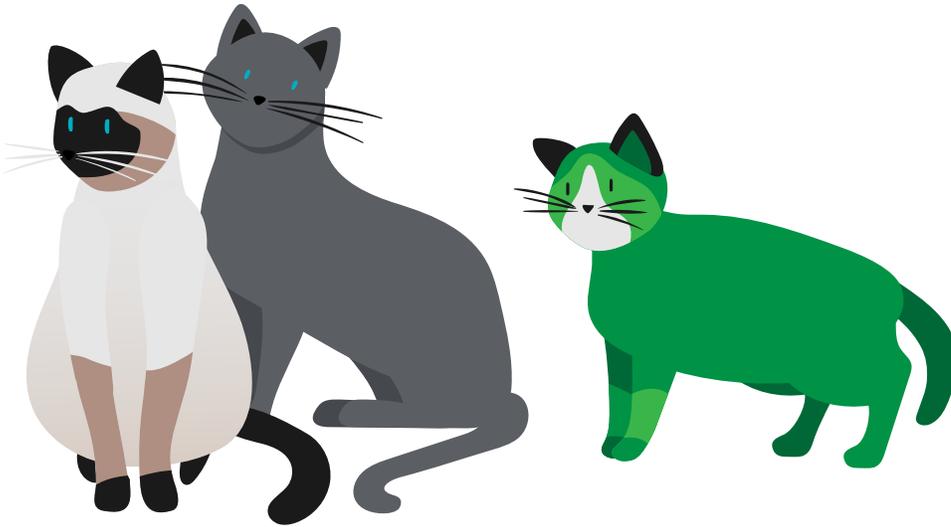


FACULTY MATTERS

Views and News of Douglas College Faculty Association Members
Number 8, Winter 2017



Promises! Promises!

BY STEPHEN CROZIER

Preface

Perhaps the title is too cynical. You be the judge. That's part of what democracy is about.

Decades ago, Tommy Douglas, then leader of the NDP, delivered a speech, now on YouTube, about black cats and white cats in a country populated mostly by mice. Perhaps you know the story. After voting in the black cats for as long as could be remembered and the mice continuing to be eaten by them, the diminutive rodents decided it was time for a change. They looked the problem straight in the eye and resolved to put up with it no longer. So they voted in the white cats.

We might ask ourselves as we head to the polls on May 9th whether or not the NDP are the white cats in BC. Of course, after some fifteen years plus of being the party in power, the Liberal claws are not pristine. Would the NDP have fared better, or more to the point, been fairer? And what of the Green Party? Can we trust green cats?

Of course, politicians are not cats and voters are not mice. Mice are simply too fragile to hold feline prowess in check. Can we blame the cats for this? Voters really do have more power relative to politicians than mice do to cats. Can we blame politicians if voters do not exercise their power, if we disengage from politics after the votes are counted?

Come May 9th, by all means, cast your vote! The more fairly we participate in the electoral process and the better informed we become, the fairer the government is likely to be. But come May 10th, whomever we elect, check in on them from time to time. Remember that while the mice are away, the cats will play.

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Introduction

On Tuesday, April 4th at New Westminster and Thursday, April 6th at David Lam, the Douglas College Student Union (DSU) held open houses for all candidates in the respective ridings. Following a brief contact with the candidates in New Westminster, an email was sent requesting the policies and perspectives of the various parties on postsecondary education in BC. In order to facilitate a response, the talking points on this issue from the Federation of Post-Secondary Educators (FPSE) were included in the message; however, candidates were encouraged to express whatever they felt was relevant to the topic. The talking points were as follows:

Government funding has been cut by 20% after inflation since 2002.

BC students and families are paying more than ever for tuition and facing debt since average fees have increased by over 220% since 2002.

Increases in costs for students of Adult Basic Education (ABE) and English as a Second Language/English for Academic Purposes (ESL/EAP) make getting an education more difficult for them.

Students have less access to the schools and programs they need for success.

The deadline of April 17th was given for submissions, and candidates were assured the opportunity of checking the final article to ensure their platforms and views were accurately represented; however, we did not fact check any claims that were made. What follows are summaries of the responses in the order that they arrived.

Chapter 1: The Green Party

Within two hours of receiving the message, Green Party candidate for Coquitlam-Burke Mountain Ian Soutar responded.

His message began: "As a young person myself, this is an issue that strikes very close to home." Soutar stated that the 20% funding cuts to postsecondary institutions were outrageous. For tuition, he is committed to modeling our system after that of Germany, where postsecondary education is free. In the meantime, he'd like to see student debt above \$10,000 forgiven. This was in the Green Party of Canada platform of 2015.

From the Editor

BY ELIZABETH HICKS, COMMERCE & BUSINESS

Well, they say all good things are worth waiting for! It's been a long time since the last issue of "FacMat" – and I know you've all been waiting patiently (not to mention with bated breath) for the next one. And it's finally here.

My thanks to my wonderful FacMat Committee: Chris Maguire, Stephen Crozier, Lisa Smith, Bryan Nadeau, and Graham Rodwell, and to our typesetter Cody Klyne, for all working so hard as a team to get this issue out. Last but not least, many thanks to all the contributors – without you there wouldn't be a FacMat!

Enjoy!

When it comes to adult education, Soutar feels strongly that, while keeping inflation in mind, costs should be going down for students instead of increasing. Furthermore, he added, “In a province as reliant on immigrants as ours, ESL should be totally accessible, if not free, to all people coming to BC. If our residents can’t speak the local language, how can we expect them to be productive members in society, much less to pursue further education?”

Soutar stressed the importance of removing barriers to education and “promoting diversification of programs in our schools everywhere.”

Green Party candidate for New Westminster Jonina Campbell emphasized the need to reframe our view of education. She stated the Green Party’s position: “Rather than continue to think of learning as silos, we are regarding learning as lifelong. As such, the government must invest in learning from birth until death.” Campbell pointed out the importance of investing in early learning (K-12) in order to prepare students for postsecondary education.

Campbell also pointed out that the consequence of less government funding from the BC Liberals has required an increase in tuition fees and a greater reliance on international education to make up for the shortfall. She stated that we should bear in mind that most foreign students cannot afford the high international fees required for an education in BC.

One way the Green Party proposes to make postsecondary education more accessible for students with economic challenges is to “offer tax forgiveness of up to \$2,000 a year for up to five years.” Needs-based grants would be offered, but a more fundamental change to counteract the rapid and significant increases in tuition over the past years would be proposed. “To this end, we will

set up a task force on post-secondary education funding to identify ways to make it more relevant, accessible, and affordable. The task force would report back by July 2018,” stated Campbell.

Campbell shared her personal experience of attending SFU from 1992 to 1997 and the fact that she graduated debt free, but that this would not be possible for her today with the present cost of tuition. Now with three children, she and her husband wonder how much they should be saving for their children’s future. In fact, Douglas College students informed her that many expect they will need two degrees and they are uncertain of having anything other than precarious employment in the future.

The BC Greens also want to see more co-op and work-experience programs, both for high school and undergraduate students. As school-board trustee, Campbell saw the effectiveness of apprenticeship programs.

Campbell recalled an extremely difficult meeting she chaired where Adult Basic Education (ABE) classes in New Westminister were cut because of BC Government funding cuts. The K-12 system was simply unable to subsidize the program. She stated, “Adult education enrolment has fallen by nearly 38% since tuition fees were introduced. Cost is a barrier for many who need to upgrade and get the necessary qualifications to further their studies or work. We (the BC Green Party) are committing \$10 million per year for free Adult Basic Education.”

Although it is not specifically identified in the party platform, like Soutar, Campbell stressed that ESL support is a priority. She was formerly an English Language Learner (ELL) teacher and knows the importance of language programs for newcomers to Canada to enable them to fully participate in our communities.

In closing, Campbell wrote, “I am who I am and where I am today because I was fortunate to have access to public education and was able to put myself through post-secondary education. If there is one way for society to invest in itself it is by committing to providing access to high quality, equitable, and innovative lifelong learning. Just imagine the world we could create.”

Chapter 2: The New Democratic Party

Judy Darcy is the NDP candidate for New Westminister and Jodie Wickens is running in Coquitlam-Burke Mountain. Both of their offices responded to the request for information and, primarily, what was received were the commitments John Horgan and the BC NDP have made in their platform for postsecondary education.

Many of the commitments would remove some of the financial barriers students presently face. For instance, the NDP would cap tuition increases and make Adult Basic Education (ABE) and English as a Second Language (ESL) free again. Furthermore, student loans would be interest free, and assistance would be provided to low and middle income students. Also, an Opportunity Award of \$1,000 would be provided to help graduates with their debt.

In order to help students in their daily lives, the NDP are proposing to update regulations so that affordable rental housing can be built by colleges and universities near campuses. And, of course, they want to make sure student renters get the recently announced \$400 per year tax rebate. The party also pledges support for the U-Pass program.

Additionally, there are proposals for new scholarships for graduate students. The NDP intends to invest \$50M over two years in one fund and create a further merit-based program

to encourage the best graduates to continue their studies.

Finally, if elected, the NDP pledge to invest “\$100 million to expand technology-related post-secondary programs and” invest “in information and communications, digital media and entertainment, life sciences and health, clean-tech, IT and engineering and more.” They will also partner “with universities throughout BC to build technology and innovation centres in key areas of BC’s economy.”

Chapter 3: The Liberals

Liberal candidate for New Westminster Lorraine Brett and her running mate Joan Isaac from Coquitlam-Burke Mountain were a couple of days past the deadline with their response; however, some of their party’s platform is included here.

The Skills for Jobs Blueprint is a primary focus. The Liberals “are re-engineering the way our postsecondary system works,” by redirecting \$3 billion to be used to train students to fill the one million jobs that they expect there will be by 2025.

Next the candidates stated some of what the Liberals have accomplished over the past 16 years. These ranged from spending \$3.3 billion on capital and infrastructure projects to adding 32,000 seats at university campuses. Also, according to their statistics, they’ve increased spending on

postsecondary education by 45% while in office. Finally, they’ve established the BC Training and Education Savings Program; children born in or after 2006 can receive \$1,200 grants to help with the cost of their postsecondary education if they qualify.

Statistics on Douglas College were also provided. Between 2001/02 and 2016/17, annual operating grants have increased by 35.8%, up \$14.9 million, and more than 1,000 new spaces for students have been added since 2003/04. Furthermore, since 2001, there has been a total of \$59.45 million in capital expenditures.

With regard to tuition fees, the candidates said that a Statistics Canada report states that BC’s are the fourth-lowest in Canada. The report goes on to say that postsecondary costs to BC students are less than a third the average costs nationally. Also, the party intends to keep the 2% annual cap on increases, which has been in place since 2005. In addition, some \$4 billion in loans and grants have been given to students since 2001.

The Liberals recognize “that Adult Basic Education (ABE) and English as a Second Language (ESL) are important bridges to post-secondary education and training.” First, to ensure the sustainability and affordability of ABE, they introduced tuition fees in 2015 while simultaneously providing grants to eligible low-income students. The Liberal Party is committed to

maintaining sustainable ABE. Secondly, the party understands that “ESL courses are critical for immigrants.” That is why, when the federal government changed the funding model for these courses, the BC government supplied \$10.5 million in transition funding. No particular future commitment to ESL at postsecondary institutions was mentioned.

If re-elected, the Liberals pledge to do such things as invest in capital spending to the tune of \$2.6 billion, develop new financing rules for student housing, and increase loan limits for students not living with parents or spouses as well as lower rates on all student loans to prime. Finally, they hope to provide a tuition rebate of 50% for Canadian Armed Forces veterans.

Conclusion: Promises, Promises or Promises?

Time will tell, but we all have a part in the answer to this question. Representative democracy is not a spectator sport; it is the interplay between representatives and the represented, requiring political will on everyone’s part to achieve the promises put forward in party platforms. Politicians need our support, not just on voting day but every day. They can’t make good on their promises without this, and, if they are working for our benefit, they deserve our support. [fm](#)

An Immigrant’s Story

BY STEPHEN CROZIER

“We came to Canada for our dreams, and now our dreams are being taken away.”

Seven years ago, she, along with her husband, an experienced engineer,

came to Canada, leaving behind her own successful business and looking forward to establishing a life in Canada for her family.

“My husband works for about half the wages he would get if he had

a certificate, but he can’t get his certificate without English. He is working double time to cover expenses.” As for her, she has given up on her original goal to become an RN because it takes too long and is too

expensive. Instead, she is focused on her daughter's future.

The irony is that, like so many newcomers to Canada, she and her husband were welcomed as educated, experienced professionals, yet they are not provided a pathway to use those same skills that got them here. The lack of English language skills is a major barrier.

When asked about Language Instruction for Newcomers to Canada (LINC), formerly English Language Services for Adults (ELSA), the federal government language program for immigrants and refugees, she answers that she can learn what is offered in these courses in her daily life. Of course, LINC helps many people, but this program is not providing the much needed courses of English for Academic Purposes (EAP) that many new Canadians require. No

such courses are offered in New Westminster or Coquitlam.

Still, Douglas College could provide EAP for domestic students, as other colleges in the province have. Over the past dozen or so years, Douglas has accumulated some \$60 million - about \$5 million a year. Also, at the recent College-wide Budgetary Forum, a \$4 to \$6 million surplus per year was projected till 2019-2020. Full funding for EAP at Douglas, previously \$2 million, could be re-established, but that would reduce the yearly surplus. In addition, according to the college's present funding model (70% salary and benefits + 20% overhead + 10% administration) each full-time ELLA instructor is netting about \$86,000 per year for Douglas, and this will go up to \$105,000 per year this fall when ELLA class sizes are increased. Funds are available.

Of course, it is a matter of priorities and as a community college, the various needs of the community must be prioritized; therefore, the needs of domestic EAP students must be balanced with other educational needs in the community. Furthermore, there is wisdom in maintaining a surplus (much preferable to a deficit), and funds must be spent wisely.

By the way, the woman in this article is real, as is her husband and her story. What is quoted came from her as did the added information about her experience in Canada. There are thousands of people in Canada experiencing similar struggles. They are our neighbours in our communities. We have such an extraordinary opportunity in Canada to share and celebrate a multitude of cultures. The key is to share and to do so fairly, providing equal, or at least similar, opportunities for all. 

Indigenizing Sport Science/Kinesiology

Thank you to the Musqueam and Coast Salish peoples for allowing us to work and share our ideas on their unceded territory.

BY DOMINIQUE FALLS

College and university campuses across the country are abuzz with talk of, and (some) action towards, indigenizing post-secondary institutions, curriculum and pedagogy. For those who are new to this discussion, 'indigenization' generally refers to the transformation of post-secondary education led by indigenous peoples, supported by non-indigenous allies. It includes the re-centering (affirming the relevance) of Indigenous knowledges, voices, critiques, scholars, students and materials; the understanding that knowledge is collective, not held by any one individual; the establishment of physical spaces that support indigenization as an essential element

of the university; the recognition of the distinct status of Indigenous peoples as unique from other minority groups; and, the anticipation and correction of racism.

The sudden inertia guiding indigenization of post-secondary institutions should come as no surprise in the wake of the release of the Truth and Reconciliation Commission Report (TRCR) (2015). The TRCR lays out ninety-four explicit "Calls to Action" (CTA) towards Reconciliation - over a dozen of which are directed specifically at the education system. For example, it insists on necessary funding to educate teachers on how to integrate

indigenous knowledge and teachings methods into classrooms (CTA 62ii) and on sharing best practices on teaching curriculum related to residential schools and Aboriginal history (CTA 63ii). But the TRCR also lays out a handful of CTA targeting the sport and recreation system including education that tells the national story of Aboriginal athletes (CTA 87) and support and inclusion of Aboriginal peoples' cultures and sporting activities, culturally relevant and anti-racism training for practitioners (CTA 90).

As two people who work within academia and sport, and who share a deep passion for the role of education

and sport in reconciliation, David Seaweed, Aboriginal Student Services Coordinator, and I got thinking: How can we bring these CTA together? As we reflected, it became increasingly clear to us that post-secondary Sport Science/Kinesiology Departments are uniquely positioned to be able to bring these CTA to life. And as any researcher knows, this led to more questions: How can Sport Science/Kinesiology Departments work towards their own process of indigenization? How can indigenization be accomplished in a way that is relevant not only across, but also within, disciplines? While space does not permit us to fully flesh out our answers to these questions, below are some thoughts to start the discussion.

There is a lot of good work being done on indigenizing post-secondary institutions. But nearly all of it focuses on programs that can be 'more easily' indigenized - e.g., humanities and social sciences. As a matter of fact, there is a complete absence of work on indigenizing Sport Science/Kinesiology Departments and we attribute this absence to three unique characteristics of this field. First, the field is very white. In a 2013 study on racial composition of Sport Science/Kinesiology Departments in Canada, Douglas and Halas found that 94% of Faculty and staff were white, with racialized minority and Aboriginal females the most poorly represented. As a result, faculties become spaces of affirmation of Western, European, able-bodied and heterosexist ways of knowing and being - making it much less likely that somebody recognizes a need for change.

Second, race and diversity are very rarely addressed by Sport Science/Kinesiology curriculum. Courses which probe the topic of race and culture tend to be in the social science-based courses meaning that most courses

in these departments do not theorize race and whiteness. As a result, we are not preparing our students to work in their communities upon graduating. Most of our students are going into teaching and recreation - fields in which an understanding of social structures such as race, gender, and sexuality, for example, is so important. Our students are also not being given access to a diverse range of perspectives and experiences that would enhance their knowledge and understandings of the complexity and diversity that characterizes our society and our sport systems. In the end, we end up churning out students who are not aware of the different ways which sport systems can be developed.

Finally, the ontologies, epistemologies, and methodologies that are privileged in Sport Science/Kinesiology are almost entirely incompatible with indigenous ontologies, epistemologies, and methodologies. Positivist, quantitative and predictive knowledge is considered more 'valid' over critical, qualitative, and interpretive knowledge. Research which is measurable, predictable, and generalizable is considered the 'gold standard'. In order to meaningfully 'indigenize' our field, we will need to work towards balancing power relations within our department so that multiple ways of knowing are highlighted.

So where does that leave us? Well, with a lot of work to do - and that is exciting. As the source of future sport and recreation practitioners, Sport Science/Kinesiology Departments have a responsibility to represent the realities of their students and the communities in which they will work. David and I believe that 'indigenizing' what we teach and how we teach is part of this process. It is, after all, here that future coaches, physical

education teachers, sport policy makers and athletes are trained. As members of these departments, we have a responsibility to make sure that our graduates understand the tense relationship between indigenous people and public education, the role of sport in indigenous communities, and the role of family in the lives of indigenous athletes, for example. It is our responsibility to ensure that our graduates have skills that are relevant for today's sport and education systems.

By way of a conclusion, I share this story. In a recent trip to Roy Henry Vicker's *Eagle Aerie Museum* in Tofino, BC I walked past a poster called *Aim High*. It contained a silhouette of a basketball player in the foreground and a large moon in Coast Salish design in the background.

Included with the poster is an explanation written by Roy Henry Vickers. In it he says:

“ When I was a child living in Kitkatla, I often fell asleep to the sound of drumming. It was the drumming of a basketball on the floor of the gym next to our house. And so it was that I was introduced to a game I grew up to love, a game that was born in Canada and is now played all over the world. I don't know why it's taken me so long to portray basketball through my art. I can only muse that there is a time and place for everything. ”

Honouring his words, we say this: We do not know why it has taken so long for the Sport Sciences/Kinesiology to portray indigenous perspectives, views, and practices in their structures. As two people who are involved in sport alongside, and with indigenous peoples, we cannot go a day without noticing the interconnection between indigenous

peoples and sports. But it was not always like that. Perhaps that is because of what we have been socialized to see. This gives us hope that we can change what we see. We

can change what we ask our students to see. Sport *and* Aboriginal peoples have been here all along, forming deep connections to communities, cultures, and worldviews. In the words

of Roy Henry Vickers, we can only ‘muse’ that now is the time and place for something to change in the way we teach about, and train people to work in, sport. 

On Reading *Unsettling Canada: A National Wake-up Call*

By Arthur Manuel and Grand Chief Ronald M. Derrickson

WRITTEN BY CHRIS MAGUIRE AND BRYAN NADEAU

Canada is such a great country that its denizens should all feel proud of our nation and privileged to live here, right? Not exactly. Perhaps it’s time to wake up and get unsettled.

We Canadians have gotten good at whitewashing our past, and this tendency both softens and skews our current self-deception. The inconsistency between who we believe ourselves to be and what we do and have done makes it almost sacrilege to challenge the misconception. The story we tell ourselves will be familiar to most Canucks. It is not just the Canuck with European roots who tells the tall tale, but the Canadian government itself. The story goes like this: As Canadians, we have shaped our identities as we shaped the land we founded. It was hard work, but we did it with far less outlawry than our American friends, and without having to use slaves to do much of the heavy lifting. We enjoy freedom and justice for all citizens, and did so without major revolutionary or civil strife. Today, we are liberal-thinking Northerners, progressive, environmentally and culturally aware, and, above all, tolerant and peaceful. We like to compare our social democratic sensibilities to those of the Swedes or the Finns. This cherry-picked political narrative constitutes a dangerous myth that begs busting.

Benedict Anderson was probably the first to use the term “imagined

communities” to describe the setting and the interaction of characters in such a narrative, and to recognize the ensuing fable as a socio-political political construct. Imagined communities find their coherence not through reality, but through stories, poems, and legends. Such a vast and diffuse land gets held together less by interpersonal ties than by shared stories that shape common identities. Such literary inventions shape the identities of the inhabitants of any community. It is important to recognize that our Imagined Canada is bullshit. The story, along with its whitewashed history, is bunk—we do not live in a just, harmonious Northern utopia. Not even close.

Nowhere is the injustice and incongruity of our land more evident than in the relationship between the colonizers and the original inhabitants of Canada. The Canadian system that fosters division and injustice, and keeps life for many native people miserable, works in ways both stark and subtle. Thanks to entrenched racism and archaic cultural bias, indigenous people, the original owners of the land, are beleaguered on the three fronts of colonization, oppression, and dependency. First Nations have traditionally said very little as these unjust doctrines were politically and socially upheld by silent consensus to maintain a very unfair status quo. However, Manuel’s book, *Unsettling Canada: A National Wake-up Call*, is not about some passive,

subjugated people. The book recounts the decades in which generations of grassroots resistance groups fought a huge and powerful enemy for long-withheld rights and land claims. First Nations communities, Manuel makes clear, have been getting more active and better organized.

By any measure, Arthur Manuel was an impressive man. However, what defines Arthur, and, hopefully, what will turn out to be the legacy of his leadership and advocacy, will be his unshakable “faith”. Arthur Manuel had an unshakable faith in democratic institutions, most particularly the courts of Canada and more broadly those of the Western democracies. Colonialism has not been kind to indigenous peoples and while Canada’s federal government publicly pledges, in accordance with direction from the Supreme Court, to act with the “honour of the Crown”, the reality is, and will likely continue to be for some time, quite different. Rather, Canada’s governments continue to back, promote and fund legal battles to limit and/or extinguish Aboriginal Title.

Nonetheless, Arthur Manuel sees the law as it has evolved, ultimately serving its purpose and forcing Canada into negotiations between equal partners. At the international level, there is the United Nations Declaration on the Rights of Indigenous Peoples, adopted despite Canadian dissent, in 2007.

At the national level is Section 35 of the Canadian Constitution, which entrenches powers over such matters as self-government, lands, resources, economic and fiscal arrangements, education, preservation and enhancement of language, culture and equity of access with First Nations. From Section 35 have come landmark Court decisions such as the Delgamuukw and Tsilhqot'in decisions, which have reaffirmed Aboriginal Title including a collective right to the land, and an economic component that cannot be extinguished without Aboriginal consent. The Royal Commission on Aboriginal Peoples (RCAP), created in the wake of the Oka crisis, came to the same conclusions. As co-chair Rene Dussaut said in his address for the launch of the RCAP report: "The right of self-determination finds its foundation in emerging norms of international law and basic principles of public morality. By virtue of this right, Aboriginal Peoples are entitled to negotiate freely the terms of their relationship with Canada and to establish governmental structures that they consider appropriate for their needs."

In Arthur Manuel's world, Canada and Canadians are rational actors who will confront the reality of our position, its unwinnable nature and inherent racism, and will abandon it. The Department of Indian Affairs will cease to act as an adversary of Aboriginal Peoples and withdraw from treaty processes, legal battles intent on suppressing Aboriginal Title and marginalizing Aboriginal Peoples on the 0.2% of the land mass not yet seized. If not, others are listening. While much of Canada is currently inhabiting a world agog with anxiety about Terrorism and Trump, this will not always be so, and eventually the world will take notice of our failures in commitment and follow through with Aboriginal Peoples. The United Nations Declaration on the Rights of Indigenous Peoples and Section 35 of the Canadian Constitution are not inconveniences to be ignored but roadmaps to opportunity. These documents pave the way for Canada to do the right thing and lead other colonial nations in finally and justly coming to fair nation-to-nation agreements with our Aboriginal Peoples. While international ridicule, boycott, and sanction may seem a long

way away, it once surely felt similarly distant to white South Africans of the 1960s and 70s. As painful and difficult a settlement negotiated between equals seems now, it will be more honourable and less costly to negotiate now, rather than have court decisions and international pressure force a settlement later.

I, as one Canadian, support Arthur Manuel in his faith, a peaceful faith, but with a strong commitment to justice so strong that if frustrated too long, the peaceful feelings may fade, opening the doors to violence. Let's do the right thing this time and avoid further humanitarian lapses. We can spare some future generation from having to offer watery official apologies or belated compensation for any of our past misdeeds. 

Arthur Manuel died on December 18, 2016 at the age of 65. No doubt his legacy will continue, for generations to come, to further the causes of indigenous activism. This will come in part through all the First Nations youth he has inspired.

Storming the Ivory Tower: Traversing the Moat of Money

BY STEPHEN CROZIER

What an inspiring way to spend an afternoon or two, with colleagues from faculty, staff and administration listening to an energetic presentation by Ross Laird on 'the ivory tower'. This culminated in the building of our own towers of stir sticks, masking tape and string, something Laird informed us that eight-year olds routinely build twice as high as our best efforts produced that day. It was at once invigorating and humbling, kind of like getting an education.

For those who missed it, Storming the Ivory Tower was a lecture/workshop event held last fall on engendering a healthy educational environment, led by consultant, author, educator and 'maker' Ross Laird. Amidst the various charts of concepts related to the educator-learner relationship, Laird emphasized one thing—emotional safety. "Emotional safety is an overlap of trust and belonging. This is the bedrock."

According to Laird, to get to this bedrock, we must storm the ivory

tower, cloaked as it is in rationality. The emotion-rationality dichotomy can be reconciled, making the tower both accessible and relevant. To do this, without abandoning rationality, we should be considering learners as whole people, not just as seekers of knowledge in particular fields of study, and we should be developing a context of community and connectedness. In order to achieve this, we, as educators, must challenge ourselves and develop our own self-awareness, empathy and facilitation skills so that we can in turn mentor learners.

In short, what I took away from the experience with my colleagues and Ross Laird last fall was that we should bring our humanity to work because we are never just the role that the rigid lines of rationality tell us we are. In truth, it is irrational not to consider the emotional side of who we and others are. It might be messy but such is reality.

This got me thinking about the state of postsecondary education today. If emotional safety is the bedrock, might learners now be treading a desert of shifting sands? According to Laird, at any given time, almost half of our young people studying in postsecondary institutions are suffering from depression or anxiety. Is it much wonder? Students in BC graduate with an average debt of \$35,000, and, unsurprisingly, a connection has been drawn between student debt load and mental health problems. Furthermore, after completing their studies, graduates face what Finance Minister Morneau

accepts as their inevitable future of 'precarious' employment, while the Clark government is paving a direct path to such employment with its narrow view of education, the foundation of the BC Skills for Jobs Blueprint, education for employment.

Increasingly, there appears, in so many ways, to be a moat of money surrounding the ivory tower, a barrier determining who can and cannot gain entry. International students may be adding just enough to the moat to protect the tower, but this does not allow for unimpeded crossing. How can the tower be stormed if it cannot even be reached?

But this is reality, isn't it? We can't afford ... We can't afford ... We can't afford ...

How soon many of us seem to have forgotten that British Columbia and Canada could afford to pay for a very large portion of our own education. Is Canada, is British Columbia, poorer

today than when we went to school? Can we truly not afford to ...? Can we truly afford not to ...?

We can be too quick to accept our present reality as reality, to accept that towers can only be so high, that current barriers inevitably exist, till we are proven wrong, perhaps by eight-year olds. And as postsecondary educational institutions, we can be too quick to abandon our youth and our communities on the wrong side of the moat of money, as though it were ever thus, as though it will ever be so. Isn't it time to drain the moat and use the money to build a drawbridge or two?

Change comes from the ground up asserts Laird. We are the ground. Bedrock or shifting sands? Emotional safety or continuous insecurity? Which shall we provide? We do have a choice; in fact, we have a responsibility. Perhaps we just haven't seen reality yet, blinded as we are in our own time. You wouldn't happen to know an eight-year old, would you? [fm](#)

Philippines Field School 2015 - Part One

BY EUGENE DY, BUSN FACULTY

Without the tireless efforts of Ron de Villa and Karen Ng of International Education, the first ever Philippines Field School from the Faculty of Commerce and Business Administration (CBA) would not have been such a resounding success.

What is a Field School? It's a great opportunity for students to experience first-hand what they are learning academically. Of course, Field Schools are not new at Douglas College. They've been around for about eight years with Field Schools in such places as Wales, Scotland, the Maritimes, and Belize. However, these Field Schools had been conducted within other faculties at Douglas and,



until 2015, none had been successfully launched within CBA.

With the tremendous growth in global business over the past five years and the attraction of greater numbers of international students to Douglas,

it's surprising that CBA had not aggressively pursued the Field School concept earlier.

In 2013, the new post degree diploma credential of International Business Management was conceived and

received board approval in late 2014. It was while working on this new credential that a couple of business faculty members, Ron de Villa and Eugene Dy, thought of incorporating a Field School as a subset of this new program. This was the birth of the Philippines Field School. The idea became a clearer concept in March 2014 after several working sessions with the International Field School coordinator, Karen Yee. A rough budget was developed to determine the cost for each participating student. Once this was done, it was clear that this would be one of the most cost effective Field School programs ever at Douglas College, i.e. cheapest in terms of overall cost to the students. One of the early decisions to make was the timeframe for the Field School and because of the idea of attracting the most number of students and the weather conditions in the Philippines, it was determined that the program would begin on March 30, 2015 and culminate in Manila on May 12, 2015. However, this created problems such as Student Aid availability (which was not known at the time), as well as scheduling of class times during the overlapping first 2 weeks of the winter semester. Designs for promotional materials were developed over the next couple of months and the program was officially launched in August 2014 at the New Student Orientation days. This was followed by monthly information sessions held at both campuses from September to November. The Early Bird deadline was December 19 and as of that date, there were 12 confirmed students who had applied and paid their deposits.

As part of the development of a Field School program, the faculty participating in the program (Ron and Eugene) had to attend orientation talks from Foreign Affairs Canada, the Centre for Students with Disabilities, Security/Safety from Facilities, and

Stress, Anxiety and Mental Disorders from student counselors. In addition, Ron and Eugene spent about four hours with the Risk Manager, Nancy Constable, at Douglas College to complete a comprehensive risk assessment profile for the Philippines Field School.

By the time classes began on March 30, we had 13 students from different ethnic backgrounds. The student ages ranged from 18 to 30 with an average age of 20. Only four of the 13 students had Filipino ethnicity, and those without a Filipino background had never been to the Philippines, but a couple had had travel experience around Asia.

Other than the issue of class scheduling, the first four weeks of classes at the New Westminster campus went by rather uneventfully. During the course of the four weeks, the students were regularly informed about the conditions and the environment in the Philippines, and Eugene hosted a Filipino cuisine night for the students to sample many different Filipino dishes.

As the day of departure for the Philippines was fast approaching, one could feel the atmosphere of excitement within the students. Since travelling to a strange new country could be stressful, it was highly recommended that the students travel together. Like the practice of scheduling meetings, it was bound to happen that not every student would subscribe to this plan, so this created additional risk concerns which were mitigated by the faculty team leader through the provision of local SIM (phone) cards, together with specific instructions to phone in upon arrival in Manila.

Once checked in at the AIM Conference Centre Hotel in Makati, Manila, the students were toured throughout the hotel facilities and the

mall facilities which were just across the street. At the mall, the students were shown important establishments such as banks/money changers, grocery stores, fast food eateries, and cell phone providers. Students were instructed to acquire local SIM cards, unlock phones and provide their phone numbers so that a complete list of phone contact numbers could be provided to everyone. In order to reduce risks, students were also instructed to travel as much as possible in a group, and to never travel alone in the evenings. A signin/signout logbook was placed at the concierge desk to be completed by any student who decided to stray from the hotel facilities after dusk.

For the students and faculty, the adventure had begun! 

To be continued ...

STAY TUNED FOR PART TWO IN THE NEXT ISSUE OF FACULTY MATTERS!

Where Is It?

Looking for something? How about checking the DCFA website? It's up! And it has some things you might be looking for. Just go to www.dcfca.ca and check it out.

There is, of course, more to come, but that depends on you since the website is ours. What would you like to see? What would you like to do? Send comments and suggestions to VP-Negotiations Stephen Crozier at croziers@douglascollege.ca.

A big THANK YOU goes out to David Wright for sorting out the technology and more!

Michael Hudson: The Real Estate Crisis in Vancouver

BY STEPHEN CROZIER

Michael Hudson, the futurist formerly known as an economist, can pack a fairly large hall whatever he calls himself. He spoke to a full house at the Rio Theatre, Broadway and Commercial, on Tuesday, April 11th. The event was presented by the Canadian Centre for Policy Alternatives (CCPA) and the British Columbia Government Employees Union (BCGEU), and it appeared he gave the audience what they were looking for: challenging insights into ... well ... the economy.

Hudson no longer refers to himself as an economist since he is concerned with reality and, according to him, economists no longer are. They like their formulae and refuse to have reality intrude on them.

As the title of his talk suggested, in particular, Michael Hudson spoke about real estate in Vancouver. How "real" is it? While many suggest that there is a bubble, he does not see it that way. Hudson warns that what we are experiencing is a crisis. It isn't a bubble because the wealthy can and do buy real estate with cash. They aren't vulnerable to interest rate increases. It is a crisis because we are witnessing the return of

the rentier class, those who make money in their sleep. Their income is unearned, says Hudson, unlike that of labour, since they do nothing to earn it.

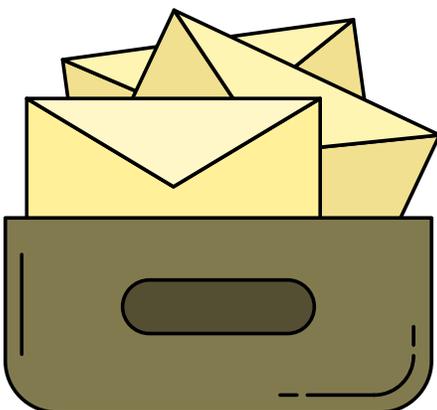
This is a return to feudalism, says Hudson, something classical economists like Adam Smith, John Stuart Mill, and Henry George were determined to rid the world of in the late 19th and early 20th centuries. Henry George was a major proponent of using land tax as the tool to achieve this. George's view was that land value increased because of the value of the community and so the community, not individuals, should benefit from this. It is what is done on the land that contributes to the economy. The degree to which land ownership extracts wealth from that activity on the land is the degree to which the economy is compromised.

Introductory remarks given by BCGEU President Stephanie Smith certainly seemed to add credence to Hudson's claim. In 2006, 19% of houses in Vancouver sold for \$1M or more. Now, you can't buy a house in the city for under a million. Add to this the fact that many experts have been saying for 10 years that there

is a real estate bubble, and one is left to wonder if perhaps something else is afoot. The bubbles seem to have floated away and what is left is our city where labour cannot afford to buy a house. Indeed, one must be making money in one's sleep in order to be able to pay for a house in which to put the bed to sleep in. This would appear to be a crisis for the vast majority of us.

Hudson calls rising prices in real estate a curse. In fact, he asserts an economy is headed fastest to ruin when real estate prices are rising fastest. The problem is debt deflation. Workers end up not being able to afford to go to restaurants or take in a play, a movie, or a ball game. In short, they end up excluded from an economy that needs their economic activity in order to continue to circulate wealth. The economy, not the real estate market, is the bubble, and it does not burst but, rather, slowly deflates.

Is one bubble bursting or another deflating? If you have the answer, please let us know. Economists or futurists are encouraged to weigh in. We'll have more of Michael Hudson's answer in the next issue, so stay tuned. [fm](#)



Ask Lenny

Dear Lenny,

I recently submitted an on-line order to the DC print shop for copies of handouts that I produced for my class. I was surprised to find that by ordering prints of the material, I might have to transfer ownership of copyright over to the College. Am I being paranoid?

Slightly Suspicious



Dear Slightly,

Although your question is about paranoia, I hope the following comments about copyright will help you decide whether or not you are being paranoid.

The copyright sign-off options that you have to choose from, when on-line ordering from the print shop, includes the option of choosing that you own the copyright. Article 5.1.1 of the Common Collective Agreement states that copyright ownership *“belongs to the employee(s) where the work product has been prepared or created as part of assigned duties, other than the duties listed in Article 5.1.2 below, and the copyright to all copyrightable material shall be the sole property of the employee(s) and shall be retained throughout his or her lifetime and upon his/her death by his/her heirs or assigns...”*.

For course manuals that are sold in the bookstore, to maintain copyright, there is a form that is required from your Dean, which effectively confirms that you were not paid extra, or given special time release to produce the manual. If the College did provide extra pay or time to produce the manual, the College would own the copyright, although you would have the right to use the materials in perpetuity, free of charge (Article 5.3).

Where you own the copyright to your documents, the College has the right to use, for institutional purposes, documents that you produce as part of your assigned instructional duties (Article 5.2). [fm](#)

Sincerely,

Lenny

MARK YOUR CALENDARS!

DCFA Annual General meeting

Date: Wednesday, May 3, 2017

Place: Upper Cafeteria—New Westminster campus

Time: AGM 9:15AM

Breakfast—8:30AM

Luncheon—12:30PM

DC Sexual Violence and Sexual Misconduct Prevention and Response Policy

2:30-4:30PM in S2802 or NW Boardroom (S4920)