

2020-2021

ANNUAL REPORT

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS



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Message from the President & Executive Director

This time last year our message highlighted the unprecedented changes wreaked by the COVID-19 pandemic, and the degree to which the virus and policy responses laid bare existing inequities in our sector and our society. As we approach almost two years of this pandemic, we are reminded of the toll this virus has taken on our members—from the devastating loss of work and, in some cases, loss of health and life, to the workload pressures resulting from the shift to remote and hybrid learning.

While vaccinations hold out the hope of returning us to 'normal', organized academic labour must decide whether 'normal' is where we wish to return, or whether we ought to envision a brighter future for our sector. With members taking a stand against anti-labour, anti-education governments on the picket lines, we know normal is not something we are willing to accept.

If 'normal' means a return to an increasing erosion of the academic job in favour of precarious contracts with little to no benefits, we need to envision a new normal. If 'normal' means indebting an entire generation of students rather than making public investments to ensure everyone has access to education, regardless of income or wealth—we need to demand a new normal. If 'normal' means the ongoing erosion of fundamental research—research that informs the very vaccinations that have allowed us to begin to re-open—we will say with one voice that normal is *not* good enough.

Through member education, research, bargaining and strike support, as well as campaigning and federal advocacy, CAUT will continue to push for a fairer future for our members and our universities and colleges.



Brenda Austin-Smith

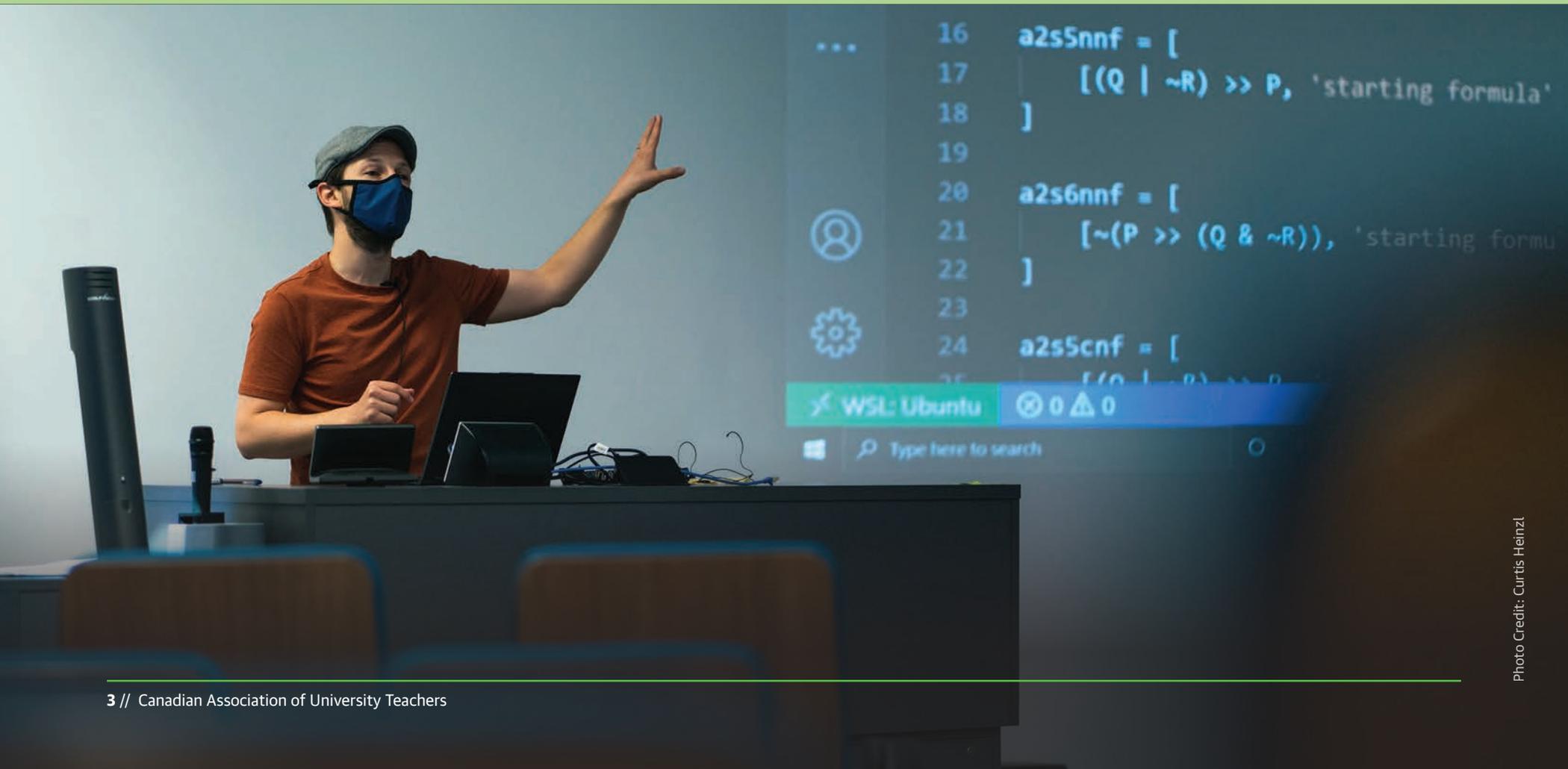
Brenda Austin-Smith
President



David Robinson

David Robinson
Executive Director

Advocacy for academic staff during COVID-19



Advocacy for academic staff during COVID-19

Together with academic staff associations, we kept post-secondary education front and centre of discussions about post-pandemic recovery plans this past year.

We tracked more than 110 universities' and colleges' reopening [plans](#) and created a [checklist](#) to assess health and safety plans. Fifty-five per cent of institutions planned to deliver their courses primarily online.

Through [submissions](#) to parliamentary committees, [letters](#), our [2021 pre-budget submission](#), and more, we called on the federal government to include academic staff and students at public universities and colleges in emergency support programs. The federal government responded by extending [emergency supports to students](#).

Checklist for Assessing Fall Semester Plans

The re-opening of campuses raises a number of health and safety and academic concerns for staff and students. The federal government and some provincial governments (British Columbia, Alberta, Ontario and Quebec) have issued guidance for post-secondary institutions in their re-opening plans. We have developed a checklist for measuring institutional re-opening plans based on recommendations from CAUT member associations and public health-informed guidance.

Academic staff associations should review their institutions' re-opening plans with an eye to the following:

Decision-making

- ✓ The recommendations and guidance of public health authorities inform all decisions about when and how to re-open campuses safely.
- ✓ Workplace Joint Health and Safety Committees (JHSCs) and staff and student associations are involved in decision-making around re-opening, risk and hazard assessment and mitigation strategies, and criteria and protocols in the event a student or staff member is diagnosed or suspected of being COVID-19 positive.
- ✓ JHSCs have consulted with the appropriate experts and other local or provincial bodies with expertise in hazard assessment and prevention. The JHSCs have also consulted with all campus associations and unions on specific concerns or hazards in their work areas or work processes that need to be addressed.
- ✓ Timelines for re-opening are flexible to ensure all known or potential hazards from the shutdown have been identified and addressed.
- ✓ Academic matters such as instructional methods and mode of delivery are decided by the appropriate academic governance body.
- ✓ Intellectual property protections in collective agreements have been reviewed and strengthened, if necessary, for asynchronous and on-line course delivery.

Communications

- ✓ Staff and student associations and joint occupational health and safety committees are involved in planning clear, concise and practical communication in order for all on campus to understand and follow appropriate guidance and advice.
- ✓ Safety plans for each campus/building are in place to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.
- ✓ Orientation procedures are provided to all staff prior to room usage.

University and College Fall Semester Plans

CAUT is tracking institutional plans for delivery of courses during the pandemic. We have compiled a database of more than 110 institutions' back to school plans, including the mode of delivery chosen for the Fall 2020 semester and links to each institution's health and safety plans. Few universities or colleges will be fully on-line this fall.

Percentage of post-secondary institutions by mode of re-opening

| | |
|---------------------|-----|
| Primarily on-line | 55% |
| Blended | 23% |
| Fully on-line | 16% |
| Primarily in person | 2% |
| Fully in person | 1% |
| TBD | 2% |

Percentage of post-secondary institutions by province and by mode of re-opening

| | Alberta | British Columbia | Manitoba | Ontario | Quebec | Other | Primarily on-line | Fully on-line | Blended | Primarily in person | Fully in person | TBD |
|---------------------|---------|------------------|----------|---------|--------|-------|-------------------|---------------|---------|---------------------|-----------------|------|
| Fully on-line | 12% | 10% | 0% | 17% | 21% | 0% | 50% | 0% | 40% | 50% | 0% | 0% |
| Primarily on-line | 62% | 67% | 75% | 67% | 55% | 57% | 9% | 50% | 40% | 50% | 0% | 0% |
| Blended | 27% | 24% | 0% | 17% | 43% | 18% | 50% | 60% | 60% | 50% | 0% | 0% |
| Primarily in person | 0% | 0% | 0% | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Fully in person | 0% | 0% | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| TBD | 0% | 0% | 0% | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Submission to the Pre-Budget Consultations in Advance of the 2021 Budget

Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université

September 21, 2020

BY EMAIL: info@caut.ca

The Right Honourable Justin Trudeau, P.C., M.P.
Prime Minister of Canada
Office of the Prime Minister and the Privy Council
80 Wellington Street
Ottawa, Ontario
K1A 0S2

RE: The critical role of post-secondary education and research for Canada's post-pandemic recovery and future

Dear Prime Minister:

On behalf of the 72,000 academic staff working at universities and colleges across the country, the Canadian Association of University Teachers (CAUT) is writing to urge you and your government in the upcoming session of Parliament to strengthen federal leadership to ensure an accessible and high-quality post-secondary education system for all Canadians.

Universities and colleges are integral to a strong, stable and resilient Canada, growing the knowledge, innovation and talent needed to solve current and future challenges. However, post-secondary education is under considerable strain that is negatively affecting jobs in the sector and beyond, the diversity of educational programs, and accessibility to opportunities.

A national pandemic recovery plan must include strategic investments focusing on strengthening our public services, including post-secondary education. In advance of the 2021 Budget, CAUT writes to you and your cabinet urging the need to improve the affordability and sustainability of post-secondary education as part of this recovery plan. Outlined below are our recommendations.

Develop a national strategy with the provinces and territories that provides adequate, stable federal funding to support quality post-secondary education.

This pandemic has demonstrated the unsustainability of the current patchwork approach to post-secondary education policy at all levels. A stronger federal partner is needed. The last federal top-up for core operating costs to support post-secondary education was in 2007 through the Canada Social Transfer. Meanwhile, tuition have risen over 40% and enrollment has grown by 20%. Provincial governments are taking divergent approaches, and some do not have the same fiscal manoeuvring room as the federal government.

CAUT believes it is key to develop, in collaboration with provinces and territories, a national post-secondary education plan that commits predictable, sustainable funding through a dedicated education transfer with accountability mechanisms so universities and colleges can make education more affordable for all, increase access for those who need it, and address issues of precarious work.

A Path Forward: Post-Secondary Education & Research Critical for Canada's Future

August 2020

CAUT
ACRU

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Mobilizing political action for change

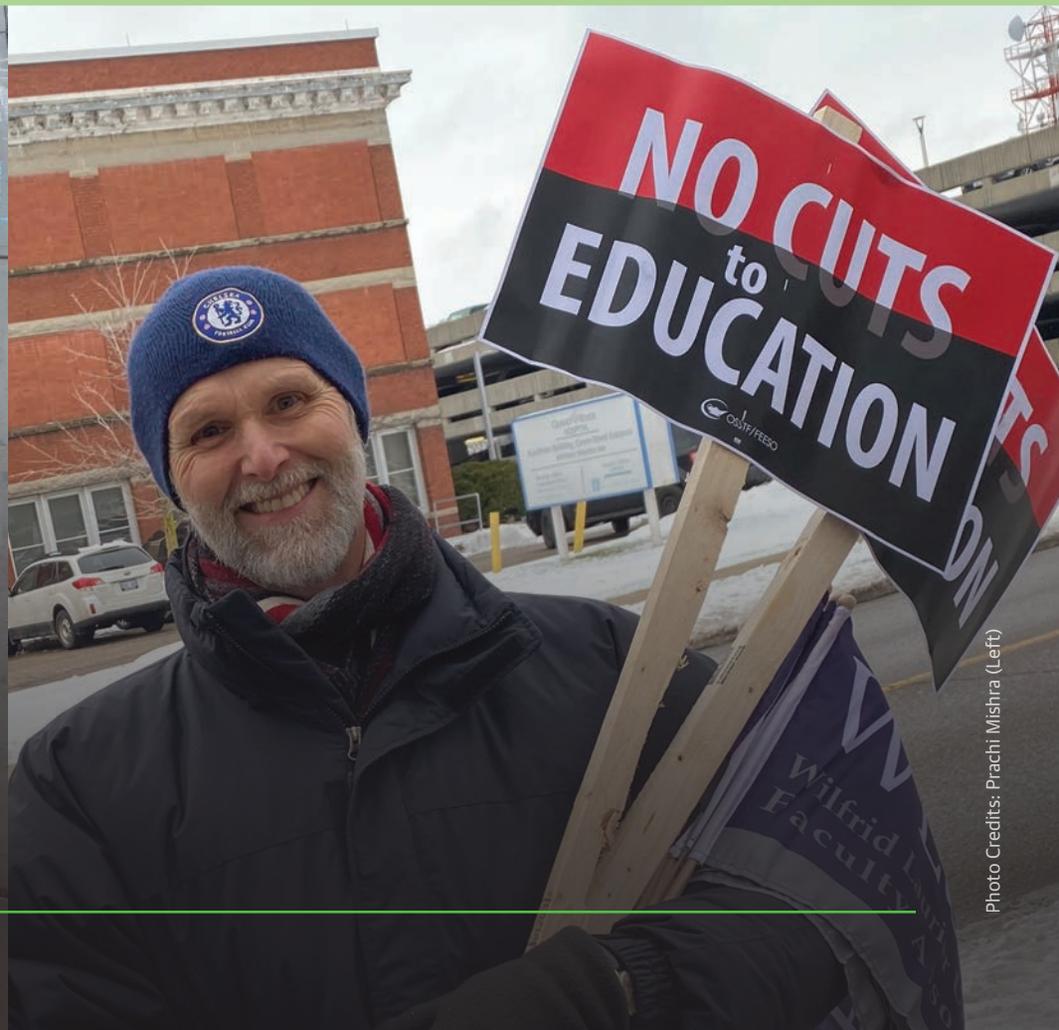
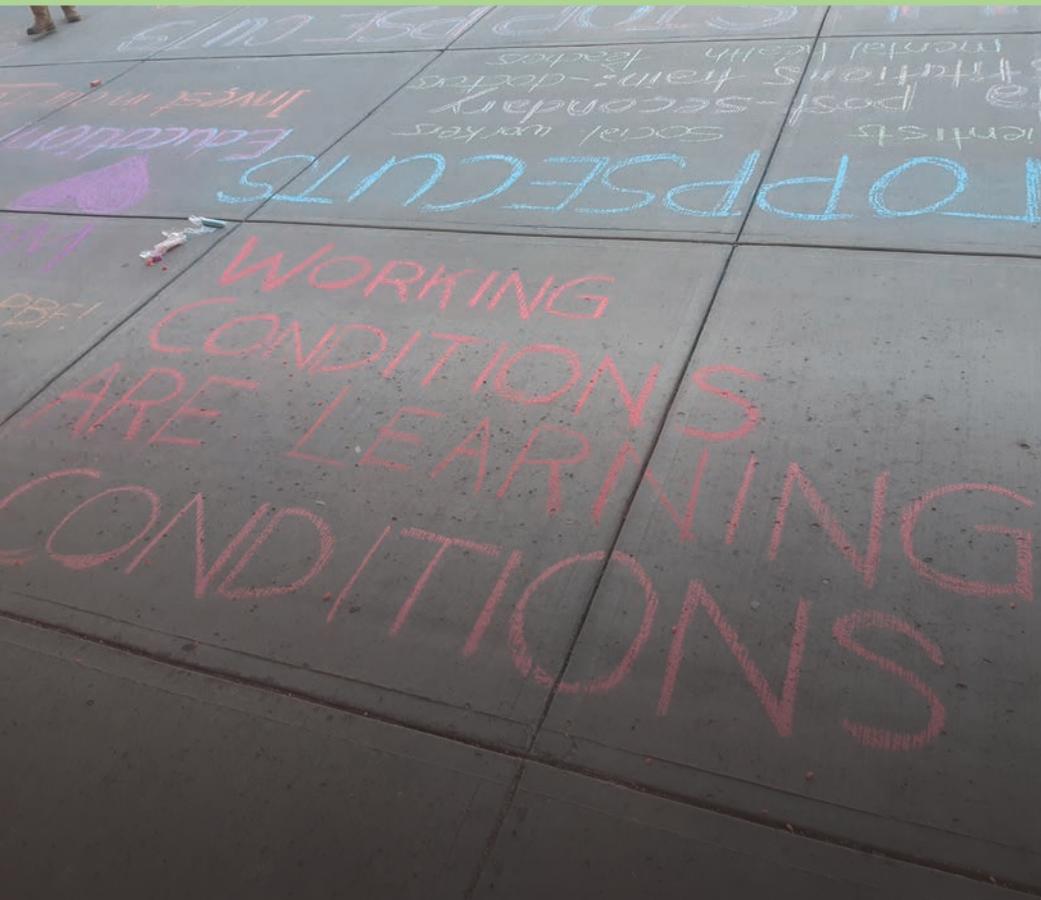


Photo Credits: Prachi Mishra (Left)

Mobilizing political action for change

The pandemic coupled with an erosion in public funding, austerity measures and [an attack](#) on labour in several provinces has stretched the academy to its limits. Yet our steadfast commitment to building a sustainable post-secondary education system helped us face a slew of daunting challenges.

In Alberta, we joined a coalition fighting [Bill 32](#) – the first “right to work” type legislation to be passed in Canada, and made, upon invitation, a submission to the opposition’s consultation on post-secondary education. In Manitoba, we supported the [defend and not de-fund](#) universities campaign. We spoke against the worrisome trend of [performance-based funding](#), calling for it to be permanently-shelved.

On February 1st, [Laurentian University declared insolvency](#) and made the unprecedented move of seeking protection under the *Companies’ Creditors Arrangement Act*. CAUT, together with the Laurentian University Faculty Association, undertook a federal advocacy campaign, calling on the federal government, amongst other things, to significantly increase funding for minority language post-secondary education.

This work culminated in a motion passed at the Official Languages Committee of the House of Commons

recommending that the government “support educational institutions across the country that are providing official-language instruction and enhancing the vitality of official-language minority communities.” Additionally, many questions with respect to the unfolding situation at Laurentian and the impact on minority language education were asked during Question Period, and CAUT pressed for an [emergency debate](#) in Parliament on the role of the federal government in supporting post-secondary education, particularly in official minority communities.

These efforts led to concrete improvements in [Budget 2021](#) which delivered an increase of \$121.3 million over three years to make high-quality post-secondary minority-language education available across Canada.

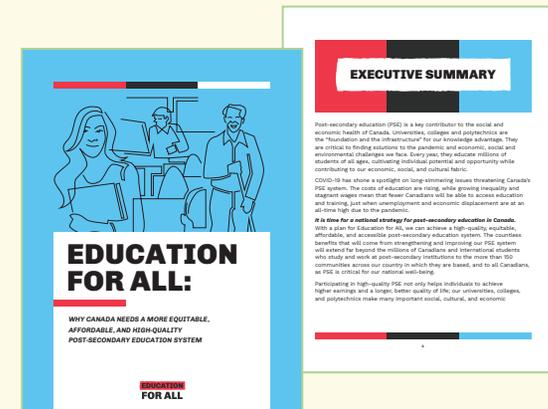
With the federal government undertaking a review of the *Employment Equity Act*, CAUT held a webinar on the 25th anniversary of the passage of the *Act* to discuss the ways it can be strengthened. CAUT also signed the [San Francisco Declaration on Research Assessment](#), an initiative calling on governments and administrators to end the overreliance on performance metrics in hiring, promotion, and funding decisions.

Mobilizing political action for change

Education for All: A new vision for post-secondary education

CAUT partnered with the Canadian Federation of Students (CFS), the Canadian Union of Public Employees (CUPE), the Public Service Alliance of Canada (PSAC) and the National Union of Public and General Employees (NUPGE) to push for a national strategy to ensure an accessible, affordable, high-quality, and equitable post-secondary education system.

In February 2021, our coalition representing more than one million workers and students, released a comprehensive “Education for All” [report](#), offering a new vision for post-secondary education, with several recommendations to governments, including an increase of federal transfer payments by at least \$3 billion a year.



Defending academic freedom



AJ+ @ajplus
 University of Toronto rescinded an offer to a professor over a donor's objections to her scholarship on Palestine and the Israeli occupation.
 Now, U of T is getting censured.

It is completely unacceptable for a world-class academic institution

1:45 14.6K views

CAUT @CAUT_ACPPU · May 13
 "Malgré la recommandation unanime du comité d'embauche, l'établissement a décidé de retirer l'offre d'emploi — comme par hasard — après qu'un donateur important eut passé un coup de fil à l'administration..." #censureUdeT

ledevoir.com
 Les raisons du silence
 Sur la censure de la recherche sur les droits de la personne des Palestiniens. Et sur la Palestine en ...

AMNESTY INTERNATIONAL University of Toronto(UTSC) · Oct 20
 Proudly supported the #UofTCensure movement from day 1.

Time to celebrate and reflect!

To the community:

THE STRUGGLE AND WORK CONTINUE...

Join @censureutoronto tomorrow (Thursday).

Register here: us06web.zoom.us/webinar/regist...

We got this 🙌



The New Yorker @NewYorker
 Valentina Azarova was offered the job of director of the International Human Rights Program at the University of Toronto. Then a major donor to the law school expressed concerns about her work on the Israeli occupation, and her offer was rescinded.

newyorker.com
 Did a University of Toronto Donor Block the Hiring of a Scholar for Her Writing ...
 Activists refer to a "Palestine exception to free speech" at North American universities.

CAUT @CAUT_ACPPU · Jul 19
 Qu'est-ce que le #blâmeUToronto? Lisez les gazouillis de cette chaîne pour en apprendre plus sur ce que c'est, pourquoi il a été imposé à l'Université de Toronto et comment vous pouvez aider! @censureutoronto

Pour protéger la liberté académique, le Conseil de l'ACPPU a imposé un blâme à l'administration de l'Université de Toronto le 22 avril.

ACPPU

Trudo Lemmens @TrudoLemmens · Jun 12
 "Boycottage de l'Université de Toronto autour d'une controverse de recrutement" @TheodoreD_RC @RadioCanadaInfo avec commentaires @Shanfaraa et moi-même @censureutoronto @CAUT_ACPPU

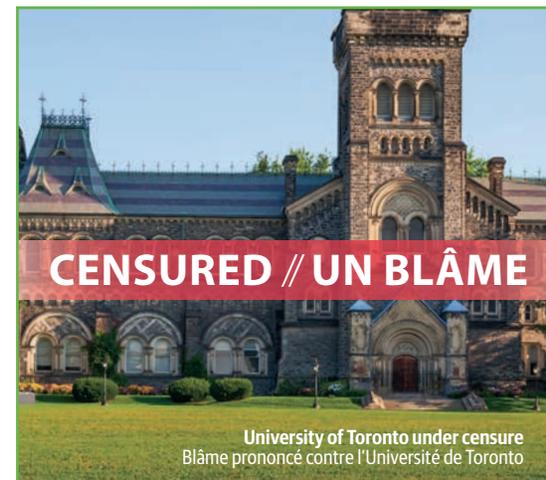
ici.radio-canada.ca
 Boycottage de l'Université de Toronto autour d'un...
 L'université est accusée de protéger un donateur qui s'est opposé à une candidature à un haut poste.

Defending academic freedom

CAUT has a global reputation for being a fierce defender of academic freedom. A major academic freedom case put CAUT centre stage this year, garnering [worldwide media attention](#) and galvanizing academic staff activism across Canada. At issue was the University of Toronto's failure to resolve concerns about the role of outside political pressure in derailing the appointment of Dr. Valentina Azarova as Director of the International Human Rights Program in the Faculty of Law.

Dr. Azarova was the unanimous recommendation of a hiring committee to take up the position. After a sitting judge and major donor to the University contacted the Advancement Office about Dr. Azarova's academic work and research regarding Israel and Palestine, the hiring process was abruptly terminated.

The CAUT Academic Freedom and Tenure Committee reviewed the available evidence and presented a report to CAUT Council, which unanimously endorsed a notice of motion of censure. With the University of Toronto's failure to adequately resolve the situation CAUT Council delegates voted to impose [censure](#) in April 2021.



Upholding the integrity of the academic job



Upholding the integrity of the academic job

CAUT has worked to build labour power in the post-secondary education sector. This increased power enables us to effectively bargain and campaign for members and promote progressive standards for all workers across Canada. It also enables us to defend the integrity of academic work and advocate for an affordable, accessible, and high-quality public education system.

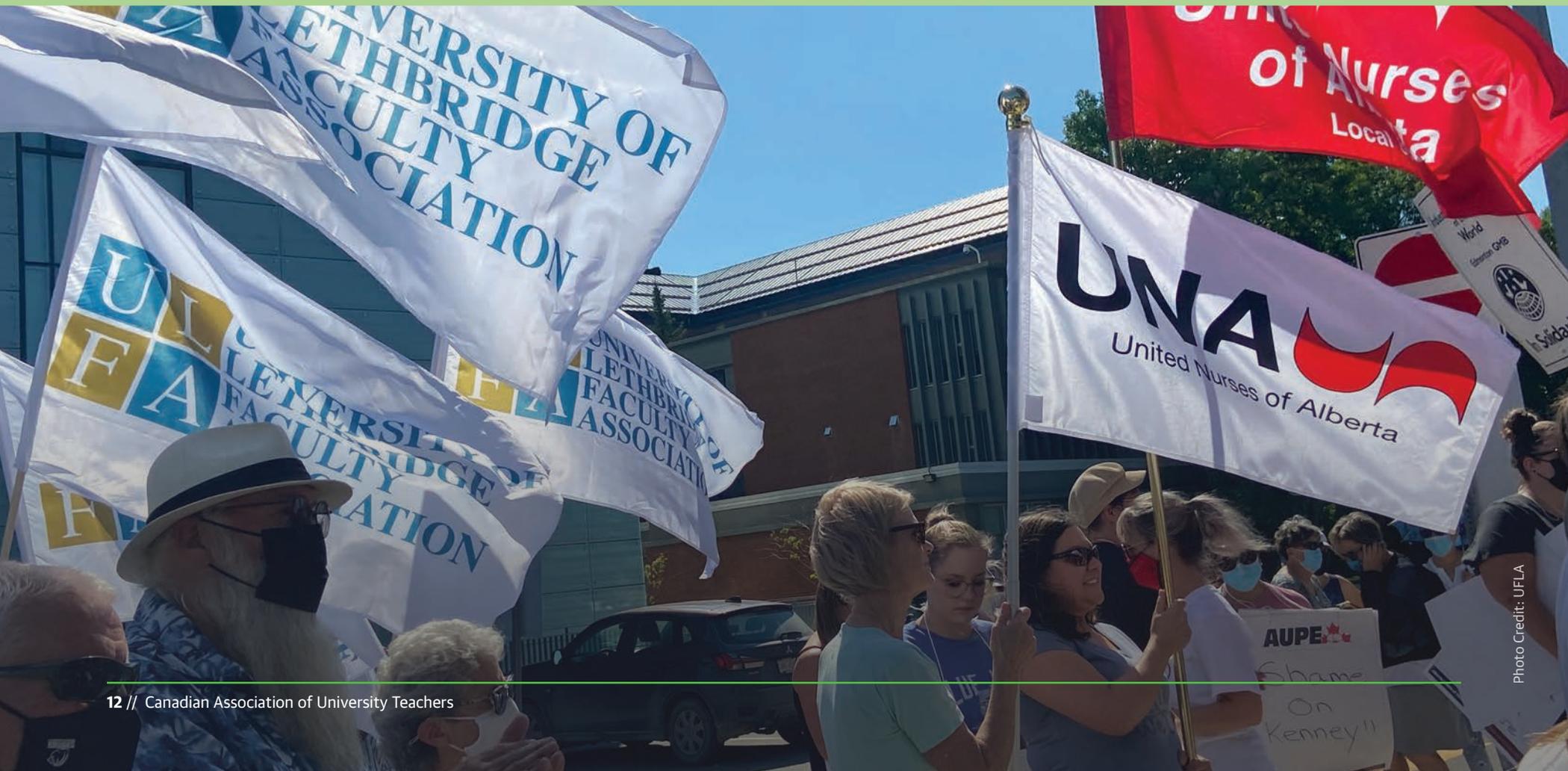
Securing contract gains that protect and advance employment conditions and professional rights is a core priority for CAUT. This past year, the disruptions and uncertainties caused by the COVID-19 pandemic continued to dominate the bargaining environment across the country.

Notably, in Alberta the United Conservative Party government substantially reduced public support for the post-secondary system, with employers responding by proposing 0% salary increases—and, in some instances, salary rollbacks. In Manitoba and Ontario, provincially-imposed wage restraints are being challenged but have been adopted by some institutions at the bargaining table.

Despite these challenges, our associations are making important advances—including these:

- The Concordia University Faculty Association renewed their collective agreement for two years, including salary increases, stipend increases for academic unit heads and supervisory librarians, and stipend increases for teaching additional courses.
- The Language Centre Instructors at Saint Mary's University (CUPE 3912) resisted the addition of a teaching qualification and negotiated a one-time gross lump sum payment to those instructors who had signed a contract during the Winter 2020 semester.
- The Brock University Faculty Association negotiated a new collective agreement including significant gains for Indigenous faculty and librarians, including increased consultation associated with appointments, and the recognition of Indigenous knowledge and experience in hiring, promotion, and tenure.

Building organizing capacity for our members



Building organizing capacity for our members

CAUT supports its members by providing timely research and analysis and offering concrete tools for building organizing capacity through collective bargaining, legal support, campaigning and communications.

CAUT makes member collective agreements available through an up-to-date searchable database. Our research team also tracks salaries, stipends, and benefits for all academic staff. CAUT issued a pension survey to establish plan standards and trends across our sector. A snapshot of recent economic and collective bargaining trends across Canada was made available to members through *Facts & Figures*. CAUT also provided members with annual and longitudinal data on institutional revenues and expenditures, including the impact of COVID-19.

Legal Services

CAUT's legal team works closely with member associations to provide them with legal advice and representation assistance in defending their members in cases of breaches of academic freedom, discrimination and interference with collegial governance. This year we provided specific legal assistance to the Laurentian University Faculty Association, the Association of University of New Brunswick Teachers, the Mount Allison Faculty Association, the Brock University Faculty Association, and the University of Toronto Faculty Association. Such collaboration is key to strengthening our collective ability to make wins at the bargaining table and advance academic workers' rights. This year, CAUT's legal team also provided advice on mandatory vaccination policies for associations across Canada and played a leading role in major legal victories for the sector.

Issues Facing Counsellors: New Cross-Country Survey

Increased demands for mental health services on campus is putting a strain on campus counsellors. This year CAUT initiated a cross-country survey of post-secondary counselling centres to identify issues facing counselling members. The survey has been distributed to counsellors and mental health professionals at post-secondary institutions across Canada and the results will be made available to members as well as shared with policy makers.

Building organizing capacity for our members



Defending students against Ontario's "Student Choice Initiative"

In 2019, the Government of Ontario passed the so-called "Student Choice Initiative" that directly targeted student unions by making some fees "optional", including fees for student union equity service centres (e.g. women's centres, 2SLGBTQ centres etc.), among many others.

CAUT joined with the Canadian Journalists for Free Expression, the Ryerson Centre for Free Expression, the Canadian Association of Journalists, PEN Canada, and World Press Freedom Canada to intervene at the Ontario Court of Appeal, following the government's

appeal of the lower court decision resulting from the case initiated by the Canadian Federation of Students and the York Federation of Students. In August, the Court dismissed the appeal and upheld the lower court decision that stated the Minister could not use its executive authority and prerogative spending power to force colleges and universities to make student association fees optional. The Court reinforced that Ontario universities are independent, autonomous, self-governing bodies and highlighted the importance of democratic student unions in the post-secondary setting.

York University v. Access Copyright

This case addressed whether tariffs for published works, approved by the Copyright Board, are mandatory. Access Copyright, which licences and administers reproduction rights in published literary works on behalf of creators and publishers, sought to enforce a tariff against York University. York counterclaimed for a declaration that any copying conducted within its fair dealing guidelines was protected by fair dealing rights under the *Copyright*

Act. CAUT and the Canadian Federation of Students joined forces to intervene at the Supreme Court of Canada to argue for a broad interpretation of fair dealing. In its ruling on July 31, 2021, the Supreme Court held that copyright fees or tariffs cannot be imposed on York University, and accepted CAUT's argument that it is in the public interest that students and academic staff be able to access education and research materials.

Building organizing capacity for our members

Education

Education and training are critically important for bolstering the capacity of associations to make gains for their members. This year CAUT offered a wide range of remote courses designed to strengthen organizing skills and provide members a space for sharing best organizing and campaign practices with each other.

- Over 70 participants took part in CAUT'S new *Organizing School*, engaging on issues from shifting to an organizing model and workplace mapping, to one-on-one conversations, leader identification and engagement. CAUT recently held its third iteration of the remote *Organizing School*.
- Over 125 members also participated in CAUT workshops on collective bargaining, grievance handling, labour action for equity, and climate action.
- CAUT organized its first national Collective Bargaining and Grievance Handling schools, bringing together hundreds of members from associations across the country to engage with one another.
- With changes to the labour code in Alberta allowing academic unions to take job action, over 80 academic staff in Alberta participated in a pilot Job Action workshop to help them get ready for strikes.

Fair Employment Week

Fair Employment Week is CAUT's annual event to raise awareness about precarious employment on campuses and support local organizing to improve the working conditions of contract academic staff. All of 2020's events took place online and more than 100 academic staff participated in this year's activities.

Promoting social justice & equity



Since the Truth and Reconciliation Commission, many post-secondary institutions have developed Indigenization plans. This short checklist is intended to guide academic staff associations in local conversations about these plans and their impact and effectiveness as well as the experience of Indigenous staff.

CAUT has provided guidance on Indigenization through a policy statement that calls on associations to establish "equitable policies and practices that involve Aboriginal Peoples' Indigenous Knowledge in all aspects of campus life." It also provided guidance in a [brief advisory on Indigenization](#). Universities Canada has also set out a set of principles for Indigenization in Higher Education. We have developed a checklist on Indigenization based upon these foundational documents.

Indigenization is a contested concept and interpreted in a wide variety of ways by post-secondary institutions. Given the contested nature of Indigenization, we have avoided creating a system that would evaluate institutions on their efforts. Our approach is intended to be rather than retributive recognizing that universities and colleges are diverse, and that progress requires much conversation, deliberation and consensus building.

We encourage you to use the checklist and the frame provided for thinking about Indigenization as a starting point and adjust it to your own local situation.

What is Indigenization?

Conceptually, Indigenization represents a move to expand the academy's still-narrow conception of knowledge, to include Indigenous perspectives in transformative ways.¹

We welcome the breaking down of Indigenization efforts along a spectrum representing distinct visions for an academic future – Indigenous inclusion, reconciliation Indigenization, decolonial Indigenization, as analyzed by Adam Gaudry and Danielle Lorenz.²

Indigenous inclusion is a policy that aims to increase the number of Indigenous students and staff in the Canadian academy.

Reconciliation Indigenization is a vision that locates Indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus on debates such as what counts as knowledge, how should Indigenous knowledges and European-derived knowledges be combined, and what types of relationships academic institutions should have with Indigenous communities.

Decolonial Indigenization envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous and Canadians, transforming the academy into something dynamic and new.

Indigenization can be seen as occurring in phases.³ These phases are not linear but, in a complex institution like a university or college, one can be in all phases simultaneously upon where one is located within it.

¹ // Indigenization of the Academy: A Checklist

Indigenization of the Academy

A Checklist

June 2021

The first phase involves bringing First Nations, Inuit and Métis people into the academy as staff and students; the institution has noticed the absence and frames it as social or educational inequity. The goal is to improve the enrolments of Indigenous peoples in the academic programs of the institution and to improve the diversity of scholarship. This phase may involve the creation of new programs as well as targeted programs that are deemed to be of interest to Indigenous peoples. This phase involves limited institutional change and adjustment.

The second phase involves bringing our cultural practices into the institution. The institution creates spaces where we may have feasts, powwows, Elders and traditional peoples. This phase involves adjustment to the physical praxis of the institution as Indigenous peoples' cultural practices emerge.

The third phase involves bringing our knowledge and creating a place for it in the praxis of the institution: research and teaching. Indigenous studies programs or programs related to Indigenous peoples have been the main sites for Indigenous knowledge engagement. This phase has an early praxis phase in which Indigenous knowledge is introduced to students through the academic praxis and limited engagement with Indigenous knowledge holders. There is a second praxis phase that sees Indigenous knowledge holders engaged as academic instructors and researchers.

The fourth phase involves the spread of Indigenous knowledge beyond its foundational area in the academy. Indigenous knowledge and knowledge holders appear in other parts of the institution: philosophy, business, education, environmental studies, literatures, politics, etc.

The Aboriginal Post-Secondary Education Working Group has identified several actions to take in moving beyond the status quo to foster systemic change within universities and colleges. This involves taking stock of what the institution is doing: Indigenization plans, data on Indigenous students and administrative staff, leaders, students, curricula, and spaces. This data provides the foundation for a broader conversation about the institution, its internal climate as it affects Indigenous staff and the experience of Indigenous staff in the tenure and promotion processes. It means understanding the broader Indigenous environment of the institution and its impact on its mission and role.

² // Adam and Lorenz, Danielle, "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for the Canadian Academy," *Alternatives* 40(1): 2018.

³ // David, "The meaning of Indigenization in our universities," *Bulletin* (636), CAUT, 2016.

photo credit: [Hon / University of Alberta](#)

Indigenization of the Academy: A Checklist



Canadian Association of University Teachers (CAUT)
Aboriginal Post-Secondary Education Working Group

Promoting social justice & equity

Advancing equity in the post-secondary education sector and promoting social justice across Canada and around the globe are values shared by CAUT members.

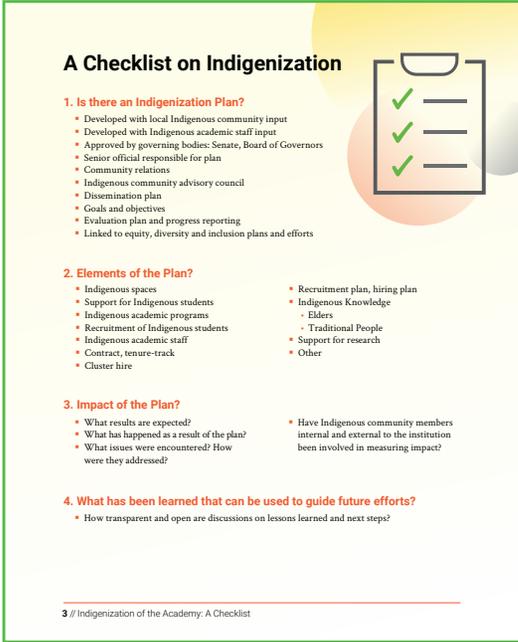
On the international scene, CAUT stands in solidarity with academic unions and associations around the world defending human rights and academics and teachers under threat. We advocated for the civil liberties and professional rights of academic staff globally, including in Slovakia, the United Kingdom, Poland, Colombia, Iran, France, Turkey, Hong Kong, and China.

We worked cooperatively with Education International—a global federation of teacher organizations representing more than 30 million education workers—to shine a spotlight on the impacts of education technology, the critical issue of teacher well-being during the pandemic, and threats to academic freedom.

Closer to home, in June 2021, CAUT's Aboriginal Post-Secondary Education Working Group released a [checklist](#) with guidance on how academic staff associations can Indigenize universities and colleges. Indigenization of the academy acknowledges the critical role we can all play in ensuring that the Truth and Reconciliation Commission's recommendations are not just words, they are actions.

CAUT also spoke out against anti-Black racism and anti-Muslim violence.

This year CAUT is launching the first iteration of an equity toolkit to provide member associations with concrete resources for advancing equity through bargaining, the grievance process and campaigns.



A Checklist on Indigenization

- 1. Is there an Indigenization Plan?**
 - Developed with local Indigenous community input
 - Developed with Indigenous academic staff input
 - Approved by governing bodies: Senate, Board of Governors
 - Senior official responsible for plan
 - Community relations
 - Indigenous community advisory council
 - Dissemination plan
 - Goals and objectives
 - Evaluation plan and progress reporting
 - Linked to equity, diversity and inclusion plans and efforts
- 2. Elements of the Plan?**
 - Indigenous spaces
 - Support for Indigenous students
 - Indigenous academic programs
 - Recruitment of Indigenous students
 - Indigenous academic staff
 - Contract, tenure-track
 - Cluster hire
 - Recruitment plan, hiring plan
 - Indigenous Knowledge
 - Elders
 - Traditional People
 - Support for research
 - Other
- 3. Impact of the Plan?**
 - What results are expected?
 - What has happened as a result of the plan?
 - What issues were encountered? How were they addressed?
 - Have Indigenous community members internal and external to the institution been involved in measuring impact?
- 4. What has been learned that can be used to guide future efforts?**
 - How transparent and open are discussions on lessons learned and next steps?

3 // Indigenization of the Academy: A Checklist

Amplifying our collective voice

STAR COLUMNISTS OPINION

**University teachers' association calls for rare
censure of U of T administration over law faculty
hiring scandal**

**Échec de l'Université
Laurentienne : lourd de
conséquences pour Sudbury**

**Boycottage de l'Université de Toronto
autour d'une controverse de
recrutement**

**CAUT seeks to intervene in
Supreme Court appeal related
to copyright**

GTA

**Michaëlle Jean pulls out of planned lecture at U of
T over law school hiring fiasco, as several groups
cut ties**

**« Un jour sombre » pour l'éducation en
français à Sudbury**

**Alberta government caps compensation for more
than 400 post-secondary executives**

No justice for Hassan Diab

La rentrée universitaire crée du stress chez les professeurs

Amplifying our collective voice

CAUT is the national voice of academic staff at universities and colleges across Canada. We amplify this voice through a robust communications program that includes a national and global media presence, the posting of timely CAUT research and policy guidance on our bilingual website, a strong presence on social media and the CAUT Bulletin, a magazine published 10 times a year.

Our work was highlighted in dozens of media outlets, including [The New Yorker](#), [Inside Higher Ed](#), [CBC/Radio-Canada](#), [The Province](#), [Montreal Gazette](#), [The Sudbury Star](#), [La Presse](#), [Le Devoir](#), [Global News](#), [Toronto Star](#), and [Globe and Mail](#).

We grew our social media presence through dedicated and consistent posting of relevant and timely content to Facebook and Twitter. CAUT's Twitter following jumped by 20%, thanks in part to membership-led organizing campaigns that were active online, including the University of Toronto censure (@censureutoronto) and the Laurentian University insolvency campaign (@LUFAPPUL and @OurSudbury). CAUT was proud to support these campaigns offline as well as online by creating shareables and videos, as well as supporting actions in the digital space and on the ground.

Members across the country also participated in CAUT's *For our Future* federal election campaign (ourfuture.caut.ca) as well as Fair Employment Week (makeitfair.caut.ca).



CAUT offers timely updates to members through the monthly Newswire, which highlights sector news and CAUT updates, the online version of the CAUT Bulletin, which is posted every month and promoted through our website, newsletter and social media accounts, as well as the provision of digital campaigning advice and tools such as New/Mode, NationBuilder and digital assets to help members achieve their campaign objectives.

Founded in 1951, CAUT is the national voice for academic staff representing 72,000 teachers, librarians, researchers, general staff and other academic professionals at 125 universities and colleges across the country. CAUT is an outspoken defender of academic freedom and works actively in the public interest to improve the quality and accessibility of post-secondary education in Canada.

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