

BUFA VOICE

Message from the President



Negotiating: Impetus for Growth

Linda Rose-Krasnor, BUFA President

Bargaining for a new Collective Agreement typically begins in early April of the year in which the Agreement expires (historically on June 30th). This phase of bargaining comprises face-to-face meetings with the Administration negotiating team and extends from the onset of bargaining to the ratification of an Agreement by the Board and the Association. It typically lasts

approximately six months, although may be several months shorter or longer. This phase is critical but it is only one among several other very important parts of the negotiating process.

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BUFA Annual General Membership Meeting

BUFA CELEBRATION
IN HONOUR OF THIS YEAR'S
VALUED COMMITTEE MEMBERS
**refreshments available*

Thursday, May 18, 2017
11am-2pm in the Pond Inlet



News and Views

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Message from the President *(continued from cover page)*

The first phase of the negotiating process is recruitment, which begins in the spring a year before the existing Agreement expires. It focuses on the recruitment of a Chief Negotiator, Deputy Chief Negotiator, and the other members of BUFA negotiating team. This is followed by a research phase, which usually starts the following Fall and includes thorough consultations with you to learn of your concerns and priorities. It also includes extended discussions about general bargaining issues and model contract language with OCUFA and CAUT, research into bargaining trends and relevant legislative changes, and a review of problems that we have experienced with our current contract language. This time, during this current research phase, we also created a Contract Action Team (CAT) to facilitate two-way exchanges of information with you and provide a basis for future mobilization, if needed. The research phase culminates in the creation of a bargaining mandate, which is brought to the BUFA membership for approval, typically in the winter term. It is followed by a preparation phase, which involves developing specific contract language proposals based on the bargaining mandate. Keeping you well informed on bargaining issues is another major task of this preparation phase. The face-to-face meeting phase comes next. Finally, following contract ratification, there is a “post-production” period of painstaking proofreading prior to the distribution of the agreed-upon contract language.

Thus, the entire contract negotiation process comprises well over a year of recruitment, research, preparation, and bargaining. This process should result in a Collective Agreement that improves our working conditions and provides fair compensation. But it does much, much more than that.

The overall process of negotiating a new Collective Agreement strongly motivates an Association to come together so that members can express what is important to them, learn what is important to other members, and together build a common vision. This is what the BUFA Executive, Negotiating Team, and CAT have worked to facilitate over the past year and will continue to do so as we move forward. In this way the BUFA Executive renews its connection to you, the individuals that the Executive and Negotiating Team represent and serve. We reviewed and revised our organizational priorities in developing our bargaining mandate, based on what we have learned by listening to your concerns and suggestions. Many of you participated in our research and preparation activities through completing surveys, discussing issues at department meetings, attending thematic meetings, sending us ideas, and becoming part of the CAT.



The need to periodically negotiate our contract also provides us with the impetus to develop new educational materials (such as our Bargaining Backgrounders), as well as increasing motivation for all of us to learn about important issues affecting our work lives. By providing members with clear opportunities to participate in these ways, the negotiation process also has engaged increasing numbers of you in work of the Association. This result enriches BUFA and enhances our collective ability to act on your behalf.



Negotiations are hard work! They are time-consuming, resource-demanding, and stressful. They also are energizing, thought-provoking, and team-building. We welcome the varied and emergent opportunities for growth and improvement that each phase of the negotiating process brings to BUFA as a collective, its individual members, and the entire University.

In the following pages of this BUFA Voice, we have collected all of the Bargaining Backgrounders that have been published to date. As our negotiating team heads into what we hope are the final weeks of face-to-face bargaining, these Backgrounders present a timely and concise summary of the issues underlying much of our negotiating mandate.

As you will see, many of these issues are explained in the clear voices of our colleagues. We hope that they are helpful in advancing your understanding of the mandate and its rationale.



Please let us know if you have any questions or comments.

This is my last column in the BUFA Voice as BUFA President. I would like to end this column with an expression of my great appreciation for the opportunity to work for you as your President. There are few roles in the University that offer such rich possibilities for meaningful service, opportunities to grapple with important and complex issues, and a wide variety of ways to build an effective collective voice on campus. Such a voice can both help protect the good things we already have and move us forward toward improving them. I also have had the privilege of sharing these tasks with an amazing group of dedicated people – Executive Committee members, the BUFA staff, the Negotiating Team, the Grievance Panel, the many members who have volunteered for committee service, and those members who have taken the time to share their insights, feedback, difficulties, criticism, and appreciation with me. For all of this, thank you.





BECOMING A LEADER THROUGH OPENNESS

Brock will become stronger by embracing an open hiring process for all senior administrators

The Brock University Faculty Association (BUFA) is concerned the university might move down the same path as York University by closing its searches for senior administrators.

That's why BUFA must be pro-active to prevent increasing secrecy surrounding the hiring of senior administrators. BUFA is proposing that all short-listed candidates for the position of University President make public presentations to the Brock community, and that the university commit to continuing the same open practice for the positions of Dean, University Librarian and VP, said Dr. Linda Rose-Krasnor, BUFA President. Members of the community must then have an opportunity to provide feedback on the candidates prior to a hiring decision. Currently, Brock uses a similar open hiring process for professors and professional librarians.

That shared decision-making process is one of Brock's greatest strengths and a defining characteristic of university governance. Transparency in hiring should be a priority for all senior administrators, but also Brock's next president "because it sets the model for how decisions are made at our institution," Rose-Krasnor said.

Otherwise, the university sends the message that things are done here secretly, she said, adding as a public institution, Brock has a mandate to serve the public good.

"An open process is also more likely to get us a candidate who shares the values we have of openness and transparency," she said. "We want someone who wants to hear us, meet us and know who we are as a university."

BUFA pushed for an open presidential search to replace outgoing president Jack Lightstone a couple of years ago. Instead, the university conducted a closed search and announced Wendy Cukier would take over in September 2016. However, a few days before she was to become the first Brock graduate to serve as president, Brock and Cukier parted ways.

That failed presidential search makes it even more crucial to conduct open searches for all senior administrators this time around.

Until about 10 years ago, York University held open searches for its deans, senior administrators and even its president, said Dr. Richard Wellen, York University Faculty Association (YUFA) president.

"The general reasoning was that we would have better candidates (with closed searches) because we would end up with fewer people who are reluctant to put their name forward," he said. "Confidentiality protects people from the awkwardness of applying with their current employer."

However, there's no strong evidence that that's the case, he added.

"With closed searches, the committee is cut off from so much information about the candidate. You can't go out and canvas people about these candidates," he said.

Since York closed its searches, a much more divisive and adversarial relationship between administration and the faculty has emerged, Wellen said.

"Administration sees faculty as a group to be managed and controlled. There's more of a top down approach to governance at the university," he said.

York recently named its next president after a closed search that sparked controversy. The successful candidate, a current vice-president academic and provost, was not a popular choice. During the search process, YUFA conducted a poll asking whether there had been adequate consultation about the process "and the answer was overwhelmingly no," Wellen said, adding the vast majority of respondents also said they would not support the candidate's appointment.

"The comments were overwhelmingly negative," he said. Wellen said it's important a university president is embraced by its community.

"A university is not like a corporation but even within a corporation you want good leaders. The university is a community and you want the president to be embraced by the community and for all stakeholders to be involved," he said.

While the majority of Canadian universities hold closed presidential searches, it's not the only way of doing things. At St. Thomas University, in New Brunswick, openness is the only way of doing things.

“If you are serious about the job, you do have to put yourself forward,” said Dr. Robin Vose, past-president of the Faulty Association of the University of St. Thomas (FAUST). “We don’t want a candidate who sneaks around the back of the university, someone who wants to conduct everything in secret.”

Through the open search process, the entire university community got the opportunity to voice their opinions, Vose said.

“(And that) took the wind out of the sails for opposition that could have been there,” he said. “Now you have to give that person a chance because the majority of people selected them.”

Not only does this process create more of a legitimacy to the candidate than if they are simply sprung on people, the candidates themselves know they legitimately won their position, Vose said.

“Can you imagine in a university department, the chair said to you: ‘In order to get the best professor, we’re going to present you with a secret candidate. Trust me,’” he said. “Who would want to be that professor?”

Dr. Suzanne Prior, former FAUST president, led the charge against St. Thomas University’s attempts to close its 2004 presidential search. It was a fairly contentious time, she said, and faculty were concerned about who was going to replace the then-president, who had held the post for more than 15 years, and wanted to have a say in his replacement.

“Also it was the principle of it. A president of a university has an impact on a university and at a small place they will especially have a huge impact,” said Prior, who received the Donald Savage Award from the Canadian Association of University Teachers in 2016.

“We were pushing on that, the issue of transparency, when all of a sudden, a faculty member popped in and said the last search was open and here is the proof,” she said. “So then it became... it would actually be a change in procedure (to be closed) so it helped us open it up.”

The faculty association launched a big campaign, putting signs up all over campus and the entire community rallied around the process.

“It was a powerful time,” she said. “We came together and had a positive experience.” While the main argument against open searches is it will deter candidates from applying, Prior disagrees.

“You don’t lose your job because you’re looking for another one. People in administrative positions tend to move. It’s not unusual. These are not positions for life anyway,” she said. “If someone can’t come in openly, then I think they aren’t the right person.”



BECOMING A LEADER IN RESEARCH FUNDING

Increased internal research grants will help Brock realize its goals of high quality research and support for students

To ensure Brock University can deliver on its goals to foster high quality research and support for students, it needs to provide sufficient funding for internal research grants.

Brock currently has two main internal sources for research grant monies: the Brock University Advancement Fund (BUAF) and the Brock Social Sciences and Humanities Research Council Institutional Grants (BSIG).

Currently, the amount of BUAF money available annually for internal research grants fluctuates, depending on the investment performance of its endowments.

“This is neither a stable nor predictable mechanism to fund internal research grants, which are so critical to the academic mission of the university,” said Dr. Linda Rose-Krasnor, president of the Brock University Faculty Association (BUFA).

Funds available through BSIG also vary, depending on the success of previous SSHRC grant applications by Brock researchers.

This is why BUFA, through the collective bargaining process, is proposing minimum pots of money for university-wide internal research grant competitions. These fixed sums of money would provide stability and guarantee the university is living up to its commitments to researchers and to students who benefit from their involvement in faculty-led research that is funded in this way.

Dr. Don Cyr, a Goodman School of Business finance professor, said the importance of internal research funding support is often forgotten or lost in the increased drive for ever-diminishing and restrictive external research grant opportunities.

Seed grants shouldn't be looked upon solely as a way to access larger, external grants because the work itself can be incredibly important and meaningful, he said.

"Internal institutional funding supports a host of activities including conferences, symposiums and the ever important dissemination of research," he said. "In many cases, such activities may be of value to the institution's local community, in addition to contributing to a widespread culture of research and the building of academic careers."

Grants can also impact the budding careers of graduate or undergraduate students by "providing them with a rich exposure to the research and creative endeavor through smaller, contained activities," Cyr said.

Sometimes the impact that seed grants make is overlooked, particularly during times of fiscal constraint when administrators are debating competing needs or other investment opportunities, such as infrastructure projects, Cyr said.

"Internal research funding opportunities are, however, the very building blocks to increasing the research culture and reputation of an institution," he said.

Dr. Ana Sanchez, Department of Health Sciences Chair, believes Brock University should look at its internal grant program holistically. She said there are many moving parts in Brock's grant program that interconnect to make the university attractive, reputable and a leader. Seed grants serve many functions, from helping researchers do preliminary work that attract larger grants to helping faculty publish work in open access journals. Grants also help Brock attract top talent and help to train and support student research assistants.

"Right now, everything is too fragmented," Sanchez said.

Currently, Brock's internal grant programs provide amounts up to \$5,000 in seed research funding for future submission to an external funding agency or for special projects. Sanchez said these amounts are too low.

"Health research is expensive and it often requires hiring research assistants or work in the lab," she said, adding sometimes travel is needed to present research at conferences.

She said the maximum value of internal grants should be increased to \$20,000.

"I come from Honduras and I've done some work with (The National Autonomous) University of Honduras. That university has \$25,000 US in seed funding because they understand the limitation of getting large grants off the ground if you don't have the preliminary research," she said.

"The university has to look inwards and invest in research in a meaningful way."



LEADING BROCK FORWARD

OPENING ACCESS

**Brock can position itself as a leader in research dissemination
by adequately funding open access publishing**

Most people favour open access publishing, but there are many challenges researchers face in gaining access to it. The main stumbling block is, of course, financial.

Open access provides free and unrestricted online access to research publications and data. According to the Tri-Agency Open Access Policy on Publications, open access "is expected to accelerate the progress of research, democratize access to knowledge worldwide, and ensure that publicly funded research is available to the public." It will also "increase transparency, accountability and efficiency."

The Brock University Faculty Association (BUFA) wants to support its members in their quest to publish in open access journals but understands the financial constraint researchers often face. That's why BUFA wants the university to commit to substantially investing in open access initiatives that will position Brock as a leader in research dissemination, said Linda Rose-Krasnor, BUFA president.

“This is precisely why BUFA is proposing in collective bargaining that the university fund initiatives to support open access publishing,” she said. “It would be a win-win-win for researchers, for students and for Brock.”

Elizabeth Yates, Liaison/Scholarly Communication Librarian at the James A. Gibson Library, said in the last 15 years, there has been a formal movement to establish open access and move away from costly subscription-based journals. The expense of these journals can limit access to researchers and the general public.

There’s also greater opportunities for collaboration among researchers through open access, said Yates, who provides information and support for Brock researchers affected by the Tri-Agency Open Access Policy on Publications. She also promotes the use of the Brock Digital Repository and Scholarly Journals at Brock and co-ordinates Brock’s Open Access Week activities.



“Developing nations that never normally had access to research can now have collaboration or researchers working together in the future,” Yates said.

Yates said there’s also a significant body of research that shows open access papers receive higher citation counts.

“That benefits Brock as an institution because if more researchers’ scholarly work is open access they will have a broader reach, which will lead to more citations,” she said.

But with open access publishing comes many challenges. Naturally, the very large journal publishing industry doesn’t want to lose out on profits. Several models have been developed to try and mitigate potential revenue losses, Yates said, adding even though a paper might be openly available, there are still costs involved in its publication.

One such model is fairly contentious. With an Article Processing Charge (APC), the publisher pushes a fee on the author in return for publication in its open access journal. These fees run anywhere from \$2,000 to

\$4,000 per article. Increasing numbers of research funders, including the Tri-Agencies, require grant recipients to make their published research openly accessible.

Of the roughly 10,000 journals around the world, two-thirds don’t charge an APC. But the one-third that do are some of the biggest and best known – they’re the ones researchers most want to be published by, Yates said.

“It’s a challenge to come up with the money,” she said.

Part of Yates’ work focuses on supporting Brock faculty and students in disseminating their research, particularly via open scholarship. She also manages the Library Open Access Publishing Fund, which provides money annually for Brock researchers to pay APCs. Every year, however, many applicants are turned away due to a lack of funds.

“The university has a responsibility to support scholars in open access publishing, especially if they pay fees, and there should be money diverted to support that,” Yates said.

Cathy VanderVliet, a PhD student in educational studies, said Brock could position itself as a global leader in research dissemination by embracing open access publishing. VanderVliet sits on the Senate Ad Hoc Committee on Scholarly Publishing. The committee’s two-year mandate, which expires this year, is to: improve access to scholarly information; expand the reach of Brock research; address budgetary pressures; support open access; and help Brock scholars comply with Tri-Agency policies.

“This is not just a university issue, it’s a global phenomenon,” she said. “Instead of research and knowledge being housed in European and North American spaces, people all over the world have the ability to contribute and participate with their scholarly work.”

VanderVliet said it’s important to appreciate some of the particular challenges people have with the culture shift that is open access and how to navigate that.

“And that (everyone) is able to voice their opinions and challenges about that,” she said.

By consistently and adequately funding open access publishing, Brock can position itself as a leader in research dissemination. BUFA believes the university could be at the forefront of this world-wide movement, which will provide better access to publicly-funded research and allow for more collaboration among researchers – but only if sufficient resources are made available. To that end, in collective bargaining, BUFA is prioritizing initiatives to support open access publishing.





LEADING BY HIRING FULL-TIME FACULTY

Maintaining the cap on casual, part-time teaching will preserve educational quality and improve the student experience

Brock University and the Brock University Faculty Association (BUFA) agree the educational mission of Brock University can only be upheld if most credit courses are taught by full-time continuing faculty members.

This sentiment is found right in the university's collective agreement with BUFA. That's why BUFA is proposing in collective bargaining that the university maintain the current cap on courses taught by non-BUFA members and do away with many of the exemptions to the cap that undermine education quality and the student experience.

According to Dr. Larry Savage, BUFA's chief negotiator, if the university increases its proportion of part-time sessional faculty, there will be several unintended consequences.

"(It) will almost certainly make it more difficult for Brock to meet its strategic goal of becoming a well-respected, student-focused comprehensive university," he said.

Part-time sessional instructors provide an important teaching function at the university and, especially in applied programs, share their employment experience with students. However, Savage said, part-time faculty are not nearly as well-equipped as their full-time counterparts to help Brock meet its strategic priorities in terms of teaching, research and governance.

"Contract and part-time faculty are in a weaker position to attract top notch students to Brock, supervise graduate students, secure external research grants, engage in research with students, write letters of reference or participate meaningfully in university governance," he said.

According to the collective agreement, the university acknowledges that unless most credit courses are taught by full-time continuing faculty members, Brock cannot guarantee course instructors are actively engaged in research and scholarship; reasonably available to students for consultation, thesis supervision and reading courses; and able to perform many of the administrative tasks that are essential to its functioning. Additionally, it is only through mostly full-time faculty that the university can ensure the integrity of its academic programs.

Dr. Neta Gordon, an English language and literature professor, is "extremely committed to introductory undergraduate courses," and teaches many first-year courses. She said there are a lot of challenges students encounter between high school and university and only full-time faculty are equipped to help them deal with that transition. As well, students want to know their professors aren't going anywhere.



"The integrity of the undergraduate program experience for students depends on their ability to know they're being taught by someone who lives here, and by that I mean someone who is committed to the university and the university is committed to them," she said.

When students are taught by mostly contract or part-time instructors, it changes the dynamic of the classroom, Gordon said.

"Students know different. It's unfair because they don't invest as much in the courses that are taught by non-full-time faculty," she said. "(It leads to) taking more classes with instructors who are underpaid and who are trying to cobble together a livable salary usually at more than one institution. They're on campus less. They're not necessarily committed to the institution and why should they be?"

Full-time faculty deal with more than what's in the syllabus. For instance, instructors recognize patterns among students. Gordon said she knows when her students are stressed out, when they need to slow down, and when she can ask more of them. Additionally, Gordon said many former first year students seek her out for assistance or to request letters of reference when they're in their third and fourth years.

Students who interact with mostly part-time instructors "are at a disadvantage because they become more anonymous and they become passive recipients of education and are unable to get things like reference letters," she said. "And that is disadvantageous because a reference letter written by a full-time faculty member is worth more to the granting agency than one from someone who is not at the institution anymore."

Full-time faculty are also involved with Brock's administration, including curriculum development, planning and policy reviews. Faculty establish partnerships with each other and have created a community students automatically tap into. But all of this requires stability, Gordon said.

“And that is the central issue because the best thing for the student is for the professor to be fully committed to this institution and to have the time to fully commit to students and research projects that the students are more or less involved with,” she said.

Dr. Bozidar Mitrovic, a physics professor, also teaches many first-year students. Nearly 2,000 students take his popular astronomy course annually.

“At an institution like Brock, which is still what I consider to be a medium-sized institution, it’s important for faculty to be involved in research and scholarly work. That translates into the classroom. It helps students beyond what they read in text books,” he said. “When you teach, you don’t teach the same way as the text covers material and that’s why it’s important for teachers to be actively involved in research.”



Mitrovic said full-time faculty ensure a higher quality of education. “We are not just teaching the stuff they give in the textbook. University professors go above and beyond. What is important is the high quality of education, to keep the standards high,” he said.

Despite the number of Brock students increasing, many professors here are still relatively close to their students. In the physics department, professors’ offices are located right across the hall from a main study area. Mitrovic said professors naturally get to know their students simply from proximity.

“The students get involved in research at an early stage in their academic lives,” he said. “I have had a lot of success with undergraduate students, publishing papers together, and that does not happen elsewhere. It’s experiential learning. They get to explore and do work in a field like physics. I’m not sure if we can keep that up if a big percentage of instructors are part-time. They don’t feel the same degree of investment in the students and institution as full-time faculty.”

Grievance Corner

Nancy Taber, BUFA Grievance Officer



This term’s top three list of BUFA members’ rights:

If you are called to a meeting with your Dean or with a member of the Administration, you have the right to:

- know the agenda in advance
- be accompanied by a BUFA representative (please contact the BUFA office)

If you are called to the Office of Human Rights and Equity Services (OHRES) to respond to a complaint made under the Respectful Workplace and Learning Environment Policy (RWLEP), you have the right to:

- be accompanied by a BUFA representative
- ensure that the RWLEP is being followed as written, particularly with respect to procedures and timelines

If the Administration begins an investigation into a matter that involves you and that may result in discipline, regardless of the policy that is being used (i.e., Responsible Conduct of Research, RWLEP), the investigation must follow Article 9, Discipline. You have the right to:

- be notified before the investigation begins
- respond to the outcome of the investigation before discipline is imposed
- be accompanied by a BUFA representative

If you have any questions about your rights or about your working conditions, please contact the BUFA office.

Calendar of Events at Brock and in the Community

(Visit us online for more information)



www.BUFA.ca

The Welland Heritage Council & Multicultural Centre Presents:

Welland Dragon Boat Festival

Team Registration
 Early Bird* \$705
 Regular \$805
*Early Bird Registration Before April 7th

Concessions & Vendors

Saturday June 10th, 2017
 Location: Welland International Flatwater Centre
 Time: 8:00 AM - 5:00 PM

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The Canal Days Marine Heritage Festival Port Colborne August 4 - 7, 2017

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BUFA 2017-2018 Executive Committee *Elect* & Staff Contact List

President	Michelle Webber Sociology	Extension 4411 mwebber@brocku.ca
Vice President	Dawn Good Psychology	Extension 3869 dgood@brocku.ca
Past President	TBA	
Treasurer	Jennifer Li Accounting	Extension 4238 jennifer.li@brocku.ca
Grievance Officer	Nancy Taber Graduate & Undergraduate Education	Extension 4218 ntaber@brocku.ca
Health and Safety Officer	Jonah Butovsky Sociology	Extension 4371 jbutovsky@brocku.ca
Communications Director	Larry Savage Labour Studies	Extension 5007 lsavage@brocku.ca
Equity Officer	Cathy van Ingen Kinesiology	Extension 4981 cvaningen@brocku.ca
Professional Librarian Representative	Tim Ribaric Library Systems & Technologies	Extension 5358 tribaric@brocku.ca
Non-Tenured Faculty Representative	Danielle Sirianni Molnar Child & Youth	Extension 6127 dsiriannimolnar@brocku.ca
Member-at-large	Gordon Hodson Psychology	Extension 5127 ghodson@brocku.ca
Member-at-large	Tim Murphy Psychology	Extension 4639 tim.murphy@brocku.ca
Executive Assistant	Shannon Lever BUFA Office, D402	Extension 4643 slever@brocku.ca
Administrative Coordinator	Joy Werner BUFA Office, D402	Extension 3268 jwerner@brocku.ca
Administrative Assistant	Laurie Jansen BUFA Office, C409	Extension 5378 ljansen@brocku.ca
Administrative Assistant	Lise Fisher BUFA Office C409	Extension 6678 lfisher4@brocku.ca