

# FACULTY UNION NEWS

SAINT MARY'S UNIVERSITY

Volume 9, Number 1

March/April 2003

## No Sweat Policies

Child labour, no right to unionize, pay below a living wage, psychological and sexual harassment, arbitrary rules, unsafe working conditions, forced overtime—these are just some of the conditions found in “sweatshops” that operate throughout the world, contributing to the increasing disparity between the rich and the poor and supplying many of the clothes sold by major retailers. Here are just two examples of such exploitation reported on the Global Exchange website, a human rights organization based in the States: 1) “Cambodian garment workers make \$40 a month sewing clothes for Gap, Inc. They are requesting a living wage of \$60 a month to meet their families' basic human needs such as food, clothing, shelter and education. Is this too much to ask from a company worth \$28 billion, whose CEO Millard Drexler made over \$39 million in 2000?” 2) “Asian immigrant women in Saipan, a U.S. territory, work under a system of indentured servitude. Many of the 45,000 workers live in unsanitary barracks behind barbed wire where they sew clothes 12 hours a day, seven days a week for retailers like The Gap, J.C. Penney, Levi's, Abercrombie and Fitch, and The Limited.”

Universities across Canada have been developing and adopting “no sweat” policies to ensure that any apparel sold by them or bearing their logos be produced in factories that have fair labour practices. To that end, administration, faculty, students, and

purchasers at Saint Mary's have been working hard to develop a policy, and what is unique about SMU, unlike other institutions where the adoption of a policy has been more contentious, is that the idea has fallen on very fertile ground and everyone involved has been very supportive of the process. The actual enforcement of the policy is of course complicated as it is difficult both to determine the chain of production and to ensure that these factories are complying with labour codes.

We are hoping that Saint Mary's will be the second university in Canada (after McMaster) to join the Workers Rights Consortium and the Fair Labor Association, organizations that help universities and colleges enforce codes of conduct by posting factory addresses on their websites so that anyone can report a violation and/or discriminatory practices and by doing spot checks on some of the factories that produce university apparel and products. The other concern is that factories that are found in violation be encouraged to adopt fair codes rather than just closing, leaving workers with no jobs. Finally, the Code of Conduct should be an open and living document that continues to be expanded to include other areas such as computers and equipment bought by the University.

A related issue is “Fair Trade” coffee, which ensures that labourers have been paid adequately for their product. “To become Fair Trade certified, an importer must meet stringent international criteria; paying a

minimum price per pound of \$1.26, providing much needed credit to farmers, and providing technical assistance such as help transitioning to organic farming. Fair Trade for coffee farmers means community development, health, education, and environmental stewardship”  
[www.globalexchange.org/economy/coffee/index](http://www.globalexchange.org/economy/coffee/index)). Saint Mary’s already uses “fair trade coffee” at events and it is available in the Faculty Lounge, but again we would like to continue to increase the use of it through

education and to expand the range of “fair trade products” available on campus to include things like tea, cocoa, and chocolate.

Very useful sources of information on these issues include:

[www.oxfam.ca](http://www.oxfam.ca) ; [www.globalexchange.org](http://www.globalexchange.org) ;  
[www.maquilasolidarity.org](http://www.maquilasolidarity.org);  
[www.workersrights.org](http://www.workersrights.org) and [www.fairlabor.org](http://www.fairlabor.org) .

Teresa Heffernan

## The Archive’s Place at Saint Mary’s University

The University Archives is not a new department at Saint Mary’s. For many years there has been a collection of historical material related to the University kept at the Library. At first it was little more than a few shelves, then a single room, then two rooms. As for the Archives staff, it has been slowly growing. Last September I became the first professional archivist in charge of this department.

There are several aspects to the Archive’s mandate. As the “memory” of the University, we keep photos, memorabilia, and manuscript material related to Saint Mary’s history. This could include such things as the papers of a former faculty member or back copies of university publications. In addition to purely historical records, the Archives acts as a records management centre for the university departments.

During the period before secularization in 1970 many of the records related to the school’s history were kept by the religious groups running the University at the time. Since much of this material was not kept on campus it was never sent to the Archives. There are whole sections of Saint Mary’s history for which we have little or no information.

The ongoing 200<sup>th</sup> anniversary celebrations have been a good opportunity to do some historical research. An archives assistant has been hired for the duration of the 200<sup>th</sup> celebrations to research and document the University’s history. Contacts have been made with the catholic archives and other groups who may be able to help us answer some of the unanswered questions.

At the same time we have been making progress with our records management service. Currently we are surveying various departments at Saint Mary’s in order to get an idea of the types of records kept and methods of storage used. At the end of this process we hope to lead the way in the creation of a formal records management policy across the University. The purpose of this is not for the Archives to take over how the departments keep records, or to force them to conform to a particular plan, but to give advice that will streamline how files are kept. When it comes time for the material to be transferred to the Archives the process will be seamless.

The increasing focus on proper records management in the University is due to several pressures. The recent Freedom of Information/Protection of Privacy Act

(FOIPOP) has put new responsibilities on our shoulders. We need to formalize the records management process in order to help comply with the act. More generally, a good records management system is essential when it comes to recovering from unexpected events such as loss of data (though a fire, flood, etc.) or a lawsuit. Saint Mary's is taking a proactive stance when it comes to records management, and the Archives is helping to lead the way.

The Archives provides other services as well. We maintain the Library's Special Collections of rare and unique books. We process university theses and keep a master copy. We create and maintain databases and web pages to provide access to our material. The Archives itself is open to researchers who wish to drop by and access our resources.

I urge all faculty members to keep the Archives in mind when considering the dispensation of your records. If you are involved in a major project and are wondering what to do with your research, or are on the verge of retiring and want to maintain the legacy of your work, the Archives may be able to help. Restrictions can be placed on this material at the donor's request. If interested please contact myself at 420-5508, email me at [hansel.cook@smu.ca](mailto:hansel.cook@smu.ca), or drop by the Archives on the third floor of the Patrick Power Library.

**Hansel Cook, Librarian – Archives, Special Collections and Records**

### Collective Bargaining Survey

As you are aware, in November of 2002 SMUFU conducted a survey of the membership with regard to collective bargaining. The results of the survey are summarized below.

#### **Salary:**

- Members indicated they wanted salary increases to remain competitive with other universities and were prepared to take strike action to achieve these results. (Recent settlements in the Maritimes have averaged 15% over three years)

- Members further indicated that increasing floor salaries for all ranks was critical to remaining competitive with other Canadian universities

#### **Benefits:**

- Members want improved benefits. Of those listed on the survey, these

improvements were rank ordered in the following manner:

- Pension
  - In addition to this several faculty members described dismay at the lack of an Early Retirement Incentive Program (ERIP)
- Dental coverage
- Eyewear coverage
- Prescription coverage
- Out-of-country coverage
- Long term disability (specifically mental illness/head injuries)
- Life insurance
- Parental leave
- Orthotics coverage
- Several additional benefits were added by members:
  - Establishing a professional allowance fund (from new funds, travel money, or stipends for honours and graduate supervising)

- Increasing sabbatical and professional development leave pay, especially half-sabbaticals
- More flexible retirement packages (e.g., half time, see MSVU as an example)
- Several people cited the lack of an infant childcare on campus as a major issue; this was often described as a recruitment and retention issue, as well as an issue relevant to individual productivity
- In addition, the issue of subsidized home internet access was raised

**Tenure and Promotion:** Faculty felt changing the tenure and promotion guidelines for promotion to associate professor was reasonable with most indicating that both tenure and promotion should be applied for in the fifth year.

**Workload:**

- Of the listed options, members rank ordered the workload issues as follows:
  - Increasing faculty complements
  - Decreasing or limiting class size
  - Imposing a limit on part-time faculty members
- The issue of "drones" was also raised:
  - A vast majority of respondents indicated that "drones" in any form should not be allowed and were willing to strike on this issue
  - In comments, several faculty members suggested that the "drones" were a bargaining tactic being used by the Administration, and we should refuse to discuss it with Administration
- Several additional comments regarding workload were also made
  - When fulltime faculty teach overloads, they are usually paid less than a part-time faculty member

- teaching comparable courses: this needs to be remedied
- Several commented that a 3-2 teaching load should be standard, and the 3-3 load should be written out of the agreement
- Major administrative positions, (e.g., department chairs, program coordinators, President of SMUFU) should have either increased honorariums, decreased teaching loads, or both. Overall, the workload associated with these positions should be reviewed and dealt with accordingly.

**Professional Librarians:**

Members indicated the following priorities:

- Extend protections concerning technologically mediated courses, programs or classes to the teaching activities of professional librarians
- Provide better annual opportunities for professional development leave time
- Make changes to ensure equitable treatment of librarians in cases of lay-off

We and the SMUFU Executive would like to thank you for participating in the survey. The negotiation team is currently in the process of developing our bargaining position and we will keep the membership up to date as the process moves forward. If you have comments, other issues or strategies to pursue, or if you would like to serve on one or more of our Strike Committees, please contact the Faculty Union Administrative Assistant (496-8190; smufu@dbis.ns.ca) or one of the Bargaining Committee members.

**Steven Smith and Victor Catano**

**Bargaining for Equity: CAUT Collective Bargaining Conference Ottawa, Ontario  
(Jan 31-Feb 2) and Bargaining Workshop (Feb 15, 2003)**

Pay equity means equal pay for equal work. A simple concept that has been difficult to implement. At the recent "CAUT Collective Bargaining Conference: Bargaining for Equity" held in Ottawa from January 31 to February 2, 2002, presentations and workshops referring to the Employment Standards and Canadian Human Rights legislation raised a number of issues concerning equity at Canadian universities. At present, the legislation addresses gender differences, but not differences between other equity seeking groups. In "Chilly Climate—Negotiating Provisions to Ensure the Workplace is Free of Discrimination," Professor Anver Saloojee examined the experiences of equity seeking groups on campus as part of the challenge to replace and retain faculty in response to dramatic increases in enrolment. "The demographic context of university expansion today is very different from the expansion of the system in the 1960s," stated Professor Saloojee, referring to ethnic and racial diversity. While Saint Mary's has done fairly well at attracting women to its faculty and retaining them, there is still work to be done to ensure that the faculty reflects the racial and ethnic diversity of the community. As a result, he argued, it will be important to make sure the renewal and retention process takes contemporary society into account. Thinking about numerical representation is a start, but Professor Saloojee described experiences of isolation, tokenism, and undervalued service as signs of the frigid climate for members of equity seeking groups. Thinking about critical mass, value of service and research, and collegial relations between groups are all factors in preventing systemic discrimination. He advocates taking the institutional temperature by implementing an Employment Systems Review as a first

step in ensuring employment equity.

A second major focus of the conference was the issue of salary equity. Lois Haignere, a sociologist and consultant who specializes in equal and equitable pay research, spoke about different strategies that are used to identify salary inequity at various institutions. She showed that a \$1000 difference in initial starting salary over a 40 year career can result in an \$84,550 difference in accumulated earnings. If that difference were to be invested at a 5% return, that would add up to a total of \$210,684 lost. Thus, it is clear that equitable starting salaries are important as is clearing up anomalies in salary distribution such as those created by market differentials. Market differentials exist for professors in all fields, as the chairman of CAUT's Collective Bargaining Committee, Michael Piva, informed representatives from Acadia, Mount Saint Vincent, Saint Mary's and St. Francis-Xavier attending another workshop held at Saint Mary's on February 15, 2003. A historian at the University of Ottawa, Piva pointed out that graduates from the Humanities and Social Sciences working in the private and public sectors also command much higher salaries than their peers in universities. The same holds true for those in the Sciences. The reason why this fact remains obscure to the public and the profession is a problem of nomenclature: Engineering or Computer Science PhDs working in the private and public sectors may be called engineers and computer scientists whereas, to take a random example, PhDs in Philosophy generally hold positions not as "philosophers" but as something else, "policy advisers" for example. Calculating market differentials for all positions, not just in those fields where they are assumed to exist, reveals that salaries for full-time faculty and

professional librarians are still not what they should be. However, how does one identify inequity? Many models have been proposed, all of which have their critics. A more serious problem is how do we resolve these inequities once identified? Do we increase the salaries to the disadvantaged group to bring salaries up to the average? If so, only members of the "advantaged" group will fall below the new average salary. Do we make predictions and adjust only specific cases? Then new inequities will be formed (indeed some startling examples of this were discussed). Do we add a constant to all members of the disadvantaged group? Again, this would not necessarily restore equity. Interestingly, the ultimate solution is to make sure salaries are equitable to begin with. In other words, a salary grid.

At Saint Mary's University, our Union has already ensured the first step to pay equity by successfully negotiating a salary grid. Many universities still have wide discrepancies

### **Congratulations!**

Dr Victor Catano has received the Canadian Psychological Association Award for Distinguished Contributions to Education and Training in Psychology.

2002-2003 Faculty Union Executive

### **Your Two Cents: Submissions and Suggestions**

All SMUFU members are invited to contribute comments, news ideas and, yes, even written submissions for future issues of the Faculty Union News. Contact: Bob Cook – 420-5174 or Mike Vance 420-5766

between professors working in different departments and faculties. Where there is no regularized and predictable salary structure, faculty members are unable to negotiate fair salaries and administrations are unable to budget effectively. In systems where Deans and other Administrators negotiate individual salaries, there is much greater potential for discrimination on the basis of gender, race, sexual orientation, or age. The discrimination against Ursula Franklin and other female colleagues at the University of Toronto stands as a case in point. There is also a danger of more rapid and unfair salary inversion. By working on a grid system, fewer anomalies arise. The conference highlighted for us the positive situation at Saint Mary's with regards to pay equity issues. Further, the conference demonstrated that the important task of resolving inequity is fraught with problems that have no obvious solutions.

**Renee Hulan and Steven Smith**

### **FACULTY UNION EXECUTIVE FOR 2003-2004**

The following positions on the Faculty Union Executive for 2003-2004 have been filled by acclamation:

|                 |                   |
|-----------------|-------------------|
| President       | Michael Vance     |
| Vice-President  | Suzanne Dansereau |
| Secretary       | Sally Wood        |
| Treasurer       | Xiaofei Song      |
| Member at Large | Teresa Heffernan  |
|                 | Bob Cook          |

There is one vacancy for the position of Member at Large remaining to be filled.

## PRESIDENT'S REPORT

By the time you receive this newsletter my term as President will have come to an end and a new Executive will have been sworn in. To those who have served with me over the past year -Vic Catano, Bob Cook, Suzanne Dansereau, Teresa Heffernan, Renee Hulan, Steve Smith and Xiaofei Song - thank you for your constructive and tireless work on behalf of the members and the university community. Thank you also to the small but very effective army of members who represent the faculty on a seemingly endless number of university committees, which meet frequently, and on very short notice. Without their generous and thoughtful participation the collegial, and increasingly quasi-judicial process of university governance, would grind to a halt or be replaced by less effective or legitimate processes. As you know, all of the Union's casework is handled on a confidential basis and almost all are resolved informally. While I cannot name them publicly, thank you to all those members who offer advice or help in other ways in reporting and dealing with these cases. 2003-2004 promises to be an especially busy "collective bargaining" year and I trust that the new team will receive the same level of unconditional help I received from my colleagues on the Executive and other faculty members who responded positively to our frequent requests for help with cases or committee work.

In my November 2002 report I identified and commented on some of the larger issues the Executive had dealt with since its election last April. Here is an update on some of those issues and some brief comments on new and emerging issues.

### PENSION GOVERNANCE

Since our last newsletter, there have been significant changes to the Faculty and

Administration Pension Plan. A new pension governance structure is now in place, with a new investment manager, custodian and record keeper. While we hope that the establishment of a new structure with new managers will provide plan members with better returns, more options and lower fees, at the very least we believe it makes the whole process of pension fund decision making more representative, transparent, accountable and "professional". The new Pension Committee, as "Administrator" of the pension plan, will be holding regular meetings to review the structure and performance of the plan. If you have questions, concerns or suggestions or need further information contact Larry Corrigan, the Committee Chair, or Jeff Power (Vice-Chair) or one of its members, Darryl Bruce, Walt Finden, Fred Young, and Nicola Young.

### IMPLEMENTATION OF 3-2 TEACHING LOAD

In September 2003 the 3-2 teaching load will become standard for almost all (95%) full-time faculty members. The Union has fought vigorously to ensure that a broad definition of "scholarship" (article 1.1(n) in the *Collective Agreement*) is used in making these decisions. One of the unintended consequences of the 3-2 process has been that a few outstanding teachers and others who have provided exceptional administrative service have been made to feel like "second class citizens" because they have been assigned 3-3 teaching loads. Unfortunately, while conceding that their administrative or teaching contributions may be outstanding, the University is not willing to treat those scholarly activities as "scholarship". This problem is compounded by the fact that the University refuses to take into account each member's overall contributions to teaching and service in making 3-2 decisions. Given these types of problems, the administrative

cost, the largely negative impact of 3-3 allotments on morale, teaching and service, and considering the small number of people who have been assigned 3-3 teaching loads, the Union has come to the conclusion that 3-2 should become the standard teaching load for all full-time faculty.

#### **NO SWEAT POLICY**

The Union and the Administration are committed to promoting an end to oppression, exploitation and abuse of workers worldwide and wish to ensure that goods and services provided to the University or bearing the University's logo are produced under ethical and fair working conditions. To this end the University and the Union are developing a "no sweat" / "fair trade" code of conduct for vendors who wish to do business with the University. Gabrielle Morrison, the Vice-President (Administration), Cathy Lewis, Teresa Heffernan and I met with a representative (Don Wells) of McMaster University, where a model policy has been developed, and Bill Hynd, Oxfam's "no sweat" co-ordinator to discuss best practices for monitoring and enforcing no sweat / fair trade codes of conduct. Much of the credit for the great progress we have made with this initiative belongs to Teresa Heffernan who has championed and worked on this issue, and to Gabrielle Morrison who has provided the necessary administrative leadership to help make it a reality. Cathy Lewis played a lead role in preparing a first draft of a proposed "code of conduct for vendors" which is being revised to include provisions and processes for monitoring and enforcement.

#### **GRIEVANCE AND ARBITRATION COMMITTEE**

According to the Collective Agreement the Union has "carriage rights" of all grievances - the Administration will deal exclusively with the Union with respect to a grievance. In order to ensure that our internal (SMUFU) processes are transparent, efficient and fair the Executive asked the Grievance and Arbitration Committee to review and make

recommendations regarding our policies and procedures for handling grievances. In conducting their review Paul Bowlby, John Chamard and Doug Vaisey compared policies at other universities and reviewed "best practices" recommended by CAUT and other faculty associations. The Committee's report and recommendations have been approved in principle by the Executive and will be formally approved and implemented once the Union's lawyer has examined it to see if it meets "due process", "natural justice" and other legal tests. I would like to thank the Committee members for their hard work on particular cases and for their report.

#### **TEACHING EVALUATION**

The Teaching Evaluation Committee, chaired by Shelagh Crooks, is recommending that the SEEQ (Students' Evaluation of Educational Quality) evaluation instrument be used for the evaluation of teaching performance at Saint Mary's. The Union and the Administration must sign a memorandum of understanding before any teaching evaluation questionnaire is adopted, disseminated, or used for personnel purposes. If you have questions or concerns about our current teaching evaluation method or SEEQ please contact Shelagh Crooks or James Cameron.

#### **EARLY RETIREMENT INCENTIVE PROGRAMME (ERIP)**

As I mentioned in my last report, the University has unilaterally imposed a moratorium on (eliminated) the Early Retirement Incentive Programme. We have made no progress in several meetings with members of the University's Executive Management Group. At our last meeting the President undertook to have another look at the rationale for this shortsighted and largely illogical (purely accounting) decision; however, the 2003-2004 Budget shows that the University has not changed its position. We will be revisiting this issue during the upcoming negotiations.

**COLLECTIVE BARGAINING**

Our current Agreement expires on August 31, 2003 and a new round of collective bargaining will begin sometime in May or June. The Negotiating Team will be led by Vic Catano, our Chief Negotiator, and will include Bob Cook, Renee Hulan, Steve Smith and Terry Wagar. Elsewhere in this newsletter Steve Smith summarizes the results of our membership survey on collective bargaining issues. Please feel free to contact any member of the Negotiating Team or the new Executive if you would like to comment on these or other issues or wish to contribute in some other way.

On related matters, we have copies of recent settlements at UCCB and Mount Allison if anyone is interested in examining those documents and their implications of our negotiations.

**COMPLEMENT ISSUES**

The Union remains deeply concerned about the number of tenurable positions going unfilled or filled by (frequently renewed) part time, four month and nine month sessional appointments. While a part of the problem stems from recruitment and retention challenges, most of these are conscious decisions made for cost-cutting reasons. The problem has become even more acute in recent years as higher enrollments and the establishment of new interdisciplinary and graduate programmes have not been matched by a corresponding increases in departmental complements. More and more undergraduate teaching is being done by part-time lecturers and others in a "teaching ghetto". Apart from the fact that the faculty is not being renewed to keep pace with departmental and programme needs, the effect of these hiring decisions has been to de facto create what the University has in the past referred to as a "drone" (teaching only) faculty position. Given the University's

professed commitment to quality undergraduate teaching and desire to promote high level research, scholarship and graduate studies one would expect a higher level of commitment to recruiting and retaining more qualified faculty and adding tenurable positions.

**STUDENT SUPPORT**

The Union has provided logistical and financial support to SMUSA and the Canadian Federation of Students in their "Access to Education" and "Day of Action" campaigns. SMUFU also supported the Saint Mary's Student Activist Coalition's workshops and campaign on "creating change on campus".

**MEETINGS**

Members of the Executive and I have attended a variety of CAUT and ANSUT meetings related to collective bargaining, lobbying and university governance. Over the past year, in my capacity as SMUFU President and member of ANSUT's lobbying committee, I have met with party leaders, MLAs and MPs, and government ministers and bureaucrats to discuss a variety of issues and initiatives. With the help of Karen Crowell I prepared a "briefing book" entitled *The Education Deficit* which is being used as a (data) reference guide by ANSUT and affiliated unions and other stakeholders in post-secondary education.

**SPECIAL THANK YOU**

*Karen Crowell, the Union's Administrative Assistant, for medical reasons will be away from the office between March 19 and May 2. On behalf of the Faculty Union, thank you Karen for your help, often well above and beyond the call of duty, and we look forward to your speedy recovery and return. Tara Furlong will serve as our Administrative Assistant until Karen returns.*

Leonard Preyra  
President 2002-2003

### Budget a Toothless Tiger for Higher Education

Finance Minister John Manley made several references to Canada as the Northern Tiger in his February 18 budget speech. This analogy is intended to signal economic growth, as in "Irish Tiger." Ireland, which provides free tuition for post-secondary education and a system of needs-based grants, is often held out as a model of economic development. Now that we have had a chance to examine Manley's budget, it is clear he has delivered a "toothless tiger" when it comes to post-secondary education funding. At first glance it is easy to react to the new spending announced in the budget in a positive manner, much as a person dying of thirst in a desert is grateful to see an oasis on the horizon — but the prospect of water is nothing more than a mirage.

Ottawa helps fund health care, social assistance programs and post-secondary education through cash transfers to the provinces under the Canada Health and Social Transfer. Now, in response to the Romanow report, the government is creating a separate Canada Health Transfer. Unfortunately, it has chosen to support post-secondary education and social assistance in a new Canada Social Transfer. We have argued that such an amalgamation of funds prevents the transparency needed to see whether those funds are spent by provincial governments for their intended purposes.

Based on the historical division of the cash transfers between the three components, it appears post-secondary education will actually receive less money over the coming years. An analysis done by CAUT suggests funding for post-secondary education will decrease from \$2.8 billion in 2003-2004 to \$1.8 billion in 2004-2005. That's because prior to the introduction of the Canada Health and Social Transfer in 1996, the health share of all cash transfers was 43 per cent. Beginning

next year, cash transfers for health care will jump to 62 per cent of the total. Much of the "new" health care funding, therefore, may simply be money that is being reallocated from post-secondary education and social services.

The budget does provide \$1.7 billion over the next three fiscal years to support research. This includes \$125 million for the granting councils; \$105 million, at the end of four years, for 4,000 new graduate scholarships with 60 per cent going to the Social Sciences and Humanities Research Council disciplines; and \$225 million annually to help fund the indirect costs of research (about half of what is actually needed).

There is also a one-time adjustment of \$500 million to the Canada Foundation for Innovation to fund health research facilities (and which is also credited towards the increase in health expenditures). Even with this funding, post-secondary education remains short-changed as the budget allocations represent about 20 per cent of the funds needed to restore system funding to 1990-1991 levels, after adjusting for inflation.

The money for the indirect costs of research has some very short strings attached to it. These funds are based on an agreement of university presidents through the Association of Universities and Colleges of Canada to triple the extent of commercial research on university campuses. These funds will be tied to commercialization performance outcomes. The budget states the government plans to develop new reporting and accountability mechanisms with post-secondary institutions and will review the program in its third year to ensure that funding is satisfying its objectives "including the commercialization of university research."

One has to question why university presidents have either been silent about the budget or in fact have applauded it. Perhaps this reflects the expressed view of some presidents that the government should "differentiate" between Canadian universities and give more funds to those that "deserve" special treatment. Such differentiation would surely lead to a two-tiered system much like that in the U.S. and would parallel all their negative consequences for quality.

Perhaps it might be useful to remind our university presidents of how their Italian counterparts reacted to cutbacks in government funding: a united stand and a mass resignation. We are all the worse off when some university presidents take an "I'm all right, Jack" attitude.

The CAUT analysis of the 2003 Federal Budget is available on the web site at: <http://www.caut.ca/english/issues/funding/budget2003.asp>

**Victor Catano**  
President, CAUT

### UNION LIBRARY

The following items have been added to the library available to members in the Union Office:

- The Price of Knowledge: Access and student finance in Canada by Millennium Scholarships **A426**
- Maritime Provinces Higher Education Commission, Annual Report 2001-2002 **A419**

#### Newsletters:

- AUFA Communicator Vol. 10 No. 3 Feb. 2003
- AUFA Communicator Vol. 10 No. 2 Dec. 2002
- AUFA Communicator Vol 10 No. 1 Oct. 2002
- UTFA Newsletter No. 3 Jan 9, 2002
- UTFA Newsletter No. 2 Nov 11, 2002

- UTFA Negotiating Newsletter #4 Jan 6, 2003
- UTFA Negotiating Newsletter #3 Sept 23, 2002

#### CAUT Newsletters & Publications:

- Directory of University Board – Corporate Linkages Part 1: by University Part II: by Corporation 2002-03 **A425**
- CAUT Handbook for New Faculty "Negotiating Starting Salaries" **A426**
- CAUT Legal Review Vol.4 No.1 Feb. 2003 **A423**
- CAUT Facts & Figures Vol.5 No.1 Feb. 2003 **A422**
- CAUT Facts & Figures Vol. 4 No.4 Oct 2003 **A414**
- CAUT Statement to the House of Commons Standing Committee on Finance Regarding the 2003 Federal Budget Sep 2002 **A415**
- CAUT Submission to the Pay Equity Task Force Nov 2002 **A417**
- Discipling Dissent Conference material **A420**

#### ON THE WEB:

• **Equal Justice Works**, an American organization dedicated to organizing, training and supporting public-service minded law students, has published a new report on the impact of high debt loads on career choice. Considering that 50% of law school students are now graduating with debts in excess of \$50,000, researcher Sheila Siegel Ketcham notes that there is "enormous pressure on graduates to seek higher salaries." The full report, "From Paper Chase to Money Chase: Law School Debt Diverts Road to Public Service," is available on-line at: <http://www.napil.org/choose/lrapurvey.pdf>

• The final report from the Commission on the Future of Health Care in Canada, Building on Values: **The Future of Health Care in Canada**, is available at the following address:

[http://www.hc-sc.gc.ca/english/pdf/care/romanow\\_e.pdf](http://www.hc-sc.gc.ca/english/pdf/care/romanow_e.pdf)

• CAUT's response to the Commission's report, "**CAUT Lauds Romanow Report**," is available on the web at: [http://www.caut.ca/english/publications/now/20021128\\_romanow.asp](http://www.caut.ca/english/publications/now/20021128_romanow.asp)

• The Association of American Colleges and Universities has an article in their Fall 2002 issue of "**Peer Review**" on the effects of the over reliance on contingent academic labour on undergraduate learning, written by Ernst Benjamin of the AAUP. The article is available at the following web site: <http://www.aacu.org/peerreview/pr-fa02/pr-fa02feature1.cfm>