

# WLUF ADVOCATE

Building community through dialogue, discussion, and debate.

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## Gendered violence and the workplace

Much of the campus discussion about gendered violence focuses on students, equipping them with the language, resources and confidence to respond to it and create a safe and inclusionary culture. As often pointed out in the inverse, students' learning conditions are our working conditions. Not only are faculty and staff potentially subject to different forms of gendered violence at work, students who have been victimized or who are concerned about these issues often approach us for advice and support. And like students, we require resources to help build a welcoming, safe campus. For all these reasons, WLUF has sought the guidance and help of the [Gendered Violence Task Force](#) (GVTF) to address gendered violence as a workplace issue.

As part of the GVTF Policy and Protocol subcommittee, WLUF will work with the Laurier Staff Association to develop educational workshops. In the meantime, look for literature in your mailboxes that offers some basic information about gendered violence and Laurier and community resources for responding to it.

## It's about fairness

*This is the first in a series in which the Advocate explores the relationship of Contract Faculty members with the University. The series takes on prevalent misconceptions or "myths" about Contract Faculty working conditions, and provides some hard facts and figures so readers can assess the fairness of the two-tiered employment standards that are now well entrenched at Laurier.*

*With negotiations to renew the WLUF Part-time Collective Agreement beginning this spring, we have the opportunity to press the Administration to address these and other issues.*



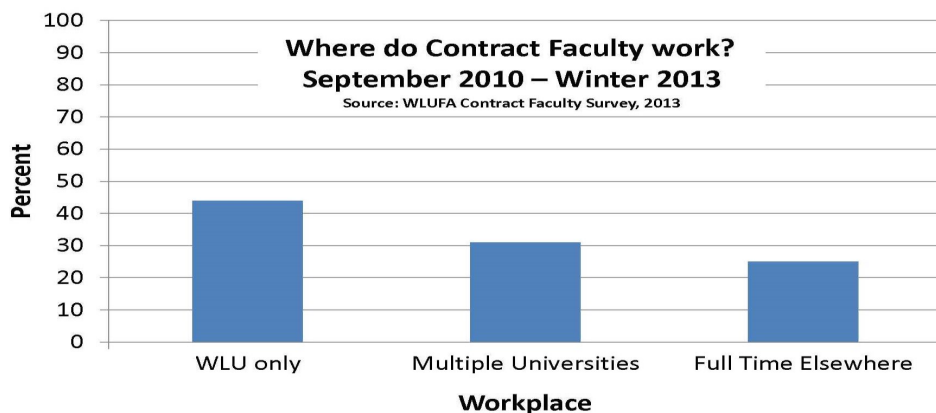
## Myth #1: Contract Faculty receive equal pay for work of equal value

*Kimberly Ellis-Hale, Sociology 40-40-20.* These numbers ring familiar with most faculty in North America, as they do here at Laurier. They supposedly represent the breakdown of work responsibilities for tenured and tenure-track ("full-time" or "regular") faculty at WLU. That is, it is assumed that roughly 40 percent of a regular faculty member's time is spent on teaching, 40 percent on research and 20 percent on service to the university community. For regular faculty members with Professional Teaching appointments, the weight

shifts somewhat such that, ideally, 60 percent of their time is to be spent on teaching and 20 percent on each of research and university service.

Of course, we all know that these percentages are very rough guidelines that only exist in a perfect world. In years without sabbatical or other leaves, teaching and service generally account for a far greater percentage of a regular faculty member's workload. In addition, we all know many faculty members whose service commitments take up much more than 20 percent of their paid time, often running deeply into their unpaid time. For many regular faculty, research must wait for golden periods of uninterrupted time—usually the summer or a period of leave.

So, what does this all mean for assessing the fairness of contract faculty compensation? And, what does it mean about Laurier's reputation as a fair and just employer? First, let's assume that teaching is compensated at the same rate as research or service. Second, let's assume a (very conservative) starting income of about \$90,000 plus 20 percent for benefits for regular faculty. Now, let's look at how that breaks down per course: taking into account an expected 40 or 60 percent teaching contribution, the compensation paid per course is about \$10,800 (assuming four to six courses per academic year). Even when using the conservative figure of \$10,800, the math is still staggering—new regular faculty earn a



whopping \$3,700 more than new contract faculty are paid per course. Experienced contract faculty, regardless of their terminal degrees and/or publications fare only slightly better—earning about \$3,000 less per course than our sample \$10,800 figure.

The question we’re posing here, however, is not only one of numbers but one of value and fairness. If, in our classrooms and in relation to our students, two people have the exact same duties and responsibilities (and, in many cases, the exact same credentials), is it acceptable that one receives thousands of dollars less than the other? One can only justify this by suggesting that there is something special about Contract Faculty—that they are, for instance, not fully qualified instructors but apprentices or primarily professionals looking to earn a little extra money. While the latter may be the case for a minority, it is not true of most, who are trying, like the rest of us, to cobble together an income on which to survive. And if teaching is truly valued at Laurier, what does bargain-basement compensation for a significant proportion of teaching mean in the face of that ostensible value? On a larger scale, how can any fair university employer expect an employee to teach the number of courses necessary in order to exceed a 40K salary (a modest family income) as well as afford to purchase health benefits

and (in their spare—unpaid—time) wedge in a few articles and conferences in order to increase their “hireability”?

It’s not that there aren’t other unfair employers out there. It’s not that contract faculty are solely put-upon in this current economy or in our larger world. It’s that few others actually work for employers that overtly proclaim liberal ideals of justice, fairness, open-mindedness, global awareness and progress, while at the same time practicing what amounts to a kind of feudal attitude towards its most vulnerable employees.

If the point is fairness, the numbers don’t add up.

## Teaching Evaluation changes

*Joanne Oud, Co-chair, Joint Liaison Committee*

In Fall 2016, students will be asked to complete a new teaching evaluation form. Major changes to the form include some new sections on student demographics, program outcomes, and student comments, and the option for instructors and departments to choose additional questions for their own use. While this considerably expands the number of questions, only the section on the instructor (which does not include space for student comments and is similar to the current teaching evaluation form) will be put in the official file for tenure and hiring decisions.

In parallel, the Joint Liaison Committee (which deals with issues arising between contract negotiations) has agreed to allow online administration of teaching evaluation forms, with some specific parameters based on our research on experiences at other institutions. Each course will be assigned a 24-hour course evaluation window before the beginning of term so instructors can plan around it. Evaluations will be done in class with a window available (midnight to midnight on the assigned day) for students who do not bring electronic devices to class or in the event the network or WiFi is down. A [pilot will take place this term](#) in select courses to work out any technical issues, and full implementation is expected by the fall.

The new form—developed by a Bilateral Committee that was mandated in the 2011–14 Full-Time Collective Agreement and revised in light of suggestions from student and faculty focus groups—has been accepted by the Joint Liaison Committee. As specified in the Part-time Collective Agreement, a ratification vote was held for Contract Academic Faculty in Fall 2015, which passed with 65 percent in favour of adopting the new evaluation form. For more information, contact the [Teaching and Learning office](#).

## Contract Faculty Bargaining Unit Negotiations Survey 2016

If you have taught at WLU any time since Winter 2013, please keep an eye on your WLU email for your invitation to complete the 2016 Contract Faculty Bargaining Unit Negotiations Survey. In completing the survey, you will be telling your Negotiating Team what the priorities at the table should be.

## Ten to watch . . .

In this first issue of 2016, the *Advocate* identifies 10 moving targets that we urge you to keep an eye on this year. We will address some of these in future issues. If you want to write a short article on any of these for the *Advocate*, we'd welcome your input! And, if you think we've missed something—big or small—let us know.

And now, in no particular order . . .

**Contract talks:** The Canadian Union of Public Employees 926, representing about 110 WLU custodians, grounds workers and trades are fighting to protect their jobs.

**Review of University Finances:** WLUFAs wants straight answers from the Administration about the budget and financial statement.

**New Budget Model:** The responsibility-centred budget has many concerned that programs will be funded on a win/loss basis.

**WLUFAs Constitutional Review:** You asked for and got a committee to improve the openness and representation of your Association.

**Statues Controversy:** Need we say more? Check out the Statue Contest winners, page 4.

**CAS Negotiations:** Can precarious workers get a fair deal at Laurier? (Learn more on page 1)

### Put a face on precarious work: OCUFA Day of Action, February 11

WLUFAs is working with the Ontario Confederation of University Faculty Associations (OCUFA) and our colleagues across Ontario to improve our jobs and pressure university administrators to hire more full-time faculty members. We're also making it clear that the government of Ontario needs to make more funding available to ensure every academic job is a good job.

On February 11, as part of OCUFA's We Teach Ontario campaign, we are going to tweet pictures from our campuses along with every other university and college across Ontario. We're going to put a face on precarious work at our postsecondary institutions. You can join in – on February 11, tweet your thoughts on contract work and watch contract faculty across the province join together under the hashtag #precariousPSE. You can also visit [Weteachontario.ca](http://Weteachontario.ca) to sign the web pledge and show your support for good academic jobs.

### Jointly Sponsored Pension Plan:

What will the new provincial plan mean for your pension?

**Requests for Proposals (RFPs):** The University appears to be on a serious contracting-out spree.

**University Cutbacks and Losses:** The belt tightening continues . . .

### Peters and Schlegel Renovation Costs:

Okay, so we've begun a bit of research on this one. Follow the links below, and let us know if they inspire you to learn more.



- [Architectural Services RFP estimated value of \\$500,000 to \\$1 million](#)
- [The new \\$73 million Global Innovation Exchange Building](#) (now called Lazaridis Hall).
- [Estimated project cost is \\$103 million](#), which includes renovations to the Peters Building. Laurier received a \$72.6 million investment from the Ontario government in 2011—the largest single capital investment in its history.

## Meet your CAS Negotiating Team

*Anne-Marie Allison,  
Mathematics*

The Collective Agreement (CA) for Contract Academic Staff (CAS) expires in August 2016, and contract negotiations for a new agreement are anticipated to begin this spring. (CAS are faculty and librarians hired on short-term and/or part-time contracts.)

The CAS Negotiating Team comprises the following Contract Faculty members: Jim Gerlach (Chief Negotiator; WLUFAs Treasurer; Chemistry and Biochemistry), Sheila McKee-Protopapas (Executive Director WLUFAs; Biology), Carl Simpson (Philosophy), Anne-Marie Allison (WLUFAs Communications Committee; Mathematics), Houman Mortazavi (Economics), and Laurie Manwell (Psychology). The Team is eager and honoured to represent Contract Faculty and Part-time Librarians and is already hard at work preparing for negotiations.



Jim Gerlach, Chief Negotiator

**Have your say!** Knowing what the membership wants is critical to successful bargaining. The Team has put together a short online survey to indicate their most important employment issues. It's vital that

the Team knows your areas of concern. As preparations continue, the Team also wants to hear from members in person. Stay tuned for opportunities, like “open door” gatherings with Team members at which you can voice your employment concerns in a safe and positive environment. Or, send us an email at: jgerlach@wlu.ca.

### Be informed and know your

**rights!** Unfortunately, many members are not familiar with the terms and conditions of their employment. The Team will be sending out brief factoids over the next few weeks to inform members about provisions in the CA. For instance, did you know that many Contract Faculty are eligible to join the WLU pension plan? (See Article 24.6 of the CA.) We also urge you to [check out the agreement](#) yourself, and let us know what you'd like to see changed.

## Bronze mindreading: What's inside that PM's head?

*Matt Thomas, WLUFCA Communications Committee Social Media Manager & eResources Librarian.*

In the wake of the Prime Ministerial Statue Kerfuffle, er, Project discussions, the WLUFCA Communications Committee asked for ideas about what our second on-campus metallic politician could be thinking as he grips those puddle-filled chairs. ([Read about the details](#)). We received a good number of both thoughtful and fun submissions, but we've managed to select ten finalists as promised.

The ten, in no particular order, are:

**1. “NATIONAL DREAM to LAURIER NIGHTMARE:** *I have a new dream since I was plunked down at Laurier. Instead of a National Dream of a railroad let's railroad everyone at WLU into thinking that at least one*

*of the following is true: (a) I want to be here (with Laurier); (b) These two chairs do not represent WLU's future of death's head and sickly child; (c) No one was under the influence when they made the decision to plopp me here. Of course they weren't. I made memorable decisions while under the influence. Here's to being railroaded. Cheers to 'inspiring lives'!”*

**2. “MY NEW NATIONAL DREAM:** *Get railroaded not loaded on the President's Home Brew. 100 proof Spinmeister. Cheers to inspiring lives!”*

**3. “Old Macdonald had two chairs/ E I E I O/And on those chairs, no one sat/ E I E I O/ With no CAS here/ And no STAFF there/ Here goes a CAS, there goes a STAFF/ Nowhere a CAS, or a STAFF/ Old Macdonald had two chairs/ E I E I O”**

**4. “Put Riel in jail! Hang 'em up by the bookstraps! He's almost as spirited as I am./ But he's no old stock Canadian./ Hey, and while you're at it, pass the bottle!/ Build the railroad!/ Unite the nation (by suppressing difference)!/ And never, ever read graphic novels.”**

**5. “Do come sit for a moment and reveal how you intend to change the world.”**

**6. “So sorry, these chairs are reserved for my friends.”**

**7. “Be seated here, Wisdom, and, Perseverance, my steadfast companions!”**

**8. “Seats for the Newfoundland observers”(Background: Newfoundland sent two observers, Ambrose Shea and Fred Carter to the 1864 Quebec Conference on Confederation.)**

**9. “No, my name is not Laurier, Goddammit.”**

**10. “Hic. I'm glad these chairs are here because otherwise I would fall down .”**

The winner, as selected by a Laurier Staff Association - appointed



(Gerald Schaus, Classics)

judge, is **Entry #7, by Dr. Gerald Schaus**, retired Laurier Classics professor. Congratulations on winning the LCBO gift certificate. Sir John A would be proud. And jealous.

The judge also wanted to mention **Entry #5 and #6**—submitted by Doreen Weise, Psychology, and Lawrence Howe, Math—for second and third place, respectively. Although there's no actual prize to honour that placing, these contestants have our permission to feel drunk with pride at this accomplishment.



(Nelson Joannette, History)

And finally, the Communications Committee had a personal favourite: **Entry #2** provided by Dr. Nelson Joannette, from the History Department.

Thanks to everyone for participating, and thanks to WLUSA and their judge for helping us with the contest!