

The Beacon



*Newsletter of Canadian Union of Public Employees Local 3908-1
Volume 5 Issue 1 ~ Spring 2005*

Clark Kerr, who was President of the University of California at Berkeley during the Free Speech Movement in the early 1960s, once said that a university “is so many things to so many people that it must, of necessity, be partially at war with itself.”

Kerr obviously underestimated the profound revolution he helped to initiate in higher education: now, in fact, it is difficult to find a university that is at issue, let alone war, with itself. Universities have become tightly managed institutions, in which power and possibility have been tamed to the demands of an executive elite whose interests are scarcely educational, let alone collegial.

Oh sure, there is still plenty of controversy and intrigue on campuses. At York University, a classic battle over free speech has pitted radical faculty against a repressive administration. But this battle, like the on-going melee at Concordia, is more properly about the Israel-Palestine conflict than

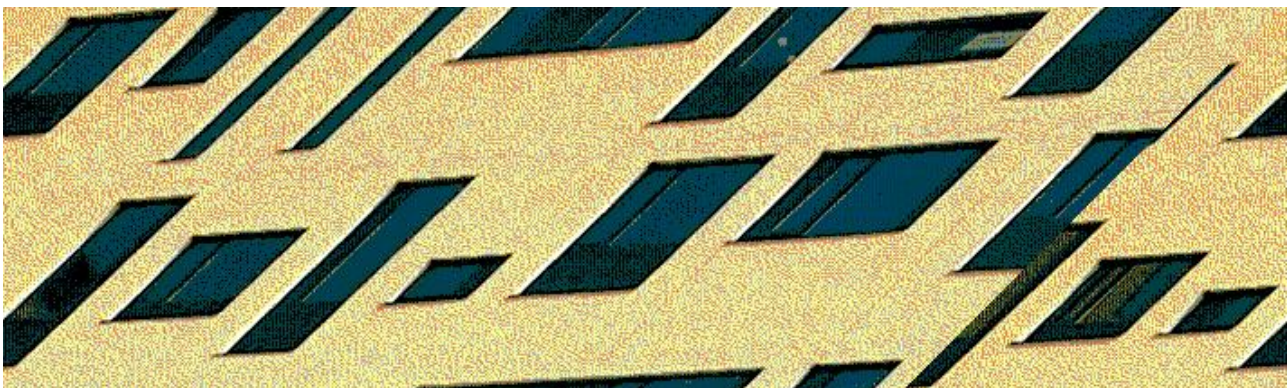
about the university it happens to take place at.

Disagreements about the university itself have traditionally been Trent’s stock in trade. But the last battle – over the fate of the downtown colleges and the Board of Governors overruling Senate – was so decisive a victory for the administration and so complete a disaster for the faculty and students we have, for the past three years, joined the ranks of the living dead. Along with signs of spring now, though, come other signs of thaw and new life.

As expected, this new life has been stimulated by a new crisis. In this case, the university is in a deep financial mess caused in large part by the downtown colleges closure fiasco but triggered more directly by an unexpected dip in enrolment after the double-cohort.

The faculty, like Tolkein’s ancient Ents, are finally waking up to the extent of the crisis in their midst. Like the Ents, they took the first step of calling a council – something that hasn’t happened “for a long time” – that is, since the spring of 2001.

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CUPE 3908 BEACON

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What's a Beacon?

The *Beacon* is the newsletter of CUPE Local 3908, unit 1, which represents contract faculty and part-time instructors at Trent University. It is published twice every academic year, once in the fall term, and once in the spring. The *Beacon* aims to publish material that is of interest to the members of the Local and that deals broadly with university or union issues. Contributions from Local members and from the general public are warmly encouraged.

message from the outgoing president

A fond farewell

Dear CUPE sisters and brothers,

It is with both sadness and happiness that I write to inform you that I am stepping down as the president of local 3908-1 at Trent. I am sad because

of all the good friends I have made on my journey as president and because of the remarkable changes we have made over the past few years and I am happy because I am continuing to work in a union setting at Trent. CUPE has been a passion for me and I have taken the opportunity to learn as much as I could about contract academic work. I'm sure I will continue in that learning and that I will continue to share my knowledge with all of you.

No union president should stay in office for too long. Or so think I. Over the past few years, I have been through two rounds of bargaining on behalf of the Local and, through the terrific efforts of Sarah Kardash, we made much more contact with our members. Our presence on campus has been strengthened and we have had the power to change our relationship with the university. We are being given more say in what happens on campus and I hope that trend continues.

I'm proud to say that CUPE 3908-1 is, and has been, blessed with very active executive members who valiantly stepped into the breach as



my departure became more and more complicated.

In particular, I would like to thank David Berger, vice president, for stepping up to the presidency in an interim manner, and Brent Wood, grievance officer, for taking over for the summer. Thank you all.

As some of you will already know, I have accepted the position of executive assistant with TUFA. (Now don't let me hear any whispers about sides!) I'm pleased to be moving on in this way, as I am hopeful that relations between the two units will continue to improve. I know my knowledge about unions will be put to good use and challenged in this round of TUFA bargaining.

I strongly encourage any of you to take up the challenge of union service; as I have mentioned previously, it has helped me to drive away the isolation of contract life. Come to the AGM in the fall

and run for office, or just serve on a committee. There's friendship and service to be enjoyed in the company of many of us who, through our contract labour, make the university a better place.

Will I miss CUPE? Darned right I will.

In solidarity,
Jill Smith

Jill Smith has been the President of CUPE 3908-1 since January 2002. She has taught Introduction to Women's Studies for Trent @Durham for five years.

News and notes

Rae Daze

Former Ontario Premier Bob Rae released his report on post-secondary education funding, Ontario: A Leader in Learning on February 7, 2005. Rae, who spent the summer and fall of 2004 making the rounds of the province's colleges and universities hosting town hall meetings and roundtable discussions, ended up right where he was expected to: he advocated a large increase in public expenditure on universities, and proposed a complete deregulation of tuition fees. The former would reflect the importance of post-secondary education investment to global competitiveness, Rae says, and allow students who are in truly dire straits get the support they need. The latter would allow outstanding universities to be outstanding, and force the weaker ones down to the bottom of the funding pile where they belong. The spending recommendations were welcomed, predictably, by student groups and by union representing university workers. The calls for 'diversification,' predictably, were welcomed by right-wing media and think tanks.

The big bucks

Presented on the heels of the Rae report, the new Ontario Provincial budget represents a stark turnaround for government funding of higher education. Under Liberal Premier Dalton McGuinty's Reaching Higher plan for post-secondary education, Finance Minister Greg Sorbara announced that \$6.2 billion dollars will be invested in universities and colleges by 2010. (Question: Since when did governments start budgeting spending for five-years periods?) That amount will be split between financial aid for students and operating funds for universities – two things the Liberals' predecessors, Progressive Conservatives Mike Harris and Ernie Eves, lost very little sleep over. University officials, including

our own President Bonnie Patterson, lost very little time in heaping praise on the investment. (In a university press release, Patterson said the McGuinty government "is taking a major step to enhance Ontario universities' competitiveness in Canada.") Also overjoyed was the Canadian Federation of Students, who were clearly relieved that the Rae recommendations they found most objectionable were ignored.



We used the same picture (of Bob Rae) in the last issue.

Everyone's a Critic

Just as our last issue was going to press, Trent found itself in an extremely unflattering media glare in connection with Peter Gzowski College's Enweying building. Lisa Rochon, architecture critic for the Globe and Mail, trashed the design as an affront to Trent's tradition of tastefully subdued grey buildings and wondered what on earth Trent's administration was thinking in allowing its erection. This prompted replies from Susan Clark, V-P Academic, and from David Newhouse, Principal of the College, saying that Enweying was the product of a long and involved process of institutional consultation and that Trent had stopped building tastefully subdued grey buildings years ago! Regardless of the value of these responses, the issue

seemed to be dying a natural death – until it was picked up in the May 2005 issue of the Walrus. It seems Ron Thom will never die.

Problem Solved!

Speaking of Enweying, the Peter Gzowski College committee headed by Ray Dart that was looking for a way around the awkward situation at Gzowski's cafeteria (which is restricted to paying customers) came up with a solution of sorts. A large class curtain will separate the restricted from the public area of the cafeteria, allowing paying and non-paying collegians to dine in close proximity if not exactly together. The curtain will be installed over the summer.



Enweying can't catch a break from architecture critics.

A miscellany of announcements and observations on our university and our world.

Information, Please

Local watchdog site OurTrent.com reports gleefully that the budget (see The Big Bucks above) also includes an indication that the government will include universities under provincial Freedom of Information legislation. This change, which an increasingly loud and unanimous chorus of officials supports, appears to be a done deal. The only question, as OutTrent suggests, is the extent to which universities will wriggle out from under the public's grasping gaze with exceptions and loopholes.

Can We Have Some More?

Two-thirds of the way through our fiscal year, we have exhausted both the Professional Development Fund and the Benefits Fund. (See page 9 for a list of all the people who got PDF funding.) Are you thinking what we're thinking? Yes, you are: we need a whole lot more money in both of these funds if we're going to meet our members' needs. Something to think about come bargaining time.

CUPE positions on-line

Trent University is now posting CUPE positions electronically. Paper copies of CUPE postings will no longer be available at various locations around the University and will now only be made available on-line. Electronic postings can be accessed on the Dean of Arts and Science website, under CUPE Advertisements, at www.trentu.ca/deansoffice/cupejobpostings.htm

Swinging Doors

Last issue we reported that Brian Blakeley was being replaced as our CUPE National Representative by Bill Nichol. A scant few (very quiet) months later, Bill Nichol has been replaced by Derek Blackadder. Mr. Blackadder appears to be making himself quite comfortable, and we look forward to building a relationship with him.

Ignorance: Love it or Leave it

by Brent Wood

Florida, the state which brought us the remarkably unfortunate presidency of George W. Bush, is in the news for an ideological assault on post-secondary education. A sub-committee of Florida's state House of Representatives recently approved legislation designed to limit faculty members' discretion over both the subject matter they teach and the political spin they put on it.

The sponsor of the bill, Rep. Dennis Braxley, traces his interest in the matter to his own undergrad experience, during which he felt at odds with an anthropology professor who wouldn't recognize the validity of his "creationist" Christian views and who, in Braxley's mind, forced evolutionary theory on him. *Inside Higher Education* reports Braxley as stating that students should not "get blasted" as he did for not believing in evolution. Braxley further commented that faculties have too many "leftist totalitarian niches" and that lawmakers want to do something about the fact that "we've allowed universities to become an extreme leftist stronghold."

I shouldn't be surprised any more as I watch the slow decline of our neighbours to the south, but still the idea that American university faculties could be "leftist totalitarian niches" jolts me into both laughter and tears as I strain to imagine how far "right" a politician must be in order to conceive of America's conservative campuses in this way. Public discourse has drifted so far toward the myopic paranoia of the pseudo-Christian Republican Bible Belt it seems as if the principles of freedom upon which the nation was founded must have been only a dream. That Braxley's complaint and proposed legislation can be taken

seriously is one more illustration of the extent to which the criterion of "truth" in America has become explicitly ideological. Braxley feels that his faith-based theory – an oversimplified version that many Christian laymen and scholars would not support – deserves to be treated on an equal footing with a science-based theory.

As a teacher, I'm keenly aware of the impact I can have on my students' beliefs about the world. Teaching this year at the University of Toronto at Mississauga I was treated to the most culturally-diverse groups of students I have ever encountered. In a Canadian Literature class I found myself trying to get students to think of popular Christian stories as "myths" in the way they'd think of Greek or North American First Nations stories of gods, spirits, and culture heroes as myths. And yet my intention was in no way to "debunk" these stories as untrue. On the contrary, my aim was to show the students how cultures create stories to accomplish certain social and psychological purposes, and how contemporary writers modify and use these stories to fuel their own social and psychological commentary.

In Mississauga, it's impossible to approach a class with any but the most broadly humanist cultural values. One has to speak to students' experiences, and to respect students as people. Therefore, one must respect students' beliefs and cultural belongings. At the same time, as a teacher I'm obliged to point out the frightening and distasteful historical facts in the relations of one group of people to another, facts which will inevitably implicate a group with whom some students associate themselves, whether it's Christian vs. "heathen" First Nations or Jews, white slaveholders vs. enslaved blacks, the conquering aristocracy vs. the peasants, or men vs. women. There can be no room for ideology when the ideological process itself is the subject of critique.

I've been fortunate to have such radically mixed classes with whom to discuss these highly charged subjects. The very multiplicity of the class forces us to meet on a footing of humanist values and scientific knowledge, tempered with respect for one another's differences.

Dennis Braxley's proposal is clearly insulting to our professional ability to manage difference as it attempts to somehow force professors to give equal time to competing views, regardless of their actual validity or adherence to the most basic humanist principles. Why stop with creationism, after all? Doesn't the theory that the Holocaust never happened warrant attention? What about the belief in the natural inferiority of "the coloured races"?

The very multiplicity of the class forces us to meet on a footing of humanist values and scientific knowledge, tempered with respect for one another's differences.

In addition to bizarrely undermining the basis for science, this stance seriously misconstrues the nature of the classroom and the role of difference within it. It assumes that students are not allowed to disagree with their professors, that professors tend to promote singular viewpoints, and that these viewpoints are often of the "extreme left". Oh, for the days when Marxist-Leninist groups used to prowl the campuses! But perhaps it's just that Braxley's view of the "extreme left" encompasses those who would challenge ingrained, culturally-biased mental habits with ever-evolving scientific and humanist views of reality.

It also appears that Braxley has no idea what "totalitarian" means. As "liberal" has become a negative term south of the border, associated with extravagance and moral lassitude, it is disturbing to hear elected officials openly engaging in doublespeak by identifying the "overly-free" with the "overly-controlled." America was founded upon the principle of liberty – so how is it that the change of a suffix from "ty" to "al" can make freedom into bondage – and vice versa?

As my mother discussed her upcoming vacation to Florida with me, I was reminded of the number-one reason places like Florida can sustain this disturbingly simplistic level of public discourse: retirees. The 55+ population governs the ballot box everywhere, but especially so in Florida and other warm, sunny and dry spots. Conservative elders collect there, pushing the demographic balance just enough toward the ideas and politics of the 1950's that representatives like Braxley can make political hay out of pet projects like this one, packaging political control as freedom-to-be-old-fashioned.

As the general education level in Canada has risen drastically over the past couple of generations, it shouldn't be surprising that anti-intellectualism is widespread among the older crowd, who in general would rather spend their money on big-screen televisions and comfy cars than on the education system.

But I'm going to stop being pessimistic about this situation. I'm going to get pro-active. I'm going to start promoting university degrees as recreational activities for our elders. In many places senior citizens get to attend university for free – why not start to load up university classes with seniors?

Of course, the administrations don't want surplus students who don't pay tuition. But there might not be much they can do about it. And if they really think about it, they should encourage it. Once seniors' education becomes trendy, so will funding it for their grandkids and their friends. We'll rapidly increase our general education level, be able to close the "education gap" between old and young, and maybe even speed up our transition to a rational, sustainable economy.

You can help me out. Bring your mother to school one day. Encourage your father to take a night course. Start spreading rumours about how well-respected old folks are doing it in Toronto. If you want to be pragmatic about it, just think of it as a job-creation project for all us itinerant knowledge-workers now and in the future.

Brent Wood is an instructor in English at Trent and the University of Toronto and is currently serving as CUPE's Grievance Officer.

Trent's newest moral panic:

Bad Students

This is the mechanical explanation of the newest moral panic to sweep over the faculty: the influx of bad students. This ignorant horde, we are told, is already compromising our ability to teach, and will ultimately imperil liberal education and Western civilization as we know it.

by David Tough

It wasn't supposed to happen this way. Young people in their thousands (the demographic echo of the baby boom) were supposed to swell post-secondary enrolments back to their 1960s levels. For some obscure collection of reasons, the students are staying away.

The phenomenon is constant across the Ontario system. But Trent was hit harder than others because we're small and we're a less safe bet reputation-wise. Oh sure, enrolment is up from a few years ago, but we're not exactly awash in eager applicants.

If instructors are held responsible for their students' inability to learn, the pressure to drop challenging ideas or difficult texts from the curriculum could become inexorable.

More important, from an educator's point of view, are the supply-and-demand effects of slipping enrolment rates on student recruitment. Entrance averages, which shot up for the double-cohort year, are now decisively back down as universities compete to attract students no university would have admitted a year ago.

The impression that students are becoming less intelligent, less literate and less informed is a truth that is imbibed in graduate school and embraced with increasing passion as one moves into seniority.

Of course, the story is a familiar one. University instructors have always complained about the inadequacies of their students. The impression that students are becoming less intelligent, less literate and less informed is a truth that is imbibed in graduate school and embraced with increasing passion as one moves into seniority.

The reasons for this impression are probably numberless, but one obvious source is a fear of failure as a teacher. Pedagogy is notoriously and inescapably an unpredictable process. If the students don't learn, if classroom discussions become stalled, if ideas don't connect or inspire, any instructor would want to have the ultimate fail-safe ready at hand: the students are dim.

And this anxiety is tied up with battles over curriculum. If instructors are held responsible for their students' inability to learn, the pressure to drop challenging ideas or difficult texts from the curriculum could become inexorable. Bad students could end up playing a kind of Trojan Horse role with respect to a scholar's freedom of teaching.

Notwithstanding the legitimacy of some of these concerns, and with all due respect to legitimate fears about the erosion of critical pedagogy, it's hard to swallow the argument whole.

Here I should offer a personal caveat. I squeezed into university with a whopping 65% average, a beneficiary of a dip in university enrolment in the early nineties. It may be that my lack of sympathy for all the hand-wringing over declining student averages is somewhat coloured by that personal history.

But that personal history also offers me a perspective on the issue which some of my colleagues might benefit from. That is to say that, as someone with an all too vivid memory of the intellectual environment of the average high school, I'm only half-convinced that entrance averages tell us anything about the actual abilities of students who are arriving at Trent.

High school marks give us a baseline estimate of ability and intellect, but no more. I certainly knew a lot of kids in high school who consistently got 80s but were exceedingly unimaginative people, and just as many who were literate and intelligent who barely scraped by. In the more fertile soil of higher education, many a wilted mind has blossomed. That's why we call them 'students.'

Indeed the anxiety over student decline involves an unacknowledged reversal of the by now cliched criticism of the commercialization of higher education – that it turns faculty into service providers and students into consumers. In this case, it is the faculty who are the consumers, and the students are the cheap, poorly-put-together products the consumers want to send back to the factory.

More tellingly, Trent's newest moral panic ignores the possibility of the very thing it's ostensibly protecting: quality teaching. An effective pedagogical relationship isn't ultimately about the abstract quality (the excellence) of either of the poles; it's about the quality of the relationship itself. We sell ourselves, our profession and our institution short when we forget that.

David Tough has taught in Canadian Studies for two years. He is CUPE's Communications Officer.

The Hit List

This year's PDF awards

CUPE's Professional Development Fund was exhausted in record time this year (after 7 months of a 12 month cycle). Our members are actively engaged in pursuing their own professional development. We need a bigger financial commitment from the university to ensure that our members can continue doing so.

Congratulations to our members who were able to make use of the fund this year:

Julian Aherne – *Environmental Resource Studies*
 Moshen Al Attar Ahmed – *Women's Studies*
 John Bodner – *English*
 Alison Butler – *History*
 Bryan Cummins – *Anthropology*
 Catherine Eimers – *Watershed Ecosystems*
 Mac Fenwick - *English*
 Andrea Harrington – *Int'l Development Studies*
 Marjorie Hogan - *Psychology*
 Thomas Hutchinson – *Watershed Ecosystems*
 Sarah Kardash – *Women's Studies*
 Alyson King - *History*
 Chris Koenig-Woodyard - *English*
 Sarah Lamble – *Political Studies*
 Karen McGarry - *Anthropology*
 Jon Mills - *Psychology*
 Graham Murphy - *English*
 Mary Jo Nadeau - *Sociology*
 Natalie Napier – *Women's Studies*
 Cath Oberholtzer - *Anthropology*
 Catherine Phillips – *Environmental Resource S.*
 Fred Pulfer – *Math/Education*
 Rueben Roth - *Sociology*
 Eric Sager - *Environmental Resource Studies*
 Colleen Shea - *English*
 Nicholas Sternsdorf – *Int'l Development Studies*
 Kerry Taylor – *Women's Studies*
 David Tough – *Canadian Studies*
 Michael Ulyot - *English*

The next round of the PDF will be announced in early July – keep an eye open for the posting!

Fred Pulfer wins CUPE Teaching Award

Fred Pulfer is the fifth recipient of the annual CUPE 3908-1 Teaching Award. Fred teaches at both Durham and Peterborough campuses, and was "delighted to even be nominated for this award". He finds "teaching at Trent [to be] a great experience" and wishes to thank all of his colleagues, staff and students for creating a "positive work atmosphere" and helping to shape his courses over the years.

The Teaching Award, valued at \$600, recognizes part-time teachers' outstanding contributions and deep commitments to teaching and learning at Trent. Any member of the Trent University part-time faculty can be nominated by their colleagues, students or support staff to receive this annual award. This year, over 40 members of CUPE 3908-1 were nominated for the award, with each nomination underscoring the value of contract faculty teaching in the Trent community.

Fred's work in the classroom has been described as "inspirational", "amazing", "excellent", "fantastic" and "outstanding."

Fred Pulfer was selected unanimously by a committee of representatives from CUPE 3908-1 and three student associations (TCSA, JBCSA and GSA). Fred received nominations from several students in his courses, with each clearly demonstrating that he is a widely respected teacher who shows exemplary concern for students. Fred's work in the classroom has been described as "inspirational", "amazing", "excellent", "fantastic" and "outstanding."

Fred has been teaching in the Mathematics Department for the past five years, and has also

been working in the School of Education and Professional Development since 2003. He holds Mathematics degrees from Queens University (B.A.) and University of Toronto (M. Sc), and a Masters in Education from University of Toronto. He has been an active member of the Mathematics teaching community, serving on the Executive board of the Ontario Association for Mathematics Education and producing its monthly newsletter. When not in the classroom, Fred can be found playing softball, cycling with the "Biker Dudes" and honing his bridge-playing skills.

This year, over 40 members of CUPE 3908-1 were nominated for the award, with each nomination underscoring the value of contract faculty teaching in the Trent community.

Fred Pulfer is one of a large and growing component of part-time faculty in Canada. At Trent University, over forty percent of faculty work on part-time contracts. In addition to producing excellent teaching environments, these university workers also struggle to gain union representation, equal integration into university life and committees, reasonable wages, job security and benefits. The CUPE 3908-1 Award for Excellence in Part-Time Teaching, won in collective bargaining with Trent University, was established to honour the work of part-time faculty within the Trent community.

Previous winners are: Jill Smith (2001), Jim Cosgrave (2002), Wendy Kelly (2003) and Graham Murphy (2004). The Award will be presented at the Local's Annual General Meeting in October, 2005.

Your Collective Agreement

5.08 Right of First Refusal

The right of reappointment is the closest thing to seniority language we have in our collective agreement. You are not automatically entitled to it just because you have successfully taught a course and, therefore, it's a good idea to familiarize yourself with the process, outlined below or on page 33 of the Collective Agreement, for officially obtaining the right:

1. A member must have successfully completed two previous appointments in the unit (or Department/Program) and the course, or closely related course.
2. The member must have formally requested two evaluations and been found "generally satisfactory on the first evaluation" and "at least fully competent" on the second.
3. The member must request from his/her head, in writing, an evaluation no more than four weeks into the "in-class duties" for each appointment.
4. The evaluation must be received by the member no more than 30 days after the end of the regular term and by September 30 for the summer session.
5. If the Department/Program does not act on the formal request of a member, that member shall be granted right of first refusal as the Department/Program shall be seen to have waived its rights.

It is perhaps worth noting that not many of our members are on the Dean's list of people who have formally obtained the Right of First Refusal. Please contact the CUPE office to determine your status, and if you do not have the right, and want it, be sure to get matters under way first thing in the fall or as soon as the summer session begins.

Editorial – continued from page 1

They're concerned about enrolment per se, but also about the effect of the financial crisis, and the tenure-track hiring freeze it has elicited, on faculty renewal.

All of this is, of course, good news for people who like bad news – or, more precisely, good news for people who benefit from bad news, like contract faculty. The tenure-track hiring freeze will mean more jobs for part-time instructors, more resources and power for the part-time union, and ultimately, perhaps, a better deal for contract faculty.

But a university in financial crisis has few resources and less power itself; the resource Trent University lacks most concretely, indeed, is freedom. More resources and more power for us essentially mean a larger piece of a smaller pie, and a bitter one at that.

The time may come when the pie becomes bitter enough and small enough that either the administration of some other rising power in the university (maybe even the Board of Governors) has to re-examine the calculations, both political and financial, that got us into this mess, and set about to undo the damage.

Then, perhaps, the university will be wide enough and contain enough multitudes to again become, as Kerr said, "so many things to so many people" that it's worth fighting over.

You're reading what's in this little box, aren't you? How many other people do you think are reading what's in this little box? A few, let's say. That's because people enjoy reading, and in the absence of something interesting to read, they'll sometimes read almost anything. So why not contribute something to The Beacon. Even assuming it's terrible, our crack team of editors will work to save it if they can, or put it out of its misery if they can't. And if it's really, really good – well, who are you to deny the world your wisdom and wit?

Submit to cupe@trentu.ca.

CUPE 3908-1 Executive 2004-05

	<p>Jill Smith – President jsmith@trentu.ca</p> <p>Jill smith has been the President of CUPE 3908-1 since January 2002, and has taught Introduction to Women’s Studies for Trent @Durham for five years. She has now executive assistant of the Trent University Faculty Association (TUFA).</p>
	<p>David Berger – Vice-President dberger@trentu.ca</p> <p>David is a part-time instructor in International Development Studies and Political Studies. David is the coordinator Compendium Project for the Trent Centre for Community-Based Education. When not at Trent, David can be found playing around town as an itinerate folk-singer.</p>
	<p>Peter Northrop – Treasurer pnorthrop@trentu.ca</p> <p>Peter is the University's Educational Computing Advisor and Senior Tutor at Lady Eaton College. He teaches part-time with the Computer Studies Program. He recently served as Associate Program Director of the Shad Valley Program at McMaster University in Science, Technology and Entrepreneurship.</p>
	<p>Brent Wood – Grievance Officer drwoo@pipcom.com</p> <p>Brent Wood teaches Canadian literature in the English departments at Trent and the University of Toronto. He is currently the Peterborough Green Party federal candidate, and chairs the Board of Directors of Arthur. Brent is also currently serving as 3908-1’s Acting President.</p>
	<p>David Tough – Communications Officer dtough@trentu.ca</p> <p>David has been a part-time instructor in Canadian Studies for two years. He has been active in university politics for a number of years, including two as editor of Arthur. When not at Trent, David is also a musician.</p>
	<p>Sarah Kardash – Office Administrator skardash@trentu.ca</p> <p>Sarah is a Women's Studies graduate and worked as a tutorial leader for the department this past year. She is leaving her position with CUPE to resume her studies in the Theory, Culture and Politics M.A. Program at Trent.</p>

CUPE 3908 Contract Faculty at Trent

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