

news from CUASA

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MONEY TALKS

We asked you what you want -- and you told us. The negotiating team is encouraged by the return of bargaining questionnaires. It is very evident that salary is of foremost importance to our members.

Some illustrative quotes:

"...at least 5% above inflation, this is not dreaming in technicolour. All indicators point to higher rates of inflation despite a probable 1% increase in unemployment. We cannot lock ourselves into a two-year contract without preparing for this likelihood."

"Practise has been to consider inflation for the preceding year. If the GST is implemented Jan. 1, 1991, there will be a large jump in CPI for 1991, starting Jan. 1, and it is not acceptable to ignore that." "increase above inflation of 10%. This is modest in my opinion. Profs are incredibly under paid given their training and workload."

"Scale increase 15 to 20%. It is essential to diminish the gap between academic staff and industry. We must be competitive in order to attract the best, brightest, and most capable young post-docs and PhD's into academia for faculty renewal."

"Scale increase of 12+ % and/or enough to bring up to salaries paid at U of O, Queen's and Toronto."

"We definitely require GST protection."

You told us of other concerns too. Misuse of sessionals, problems with dental plan, workload, working conditions, even campus safety.

Wrote one CUASA member : "We are grossly understaffed. I had a student pass out in a large lecture hall all due to bad air. I teach more students now than ever before. The only limit seems to be fire regulations/room size."

We hear you. And your priorities will direct us at the bargaining table. Over the life of our current collective agreement Carleton academic staff have lost much ground to our colleagues at other Ontario universities as they -- and their administrations -- have faced the economic realities.

When you fall behind, you have to catch up again. We intend to do exactly that.



SESSIONALS

Sessionals at Carleton.

Highly qualified Ottawa area residents willing to share their expertise with Carleton students, enriching our academic and professional programs--not for the "money" but out of dedication and commitment to their profession or discipline.

Hungry and exploitable people who will work for next to nothing in the hope that their Carleton teaching experience will be a professional advantage, leading to a faculty position or simply looking good on a curriculum vitae.

It may not be quite so either/or. Sessionals don't all fit into one category or the other.

But what is increasingly clear is that sessionals at Carleton are being "used" by the university to help cope with expanding student populations and decreasing resources.

Some have impressive credentials and would rate serious consideration for full-time faculty positions. Some don't.

Some are well established in rewarding careers and see part-time teaching at Carleton as intellectual or professional stimulation, or giving something back to the system that got them where they are.

Some are anything but established, professionally, academically or financially. They work at Carleton, some of them very hard and dealing with large groups of students, because they need the "money" and hope it will lead to a lucrative teaching career.

Most faculty members at Carleton do not argue with the principle that our students should benefit from the expertise and goodwill of the community. But most faculty members take serious exception when the emphasis is on cheap labor rather than expertise, when core courses are taught by people who would stand little or no chance of a faculty appointment, when the faculty administrative load becomes excessive because we have to service the students taught by sessionals.

When Carleton College was founded in the 40s and was developing in the 50s, there was limited need for full-time faculty and sessionals played a major and arguably proper role. But as the university grew in the 60s and 70s, and as provincial governments of the 70s and 80s became decreasingly willing to provide adequate funding to the system, sessionals at Carleton have come to play a different, and questionable role. In some cases, they add nothing to the quality of instruction. They aren't "hired" for their expertise--they're hired because they're cheap.

Nobody wins when these people are exploited. This is why CUASA, coping with an increasing problem over the years, has negotiated a "cap" on the percentage of Carleton's instructional budget that can be spent on sessionals. We believe it is in the best interests of the students and the faculty that sessionals play a limited role.

The administration, which admittedly has a difficult budget-balancing act to perform, seems to want more and more of the teaching done by sessionals. In some departments sessionals are teaching more core courses than the full time faculty. Often the result is an exploited and overworked "part-timer", reduced quality of instruction--or both.

At a time when overuse of sessionals is reaching the critical point at Carleton, we have an administration that proposes to go on solving financial problems by hiring more and more sessionals.

The traditional "trade union" approach has been to negotiate full jurisdiction over work, with all work being done by bargaining unit members. Until now, CUASA, which is not strictly a "trade union", has tried to represent its members' material and professional interests while also recognizing the collegial nature and tradition of the academic community. But the time has come for CUASA to dig in on the sessional issue. If anything, Carleton needs fewer sessionals teaching fewer students--not more.