



THE INSTRUCTOR

Fall 2018

Welcome Message

Karen Harper, Communications Officer

Hello CUPE 3912 members! This newsletter is packed with items on PAST events, PRESENT concerns and FUTURE events and opportunities!

Some articles emphasize continuous endeavours in our union. Dave has been awesome in his role of part-time liaison position, which has now been renewed. He conducted our membership survey and provides a report. These results are already informing our activities; for example, we are focusing more on providing information at our events after many of you expressed interest in professional development. Stay tuned for more workshops! Following this success, we are now hiring a TA Organizer and looking for a VP for TAs at Dal-Studley, but until then Cameron is holding the fort and has provided extensive notes for Dalhousie TAs in this newsletter.

Other items of past activities include reports from our members at events near and far (Atlantic Regional Workers Summit in Antigonish, COCAL in California), an interview of myself on CBC, our annual picnic at Point Pleasant Park and our first pub night!

Other ongoing activities including negotiations with SMU, CUPE 3912's scholarly contributions display, CUPE National's Post-Secondary Education Campaign and the release of CAUT's report from their survey, 'Out of the Shadows'.

The most important features of our newsletter are how YOU can get involved. Shiva, our previous communications officer, has highlighted some of the advantages of volunteering in her article. You are welcome to participate as much or as little as you like! Please attend one of our Information Sessions, a Fair Employment Week event, the Troublemaker's Workshop,

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our next General Meeting or a Pub Night. Or consider becoming our new treasurer, new VP for Dal Studley TAs or a member of the Education and Newsletter Committee. These are great ways to get to know fellow members while working towards improving our working conditions (and sometimes even come with a stipend and per-diems). I know that it may be difficult to find time to help out (especially for us), so if you don't have much time, please at least read this newsletter and discuss it with others.

SMU members: the most important thing you can do this fall is help us institute an online voting system by VOTING for our trial run and of course participating in our ratification vote for our collective agreement (or strike vote if applicable).

See you at our events! Thanks!

Upcoming Events

Information Sessions: Get more information and meet fellow members at one of our new Information Sessions at the Mount, SMU, Dal Halifax and Dal Truro (see post on p. 16).

Fair Employment Week: Plans are underway for this year's *Fair Employment Week* October 22nd to 26th! This year, we are working with the Association of Nova Scotia University Teachers (ANSUT) on a workshop called '*How can networking help us Make It Fair?*'. Members who went to outside events like the Coalition of Contingent Academic Labour (COCAL) conference will present and discuss what they have learned. Karen Harper is also planning a workshop on how to conduct research as a part-time instructor '*Make It Fair by Helping CAS Conduct Research*'; BREAKING NEWS! Adam Sarty, Associate Vice-President of Research at SMU, will be speaking at this event, tentatively scheduled for Nov. 1st at 5pm.

Troublemaker's Workshop: The Labour Council's Troublemakers Workshop will likely be the last Saturday in October. Contact Cameron at: vp.dal.ta.sexton.cupe3912@gmail.com for more information.

CUPE 3912 General Meeting: Come to our General Meeting (probably in November) for updates on negotiations and activities, possible elections of delegates to national and international events and votes on motions that will affect future CUPE 3912 negotiations and activities.

Monthly Pub Nights?: Stay tuned as we consider a monthly pub night for members!

Did You Know?

News from our colleagues:

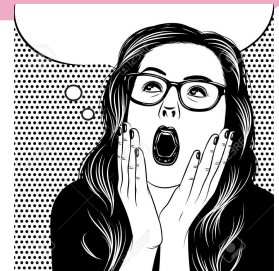
“The Canadian Military Colleges Faculty Association is glad to announce that our membership has ratified a tentative agreement. It has been **four years since bargaining started**, and the new agreement covers the period July 1st 2014 to June 30th 2018.”

- July 23rd, 2018

Hopefully, our bargaining at Saint Mary's University won't go on for quite this long, but it has already been over two years since our collective agreement expired!

All three universities have some kind of teaching centre that offers assistance and workshops on teaching to instructors throughout the academic year for part-time instructors and TAs.

Centre for Learning and Teaching (Dal)
Teaching and Learning Centre (MSVU)
Studio for Teaching and Learning (SMU)



SMU Negotiations Update

By Steve Cloutier, CUPE 3912 President

Negotiations with St. Mary's University on behalf of the part-time faculty has begun. We have had four meetings so far and have two more meetings scheduled for the break in November. While I can't discuss specific proposals (things can change rather quickly and anything I say now may be irrelevant by the time you read this), I can update you on the general tone and objectives of the negotiations.

We have yet to discuss financial matters as we generally try to deal with non-monetary proposals before tackling the money. CUPE 3912's non-monetary proposals have focused on three general ideas: increasing

part-time faculty's representation within the university, a better and more fair evaluation process, and progressive discipline. Progress has been slow. The union has been facing resistance from the employer, which is to be expected. They are protecting what they believe to be in their best interests. Up to this point, they have merely stated that they do not agree with the proposal. In some cases, they have offered counter proposals; in other cases, they have not. In the cases where they do not offer a counter proposal, the union merely resubmits its proposal.

This is my third time negotiating with this employer, and the strategy the employer is

using is in line with their past practice. We did, in fact, go to conciliation the last time round. So, while I hope for more movement from the employer, I am not taken aback by their lack of movement.

Should talks get to a point where we feel we have reached an impasse, the law requires us to go to conciliation. The conciliator is hired by the provincial government, and there are a number of conciliators on staff. Either side can decide that the talks are at an impasse and request conciliation. The conciliator cannot impose a settlement on the parties. If the conciliator cannot help the union and the employer reach an agreement, then the union can have a strike vote. Should the union get a strike vote, the union will be in a legal strike position. Should the union fail to get a strike vote, the last offer by the employer becomes the new Collective Agreement.

To further improve membership access to the voting process, I have established a committee of the Executive to look into the feasibility of an online voting system. One of the challenges the union executive faces is that the membership is spread wide across the country. It is clear that our old voting

process is out of date and, quite frankly, inadequate. The union's reliance on in-person, in Halifax voting does not reflect 21st Century practice nor does it serve the membership. Thus, I have committed the union to improving the voting process.

The move to online voting will allow people living outside of Halifax to vote. It will also help the union act more efficiently. For example, if we were to hold a strike vote, we would need 50% plus 1 of the entire membership to vote in favour of a strike (not just 50% plus 1 of those who voted). It is possible that without online voting, the Executive could not get a strike vote even if the membership was willing to strike.

In the next month or so, the Executive will be testing an online voting system. The part-time faculty at SMU will be the test group. Once a suitable question is formulated, the Executive will ask SMU part-time faculty members to vote on the question. This will, of course, merely be a test to ensure that the system is working. We encourage all SMU members to vote in the test; it will help the CUPE 3912 Executive serve you better and increase the participation of the membership.

Scholarly Contributions Display Goes Online!

We launched our CUPE 3912 Members' Scholarly Work online scholarly contributions display this summer. Please take a look and provide your own contribution!



The purpose is to highlight the academic achievements of part-time instructors and therefore raise awareness as part of the Make It Fair campaign for the Canadian Association of University Teachers.

We welcome all contributions including books, book chapters, journal articles, non-refereed publications, artwork including performances or anything else members would like promoted.

For more details, go to:

<https://3912.cupe.ca/cupe-3912-members-scholarly-work/>

CUPE 3912 Membership Survey Results

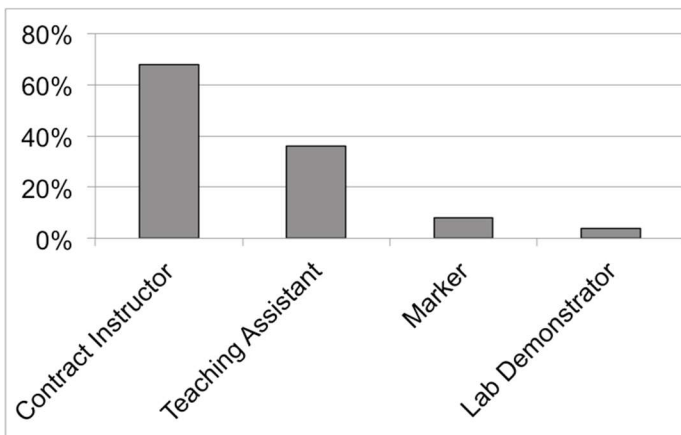
By Dave Banoub, Part-time Liaison

In February and early March of 2018, CUPE 3912 circulated a membership survey focused on membership engagement. 140 members responded.

Approximately how long have you been a member of CUPE 3912?
(140 respondents)



Survey respondent positions held (some respondents indicated more than one position):



The results highlighted many of the difficulties that CUPE 3912 faces. Members often feel precarious and uncertain about their future in the union. This disincentives people from becoming involved. **Members are also spread out over several campuses and distance instructors are often even further away.**

Despite these obstacles, the survey also provided constructive feedback that will inform our mobilizing efforts going forward. When asked **what type of events members would like CUPE 3912 to organize**, **75% of respondents preferred “professional development”**. We are planning several workshops on research opportunities, funding, teaching and grading, and anti-harassment policies. There will also be workshops based on labour-conferences that CUPE 3912 members attended over the spring and summer.

Several members expressed **a desire for a more thorough introduction into the union at the start of their contract**. We have created a brochure that explains what the union can do for members, and highlights CUPE 3912’s online presence and contact information. A recurring comment was that **more should be done to encourage TA participation in the union** — CUPE 3912 is hiring a TA organizer to work toward this goal.

In general, the information provided will help us better serve our members. Thanks to all who responded!

Volunteer! But why?

By Shiva Nourpanah

Busy. Tired. Stressed out. These are the recurring motifs of our days, as we rush around juggling our various commitments. It often feels that adding an extra set of appointments and chores to the mix, such as volunteering, would be madness. Who has time for that? And besides, what good will it do? Unless it is going to be entered as a line on our CV, as evidence of our individual capabilities, it does not seem worthwhile.

This is a dangerous yet pervasive social attitude: unless something is going to benefit us directly and preferably immediately, we are not much interested in it. Scholars across disciplines have debated why and how we have arrived at this place of relentless and unabating individualized self-interest, since it is well-known that human beings, as a species, are a friendly, sociable lot who generally enjoy doing things, even pointless things, together - it has also been our survival strategy over the millennia. Yet by the late nineteenth and early twentieth century, Emile Durkheim, one of the founders of modern social theory, was able to look around and name the alienation and *anomie* affecting society: the sense of disjuncture, rupture and separation. What else was going on at that time, I wonder? Who is now profiting off this self-interested individualism, the separation and relentless competitiveness with which we are all afflicted? Let's take an educated guess, shall we?



I have been raised to believe in the duty of service. I grew up watching my parents and my grandparents rushing around from one charity to another. Even if I hadn't, once I arrived as an immigrant to a city where I had no friends, the importance of engaging in a community as a form of mental health care became clear to me. Here is your short-term self-interest, if you like. Volunteering with my union, and with NGOs aligned with my research interests and passions, was my form of self care, of nourishment for my soul. My mental and intellectual life has been immeasurably enriched from being involved in communal activities. Whether it is a quick conversation down the halls of Saint Mary's, an evening at a local pub, or a long-term project for fund-raising or public education, it's all good. I learn about the challenges faced by the vulnerable members of my community, while being a (tiny) part of the solution. It gives me an educated, aware sense of presence, of being, being here, of doing this.

And it doesn't look bad on my CV, either.

Part-Time Liaison Position Renewed



Dave Banoub's contract for CUPE 3912's part-time liaison position is renewed for another year. The executive voted to renew Dave's contract after a review of the position and Dave's performance during the first year.

"Over the past year, I have enjoyed getting to meet other contract academic staff and working to improve communication between the union executive and members. As a

contract instructor, I'm very aware of the pressures and time commitments that precarious work requires, and I appreciate every time that members have spoken with me. Going forward, I hope to continue to build links between the executive and members. If there is anything you would like passed on to the executive, or any type of event you would like organized, please contact me at:

part.time.liaison.3912@gmail.com.

CUPE 3912 is now in the process of hiring a TA Organizer who will perform similar duties as the part-time liaison for TAs.

Photo caption: Dave Banoub (left) and Karen Harper (right) stand next to the Scholarly Contributions display at Dalhousie's Killam Library this past spring.

Fall Notes for Dalhousie's Teaching Assistants and Markers

By Cameron Ells, VP for Dal U TAs and Markers

Dalhousie University – CUPE 3912 Collective Agreement (2016-2020)

Earlier this year, a new Dalhousie University – CUPE 3912 Collective Agreement was signed for the 2016 – 2020 term. Copies are available as PDF files on the CUPE 3912 and Dalhousie websites. Compared to the old agreement, there are **modest 2% wage increases** for the 2017-18, for the 2018-19, and again for the 2019-20 academic years, for teaching assistants (TA's) and markers.



TA Duty Form

Dalhousie University has recently updated their website, to include a writable PDF version of the TA Duty Form, with the option of using a digital signature, and an indirect link to the applicable Dalhousie University – CUPE 3912 Collective Agreement.

Dalhousie payroll is not supposed to pay TA's and Markers for services provided until after there is a specific agreement on file. This agreement notes the agreed duties and hours of the work involved; and is signed by the Instructor of Record and the TA or Marker.

Make those agreements; and keep copies for yourself of versions that are signed by both yourself and the Instructor of Record. A signed agreement by both parties, describing the hours and services being provided by the TA and Marker, is useful for all involved.

Dalhousie Employment and Labour Law Association (DELLA) and CUPE 3912

CUPE 3912 was happy to meet Dalhousie Law students at the first social of their new student association - the Dalhousie Employment and Labour Law Association (DELLA). In the spirit of students helping students, we hope to work with DELLA. One goal would be that Dalhousie TA's and Markers have an opportunity to better appreciate the "Contract Law" aspect of their employer – employee relationship with Dalhousie University.

What are the components of a legal employer–employee contract in Nova Scotia?

Is a digital signature the equivalent of a hand written signature?

How does an individual Dalhousie - TA or Marker employer – employee relationship work, within the context of the Dalhousie University – CUPE 3912 Collective Agreement (2016 – 2020)?

What about scope of work activity – type or quantity - that is either beyond or not described in the signed TA Duty Form? For example, after signing an agreement to provide 45 hours of service, what happens when you are asked to do things that take 60 hours of time?

Appendix G Committee

During the collective bargaining that resulted in the Dalhousie University – CUPE 3912

Collective Agreement (2016 – 2020), there were discussions about how to improve the timeliness of work assignments and acceptance by teaching assistants, markers, and demonstrators; and to improve the timeliness of duties forms issued to and signed by teaching assistants.

Please share with CUPE 3912, your opinions and anecdotes on getting started as a TA and Marker.



In your opinion, what has worked well, and what could be improved?

How does it compare to other jobs you have had, or what you would expect, if you were hiring someone to help you with a task (e.g. moving, tutoring, repairing)?

October 11, 2018 (2 – 4 pm)

CUPE 3912 Information Session at Dalhousie University (Halifax)

Dalhousie TA's, Markers, and other interested persons are welcome to share in conversations and more at an upcoming CUPE 3912 Information Session. This open house format takes place on **Thursday October 11, from 2:00 – 4:00 pm**, in the basement of the University Club building.

Contributing to CUPE 3912 Activities

Dalhousie TA's and Markers can also contribute to being students helping students.

- ❖ Join in the decision-making at the Fall 2018 General Meeting of CUPE 3912
- ❖ Consider becoming the next CUPE 3912 VP Dal TA's and Markers at Studley Campus (page 17).

CUPE 3912 In The News

Dal wants \$55K to reveal how many profs it's employed over 10 years



June 12, 2018, CBC Nova Scotia

Karen Harper described life as a part-time instructor in a CBC news story on CUPE's request for data on numbers of full and part-time faculty – and Dalhousie's response.

CUPE is conducting a survey of the numbers of full and part-time faculty in Canadian universities.

<https://www.cbc.ca/news/canada/nova-scotia/education-dalhousie-university-sessional-profs-professors-survey-cupe-employment-1.4700842>

Out of the Shadows

By Karen Harper, Communications Officer and CUPE 3912 Delegate to CAUT Council



Out of the Shadows is the title of a new report by CAUT written by Karen Foster and Louise Birdwell Bauer on the results of last year's survey of contract academic staff (CAS). CAS includes instructors who are hired to teach one course at a time (over 70% of respondents), plus instructors on limited term contracts.

In their executive summary, Foster and Birdwell Bauer highlight that more than half of respondents want a tenure-track university or full-time college job, even if they have been teaching for up to 20 years. Job security ranked as the number one concern;

interestingly, it was number two for CUPE 3912 in a survey I conducted a few years ago after salary (I wonder why! since we are the lowest paid instructors in Canada). They concluded that most CAS rely on their employment to make ends meet but need other income to make their situation

sustainable. Women and racialized CAS work longer and earned less than others. Less than 20% think that their institutions are model employers. But one of the essential main conclusions is that **87% of respondents declared that their precarious employment has led to stress and negative effects on their mental health.** We are hoping to address this concern in a future workshop on how to cope with emotions and stress resulting from precarious employment.

I read through the entire report and highlighted some results that particularly interested me. Here are some of the

highlights that I think may be of interest to CUPE 3912 members:

...many institutions have adopted a *“corporate management model that relies on a poorly paid contingent workforce”*

- ❖ **Respondents:** 56% identified as women, 35% as men, 7% as LGBTQ2S
- ❖ The proportion of CAS positions is increasing relative to permanent positions. (We should get more results on this from a CUPE survey of universities)
- ❖ Public funding for post-secondary education has decreased (see CUPE’s new campaign, page 14) and many institutions have adopted a “corporate management model that relies on a poorly paid contingent workforce.”
- ❖ Having temporary contracts makes it difficult to supervise students and contribute new knowledge.
- ❖ Although CAS are only paid to teach, two-thirds said they were working on journal articles and about one-third were conducting research or applying for research grants.
- ❖ Only 2% held a major external research grant as a primary investigator and 8% have done so in the past (5% and 9% respectively as co-investigators).

*****Please let me know if you have held research grants because I am very interested in this topic*****

- ❖ Almost 80% would do more research and supervision if they were paid to do so.
- ❖ Many respondents thought that it was impossible to maintain an attractive CV

and get a tenure-track position, and felt angry and cheated.

- ❖ CAS feel that they love their work, belong to their workplace in some ways but are excluded in others, and hate their working conditions.
- ❖ *“For those who are looking to impart wisdom to students after long careers in their fields, the job is satisfying. For those who have been cobbling together contracts for years, looking for a way into a permanent academic job and getting nowhere, the cycle of contracts can lead to an uncertainty about what they are doing with their lives and their education and how to explain their winding pathways to other people.”*

This is what I learned from the report. I strongly encourage you to read it to see what you get out of it.

...many respondents felt that it was impossible to maintain an attractive CV and get a tenure-track position, and felt angry and cheated

To access the report, go to:

https://www.caut.ca/sites/default/files/cas_report.pdf

Feel free to email me with your reactions or comments, so that I may include these in the next newsletter or on Twitter (please let me know if you would like to remain anonymous).

*Karen Harper, Communications Officer
communications.cupe3912@gmail.com*

Atlantic Regional Workers Summit Report

By Kim Robinson, CUPE 3912 Member

I attended a week long course on Domestic Violence in the Workplace in Antigonish, NS, in June, 2018. This course was offered by the Canadian Labour Congress. It was so inspiring to meet people from a variety of different work and union backgrounds. There were fellow CUPE members in attendance from across the Atlantic provinces.



With psychology as my field, both as an instructor and previously as a clinician, I am familiar with domestic violence and the various risk factors involved. However, I was curious to learn about how much of an impact this problem has in the workplace and how it is a workplace issue that we should all be concerned about. Consider that victims of domestic violence may seek support in the workplace through EAP or even through a union rep. They may need assistance if they decide to 'leave' a violent situation, especially in the form of paid leave from work. Often victims of domestic violence stay in unsafe relationships due to isolation, lack of financial means to maintain themselves or their children, and/or because they are fearful for their life. Workplace safety is another issue of importance for employees in general. If a person in your workplace is being threatened or stalked, they are at risk at work often

because that is one of the places they can't hide or the perpetrator is sure to find them. Depending on the mental state of the person who is threatening or abusing someone in your workplace, there is a legitimate concern for the welfare and safety of all workers in the department or work site of the victim. So this is an issue that affects not only the victims of domestic violence but the entire workplace.

The case of Lori Dupont was a highlight of our discussions at the course. She was a nurse who, in 2005, was stabbed to death at the Windsor, Ontario hospital where she worked by her ex-boyfriend, Marc Daniel,

who also worked at that same hospital as an anesthetist. While not all domestic violence ends this way, it is a serious issue and we should be informed as union members and as employees on the supports which can be provided in our workplace and the legal obligations of the employer.

At Dalhousie, services to employees are available at the Employee and Family Assistance Program:

www.workhealthlife.com



Canadian Association of University Teachers (CAUT) Council Report

By Julie Quinn

On occasion, CUPE 3912 provides opportunities for members outside of the executive to attend training meetings, conferences and other union-related events. If you ever have one of these opportunities offered to you, my advice is to take it!



Last April (2018), I had the privilege of attending the Canadian Association of University

Teachers (CAUT) Council Meeting in Ottawa. I travelled with Karen Harper (whom you might recognize as our Communications Officer) who was attending as our CUPE 3912 delegate. Since we are affiliated with CAUT, Karen was responsible for representing CUPE 3912 with her vote during the AGM. As a member-at-large, I was acting as a back-up attendee for Karen – that is, if Karen needed to miss a vote, I would be there to vote in her place (as our representative). Happily, Karen remained in good health and good spirits throughout the conference, so I was never needed to vote in her place. On the other hand, I was able to attend and partake in the entire AGM. It was my first time attending a conference of this nature and I learned... so much.

There were a couple of things that really blew my mind about the conference. The first was that even though CAUT represents a broad spectrum of academic workers (mainly full time and part-time academic members, it also includes retired academic and graduate

associates), it was obvious that the fight and plight of contract (part-time) academics was a central concern. For example, one of the things they talked about during the AGM was one of the largest national surveys of contract academic staff ever conducted across Canada. The initial results of the survey were released this last month: you can find out more in Karen Harper's "*Out of the Shadows*" article (pages 9 to 10).

The second thing that impressed me was the sheer volume of activism that is going on in Canada. In a world in which the rights of minorities seem to matter less every day, and being openly sexist and racist can get you elected to political office, it was truly refreshing to see the number of people and organizations that are working with CAUT to effect positive change.

The first day I attended a pre-AGM seminar called "Fighting to Win". The focus of the talk

was how to engage your members even after contract negotiations were over. As a member of our negotiating committee at SMU (for those of you who don't know, contract negotiations are on-going) I found it really useful to hear what other unions had done and were doing to stay relevant with their

membership. Part of the seminar involved hearing suggestions from members of different teaching unions – what worked, what didn't, what they are planning for the future. I took notes as fast as I could and may even have the opportunity to share what



I learned with our members in future CUPE 3912 events. In the next few days of the AGM I was able to sit in on discussions about topics that I was familiar with, but really didn't know a lot about: anti-fascism (and the ongoing vigilance required to keep non-academic bodies from controlling academic matters); the continuing concern to defend against threats to academic freedom; as well as challenges shared by faculty

across Canada and also from other countries (e.g., Turkey, Ireland, Saudi Arabia and the United States).

Overall, I was very impressed with how often the challenges of contract teachers came up as a legitimate and ongoing concern; even as a "member-at-large" I felt included and that my concerns as a contract academic were shared, validated and supported.

COCAL Report

By Julie Quinn and Carmel Forde

This past August your Dalhousie VP Carmel Forde and I had the privilege of attending the thirteenth semi-annual international meeting of the Coalition of Contingent Academic Labor (COCAL) in San Jose, California. On its home website (<http://cocalinternational.org/>), the organization describes itself as "a grassroots coalition of activists in North America working for contingent faculty: adjunct, part-time, non-tenured, and graduate teaching faculty." Yep – you read that correctly – COCAL is an organization that is run *for* contingent faculty (in all its forms) *by* contingent faculty, with funding raised by contingent faculty. Furthermore, it is a coalition that truly represents North America in that it is comprised of members and representatives from Canada (including both French and English-speaking parts of the country), Mexico and the United States. For the whole three-day conference, any time someone was addressing the group (say, in French), there was a team of translators busy translating what was being said into the other two languages (in this case Spanish and



English), so everyone could understand what was happening.

We learned so much from attending the sessions about how similar our struggles are to be recognized as educated professionals who give so much for less-than-satisfying levels of appreciation. The conference began with a plenary session where a panel of speakers from Quebec, Ontario, California and Mexico spoke about the many challenges they saw facing contingent academics, covering topics like academic freedom, economic parity and the constant challenges of workplace precarity.

Note: "precarity" is a fancy word denoting how 'precarious' our academic positions really are -- it turns out that many of us encounter the character-building stress and uncertainty of (for example) having to apply every semester for courses we may have been teaching for years.

In the sessions that followed, members from all over North America shared their struggles, their strategies, and their campaign

techniques aimed at improving the quality of contingent academic employment. In addition to the panel sessions, shared discussions and guest speakers, we also had the opportunity to attend hands-on training workshops. Carmel and I split up to cover as much ground as possible. I attended a session on how to use social media to effectively gain public attention and pressure university administration to facilitate contract negotiations. Carmel went to a session where she got to take part in making masks, signs and even puppets that would serve to communicate the needs of contract workers in creative ways while at rallies, marches or picket lines. The second workshop I attended was led by a former reporter-turned-academic on how to communicate with reporters (“how to master the 10 second sound bite”) and how to write an effective press release..

What is the greatest lesson I took from COCAL? It would have to be the overwhelming conviction that when we cross geographical and political boundaries to really communicate, strategize and share with each other, our strength, creativity and activist potential knows no bounds. This means that maybe, just maybe, real change is possible. I can't wait to see what will

happen in COCAL 2020 which is set to take place in Queretaro, Mexico.



Photo caption: Carmel (left) and Julie (right) standing in front of an engraving of Dolores Huerta (part of the Cesar Chavez Memorial at San Jose University).

CUPE National PSE Campaign

CUPE National has launched a post-secondary education campaign aimed at the federal government, and at addressing the growing issues in post-secondary funding:

- ❖ Over the last twenty-five years, federal transfers for post-secondary education have decreased by nearly 40%

- ❖ Tuition fees at Canadian universities have increased by three times the rate of inflation since 1990
- ❖ In the same period, average student debt has grown 40 per cent while average real wages have stagnated

The burden of this decreased funding has largely fallen on students and on contract

staff across the country. Student debt has increased, and more and more courses are being taught by precarious, part-time workers. In addition to the economic consequences for part-time faculty and for students, debt and precarity are linked with mental and physical health problems.



This campaign will pressure the federal government to fix this situation and protect education as a public good by investing more in post-secondary education. CUPE is calling on the federal government to:

- ❖ Adopt a Post-Secondary Education Act with conditions and accountability measures for federal funding
- ❖ Create a dedicated post-secondary transfer payment
- ❖ Restore per-student PSE funding to 1993-levels

All of this will require working with the provinces – whose governments have also

steadily decreased their funding for university and colleges over the last three decades – and will work towards reducing, and eventually eliminating tuition fees for post-secondary education.

In the coming months, CUPE will be publishing reports on multiple aspects of post-secondary education, including one on precarious contract faculty. In addition to the reports, this information will be presented as easily-shareable content for social media (look to CUPE 3912's Facebook and Twitter for this as it is released). At upcoming CUPE 3912 events, we will have a petition to sign, postcards to send to the Prime Minister, and other materials with information about this campaign and how members can get involved.

To learn more visit:

<https://cupe.ca/our-time-act>



Post-secondary
education
is a debt sentence.

It's just not right.



Information Sessions



These sessions will feature short presentations by the campus VPs and we'll have printed copies available of the latest news (such as CAUT's pro-rata model, CUPE and CAUT survey reports, CUPE PSE campaign).

And of course, come meet fellow members!

I'm in! WHEN is it and WHERE do I go?

Dalhousie (Main Campus)	Thur, Oct. 11 , 2-4pm @ University Club
Dalhousie (Agricultural Campus)	Tues, Oct. 16 , 2-4pm @ Jenkins Hall Lounge
Saint Mary's	Thur, Oct. 18 , 1-3:30pm @ Loyola Private Dining Rm
Mount Saint Vincent	Fri, Oct. 19 , 12-2:30pm @ Vinnie's Pub

We Need a New Treasurer!

Here's an opportunity to engage with other CUPE members and serve your union! CUPE 3912 is looking for a new Treasurer. Under our new bylaws, this position will run until April 2019.

Please note that the Treasurer is a member of the Executive of CUPE 3912 not an employee and is, therefore, an elected position.

Anyone interested in standing in the election must be a member in good standing of CUPE 3912 (a member who has taught one course at one of the three universities in the last three years or who is a TA at Dalhousie).

No experience is required. You will be required to do training, which CUPE 3912 will provide. The time commitment varies throughout the year, but an average would be about 5 hours a week.

The Treasurer takes care of financial matters including:

- ❖ bookkeeping using CUPE's electronic ledger,
- ❖ depositing rebates,
- ❖ making payments,



- ❖ serving as liaison with the local's and employers' payroll services,
- ❖ participating in the investments committee and Executive meetings,
- ❖ corresponding with CUPE National in financial matters and ensuring that the local's trustees finish the yearly audit.

Although it is a volunteer position, the Treasurer does receive an honorarium.

Members who are interested in standing for election should contact the nominating committee by October 19, 2018 after which the Executive will set a date for the election.

Please contact the nominating committee at cupe3912@dal.ca (put "Treasurer" in the subject line) if you are interested or for more information

We Need at New VP at Dal!

Representative for Teaching Assistants at Studley Campus

Here is an opportunity to engage with other CUPE members and serve your Union! CUPE 3912 is looking for a new Vice-President (VP) representative for the Teaching Assistants at Studley Campus, Dalhousie University. Under our new bylaws, this position will run until April 2019.

Please note that the VP at Dalhousie, representing Teaching Assistants, Studley Campus is a member of the Executive of CUPE 3912 not an employee and is, therefore, an elected position.

Anyone interested in standing for the position must be a Teaching Assistant at the Studley Campus of Dalhousie.

No experience is required. You will be required to do training which CUPE 3912 will provide. The time commitment varies throughout the year, but an average would be about 5 hours a week.

The Vice-President, Dal, Studley TAs represents teaching assistants, markers, and lab instructors and others in treating issues at their work for Dalhousie.

- ❖ a central duty will be to receive communications from teaching assistants

and others about concerns related to employment at Dalhousie

- ❖ a related duty is to serve on the Labour management committee at Dalhousie
- ❖ submitting written reports at each General Meeting and each Executive Meeting
- ❖ attend and participate in all discussions and decisions of the Executive Board of CUPE
- ❖ represent the interests of teaching assistants at Dalhousie Studley.

Although it is a volunteer position, the Vice-President at Dalhousie, representing Teaching Assistants, Studley Campus, does receive an honorarium.

Members who are interested in standing for election should contact the nominating committee by October 19, 2018 after which the Executive will set a date for the election.

Please contact the nominating committee at cupe3912@dal.ca (put "Studley rep" in the subject line) if you are interested or for more information.

Recent CUPE 3912 Events



In June we held our 2nd annual family picnic in Point Pleasant Park; we enjoyed eating bagels, watching squirrels, socializing and playing frisbee despite a few showers. In August, we got together to discuss union issues and enjoy some food and drink at a Pub Night at The Local.



Who are the ~3,000 members of CUPE local 3912?

- part-time faculty at Dalhousie, Saint Mary's and Mount Saint Vincent Universities, including clinical instructors and lab demonstrators
- teaching assistants and markers/demonstrators at Dalhousie University
- instructors at the TESL Centre at Saint Mary's University

CUPE 3912

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Office Hours: 8:15am - 1:00pm, Wed & Thurs
(usually)