

WLUF ADVOCATE

Building community through dialogue, discussion and debate.

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An open letter from your WLUF president

Dear Colleagues,

As you know, our Contract Faculty have been at the negotiating table with the Administration since June 1 of this year. They have met over a dozen times since negotiations began and have made some gains.

What you may not know is that the Administration has failed to agree to any substantial improvements in our Members' two main priorities: Job Security and Compensation.

In fact, ALL of the proposals that Contract Faculty listed as priorities in this year's bargaining survey have been designated as "related to compensation" by the Administration. This means that, once again, Administration feels as though ANY increase in Contract Faculty stipend amounts should offset the fact that they will not address what Contract Faculty believe to be foundational proposals.

We know what this means. This means that the issues that Contract Faculty see as tied to FAIR EMPLOYMENT – job security and access to benefits – are being seen as ONLY compensatory as far as the Administration is concerned, rather than what they really are: SOCIAL JUSTICE ISSUES.

We need this Administration to see these items as steps towards a fair and equitable workplace and that Contract Faculty working conditions are students' learning conditions. We know, however, that Laurier's current Administration is loath to make such steps. Its deplorable drawing and quartering of CUPE 926 over this last year is evidence of this. It is also evidence of WLU's attitude toward its union groups.

Contract Faculty are the most precarious of all union groups on campus – but the fact remains that NO union group is safe from these trends. Full-time faculty negotiations are also close at hand...

There has never been a time when it has been clearer that what is needed is a strong and unified voice supporting employee negotiating teams when they are at the table. For this reason, this will be the last "regular" issue of Advocate until current negotiations come to completion. I am mobilizing as many WLUF resources as possible to support the current negotiations. I hope you will all support us in this effort.

Sincerely,
Michele Kramer

Contract Faculty t-shirts have arrived!

Not only is your Negotiating Team hard at work, now Doonesbury has your back! Wear your t-shirt as a show of support and a refusal to let history repeat itself.

T-shirts available at the following:

Information Tables	Oct 18 th 9:00 – 11:00 Waterloo Concourse
	Oct 19 th 11:30 – 1:30 Waterloo Concourse/Science Atrium
	October 25 th 8:00 – 4:00 Waterloo Concourse
	October 26 th 8:00 – 4:00 Waterloo Concourse
BU Meetings	October 25 th 4:00 – 6:00 The Turret – Waterloo
	October 26 th 4:00 – 6:00 OD107 – Brantford



Students & workers united

Toby Finlay

Laurier Student, LSPiRG

Students have a responsibility to support Contract Faculty. Contract Academic Staff (CAS) make an important contribution to the quality of education students receive at Laurier. However, without adequate pay, job security, or working conditions their contributions are grossly undervalued. When students fail to engage on these issues, we perpetuate the injustices carried out against Contract Faculty.

Within academic institutions, students have power. As stakeholders who contribute academic, financial, and social value to the institution, students have a right to be consulted in governance and decision-making. Students can thus shape the socio-political climate of the university, by taking a stance on important issues and holding the Administration accountable.

Unfortunately, many students are depoliticized or led to believe that they do not have power. Feelings of powerlessness are engendered by the necessity of students to negotiate complex bureaucracy and engage in an uncritical school

culture. By distracting students from engaging critically, the university ensures conformity and acceptance of the status quo.

At Laurier and post-secondary institutions across the country, neoliberalism has become the status quo. In this context, neoliberal economic and social policies are viewed as the only solution to the problems facing academic institutions. This universal adherence to neoliberal policy frustrates and disadvantages both the student body and Contract Faculty. Students must stand with CAS to advance progressive solutions to these issues.

In solidarity with staff, students can effect positive changes in the educational process. The well-being of CAS would improve if compensation, job security, and working conditions appropriately reflected the value of their contribution. Students also stand to benefit from improved labour rights for Contract Faculty, as staff would have greater capacity to support our education.

Opportunities for students to join the battle exist, and it is about time we did.

Important Contract Faculty Bargaining Unit Meeting

Tuesday October 25th Waterloo | The Turret – 4-6 pm

Wednesday October 26th Brantford | OD107 – 4-6 pm

Forging a better agreement together!

Contract Faculty: Injustice in the University

Stephen Svenson
Sociology

In the fall of 2015 Contract Faculty member Stephen Svenson and Regular Faculty member Garry Potter attended the *Challenging Academic Precarity Symposium* at Trent University in Peterborough where they filmed the proceedings and interviewed conference attendees.

Additional interviews were conducted with CF at Wilfrid Laurier University.

The result is a short documentary *Contract Faculty: Injustice in the University*. The film will be showing throughout southwestern Ontario in the coming months.

Synopsis: The film explores the situation of Canadian Contract Faculty and compares their situation to the even poorer conditions American Contract Faculty face. This highlights the need to more firmly address working conditions in Canada.

The film focuses on not only the injustice faced by Contract Faculty but the implications of this injustice for students,

the University and higher education in general. The story is primarily told through the words of CF themselves.

Where there is injustice there is usually both tragedy and dark humour and the film presents both.

WLUFAs presents

Contract Faculty: Injustice in the University

a new film by

Garry Potter and Stephen Svenson

Wednesday Oct. 26 7:00 p.m.

Princess Twin Cinema



“Sessional Faculty struggles are all faculty struggles”

Free admission

Followed by a Q&A with the film makers and a social event

#TAG – Art for reconciliation and resistance at Six Nations and Brantford

Vanessa Oliver
Youth & Children's Studies

Indigenous and Non-Indigenous youth are taking part this September and October in cultural healing and arts workshops to learn about Haudenosaunee culture and to create their own community murals. This is the first public initiative of the #TAG project, a partnered exchange between Six Nations and the Mapuche peoples of Chile.

The murals—one on the Market Square Mall in Brantford and one on the Six Nations Youth and Elders Centre in Ohsweken—will explore the interwoven themes of identity, healing, friendship, reconciliation, education and cultural pride. The mural makings contribute to a wider engagement of Indigenous artists and activists in contemporary artistic practice as a means of education, resistance, reclamation and healing—all of which are key factors in decolonization and Indigenous sovereignty.

The foundations for the #TAG project were laid in 2012 when the Alapinta, a Chilean graffiti muralist collective, began consulting with Six Nations in the creation of an Indigenous mural at the Kultrun Indigenous and World Music Festival in Kitchener.

Working with Bonnie Whitlow, Aboriginal Student Support Coordinator at Laurier's Brantford campus, the artists learned many of the stories and traditions of the Haudenosaunee people. This initial exchange produced two key outcomes: a mural in Kitchener that represented the Haudenosaunee people and their cultural iconography and a partnership formed around supporting global Indigenous sovereignty movements.

The art project is also a research project. Both nations recognized the utility of research that would study and provide an evidence base for their hypothesis that this type of international collaboration would support decolonization efforts and lead to better, self-determined health and social outcomes in both communities.

In 2013, Bonnie Whitlow approached me about applying for research funding to support an initiative involving youth in artistic practice. The goal, however, was also to begin to heal the relationships between Indigenous and Non-Indigenous people in Brantford and Six Nations. In 2014, we, along with co-applicants Kim Anderson, Rodrigo Ardiles and Kari Bro-

zowski, applied for a CIHR grant to fund the health aspects of the project and a SSHRC grant to fund the Indigenous education aspects.

By 2015, the #TAG project had received \$175,000 in external grants and support from UNESCO, which began the long process of developing a working partnership with the team in Chile, planning the workshop content, hiring a Youth Advisory Council and recruiting youth from the local area. Under the leadership of Stephanie Tschirhart, an Oji-Cree student in her fourth year of Criminology and Indigenous Studies at WLU, the Youth Advisory Council has worked tirelessly with youth at summer events, such as pow wows and music festivals, to bring attention to the importance of participation in the #TAG project.

In addition to painting the murals, the #TAG team will be collecting research data to determine what participants have learned from the process, and will assess how the



workshops and murals have impacted factors such as breaking stereotypes, creating leadership opportunities and instilling cultural pride. The mural painting process was open to the public, and all were welcome (students, staff, faculty and community members) to paint with the muralists from September 19 to September 25 in Six Nations, and from September 26 to October 5 in Brantford.

Whatever else we learn from the project, there can be no doubt that the cultural exchange between the Mapuche and the Haudenosaunee people solidifies the relationships between two sovereign nations resisting colonial occupation and showing solidarity in global Indigenous movements.

For more information visit the #TAG Facebook page: www.facebook.com/tagsix6, or the project website at www.tagsix.net.

CUPE 926's Super 16

Kevin Wilson
Communications Representative
Canadian Union of Public Employees

Long before their strike began, it was clear that WLU management had a target on the backs of CUPE 926.

The union, which represents custodians, groundskeepers and trades at WLU, had crafted concession demands that targeted only a portion of CUPE 926's membership, effectively driving a wedge between members.

Despite having little leverage, a small group of CUPE 926 members—known now as the 'Super 16'—decided they needed to take a stand, striking for eight days in an effort to defend their collective agreement from WLU's concessionary demands.

██████████ a custodian with ten years' seniority, is one of the Super 16.

"We absolutely knew we were being targeted by management," said ██████████

██████████ who also was a member of the CUPE 926 Bargaining Committee.

"In previous rounds, it had pretty much been sunshine and rainbows, but this time it was clear management weren't willing to negotiate and we would make proposals and they were like, 'nope, we're not interested.' It was definitely an eye opener, for sure," she added.

When the Super 16 put up their picket lines, things looked grim. Many other union members, either frightened by management's hard line or convinced there was nothing in the struggle for them, simply reported for work.

"It was a very difficult and disappointing situation," said ██████████

But something happened along the way. Support for the Super 16 began to pour in from individuals and groups, both on campus and off campus.

CUPE, Canada's largest labour union, stepped up with financial and human resources. They were joined by CUPE Ontario, the political wing of CUPE in the Province. Then came the support from CUPE Locals across the country, in the form of financial support, picket line support and most importantly, moral support.

"Then we had the staff and faculty were very supportive, and there were always WLUFAs members who would join us on the line every day. We had other unions—Unifor and the United Food and Commercial Workers and others coming out with all this external support for us. It was just overwhelming," said ██████████

In the end, the Super 16 held their lines for eight days before

returning to the table and negotiating an agreement that Local 926 members could live with.

██████████ acknowledges that moving past the strike hasn't always been easy for her and fellow Super 16 members, but she's proud of the collective action they took.

"It has been a little bit of a strain, but I can sleep at night knowing I did the right thing," she said.

Fair employment week

Kimberly Ellis-Hale
CF Sociology

Beginning with the highly successful Rally for Decent Work at Queen's Park and ending with Fair Employment Week, October is an important month for those who believe that fair employment is worth fighting for.

This summer witnessed CUPE's determined Super 16 struggle to ensure that in their union, all jobs were good jobs. While some may choose to see the failure to halt the contracting-out of custodian positions as theirs, in reality it was ours - all of us.

How can we, in good faith, extoll the virtues and benefits of a post secondary education when we fail to actively engage in ensuring decent work for our colleagues, graduates and those in the communities that support us?

We, Laurier, lost the CUPE 926 fight to our worst, most self-centred selves. Let us not repeat that history with our Contract Faculty.

This Fair Employment Week (October 24-28):

- wear a button in support of CF
- post supportive CF materials outside your office
- acknowledge CF's contributions to your department
- educate others regarding the precarity of CF
- use social media in support of CF
- offer to assist with CF information tables: Oct 25th Waterloo/Concourse or Oct 26th Brantford/RCW
- attend the Oct 26th screening of *Contract Faculty: Injustice in the University* at the Princess Twin in Waterloo
- write a letter in support of CF to the editor of a local paper



By actively showing support for CF and opposition to precarious employment, we can prevent history from repeating itself.

For more information and a wealth of resources (including buttons and print materials), please go to www.wlufa.ca or contact WLUFAs directly by emailing wlufa@wlu.ca or calling 519-884-1970 Ext. 2603.

CPAM's overreach

For a university that appears obsessed with titles (just how many Assistant/Associate Directors does one mid-size university need), CPAM's latest foray into faculty "honorifics", among other things, is not only ironic but certainly an overreach.

Michele Kramer sent a letter to Kevin Crowley, Director of Communications & Public Affairs, and below are some of the points she made.

- WLUFA has been contacted by a number of faculty members with regard to CPAM's work at standardizing the university's web pages through what seems to be a decision to doggedly adhere to CP guidelines re: "honorifics".
- While it does, perhaps, make sense for the wider world of Canadian Journalism to want to distinguish between the eight to ten years of study that medical doctors undertake and the eight to ten years of study that persons with PhDs undertake, it is confounding that the communications arm of a university would feel the same need.
- CPAM's adherence to CP guidelines in this case (i.e. professors vs. instructors) not only strips a significant portion of our Full-time faculty of their hard-earned titles, but it also makes manifest the fact that Laurier clearly has a "second-class citizen" attitude toward approximately half of its educators – its Contract Faculty – most of whom do, in fact, hold PhDs as their terminal degrees.
- It seems almost contradictory that Laurier would want to publish the names of its educators in such a way that it insinuates that many students are not being taught by instructors with doctorate degrees.
- Language is a powerful tool and shouldn't be used to denigrate our University's faculty by tossing their credentials aside as anomalies that don't fit a writing handbook's guidelines.

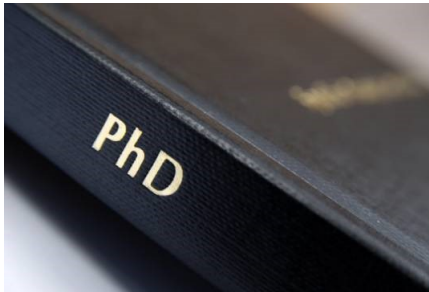


Image: www.timeshighereducation.com/news/choosing-a-phd-subject/210079/article

We will keep you apprised.

Collective Agreement (CA) questions? Like clarification on an issue? Unsure of your rights? WLUFA can help!

Send us an email: wlufa@wlu.ca
Give us a call: 519-884-1970 Ext. 3721
Drop by the office: 202 Regina St., Waterloo R114

CAs can be accessed directly by going to
www.wlufa.ca/the-agreements-2

Campus in Milton?

Kari Brozowski
Health Studies

The question of a Milton campus is a contentious initiative, and will likely cannibalize the Waterloo and Brantford campuses.

The demographic argument is not sound, as the growth in the Halton/Peel region needed to support another campus will not occur for approximately ten more years. At the same time, we are dealing with a significant drop in enrollments in Canada according to world-renowned demographer Dr. David Foot.



Image: legacy.wlu.ca/page.php?grp_id=28&p=18470

Additionally, the suggestion that we need to put a campus in Milton, otherwise U of T or the University of Waterloo might establish a campus, resulting in a drop in WLU enrollments does not follow any evidence regarding student university choices in the GTA area.

Finally, the idea of implementing applied science or engineering programming to differentiate the campus is not realistic.

Why has a market survey not been conducted? It appears the WLU President refuses to conduct a less expensive, risk averse market survey in favour of forging ahead with a very expensive campus that will undoubtedly be drawing from the university operating funds – all pointing to financial and academic devastation for the existing campuses.

A cautionary tale of two professors

Garry Potter
Sociology

Dr. Teechferfude: You know that you're only part of the university's supplementary workforce don't you?

Professor Weery: What do you mean? You mean like CAS? Part-time? No, I'm full-time, tenured; in fact I'm a full Professor.

Dr. Teechferfude: No, no, I don't mean contract faculty. I'm contract faculty. And it is faculty, not staff; and it certainly isn't "part-time". I taught eight courses last year.

Professor Weery: Really! How many are you teaching this year?

Dr. Teechferfude: I don't know yet.

Professor Weery: You don't know? But it's less than two weeks until term starts.

Dr. Teechferfude: Yes, I know. It is often like this. Maybe I won't be getting any teaching at all this year. But most likely I will get quite a bit; that's been the case for the last decade anyway.

Continued on page 6

A cautionary tale (cont'd from p 5)

Professor Weery: Well, there you go then. That's part-time.

Dr. Teechferfude: Grr. No, it isn't. That's precarity.

Professor Weery: Sorry, I wasn't trying to insult you; just trying to be accurate.

Dr. Teechferfude: Well, here's accuracy for you. You are part of a supplementary workforce.

Professor Weery: I still don't understand what you mean by that.

Dr. Teechferfude: CAS, sessional, adjunct, part-time, whatever implicitly derogatory way you want to refer to us, we are the *principal* faculty work force in the 21st century University, the *main* group employed as teachers.

Professor Weery: No, that's not right. I'm a part of the main faculty group of university employees. You could be gone tomorrow.

Dr. Teechferfude: Well, you are certainly correct about the precarious nature of my employment; but you are also quite wrong about which group is the principal teaching body. We teach a greater proportion of the courses offered and by far the majority of the students.

Professor Weery: So, you're saying the full time professoriate is a marginal group within the university?

**For the conclusion of
A cautionary tale of two professors
go to the WLUFA Advocate Blog
advocatewlufa.wordpress.com!**

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Forging a better agreement together!

Image: www.laguiole-en-aubrac.com/anglais/forge_montezic.html

A negotiating primer

*Jason Sager
History*

While many of us are familiar with the overall process of contract negotiations, what goes on behind the scenes may seem opaque. In an attempt to make the process more transparent, this primer describes the stages of the negotiating process.

Stage 1

The first step is the Negotiating Team deciding which articles of the Collective Agreement will be opened for negotiation. Their decisions are based on experiences with the current Collective Agreement, grievances that were filed, and, most importantly, members' input. This is why responding to WLUFA surveys is so important. The Team will also take into consideration recent contract settlements at other universities in order to bolster their demands. The Administration team carries out a similar process.

Stage 2

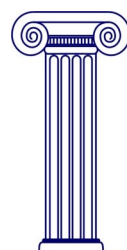
This is the exploratory stage of the negotiations. Both sides present their list of written demands and explanations for those demands. Each side tries to see how the other reacts to the proposed demands and then tries to determine what the other side may be willing to agree to.

Stage 3

This is the heavy-lifting stage of the negotiations. Proposals are presented in detail along with rationales and supporting data. Counter-proposals are made and both sides try to reach tentative agreements on the issues. This stage can last months. Often, non-monetary issues are dealt with first since they are regarded as less contentious. It is usually over monetary issues, like wage increases, that negotiations get bogged down. If a settlement is not reached in Stage 3, then the teams move on to Stage 4.

Stage 4

This is the crisis stage of the negotiations. The possibility of a strike or lock-out is imminent. Ideally, both sides want to avoid this, and so this stage is marked by a series of last-minute proposals and counter-proposals. It is during this stage that both sides increase their brinkmanship in an attempt to get the other side to blink first. It is also during this stage that a conciliator may be called in to help the parties reach an agreement.



WLUFA

Wilfrid Laurier University
Faculty Association