

# QUFA VOICES

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### PRESIDENT'S VOICE

## Meet with QUFA to Express Your Concerns

QUFA President Diane Beauchemin and Executive Director Leslie Jermyn will meet with Members in the coming weeks and months to hear your concerns. Join us!

By Diane Beauchemin  
 President, QUFA



Since my last column in the September issue of *QUFA Voices*, QUFA's Executive Director Leslie Jermyn and I visited three units that accepted our invitation.

In addition to meeting the Members in person, these visits allowed us to hear several concerns. It is clear to us that these visits are very useful, and we are looking forward to the ten additional currently scheduled unit visits this term.

Rest assured that all concerns and issues are held in confidence and only shared on a need-to-know basis with the appropriate QUFA committee and staff.

### Want to Chat?

If you prefer to have an informal chat about concerns or issues, please feel free to join Leslie and myself at lunchtime on the following dates:

- Wednesday 30 October, 12.30 p.m., at the University Club;
- Friday 15 November, 12.00 noon, at the Dining Room, Leonard Hall;
- Wednesday 20 November, 12.30 p.m., at the University Club;
- Friday 6 December, 12.00 noon, at the Dining Room, Ban Righ Hall.

For the University Club dates, Members should notify us ahead of time so that we can reserve a QUFA table for the meeting. Otherwise, you may find us at the Club Table (in the far left corner of the University Club's main dining room).

Finding us may be a bit more difficult in

### QUFA IMAGES

## Fair Employment Week 2013



Fair Employment Week (FEW) is 21-25 October. Please see inside for FEW information and events taking place at Queen's.

the crowded dining halls, but we want to afford everybody an opportunity to meet with us (since some Members are not University Club members). I will try to remember to wear brightly coloured clothes on the dining hall dates so that we are easy to spot!

### Ontario's Proposed Differentiation Policy Framework

At the September Board meeting of the Ontario Confederation of University Faculty Associations (OCUFA), Leslie Jermyn, Paul Young (OCUFA Board Director for QUFA), and I heard about the Ontario's Proposed Differentiation Policy Framework, a confidential draft discussion paper distributed to university administrations and leaked to OCUFA. Universities may now need to revise their Strategic Mandate Agreements in light of this document.

Paralleling this document is the launch of the Productivity and Innovation Fund by the Ministry of Training, Colleges, and Universities (MTCU). One of the main goals of this fund is to support differentiation efforts. Universities had until 30 September to apply for funds up to a maximum of \$500,000 per institution for such efforts.

Upon requesting copies of any submission, I was told that Queen's Administration has made a submission but does not need to give QUFA a copy, as it will not have a financial impact on Members or on the terms and conditions of their employment. I was also told that some other Universities have initiated applications that include Queen's as a partner institution and that, if timely disclosure to QUFA in accordance with Article 6.3(d) is required for any of these applications, Queen's Administration will do so.

### Board of Trustees

The open session of the Queen's Board of Trustees keeps getting shorter, hence

there is little to report here. The shorter sessions provide very little information as a result, and discussion—if indeed there is any desire to have it—is strictly limited by the Chair.

### Senate-Board Retreat

The joint Senate-Board retreat that I attended on the morning of 5 October (starting at 7.30 a.m.!) was a long-term enrolment planning consultation. Many good suggestions were brought forward. For example, it was suggested that Queen's not promote distance learning only, as it may dilute experiential learning and reduce the number of Queen's ambassadors. Instead, there was a suggestion to favour blended learning with on-site learning during the summer for distance students. All the suggestions were forwarded to the Strategic Enrolment Management Group, but whether these suggestions will influence the recommendations of the Group remains to be seen. I have recorded detailed notes so that I can assess this in the future.

In conclusion, I look forward to meeting you (or seeing you again if we have already met) during the unit visits and/or during one of the scheduled lunchtime meetings. You are also welcome to join me for lunch any time that you happen to see me at the University Club or at one of the dining halls.

*Diane Beauchemin can be reached at [qufapres@queensu.ca](mailto:qufapres@queensu.ca).*

## Spread the Word!

QUFA encourages you to print out and post a copy of this issue of *QUFA Voices* in a visible place in your department or unit.

Thanks!

### TAKE ACTION

## Take Action During Fair Employment Week 2013

Fair Employment Week is 21-25 October 2013. Take action by signing a letter to university colleges and presidents in support of Contract Academic Staff

By Cathy Christie  
Co-Chair, Political Action and Communications Committee (PACC), QUFA



Fair Employment Week (FEW) is 21-25 October 2013.

Fair Employment Week is a campaign to draw attention to universities' increasing reliance on poorly paid Contract Academics who are paid by the course, and the exploitative working conditions they face.

Since its origins in the California college system in the early 2000s, it has spread to campuses across North America and now has the support of numerous professional organizations, including the American Association of University Professors (AAUP) and the Canadian Association of University Teachers (CAUT).

We encourage you to go to the Fair Employment Week Web site (<http://www.fairemploymentweek.ca/take-action/>) and sign the Open Letter to University and College Presidents:

More and more academic work at our institutions is being performed by people hired on a per-course or limited-term basis. These positions are often poorly paid, have little or no benefits, no job security, and no academic freedom. This has serious implications not only for contract

academic staff, but for students, their regular academic staff colleagues, and universities and colleges as a whole.

This October 21-25, I'm joining colleagues across the country in lending my support to Fair Employment Week to demand fairness for contract academic staff.

I believe that all academic staff should have a job that:

- Recognizes academic freedom,
- Provides an opportunity for research,
- Provides equal access to campus resources,
- Provides a voice in academic governance, and
- Provides fair compensation and benefits.

It's time Canada's university and college leaders take a stand to end the increasing casualization of academic work and ensure the equal treatment of all academic staff regardless of their employment status. Fair is fair.

QUFA is hosting an appreciation event for Contract Academic Staff and their Allies on Thursday 24 October from 4.30 p.m. to 6.30 p.m. at the Grizzly Grill. The first drink is on us! We hope to see you there.

**Cathy Christie can be reached at [christie@queensu.ca](mailto:christie@queensu.ca).**

## Voice your Views

Do you have an opinion about anything you have read in *QUFA Voices*? If so, send a letter to the editor:

[robert.may@qufa.ca](mailto:robert.may@qufa.ca)

### FAIR EMPLOYMENT WEEK 2013

## The Many Faces of Marginalization

**Contact Academic Staff (CAS) face numerous obstacles to fair employment compared to their Regular Academic Staff (RAS) colleagues**

**By Cathy Christie and the CAUT Academic Staff Committee**



There are many forms of marginalization, but the ones that can be identified as the most serious are those that prevent CAS

advancement out of contract ranks and deny them access to payment for research and service to the university. Getting proportional access to supported research and recognized service is the heart of CAUT's pro-rata model for this reason (please see <http://www.caut.ca/docs/default-source/professional-advice/cas-stongertogether.pdf>).

Denial of proportional support for their research efforts makes many CAS, in the eyes of their RAS colleagues, second-rate academics. It also means that after a few years of no research product, they are increasingly consigned to contingent academic work. It's a vicious cycle that is not easily broken.

Most institutions don't offer CAS much support for research because most are hiring them to teach. QUFA has bargained for research funds for CAS, but these pale in comparison to what is available for RAS. Professional expense accounts are available to cover costs like books and conferences, but again, these funds are not sufficient to support a research program. Another problem is that many CAS teach so much that there is no time left for research. This problem could be managed by widening the focus to scholarly activity rather than

"research" as a narrow pursuit. In the broader sense, CAS could be given credit for other activities, including pedagogical development, community engagement, and general contributions to their discipline by other means. And they should be paid for that work, as well.

Being relegated to short-term teaching-only positions leaves many CAS out of any kind of governance or decision-making loop, even when they have much to offer in terms of curriculum development or program structure. This means that many CAS will experience changes to their working conditions as something that is beyond their control.

There is also economic marginalization, which has profound consequences for CAS' ability to commit to service, research, or union work, all of which often means that they can't move beyond contingent work. Sadly, teaching seems to be deeply undervalued by administrators, who take the attitude (or so it would appear) that anyone can do it, so we don't need to pay well for it. Even where CAS do exactly the same work as their tenured or tenure-track colleagues in the classroom, they are paid less for it. Many CAS have few or no benefits, and this really starts to take its toll as CAS age and begin to need decent medical, dental, and pension benefits.

Students pay the same fees, regardless of the nature of their professors' contracts. They should be taught by academic staff who are fairly compensated for the full range of academic work, which includes teaching, research, and service.

Take action by signing the open letter to protest marginalization here: <http://www.fairemploymentweek.ca/take-action/>.

**Cathy Christie can be reached at [christie@queensu.ca](mailto:christie@queensu.ca).**

FAIR EMPLOYMENT WEEK 2013

## Casualization Threatens Academic Freedom

**With little or no job security, Contract Academic Staff (CAS) often receive little or no protection of their Academic Freedom**

**By Leslie Jermyn  
Executive Director, QUFA**



Academic freedom is the life-blood of the modern university. It is the right to teach, learn, study, and publish free of

orthodoxy, or threat of reprisal and discrimination. It includes the right to criticize the university and the right to participate in its governance. Tenure provides a foundation for academic freedom by ensuring that academic staff cannot be dismissed without just cause and rigorous due process.

Most Contract Academic Staff do not have any job security of any kind. Most cannot teach, learn, study, and publish as Regular (tenure-track and tenured) Academic Staff do. They may only be able to exercise their rights to Academic Freedom to the extent that they are made aware of them by their associations and can prove Academic

Freedom infringement in their dealings with the Employer.

The easiest way for an Employer to negate the Academic Freedom of a CAS instructor is to fail to rehire them. This can be done in an open fashion where the CAS is not hired to teach a course they have previously taught or are qualified to teach, or in a more oblique fashion where job postings (courses) are altered to disqualify CAS with previous teaching experience.

Failing to rehire is the most effective way to nullify Academic Freedom rights, but even during the course of employment, CAS are subject to subtle and informal constraints on the exercise of their Academic Freedom. These can be exercised by colleagues making “hallway” comments, but even where no one openly suggests a “preferred” political or academic orientation, CAS will often self-censor. CAS are often less willing to openly critique the administration or schools of thought they know to be popular in their departments of work because they can ill afford to risk collegial support through open challenge of any kind if they want to be hired again.

This constrains their participation in the life of the institution outside the classroom, including activities in unions, associations, political action groups, and collegial research colloquia. Many adopt a “keep your head down” attitude in

order to “fly under the radar” and to hide or disguise their personal and professional politics.

As CAS ranks swell to 40% or 50% of Canadian postsecondary teaching staff, the fact that their Academic Freedom is compromised or effectively non-existent presents a clear and present danger to both the ideal of Academic Freedom and the fact of its exercise on Canadian campuses.

If administrators can make the argument that there is no discernible impact on the undergraduate experience despite the fact that huge numbers of instructors do not exercise Academic Freedom because they cannot, it will be increasingly difficult to defend Academic Freedom as essential to the academic project. Academic Freedom, like so many rights, is strong only when actively exercised. If half of us are not exercising it, it will continue to weaken in real terms.

Take action by signing the open letter to protest casualization here:  
<http://www.fairemploymentweek.ca/take-action/>

***Leslie Jermyn can be reached at  
qufa@queensu.ca.***

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*QUFA Voices* publishes QUFA-related news and information for QUFA Members and provides QUFA Members with a forum to express their QUFA-related ideas and opinions. We want to hear from you! Please send your QUFA-related story ideas, news items, opinion pieces, letters to the editor, photographs, and other submissions to the editor at [robert.may@qufa.ca](mailto:robert.may@qufa.ca).

*QUFA Voices* is edited by Robert G. May (English). He can be reached at [robert.may@qufa.ca](mailto:robert.may@qufa.ca).



## GRIEVANCE CORNER

## Rights of Reappointment for Term Adjuncts

Term Adjuncts should understand their Rights of Reappointment at Queen's

By **Ramneek Pooni**  
Grievance Officer, QUFA

Fair Employment Week 2013 takes place 21-25 October and is a time to reflect on the contributions of academics with



limited-term contracts. At Queen's, appointments that are for limited terms are those for Term Adjunct, Special Appointments, and Non-

Renewable Appointments. The most numerous group at Queen's are Term Adjuncts, so this Grievance Corner speaks to rights of reappointment for those Members, the detail we are most commonly asked about.

There are two Rights of Reappointment for Term Adjuncts: a Specific Right of Reappointment (SRoR) to a particular course and a General Right of Reappointment (GRoR) to course load. SROR is granted based upon the number of times a specific course is taught and is predicated on a Member having 100% responsibility for teaching the course. Eligibility for GRoR is based on the number of years teaching at Queen's and the cumulative number of courses taught. GRoR gives a Member the right to a teaching load equivalent to the course weight of his or her SRoR (Teaching Load Equivalent). This Teaching Load Equivalent can be satisfied by assigning any course the Term Adjunct is "demonstrably qualified to teach." Please read Articles 32.2 (SRoR) and 32.3 (GRoR).

Receiving SRoR is automatic as long as the Member has a record of good

teaching and satisfactory performance of any other assigned duties. The GRoR process requires a Member to submit an application. Applications for GRoR should include everything a Member could teach, not just those courses already taught. Any experience or education that would allow the Member to teach beyond the courses currently on offer should be included. Members should also indicate any service work, academic or otherwise, they would be willing to do because, while work load entitlement is based on courses taught, Term Adjuncts can be hired to do more than just teaching. At the last stage of appointment security, Continuing Adjuncts may be able to negotiate to have service work make up part of their ongoing work entitlement.

Having a right to be reappointed does not necessarily mean that a Member will be given work if a specific course is not being offered or there are no further courses being offered that a Member is qualified to teach. Bumping provisions based on seniority and level of RoR still exist. Members who are not appointed to some or all of their courses will not be paid for that missing work. However, the right to the work remains for a number of years. Expiration or loss of this right is explained in Article 32.4. How to maintain this right despite there being no work to do is explained in Article 32.4.3.

The final stage of appointment for Adjuncts at Queen's—Continuing Adjunct—is not a contract appointment. A Continuing Adjunct has the same job security as a Tenured appointment at Queen's (compare Articles 25.1.2.3 and 25.1.3.2).

If this sounds confusing, don't hesitate to contact QUFA staff to help you figure it out.

**Ramneek Pooni can be reached at [poonir@queensu.ca](mailto:poonir@queensu.ca).**

## ANNOUNCEMENT

## Adjuncts Sought to Serve on QUFA Council and Executive

Are you a Term or Continuing Adjunct? Why not volunteer to serve on QUFA Council or Executive Committee?

By **Elaine Berman**  
Administrative Officer, QUFA



The Queen's University Faculty Association is Seeking a Term Adjunct to serve on its Council of Representatives and a

Continuing Adjunct to serve on the Executive Committee.

Are you interested in improving the terms and conditions of employment for Adjuncts at Queen's and meeting others committed to this goal? If so, volunteer to be a Representative to QUFA Council. You will meet both adjunct and regular faculty from academic units across campus and participate in discussions about fairness and equity, rights and responsibilities of faculty, and academic and budgetary issues that impact our teaching and working at Queen's.

QUFA Executive and Council play an important role in guiding the direction of the Faculty Association, and we need full representation from Adjunct Members to do this well (please see [http://www.qufa.ca/governance/2012.council\\_orientation\\_new\\_representatives.pdf](http://www.qufa.ca/governance/2012.council_orientation_new_representatives.pdf)).

QUFA's Council of Representatives meets once a month from 3.00 p.m. to 5.00 p.m. The remaining 2013 Fall Term Meetings are scheduled as follows:

- Tuesday 19 November, Room 415, Chernoff Hall (Chemistry Building)

- Monday 9 December, Room 415, Chernoff Hall (Chemistry Building)

In the Winter and Spring Terms, there are meetings from January to May. The position of Term Adjunct Representative is for two years. Not every Councillor is able to attend all scheduled meetings, so please do not disqualify yourself from inquiring or volunteering immediately if you are unable to be at each of the remaining Fall Council meetings.

QUFA Executive meets monthly from 3.00 p.m. to 5.00 p.m. The remaining Fall Term Meetings are scheduled as follows:

- Thursday 7 November
- Monday 2 December

In the Winter and Spring Terms, there are monthly meetings from January to June. We are seeking a Continuing Adjunct to finish the term of the current position to June 2014.

Please contact Elaine Berman if you would like to volunteer or want more information.

*Elaine Berman can be reached at [6esb@queensu.ca](mailto:6esb@queensu.ca).*

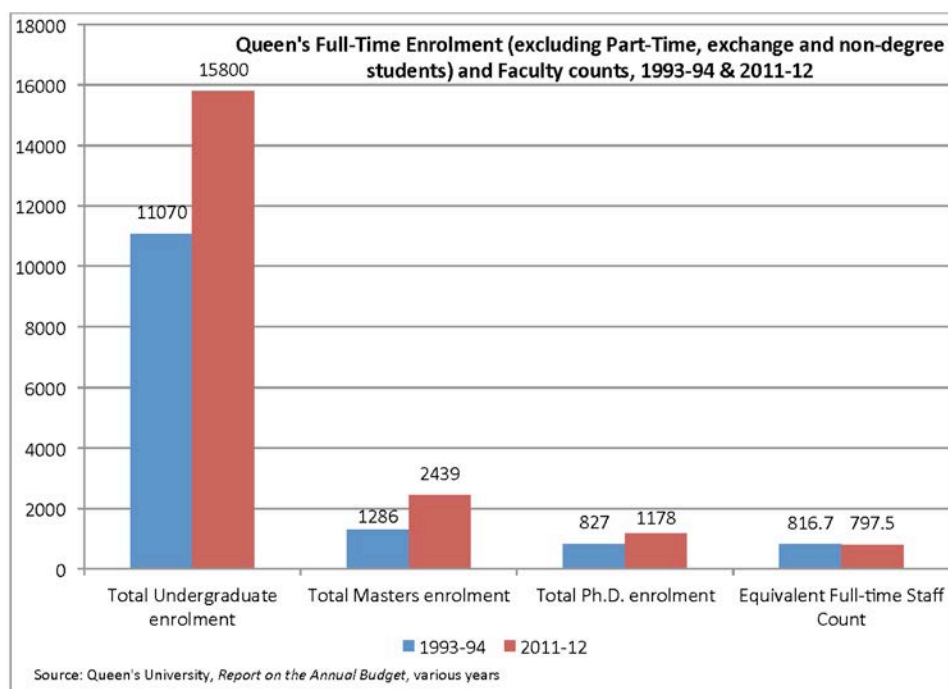
## NUMBER GAMES

# The Logic of Budgeting: Increased Enrolment, Fewer Faculty

Over the past 20 years, the student-faculty ratio at Queen's has been rising slowly but steadily

By Susan Fitzgibbon  
Labour Relations Officer, QUFA

While Faculty numbers have remained relatively flat, student enrolment has been growing steadily:



The student-faculty ratio has been rising slowly but steadily over the past two decades. The University-wide ratio masks the variation that occurs through time and across Units and programs. The "high-low" chart below shows some of the variation. Spikes in the high value during this time period generally reflect under-staffing of new Units or faculty leaving relatively small Units. The lowest values occur in a stable set of Units in more applied fields such as Nursing, Rehab, Fine Art, Art Conservation, Policy Studies, Urban Planning, and Mining. The Table that follows shows that the distribution of increase in student/faculty ratios has, to some degree, narrowed the variation in this ratio between discipline groups.

While faculty in all areas are feeling the strain of extra students, Units clearly vary in the ability to bring in revenue from enrolment. On the expense side, faculty salaries are the biggest contributor to Unit costs. From the single-minded perspective of the balance sheet, there is no other solution to financial woes than to have more students in fewer programs with fewer faculty:

## ANNOUNCEMENT

# Nominations Open for OCUFA Women's Award

OCUFA is seeking nominations for its Status of Women Committee Award of Distinction. There is more information here:

<http://ocufa.on.ca/ocufa-awards/status-of-women-award-of-distinction/>. If you know a QUFA Member who should be considered, please contact Leslie Jermyn, at [qufa@queensu.ca](mailto:qufa@queensu.ca).

ON THE WEB

# QUFA Online

Members can interact online with QUFA in many different ways!

## 1. QUFA Web Site



[www.queensu.ca](http://www.queensu.ca)

## 2. QUFA Forum



[qufa.wordpress.com](http://qufa.wordpress.com)

## 3. QUFA on Facebook

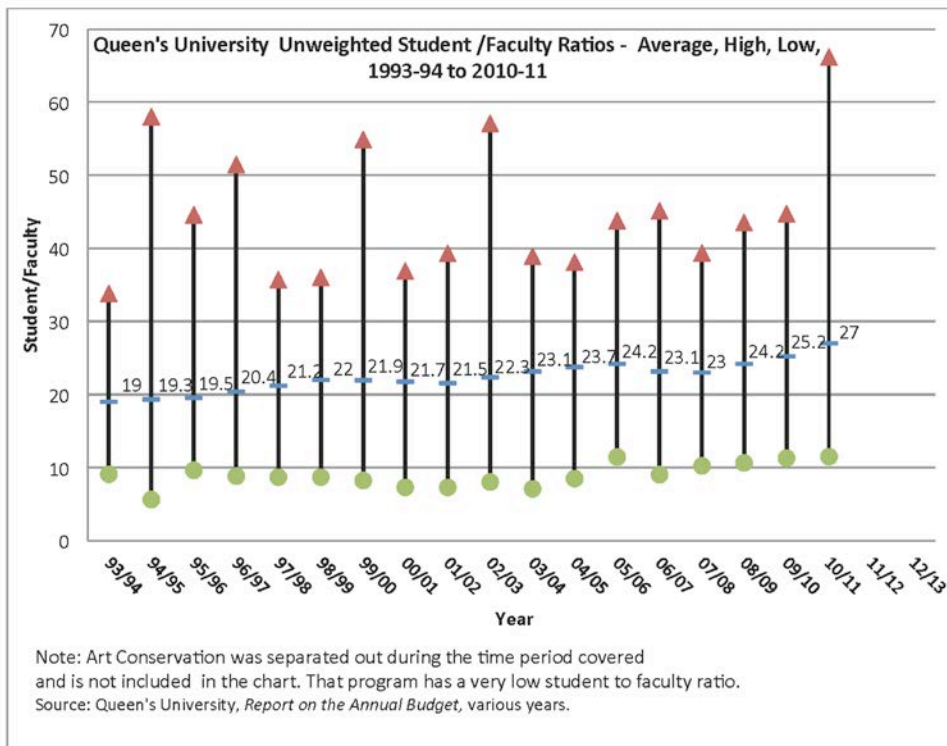


[facebook.com/groups/qufagroup](https://facebook.com/groups/qufagroup)

## 4. QUFA on Twitter



[@QUFAtweet](https://twitter.com/QUFAtweet)



	Three-year Average unweighted total enrolment			Three-year average student/faculty ratio		
	1993-94 to 1995-96	2008-09 to 2010-11	Change	1993-94 to 1995-96	2008-09 to 2010-11	Change
Humanities	2013.2	2596.1	29.0%	23.9	26.7	11.7%
Languages	482.1	516.4	7.1%	19.5	21.6	10.8%
Creative Arts	709.5	753.1	6.1%	16.4	22.3	36.0%
Social Sciences	3393.9	3977.5	17.2%	23.3	28.6	22.7%
Physical Science	3156	3920.5	24.2%	19	26.2	37.9%
Applied Science	1656.3	2337.2	41.1%	17.1	22.2	29.8%
Health Science	1157.6	1423.4	23.0%	13.1	19.2	46.6%
Other Programs	2811.6	5191.9	84.7%	19	27.4	44.2%

Source: Queen's University, *Report on the Annual Budget*, various years.

Susan Fitzgibbon can be reached at [fitzgibb@queensu.ca](mailto:fitzgibb@queensu.ca).