JOE TURCOTTE SPECIAL PROJECTS EDITOR

As our instructors, teachers, men-
tioned in our previous stories, the profes-
sors at our university play an integral role in the development of learning.

Part-timers' preKennith.

Strong connections are the key to a successful relationship between a student and the professor. In return, the professor must be approachable and willing to listen to student concerns. As mentioned in our previous stories, the professors at our university play an integral role in the development of learning.

Laurier’s campus is brimming with a hidden workforce. Despite dealing with adverse work conditions, including having to work longer hours, for less pay, without health benefits or job security, these professors attempt to balance the academic needs of their students against their need for professional development.

Dr. Judy Bates, WLIFFA President

As stated in the WLIFFA Collective Agreement for Part-time Contact Academic Staff and Part-time Li-
staff, beginning on August 1, 2007, part-time faculty members make up 64.8% of the total teaching force at the university.

This means that if a part-time faculty member is in a full-time course load of five classes per academic year, she or he will make $30,005 – a little more than 25% of the mean salary of full-time staff.

Holding up Ool was unable to run as it does. Graphic by Julie Marion

See PAGE 18 for editorial reaction to this story

In fact, Horton recognizes the quality of education that these fac-
tors provide. "That’s important that we main-
tain our faculty," she says.

"That’s one of the issues when we redesigned the DMAE," says Dr. Sue Horton, VP Academic. "We tried to make sure that there’s more of a student-focus on campus."

"That’s the case for Jamie O’Damas, an entrepreneur who works for Kitchener-Waterloo’s daily newspaper, The Record, but also teaches a communication course.

"The Media and Society," she says. "I don’t have a problem teaching that as a student."

"As a professional person who works in the business, I bring a different perspective. I don’t have a traditional education."

"In fact, Horton recognizes the quality of education that these fac-
tors provide. "That’s important that we main-
tain our faculty," she says.

"That’s one of the issues when we redesigned the DMAE," says Dr. Sue Horton, VP Academic. "We tried to make sure that there’s more of a student-focus on campus."

"That’s the case for Jamie O’Damas, an entrepreneur who works for Kitchener-Waterloo’s daily newspaper, The Record, but also teaches a communication course.

"The Media and Society," she says. "I don’t have a problem teaching that as a student."

"As a professional person who works in the business, I bring a different perspective. I don’t have a traditional education."

"In fact, Horton recognizes the quality of education that these fac-
tors provide. "That’s important that we main-
tain our faculty," she says.

"That’s one of the issues when we redesigned the DMAE," says Dr. Sue Horton, VP Academic. "We tried to make sure that there’s more of a student-focus on campus."

"That’s the case for Jamie O’Damas, an entrepreneur who works for Kitchener-Waterloo’s daily newspaper, The Record, but also teaches a communication course.

"The Media and Society," she says. "I don’t have a problem teaching that as a student."

"As a professional person who works in the business, I bring a different perspective. I don’t have a traditional education."

"In fact, Horton recognizes the quality of education that these fac-
tors provide. "That’s important that we main-
tain our faculty," she says.