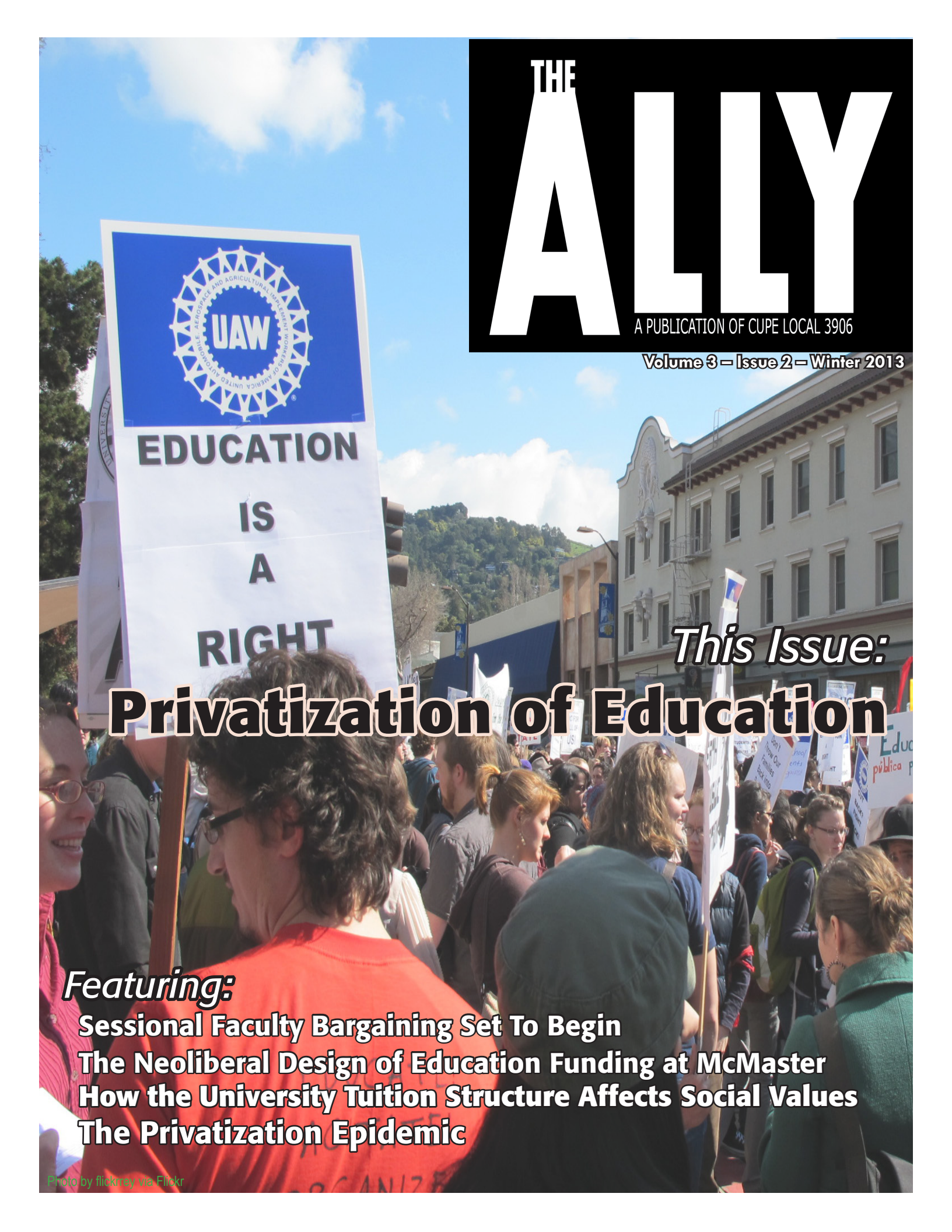


THE ALLY

A PUBLICATION OF CUPE LOCAL 3906

Volume 3 – Issue 2 – Winter 2013

A large crowd of people is gathered for a protest on a city street. In the foreground, a woman with glasses and a red shirt is seen from the back. To her left, a large white sign is held up, featuring the UAW logo and the text "EDUCATION IS A RIGHT". The background shows a multi-story building and a hillside under a blue sky with scattered clouds.

**EDUCATION
IS
A
RIGHT**

This Issue: **Privatization of Education**

Featuring:

Sessional Faculty Bargaining Set To Begin

The Neoliberal Design of Education Funding at McMaster

How the University Tuition Structure Affects Social Values

The Privatization Epidemic

Letter From the President

Hello Members,

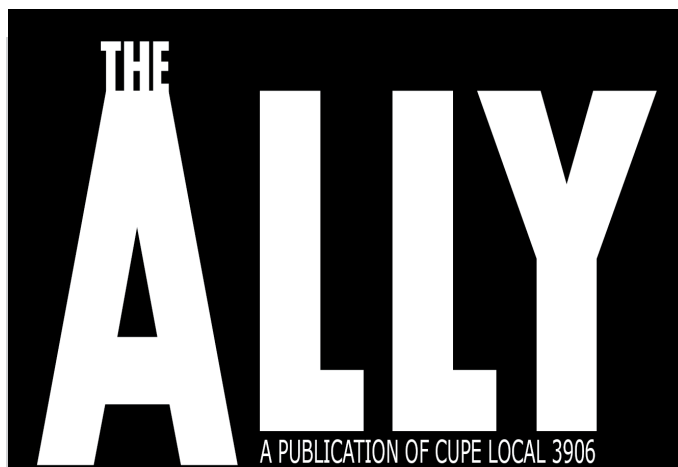
This issue of the Ally is based largely around the privatization of Universities. Historically, Universities have been institutions of creativity, knowledge, and critical thought helping us, and future generations build a better world. As governments refuse to live up to their obligations to fund our public institutions (seen not only in cuts to Universities but also social services, welfare, pensions, and health care), universities need to rely more and more on private funding. The increase in corporate funding has become more noticeable on this, and other, campuses in recent years. One only needs to take a walk through MDCL, to see the statue of Mr. DeGroot himself, or see that nearly every classroom, lab, and hallway has been sponsored by some group or someone. Some campuses in Canada have seen the encroachment of for-profit learning centres that degrade the quality of education and academic freedom, subverting the principles of academia for the higher god of profit.

Union locals across campuses in Ontario and in particular CUPE locals are dedicated to ensuring universities remain public institutions that are held accountable to the public that funds them. In fact, the CUPE Ontario University Workers Coordinating Committee met in February to discuss ways in which unions can negotiate language into their collective agreements to help stop privatization, and campaign for more public funding. This is one way we see democratic worker's unions standing up for the public good.

Any fight back against privatization cannot happen in isolation, but must happen in a coordinated, strategic attack. One way for you to support this process is to get involved with the union. A strong, fighting union is one way to combat privatization of our university. Our union is only as strong as our membership. We have a number of ways to get involved, from running for an executive position at our Annual General Membership Meeting in late March, to signing up for one of our many committees, to simply coming to the General Membership Meetings and making your voice heard. We are a union local based on democratic decision making, where every member has a voice, a vote, and the ability to affect change.

If you are interested in getting involved email me at president@cupe3906.org and we can meet to discuss how you can help make your union grow stronger!

In Solidarity,
Blake McCall



Volume 3 - Issue 2 - Winter 2013

Editors

Sepandar Sepehr
Shelly-Anne Li
Diana Zawadzki

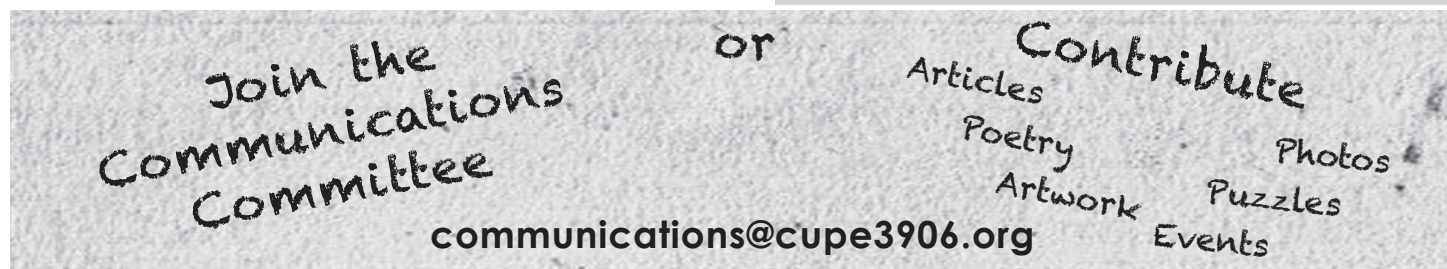
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Sessional Faculty Bargaining Set To Begin

By: Alex Diceanu
Chief Steward, Sessional Faculty

Dear Colleagues,

With our collective agreement set to expire on April 30 this year, sessional faculty bargaining is about to begin. With this comes the opportunity to negotiate improvements to our working conditions, wages, benefits, quality of education and other important issues contained in the collective agreement.

Since being elected in November, our sessional faculty bargaining team has been busy preparing for this round of negotiations. Made up of sessionals from the Engineering, Social Science, and Music Faculties as well as a teaching assistant, the bargaining team brings experience from across campus. Working closely with active members, the 3906 executive committee, and staff the team has undertaken two bargaining trainings and has met multiple times to develop our union's bargaining strategy.

In January our bargaining team was joined by the newly formed bargaining support team. The bargaining support team has the important job of keeping members informed about bargaining, mobilizing members behind key bargaining demands, and keeping the bargaining team informed of the opinions and wishes of the membership at large. As past bargaining rounds have shown, the most effective way to negotiate significant improvements to our collective agreement is with a strong show of support from the membership, leaving the bargaining support team with a critical role to play.

In this regard, I'm happy to say that they are off to a good start. Their efforts ensured a good turn out to the February 4th sessional faculty social. Together with our bargaining team and executive committee, they were able to contact sessional faculty members across campus to inform them of the bargaining survey, and ensure the voices of sessional faculty members were heard.

On February 25th, at a Special General Membership Meeting, sessional faculty members ratified the bargaining priorities. The bargaining team will take these priorities to the negotiating table with the employer.

In the meantime, our bargaining support team will be looking for members to contribute to the bargaining effort. They've taken on the responsibility of finding a range of creative and diverse ways for you to become active in bargaining, ways that seek to respond to the challenges of busy schedules, large workloads, and multiple jobs on multiple campuses. I hope you will respond by contributing in whatever ways you can to this collective effort. We are critical to the university and our issues are important not just to us but to our students, and the larger campus community. Now is our opportunity to make a difference in our working conditions, and in the quality of education of our students.

If you would like any information or updates on bargaining or would like to talk to us about the bargaining priorities, please contact us at: info@cupe3906.org

Sincerely,

Alex Diceanu,
Chief Steward, Sessional Faculty
Department of Political Science &
School of Labour Studies

Budgets and Blitzes

The Neoliberal Design of Education Funding at McMaster

By: Caitlin Craven and Hayley Goodchild
CUPE 3906 Political Action Committee

University struggles have made their mark on the collective radar of Canadians in the past year and a half. The Quebec students' strike in particular has encouraged society to examine post-secondary institutions as critical sites of political turbulence. Although their strike to reach a consensus for tuition appeared as the most immediate and visible goal, many of the students and their allies aimed to highlight how increasing tuition is tied to a more extensive project of corporatizing universities and colleges and downloading a greater burden of the costs onto individuals. The two are of a piece.¹

In Ontario, shifts towards privatization are well under way, arguably much further than in Quebec,² where a powerful coalition of student movements are resisting them. The pursuit of more efficient educational institutions as a strategic direction is clearly evident in the Ontario government's recent discussions on post-secondary education.³ In this article we present two recent examples of McMaster University's pursuit of privatization: the McMaster Alumni Association's 125th Anniversary Bursary Challenge in December 2012, and the Board of Governor's recent decision to overhaul the budget model. While at first glance these may appear tenuously connected, we argue that they should not be analyzed separately, as it is through the process of incremental changes that privatization and corporatization take hold.

Of course, it is not in the university's or the government's best interests to speak frankly about these changes; words like 'neoliberal' and 'privatization' are eschewed in favour of language that neutralizes what are undeniably political shifts in the structure and governance of educational institutions. Instead, we are constantly being asked to be more 'entrepreneurial'; a buzzword that, much like efficiency and flexibility, pervades contemporary economic parlance.

With the new budget model coming into effect at McMaster, faculties are also being asked to be entrepreneurial – in much the same way we deem crucial to ask

the meaning and the degree of impact on our work as students and teachers. Under the new model (based on the work over the past few years of the Budget Model Task Force), faculties will receive funding through a formula based on student enrollment (Activity-Based Budgeting). This restructures faculty funding such that "all University revenue is attributed to the units that through their 'activity' bring the income to the University. These Activity Units are the Faculties who enroll students in their undergraduate and graduate programs, do the teaching of students, and carry out research...the greater the Faculty's activity, the more the revenue attributed to it."⁴ This change in funding structure allows more transparency and autonomy by decentralizing control over budgets, as well as making faculties responsible for generating resources through increased student enrollment in classes in order to receive more funds from the university. Faculties will also now be paid for students taking their courses from outside the home faculty, encouraging the development of more open courses (also referred to as service teaching), which are available to anyone on campus.



Photo by marctasman via Flickr

This sounds like an appealingly great improvement. But, as with many of these moves to decentralize governance structures, “autonomy” really means “autonomy within set parameters”; in this case quantity (of students) is the measure of value in education. These terms matter a lot, and it is important to examine how the values expressed in this change reflect neoliberal approaches to management that might conflict with other visions of education.

First, this budget model measures success and value in terms of the quantity of students; not the quality of programing, teaching, or space for critical thinking and creative collaboration. By designing the entire incentive structure around increasing enrollment, faculties will be more compelled to design programs to attract as many students as possible (quantity), instead of focusing on quality of higher education. Second, this model potentially creates competition among faculties for attracting students to their classes.

Rather than valuing interdisciplinarity for the pedagogical role it plays in challenging disciplinary lenses through which we see the world, incentives to attract non-faculty students are now part of the mechanism governing program design with the aim of increasing student numbers.

Of particular concern at the forefront of the Faculty of Arts is the potential influence of this change on the relationship between Social Sciences and Humanities. Discussions of a post-secondary education funding crisis, call for ‘tangible outcomes,’ and ‘productivity,’ increasingly putting valued programs at risk and subsuming the historical emphasis on critical thinking in both faculties. While there may not currently be any formal solidarity between these two faculties, these potential connections and collaborative possibilities exist and are put at risk by these budget changes. Social Sciences stand to be the largest beneficiary in the changing funding model, while Humanities departments—important, critical, but often small programs with lower enrollments—once again lose out.⁵ Unless the university decides such programs are worth funding (through a designated University Fund outside of enrolment), political fights are anticipated as a result of this budgetary change. Although Social Sciences seems to benefit from this new funding, students and teachers in this faculty should be cognizant of broader struggles for quality, critical education in the neoliberal university.

These budgetary changes are complicated and we are not claiming to have a comprehensive understanding of them and all of their implications at this time. Rath-

er, we suggest readers ask questions about the consequences of these changes within and beyond the context of this university, to the larger political context of the future of post-secondary education in Ontario, and more broadly.

Compared to the overhaul of the budget model, the 125th Anniversary Bursary Challenge is a much smaller affair. As both a McMaster alumnus and a current PhD student, I am fortunate to be able to provide insight to the institution through both lenses. The challenge, which took place in December 2012, was a 48-hour fundraising blitz organized by the McMaster Alumni Association (MAA) that encouraged alumni members to meet a \$125,000 goal. I received an email on December 4th, 2012, inviting me to kick-off the challenge at 4pm that day with a donation of any amount. Incentives were included, for example, a profile on the MAA website for the first donor from each graduating class.

All the money was donated to students from the local community who are in financial need. The alumni were generous, exceeding the goal and donating a total of \$180,942.⁶

There is little doubt that the money raised will benefit those to whom it is distributed (especially since it is given as bursaries, rather than loans), and we have no reason to doubt the sin-

cerity of the individual donors and organizers to relieve a small handful of students of a growing financial burden. But the problem is more insidious. By calling on alumni to step up and bridge the growing gaps students are facing in financing their educations, the MAA is—likely unintentionally—encouraging another means of downloading the responsibility for funding. In the revision of the budget model discussed above, the downloading is from the central governing bodies of the university to the faculties and departments themselves, but in this case it is shifting the burden of cost from the government to individuals. That this effort is considered charity, which carries with it considerable positive connotations, only further obscures the extent to which this shift is a cornerstone of neoliberal policy in regards to education (for example, one video advertising the challenge says “we all smile when someone lends us a helping hand. Help lend a hand to students.”⁷). Furthermore, a growing proportion of the alumni who are encouraged to donate, are themselves saddled with student loans that would have been unthinkable to earlier generations of graduates, and are facing discouraging job markets upon graduation.

Of course, there is nothing new about alumni associations playing a pivotal role in university fundraising.

Indeed, the MAA's mission is "to help the University accomplish its three primary activities – research, teaching, and community service – by participating in the University's governance, acting as an advocate and ambassador, supporting fundraising, and engaging the membership in actively supporting the University's strategic vision."⁸ What I found particularly troubling was actually the recognition on the part of the MAA that tuition constitutes a barrier to equal access to education, but they treat it as inevitable. Consider this reminder email I received on December 5th, the second day of the challenge, which included the lyrics to a short motivational song:

Tommy used to study at Mills

Finals are coming

He's down on his luck... it's tough, so tough

Gina works at TwelveEighty all day

To pay tuition, she brings home her pay

For school – for school

They say we've got to donate to what we've got

Cause it makes a big difference

Believe it or not

We've got each other and that's a lot

For Mac – let's give it a shot!

*Wooah... we're halfway there!*⁹

Tommy and Gina aren't simply 'down on their luck.' They are, like many of us, forced into a pattern of picking up precarious work (often full-time) to cover the snowballing costs of education. Unfortunately, messages like the ones promoted during the 125th Bursary Challenge serve to naturalize rising tuition costs rather than taking a stance on the government's and the university's political decisions to cut funding and run our post-secondary institutions as 'efficiently' as possible. Over the past few years, provincial funding to universities has remained stagnant in the face of increasing costs while the price of university for students has gone up in the form of yearly tuition hikes. It is in this same context that the provincial government is also pushing for increasing student enrollment – under the mantra that more degrees equal more productivity – without increasing available funds or doing anything serious to tackle tuition and make universities more accessible. Without this, more degrees will continue to mean more debt.

Having universities redesign budgeting models on the basis of enrollment (a model originally developed in private universities in the United States and then extended to publicly funded institutions) does nothing to alleviate the financial burden of education. Rather,

it worsens the situation by encouraging higher enrollment in programs and degrees without providing adequate financial support. Those unaffordable degrees are then funded through a combination of student loans, precarious work, and the appeal to alumni's generosity, even though many alumni are already stretched thin. And so we are back to quantity over quality – more degrees and more revenue generators (i.e. students, alumni) for universities that are seeing no new public funding. The system downloads costs onto students, increases private revenue, and lowers the quality of education through larger classes and growing debts.

Endnotes:

¹ For an excellent introduction to the various means by which universities are being privatized, see Claire Polster, "Privatizing Canada's Public Universities," Canadian Dimension, August 31st, 2005, at <http://canadiandimension.com/articles/1909>.

² For example, Ontario receives the lowest funding per full-time equivalent student in the entire country, at \$10,222 compared to Quebec at \$12,756, and the national average of \$13,481. See Students' Vision: The Future of Ontario's Post-Secondary Education System, published by the Canadian Federation of Students (Ontario) at <http://cfsontario.ca/downloads/CFS-2012.10-StudentsVision.pdf>, p. 11.

³ The government's discussion paper, titled Strengthening Ontario's Centres of Creativity, Innovation, and Knowledge, can be accessed at <http://www.tcu.gov.on.ca/pepg/publications/DiscussionStrengtheningOntarioPSE.pdf>. As CFS-Ontario points out in Students' Vision, the government's formal discussion paper "is loosely based on a confidential discussion paper that was leaked in February 2012 called 3 x 3: Revolutionizing Ontario's Post Secondary Education System for the 21st Century" (Students' Vision, p. 10).

⁴ New Budget Model, Alternative Budget Model Taskforce Phase II (BMTF II), Report, Nov. 2011, p. 6-7, available at <http://www.mcmaster.ca/vpacademic/documents/BMTFII.pdf>

⁵ Figures for 2011-12 show around 4000 undergraduates enrolled in Social Sciences, compared to just over 2500 enrolled in Humanities, McMaster Fact Book 2011-12, available at <http://www.mcmaster.ca/avpira/factbook.html>

⁶ See <http://www.mcmaster.ca/ua/alumni/125Challenge/125-Bursary-Challenge.html>. One email suggested that donations would be 'matched,' but it is not clear by whom.

⁷ See the centre video at the bottom of the page, <http://www.mcmaster.ca/ua/alumni/125Challenge/125-Bursary-Challenge.html>.

⁸ McMaster Alumni Association Constitution, June 2012, Article 3.01 (p. 2), accessed at <http://alumni.os.mcmaster.ca/s/1439/index2.aspx?sid=1439&gid=1&pgid=425>.

⁹ Email received from the McMaster Alumni Association, December 5th, 2012.

The Privatization Epidemic

By: Maria Mustafa

Photo by flickrey via Flickr

“Privatization of the academic sector” search on Google produces a wide array of responses. Of course most of these are negative and having strong credibility, the positive side should also be recognized.

Prior to discussing this topic further, the meaning of privatization should be evaluated. It is defined as the transfer of ownership to a privately owned entity from the government ownership. The aim of this process is to maximize profits.

Anthony Boardman and Aidan Vining published a massive review in 2012 on the privatization of Canada. In this document they mentioned most of the privatization occurred in one decade of Canadian history from 1980 to 1990. The companies that were privatized at this time are listed in the document; these included energy, telecommunications, and transportation sectors. The result of the privation was positive in tax revenues, sales per employee, capital expenditures, and dividends. The negative aspects would include increase in unemployment, increase in nepotism, and decrease in wages. They also mentioned that this spree of privatization is just the beginning, and other targets are possible. Specifically those described as “low-hanging” in a way of “economic-efficiency” and “political popularity” perspective.

This would include the Academic sector, currently part of public sector. Although the amount of funding for education has been declining from both the provincial and federal government, it has yet to be privatized. Since less funding is being collected from outside sources, such as taxes, tuition has been increasing. Accordingly, the need for financial assistance has increased as well. This has caused an increase in the number of students per teacher, compromising the quality of education. The question that comes to mind is: do

we really want more individuals rejected from universities because they cannot afford it? Our society depends on the co-mingling of contrasting ideas to empower development. Privatization may place a hiatus on this progression.

If the academic sector becomes privatized, where does this epidemic end? As Scallan mentioned in 2011, the “creeping privatization and individualism in Canadian politics can destroy the countries public health-care system” (Scallan, 2011).

I have provided the groundwork for a simple decision, now it is up to you to make the final call.

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Ramblings of a PhD Candidate On the Road: How the University Tuition Structure Affects Social Values

By: Alex Weber

This past summer I embarked on a lengthy bike trip across Canada with a fellow CUPE member. That's nine provinces, two oceans, 7,700kms, mountains and prairies and awful Ontario highways, friendly Canadians and 66 days with the same person 24hrs a day. It was enthralling. Most of all, it was desperately needed. I've been in post-secondary school for close to a decade without a break. In that time I have accumulated my fair share of debt, and shelled out a hefty monthly interest payment to my friendly neighborhood bank in return. My cycle journey allowed for a time of reflection (especially staring at the infinite horizons of Saskatchewan and Manitoba) about where my life's directions, accomplishments, and whether it has all been worth this time and debt.

I've changed a lot since beginning university. I don't look forward to the day when the good people at CERN (European Organization for Nuclear Research) accidentally stumble upon the key to time travel, and someone goes back to my goth-ed-out first-year university-self and asks them their opinion on social justice, trans-nationals, "third-world" countries, poverty, democracy, etc. It's not just that I've become aware of their existence, but I now care. My values have fundamentally changed, along with my identity. Is that what universities are for?

Probably not. At least not in our current system. I started my university career with a major in chemistry and a double minor in mathematics and philosophy. I then received my MSc in neurophysiology and am currently completing my PhD in biomedical engineering. Suffice to say, my résumé points to academia or industry doing something science-y. But what if my values have changed? What if, in the process of all this critical thinking and some key classes, the things I want to do with my career have more to do with making social change and righting injustices? I'm afraid the bank is not going to understand my reasoning for investing in people and not paying them (the bank) back.

I'm sure some of you are thinking, "Well, he was an idiot for choosing those particular programs of study. He obviously should have chosen better." My answer to you

is, even if I had chosen a different field, I'm not sure I'd be any better off financially (just ask my friends in the humanities or social sciences). I would still be in a position where I would be weighing my monetary obligations with accomplishing other important priorities in life.

I envision living in a society where the populace is educated and armed with all the possible skills necessary to expand their freedom and choices, whilst creating a more direct participatory democracy. This way, values are based on facts, not intuition or coercion. Furthermore, the people themselves can use such values to enact social change.

This is where I imagine universities fit into the picture. In reality, the world in which we currently live is unbelievably complex; there may actually be an epistemological barrier to understanding even a fraction of the capital-t "Truth." Think of it this way. We don't have a solution to the three-body problem: predicting the absolute trajectory of three bodies in motion floating in space. What luck do we have in knowing about how social systems will work, when they depend on people, whose minds consist of complex networks made up of 100 billion neurons each with about 1,000 to 10,000 connections, and more than 60 different kinds of transmitters and receptors in each connection? And let's not get into genetic computations and the influence of the environment... Where was I? Right, so basically, the social and moral issues we face today are really complicated. Yet these are the things we want people to participate in solving. How are they going to do that if they're scared into taking jobs that help the 'economy' (I use quotations because the economy is most often associated with dollars and cents...and not with human gains and values) instead of taking the time to know the facts and change their values?

There are consequences to how we fund our education systems. Should tuition be free? If not, how much should we pay compared to how much the government should subsidize? Or should we privatize the system in order to create incentives to go to school, as some



Alex Weber and His Bike on the Road

kind of investment with returns? The issue with the former is 'how do we pay for it?' The issue with the latter is 'the focus becomes money', and all the problems that go along with solely focusing on money (i.e. 2008 housing/banking crisis in the US – and the world; think inequality; think Alberta tar sands; think transnationals becoming bigger than god). I would like to see our system focused on people, instead of money.

One interesting thing about being on the road this summer was how detached we were from the news and the media. We would only hear about stories if we happened to find a newspaper at a diner that someone had left behind, or catch a glimpse of a story on the news in a gas station. The two stories that were big at the time were the Montreal murder/cannibal/necrophilia thing (shudder), and the Montreal students' strike. I was awestruck with the solidarity and organization those students showed when their tuition was being raised. At first, like most, I thought, "What are they complaining about? They pay so little already!" But then I thought of two things. First, perhaps there's more than meets the eye, in the sense that very low tuition in Quebec is an incentive to keep French culture alive, something I believe is important, and the tuition hike was an attack on those values. Second, why should subjective comparisons matter, when it's

the objective amount I should be concerned about—maybe none of us should be accepting the current tuition (Quebec or otherwise) we are being made to pay for knowledge and values.

These subjective comparisons are also made when labour unions fight for more benefits or better wages, and people in non-unionized workplaces complain that we already have it so good. Why don't they think about whether they deserve the same benefits instead? When I got back from the bike trip, I found out that our union, CUPE 3906, decided to donate \$10,000 to the Montreal students' cause. This is the same amount that CUPE National gave out, and I think we provided the second biggest donation (behind U of T: local 3902). I was so happy to see that my union was fighting for the same issues I was thinking about on my trip. Maybe this summer I'll actually be around to help fight the good fight.

In solidarity,

Alex Weber

Join Our Committees and Working Groups

Departmental Stewards

This is a crucial union position. Each department has at least one steward who provides a direct link between the executive and the membership. You can contact our chief steward to get more information about your department's stewards.

Executive Committee

Executive officers are elected members of the union. These are paid positions. You can check the list of executive officers and our staff representatives here. Check the vacant positions if you are interested in participating in the executive committee.

Political Action Committee (PAC)

A semi-autonomous committee committed to extending solidarity to the rest of the labour and social-justice community in Hamilton and beyond.

Interested in participating in / knowing about PAC? Visit PAC's Website: <http://pac3906.wordpress.com/>

Equity Action Committee (EAC)

EAC is another semi-autonomous committee working towards Equity Seeking Groups in our union and the Hamilton area. The chair of the EAC is our Equity Officer. Please email Maria for more information.

Grievance Committee

Up to five members of our local in addition to the Grievance Officer, Chief Stewards, and staff, who work on issues of dispute surrounding the collective agreement. If interested, please email the Grievance Officer, Alex.

Benefits Committee

Chaired by the Benefits and Advocacy Officer, Benefits Committee work to administer benefits related tasks. Please email the Benefits & Advocacy Officer, Mitch, for more information and joining this committee.

Communications Committee

This committee is responsible for the production and distribution of The Ally, our local's magazine. Communications committee works to get the word out about CUPE 3906. The chair of this committee is the communications officer. Please email the Communications Officer, Sepandar, for more information and participating in this committee. You can send your articles/pictures/poems to be printed in The Ally.

Steel City Solidarity Working Group

Steel City is a workers action centre for precarious workers in the City of Hamilton. Established as a working group of CUPE 3906, they are composed of precarious workers and labour and community activists from McMaster University and the Hamilton community. For more information, contact info@steelcitysolidarity.com

Indigenous Solidarity Working Group

The group's mandate is to educate CUPE 3906 membership and the broader Hamilton community about issues relating to matters of indigenous sovereignty and solidarity. If interested, contact Indigenous Solidarity working group at iswg3906@gmail.com



Health & Safety

Your Rights at Work

By: Mitch LaPointe

Call for Joint Health and Safety Committee Members

We are currently looking for members from all three Units to sit on one of several Joint Health and Safety Committees (JHSC). The JHSCs are made up of groups of individuals from both management and workers, across sectors, who work at McMaster. The primary role of JHSC members is to keep an eye out for health and safety related issues in the individual buildings/departments entrusted to that particular committee. The committees meet approximately once per month to conduct regular health and safety inspections. The committees identify and document issues via incident reports. You may also provide input on guidelines development to foster a safer place to work at McMaster.

In order to qualify to sit on one of the committees you must be a unit 1 (TA or RA in lieu), unit 2 (sessional), or unit 3 (post-doctoral fellow) member and work in one of the buildings under the purview of that committee. Unit 1 members are paid their regular T.A. hourly rate for the time given to the committee. This is an excellent way to gain important health and safety related training and to help make McMaster a safer place to work!

If you, or someone you know, is interested in one of the vacancies listed below please contact me directly for more information:

healthandsafety@cupe3906.org

Current Vacancies:

- Arts: Unit 2 & 3 Members
- DeGroote School of Business: Unit 2 Member
- Engineering: Unit 2 & 3 Members
- Health Sciences: Unit 2 & 3 Members
- Ivor Wynne/David Braley Athletic Centre: Unit 2 & 3 Members
- Libraries/Museum of Art: Unit 1, 2, & 3 Members
- McIARS: Unit 1, 2, & 3 Members
- MDCL: Unit 2 & 3 Members
- Science: Unit 2 & 3 Members

Have any question about your **dental coverage?** Refer to our FAQ by scanning the QR code with your smartphone or by going to the following link:
<http://goo.gl/SZeOR>



NEWS

Next GMM (General Membership Meeting):

Wednesday, March the 27th,
@5:30 (Food @5) in MDCL 2232
(GMMs are on the last Wednesday of every month)

2013 AGM (Annual General Meeting) Will be on the Same Day as the Next GMM on the 27th

CUPE 3906 Equity Statement

Union solidarity is based on the principle that union members are equal and deserve mutual respect at all levels. Any behaviour that creates conflict prevents union members from working together to strengthen the union and its initiatives.

As unionists we aim to achieve mutual respect, cooperation and understanding throughout our membership. We neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual or creates an intimidating, hostile or offensive environment.

A hostile or offensive environment includes discriminatory speech or conduct, which is racist, sexist, transphobic or homophobic and/or discrimination based on (in)ability, age, class, religion, language and ethnic origin. A hostile and intimidating environment also includes attempts to de-voice other members by ignoring GMM speaking practices or by talking over, yelling, rolling eyes at or shutting down contributions made by others.

Sometimes discrimination takes the form of harassment. Harassment means using real or perceived power to abuse, devalue or humiliate others. Harassment will not be perceived or treated as frivolous behaviour. The uneasiness and resentment that harassment creates hinder the growth of the union by hampering our capacity to work together on shared concerns such as decent wages, safe working conditions and justice in the workplace, society and in our union.

The above-mentioned components of a hostile environment hurt and divide the union and compromise CUPE's policies and commitments to equality. Members, staff and elected officers must be mindful that all members deserve dignity, equality and respect.



Idle No More protestors fasting in their teepee in front of Hamilton City Hall. Check CBC: <http://goo.gl/3vn3L>

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