TUCFA NEWS AND VIEWS

OCTOBER 2026



Photo by: Riley Brandt, University of Calgary

TUCFA
THE UNIVERSITY OF CALGARY
FACULTY ASSOCIATION

TUCFA
THE UNIVERSITY OF CALGARY FACULTY ASSOCIATION

Table of Contents

President's Column....1
News from TUCFA....5
News from CAUT and other Faculty Associations....10
Announcements....11
Events....12
Questions from Members....13
Members' Views....18
Member Profile....22
Department Representatives....25
Department Representative Vacancies....26
Board of Directors....27
TUCFA Employees....28
Contact TUCFA....29

Editors

Christopher Sears - Executive Officer (Communications)

Heather Ganshorn - Member, Board of Directors

TUCFA

Sarah McKenzie - Professional Officer

President's Column: Growth, Renewal, and Looking Ahead



Dear Colleagues,

Welcome to the fall edition of News and Views – your newsletter! This has been a transformative year for the Association, highlighted by the launch of TUCFA's 2026 Strategic Plan — the first in our history. This milestone blueprint is essential to our future, providing a proactive roadmap for navigating evolving institutional challenges, securing vital resources, and amplifying our collective voice.

Originally established as an academic staff association under the Universities Amendment Act of 1981, TUCFA now represents approximately 2,600 academic staff members. As your exclusive bargaining unit, we serve as the sole legal authority to protect your workplace rights and negotiate fair employment terms. Today, our collective commitment to excellence and solidarity has never been stronger. Our core focus remains firmly on supporting and defending you, so you can focus on what you do best.

Moving forward, the Association is intensifying efforts to address the top priorities you identified in our recent membership survey:

- Enhancing compensation and benefits
- Protecting member rights under the Collective Agreement
- Negotiating for fair, reasonable, and transparent workloads
- Safeguarding academic freedom
- Promoting collegial governance

Inside This Issue

In this edition of News and Views, we explain a recently resolved PER accounting issue, review recent collective bargaining settlements at Canadian universities, and provide updates on our ongoing policy grievances regarding sick leave and workplace accommodations. In our Questions from Members section, we share details on the successful General Meeting and highlight several key results of our 2026 membership survey. The Members' Views section features **Dr. Michael Antle's** compelling analysis: *Permanent Daylight Saving Time: What Darker Mornings Mean for the University of Calgary*. Finally, we are thrilled to spotlight **Dr. Jennifer Jackson** from the Faculty of Nursing in our Member Profile!

Recent Highlights

Change and momentum are in the air at TUCFA! First, please join us in welcoming **Dr. Oleksiy Osiyevskky** from the Haskayne School of Business, who steps into the role of Treasurer and Executive Officer. He takes the reins from **Trevor Tombe** — we owe Trevor a massive thank you for his incredible work over the last several years, and we are glad to retain his expertise on the Board and as our representative on the UAPP Board of Trustees.

During block week, TUCFA was out in full force at the Academic Welcome Resource Fair. As TUCFA President, it was an honour to officially welcome our new academic colleagues. We also debuted our new blue tote bags and other official TUCFA swag (pages 6-9), turning the campus a little more TUCFA blue! A huge shoutout to our Department Representatives and Board of Directors members for making our visual presence louder and prouder. Our entire swag collection is available to all members; stop by the TUCFA Office to claim yours!

We're also breaking records. This August, we held our first General Meeting in over a decade (see page 13), and on September 6, we made history by participating in the Calgary Pride Parade for the first time (see page 5). Our governance engine is firing on all cylinders to support you, backed by fresh September orientations and a rigorous, dedicated meeting schedule spanning biweekly, monthly, and quarterly sessions to keep our union moving forward.

Committee Updates and Appointments

September marked the launch of TUCFA's new Grievance Committee, an important step in strengthening how the Association supports and represents its members. Meeting monthly, the committee plays a central role in TUCFA's new grievance strategy, providing guidance on complex workplace concerns, investigations, and grievances, and advising the Board of Directors on cases that may warrant arbitration. The committee includes TUCFA's Grievance Advisors, **Tavis Campbell** and **Karen Then**. We extend our sincere thanks to the members who have volunteered their time and expertise to serve on this important committee:

- **Jacob S. Lamb** (Schulich School of Engineering)
- **Bonnie M. Lashewicz** (Cumming School of Medicine)
- **Daniel Pang** (Faculty of Veterinary Medicine)
- **Rüdiger P. Tscherning** (Faculty of Law)

We are also thrilled to welcome **Heather Ganshorn** (Libraries and Cultural Resources) and **Jackie Sieidal** (Werklund School of Education) to TUCFA's Communications Committee, chaired by **Christopher Sears**, our Executive Officer (Communications). Keep an eye out for their work as they bring you more timely updates through the newsletter and social media channels, create new opportunities for member feedback through surveys, and improve how TUCFA communicates its activities, advocacy, and accomplishments.

Looking ahead, the Board of Directors recently approved a new Finance Committee. This team will modernize our financial strategy and strengthen oversight of our finances and investments. Want to help shape our financial future? If you're interested in serving on this committee, please contact the Committee Chair and Association Treasurer, **Oleksiy Osiyevskky**.

In accordance with the *Post-secondary Learning Act*, the Minister of Advanced Education has approved our nominee to the Board of Governors: **Myles Leslie** (Cumming School of Medicine). Myles will champion TUCFA's voice as our representative for a three-year term.

I am also pleased to announce that TUCFA has appointed new members to the Canadian Association of University Teachers (CAUT) Defence Fund. The Defence Fund provides financial support to academic staff unions during strikes, lockouts, and collective bargaining disputes. Established in 1978, the Fund currently includes 71 member unions representing more than 41,000 academic staff across Canada. For TUCFA, membership provides access to financial resources and national solidarity that strengthen our ability to defend members' interests. The newly appointed TUCFA members are:

- **Jacqueline Jenkins** (Faculty of Arts)
- **Thomas Keenan** (School of Architecture, Planning and Landscape)
- **Oleksiy Osiyevskky** (Haskayne School of Business)
- **Dora Tam** (Faculty of Social Work)
- **Justine Wheeler** (Libraries and Cultural Resources)

Finally, on behalf of the Board of Directors, I am pleased to announce that TUCFA has hired a Senior Manager for the Association office. This appointment follows a rigorous, nationwide search conducted with the assistance of executive recruitment specialists Janet Soles and Associates. The new position represents an important step in strengthening TUCFA's organizational capacity. The Senior Manager will oversee day-to-day operations and provide strategic and administrative support to the Executive Officers and Board of Directors. I look forward to introducing our new Senior Manager and sharing more details in the coming weeks!

Building Our Foundation

Active member participation on TUCFA's new committees, and as representatives to internal and external bodies, is an important step toward strengthening member engagement, a key priority of our new Strategic Plan.

But strengthening TUCFA is about more than increasing participation. It is about building a strong, sustainable Association where every member feels valued, supported, and empowered. I encourage you to get involved by serving on a committee, attending our events, and sharing your ideas and perspectives. Your participation helps shape our priorities, strengthens our collective voice, and directly contributes to TUCFA's success. Together, we can build a stronger Association that represents and supports all its members.

I wish you a productive, enjoyable, and rewarding fall semester.

Francine G. Smith, Ph.D.
President, TUCFA



Photo Credit: Riley Brandt

News from TUCFA

TUCFA Participates in Calgary Pride Parade

TUCFA was proud to participate in the Calgary Pride Parade on Sunday, September 6, marking the Association's first official appearance at the event.

TUCFA members joined thousands of participants in celebrating diversity, inclusion, and the 2SLGBTQIA+ community. The parade gave members an opportunity to come together, show support for 2SLGBTQIA+ colleagues and students, and demonstrate TUCFA's commitment to fostering a welcoming, inclusive university environment.

Participating in Calgary Pride reflects TUCFA's broader commitment to equity, diversity, inclusion, and ensuring all academic staff feel respected, supported, and valued.

Thank you to everyone who represented TUCFA and helped make our first Pride Parade participation a memorable occasion!





Photo Credit: Evan Sears

News from TUCFA

TUCFA at the 2026 Academic Welcome

TUCFA was pleased to participate in the University of Calgary's Academic Welcome on August 25, 2026. The event provided an opportunity to connect with new academic staff, introduce our new members to TUCFA, and share information about the Association's role in representing and supporting members.

TUCFA President Francine Smith highlighted the Association's work in advocating for fair working conditions, protecting academic freedom, and supporting members in matters related to the Collective Agreement.



Francine Smith, TUCFA President

Photo Credit: Jason Lewis



Francine Smith and Wasif Ali

Photo Credit: Jason Lewis



TUCFA Door Prize Winner

Congratulations to Janine Olivier (Faculty of Nursing), winner of the TUCFA door prize (one of our new hoodies) at the August 25 New Academic Welcome Essentials Resource Fair.

Photo Credit: Deletta Dodds

News from TUCFA

Update on Professional Expense Reimbursement (PER): GST Accounting Correction

The Collective Agreement provides full-time academic members with $1,750 per academic year for Professional Expense Reimbursement (PER).

The University recently identified an error in how its previous reimbursement system accounted for GST. Although the system reimbursed members for the full amount of eligible expenses, it incorrectly excluded GST when deducting those expenses from their annual PER allocation.

For example, an expense of $105 ($100 plus $5 GST) was reimbursed in full, but only $100 was deducted from the member's $1,750 PER allocation.

With the transition to Alberta Blue Cross, the full reimbursed amount, including GST, is now deducted from the annual PER allocation. In the example above, the deduction would therefore be $105 rather than $100.

The University has confirmed that it will not seek to recover any amounts resulting from the previous accounting error. Going forward, PER reimbursements will be accounted for using the full amount of each eligible expense, including GST.



Academic Welcome Resource Fair

Girlie Bacaoco, Deletta Dodds, and Francine Smith

Photo Credit: Jason Lewis

News from TUCFA

Sick Leave and Workplace Accommodation: We Want to Hear from You

TUCFA continues to identify concerns with how the University administers sick leave and workplace accommodations, including fragmented responsibilities between Staff Wellness, HR Partners, Faculty leadership, and TELUS Health. Members have reported delays, lost or inaccessible documentation, conflicting directions, inadequate consultation, and accommodations that have not been properly implemented. These issues are particularly concerning when members transition between sick leave, disability benefits, return to work, and workplace accommodation.

If you have experienced difficulties navigating sick leave and/or accommodation processes, including delays, inconsistent information, or departures from the University's established policies and procedures, please contact TUCFA. You can write or call the Association office (faculty.association@tucfa.com; 403-220-5722). TUCFA employees treat all communications with the utmost confidentiality.

Your experiences will help the Association identify recurring issues and inform our ongoing efforts to address these concerns through individual representation and policy grievances.

Dean of Kinesiology Review: Invitation to Participate in TUCFA Survey

The Faculty Association solicits feedback on all Deans after the second year of their appointment and whenever a renewal of appointment is under consideration. These surveys provide academic staff with an opportunity to share anonymous feedback on their Dean's performance. Survey findings are shared with the Dean, the Provost and Vice-President (Academic), and the Advisory Review Committee, where applicable.

An Advisory Review Committee has been established to consider the renewal of Dr. Nick Holt's appointment as Dean of Kinesiology. All academic staff members in the Faculty of Kinesiology are encouraged to complete the brief, anonymous survey and share their views on Dean Holt's performance.

Email invitations to participate have been sent to eligible academic staff. The survey is administered through Simple Survey, and participation is completely anonymous. Please complete the survey by **4 p.m. on Friday, October 30, 2026.**

If you have questions about the survey or cannot find your invitation, please contact TUCFA. We also encourage you to check your spam or junk mail folder, as survey invitations are sometimes misclassified.

News from TUCFA

Fair Employment Week 2026

Fair Employment Week is an annual national campaign organized by the Canadian Association of University Teachers (CAUT) to raise awareness of precarious employment, inadequate compensation, and limited job security among sessional appointees who are contract academic staff. The campaign gives faculty associations across Canada an important opportunity to highlight these concerns, engage their members, and build support to improve the working conditions of contract academic staff. This year, Fair Employment Week took place from October 19 to 23, with events held at universities across the country.

TUCFA participates in this campaign to highlight the University of Calgary's reliance on sessional academic staff and advocate for fair employment conditions. According to TUCFA's 2026 membership list, approximately 26% of academic staff at the University hold sessional appointments (685 of 2,591 members). These instructors contribute significantly to the University's teaching mission but often face employment uncertainty and limited job security.

As part of Fair Employment Week, TUCFA hosted several Fair Employment Now drop-in events to hear directly from contract academic staff about their experiences, concerns, and priorities. TUCFA Board members Rosalind Carson, Astrid Eckstein, and Sherif Elsharkawy organized these events, which gave members opportunities to share their perspectives on job security, working conditions, and the changes they would like to see.

The feedback gathered will help inform TUCFA's priorities for the next round of collective bargaining. Our goal is to ensure that contract academic staff's experiences and concerns are reflected in our advocacy and bargaining objectives.

We thank Rosalind, Astrid, and Sherif for organizing these events, and all the members who participated and shared their stories and perspectives.



TUCFA at UFlourish 2026

A healthy, supportive workplace makes a difference for everyone. That's why TUCFA was excited to participate in this year's UFlourish Fair on October 27, an event celebrating mental health, well-being, and community connection at the University. TUCFA supports UFlourish because we recognize that workplace well-being is closely connected to fair working conditions, manageable workloads, and access to advice and support when workplace concerns arise.

Ainsley Mathieson and Chris Sears at UFlourish

Photo Credit: Barb McCutcheon

News from CAUT and Other Associations

Recent Collective Bargaining Settlements Across Canada

Recent collective bargaining settlements reveal a consistent pattern of salary increases. All settlements for which salary details are available provide a 3% increase in July 2026, with subsequent annual increases generally ranging from 2% to 3%. These agreements provide useful benchmarks as faculty associations across Canada continue to negotiate improvements in compensation and working conditions.

- **University of Hearst (APUH–OPSEU Local 686):** On June 8, 2026, members of the Association des professeur.e.s de l'Université de Hearst ratified their first collective agreement as OPSEU members, covering a four-year period. The agreement provides a 2% salary increase effective July 2025, followed by 3% increases in July 2026, July 2027, and July 2028.

- **University of Toronto (UTFA):** On June 22, 2026, the University of Toronto Faculty Association received a one-year interest arbitration award providing a 3% salary increase effective July 2026.

- **Université de l'Ontario français (SPPUOF):** On July 1, 2026, the Syndicat des professeures et professeurs de l'Université de l'Ontario français ratified its first collective agreement, covering a two-year period. The agreement provides salary increases of 3% effective July 2026 and 2.5% effective July 2027.

- **Brock University (BUFA):** On July 13, 2026, the Brock University Faculty Association ratified a three-year collective agreement providing salary increases of 3% effective July 2026, followed by 2% increases in July 2027 and July 2028.

- **NOSM University (NUFSA):** On July 22, 2026, the NOSM University Faculty and Staff Association ratified a three-year collective agreement providing salary increases of 3% effective July 2026, followed by 2.75% increases in July 2027 and July 2028.

- **University of Toronto – St. Michael's College (UTFA):** On August 31, 2026, the St. Michael's College Unit of the University of Toronto Faculty Association ratified a one-year rollover agreement providing a 3% salary increase effective July 2026.

Announcements

A Thoughtful Gift from a Former TUCFA Board Member



TUCFA extends its heartfelt thanks to Marcia Epstein, Professor Emerita in the Department of Communication, Media and Film and a former member of the TUCFA Board of Directors, for generously donating a piece of her artwork to the Association. Marcia's artwork will be displayed in the TUCFA boardroom.

We are grateful to Marcia for this beautiful gift and for her past service and contributions to TUCFA. Her generosity and continued connection to the Association are sincerely appreciated.

An Update from the National College of Indigenous Scholars



NCIS | National College of Indigenous Scholars

September 8, 2026

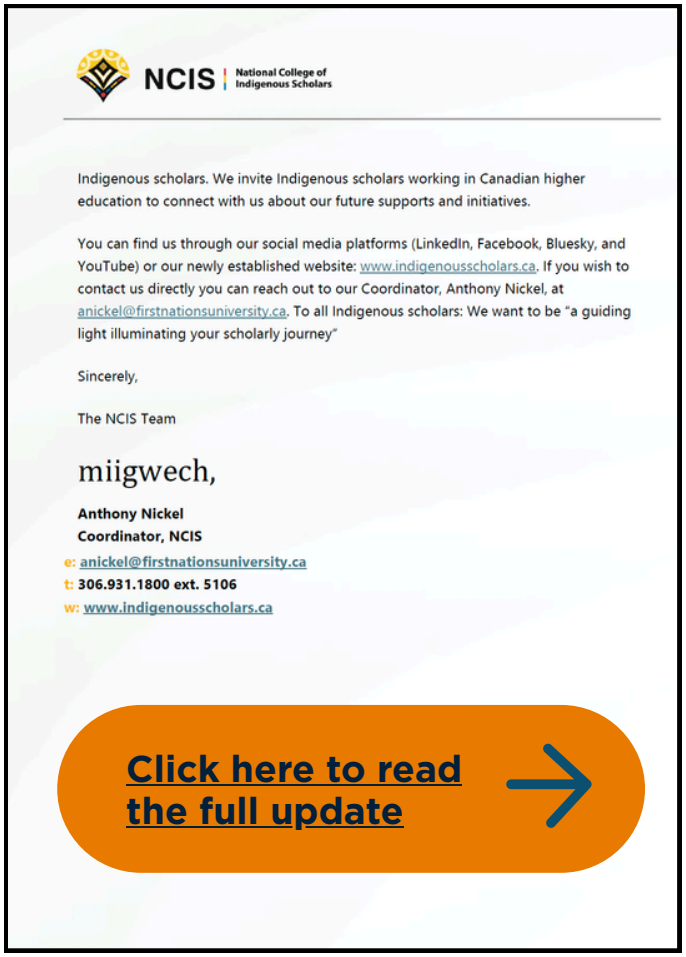
Tānsi,

We have arrived! The National College of Indigenous Scholars (NCIS) was created in early 2026 as a First Nations University (FNUniv) initiative sponsored by the Mastercard Foundation's Elev Program. Current research shows that Indigenous scholars make up approximately 1.4% of all scholars across Canada: A shockingly low number. NCIS aims to get to know this 1.4%, learn about their experiences, find ways to support them as they work through career progressions, and promote their work.

Dr. Shauneen Pete (NCIS Dean) completed a mapping review of the existing literature on Indigenous mentorship and then completed a mixed-methods study engaging Indigenous scholars in a survey about their experiences with mentorship. Behind the scenes, the NCIS team also generated a list of the 1.4% of Indigenous scholars in Canada, with approximately 670 scholars now on that list. With the contact list in hand, NCIS has been busy creating the first two of three advisory circles. One is comprised of FNUniv faculty and the other is a diverse group of Indigenous scholars from across Canada.

During our advisory circle meetings in August 2026, members were invited to dream/visualize what an Indigenous-led faculty development program could look like in terms of content, areas of focus, strategies, ideas for implementation, and areas needing prioritization were explored. We heard what some of the needs and concerns are. Simply put: There is a high need for Indigenous professional development support and mentorship across institutions in Canada.

As mentioned, the NCIS team are now drafting ideas for an Indigenous-led faculty development plan including but not limited to: A webinar series (due to come out this October, see our social media/website for details), module-based mentorship, onboarding/new hire mentorship, the establishment of regional hubs to create support networks, one-on-one or regional grouped coaching sessions, and story sharing. Our aim is to make the faculty development pilot program as accessible as possible for



NCIS | National College of Indigenous Scholars

Indigenous scholars. We invite Indigenous scholars working in Canadian higher education to connect with us about our future supports and initiatives.

You can find us through our social media platforms (LinkedIn, Facebook, Bluesky, and YouTube) or our newly established website: www.indigenousscholars.ca. If you wish to contact us directly you can reach out to our Coordinator, Anthony Nickel, at anickel@firstnationsuniversity.ca. To all Indigenous scholars: We want to be "a guiding light illuminating your scholarly journey"

Sincerely,

The NCIS Team

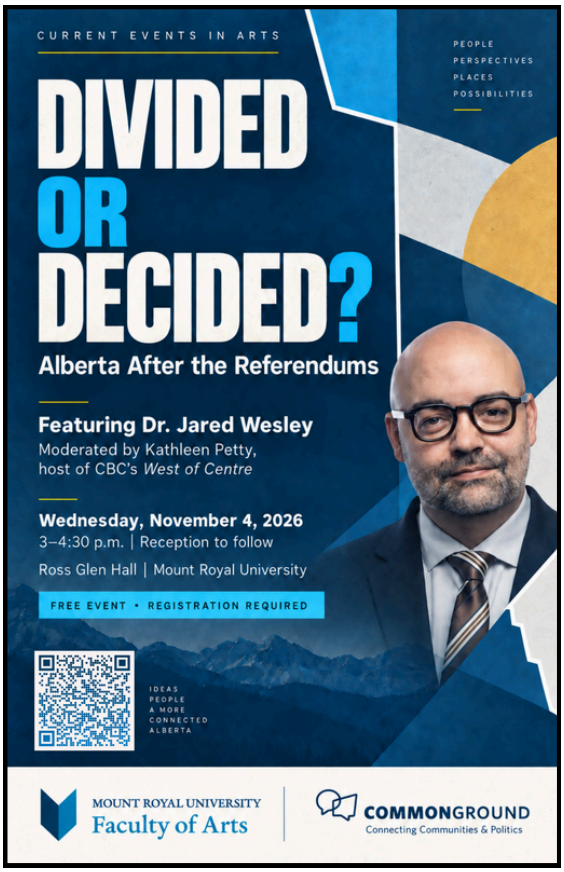
miigwech,

Anthony Nickel
Coordinator, NCIS
e: anickel@firstnationsuniversity.ca
t: 306.931.1800 ext. 5106
w: www.indigenousscholars.ca

Click here to read the full update

Events

Divided or Decided?
Alberta After the Referendums
Date: November, 4, 2026
Location: Ross Glen Hall | Mount Royal University



Questions from Members

Answered by the TUCFA Communications Committee: Christopher Sears (Executive Officer and Chair), Heather Ganshorn (Board of Directors), Jackie Seidel (Appointed Member), and Sarah McKenzie (Professional Officer).

Question: I received the email invitations to TUCFA's General Meeting, but I wasn't able to attend. Could you provide a summary of what was discussed?

We recognize that the meeting time didn't work for everyone. Members balance a wide range of teaching, research, service, administrative, clinical, and personal commitments, and no single meeting time will be convenient for the entire membership. For those who couldn't attend, we have prepared the following summary of the discussions and key takeaways.

The General Meeting was held online on Thursday, August 27, with about 120 members in attendance. It was TUCFA's first General Meeting in more than a decade. The President and Executive Committee have made the annual General Meeting a priority. This commitment reflects the Association's efforts to strengthen member engagement, improve transparency, and provide members with more opportunities to hear directly about TUCFA's work.

The meeting covered a lot of ground, including TUCFA's new Strategic Plan, recent initiatives, grievance and arbitration work, membership survey results, and a keynote address on artificial intelligence and academic integrity. The presentation slides are available on the TUCFA website (link).

President's Welcome – Francine Smith, President



Dr. Smith began with an overview of TUCFA and its role at the university. Established in 1981, TUCFA represents about 2,600 academic staff across 14 faculties. Academic staff include Professors, Associate Professors, Assistant Professors, Sessional Instructors, Professional Librarians, Archivists, Curators in Libraries and Cultural Resources, Counsellors in the Student Wellness Services, Department Heads, Associate Deans, Assistant Deans, and others. TUCFA is a union and the exclusive bargaining agent for all academic staff.

In addition to negotiating the Collective Agreement, the Association advocates for academic freedom and collegial governance, provides confidential advice and assistance on workplace concerns, and works to protect members' rights.

The presentation introduced TUCFA's 2026 Strategic Plan, the Association's first strategic plan. Its priorities include improving compensation and benefits, promoting reasonable, transparent workloads, strengthening job security, protecting academic freedom and collegial governance, increasing member engagement, and ensuring that EDIA principles are reflected in TUCFA's policies and in its representation.

TUCFA is now in a strong financial position, with a surplus of approximately $512,000 for the 2025-2026 fiscal year. This stability provides the Association with the resources to support members, pursue grievances and arbitrations, prepare for bargaining, and respond to emerging challenges.

Several recent initiatives were highlighted, including information sessions for contract academic staff, town halls and drop-in sessions on bargaining and strategic planning, Department Representative meetings, new communications activities, and TUCFA's participation in the Calgary Pride Parade.

The President concluded by noting that TUCFA has strengthened its grievance processes, increased its collaboration with the Canadian Association of University Teachers, and re-established the Joint Liaison Committee, which brings together representatives of TUCFA and the Board of Governors to discuss matters of mutual concern.

Keynote Speaker – Sarah Eaton, Werklund School of Education



Dr. Sarah Eaton delivered the meeting's keynote address (*Academic Labour in the Postplagiarism Era: Integrity Means Accountability*). Her presentation focused on academic labour, generative artificial intelligence, and what she describes as the emerging "postplagiarism" era.

Sarah's central message was that AI is here to stay. Universities therefore need to move beyond asking whether students should use AI and start developing thoughtful approaches to when and how they can use it responsibly. AI may support learning, but it should supplement students' work rather than allow them to circumvent it.

She also reminded members that academic integrity is about relationships and accountability, not merely rules. Reporting and responding to academic misconduct require considerable academic, administrative, and emotional labor. Many faculty members do not report suspected misconduct because procedures are unclear, the process is too time-consuming, outcomes are not communicated effectively, or they fear negative consequences.

Sarah cautioned against relying too heavily on AI-detection software. These systems can produce both false positives and false negatives and can be affected by paraphrasing, translation, human editing, and more advanced AI tools. As Sarah explained, cheating is ultimately a human and institutional problem that no single technology can solve.

The presentation also looked ahead to wearable AI, including AI-enabled glasses. These devices may offer significant accessibility benefits, but they also raise new questions about privacy, covert recording, assessment, and unauthorized assistance.

In her conclusions, Sarah made it clear that faculty members should not have to manage these challenges alone. She called for clear institutional policies, consistent procedures, and a centrally coordinated approach to reporting and responding to academic misconduct.

Grievances and Arbitrations: Year in Review – Tavis Campbell, Grievance Advisor



Dr. Campbell provided an update on TUCFA's labour-relations work. The demand for assistance is currently more than twice the historical average. As of August 25, TUCFA had opened 188 cases in 2026, with 80 still active. At the time of the meeting, 12 formal grievances were pending: six policy grievances and six individual grievances. Five policy grievances had been approved for arbitration, and four had scheduled hearing dates.

These cases span nearly every aspect of academic employment, including workload, tenure and promotion, leaves, sessional appointments, accommodations, workplace investigations, sick leave, copyright and intellectual property, and academic freedom.

Tavis emphasized that most concerns are resolved through advice, advocacy, and informal problem-solving rather than formal grievances. TUCFA can assist by explaining a member's rights and options, clarifying key timelines, communicating with administrators, attending meetings, and pursuing an informal resolution.

One of Tavis's most important messages was that members should contact TUCFA early when a workplace concern arises. Not every concern will become a formal grievance, but early advice can preserve options and help avoid missing important deadlines. Members do not need to determine on their own whether their situation qualifies as a grievance—that is something TUCFA can help assess.

The presentation concluded with an outline of improvements to TUCFA's grievance processes, including a new Grievance Policy and Grievance Appeal Procedure, a new Grievance Committee, and more proactive engagement with Academic Labour Relations.

Results of the 2026 Membership Survey – Christopher Sears, Executive Member-at-Large



Dr. Sears presented the results of TUCFA's membership survey. The survey was distributed to 2,604 members and completed by 703, yielding a response rate of 27%.

One of the survey's main goals was to gather members' views on TUCFA's priorities for the next several years. Survey respondents considered 12 different priorities (shown on the next page), and five emerged as particularly important:

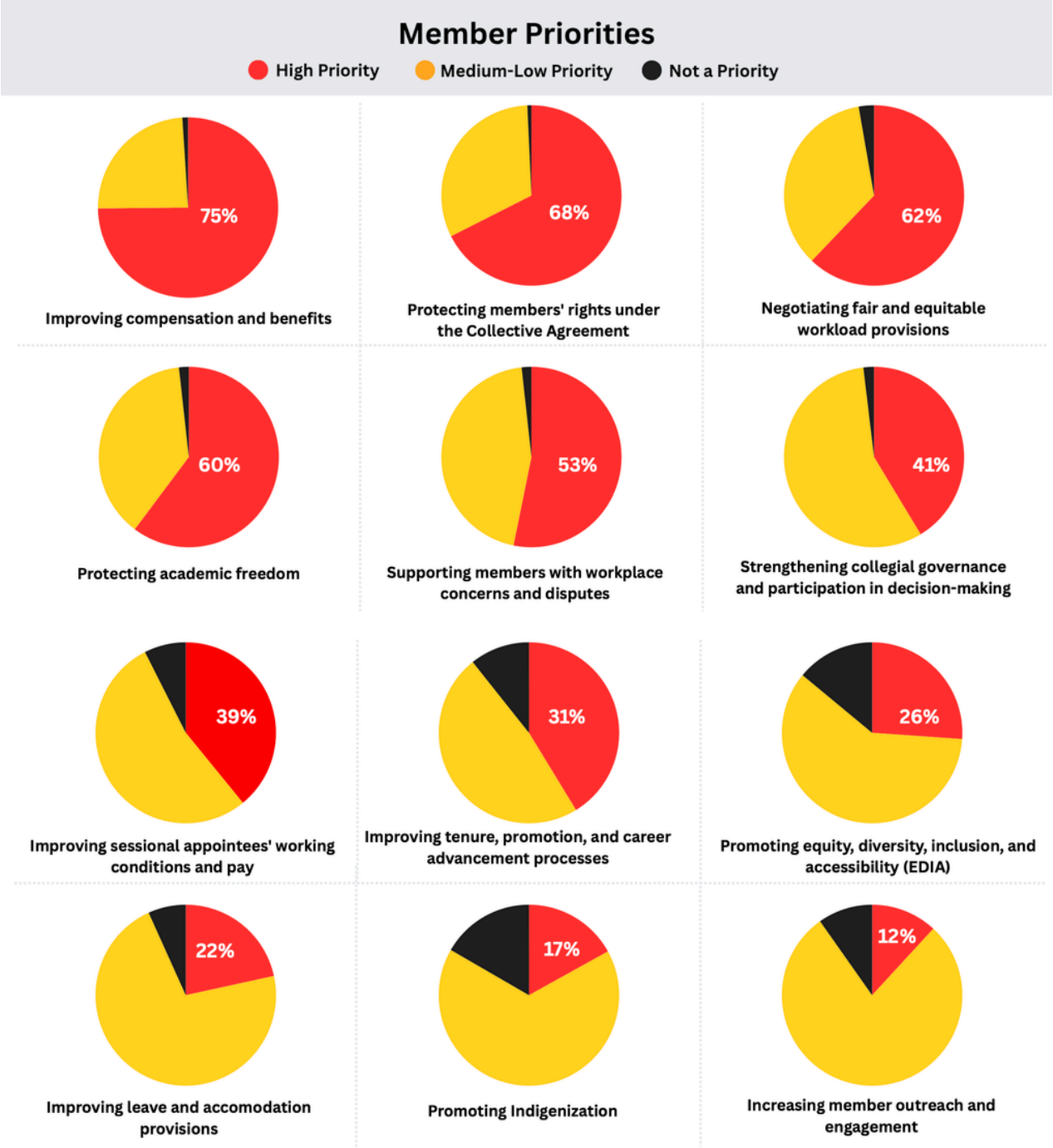
- Improving compensation and benefits: 75%
- Protecting members' rights under the Collective Agreement: 68%
- Negotiating fair and equitable workload provisions: 62%
- Protecting academic freedom: 60%
- Supporting members with workplace concerns and disputes: 53%

Chris noted that a thematic analysis of the written comments was consistent with the quantitative results. Members raised concerns about compensation relative to other U15 universities, job security and working conditions for sessional appointees, workload equity and transparency, faculty participation in decision-making, and the protection of academic freedom and faculty autonomy.

The survey data also identified important areas for improvement. Although 74% of respondents said they would feel comfortable seeking advice from TUCFA about a workplace concern, about 50% viewed TUCFA as an effective voice, felt it represented their interests, or believed it focused on the issues that matter most to members. These findings suggest members see TUCFA as a source of individual support, but want stronger, more visible advocacy on broader issues.

The written comments were especially valuable in identifying the information members want from TUCFA. Respondents asked for greater visibility into the Association's work and accomplishments, particularly through updates on bargaining and the Collective Agreement, TUCFA's priorities and progress, members' rights, grievances and advocacy, and emerging issues such as AI and threats to academic freedom.

Taken together, the survey findings send a clear message: members want TUCFA to stay focused on its core responsibilities and keep them better informed about the Association's actions, progress, and outcomes.



Question: What Did TUCFA Learn from the Meeting?

The meeting helped clarify TUCFA's priorities for the year ahead. The President and Board of Directors will use the survey findings to guide the Association's bargaining, advocacy, communications, and member-support activities.

Members' Views

Permanent Daylight Saving Time: What Darker Mornings Mean for the University of Calgary

Dr. Michael Antle, Professor, Department of Psychology, Faculty of Arts



With the Government of Alberta passing the Official Time Act in May, Alberta will now observe daylight saving time (DST) year-round. Clocks will not be set back by one hour on November 1, 2026. This change has operational implications for workplaces across the province, and the University of Calgary is no exception.

Because of Alberta's northern location and its new year-round time zone (UTC−6), the province will see some of the latest winter sunrises in Canada. Among major Canadian universities, the University of Calgary will be particularly affected, with only the University of Alberta experiencing later winter sunrises.

The impact of year-round DST becomes especially apparent when we consider the time the sun rises relative to when our classes begin. At the University of Calgary:

- From October 15 to March 10, 8 a.m. classes will begin before sunrise (approximately seven weeks of the fall semester and eight weeks of the winter semester).
- From November 14 to February 14, 8 a.m. classes will end before sunrise.
- From November 20 to February 8, 9 a.m. classes will begin before sunrise.

Late sunrises will also affect the December final examination period. For the past several years, the first exams of the day have started around sunrise (approximately 8:30 a.m.). Although the first exams this December have been moved to 9 a.m., year-round DST means they will still start about 30 minutes before sunrise.

Why should we be concerned about these later sunrises?

An extensive body of research, spanning more than three decades and comprising over 100 peer-reviewed studies, shows that students benefit from later school start times. Although most of this research has focused on high school students, studies including university students have reported similar findings (Arrona-Palacios et al., 2023; Yeo et al., 2023; Kok et al., 2026). Later start times have been associated with better attendance and academic performance (Borisenkov et al., 2022), as well as improvements in sleep and mental health (Wang et al., 2026). Teachers have shown similar benefits for sleep and mental health (Wahlstrom et al., 2023).

Why do students and teachers do better when the school day starts later? The answer lies in our biological clocks, a topic I have researched for more than 30 years.
Our brains contain a biological clock in a structure called the suprachiasmatic nucleus that coordinates our bodies' daily rhythms and behaviour, including our sleep–wake cycles. This clock evolved to use daylight as its primary cue to synchronize our internal rhythms with the 24-hour day. Light in the morning helps signal that it is time to wake up and become alert.

Of course, not everyone follows the same sleep–wake schedule. Our individual preference for when we sleep and wake is called our chronotype. Some people are naturally early risers ("morning larks"), while others prefer to stay up late and struggle to wake early ("night owls"). Chronotype changes throughout our lives, and young adults—the majority of our university student population—are especially likely to be night owls (Rodríguez Ferrante & Leone, 2024).

The critical point is that our biological clocks are synchronized primarily by daylight, not by the time shown on our clocks. Under year-round DST, sunrise will occur one hour later on the clock than it would under Standard Time. In effect, we have collectively agreed to start our days an hour earlier relative to the sun. Those 8 a.m. classes will now feel more like 7 a.m. classes to our bodies.

This mismatch between our biological rhythms and the schedules imposed by work, school, and other social obligations is known as social jetlag. It occurs when our bodies want to follow one schedule, but our daily responsibilities require us to follow another. One way to identify social jetlag is to compare your sleep schedule on work or school days with your schedule on days off. If you routinely sleep and wake later on your days off, this may reflect two related factors: (1) you are accumulating a sleep debt because you are not getting enough sleep during the work or school week, and (2) your schedule on days off is more closely aligned with your natural biological rhythms. The greater the mismatch between these schedules, the higher the risk of adverse physical and mental health outcomes (Roenneberg, 2023).

Year-round DST may exacerbate this mismatch, particularly during the short days of winter. There is relevant evidence from Russia, which adopted year-round DST between 2011 and 2014. Researchers reported increased social jetlag and symptoms of seasonal depression during this period, particularly among adolescents and young adults (Borisenkov et al., 2017).

What does this mean for the University of Calgary community?

We should be especially mindful of the potential consequences this fall and winter, for ourselves and our students.

Morning commutes to campus will be darker, and some drivers may feel more tired because they are travelling at what is effectively an earlier biological time. Beginning in mid-October, those teaching 8 a.m. classes may notice increased morning fatigue. Individuals prone to seasonal depression may also find the darker mornings particularly challenging.

For our students, we need to consider how these later sunrises may affect their educational experience. We are asking many of them to attend classes and absorb new information at a time when their biological clocks are still signalling that they should be asleep. This is especially concerning for young adults, whose natural sleep–wake rhythms already tend toward later bedtimes and wake times.

The same concern applies to final examinations. If students must write exams before sunrise, when their biological clocks may not yet support full alertness, are we giving them the best conditions to demonstrate what they have learned? Should we be concerned about the validity of assessments administered at times that may disadvantage students for biological rather than academic reasons?

These are questions worth considering as the university plans its teaching schedules and examination periods. If our goal is to give students the best chance to succeed, we should recognize that class and exam timing can affect their ability to learn and perform.

Of course, year-round DST will not affect only students. Faculty and staff may also experience challenges with sleep, alertness, mood, and daily functioning. We should be mindful of these effects in ourselves and our colleagues, particularly during the darkest months of the year.

We cannot change the biological rhythms that have evolved over millions of years simply by changing our clocks. But we can recognize the challenges that arise when our schedules conflict with those rhythms. Alberta's move to year-round DST will make this conflict especially apparent in winter, when work and school schedules will require us to start our days an hour earlier than sunrise. As we adjust to this new reality, a little understanding and flexibility may go a long way. When schedules allow, give yourself extra time in the morning to prepare for the day, pay attention to your sleep needs, and recognize that colleagues and students may be facing similar challenges. Ultimately, if we want our university community to thrive, we need to consider not only what we ask people to do but also when we ask them to do it.

References

Arrona-Palacios, A., Díaz-Morales, J.F., & Duffy, J.F. (2023). The influence of a permanent double-shift school start time on adolescent sleep and chronotype across different age groups. *Chronobiology International*, *40*: 850-863.

Borisenkov, M.F., et al. (2017). Seven-year survey of sleep timing in Russian children and adolescents: chronic 1-h forward transition of social clock is associated with increased social jetlag and winter pattern of mood seasonality. *Biological Rhythm Research*, *48*: 3-12.

Borisenkov, M.F., et al. (2022). Later school start time is associated with better academic performance, sleep-wake rhythm characteristics, and eating behavior. *Chronobiology International*, *39*: 1444-1453.

Kok, V.J.T., et al. (2026). Going to bed later than intended is associated with shorter sleep and poorer next-day mood and sleepiness in residential college students. *Sleep*, *49*(5).

Rodríguez-Ferrante, G., & Leone, M.J. (2024). Solar clock and school start time effects on adolescents' chronotype and sleep: A review of a gap in the literature. J*ournal of Sleep Research*, *33*: e13974.

Roenneberg, T. (2023). How can social jetlag affect health? *Nature Reviews Endocrinology*, *19*: 383-384.

Wahlstrom, K.L., Plog. A.E., McNally, J., & Meltzer, L.J. (2023). Impact of changing school start times on teacher sleep health and daytime functioning. *Journal of School Health, 93,* 128-134.

Wang, R.C., Lee, M.I., Aroul, G.S., Silcox, T.E., & Lipin, D.I. (2026). Delayed school start times to improve sleep duration and mitigate depression in adolescents: a systematic review and meta-analysis. J*ournal of Clinical Sleep Medicine*, *22,* 114.

Yeo, S.C., Yabuki, H., Charoenthammanon, R.S., & Gooley, J.J. (2023). University students' diurnal learning-directed behavior is strongly influenced by school start times with implications for grades. *Sleep*, *46*(7).

The views expressed in this article are the author's own and do not necessarily reflect the views of TUCFA. We invite members to submit their ideas for a Members' Views contribution to the Editors of the newsletter (chris.sears@tucfa.com or heather.ganshorn@tucfa.com).

Member Profile

Jennifer Jackson, Faculty of Nursing and the Cumming School of Medicine



Jennifer Jackson

Dr. Jennifer Jackson is a registered nurse and Associate Professor with a joint appointment in the Faculty of Nursing and the Cumming School of Medicine (Department of Community Health Sciences). Her research focuses on supporting healthcare workers and optimizing service delivery, with particular emphasis on improving health services for people experiencing addiction. A central theme of her work is that improving conditions for healthcare workers leads to better outcomes for patients and communities.

An outspoken public advocate, Jennifer regularly engages with the media on issues including supervised consumption sites, healthcare wait times, and health policy.

Among the most rewarding aspects of her academic career is mentoring students and early-career researchers, particularly those from backgrounds where opportunities may have been limited.

Interview by Chris Sears, co-editor of News and Views

Could you share a bit about your background and the path that led you to your current role at the University?

My journey began on a farm west of Olds, Alberta, and took me across Canada before eventually leading me to London, England. I earned my Bachelor of Science in Nursing with honours at St. Francis Xavier University, then worked as a registered nurse in nephrology and intensive care in Ottawa, where I also held roles in education and hospital management.

My experience in intensive care was a turning point. I grew increasingly troubled by the emotional toll of providing prolonged, often futile end-of-life care. When I couldn't find satisfactory answers about how nurses cope with these challenges, I decided to investigate the question myself. This led me to pursue a Master's degree at Athabasca University, where I discovered that nurses generally know how to care for themselves, but organizational barriers often prevent them from doing so.

My curiosity then took me to King's College London, where I completed my PhD at the Florence Nightingale Faculty of Nursing, Midwifery, and Palliative Care and worked with the Centre for Resilience in Healthcare. Living in London and connecting with people from around the world broadened my perspective in ways I hadn't anticipated. After 15 years away from Alberta, I returned to join the University of Calgary as an assistant professor. As it happened, I began my new role during the first COVID-19 lockdown—an unforgettable introduction to academic life!

What drew you to addictions research, and what has motivated you to continue working in this field?

My interest in addictions research began through a personal connection with someone working in addictions services. But once I became involved, I was struck by just how marginalized and disenfranchised both people experiencing addiction and the healthcare professionals who care for them can be. Seeing these inequities firsthand gave me a strong sense of moral responsibility to do something about them.

My time in Europe also shaped my thinking. One lesson that stayed with me is that how we treat any group of people says something about how we could be treated ourselves. That perspective continues to motivate my work.

How do you feel about the closure of Calgary's supervised consumption site, given your efforts to keep it open?

I put an enormous amount of time and energy into opposing the closure, and it was deeply disappointing that we couldn't prevent it. I still think it's a real shame. But I take some comfort in knowing that we made our opposition clear and that our concerns are part of the public record. The decision did not have everyone's support, and I think it's important that history reflects that. Even when you can't change an outcome, there is value in standing up for what you believe is right.

What aspects of your work do you find most rewarding?

Without question, working with students. I love watching them discover strengths they didn't know they had and develop the confidence to take on challenges they once thought were beyond their reach. There's something incredibly satisfying about seeing that growth unfold. I feel a bit like a proud parent when I watch one of my students present their research at an international conference! Those moments are especially meaningful when students come from backgrounds where such opportunities may once have seemed out of reach. Knowing that I've played a part in helping them recognize their potential and achieve something they're proud of is one of the most fulfilling aspects of my career.

When you're not working, how do you like to spend your time?

You'll often find me on our family farm, getting my hands dirty and enjoying the satisfaction of physical work. Farming runs deep in my family on both sides, and I've always felt at home outdoors. Whether I'm gardening, working around the farm, or simply enjoying the fresh air, it's a refreshing change from the mental demands of academic life.

I also love exploring Calgary as though I were a tourist, visiting art galleries, attending festivals, and discovering new places. I developed this habit while living in London, where I knew my time was limited and wanted to experience as much as possible. I've carried that same spirit of exploration with me ever since, even in my own backyard.

Travel is another great passion of mine, fuelled by an insatiable curiosity about people, cultures, and ideas. My interests take me in all sorts of directions, from Cold War history and bunker architecture to the Belle Époque and ancient Egypt. I suppose the common thread is that I'm endlessly curious about the world and always eager to learn something new.

What is something your colleagues might be surprised to learn about you?

I love dancing, and I'm actually a pretty good dancer! I can dance in various Latin and swing styles and was part of a dance company when I lived in London. I'm not as involved these days, but I'm always happy to join the Cadillac Ranch line whenever I get the chance.

How has your understanding of success and personal fulfillment changed over the course of your academic career?

One of the most important lessons I've learned is that professional success and personal satisfaction aren't necessarily the same thing. Early in my career, I placed a lot of value on external recognition and achieving the next milestone. Over time, I've realized that there will always be another goal to pursue, another expectation to meet, or another hill to climb. But just because a hill is there doesn't mean I need to climb it.

I've become more thoughtful about where I invest my time and energy, and I've learned to appreciate the satisfaction that comes from doing work I find meaningful, rather than constantly striving for the next achievement. I still have ambitions, but I'm much more conscious of making room for the people and experiences that bring me joy outside of work. Ultimately, I've learned that success isn't about climbing every hill—it's about choosing the ones that truly matter to me.

Department Representatives

The Association thanks the following members for serving as Department Representatives in their units:

Anesthesiology, Perioperative & Pain Medicine – Alex Gregory
Anthropology & Archaeology – Edwin Dickinson
Art & Art History – Judy Anderson
Biochemistry & Molecular Biology – Constance Li
Biological Sciences – Erik Bakkeren
Biomedical Engineering – Maryam Badv
Cardiac Sciences – Joon Lee
Cell Biology & Anatomy – Gordon Campbell Teskey
Chemical & Petroleum Engineering - Maen Husein
Chemistry – Jennifer Love
Civil Engineering – Jacob Lamb
Clinical Neurosciences – Davide Martino
Communication, Media & Film – Tamara Shepherd
Computer Science – Ben Stephenson
Critical Care Medicine – Paul Easton
Electrical & Software Engineering – Ann Barcomb
Emergency Medicine – Eddy Lang
English – Matthew Weigel
Family Medicine – Sonya Lee
Geography – Eliot Tretter
Haskayne School of Business – Pablo Moran
History – Kevin Anderson
Kinesiology – Tish Doyle-Baker
Law – Maureen Duffy
Libraries & Cultural Resources – Allie Querengesser
Mathematics & Statistics – Scott Robison
Mechanical & Manufacturing Engineering – Mustafa Mohamad
Medicine (Department of) – Paul Gibson
Microbiology, Immunology & Infectious Diseases – Cameron Semper
Native Centre – Shawna Cunningham
Nursing – Diana Snell
Obstetrics & Gynaecology – Kathleen Chaput
Paediatrics - Lorraine Hamiwka
Pathology & Laboratory Medicine – Lawrence de Koning
Philosophy – Tinu Ruparell
Physics & Astronomy - Sean Stotyn
Physiology & Pharmacology – Ken Lukowiak
Political Science – Roberta Rice
Psychology – Adam Murry
School of Architecture, Planning and Landscape – Thomas Keenan
School of Creative and Performing Arts – Patrick Finn
School of Languages, Linguistics, Literatures and Cultures – Stephen Winters
Social Work – Yahya El-Lahib
Sociology – Mark Machacek
Student Experience and Support – Jeff Vander Werf
Taylor Institute for Teaching and Learning – Erika Smith
Veterinary Medicine – Bruce Stover
Werklund School of Education – Jackie Seidel

There are no Department Representatives for the following Faculties, Departments, or Units. Please contact TUCFA if you are interested in serving in this capacity.

Chemical & Petroleum Engineering
Community Health Sciences
Critical Care Medicine
Earth, Energy, and Environment
Economics
Geomatics Engineering
Medical Genetics
Oncology
Physics & Astronomy
Psychiatry
Radiology
Surgery

Board of Directors

Francine Smith (Cumming School of Medicine), President and Chair of the Board

Leighton Wilks (Haskayne School of Business), Vice-President

Tavis Campbell (Faculty of Arts), Grievance Advisor

Oleksiy Osiyevskyy (Haskayne School of Business), Treasurer

Christopher Sears (Faculty of Arts), Executive Officer: Communications

Karen Then (Faculty of Nursing), Grievance Advisor

Teri Balser (Faculty of Science)

Rosalind Carson (Werklund School of Education)

Astrid Eckstein (Haskayne School of Business/Faculty of Arts/Faculty of Science)

Sherif Elsharkawy (School of Languages, Linguistics, Literatures and Cultures)

Heather Ganshorn (Libraries and Cultural Resources)

Jacqueline Jenkins (Faculty of Arts)

Jacob Lamb (Schulich School of Engineering)

Myles Leslie (Cumming School of Medicine)

Denis Onen (Schulich School of Engineering)

Kara Sealock (Nursing)

Dora Tam (Faculty of Social Work)

Trevor Tombe (Faculty of Arts), Ex officio

Fouzia Usman (Taylor Institute for Teaching and Learning)

Nicole Wyatt (Faculty of Arts)

TUCFA Employees

The Association's employees provide the operational expertise and day-to-day support that enable TUCFA to represent members effectively. Working closely with the Executive Officers and Board of Directors, they support the Association's labour relations, governance, administration, communications, finance, and member services functions. When members contact the TUCFA office, they are typically assisted by one of the following individuals:

Deletta Dodds – Office Manager

Ainsley Mathieson – Administrative Professional

Girlie Bacaoco – Finance and Accounting Officer

Jennifer Krygier – Senior Professional Officer

Sarah McKenzie – Professional Officer

Amy Vansickle– Professional Officer



Photo Credit: Ainsley Mathieson

Contact TUCFA

The TUCFA office is located on the 14th floor of the Education Tower. We are open Monday through Thursday, 8:30 a.m. to 4:30 p.m. (closed for lunch from 12 p.m. to 1 p.m.). The office is usually closed on Fridays, but TUCFA employees remain available by phone and email.

If you have questions or employment-related concerns, please contact us. When a union member contacts the Association, they will reach a TUCFA employee who will treat all communications with the utmost confidentiality. TUCFA employees are not University of Calgary employees and do not report to anyone in the University administration.

Executive Officers and members of the Board of Directors may be informed of confidential information only when necessary, given their fiduciary responsibilities to the Association.

If you would like to share feedback on the newsletter or have ideas for future stories, contact the Editors (Chris Sears and Heather Ganshorn) at Communications@tucfa.com.

faculty.association@tucfa.com

403.220.5722



University of Calgary. Photo Credit: Riley Brandt