

# News from Now-Here

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## Surfing the Net

I have been surfing the net.

The news is in and there is no correlation between executive pay and the performance of the corporations the executives run.

(<http://www.motherjones.com/kevin-drum/2014/07/nobody-knows-what-makes-good-ceo>). Given the corporatization of the universities, we should expect the same result in our sector.

This should be common sense. If there were a general correlation between pay and performance, we should expect that classes taught by sessionals would be much worse than classes taught by full-time faculty. But if there's a difference, it is undetectable.

The news is in and there's no reason to think that worker co-ops perform worse than hierarchically controlled firms.

([http://stumblingandmumblings.typepad.com/stumbling\\_and\\_mumblings/2014/07/why-not-worker-control.html](http://stumblingandmumblings.typepad.com/stumbling_and_mumblings/2014/07/why-not-worker-control.html)). Well, wasn't it the case that universities used to be worker co-ops? Isn't collegial management a form of worker control?

The news is in and there is reason to believe that psychopaths can flourish in an organization that is frequently changing how it functions.

(<http://www.bloombergview.com/articles/2012-01-03/did-psychopaths-take-over-wall-street-asylum-commentary-by-william-cohan>).

While I find it hard to believe that a psychopath would have the self-restraint and commitment required to finish a PhD, university administrations now include many non-academics. If it is not possible to re-establish the stability that made it possible to detect psychopaths in the workplace, prospective administrators should be given R. D. Hare's psychopathy test and the results factored into the hiring decision.

Let's face it. I think that universities should turn back the clock forty or fifty years. When I was an undergrad, I somehow formed the impression that universities were places where people devoted themselves to searching for the truth, whatever it might be, a la Socrates. Isn't that what a university should be?

P.S. Since writing the foregoing, I have read Robert M. Hutchins, "What Is a University?" *Ethics* 61 (1951), 95-104. (I came across a discussion of the paper here: <http://crookedtimber.org/2014/09/17/the-freedom-of-the-university/>). He defines a university as "a center of independent thought," which strikes me as a good definition. I suspect that an intrusive bureaucracy makes it harder to think independently and is, therefore, incompatible with an institution being a university.

Brian Zamulinski

President, CUPE 3287

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# Report of the Teaching, Learning and Academic Resources Committee 2013-2014

The Teaching, Learning and Academic Resources Committee of Council held monthly meetings from September to June in 2013-2014, and the following issues were discussed. First, the committee decided to break up into subgroups to discuss four general priorities regarding the development of teaching at the U of S. The priorities were strengthening the relationship between teaching and research, improving and making the learning environment more attractive for aboriginal students, reviewing the university's Learning Charter and how existing policies and practices might reflect its objectives, and developing a new form of teaching evaluation that can be applied in different academic units. The groups were formed this past year and they plan to continue their discussions in 2014-2015.

Second, the committee discussed a proposal for the scholarship of teaching and learning put forth by the Gwenna Moss Centre for Teaching Effectiveness. The scholarship of teaching and learning allows instructors to work on improving teaching by investigating their own teaching practices and learning environment and sharing their knowledge with others. This would be useful for tenure track or tenured faculty members who are looking for more opportunities to conduct research and write articles for peer-reviewed journals. A report on the scholarship of teaching and learning can be found at the Gwenna Moss Centre for Teaching Effectiveness website: [www.usask.ca/gmcte/resources/library](http://www.usask.ca/gmcte/resources/library).

Third, a subgroup of the committee drafted a white paper on increasing the level of experiential learning in various academic units across campus. The overall goal is to increase the experiential learning opportunities at the U of S by 20 per cent by 2016. When the proposal was brought before the committee, I was quick to point out that it may not be applicable to all courses and learning environments. For example, it would be difficult for an introductory course in the humanities or social sciences with 200 students in a lecture theatre.

The last item that appeared to be noteworthy is the USSU's suggestion that the university might consider using open source textbooks. Textbooks can be expensive and they become out of date quickly. Some students scrounge for used copies and may end up using editions that are a few years old. The committee has been asked to investigate this option and look at its possible advantages and disadvantages.

Leslie Ehrlich  
Member-at-Large, CUPE 3287



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## Employee Assistance Program

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The EAP provides you with access to confidential counselling 24 hours a day, seven days a week, at no cost to you. Find more information about their services and contact information at:

<http://www.usask.ca/eap>.

Unemployed Sessionals should still be able to access help. If you need help in making contact with the EAP, phone Gail at (306) 242-5969, since she is the Union representative on the EAP Board. Please note that the current provider is Family Services, Saskatoon, a local provider. Call (306) 966-4300.



## REMINDERS

### Postings (Advertising of Courses Available):

Postings can be viewed on the Human Resources website under “Employment Opportunities”: [http://www.usask.ca/hrd/work/employment\\_opportunities\\_academic.php](http://www.usask.ca/hrd/work/employment_opportunities_academic.php). If you click on “apply” while viewing a particular posting, a downloadable application form will appear.

Postings are open for only one week starting on the Wednesday indicated. However, an early application can be filed in advance of any particular posting (see below).

To ensure priority consideration for any last minute hirings resulting from urgency situations, file an early application (see below).

Applications to teach a course should be submitted to the academic department responsible for the course.

To obtain an application form or an early application form, follow the link at [http://jobs.usask.ca/job\\_postings/sessional-lecturer-position.php](http://jobs.usask.ca/job_postings/sessional-lecturer-position.php).

You can also request a copy from the Union, either paper or electronic.

#### Upcoming Postings:

Postings for Term 2 (January-April) of Regular Session 2014-15 will resume on Wednesday, October 1 for one week and may also occur on Wednesday, November 5 and Wednesday, November 19. A final posting period will open on Wednesday, December 3. Departments should continue at any time to accept early applications for Term 2 of 2014-2015, because some courses in some programs may still become available but have not yet been posted.

#### Early Applications:

An early application ensures that you will not miss out if you forget to track the actual postings. Submit a written application to your department, keep a copy and send the Union a copy.

Always apply in writing to teach a course. If you are asked by your department to teach a course, always follow up with a written account to them of what and when you are willing to teach. Please note that verbal offers likely are not legally binding on the employer, so make sure you get a letter of offer from the University in a timely manner.

Applications to teach a course should be submitted to the academic department responsible for the course.



#### Salary Levels:

Members who have taught more than 10 x 3 credit units should be paid at level 2 rates; those who have taught more than 20 x 3 credit units should be paid at level 3 rates. Adjustments should be made automatically by the employer.

Courses taught while on regular faculty appointments or while on an ASPA contract, **including as facilitator for an online course**, should count in your progression through the levels, but it may be necessary to inform Human Resources of this part of your teaching experience. If there is any uncertainty, please check with the Union Office.

#### Current Rates of Pay:

The total stipend for teaching a three credit unit course remains:

Level 1: \$6,606

Level 2: \$6,878

Level 3: \$7,150

No more raises are possible now until we have negotiated them in a new Collective Agreement.

#### Right of First Refusal:

A Sessional having taught the same course three times in the space of four years is usually eligible to request Right of First Refusal. Right of First Refusal means that the applicant will be hired when the course is posted on a Sessional basis (unless another applicant has Right of First Refusal and more priority—see Article 14.01 in the Collective Agreement).

*Reminders continued on page 4*

Application for ROFR should be submitted to the **Dean** of the College in which the department resides. The Dean's office then will consult the department. The application form is available at:

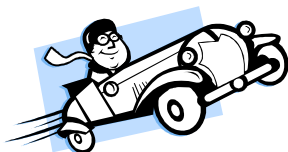
[http://jobs.usask.ca/job\\_postings/sessional-lecturer-position.php](http://jobs.usask.ca/job_postings/sessional-lecturer-position.php)

(click on the tiny print: "Resources for Sessional Lecturers"). Requests to extend or reinstate ROFR are also available here. **Right of first refusal expires if the course is not taught for two years. See Articles 14.06 and 14.07 of the Collective Agreement regarding extension and reinstatement, p. 17-18.**

### **Parking:**

For time-share parking during the day for Regular Session, and both part-time and full-time parking during the summer, please contact Donna Boots, our parking officer, at (306) 249-2558 or [dh4boots@sasktel.net](mailto:dh4boots@sasktel.net) as early as possible in the term. Fees are pro-rated. Parking fees have increased hugely in recent years since the U of S Faculty Association relinquished control of parking. The Union has now had to increase fees for Sessional parking yet again. **They now range from \$70-\$350 per term.** The Union does not attempt to make money on parking, but the University bills the Union for the parking stalls at the same rate as any other user.

The Union (your colleague, the Sessional Parking Officer) assumes the tedious responsibility for divvying up the time-share parking because the University does not want to do so. Please be prepared to pay with a cheque.



### **CUPE 3287 Good and Welfare Committee:**

This Union Committee can provide modest assistance to members in severe financial crisis. Contact the Union Office and ask to be referred to Michael Kennedy, the chair of the committee, or contact him directly at [mpk104@mail.usask.ca](mailto:mpk104@mail.usask.ca)

### **Health Spending Account:**

To qualify for the **\$600** per annum Health Spending Account, the Sessional must first teach **9 c.u.** within a 12 month period. Notification of eligibility should be automatic. It takes about a month from the date of qualifying but expenses during that month can be claimed. The plan document may be consulted at: [http://www.usask.ca/hrd/benefits/plansummaries/Sessional\\_Health\\_Spending\\_Account.pdf](http://www.usask.ca/hrd/benefits/plansummaries/Sessional_Health_Spending_Account.pdf)



If you think you qualify but have not received notification, please contact the Union Office. In all cases, you will need to pay for the qualifying health expense and file for reimbursement. It is fast and simple, though not required, to make a claim online at <http://www.mysunlife.ca>

### **Professional Development Fund:**

Applications can be made for conference participation, funding for research projects, graduate studies and more, now including relevant books and electronics. The Professional Development Fund receives a total allotment of \$30,000 per year.

**Applications to the Professional Development Fund can now be made at any time.** The deadline for using the funds is one year from receiving the allocation. You may submit a retroactive claim for expenses incurred on the project during the period of up to six months before the application period, but funding is not guaranteed until the grant is made.

**Congratulations to William Gulka in Educational Administration, Joel Krentz in Kinesiology, and once again to Maurice Labelle in History on successful applications to the fund.**

The application form is at:

<http://working.usask.ca/documents/manageperformance/cupe3287academicparticipationprofessionaldevelopmentfundapplication.pdf>

If convenient, please send a copy of the application to the Union Office.

### **Tuition Waiver Fund:**

All Tuition Waivers for the 2014-2015 academic year have been awarded. No more will be available until July 1, 2015.

You may apply for up to one 6 credit unit course waiver per year. Try to apply as early as possible (at least one month before the start of the course). Contact the Union Office for the form or download at: <http://working.usask.ca/documents/manageperformance/cupe3287tuitionwaiverfundapplication.pdf>

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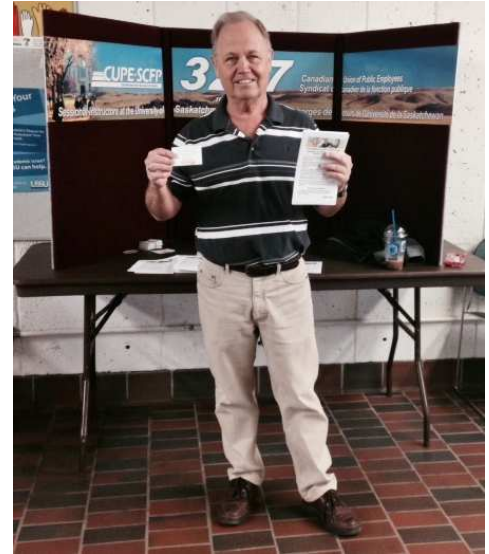
## Our Local Exposure

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At lunch time during the week of September 15, executive members of the Sessionals' Union manned a table in the tunnel between the Arts Building and Place Riel in order to increase awareness of the contribution Sessional Lecturers make to the University of Saskatchewan. 1200 pamphlets and 500 coffee cards were handed out to students, faculty and staff. Clayton Beish, union treasurer and organizer of the event, says, "It was a great way to raise our profile. We got into a lot of meaningful conversations, and the students really appreciated the free coupons."

Many thanks to Clay and to Bill Rafoss who made it happen and to their assistants Bill Gulka, Brian Zamulinski and Mary Nordick who also took their turn at the tables.

Stay tuned for sessional exposure in *The Sheaf* and on a billboard. A prize to whomever first identifies all the Sessionals featured in the ad.



Member-at-Large Bill Rafoss



### LURKING! HIDDEN! UNION FORMS!

Here is the current trick for finding **some** of the useful Sessional forms on the Human Resources Website: go to [http://jobs.usask.ca/job\\_postings/sessional-lecturer-position.php](http://jobs.usask.ca/job_postings/sessional-lecturer-position.php).

Under "Sessional Job Postings" at the top of the page is some quite small print saying "Resources for Sessional Lecturers." Click on that phrase and you will get access to Current and Early Sessional Teaching Application forms, and forms for Application, Extension and Reinstatement of Right of First Refusal. Alternatively, follow the links from <http://3287.wplocals.cupe.ca/>

### By George Burns

- ◆ If I'd known I was going to live this long, I'd have taken better care of myself.
- ◆ I personally stay away from natural foods; at my age, I need all the preservatives I can get.
- ◆ If you live to be 100, you've got it made. Very few people die past that age.
- ◆ It's hard for me to get use to these changing times. I can remember when the air was clean and sex was dirty.
- ◆ Happiness is having a large, close-knit family in another city.
- ◆ I honestly think it is better to be a failure at something you love than to be a success at something you hate.

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## Sessional Course Allotment

### Remain Stable

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As payroll scrambles to compile every sessional contract with a view to paying us by October 1, it appears that there are some 350 three-credit-unit courses being taught this term by some 260 Sessional Lecturers. For comparison, in the Fall Term of 2013, some 250 Sessionals taught 330 courses. In February of 2014, some 275 Sessional Lecturers taught about 365 courses.

Over the summer, Term 1 again saw more activity than Term 2. In May-June some 90 people taught 110 courses, whereas in July-August some 60 taught 75 courses.

In the English Department, which suffered course reductions two years ago, sixteen members, including new members, are currently teaching 28 sections of first-year English, as opposed to 21 sections last fall. The usual second place contender in Arts and Science, Sociology, shows only 17 sections of assorted Sociology taught by Sessionals this term.

The preceding discussion does not yet include any community-based ITEP courses. These courses take place in off-campus locations at the request of First Nations communities.



Sessional Members are still needed for some College of Arts and Science Committees, especially Social Sciences Programs and Humanities Programs.

If interested, please contact the Union Office!



## Annual General Meeting and Dinner

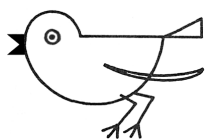
CUPE 3287 is pleased to announce that our Annual General Meeting will occur on Friday, November 28, 2014 at the University Club (formerly known as the Faculty Club) on the U of S campus. The meeting will be followed by a complementary dinner for all members. Tickets may be purchased for significant others as well. Please mark your calendars now and prepare to RSVP! Next newsletter will include more detailed information.



# CHIRPS

From the editor

“Vision 2025: From Spirit to Action,” the mission statement developed by the top administrators at the U of S, emphasized the corporate nature of the institution, rather than respecting its origins rooted in service to the people of Saskatchewan. This document was approved by the University Council in April, but after increasing criticism during the summer, culminating with a petition signed by 364 people, it was rescinded by a vote of 37 to 29 at the September 1 University Council meeting.



The discredited TransformUS has been declared dead by interim President Gordon Barnhart, but there has been no funeral. He attributes the reason for its demise to “human error” and says that “there were many strong and needed ideas expressed there but implemented too quickly. “At the September 18 meeting of the University Council, he continued: “Rest assured that many of the parts of what used to be called TransformUS will be implemented, perhaps in a different way.”

His administration’s eight priorities include: Aboriginal achievement, restructuring the College of Medicine, interdisciplinary health education and research, as well as a transformation of libraries.

At the same meeting, Greg Fowler, Vice-President of Finance, declared that the U of S is now financially healthy. It has achieved \$32 million in savings, so the forecasted deficit of \$44.5 million has been averted and any changes at the University can be made without fear—or as Barnhart said earlier, We will be “driven by our mission...rather than specifically by money...the change should be driven by our need to become better.”

Soma Dalai, *The Sheaf*, Sept 18 & 25

As Edward Tymchatyn, recently retired professor in the Mathematics Department, writes in the September 11 *Star Phoenix*, the Synchrotron, Intervac, and five other add-on projects have been established on campus with no government money to operate them. They do not pay their own way—unlike the courses taught by Sessionals.”



Undergraduate tuition is now about \$1,130 (\$4,000 for International Students) per six-credit course. If a Sessional teaches two such courses with a total of 100 students, he/she brings in approximately \$113,000 to the University, but the tuition from only 25 students is needed to cover that person’s wages.

Just think what “profit” accrues to the University if a Sessional teaches one six-credit course to 200 students, 30 of whom are International Students: \$298,000.



Instead of TransformUS, the U of S now has a TAB (Transparent Activity Based) budget instead. President Barnhart wants Deans of Colleges to have more power than they had previously, so now department heads have to “pitch” their programs to the Dean of their College. Exactly how is this better for students and front-line workers?

MGO



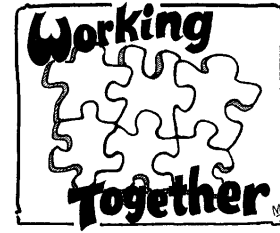
**CUPE 3287**  
**Members' Meeting**

Wednesday, October 15, 3:30  
Arts 206

**Agenda**

1. Approval of Agenda
2. Roll Call of Officers
3. Motion to Accept New Members
4. Reading of Minutes
5. Business Arising
6. Treasurer's Report
7. Correspondence
8. Executive Committee Report
9. Reports on Publicity Campaign
10. Motion to Approve the Trustees' Report
11. Unfinished Business
12. New Business
13. Good of the Union
14. Adjournment

*Coffee and snacks will be served!*



**REMEMBER:**

**You can access union resources online:**

- ◇ **Frequently Asked Questions**
- ◇ **Online Collective Agreement**
- ◇ **Tentative Agreement and Agreed to Language**
- ◇ **Downloadable Newsletters**
- ◇ **And More!**



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<http://3287.wplocals.cupe.ca>

**CUPE 3287 EXECUTIVE:**

**President: Brian Zamulinski, Philosophy**

**Vice-President: Heather Wagg, Languages**

**Newsletter Editor: M. Gail Osachoff, English, [margailo@sasktel.net](mailto:margailo@sasktel.net) (242-5969)**

**Union Office: 35 McLean Hall, 106 Wiggins Road**

**University of Saskatchewan**

**Saskatoon, SK S7N 5E6**

**Tel: 966-7023**

**Fax: 966-7013**

**e-mail: [cupe3287@usask.ca](mailto:cupe3287@usask.ca)**

**Alternate email: [cupe3287@gmail.com](mailto:cupe3287@gmail.com)**

**Website: <http://3287.wplocals.cupe.ca>**