

# Challenges Facing Post-Secondary Educators in Canada

James L. Turk  
Mount Royal University  
Faculty Association  
September 25, 2013

# What's on the list of problems?



# Alberta's special challenges



# Purpose of the University

“The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

“Within the unique university context, the most crucial of all human rights are the rights of freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and of the university itself.

“It is this human right to radical, critical teaching and research with which the University has a duty above all to be concerned; for there is no one else, no other institution and no other office, in our modern liberal democracy, which is the custodian of this most precious and vulnerable right of the liberated human spirit.”

<http://www.utoronto.ca/about-uoft/mission-and-purpose.htm>

# Distinguishing Features

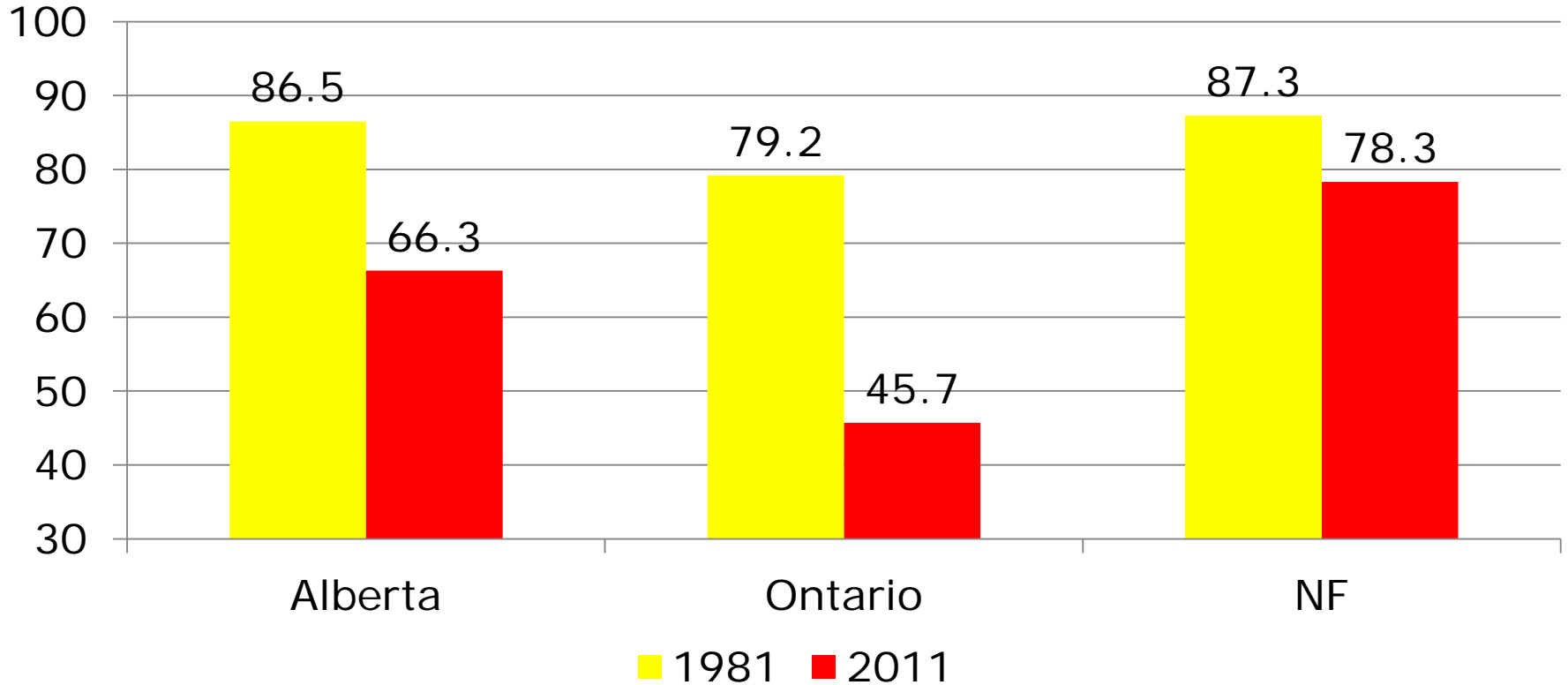
- Pursuit of Knowledge and Education of Students
- Collegial Governance
- Academic Freedom

# Challenges Facing Post-Secondary Educators in Canada

1. Privatization of public post-secondary education
  - Financially
  - Operationally

# Privatization – Finances

## % of Operating Revenue from Government



# Privatization - Operational

Market as *Measuring Stick*  
& the *Model*





**Including Universities' integrity**

# Big Oil Goes to College

An Analysis of Contracts between Energy Corporations  
& U.S. Universities

[http://www.americanprogress.org/issues/2010/10/big\\_oil.html](http://www.americanprogress.org/issues/2010/10/big_oil.html)

# The Study

A detailed examination of 10 university-industry agreements that together total \$833 million in confirmed corporate funding (over 10 years) for energy research funding on campus.

# Contracts Studied

Arizona State University & BP

\$5.2-million over 2 years

UC Berkeley & BP

\$500-million over 10 years

UC Davis & Chevron

\$25-million over 5 years

Colorado School of Mines & Chevron

\$2.5-million for 4 years

# Contracts Studied

Univ of Colorado, Colorado State, Colorado School of Mines & 27 energy firms

\$6-million over 4 years

Georgia Tech & Chevron

\$12-million over 5 years

Iowa State & ConocoPhillips

\$22.5-million over 8 years

# Contracts Studied

Stanford & ExxonMobil, GE, Toyota, Schlumberger

\$225-million over 3 years

Texas A&M & Chevron

\$5.2-million over 5 years

U of Texas, Austin; Rice Univ. & Baker Hughes, BP,  
Conoco Phillips, Haliburton, Marathon Oil,  
Occidental Oil & Gas, Petroleo Brasileiro,  
Schlumberger, Shell, Total

\$30-million over 3 years

# Findings

- In 9 of the 10 energy-research agreements, the university partners **failed to retain majority academic control** over the central governing body charged with directing the university-industry alliance. 4 of the 10 alliances actually **give the industry sponsors full governance control**.
- 8 of the 10 agreements **permit the corporate sponsor or sponsors to fully control both the evaluation and selection of faculty research proposals** in each new grant cycle.
- None of the 10 agreements requires faculty research proposals to be evaluated and awarded funding based on independent expert peer review.

# Findings (continued)

- 8 of the 10 alliance agreements fail to specify transparently, in advance, how faculty may apply for alliance funding, and what the specific evaluation and selection criteria will be.
- 9 of the 10 agreements call for **no specific management of financial conflicts of interest** related to the alliance and its research functions. None of these agreements, for example, specifies that committee members charged with evaluating and selecting faculty research proposals must be impartial, and may not award corporate funding to themselves.



# Findings (continued)

- 9 of the 10 agreements affirm the university's right to publish, but in many instances this contractual right is curtailed by potentially lengthy corporate delays. The National Institutes of Health generally recommends no more than a 60-day delay on academic research publication, which it deems adequate time for the corporate sponsor to file a provisional patent application and remove any sensitive proprietary information. **None** of the 10 agreements analyzed **abide by this maximum-60-day federally recommended publication delay**; most far exceed it.

# The Same In Canada?

**Collaborations in Canadian Universities: Do they preserve academic integrity?** (To be released by CAUT in October 2013)

See:

- *Guiding Principles for University Collaborations* – CAUT Council 2012

[http://www.caut.ca/uploads/GuidingPrinc\\_UCollaborationv2.pdf](http://www.caut.ca/uploads/GuidingPrinc_UCollaborationv2.pdf)

# Market as model

- Titles, compensation and career paths for top administrators

# Presidents' Pay – “Honour Roll”

Stephen Toope – UBC \$579,332  
Indira Samarasekera – uAlberta \$502,000  
Andrew Petter – SFU – \$498,096  
Elizabeth Cannon – uCalgary - \$479,833  
Frits Pannekoek – Athabasca - \$472,000  
Amit Chakma – Western Ontario- \$469,743  
Alastair Summerlee - Guelph - \$464,241  
Gary Kachanoski – Memorial - \$460,000  
David Turpin – UVic - \$459,473  
Tom Traves – Dalhousie - \$448,368  
Michael Mahon – Lethbridge - \$432,000  
David Naylor – Toronto - \$431,509  
David Barnard – Manitoba - \$426,212

# Market as model

- Titles and compensation for top administrators
- Conception of faculty-student relations
- Measures of success
  - Faculty
  - Students
  - Institution

# Currently in Ontario

Confidential discussion paper – “Ontario’s Proposed Policy Differentiation Framework” – “metrics”

## Teaching & Learning

- Student satisfaction rate
- NSSE results
- Teaching only faculty
- % of students in co-op

## Jobs, Innovation & Economic Development

- Employer satisfaction
- Number of start-up ventures
- Number of partnerships

# Currently in Ontario

## Strategic Enrolment

- Alignment with government priorities

## Sustainability

- Pension solvency
- Compliance with BPS Accountability Act
- Back office efficiency
- Program prioritization
- Course redesign

# Market as model

- Titles and compensation for top administrators
- Conception of faculty-student relations
- Measures of success
  - Faculty
  - Students
  - Institution
- Human Resources Policy

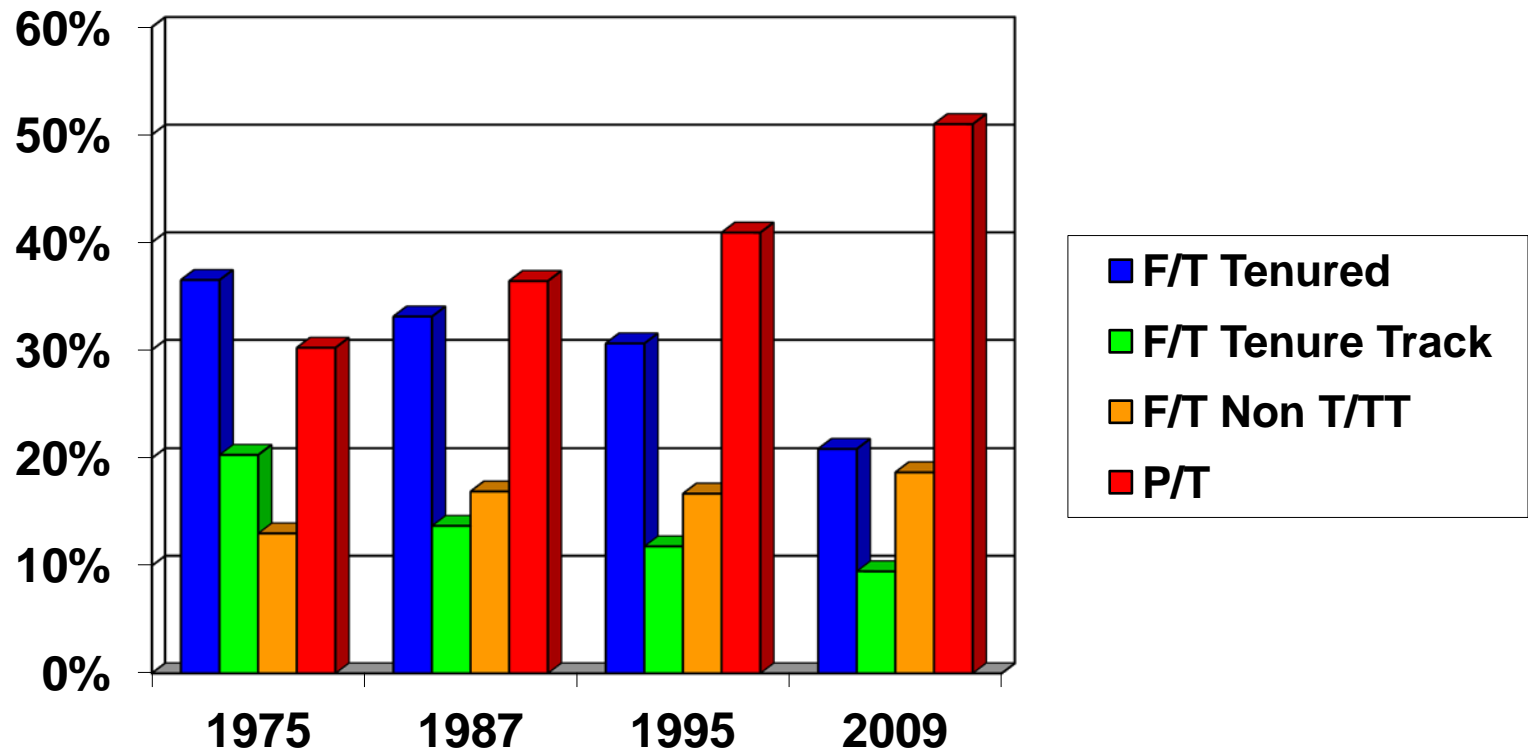


# Human Resources Model

**WAL★MART®**



# U.S. Trends in Faculty Status All Degree-Granting Institutions



# Challenges facing Post-Secondary Educators in Canada

1. Privatization of public post-secondary education
  - Financially
  - Operationally
2. Restriction of Academic Freedom

# Academic Freedom

It's about:

- Rights and Status of Educators
- Quality of Education

It's about who has control of the workplace

# What Academic Freedom Includes:

- Four elements
  - 1) Teaching
  - 2) Scholarly work
  - 3) Intramural speech
  - 4) Extramural speech

# Threats to Academic Freedom

Restricting scope

- AUCC 2011 Statement on Academic Freedom

Adding limitations

- Restriction to field of expertise
- Respectful workplace policies
- Mission of the institution
- Requirement for institutional “loyalty” or protection of its “reputation”

Casualization of academic positions

# Challenges facing Post-Secondary Educators in Canada

1. Privatization of public post-secondary education
  - Financially
  - Operationally
2. Restriction of Academic Freedom
3. Corporate Governance not Collegial Governance

# Threats to Collegial Governance

- ❑ Corporate hierarchical model
  - Narrower, instrumental focus for institution
  - Directed by political & market priorities
- ❑ Expanding administrative structure
- ❑ Administrative domination of collegial governance structures

**Not a new story** – see Duff-Berdhal (1966), ISGUG (1993), CAUT Discussion Paper on Governance (2004) & CAUT Governance Task Force Report (2008) [www.caut.ca](http://www.caut.ca)



# Challenges facing Post-Secondary Educators in Canada

1. Privatization of public post-secondary education
  - Financially
  - Operationally
2. Restriction of Academic Freedom
3. Corporate Governance not Collegial Governance
4. Attack on Labour Rights

# Recent Attacks on Labour Rights

- ❑ Suspension of bargaining rights
- ❑ Burdening unions & fostering division  
(e.g., Federal Bill C-377)
- ❑ Restrictions on the right to organize and collective bargaining  
(e.g., Saskatchewan Bill 6, Federal Bill C-525)
- ❑ Administrative non-enforcement
- ❑ Judicial backsliding (e.g. *Fraser*)

# Impending Attacks on Labour Rights

- Legislating an end to dues check-off
- Reducing/eliminating deduction of union dues
- Legislating a ban on non - "union work" expenditures unless members have the right to opt

# How to move forward?

- Use collective bargaining creatively
- Do educational work with members
- Make these public issues
- Build alliances
  - Other educators
  - Students
  - Alumni
  - Other labour & civil society groups

**Our action or inaction will determine our future**