

# WLUF ADVOCATE

Building community through dialogue, discussion, and debate.

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## Taking Responsibility: Faculty and Rape Culture at Laurier

*Helen Ramirez, Women's Studies*

Truthfully I feel like yelling. For years I have been hearing stories of rape from young people here on campus. Others like me have knocked on the doors of colleagues and administrators to call attention to our complicity in the building of a rape culture. The doors usually open for a few minutes but then are shut when the attention is deemed too harmful to the university's reputation or the economic costs too high. We address the issue in bits and pieces with no sense of our accountability. How much longer can we dismiss the gendered violence students face while on our watch?

One in five women on a university campus is likely to experience a rape. Only six percent will actually report it. And Laurier is no exception – a message driven home in interviews for a recent *Toronto Star* article on rape culture. The paper's journalists had gotten a hold of a letter written by students to administrators, deans, and the student union detailing student sexual assault here at Laurier. The letter also alleged institutional silencing of their voices, and disclosed fears that those who had assaulted them would not be held accountable.

I sat in on the *Star's* interview and listened as young people of all genders, races and sexual orientations told their stories. What shocked me most were not the actual details of the rapes themselves, but the intensification of their trauma be

cause of our failure as professors, staff and administrators.

Students recounted a myriad of experiences: from catcalling and signs held up in public spaces measuring them as a 4 or 8 in sexual attractiveness, to "Spotted at Laurier," a website where students post images of others, with commentary, such as a tweet announcing that the women in the front row of a class "were bitches" and they should "shut the f\_\_ up." Currently there are 10,000 viewers on this site. Anyone can post without fessing up, but there is no anonymity for the target.

Students also told stories about being invited out to dinner, and once making it clear they aren't willing to have sex, having the invitation withdrawn. Many mentioned the pressure to be available simply for acceptance in the wider university culture. Is this a choice made from a position of equality? And what happens when sex occurs when no consent has been given? Women know the stories that are told about them in this culture that marks them as a "good kill" or a poor one.

Women consistently get the message that the measure of their worth is in the hands of the men around them. But the power of this culture hits on anyone who appears to fall outside the parameters of the white straight "norm," including  
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(cont'd from p.1)

students of colour and those who identify as LGBTQ. These students' safety and acceptance in the wider social life of the university is mostly in the hands of their white peers.

Why is it that – to the extent we talk about sexual violence at all – we reduce the conversation to the event of the rape itself? We never talk about the preconditions for rape or the aftercare that is piecemeal at best. Yet this toxic culture is all around us. Many faculty and administrators just fail to, or don't want to, see it.

The letter that sparked the *Star* article *has* led to some positive steps being taken, namely the establishment of the Gendered

Violence Taskforce. Still in its infancy, the taskforce is drawing on important Social Innovation Research Group research about the culture of rape at our local universities and colleges, and is facilitating a Bystander Training process for all faculty, staff and students at Laurier.

These are important first steps. But to put an end to rape culture on our campuses, these efforts will need the support of every one of us. No more silence, no more side-stepping responsibility – not when more than half our student body is at risk. Our job as faculty (and as administrators) includes making learning – and the environment in which learning occurs – safe. Maybe I'm feeling a bit more hopeful about possibilities. . . . I owe these students my voice, and I hope I have honoured their courage.

Read "[Canadian post-secondary schools failing sex assault victims](#)" [here](#).

## Monopoly U: the Very Public Business of Universities

*Sue Ferguson, Digital Media and Journalism*

I'm imagining yet another spin-off of a Monopoly game. Only instead of progressively tonier streets in Paris or Rome, your token parades past increasingly differentiated – that is differentially funded – Canadian universities. And you win not by accumulating houses and hotels, but (low-cost) departments and faculties deemed to attract the most customers, er, sorry, students.

For that *is* the model of post-secondary education we are well on the way to building. Never mind that the sector was designed, and financed, as a *public* good. Never mind that Canadian universities are supposed to, are in fact mandated to, serve the *public* interest. Never mind that competition for students is an incredibly inefficient (and arguably costly) way of serving the public.

Such considerations are easily shrugged off, however, by the neoliberal reformers of our institutions, those who constantly claim their hands are tied by deficits and debts, by funding models that follow students, by the vagaries of the labour market.

What are faculty and librarians to do? Well, we can start by reminding ourselves and our administrators that universities are not *yet* a

business. They are still, however inadequately, publicly funded. And the Wilfrid Laurier Act still governs our operations.

That means that universities are tasked with performing a service (or delivering a product if you prefer) that the market in fact fails to provide – that is, one that is not necessarily profitable, but *is* essential. It also means that we, as the professionals who are trusted to deliver that service/product, are in fact responsible not to the fiscal conservatives in government, but to Ontario's citizens (those who pay our salaries through taxes *and* those who don't).

The articles in this issue track aspects of that responsibility – be it our moral and professional responsibility to provide safe student environments, our collegial responsibility to fight for a fair work environment or our legal duty to govern the institution in the public interest. We hope they contribute to re-imagining the very public business of universities.



# Power and Politics at Laurier: the Senate, the Laurier Act and Centralized Decision-making

*Kimberly Ellis-Hale, Sue Ferguson,  
David Monod and Brenda Murphy.*

Laurier's governing structure was established in 1973 when Waterloo Lutheran University was transformed into a public institution. The Wilfrid Laurier University Act gives residual power to a 34-member Board of Governors (BoG), and grants specific control over the curriculum to a Senate on which faculty have a fixed one-vote majority. Because the division between allocating and operationalizing resources is murky, the Act overlaps the membership and powers of both governing committees. For example, the Chair and three members of the BoG sit on Senate; Senate has the authority to make recommendations to the Board on any matter related to the use of resources; and, where Senate establishes qualifications for such things as tenure or promotion, the Board grants them.

If there was potential for conflict in governing Laurier 40 years ago, when the university included one small campus of 2,300 students, a few dozen faculty and no unions, how much more difficult is it today? Is it time for a change?

Despite the Act, growth has been accompanied by changes in governance practice. Most notably, since the 1960s there has been a steady centralization of power. When Laurier was created, departments were the primary decision-making bodies on campus. Department heads met regularly with their deans to discuss matters of shared concern, but program development, all aspects of pedagogy, student advising and hiring and promotion were in the hands of departments-in-council.

According to faculty memoirs, departmental autonomy was already waning before 1973, but the Act accelerated the trend. The creation of faculty councils, a Senate Academic Planning Committee, a Senate Tenure and Promotion Committee and a "Council of Deans," intro-



duced new decision-making levels. Over succeeding decades, much of the job of student advising (outside of Brantford) has moved to the Faculty; Faculty-level curriculum committees oversee course developments and set standards; chairs under the collective agreement are denied the status of supervisors and have limited information about, or authority over, full-time faculty; in Brantford (and increasingly on the Waterloo campus) deans determine individual course caps, thereby influencing pedagogy; and the number of courses offered in a program is everywhere determined at the decanal level. The decline in the authority of departmental units is continuing, and the IPRM's recommendation that the university adopt an activity-based accounting system, based on Faculty-level enrolments, is simply another step in a long process of centralization.

At the university level, senior administrators, bureaucracies and committees have proliferated, especially over the last decade. As the university's functions change, the dragons' teeth are sown and up pop administrators. Sometimes, as in the case of the Dean of Graduate Studies and Research, part of an existing dean's job is split off and a new vice-president appointed; in another case, like the Dean of Students', a dean was made

a vice-president; in yet other cases, like that of the Associate Vice-President Teaching and Learning, a new vice-president appeared to do a job that had not previously existed. Faculty tend to get angry over this kind of bureaucratic growth, which seems to be sapping resources out of teaching. There is a relationship, direct or not, between paying the salaries of a burgeoning administration on the one hand, and the "savings" realized by bigger classes and greater reliance on casualized labour. However, faculty also have to recognize that the institution *is* becoming an increasingly complex business organization. Today, Laurier is a real estate company, a political lobby, a public-relations firm and a retailer, in addition to being an educational institution.

As the university's mission becomes more complex, its administration creates instruments to manage the diversifying portfolio. Consider, for example, the recent appearance of a public-relations arm, the office of Communications, Public Relations and Marketing (CPAM) which has both a Director and a Vice-President. CPAM coordinates Laurier's public  
*(cont'd on p.7)*

# Faculty Associations in the 21st Century: It's Time for a Change

*Although it celebrated the past, the 50th Anniversary Conference of the Ontario Confederation of University Faculty Unions was focused on building a better future. A central theme of the late October conference was the growing casualization of the university sector. One perspective on that issue comes from WLUFU Member **Michele Kramer** (Contract Faculty, English & Film Studies), whose (condensed) paper presented on a panel on building an inclusive associations is printed here.*

Like most “CAS” stories, it’s difficult not to begin this talk without a bit of an autobiography – and a brief personal anecdote. The year was 1996 – and I was a single mom to two daughters, ABD for my PhD in English at McMaster University and roughly \$100,000 in debt to both provincial and federal governments – when my phone rang. A previous mentor of mine was letting me know that the English Dept. at Laurier was looking for some “temporary help,” and he wondered if I would be interested in taking on a course or two for some extra cash that year. It didn’t take me long to decide that it was better to make money than to owe it so I said yes.

During my very first week as a part-time professor for Laurier, another senior, tenured professor who I knew quite well approached me and said, “What are you doing here? I don’t care what it takes; go borrow some money from someone else, go finish your dissertation, and get a job. You don’t need to do this. Run!” At the time, I laughed and reassured him that I had everything under control...

Of course, the fact is that I didn’t. The work kept coming, and I kept saying yes, and the last four chapters of my dissertation became a distant dream I once had about a book I never wrote. But that’s not why I’m telling this story. Last year, that same professor was due to retire – and we bumped into each other very close to the spot where he had first told me to run away from contract teaching. We spoke for a few minutes about his retirement plans and

wished good things to each other. Just before we went our separate ways, however, he shook his head wearily and said – and I’ll never forget this – “Maybe I was wrong to tell you to quit this contract nonsense. Maybe I’m the dinosaur. Maybe the future of the university is you – not me...”

Every one of us knows exactly what he meant. He wasn’t attempting to elevate the status of contract teaching at all. In fact, he meant quite the opposite. He was saying that the core of the university had changed – that the university he had joined in the early 70s was not the university of 2013. He meant that the 21<sup>st</sup> century university had different goals – different values – and I could tell he was glad to be leaving this new university behind.

But what does this story have to do with “Creating Inclusive Organizations,”? It’s simple – and, I suppose, not so simple at the same time.

My fellow panelists are addressing all manner of issues of inclusion and diversity but I’d like to address one issue of “inclusion” that, I think, few permanently employed faculty or their faculty associations are adequately prepared to speak *openly and honestly* about – and that’s the idea of working towards a more full inclusion of contract professors in their bargaining units. For better or for worse, this is something that must be talked about because, as my retired colleague noted, tenured positions are the ones facing an ice-age – not contract ones. As Stephanie Ross and Larry Savage point out in a recent issue of *Academic Matters*, universities are moving away from career-length job security and towards a business model of “flexible” labour. And while the neoliberal university has used this growing culture of precarious employment to place wedges between permanent and contract faculty – usually through concessions approaches in negotiating collective agreements – it has also brought the spheres of these faculty groups much closer together. Contract faculty

have recognized this convergence for quite some time, but it’s an idea that neither permanent faculty nor faculty associations are quite ready to address. The majority of faculty in Canada are organized either as two completely distinct unions or, just as at Wilfrid Laurier, as two limbs of a single Association body and, frequently lately, this arrangement seems to be working to undermine what could be (what should be) the collective strength of ALL faculty to band together in order to shape our institutions and to ensure that ALL of us who make up the “guts” of our universities – the teaching, research and service that makes a university what it is – are valued and respected, both fairly and equitably.

But the fact of the matter is that unions and associations need to change – just as permanent faculty need to change. It’s time for all of us to recognize that our interests are not so very far apart anymore. Contract faculty bargaining units that function as a branch of a single faculty association have always been forced to recognize their proximity to that other, full-time collective agreement, but few permanent faculty seem willing to reciprocate. Faculty associations, needing to act according to the will of their membership, frequently seem somewhat powerless to convince the “right arm” that it needs to pay attention to how its actions affect the “left arm’s” working conditions.

I remember sitting in on the information sessions for organizing CAS at Laurier way back when. Both CUPE and WLUFU made presentations to us – and we decided, as a group, that we would rather be represented as “faculty” than as “public employees.” It was important to us. And then came the news that the existing Faculty Association – whose members were all full-time faculty – would not accept us as a part of their bargaining unit – only as a separate branch of the  
*(cont’d on p.8)*

# Wagging the Dog: The BoG, Senate and the IPRM Update

*Kari Brozowski, Health Studies*

The IPRM co-chairs recently emailed an update to the Laurier community that stipulated what the Senate involvement in the recommendation process will – and won't – be:

*“The RMT report will recommend an optimum budget and resource allocation model for the university. The AcPT and AdPT reports focus on the evaluation and prioritization of the university’s academic and administrative programs to guide strategic resource allocation in the future. These reports contain recommendations only, and will be submitted for review and comment by Senate and review and decision by the Board of Governors. More details about the process can be found at [legacy.wlu.ca/iprm](http://legacy.wlu.ca/iprm).”*

This process is deeply flawed, however, because it does not conform to the WLU Act, which stipulates that the Senate has power over all educational policy. In limiting Senate’s role to reviewing and commenting (and giving the power of “decision” to the Board), it fails to note that Senate has the power to do whatever it wants with these reports, including rejecting them and/or the IPRM process itself.

Some have argued that this process does respect the Act’s emphasis on collegial governance because Board decisions will

be returned to Divisional Councils for deliberation and approval, and then forwarded to the Senate. However, the Act stipulates that the whole process in relation to academic programs must *begin* with the programs and then move on to the Divisional Councils and Senate for approval. The *final* destination of any academic programming recommendations is the Board of Governors, which makes decisions based on finances. The Administration of the University takes those decisions and implements them back into the programs (see diagram below).

The problem with the current process is that academic programs are not likely to pass any recommendations that state their program is to be cut, and are almost certain to pass recommendations for increased funding for their programs. *Because the parameters of discussion and debate are financial, not academic, all meaningful deliberation about academic quality is undermined.* Furthermore, the Act stipulates that the Board cannot make decisions about the fate of any academic program without the Senate’s *prior* approval.

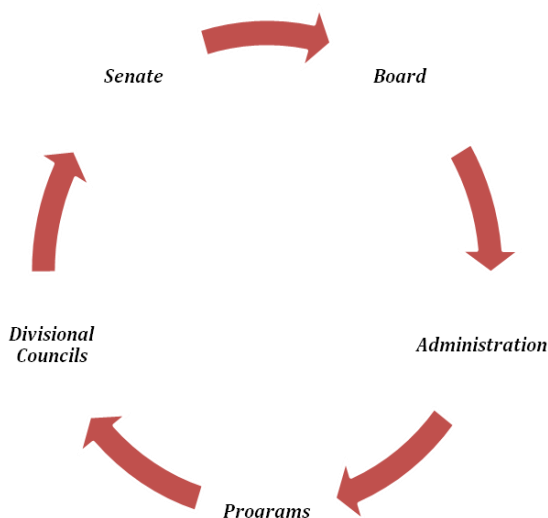
Senate powers over all educational policy are clearly outlined in the WLU Act. And the entire IPRM process is in violation of the WLU Act, since the WLU

Senate did not create the IPRM committees. It’s interesting to note that according to the WLU President’s presentation of October 16, 2012, Senate could:

*“Comment on the report and make a recommendation to the Board of Governors. Recommendations may include: **to reject the report**, giving clear reasons to the Board; to endorse the report with recommendations for changes; to endorse the report as it is written.”* (emphasis added; see the full report [here](#))

Yet today, the President has issued a different decree, stating at the September 17, 2014, Senate meeting that the Academic report was immutable and the Senate could *only* make comments before it was forwarded to the Board for a final decision.

Neither of these dictates from the chair of Senate are binding. The President is just a chair (see the article on governance, p.3), and the Senate body can make any decision it wants on the report, and/or concerning the whole IPRM process. Its decisions, however, *must* be in accordance with the WLU Act, which is an Act of the Ontario Parliament.



## **IPRM Timeline**

**Nov. 26:**

*Planning Task Force presents IPRM Report to Senate*

**Dec. 17:**

*Special session of Senate reviews IPRM Report, and attaches recommendations to be forwarded to BOG*

**Jan. 27:**

*BoG meets to review IPRM Report and Senate recommendations, after which it recommends further action*

**Winter 2015:**

*BoG recommendations, at the discretion of the Administration, to be sent to faculties for deliberation*

# A Broken Process: Secrecy, Confusion and Bias in Hiring Administrators

*Matt Thomas, eResources Librarian*

From my recent search committee experience as well as speaking with my colleagues, it's clear that our institution, like many others, has some systematic problems when hiring for administrative positions. Since Deans, VPs and similar positions play such an important role in the success of our institution and everyone in it, we should ensure that we're doing our best when selecting people to fill those roles and, to that end, here are three key areas in which our search processes need improvement. Of course, I am not commenting on any of the individuals already hired through these processes or even the members of search committees. This work is difficult and will never be perfect, but it's important to identify the problems inherent in our *process* if we ever mean to do something about them.

**We're overly secretive:** There should, of course, be some level of confidentiality in all hirings. Both candidates and committee members need to feel safe to share and participate fully in the process. But there's a difference between confidentiality and secrecy. Between the non-disclosure agreement wording Laurier currently uses and a

lack of agreement about what should be confidential, we can be so scared to "break the rules" that we avoid discussing the search process altogether, stifling discussion within the committee, as well as preventing any kind of assessment of our practices. I've been told that Laurier's non-disclosure agreement may currently be in the process of review, which is good news. But even if were perfected, we would still need to work on making it clear what should and should not be open for discussion, and when.

**We don't discuss what we want or how we're going to get it:** A common problem in many teams is insufficient planning, goal-setting or strategy consideration, and too often our administrative search committees are no exception. Since positions and priorities change with time and committee membership changes and brings in members who may never have participated in such a process before, some discussion of who we're looking for and how we're going to find and identify them needs to happen regularly. A clear set-up at the beginning is crucial, not only because hiring academic administrators can be tricky business, but also because we face so many barriers to smooth decision

making: job ads that are often vague and political, recruitment companies that may have no experience hiring for specific positions, large group dynamics (search committees for senior administrative officers range from 12 to 18 members), and sometimes unavoidable small candidate pools. These are not unique to Laurier but are certainly issues we need to consider.

**Our selection procedures are vulnerable to bias:** It shocks and saddens me to see search processes that leave the door wide open to biased decision making. Almost everyone on these search committees are academics or have been academics, so we should all know of the potential for bias plus methods to minimize it, but I see little proof that this issue is considered. I don't see any effort to make the gender or ethnic background of candidates a little less obvious, at least at the early stages of the process. I know it's not always possible, especially in cases where many candidates are well known by committee members, but some attempt should be made to block some of the unconscious assumptions about candidates that are not relevant to selection criteria and that may cloud our assessments.

Please write us! We'd love to hear your views on what you've read here. [Letters to the Editor](#) are published soon after we receive them on our [blog site](#) to promote an on-going discussion. This month features a [letter by Roelof Eikelboom](#), Secretary of Senate and Chair of Psychology responding to the article "[Transparency and the IPRM](#)."



## Laurier Faculty Receive OCUFA Teaching Awards

Two Laurier faculty members were honoured this year with an Ontario Confederation of University Faculty Associations' (OCUFA) Teaching Award: **Associate Professor Donna Kotsopoulos**, Education and Mathematics; and **Assistant Professor Edmund Pries**, Global Studies. OCUFA president Kate Lawson described Kotsopoulos as "an inspirational mentor, and an innovator in mathematics education," and called Pries "a leader in advancing community service and social entrepreneurship learning at Laurier and beyond."

*Congratulations to Donna and Edmund from WLUFA and all of your colleagues!*

(cont'd from p.3)

imaging, including its website, information about its Milton campus, PR for the new business building, advertising and a host of other activities. A Member's recent effort to get information related to Contract Faculty highlighted Laurier's changing institutional culture by exposing how tightly controlled its public relations approach has become. CPAM releases only the information the university wants before the public, which means only that information that cannot be considered negative to the school's image. Given how universities today compete for donations and students, this might be a logical development, but it also speaks

The other partner in governing the university is the Board of Governors, which has responsibility for university finances. Its membership includes students and faculty but it is dominated by community members, primarily executives from local and regional businesses. It meets regularly, and governors will sometimes ask hard questions of the administration about Laurier's financial priorities. At the same time, their largely private sector background means that they don't always fully understand why management can't just "get on with it," especially when Faculty – who are in fact legislated as partners in the running of the university – raise tough questions about some of

frequently drives the agenda quickly. It is easy in this context to miss things – or to find ways to make sure that things are missed. The massive growth in university business, the shift in the centre of authority away from faculty and their departments, and the weakening of "collegiality" has debilitated the instruments of governance.

While the Act may be outdated, some suggest that it is time to bring practice back in line with the spirit and letter of the law. Although it centralized decision-making, the Act also put the power of academic planning and prioritizing squarely in the hands of Senate and its bodies (divisional, department and program councils). The Chair of Senate is just that, its *chair*. Not a president, with executive powers, but a presiding officer who is mandated to follow the democratically negotiated will of Senate members who are themselves, in the case of faculty members, delegated to represent the members of their divisions. We might begin, then, by encouraging Senators to exercise the power that they, in fact, have. To do so, however, they need also to foster debate and discussion among their constituents so they can make informed decisions about when and how to challenge agendas that may conflict with faculty interests.

How else might governance be made more transparent and responsible? A faculty watchdog body that reviews Senate documents might help foster awareness and debate, for instance. Or it is possible that shuffling the BoG membership to include those who represent a wider swathe of the community – such as the service sector, non-profits, and even social movements – might help the Board make better sense of academic priorities.

**If there was potential for conflict in governing Laurier 40 years ago, when the university included one small campus of 2,300 students, a few dozen faculty and no unions, how much more difficult is it today?**

to an increasingly corporatized institutional culture that many faculty and staff find alienating.

Paradoxically, contracts and legislation have the effect of freezing structures, making visible past organizational practices and further aggravating the perception that change is illegitimate. The WLUFU/Wilfrid Laurier University Collective Agreement, is a case in point, as it builds control over programs from the bottom up, beginning with a department-in-council. Given the centralization of power over the last 20 years, this fragment of an older university seems almost anachronistic.

Of course, administrators and faculty negotiate their way around the contract and the Act on a daily basis, creating, among other things, a proliferation of grievances. But the gap between structure and practice is growing ever wider. Here's just one problem: how is the implementation of the IPRM Academic Priorities Report actually going to happen? Since a department-in-council is responsible for initiating curriculum changes in its discipline, are we to assume that it will have to move an IPRM recommendation for its own elimination? The mind boggles.

the administration's priorities. For instance, many governors were confused about why Divisional Council documents censuring the IPRM process were presented to a BoG meeting. They may need reminding that, unlike a private sector organization whose goal is generally to increase profits, the BoG is beholden by the Laurier Act to the taxpayers of Ontario. It must make decisions about spending in accordance with the university's mission statement – a statement that prioritizes "excellence in learning, research, scholarship and creativity."

The Laurier Act seems out of sync with practice. It establishes the authority of the Senate over pedagogy and operations. But how realistic is it to expect a group that meets for two hours once a month to really exercise supervisory authority over student life, curriculum, research and teaching? In the 1990s, Senate became little more than a forum for the presentation of administrative updates. That era has, mercifully, passed, but now there is a substantial consent agenda on top of recruiting reports, IT updates and other curricular business. The President, who chairs Senate, is always conscious of the time as well as the volume of business and

**We're keen to hear about your own understanding and experiences with Laurier's governance structures: how effective they have (or have not) been, and any ideas you might have to make them more so. Please consider posting a comment on our blog site at:**

<https://advocatewlufa.wordpress.com>

(cont'd from p.4)

Faculty Association. At the time, we accepted this – and we believed, wrongly I think, that at least we would be perceived to be a part of the faculty whole – that we would at least be considered to be brothers, sisters, colleagues by our fellow, full-time faculty, association members. Of course, we were young and naive then. And, over time, we've learned our lessons as all naughty children must do.

We know, for instance, that, too often, our collective bargaining will take into consideration the rights of “real” faculty before our own, even though – during full-time negotiations, similar considerations are not given to us. I'm not saying that this is completely wrong because, even as a long-term contract professor, I still believe strongly in the “idea” of a university. But I hear the fear that rumbles, only barely expressed, in articles such as Herbert Pimlott's “[Solidarity in the Ivory Tower](#)” or in Catherine Stukel's [letter to the editor](#) in the *Chronicle of Higher Education*, and I can see why our faculty associations are torn by the idea of representing both the (cheap and disposable) faculty members that administrations and permanent faculty won't publically admit they want and need to use, as well as the (more expensive, tenured) faculty that universities want the public to believe they still value and nurture.

I've been on both sides of this fence – a member of the bargaining team for contract faculty negotiations at Laurier since 2004, and a support staff member of the full-time bargaining team since 2010. More and more, I witness the way that administrations want to codify and qualify the teaching done by its full-time faculty. Even while universities refuse to give contract faculty – their true “teaching only” contingent, by the way – any kind of job security or recognition for long-service, administrations now frequently want to compensate and evaluate full-time faculty based on metrics: how many bodies are being taught; how many tuition dollars pass through their classrooms; how many students enrol in their courses. More and more, full-time faculty negotiations include the bargaining for

“teaching only” positions. And, more and more, administrations insist on clauses in collective agreements that allow for the review, discipline and punishment (in various ways and to various extremes) of both their contract and tenured faculty members if those members do not meet the requirements of the students/consumers. In CAS bargaining, the administration's proposals for review and discipline can be quite sinister – but full-time bargaining is also seeing administrations propose language that has a similar dark tone – language where promotion, tenure and compensation are tied to “production.”

We are, you and I, my full-time colleague, not too different from each other in the eyes of the university administration. We both need to produce bodies with degrees. We both need to attract bodies in sufficient numbers into our classrooms. The administration uses my (supposed) lack of “scholarship” against me at the CAS bargaining table – tells me I'm not a “real” academic and that any trained monkey with a textbook could do my job. But at your bargaining table, it is becoming clear that whatever you produce on your university-funded sabbatical is of little interest to our administration. What they really want to know is if you've managed to entice more than 200 Jane and John Does to enrol in your “Harry Potter and Medieval Symbolism” class.

And so I wonder, sometimes, if this pressure and this fear is why you won't accept me as part of our “diverse” faculty complement? Is this why you create reasons to distance yourself from me when I'm bargaining – or when I ask if you'll sit at our CAS table for Fair Employment Week? Is this why you bristle uncomfortably at our department meetings when I raise my voice? Is this why there are more tenured faculty members from the Maritimes on my picket line (courtesy of the CAUT Defense Fund) than there are from my own department or university? Is this why almost every article you publish in defense of the rights of contingent labour always seems always to circle back to the need to protect tenured faculty positions instead of focussing on what real steps tenured faculty could take to improve the working conditions of their

CAS colleagues?

I ask these questions because they speak to the nature of “diversity” in my own faculty association. I look at it sometimes and wonder about the challenge it faces: to represent an – at least for now – all-powerful tenured faculty contingent and, at the same time, to represent the interests of a truly dispossessed “new faculty majority.” I wonder, as [Jack Longmate does](#), whether “these differences create a conflict of interests rather than a community of interests” and if, in fact, this “give(s) rise to the question of fair representation?”

The fact of the matter, though, is that I still believe in the strength of my union – and in its ability to change and grow with the attacks levelled at it by our administration. Like Ross and Savage, I believe that “faculty associations are one of the only spaces that unite professors across departmental and faculty divides” to “help us develop a collective orientation as teachers and researchers.” As a contract-faculty member, however, I also know that full-time faculty – and faculty associations – need a deeper understanding that the struggles of contingent faculty are rapidly becoming the struggles of tenure-stream faculty. Contract faculty have long been thought of as the “whiners” of the university – and the hostile response to Ira Basen's CBC documentary “[Class Struggle](#)” lends credence to this – but it's time for faculty associations that cater mainly to tenured, “full-time” Members to look at academic unions with new eyes.

The ice-age is upon us. And our collective survival depends on all of us seeing that one eco-system cannot be bargained away in the interests of another's. I truly believe that, in the 21<sup>st</sup> century, we will survive *only* as one.

