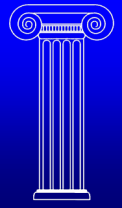


# WLUFA advocate



Building community through dialogue, discussion and debate

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***"Did you know:  
Full-time & contract  
faculty in Ontario  
cost barely 19% of  
annual  
expenditures,  
29% of  
operating  
expenses?"***

Source: OCUFA

## ***"Truth, Faith and the IPRM': Rhetorical Tactics and 'Appalling' Arguments"***

**Herbert Pimlott,**  
*Associate Professor,  
Communication  
Studies*



How can something as dull and bureaucratic sounding as the "Integrated Planning and Resource Management" (IPRM) initiative stir such passions?

As you know, Senate passed the Administration's IPRM initiative at the second of two Senate meetings (26 November 2012) devoted to discussing the IPRM. However, David Monod (History) was successful with a motion to increase the proportion of elected members on all IPRM committees to two-thirds, which passed (34-32) -- to the apparent surprise of many.

Faculty concerns about the legality of the IPRM under the terms of the WLU Act of 1973 were confirmed, at least in part, at a recent WLUFA membership meeting. >>>>

For this reason, Brenda Murphy (Brantford) proposed a motion to seek outside legal counsel to provide clarification: ie independent of both the Administration and WLUFA.

Was it appropriate then for Max Blouw, who as President also acts as Chair, to turn it into an *ad hominem* attack on a member of the administration, and which (intentionally or not) also impugned Brenda's motives? What if the positions had been reversed?

***"Unthinking respect for  
authority is the greatest  
enemy of truth."  
Albert Einstein***

You might be aware of this approach as a rhetorical tactic for winning arguments by avoiding questions (similar to, but not exactly like, "shooting the messenger"). All of us at times do or say things in the heat of debate that we regret later. Yet, this was not an isolated (con't on page 7)

## **Possible Common Financial Themes Across Ontario Universities?**



**William Salatka,** *Associate Professor, Accounting, & Vice-President of WLUFA*

At the OCUFA Finance Committee Workshop on November 2, I presented on the use of financial statements and the role of budgets in bargaining to help other faculty associations' bargaining teams analyze their universities' financial statements and use that analysis in bargaining.

I used the Laurier financial statements as an example. Four participants shared their institutions' financial statements with me. What was striking about the four financial statements was the common theme of large cash transfers out of the general fund for capital asset and other spending. The financial statements of all universities are organized by fund; each fund is a separate area of responsibility: (1) general (operational) fund, which is the primary source of academic funding for the university; (2) "internally restricted" funds, which in fact are not restricted at all; (3) capital asset funds; and (4) endowment funds, which are legally restricted.

A commitment to the academic mission of the university would keep cash, generated by the general fund, in the general fund, to support the university's academic function, which includes operations, employees and students. Substantial amounts of cash should not be transferred out of the general fund since it is the primary source of academic funding for the university.

(Cont'd on page 6)

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# “Veritas Omnia Vincit?”

## University acts to avoid censure from CAUT

Ottawa, November 26:

The CAUT has withdrawn consideration of censure of the administrations of WLU and the University of Waterloo at its November Council meeting. CAUT's motion to consider censure in its spring 2012 Council was precipitated by academic-integrity concerns surrounding the governance document and donor agreement for the Balsillie School of International Affairs that the universities signed with the Centre for International Governance Innovation, a private think tank funded by Jim Balsillie. With the signature by the two universities and CIGI, of a Memorandum of Understanding addressing elements of the governance and donor documents, delegates at CAUT council voted last weekend to withdraw consideration of censure.

Jim Turk, CAUT's Executive Director, observed “this had been a long and difficult process but one that led to a satisfactory resolution because of the determination of the faculty associations at the two universities and the willingness of the two university administrations to take CAUT's concerns in good faith.”

At the November Senate meeting, President Max Blouw referenced the fruitful dialogue between CAUT and the University and thanked WLUFAs President Judy Bates and the FAUW delegate respectively for moving and seconding the motion that ended CAUT's consideration of censure.

**“We welcome the scrutiny and  
discussion...”**

While the University's claim that the MOU does not alter the BSIA governance document is technically true, the terms established by the MOU represent a *significant departure* from those set out by the original documents. In the realm of academic programming, the governance document provides for BSIA Board approval of programs to be offered at the school and tasks the BSIA with “assisting the universities with curriculum or program development.” Given that the document also assigns to each part a veto

(Cont'd on page 6)

## 2011-2012 OCUFA Teaching and Academic Librarianship Awards

(Cont'd from page 2)

lectures that I created to allow students to learn course material when and where they want instead of forcing them to take it all in during class time.

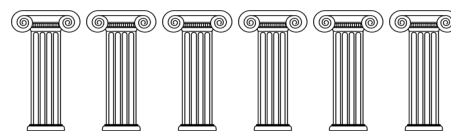
Availability of these videos allows me to dedicate more time to critical thinking and problem solving strategies in class.

**“Teachers open the door.  
You enter by yourself.”**

Frequent opportunities for self-assessment (e.g., pre- and post-class on-line homework, in-class clicker questions, and immediate feedback while taking multiple choice tests) help students to identify strengths and weaknesses and develop strategies for addressing those weaknesses.

My teaching approach encourages students to engage with me, the course and each other on a regular basis and in so doing to develop (or improve) time management skills.

My ultimate goal as an instructor is to teach students skills and habits that will serve them well long after they have left my course. II



### WLUFA advocate Editorial Policy

The views expressed in WLUFAs advocate are those of the individual authors and do not necessarily reflect those of WLUFAs, the Communications Committee, and /or the editor, except where such views are clearly indicated. The editor reserves the right to edit and reformat submissions to meet the format and requirements of the newsletter. It is the policy of WLUFAs advocate to encourage discussion and debate that is respectful. We do not (re)print or publish *ad hominem* attacks on fellow members, nor any submissions that might be deemed libellous or discriminatory. Submissions to the newsletter must include name and contact information, and name(s) may be withheld upon request.

# 2011-2012 OCUFA Teaching and Academic Librarianship Awards

Each year the OCUFA, representing faculty associations across Ontario, recognizes outstanding teachers and academic librarians in Ontario universities. Since 1973 OCUFA has presented 359 awards

**Dr. Eileen Wood, Professor,**  
*Psychology Department*



*Eileen Wood holds a BA in Psychology, and an MA in Developmental Psychology, both from the University of Western Ontario and a PhD in Instructional Psychology from Simon Fraser University.*

My background in an innovative, cross-disciplinary doctoral program in Instructional Psychology serves as a cornerstone for my current research studying how people acquire, retain and recollect information.

My keen desire to understand how people learn and how instructors facilitate learning are the driving forces in my academic career with research and practice going hand-in-hand, each informing the other.

My role changes to meet the classroom context and the students' abilities and interests.

Integral to my approach is that I need to draw upon the wealth of prior knowledge and experiences that students bring to class to make new material more meaningful and memorable.

If I can engage them in a way that encourages them to integrate new material within their existing knowledge and build upon strengths already there, then the task of learning becomes easier and more accessible. I try many different instructional >>>

practices to engage students in the learning process, including group work, Integrating technologies within the classroom, hands on experiments, discussion and demonstrations.

I also teach memory strategies, critical base questions, and other techniques so that students 'learn how to learn' more effectively.

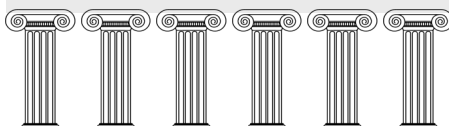
***"I answer whatever questions that I can which often means going beyond my own expertise..."***

I also build in formal mechanisms to encourage students to ask questions they have always wondered about as a means to engage them; I answer whatever questions I can which often means going beyond my own expertise -- in many cases to other experts -- to get answers.

By modelling my own practice of seeking answers to their questions, students learn that we are all life-long learners.

I encourage this 'asking of questions' because I believe curiosity is the foundation through which we grow passion and persistence in learning, and since learning can and should also be playful, play, humour and fun are core to how I structure any classroom.

Finally, as one who thoroughly enjoys her career, I bring that love of learning and enthusiasm to my classrooms.



**Dr. Stephen MacNeil,**  
*Associate Professor,*  
*Department of Chemistry*



*Stephen MacNeil was inspired to be an organic chemist by an introductory class taught by Dr. David Sneddon at University College of Cape Breton. After completing his undergraduate degree at Acadia University, his MSc at University of Waterloo and his PhD at Queen's University, Stephen was engaged in post-doctoral studies at the University of Illinois at Urbana-Champaign, before taking up an assistant professorship at WLU in 2003.*

My approach to teaching (and student learning) can be summed up by the following Ancient Chinese Proverb: "Teachers open the door. You enter by yourself." I believe that my primary role as a university instructor is not to teach my students every concept in a course but, instead, to provide them with the resources to learn many of the concepts on their own.

I ask students to accept significant responsibility for their own learning and my courses are designed in such a way that they have more control over their learning.

For example, my courses are supported by video (cont'd on page 2)

# Bullying & Incivility: PART 1 - Defining the Problem

**Judith Fletcher,**  
Professor,  
History,  
Full-time  
liaison  
officer



A junior faculty member accepts an invitation to present her research to students and colleagues as part of a departmental lecture series.

The formal presentation seems to be going well until halfway through a senior professor interrupts to announce that he doesn't believe what she's saying and that her analysis is unacceptable to him.

Rather than wait for the question period, when he would have had the opportunity to air his opinions in the appropriate forum, a senior scholar humiliated a young professor in the presence of her students and colleagues.

***"Workplace bullying is...snide remarks made while another has the floor at a meeting..."***

This example of incivility is unfortunately not an isolated case for faculty and librarians at Laurier.

Workplace bullying is typified by a systematic attempt to demean and belittle coworkers over a period of time.

Academic incivility is the term used to describe some behaviors associated with bullies in a university context: snide remarks made while another member has the floor at a meeting, for example.

Bullying and incivility are associated with, but are distinct from, harassment and discrimination based on gender, sexual orientation, ethnicity, religion and other prohibited grounds, i.e. bullying does not always fall under the jurisdiction of the harassment >>>>>

policy. Bullies often blur the distinction between personal and professional motives. Professional behavior focuses on the efficiency of a department: for example, a program coordinator might ask a faculty member to make more equitable contributions by sitting on more committees.

Bullying, on the other hand, is directed at an individual: if a chair excludes a faculty member from an important committee for no valid professional reason, or cuts him out of an email exchange with the rest of the department, then the behavior is clearly not focused on efficiency, but is now a calculated act of hostility.

WLUFAs' grievance officer receives a growing number of complaints about bullying and toxic work environments. Committee meetings where one participant feels that he or she has the authority to disparage colleagues have become the norm for many professors.

Ridicule and sarcasm are common weapons against coworkers who may have disagreed with the dominant clique, or seem different because of their research interests, or threatening because of their popularity, accomplishments or gender.

Academic incivility includes giving coworkers "the silent treatment" by refusing to speak to them, spreading malicious rumors and gossip, micro-managing, or exploiting rules and regulations (which are otherwise ignored) to further an agenda of humiliation. It is not uncommon for members who do not participate in the bullying to turn a blind eye to pathological behaviors, either from fear of reprisal or perhaps because after years of such behavior it seems normal.

Our institution is not a unique specimen of this problem. Darla J. Twale and Barbara M. De Luca have identified the nature and scope of the toxic academic workplace in *Faculty Incivil-*

*ity: The Rise of the Academic Bully Culture and What to Do About It* (2008).

Their examples suggest that the phenomena of bullying and incivility can occur at every level of the academic hierarchy.

One respondent reports how the appointment of a dean was contested by a faction which had supported one of their colleagues.

***"Ridicule and sarcasm are common weapons..."***

The new dean's authority was challenged at every turn and her decisions were consistently blocked by the hostile faculty. Eventually she had no option other than to step down from the position, but even after she left, her critics continued to disparage her openly.

This phenomenon, known as mobbing, has been intensely researched over the past decade.

Common symptoms of group bullying include gossip and malicious rumors about the target, or defamatory, emotional rhetoric (even in the presence of students) regarding the target's perceived faults. There is often a sense of collective outrage when the victim seeks outside help.

What's causing this proliferation of incivility, bullying and mobbing? Possible explanations include increased stress due to diminishing resources. Twale and De Luca associate the culture of incivility >>>>>

Congratulations to **Stacey Hannem** (Laurier Brantford, Criminology) and Christopher Greenlaw on the birth of their son, Matthew Aaron Michael, born November 21, 2012 weighing in at 9 lbs 3oz!



with the growing corporatization of the academy. Introducing market forces promotes competition and self-promotion rather than collegial and cooperative behavior; incivility goes unchecked as long as the entrepreneurial goals are met.

Other explanations include a strongly patriarchal culture that resists and denigrates challenges to male dominance in the academy. In many cases, however, it comes down to individual character flaws: poor social skills, a sense of entitlement, narcissism, professional immaturity, and other antisocial traits, that are tolerated in a profession that has a reputation for eccentric behavior.

In the next issue of *Advocate* I will examine the effects of a toxic work environment on mental health, individual and communal productivity, and an educational environment that aspires to “a vibrant sense of community.” I will also explore some strategies, both at the individual and institutional level, for dealing with a problem that has become all too familiar. Π

***"It is the first responsibility of every citizen to question authority."  
Benjamin Franklin***

## **What is a Grievance? (Part 2)**

A common misunderstanding is that a grievance has occurred when one of your colleagues does something that you don't like.

Not all conflicts in an academic setting represent a grievance. In addition, what members perceive to be a grievance is often the University exercising its managerial rights.

If there is no breach of the Collective Agreement, there is no grievance. However, if you have concerns and think that you have grounds to file a grievance you should contact the WLUFAs Office as soon as possible.

There are strict time limits for filing a grievance so the sooner we are aware of the circumstances the better. I would urge you to contact WLUFAs immediately if you have a concern about a possible grievance issue.

There have been several important changes in our grievance procedures recently.

Under the new Full-time Collective Agreement, WLUFAs now has carriage of all grievances with respect to full-time members. That means if a full-time member believes the University's actions constitute a violation of the Collective Agreement, he/she makes a request to the WLUFAs Grievance Committee to carry the grievance forward.

The Grievance Committee consists of trained grievance officers >>>>

from both bargaining units. The Committee discusses the case and votes to determine whether or not to go ahead with the grievance.

The over-riding concern is whether or not there has been, or might have been, a violation of the Collective Agreement. This is the normal model for grievance procedures .

***"WLUFAs now has carriage of all grievances with respect to full-time members. "***

For contract academics, the situation is somewhat different in that these members still have carriage of the grievance at Step I and Step II.

The Grievance Committee still discusses the case, but the member is the one who determines whether or not he/she wants to file a grievance.

In both bargaining units, if a grievance is filed, a grievance officer is assigned to the case and the process begins.

For further information, see the new Grievance page on the WLUFAs website, and Article 22 of the CAS and Article 27 of the Full-time collective agreements. Π

**Sheila McKee-Protopapas,**  
WLUFAs  
Executive  
Director,  
Biology



### **Brantford Faculty Liaison** (cont'd from page 8)

If Brantford members are required to continue to bear a service burden that is two, three or four times that of Waterloo members, the Administration must reward Brantford members for their excessive service by explicitly giving it due consideration in tenure and promotion cases when the research record is borderline.

Unfortunately, the CA limits the ability of DAPCs and SPAT to consider service as a mitigating factor in the case of members who have excellent service, satisfactory teaching, and borderline research records.

The Bilateral Committee recommended solutions to excessive service workload at Brantford: increase the number of tenure-track (TT) faculty (and reduce the percentage of LTAs), hire more senior tenured faculty, or award course releases to faculty with exceptional service records.

To my knowledge, none of these recommendations has been implemented. Until exceptional service workload is recognized formally in the CA and/or other hiring practices change, Brantford faculty should limit their service workload to the same level as Waterloo faculty. Π

What I saw in the financial statements of the other four universities is very similar to what we see below in information derived from Laurier's financial statements.

DATA FROM STATEMENT OF CHANGES IN NET ASSETS (AN ACCRUAL ACCOUNTING ANALYSIS):

Year	Surplus in Fund	Cash Transferred Out to Capital Fund	Cash Transferred Out to Internally Restricted	Total Amount Remaining in the General Fund
2009	\$ 6,061,000	- \$ 7,285,000	- \$ 1,193,000	= <\$ 2,417,000>
2010	\$17,894,000	- \$16,240,000	- \$11,205,000	= <\$ 9,551,000>
2011	\$19,527,000	- \$11,859,000	- \$10,531,000	= <\$ 2,863,000>
2012	\$16,379,000	- \$30,002,000	- \$ 3,595,000	= <\$17,218,000>
Totals	\$59,861,000	- \$65,386,000	- \$26,584,000	= <\$32,049,000>

The accrual accounting approach shown above includes all actual cash inflows and actual cash outflows, in addition to estimates of future cash inflows and estimates of future cash outflows.

What we observe from the accrual analysis is that over the last four years, total cash transferred out of the general fund to the capital fund is \$65,386,000, and the total cash transferred to the internally restricted fund is \$26,584,000, a total of \$ 91,970,000, far exceeding the surplus generated in the general fund over the last four years of \$59,861,000. This has at least three implications: (1) the shortfall will result in taking on debt; (2) a key priority of the Administration is the purchase of capital assets; and (3) the current spending level of the Administration is not sustainable.

The accrual approach requires estimates of future cash inflows and future cash outflows made by the Administration, which can be criticized as arbitrary. Another way to look at this issue is to use only actual cash inflow and actual cash outflow data from the Statement of Cash Flows below:

DATA FROM STATEMENT OF CASH FLOWS (A CASH FLOW ANALYSIS):

Year	Cash Inflow from Operations	Purchase of Capital Assets	Difference Between Cash Inflow from Operations and Purchase of Capital Assets
2009	\$12,800,000	- \$13,083,000	= <\$ 283,000>
2010	\$28,039,000	- \$32,282,000	= <\$ 4,243,000>
2011	\$31,324,000	- \$28,337,000	= \$ 2,987,000
2012	\$19,507,000	- \$88,580,000	= <\$69,073,000>
Total	\$91,670,000	- \$162,282,000	= <\$70,612,000>

Over the past four years, the cash flow analysis shows that the purchase of capital assets amounted to \$162,282,000, far exceeding the cash inflow generated by the operations of the University in the amount of \$91,670,000.

Thus, the actual cash flow analysis yields the same implications that were observed for the accrual analysis above: (1) the cash spending shortfall will result in taking on debt; (2) a key priority of the Administration is the purchase of capital assets; and (3) the current spending level of the Administration is not sustainable.

Overall, what we observe from the accrual accounting view and cash flow view is the same and the implications are the same. Thus, we can have more confidence in the observations made since these are very different accounting measurement processes.

These observations are identical to the observations I made of the four other universities' financial statements. My observations are obviously >>>>>

anecdotal, and not generalizable to all Ontario universities, but to me the consistency of the theme and the similarity to Laurier is striking.

In all five cases, cash is desperately needed in the general fund since it is the primary source of funding for each university's academic mission. When significant amounts of cash are removed from the general fund,

***"In Laurier's case...cash is desperately needed in the general fund..."***

we need to ask the question: "Why are large amounts of cash diverted from the academic mission of the University?" Π

University Acts to... (cont'd from page 2)

over Board decisions, these provisions afford CIGI, an organization external to the universities, unprecedented influence over academic decisions, including a veto over programs that could be offered at the BSIA. In contrast, while the MOU does not address the issue of a CIGI veto at the Board level, it does establish that CIGI, the BSIA, its Board or Director do not have any authority over academic programs and are limited to advice and facilitation roles.

The MOU clarifies language relating to the research activities of BSIA members. The original governance document references Board oversight over budgetary decisions and the research direction of the school, oversight by the Director of collaborative research activities, and establishment by the Board, Director and Management Team of a Strategic Research Plan that "promotes the mission of the BSIA and its collaborating institutions." Under the MOU, these potentially constraining provisions are understood to mean that the Board exercises management functions explicitly, other than those related to academic matters, and that the SRP's direction refers to the broad research area of the >>>>>

BSIA generally and not to individual research projects. The MOU clearly establishes that BSIA faculty have full control over and the freedom to pursue their research as they best see fit.

Article 14 of the Deed of Gift and Collaboration [donor] Agreement, that established the BSIA, requires that "The universities covenant that they shall consult CIGI with respect to the structure of the CIGI Research Chairs and the Balsillie Fellows ... [and] the selection of the individuals granted same."

It is reportedly a similar provision, ceding influence to an external body over the academic appointment process, that contributed to a rejection by law faculty at York University. In Waterloo, the partnership did not dissolve. WLU, UW and CIGI were able to address the issues through the MOU. It establishes that the universities have full control over the appointment of faculty and chairs and the selection of students and consultation is for information or advice that is non-binding on academic decisions.

The hard work of all involved has resolved the outstanding issues to the satisfaction of WLUFA and CAUT. Jim Turk observes, "As universities increasingly rely on generous donors to fund important academic initiatives, it is vital that the academic integrity of the university be protected." Π

**Kathie Cameron,**  
Professor,  
Mathematics, Chair  
of the JLC



**Jonathan Haxell,**  
Archaeology,  
Executive Member

example of such tactics at both Senate meetings.

A graduate student writing in *The Cord* characterized the President's presentation at the October Senate meeting as "infantilizing senators and faculty alike for their apparent reluctance to unquestioningly accept the value" of the IPRM.

And, yet, it was the President who twice used the word "appalling" to describe the "lack of faith" that faculty members have in senior administration, in an apparent attempt to characterize criticism of the IPRM and genuine faculty confusion concerning the precise role of Senate in a prejudicial manner.

But, how can it be "appalling", or even "disloyal", to the University (let alone a personal attack on senior administrators), to read a document and come to a conclusion that differs from the IPRM proponents?

As a scholar, I am compelled by my profession to base my conclusions on evidence, much of which involves "close reading" (ie textual analysis) of documents. I expect the same of the students I teach.

Even Laurier's motto, *Veritas Omnia Vincit* ("Truth Conquers All"), suggests the importance of truth, not faith, as the value at the heart of our University. (Or is it just another "marketing" or "branding" tactic?)

Nevertheless, let's allow for a time when there might be a case to make an argument based on "faith". Such arguments would have to be based upon some past record or history.

(Personally, I am not against having "faith" in the administration, if it is warranted. Trust, like respect, is a quality that has to be earned and cannot be accorded based upon one's position.)

Should senior administrators and IPRM proponents be surprised then at the level of opposition and concern?

If you are looking for a place >>>>>

to start investigating whether faculty should have "faith" in the senior administration, then perhaps the best place to start is with the administration's financial record as illuminated in Bill Salatka's piece (pp1, 6). Or you could start with Gary Warwick's column about the burden of the faculty service workload for faculty at Brantford (pp8, 5). Π

**Contract Faculty Liaison (cont'd from page 8)**

Faculty. The proposed new laws that diminish union privacy rights, and cap any salary increases will give administrations greater bargaining strength.

Predictions are that they will force Regular Faculty to take on more teaching responsibilities and could very likely reduce or end the careers of some Contract Academic Faculty.

Those of us without job security have been subject to enough changes to warn us that reduced union power will imperil any future Collective Agreement bargaining process.

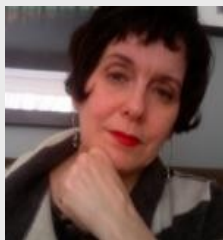
We all need to remember that the Collective Agreement is about much more than salary – it is about our working conditions which obviously also directly affects our students.

Current pressures suggest that Regular Faculty and Contract Academic Faculty would be wise to utilise the example of the IPRM experience to build a more effective collaboration with one another. It will mean recognizing when one group is more at risk than the other.

These times are about reshaping education and we need to protect and to defend our voices and our presence in ways that also secure a kind of education that builds a just world. Π

## News from your Contract Faculty Liaison:

**Helen  
Ramirez,**  
*Women &  
Gender  
Studies*



The level of concern, discussion and action occurring in response to the IPRM has generated some hope amongst our colleagues that there is a growing commitment to being vigilant to processes that potentially diminish the rights and influence of faculty in the design of education.

And while the IPRM concern is about rights, it is also about protecting what education is about and its place in determining the fabric of our social, political and economic structures more broadly.

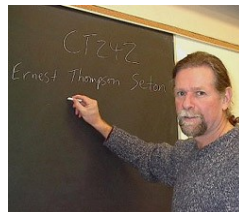
The IPRM is only one example of a larger itinerary to integrate neo-liberal policies and practices in universities across the country.

It is an ideological base that will surely narrow the outcome of ideas and possibilities that education normally has the potential to produce. Colleagues in other locations have experienced similar processes and are alerting us that the IPRM is just one among other changes to come that will increase administrative control over teaching, research and privacy.

The neo-liberal trend has public unions worried about their legal influence to fight on our behalf with proposed laws coming from federal and provincial governments that are aimed at reducing union powers. If passed, they will reduce the protection we depend on through our union and will have particularly harsh results for Contract Academic (cont'd on page 7)

## News from your Brantford Faculty Liaison:

**Garry Warrick,**  
*Associate  
Professor,  
Contemporary  
Studies & Indige-  
nous Studies*



WLUFAs members perform service that is integral to Laurier's functions as a university. This service, upon which the Administration relies, can occur at department/program level, university-wide, or with the wider academic and non-academic community outside of Laurier, which can enhance its profile and reputation.

Full-time (FT) faculty and professional librarians are required to provide "academic, professional and community service", in addition to teaching and research. Part-time (PT) librarians must provide "academic and community service within the University" beyond their specified work duties and responsibilities. The proportion of work time spent on teaching, research and service is not specified in the collective agreements (CAs).

For FT faculty and both FT and PT librarians service is to be combined appropriately with teaching or professional practice, and research. For contract academic faculty (CAF), if WLU request their presence on a committee or other collegial body with the member's consent, they are paid for their time (\$35.00 per hour).

Only PT faculty are not required to provide service and, yet, if they are not asked to serve but volunteer (or feel *compelled*) to do so out of loyalty to WLU or to assist colleagues, they are not eligible for compensation. Consequently, few CAF volunteer their services, resulting in poor representation of their interests at Laurier. At Brantford, faculty and librarians have a long history of service out of proportion to their colleagues at the Waterloo Campus. The April 2011 report of >>>>>

the "Bilateral Committee on Brantford Campus Workload" clearly shows that FT faculty and librarians at Brantford have a service workload that is two to four times that of their Waterloo counterparts.

This excessive workload is the result of two main factors: (1) the Brantford Campus is a relatively young campus with a disproportionately high number of pre-tenure or junior faculty; and (2) a disproportionately high number of limited-term appointments (LTAs) whose ability to serve on University committees is limited.

Since many WLUFAs members at Brantford are striving to earn tenure or continuing appointment, the excessive service workload is very troubling. In addition, more senior members, some of whom have been serving for over a decade, are experiencing "burn-out" and a few are even opting out, placing a heavier burden on junior faculty. Nevertheless, some altruistic senior

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faculty shoulder an excessive burden to lighten the load of more junior faculty, realizing that tenure and promotion committees are evaluating tenure applications primarily on research and teaching. In only rare instances would a member be denied tenure or promotion for a poor service record.

The FT CA clearly states that a good research record can lessen the standards for a poorer teaching record and vice versa. However, since a good or excellent service record cannot be used to lessen the standards for teaching and research, it puts Brantford faculty and librarians at a distinct disadvantage. (cont'd on page 5)