



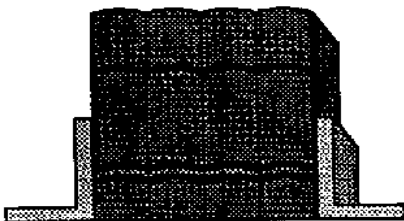
# Faculty Union News

Volume 1, Number 4      December 12, 1995



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### Annual General Meeting

The Annual General Meeting took place on Friday December 1 from 2:30 p.m. to 5:15 p.m. The minutes will be approved, as is our custom, at the next Annual General Meeting. However, a draft copy can be read at the Faculty Union Office MM206C.

Moved and carried at the meeting were the following items calling for action:

(a) Peter March moved, Vic Catano seconded, that the executive be instructed to grieve the violation of Article 10.1.20 (a) of the Collective Agreement by Colin Dodds' use of the words "...current allotment less any current and future vacancies that may emerge between now and the next academic year" in his statement of departmental allotments of October 29, 1995, as such a phrase causes allotments to be changed after October 31, which is contrary to the letter and spirit of 10.1.20(a). Carried, nem. con.

(b) Ron Landes moved, Burkhard Kiesekamp seconded, that the Executive be asked to go to the University to negotiate an early retirement package for members of the bargaining unit. Carried, nem. con.

### A Chat

Sonia Thon, John D'Orsay, and Bernard Davis of the Nova Scotia Confederation of University Faculty Associations (NSCUFA) met with Janet Halliwell, David Cameron, Peter Rands, and Jane Godsoe of the Nova Scotia Council of Higher Education (NSCHE) on Friday afternoon, December 8, 1995 for a friendly chat. Several concerns of both NSCUFA and NSCHE were discussed.

We began by resuming a conversation on the representation on NSCHE that NSCUFA was once promised. Janet defended her position that members of NSCHE should belong as individuals rather than as representatives. She did, however, invite NSCUFA to recommend a candidate to the government for appointment.

Janet stressed the need to maintain a viable and sustainable system. She admitted that, given cutbacks in funding, we were looking at not more for less, but less for less, but she stressed that careful planning could help minimize the harm done. She re-emphasized that NSCHE is not a governing body but only a coordinating and funding body. We, in turn, stressed the strength of the incentives and disincentives in such funding initiatives as enrollment corridors or the suggested

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NSCUFA noted that refusal of both the Confederation of Nova Scotia University Presidents (CONSUP) and the Metro University Presidents to meet with us for discussions or negotiations had resulted in less than optimal rationalization planning. This led into a discussion of the rejection of the *Agreement Covering Programme Discontinuation Following Government Review* by SMUFU. The Members of the Council were relieved to learn that this rejection was not a rejection of Mount Saint Vincent Faculty, but rather the result of the fears of some of our members that the Agreement would interact with our Collective Agreement to weaken protections under our redundancy clause.

Janet asked our opinion on the reopening of collective bargaining with the aim of increasing flexibility in collective agreements. We noted that most of our members would desire that any such reopening allow free and full collective bargaining without preconditions, restrictions as to outcome, or government threats of punitive action should a particular outcome not be achieved. We also noted that unions and employers would need a reasonable notice period in which to prepare for bargaining.

Janet suggested that there needed to be major changes in how faculty were paid. There was some discussion of faculty salaries in the Maritimes and how they restrict the ability of the Universities to attract outstanding faculty.

We agreed to meet for another chat in the Spring.

### **Update on Rationalization (Curiouser and Curiouser)**

Following late November Senate and Board meetings at the seven partner universities in the Halifax Consortium, a new document was prepared by the university presidents - "Business Plan, December 1, 1995."

The new Business Plan contains a number of changes from the previous version which purport to reflect feedback received by the university presidents from their various constituencies. It appears that the new Business Plan was submitted to the Minister of Education. It was certainly released to the press and received wide circulation.

Whereas the previous plan received qualified support from the Saint Mary's Senate and Board of Governors (see Faculty Union News, Vol. 1, No. 3) the new Business Plan was debated by neither. It appears that it was neither debated nor ratified by the boards or senates at other universities. If the new Business Plan is accepted by the Minister of Education we will be in the curious situation of going forward with a plan, the details of which may be rejected by one or more of the decision-making bodies within the consortium.

*(A copy of the Business Plan is available for reading in the Faculty Union Office in MM206C. It has been distributed to members of Senate.)*

### **Montreal Massacre Memorial**

Upwards of 100 Saint Mary's students, staff, faculty, and friends met in the Art Gallery for a memorial ceremony for the fourteen women killed December 6, 1989 at the École Polytechnique in Montréal.

As part of the ceremony, the Montréal Women's Memorial Scholarship was presented to Amy Hynick, a third year Math and Computer Science student. This scholarship is presented each year by the Saint Mary's Women's Caucus to a woman pursuing a non-traditional career.

### **New Documents Now Available in the SMUFU Office**

Interested members are always welcome to visit the SMUFU Office (MM206C) and peruse any or all of the documents available concerning rationalization. The following three documents are now added to the list:

*The Business Plan*-(Metro Universities Consortium Business Plan) (December 1, 1995)

*The Institutions - Their Individual Roles and Characteristics* (A Report Prepared by the Nova Scotia Council on Higher Education) (November 1995)

*Shared Responsibilities in Higher Education* (Report to the Minister of Education and Culture) (December 1995)

*The Office is open 8:30 a.m. to 12:30 p.m. Monday to Friday. Tea and coffee are on the house.*

# BEYOND THE CAMPUS:

## An Assessment of the Economic, Social and Cultural Impacts of Nova Scotia Universities

There is so much emphasis on the cost of universities that the many productive ways in which they contribute to the province and their communities is obscured. Rather than abandon the value of the principles, NSCUFA undertook to quantify them in a study jointly sponsored with the Council of Nova Scotia University Presidents and funded by the Atlantic Canada Opportunities Agency.

The result of our efforts was "Beyond the Campus: An Assessment of the Economic, Social and Cultural Impacts of Nova Scotia Universities. The authors were Andrew Harvey, Economics, St. Mary's University; John D'Orsay, NSCUFA; Steve Macdonald, Henson College, Dalhousie University; and Averlyn Pedro, Institutional Analysis Officer, Mount Saint Vincent University. The report is the most comprehensive assessment of the activities of a university system yet prepared. The full text is 160 pages. ♦

### Economic Impact of Universities

Taking 1991-1992 as a representative year, the university system of Nova Scotia has total direct expenditures of \$444.5 million. This represented 2.5 percent of provincial gross domestic product. A large proportion of university expenditures is for wages and salaries, so over 80 percent of this expenditure was made in the province while under 20 percent leaked out. University and college expenditures sustained a direct employment impact of 5,800 full-time faculty and staff positions on wage and salary expenditures of \$304 million.

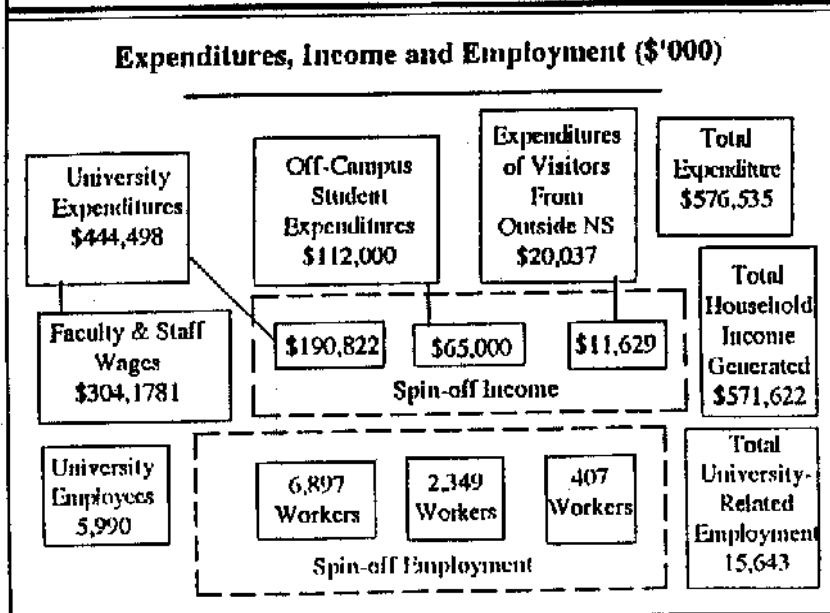
Every dollar spent also generated another 40.3 cents in the form of spin-off household income. The spin-off household income amounted to \$190.8 million which generated nearly 6,900 jobs in Nova Scotia. Thus the universities alone, independent of students and visitors, generated about 12,700 person years of employment.

Full-time equivalent enrolments in the system amounted to about 32.8 thousand students who paid a total of \$78.7 million in tuition fees in 1991-92. These students also had total direct expenditures of \$112 million, which generated \$65 million in spin-off household income and created 2,349 new jobs in the province.

A partial accounting for visitor expenditures yields another \$20 million in export earnings and \$11 million in induced income. In total, household income generated by university expenditures, either directly or induced by re-spending of wages and salaries or student expenditures, amounted to \$572 million and sustained 15,643 full-time jobs.

Please see Economic Impact- page 3

	Direct	Induced	Total
<b>Household Income (\$'000)</b>			
Universities	304,171	190,822	494,993
Students		65,000	65,000
Visitors		11,629	11,629
<b>Total</b>	<b>304,171</b>	<b>267,451</b>	<b>571,629</b>
<b>Employment (Number of Jobs)</b>			
Universities	5,990	6,897	12,887
Students		2,349	2,349
Visitors		407	407
<b>Total</b>	<b>5,990</b>	<b>9,653</b>	<b>15,643</b>



Does it make economic sense to get a university degree? The analysis of "Beyond the Campus" answered that question for the individual, the government and society.

It is well known that university graduates are more likely to be in the labour force, less likely to be unemployed and will have higher average incomes than high school or community college graduates. "Beyond the Campus" determined the actual value of the difference for Nova Scotians.

**Individuals** - The basic comparison is that males with a first degree received \$4,723 more annually than high school graduates (after taxes, averaged over all workers), and females, \$7,970 more. This is a lot less than the \$50,000 per year some proponents of income contingent loans cite.

The individual looking at a decision to invest in human capital would be considering lost income, higher living costs, tuition and direct costs for books and equipment. The annual total would be \$12,577 for males and \$8,819 for females (reflecting lower incomes for high school educated women). Making appropriate adjustments for timing, risk and investment opportunities, the rates of return of that investment would be 5.25 % for males and 7.04 % for females.

**Government** - The direct annual cost to government of an undergraduate degree, including university financing, tax and interest subsidies, was \$5,890 per year. On the other side, governments received increased taxes from, and paid decreased subsidies to, individuals with a university education, for annual returns of \$2,957 for males and \$3,619 for females. These generated internal rates of return to government of 7.99 % for males and 12.50 % for females.

#### Government Costs & Benefits for a 4-Year Degree

<b>Direct Costs</b>	
Government Operating Cost Contribution	\$4,609
Educational Tax Credits	260
Tuition Tax Credits	260
Interest on Student Loan	761
Total Per Year	\$5,890
<b>Indirect Costs</b>	
Tax Portion of Foregone Income	
Males	\$2,060
Females	\$683
<b>Reduced Transfer Payments</b>	
Males	(42)
Females	(600)
<b>Total Cost Per Year</b>	
Males	\$7,908
Females	\$5,973
<b>Benefits</b>	
Income Tax on Added Income	
Males	\$2,469
Females	\$3,010
<b>Transfer Payment Savings</b>	
Males	\$488
Females	\$609
<b>Total Annual Benefit</b>	
Males	\$2,957
Females	\$3,619
<b>Government's Rate of Return</b>	
Males	7.99%
Females	12.5%

## Investing in Education

### Individual Costs & Benefits of a First University Degree, Nova Scotia, 1991

<b>Direct Costs</b>	
<b>Direct Education Costs</b>	
Tuition and Fees	\$2,248
Academic Supplies	350
Total	2,598
<b>Supplementary Maintenance</b>	
Transportation	540
Child Care	140
Accommodations	1,236
Meals	102
Total	2,018
Total Direct Costs	4,616
<b>Indirect Costs</b>	
<b>Foregone Income</b>	
Males	\$7,941
Females	\$4,203
<b>Total Annual Investment</b>	
Males	\$12,557
Females	\$8,819

#### Increased Income After Tax by Age Cohort

Cohort	Males	Females
23-29	(296)	10,149
30-36	5,111	3,386
37-43	9,485	5,213
44-50	1,894	15,349
51-57	9,096	11,404
58-65	20,789	14,275
<b>Individual Rate of Return</b>	<b>5.25%</b>	<b>7.04%</b>

*The benefits accruing from education were increased incomes net of taxes, increased taxes paid, and decreased transfers.*

**Society** - Taking all costs into consideration, the cost of an undergraduate degree for males was \$22,490 per year, amounting to \$89,960 for a four year degree. For females the comparable cost was \$17,375, or \$69,500 for a four year degree. The benefits accruing from education were increased incomes net of taxes, increased taxes paid, and decreased transfers. These amounted annually to \$7,680 for males and \$11,289 for females with a first degree. The bottom line was the rate of return to society with all readily identifiable costs and benefits included. For undergraduate degrees the rate of return was calculated to be 7.29 percent for males and 13.28 percent for females. ♦

- - Social Costs & Benefits of a  
University Undergraduate Degree  
Nova Scotia, 1991-92

	Males	Females
<b>Student Costs</b>		
Educational Outlays	2,598	2,598
Personal Maintenance	2,018	2,018
Total Direct Costs	4,616	4,616
Foregone Earnings	7,941	4,203
Total Student Outlays	12,557	8,819
<b>Government Contributions</b>		
Operating Grants	4,609	4,609
Tax Credits for Student Status	260	260
Foregone Loan Interest	761	761
Income Tax Points on Foregone Income	2,060	683
Foregone Municipal Taxes	394	394
Total Government Outlays	8,084	6,707
<b>Other Contributions</b>		
Contributions of Alumni and Others	838	838
Foregone Interest on Value of Plant	665	665
Foregone Interest on Value of Equipment	346	346
Total Other Outlays	1,849	1,849
Total Contribution per Year	22,490	17,375
Total Cost for Four Year Degree	89,960	69,500
<b>Benefits</b>		
Increased Incomes	4,723	7,970
Increased Taxes	2,469	3,010
Reduced Transfers	488	609
Total	7,680	11,589
Social Rate of Return	7.29%	13.28%

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are more likely to be in the  
labour force,  
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### Export Earnings

Universities in Nova Scotia represent a significant source of "export earnings". There were over 10,000 out-of-province students at universities in Nova Scotia during 1991/92. Conservatively, since there were no adjustments for the additional amounts paid by international students, these out-of-province students paid \$25 million in fees and another 42\$ million in other expenditures, for a total of \$67 million.

To this must be added inflows of funds for research from sources outside of the province. A conservative estimate, reflecting only federal research expenditures to the universities, of export earnings attributable to research would be \$57 million. A partial accounting for visitor expenditures yielded another \$20 million in export earnings. Thus, in total, conservatively, universities generated \$144 million in export earnings for the province.

The export earnings of the universities are \$442 per household. Provincial taxes on that activity likely exceeds the province's direct contribution to the universities of \$112 per household. Thus, far from being a cost to the province, the income generated from out-of-province students is enabling the province to pay its share of the subsidy to universities.

Universities, compared with commodity export sectors, were the sixth largest source of export earnings for the province. If, as it is reasonable to do, Federal Established Programme (EPP) funding were included in export earnings, total export earnings are \$335 million and universities are the province's third largest source of export earnings in comparison with its commodity export sectors.

The total export earnings of \$335 million exceed export earnings from sales of pulp, paper or mineral fuels. They are about one-half of the export earnings of the fish and fish products industries. ♦

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for the province.**

#### Economic Impact

• (continued from page 1)

The economic activity attributable to universities generates income of \$1,762 per household in the province. The direct contribution of the province was only \$112 per household. An additional \$586 per household came into the province as a result of EPP from the federal government. The EPP funds have the same effect on the province's economy as export sales.

The federal and provincial governments receive more in taxes on \$1,762 in household income than they pay in subsidies to the universities. Universities are then a sustainable economic activity that makes a net contribution to provincial government finances. ♦

***Policy Implications:  
"Road to Knowledge-Based Economy"  
vs. "Welfare with a Library"***

**B**eyond the Campus documents the extensive involvement of the community with the university and of the university with the community. University funding does far more than provide degree-oriented instruction, and this broader role is something which funding discussions must take into account. The study also shows an inequity in the rates of return to education among individuals, government and society. This must be dealt with in any funding scheme, if the province is to generate the kind of labour force that will be needed in a knowledge-based economy.

Education is an exportable service. With appropriate funding arrangements in place, a strong case can be made for the province and the universities to promote the inflow of students from other provinces and abroad. The study supports the belief that Nova Scotia has a comparative advantage in university education. Given the rapid growth of the knowledge-based economy there is little question about the need for undergraduate and graduate training.

Given the rates of return calculated here, little question exists concerning the efficacy of investment in Nova Scotians on the part of government.

The economic development potential of universities must be recognized. The high levels of household income and employment they generate for a very low direct injection of funds on the part of the Province of Nova Scotia supports this viewpoint. The advantage in such a development approach is that it can generate considerable external benefits to the respective communities of the universities and for the province as a whole. Additionally the economic activity generated by the universities provides major opportunities for local businesses. It also provides local businesses significant support through the provision of resources otherwise not readily available.

Many argue the province cannot afford to put the necessary funds into universities. "Beyond the Campus" study strongly questions that view. It poses another question. Given the educational needs of workers in a knowledge-based economy; given the high returns in cash and kind from the education and services universities provide; given the development potential of universities, can we afford not to capitalize on this potential? ♦

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*Given the educational needs of workers in a knowledge-based economy; given the high returns to cash and kind from the education and services universities provide; given the development potential of universities; can we afford not to capitalize on this potential?*

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### ***The Hidden Economy***

**A** unique aspect of "Beyond the Campus" was an extensive survey of professional contributions by faculty. Faculty workload discussions tend to emphasize the time on task in classrooms. However, documenting that "unpaid time in specialized professional services to non-university individuals and agencies" (a restrictive definition of community service), averaged 71 hours per year per faculty member in Halifax and 64.4 elsewhere in the province. We (under) valued this time at \$1,853 for those in Halifax and \$1,658 for those elsewhere in the province.

Another tactic of university detractors is to claim that universities and their facilities benefit only the students. Averlyn Pedro and contacts in other universities systematically documented over 700 university facilities which are available to the public for 13 million hours throughout the year: libraries, meeting rooms, galleries, chapels, sports facilities, accommodation, dining, genealogy records, theaters and more.

These kinds of facilities give university communities a more vibrant cultural and social life. The universities host 3,600 programmes annually which are open to the community for 66,000 hours and attract 395,000 participants. In addition, there were 2,523 social and cultural events held on campus with over 800,000 participants. 12 million visits to campus programmes and events is a substantial service in a province of less than 1 million.

This is a facet of university service which benefits a much wider community than the pool of 35,000 students. ♦

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de la Nouvelle-Ecosse

## WHAT'S HAPPENING

November, 1995

Vol. 3 No. 6

### MINISTER OF EDUCATION

Sonia Thon and John D'Orsay met with the Minister of Education on October 17. The aim of the meeting was to complete the agenda of an August meeting (*What's Happening*, September) laying out the NSCUFA approach to renewal in the relationship between universities and government. This approach had four elements - a funding formula that recognized enrollment and research efforts; provisions for faculty to transfer amongst institutions; a system-wide academic planning body; and a council on higher education which advised government on policy issues like desirable educational attainment rates.

The discussion on October 17 dealt with the latter two areas. The Minister himself identified that there are distinct sets of issues: government policy - what does government want to achieve with its funds; academic administration - how can institutions be viable and efficient; and academic priorities - what should be taught, how should it be taught and evaluated. Our point was that it was destructive to the system for the government policy body to make academic decisions or for government to turn to academic administrators as though they were responsible in such areas. The issue remains who should be responsible for creating a system-wide academic body - the government or the institutions.

There are also issues implicit in the extent to which government can target what it wants to fund. The public policy rationale for supporting undergraduate programmes is usually phrased as support for the general improvement of the powers of the mind. This doesn't create a lever to be selective about programmes. However, at the professional level governments have always assumed they had the right to say we won't put our money into another medical school, veterinary programme or even nursing school. The issue for those in universities may now become whether government should go to another level and select the specialties in the medical school; direct its funds only to criminal and family law; or direct the priority to be assigned to public health or pediatric intensive care in the nursing programme.

The extent to which university autonomy ought to constrain the targeting of government funding for professional programmes may soon become a lively issue. ♦

### MPHEC FINANCE COMMITTEE

The MPHEC Finance Committee received a NSCUFA submission from John D'Orsay and Sonia Thon on October 12 in Sackville, New Brunswick.

The Commission itself had raised concerns about the annual consultation cycle incorporating input from the "externals" - administrators, faculty and students - too late in the process, i.e., in October when the Financial Plan is forwarded to governments in November. We noted that: (1) the concept of a Financial Plan was too narrow, especially if the aim was to project only one year ahead; and (2) the consultation took on something of the character of a ritual in which substantial efforts were made to prepare and present submissions, and the follow-up was limited to examining the Financial Plan document to see whether any ideas had been incorporated.

Our proposal was that MPHEC should seek to broaden and improve discussion of the many issues which now need urgent attention. Doing this could involve moving their consultation calendar forward.

Please see MPHEC- page 2

### Successful Lobbying Workshop Held

The September *What's Happening* advertised a workshop on lobbying, which was held on September 29. The two dozen participants came away with a sense that comprehensive lobbying involves not only access to top decision makers, but also contact with a broader policy community, eg., government staff and advisory bodies.

In addition to this direct lobbying, there is also a need to participate in a range of associations and advocacy groups which may take an interest in post-secondary education issues. These groups generate an organized public opinion which is likely to be more influential than the "unaggregated demand" of broad public opinion.

The participants in the workshop have been asked to consider a list of possible lobbying priorities and discuss them in their faculty associations. These responses will be brought to the special meeting of NSCUFA Council on December 2, which will provide a clearer strategic plan to guide NSCUFA's activities. ♦

## COLLECTIVE BARGAINING: *Whether, Whither, Wither*

NSCUFA and CAUT representatives have met twice with representatives of the Department of Labour. We urged the government to retain the option of having an advisory team from the International Labour Organization. The governing body of the ILO has offered such a team to give the government advice on structures for collective bargaining, which would preserve full and free collective bargaining while publicly funded employers adjusted to restraint.

The Premier has expressed the hope that unions and government "can, through consultation, work through and resolve these issues ourselves". The Minister of Labour added that he believed there was sufficient knowledge and expertise in the province to deal with the problem. Neither of them suggests restraining bargaining rights before Nov. 1997.

CAUT and NSCUFA have suggested that if substantial progress cannot be made quickly in such consultations, then the advisory mission would provide an alternative vehicle through which the issues could be resolved.

The ILO is a significant international resource for ideas about the type of situation in which the province finds itself. It is difficult to understand why anyone should refuse such resources of information when they are available and partly paid for by Canadian taxpayers. Conference proposals anyone? ♦

## Inside NSCUFA

NSCUFA Council met on October 14. There were a number of initiatives brought to the Council to plan to improve our lobbying and communications work.

- (1) The lobbying workshop has generated a discussion of priorities.
- (2) The rejection of a mil rate increase has resulted in a consideration of funding options.
- (3) The communications audit has highlighted the need for attention to means of distributing and receiving messages internally and externally.
- (4) A policy book to contain a comprehensive statement of NSCUFA's positions on post-secondary education issues has been drafted.

All of these documents are being discussed within faculty association executives. They are available to anyone who wants to contribute to the discussion from their faculty association or from NSCUFA (preferably by E-mail. Requests to ag978@cfm.cs.dal.ca).

The decision of Council was that a special meeting should be held on December 2 to move from the options to a strategic plan with a clear statement of priorities. ♦

## TENURE: *"Concept" and Reality*

A committee of the Nova Scotia Labour Force Development Board has recently undertaken to consider options for the reform of tenure. The provincial labour force development boards were created as a federal initiative to provide advice on the quality and opportunities for training. The NSLFDB styles itself as an advocacy body for consumers of training.

Their contacts suggest they are very aware of the job security aspect of the "concept" of tenure, but unaware of the realities of recruitment and review of faculty before tenure is awarded; unaware of the interaction between tenure and promotion processes; and unaware of the provisions for academic redundancy or layoffs for financial exigency which have been incorporated in collective agreements. In fact, since they refer to tenure for life they even seem to be unaware of mandatory retirement provisions.

The activities of the NSLFDB suggests how vulnerable faculty would be if our lobbying strategy is limited to responding to the initiatives of government and its core advisory bodies. We will be spending more time acquainting the NSLFDB with the distance between their "concept" of tenure and the contractual realities of tenure under our collective agreements. ♦

## MPHEC • (continued from page 1)

providing for more of a dialogue with the participants by exposing MPHEC's responses to points raised in the submissions and incorporating focused conferences on the issues into their process. We noted that MPHEC was much less of an implementation body than NSCIE, CONSUP or any government, and thus was uniquely positioned to create a framework for open discussion.

An agenda of items requiring MPHEC attention was suggested, including thorough surveys to establish a baseline for assessing the health of the system and evaluating the impact of changes. Much is known about the cost of deferred maintenance in the universities in the region, but little is known about the impact of progressive degrading of library collections or deferred equipment purchases. Another example is that the kinds of information needed to evaluate student aid strategies and access by income level hasn't been collected.

The issues raised at the meeting by the MPHEC representatives included:

- Q: Was NSCUFA presenting the views of its members as a union or a professional organization?
- A: Our members are unions of professionals who created a provincial body to deal with issues about quality and well-being of universities.
- Q: How can Senates be involved in planning when their members talk so much about collective agreements?
- A: Faculty rely upon collective agreements to establish procedures which are fair and open. In hiring, renewal, tenure, promotion and planning decisions, they are willing to offer their professional judgment within a framework of fair procedures.
- Q: Will faculty agree to increase teaching loads to deal with financial pressures?
- A: Student/faculty ratios have increased substantially over the last decade. We have substantial concerns about the impact on quality. There needs to be attention to the potential for necessary improvements to quality of education. Ultimately in a system which respects institutional autonomy there will be a variety of student/faculty interactions, class sizes and student/faculty ratios. ♦

### **Report of the Research and Information Committee- December 7, 1995**

The committee met on Dec. 7. The members of the Committee are Peter March (Chair), Bernard Davis and Betty Hanrahan for Education, George Mitchell and Keith Vaughn for Science, Fred Young for Arts, Pat Fitzgerald and Francis Boabang for Commerce, and Doug Vaisey for the Library.

The Committee discussed the various ways in which documents could be made available to members of faculty and to the librarians. It was decided after discussion that each document received by the committee would be placed in three locations simultaneously: in the Library, in the Faculty Lounge and in the Union Office.

For reasons of cost it was decided not to send every document to every faculty member and librarian. Instead, the committee would prepare digests of documents such as would allow members of the union to decide if they wanted to read the original.

It was decided that Version 8 of the Business Plan recently presented by the Metro Presidents to the provincial cabinet would be the first document to be circulated. The document will be placed in the three locations mentioned above. Digests of this document can be found in the Journal and in local papers - enough has been written about this document in the local papers so that a digest is probably not necessary in this case.

Members of the union might consider following the Globe's series on universities which opened yesterday with a general discussion of the problems facing universities across Canada. There are to be consecutive daily articles ending with a discussion of recent events locally. It may well be that some of us will want to respond to these articles since they will be influential in setting the context for future discussions by governments.

Members of the union are encouraged to assist the committee by spotting and providing copies of any document which will assist members of the union in keeping up with events related to the rationalization of the universities in Metro.

Peter March  
Chairperson  
Research and Information Committee (RIC)