They also have the necessary insight, information, and vision to move us forward in a sustainable direction. We are told, implicitly and explicitly, that our job, as faculty members, is to support the senior administrators in their decisions and their directions. We are told that we should accept their vision, trust their wisdom, respect their efforts, and smooth the path to their idea of a sustainable university. Any questions or criticism of their decisions are taken as an affront to their knowledge and good intentions.

There are at least two things wrong with this narrative.

First, the managerial model assumes that the best and the brightest rise to the top. This is not necessarily the case. The people who rise to the top are the people who want to rise to the top. Some are very good, some are very bad, and most are somewhere between those two extremes. And even the very good are not always very good at everything. So if the best and the brightest are not necessarily sitting in the senior administrative offices, why should their vision trump the vision of other members of the academy (some of whom might actually be the best and the brightest)? Why should the voice of senior administrators drown out the voices of other members of the university? Why should the insights of senior administrators have greater standing than the insights of the rest of us? Collegial governance allows for all voices to be heard with equal authority, but managerial control is silencing the voices of academics who could contribute creative and resourceful solutions to the challenges we face.

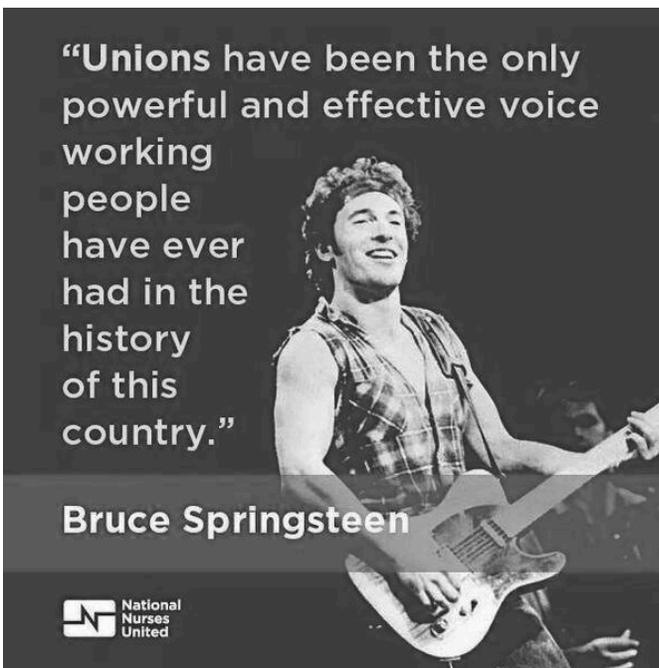
Second, faculty members are not only academic experts but also public intellectuals. In that role, we serve as the critical voice of society: to call attention to oppressive forces in our social institutions and to speak truth to power. In that role, we have a duty to call administrators to account for the consequences (intended and unintended) of their decisions and their processes. We have a duty to analyze the evidence and to question the assumptions underlying the decisions. If our critical engagement is stifled in our home institution, our ability to speak out against intrusive control in other spaces is diminished.

A few years ago, I lamented this state of affairs to a friend who had preceded me to Brock. She replied, *“When you and I came to Brock, we were invited to build a university. Faculty members arriving now are being invited to build a career.”* Although I am not opposed to building a career, I believe that it is time for faculty members, as individuals and as a collective, to reclaim the task of building a university. When I came to Brock, the university was a site of critical inquiry and critical pedagogy. We valued and supported critical discourses, and we aspired to grow the next generation of critically engaged scholars and citizens. If we want to preserve that kind of university, we have a duty to speak truth to those who hold power in our institution, to protect and participate in collegial governance, to confront the challenges of our time, and to make our voices heard. This is the vision of faculty work that I invite you to keep in mind as we move forward in the coming round of negotiations.

Congratulations to all our newly elected BUFA Senators

- | | | |
|--------------------|------------------------------------|-------------------------|
| • Maureen Connolly | Faculty of Applied Health Sciences | Kinesiology |
| • Christine Daigle | Faculty of Humanities | Philosophy |
| • Heather Gordon | Faculty of Mathematics and Science | Chemistry |
| • Paul Hamilton | Faculty of Social Sciences | Political Science |
| • Jennifer Li | Goodman School of Business | Accounting |
| • Dan Malleck | Faculty of Applied Health Sciences | Health Sciences |
| • Tanya Martini | Faculty of Social Sciences | Psychology |
| • Laurie Morrison | Library | Liaison Services |
| • Joe Norris | Faculty of Humanities | Dramatic Arts |
| • Sid Segalowitz | Faculty of Social Sciences | Psychology |
| • Hans Skott-Myhre | Faculty of Social Sciences | Child and Youth Studies |
| • Donna Szoke | Faculty of Humanities | Visual Arts |
| • Nancy Taber | Faculty of Education | Graduate & Undergrad |
| • Heather Whipple | Library | Liaison Services |
| • Sakoita' Widrick | Faculty of Education | Tecumseh Centre |

Would you support BUFA if the *Boss* told you to?





**KEEP
CALM
AND GO TO THE NEXT
UNION
MEETING**

Calendar of Events at Brock and in the Community (Visit us online for more information)



BUFA
BROCK UNIVERSITY FACULTY ASSOCIATION

Annual General Membership Meeting
May 13, 2014 – 12-2pm
Sankey Chamber

Real Canadian Craft Beer Festival
April 5, 2014
Scotiabank Convention Centre
6815 Stanley Avenue Niagara Falls



WE WEAR CANADA ON OUR SLEEVE. THIS SHOW IS EVERYTHING **CANADIAN**. GREAT FOOD, GREAT BEER, GREAT MUSIC.

Great Times

The RCCBF will feature craft beer from the best craft breweries from across Ontario as well as great eats from local restaurants. Plus, live music, a wicked VIP lounge and killer after party!

Stress in the Workplace Workshop
April 15, 2014 in MC C405
8:30am-12pm OR 1-4:30pm
\$10 per person
www.whsc.on.ca



Sponsored by: OSSTF

Show your union pride...
BUFA Gear
Coming soon!




www.BUFA.ca

2014 Easter Egg Hunt for Dogs and Their Families
April 18, 2014
Burgoyne Woods Park
70 Edgedale Road, St. Catharines
Registration begins at 10am
Hunt begins at 11am



ALL UNION TOWN HALL MEETING
APRIL 8, 2014
THISTLE HALL 325
SESSIONS START AT: 11:35AM, 12:05PM
AND 1:05PM (IF NECESSARY)





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