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Fyrefly Institute, University of Alberta

Interviewer: Alvin Finkel

Q: Tell us about your background.

GL: I was born in St. John's, Newfoundland. My father had come across from Germany. He was a fair bit older than mom. So he was a World War II baby trying to flee the trauma. He came across on a boat and ended up in Quebec and then Newfoundland. He really liked the idea of solitude. So he found an outport in Newfoundland that other folks were moving off of in the '70s. He built himself a stone house in Fortress there, and met my mother through the personal ads in the newspaper. She traveled from Manitoba out there to meet him, and they ended up marrying and living there until I was in my early teens. I moved back to rural Manitoba with my mother in my early teens.

Q: What brought you to Alberta?

GL: I was two years into my PhD at the University of Manitoba, and I was working for Social Services in government there. I'd just bought my first little tiny house. I happened to click on a posting for a job ad that came through the server at the University of Manitoba. I never bothered with them, because they were always looking for professors, and I didn't qualify. But I happened to click on this one, and it was advertising for somebody to manage a three-year research project in the Faculty of Law at the University of Alberta. I thought, well there's no way I'm moving to Alberta at this point in my life. But this research is so close to my doctoral research, I've got to at least talk to them about what they're doing. I called the executive director, and six weeks later I sold my little house and was trundling off to Alberta to manage this project. People thought I was out of my mind, because I had a permanent position in government already. So I gave it up and came out here for what I thought was two to three years, and that was 19 years ago. I ended up getting hired by Athabasca online University during

that time, and I managed that project. Every time I thought, well maybe now it's time to move on, something else would come up, and it's just kind of kept me here since.

Q: Tell us a bit about that project.

GL: It was called the Alberta Legal Services Mapping Project. It was run by the Canadian Forum on Civil Justice, which has since relocated to York University in Ontario, but was located here in the Decore Centre at the Faculty of Law at the U of A at the time. It was funded by the Alberta Law Foundation. What they wanted was for folks to map what legal and related social and health services existed in the province, but also look at what people's experiences were accessing them. We traveled around the province talking to folks who had had any kind of legal need in the past two years about what they accessed and what they didn't, what their experiences were. This really complemented my own research because I was looking at perceived personal control in legal matters, particularly for people who are equity deserving. It was a really nice complement. I spent three years doing that work, and then I was collecting data for my own research at the same time. I tied that project up and then tied up my doctorate within two months, then moved out into the world of not-for profit. I continued to teach, but moved out into community not-for-profit addiction and mental health work for a while. I got very involved in organized labour here, as we'll discuss. Then ten years later I did full circle and ended up getting hired back at the U of A with another institute, the Fyrefly Institute, which was Isthmus at the time. I've been here now for eight years.

Q: Tell us about some of the different jobs you've done.

GL: It's so amazing, because virtually nothing that I've done in my career is anything that I actually thought I was going to do when I started my degree in Psychology at 18. I think when I left that government job the choice I was making I felt was a choice between a moderately comfortable security, not fabulous pay but knowing that you had a paycheque and some benefits, and doing work where I thought I could actually make change. That's always been a big thing for me and the reason why I've always continued to teach as a sessional on the side. When I was a grad student I had somebody say to me, if you love teaching more than you love

research, you'll never have a permanent job. So the foreshadowing was there when I was early in my Masters, because I loved teaching. I loved learning, I loved the students, and that's why I came to university. I came back in the '90s where professors were revered, and you thought they knew so much, and you aspired to be like them, and hoped not to ask dumb questions. That idea of that love of learning, learning for the sake of learning, was really what drew me. Things have changed with the corporatization of post-secondary so much, that I think I'm not alone in the fact that a lot of us that love learning and teaching are in this kind of perpetual hamster wheel of precarity because that's not what the world around us values right now. I've taught at about six or seven different institutions between Manitoba and Alberta since early in my Masters, so probably a little over 20 years now. I've had contract jobs with the Alberta Federation of Labour and various other small not-for-profits, and it's all been good and meaningful work. But I'm not at a point--I'm nearing 50--and I'm at a point where just this past year I got permanent status at the University of Alberta – not an academic role, but permanent status and a pension, which is wonderful. I wouldn't trade it at all, I wouldn't trade what I've done. But it's unfortunate that there has to be that choice between your own security, a job with financial security, and doing this kind of knowledge mobilization and sharing knowledge.

Q: The value that society places on that very meaningful work is contradictory.

GL: Absolutely. We see that all the time. Look at the most important work that's out there – childcare, seniors' care, sharing knowledge. Those are always the positions that are most undervalued, unfortunately.

Q: Society finds meaning in those positions, but doesn't want to look after those people.

GL: No, not at all. The first summer that I got my first teaching job as a grad student, I remember preparing my lectures and just thinking to myself as I reviewed them. I was constantly getting into a bit of flak because I worked while a grad student, and I worked too much, but I had no choice. That was back in the day when they didn't think that you should work outside of the faculty; you were kind of cloistered in academia. I had to support myself and didn't have that option. So I was always getting into a bit of flak. I started preparing my

lectures for that first class and I stopped myself and went, oh my goodness, what a disservice I would've done if I didn't have my work experience and just had my academic experience. I was teaching clinical material for human behaviour for psychology, and as I'm reading through this textbook I'm thinking, if I was just telling people this, this is not accurate; it's not giving people the real picture. I think again, just following on what you're saying, we're always caught in this society where certain things are deemed to matter but there's always kind of this ticking of boxes rather than recognizing the real value, like the jobs that have real value. When I align teaching with early childhood care and seniors' care, we are holding people's futures in our hands. We're giving them information to send them out into the world. We're giving them information about themselves, how they see themselves. I'm a social psychologist. What I tell people, they take that to heart, how they understand themselves and people in their lives, and why they've had struggles and things like that. We have a responsibility; it's a big responsibility that should be appreciated.

Q: We talk about equal pay for work of equal value, and how people see this across society.

GL: We don't, because because of who considers what to be of equal value. This isn't about people. My doctoral work was all about systems and how the structures and systems push us in different ways. We're taught to value certain things. Unfortunately, if you "only teach", it's thought that what you're doing is more replaceable and less valuable than folks who hold research grants and do research. We forget that all this research is valueless without knowledge dissemination. There'll always be that gap until we start to think about things differently. I think we've gotten very caught in precarious post-secondary work around the fight for trying to get everybody secure jobs and everybody tenure-track jobs, which is a nice ideal. But I look at colleagues across Canada and the U.S. who are fighting for equality between part- and full-time. In our fight we've missed the fact that people should be remunerated equally whether they're part-time or full-time, and not that weight to get tenure, how to get to tenure faster. How do we appreciate sessionals and compensate them in an equivalent way to tenure-track folk, and appreciate people who are teaching us their primary work, in addition to those who do the research?

Q: In many ways it's an outdated idea that if you're a sessional you're eventually going to become permanent.

GL: No, it's not a reality. We can talk about this across Labour. The chances of people finding fulltime work with benefits from one job is becoming less and less across Labour. But we still live in the reality that of those folks that get the permanent jobs, that get the higher level jobs, we still see that disparity. Folks that are equity deserving tend to be in the more precarious roles. We have to always be cognizant of that piece too when we're talking about these realities we're talking about, like a divide in demographics about who ends up stuck in precarity and who doesn't.

Q: You've been very involved in the Labour Movement. What brought you to that?

GL: I started learning about organized Labour when I got a STEP student role with the Government of Manitoba back when I was an undergrad in the MGEU, Manitoba Government Employees Union. I went to my first union meetings, and I was very skeptical at the start. I realize now the skepticism. I frame it differently in my head, but it's still there. I went to these meetings and I felt like there were people just talking and jostling for position, and I didn't see how it benefited me. Any of us who've been in the union world knows we talk about the structures and how they pick people to continually jostle for their elected positions and so forth. That's still true today. But I was trying to figure out how to actually change things, and that was a big part. I got hired in on the ground working front line with folks who were really struggling, and I was always trying to figure out. You learn very quickly that these systems are rigid and often they hold people back instead of helping them. They're not tailored to individuals. I was like, how do I change this? I can't change this from here. Then I thought maybe getting promoted up the chain would work, and then I saw very quickly that as soon as you're away from the front lines you get stuck even more in the bureaucracy and the rigidity of things. So then I thought, well maybe getting elected, maybe being an elected official. Then I thought, oh lord, now you get stuck toeing the party line and trying to get re-elected. So this kind of lobbyist kind of grassroots thing, I thought, this must be the way to go. So I kind of reinvigorated my interest in the union as an avenue for trying to push for something, push for

the changes that we needed. I was loosely involved, and then when I came to Alberta and started teaching for Athabasca, that was right about the time there were some big changes happening at the University. There were some very big voices, because you know Athabasca was kind of built on radicals when it comes to the folks who have been teaching there. You always had the folks who were a bit more outside the box and left-leaning. I met some of the greats, like Yessy Byl and Natalie Sharpe and Dougal MacDonald and all those folk. They dragged me to a union meeting and said, come listen. Then Yessy nominated me at that meeting to be recording secretary for the local; I think it was my first meeting. Then I got involved, and it was the people involved with Athabasca, those folks that had been fighting for things for decades, like childcare, like all these things, and really believed in it. It was that community that really drew me in. People on the ground are the only way that things change; so that won me over. I ended up getting involved with CUPE Alberta for a number of years, and through that took a contract at the Federation of Labour. In the meantime, I had become involved with UNIFOR through my role at the Federation of Labour, and then AASUA, the faculty association at the U of A, and CAUT, and got introduced to COCAL. Since then, that's felt like home. I recognized that unions are about the greater social good. Now more than ever, we need somewhere that is the voice of moral reason, and I think we have the opportunity in unions. Right now in this province we're being told we can't talk about DEI. Well, unions can still talk about DEI; we can still keep that conversation going.

Q: Tell us about your work at the Fed.

GL: It was a contract role to help out; it wasn't a role that existed previously. But I had been asked to help teach at the Winter Labour School. I absolutely loved it. They were trying to find a way to connect with more workers, more locals, and so forth. Elected officials of course were run off their feet. So they created this community liaison role as a temporary role to work on relationship-building in the community and have somebody out there that could be carrying some of that load. I ended up there for a few years until I got hired here at the University of Alberta. It was my dream job. It's about talking to people, finding out what they need, finding out what supports look like for them, and just getting to know the different cultures of all the different unions. Being pretty immersed in CUPE at the time, just seeing how other unions do

things differently and see things differently and so forth was absolutely fascinating. That was a really beneficial project for me. It reinforced what I was already jumping up and down about through the idea that systems and structures, if they don't flex, if they don't understand individual unique needs, they render themselves ineffective. I say that about unions, too. I think in the union movement we need to be nimble. We need to constantly be looking at what is happening socially, economically, and what work looks like for people. We need to be able to pivot, and do things differently as needed to support people in the current context that they're in. I think we could do better as a union movement. I think we still tend to be really rooted in the familiar of supporting big locals with people, and bricks and mortar workplaces who are fighting about their pensions and pay increases. That's not the reality for so many people now. We have some real challenges right now if we want to continue to be relevant and to be effective. Talking to all those folks through my time at the Fed really reenforced that, that we need to be hearing people and understanding that unions aren't a monolith.

Q: How well do you think unions are adjusting to changes in the workplace?

GL: I think we could do better. We need to pivot how we think. For me, union roles are service roles – you're serving people, just like if you're elected as an MLA or a city councillor or whatever. These are service roles. We're here to advocate and serve people. What do they need right now? I think that, as with everything, we get caught in as soon as you create a structure you get trapped within that structure – this is the way we do things and this is the way it has to be done. I think we're a bit trapped right now, because folks don't know necessarily how to organize in this current world. There's been a historic devaluing of anyone who's not considered a large local or a large entity; it's about organizing those large groups of people. But now we have people entering the work world who are doing piecemeal work everywhere and multiple jobs. These are the most precarious people. How do we support them? The people starting a job with the City of Edmonton at 18 and being permanent and getting a pension, that's not the reality for so many people now. We're still trying to shoehorn working people into the boxes that are familiar rather than figuring out what we need to do to support people, and thinking about it as what do we need to do to support working people, not now we're going to collect union dues from these people. I'm not saying that individuals think that way, but the structures

force us to think that way. I'd like to see us looking more to other countries where individuals have taken it upon themselves to build collectives of workers. How can individuals certify or sign on? How can we do those kinds of things? How do we support the people who have three or four jobs? How do we do that? The hospitality workers and the undocumented workers and all those things – we need to be figuring these things out. The folks working after retirement because they can't afford to retire yet. I think there needs to be a letting down of the clinging to the processes and ways that we've done things, and I think we need some new voices. The structure is built in such a way that the folks that tend to be the most union involved tend to be the people that have the most secure jobs and have been there longer and that sort of thing. I think we need to start listening to some different voices. I really do worry that we're going to render ourselves as a movement less and less effective, and that young people leaving school today won't see developments for them if we don't start listening and doing things the way that people entering the workforce today are telling us they need us to do.

Q: Tell us about COCAL.

GL: COCAL, the Coalition of Contingent Academic Labourers, has been around since the '90s. It started out of the U.S. and Mexico, and it was meant to be a collective of precarious postsecondary workers: sessional instructors, grad student, and so forth. The idea originally was that it was bringing people together to collaborate, and the focal point was a biennial conference that moved around, which we still have. COCAL is now a coalition of the Americas – Canada, the U.S. and South and Central America -- and we're trying to move more globally. It was been absolutely eye-opening. We look at our conditions here and how much we're getting paid per course here. When I got involved with COCAL, I was meeting professors who'd been teaching for 20 or 30 years and were still sessionals, or adjuncts, as they're called in the U.S., getting paid \$1,800 a course, \$1,600 a course, were going to foodbanks, working at fast food restaurants on the side, still are. Or driving for hours and hours between universities for different gigs. We struggle here with pay disparity between sessionals and regular faculty too, but nothing compared to what I saw there. Then you look at Mexico and places in South and Central America where, at the time I got involved folks in Mexico were making about the equivalent of \$400 Canadian per course, and often being made to travel a lot. There was lots of

targeting of Labour activists within postsecondary, intentionally giving you two teaching positions that were three hours apart, even threats and violence to people and their families. I realized there are so many people that are fighting such a more difficult fight. There's this power in even sharing ideas, but even watching. There's been times when we've written letters to other government officials in other countries saying, we're watching you to see what you're doing to these sessionals at this university, that sort of thing. Or fundraising for things or whatever it might be. COCAL has intentionally remained a very unstructured and grassroots group of people. We haven't incorporated. We have an executive committee that people volunteer for, but we're trying to keep it very non-hierarchical. Anyone is welcome who is precariously employed in the postsecondary world. We meet regularly, we talk through things, we share ideas, we offer supports. We have our biennial conference still, and we do other things online now as well. It's great to learn about strategies and learn what's worked in other universities in other places and other unions. I've been involved now since 2012. I've been the chair now since 2016. It's been one of the most beneficial experiences of my academic career, being with this group of folk. This is a group of people who are in it because they believe in postsecondary education, they believe in the power of teaching and knowledge, and that students should get quality education. They're a wonderful, hard-fighting group of people to be involved with.

Q: Do you have some examples of victories that COCAL has achieved?

GL: A number of years ago we had to support our colleagues in Mexico because the government at the time was really targeting sessionals, particularly sessionals who were vocal and critical. We did do a letter-writing campaign to basically, as I mentioned before, say that we see what's happening and we're watching you from the U.S. and we're watching you from Canada. We know what you're doing to these teachers. There were instances where people disappeared and that sort of thing. So providing that kind of support and pressure was very helpful for the folks on the ground there at the time. We've also worked with individual unions in the U.S. to work towards, again there's been so many instances of different types of gains that we've been able to support each other through, fighting through really difficult contract negotiations, strike support, and that. The California Faculty Association just made some really

big wins that they fought hard for that we were supporting them through. Then the other big one around trying to stay away from the two-tier model, like I said before, where there's this idea that you're sessionals and you're all fighting to be tenure track. So it's understood that you're going to struggle here because the fight is to get more people over here. So we're moving more towards what we call the Vancouver model of equal pay and benefits for part-time and full-time – sharing that information, advocating for that through a number of locals. Particularly the U.S. have been successful in making significant gains for their adjuncts and getting more on par with the faculty. Just changing that mindset has been really important for folks. It's the members. If everybody focused on trying to get to tenure faster, they're not focusing on trying to get better benefits for themselves now. So that change in mindset within locals and how folks advocate and get better contracts has been a really important part of our work too. It's very advantageous for the institution. If everybody's yelling at them because more people want tenure-track positions and they're focused on that and just accepting the fact that they're underpaid and under-resourced here, it's very beneficial for the employer, because they can't give everybody or even a fraction of them tenure tracks. So start fighting for your quality of life now and quality of work now. It's super important to not lose sight of that.

Q: It kind of fetishizes the tenured positions if you treat the sessional staff as less important.

GL: Absolutely, and so many institutions are set up that way. We've had that fight in Athabasca forever too, that idea that people have equal qualifications, equal credentials. A.U. has made some great positive changes in that regard, but there's still that idea. When I first came onboard we weren't even considered to be on committees and things like that. So we've really had to push to have equal voice when it comes to decisions and changes and processes and those sorts of things. It just wasn't a consideration for a long time.

Q: When I started at Athabasca University in 1978, the Director of Regional and Tutorial Services told me, when we were talking about people being paid starvation wages, his response was, well it's basically young mothers working for pin money.

GL: We heard that rhetoric so much, even recently. We've done multiple surveys. Every time we go into bargaining we do surveys to see who's saying it's their primary source of employment; who has other income, who doesn't. This is the case for virtually none of our members, that this is just spending money. It's people trying to supplement retirement, it's people who are trying to find some security in teaching, and it's people trying to be able to pay their mortgage or their rent. But that has continued to be this thing--oh it's just people doing this on the side for fun.

Q: People talk that way about precarious labour as well, that it's just young people who need to further their education.

GL: And it's not just young people anymore. Even these precarious roles are so competitive that the age at which people are even entering into the precarious roles is increasing and increasing. It's not just young people. Most people get stuck in precarity for their whole lives but aren't even getting to that until they're in their 20s, 30s or what have you. Look at Athabasca. If you look at the average age of the sessionals at Athabasca, for instance, you'd be hard-pressed to find somebody under 40 there. So these aren't roles that grad students in their early 20s are getting. We're talking about the pay. We just finished another round of bargaining where we demonstrated that the pay of sessionals is at the bottom compared to 59 institutions. You're not having 21-year-olds who are doing this while they're in grad school. A lot of people came to A.U. also because they liked the idea that it was an alternative university for people who can't access the traditional bricks and mortar. I was really drawn to that, because I was working with folks who were experiencing long-term social difficulties, who were experiencing incarceration, at the time. When I saw A.U. I thought, oh yeah, they teach in prisons and they teach in remote communities and they do all these things, which we pulled more and more away from and became more and more inaccessible as we automated things. A lot of people came into A.U. with the idea that education should be accessible to everybody, and believed in that. So we had folks who were there for ideals as well. But it's changed a lot now.

Q: Tell us about the Fyrefly Institute. You've been there for years.

GL: Actually eight years. Fyrefly started out as Camp Fyrefly in the early 2000s. It was a doctoral research project. Dr. Christopher Wells is now a senator, but Chris was a PhD student at the time. He and his advisor, André Grace, were looking at the experiences of queer and trans youth, particularly in the school system at the time, in the early 2000s. As part of that he started Camp Fyrefly, which started out as basically kind of resiliency-building workshops before the school year started, giving youth a long weekend together to work on strategies, supports, and all those things to face the school year ahead, because school is a tough place and still is for a lot of kids. It grew from that, the camps grew and became bigger, more in-depth leadership building camps. We've had four running across the country now for over a decade; or longer even, we've had four. This year we're actually adding two more, running camp five and six, which is great. But as they continued to do the research and talk to youth and discovered what youth needed, they kept finding funding to add: well let's do this mental health program and let's create this program in schools, because kids really need support in schools. We need to be looking at educating and providing resources in schools. So they kept kind of adding programs. By the time I got involved in 2018 it had been deemed a formal institute rather than a collection of programs. The faculty had decided that they needed to run it like a not-for-profit and have somebody overseeing all the projects and that sort of thing. So they created the Executive Director role, and I got hired into it. I was at the Federation of Labour at the time, and it was actually a colleague there who showed me this role and said, I think this is the perfect role for you. They were right. We run a number of programs full-time. We're a tiny team of about 10 people. We have five or six programs that run constantly; then we're mandated to do research as well. We take on grad students and practicum students as well, and we have a number of other projects that we do on the side. Our work is always focused around advocacy and leadership and building and development for the 2SLGBTQ+ folk, particularly youth, particularly that 25 and under demographic. We have Fyrefly in schools, we do a lot of work in K-12 schools, a lot of work in the undergraduate Faculty of Education. We have specific Indigenous programming too, created by and for queer and two-spirited Indigenous folk. We have health services. We have a day program for folks who are unhoused or street-involved or survival-sex-work involved. We have a location here in Edmonton and now in Calgary as well that provides a place for folks to come to eat, to hang out, to play games, to get clothing, to get access to resources. Then in 2024 we were successful; we put in a bid for a federal project to create a

national 2SLGBTQ+ entrepreneurship hub. We put in a proposal for that along with the Faculty of Business with e-HUB, the chair and the creator of e-HUB, Dr. Michael Lounsbury in late 2023. Then in 2024 we found out we were the successful ones, which has been incredible. So we've added that massive undertaking to everything else. We've been running that project now for two years and we're continuing it on. So that's all ages, but it just advances on that creating community, creating networks, sharing resources, building strength and solidarity in 2SLGBTQ communities across the country. It also recognized that economically communities thrive if we provide opportunity and include folks across the board. We talk a lot about the massive under- and unemployment of queer and trans folk relative to skill level. That's particularly bad in trans folk. Approximately 85 percent of folks who identify as transgender are under- or unemployed. So how we're looking at this is that the value added is quality of life for individuals but also for communities if we can actually find ways to promote and support folks who are finding creative ways to support themselves. That's what we find too. A lot of queer and trans folk are trying to support themselves because they either don't feel that they belong or they've been pushed out of regular job situations, which I think is also where organized Labour comes in. I've talked to Labour a lot about this. We can learn why queer and trans folk leave workplaces, what happens in those workplaces as well that pushes people out, and do better in that way too. This has been a phenomenal experience where we get to do the research and then we get to put it into action ourselves. That's Fyrefly in a nutshell.

Q: What other groups are you involved with?

GL: I laugh, because we grew up in relative isolation in childhood. We were the only ones who lived on the south port year round, and I'm a very social person and became a social psychologist. I give my father credit because just the way that he talked to us about the world when we were kids was always, you share. If you have something and somebody else needs something, you share. He identified as a very conservative person. He used to say to me, I can't believe I raised a bloody leftist. All my socialist leanings, he taught me. He might not have called them that, but it was this idea that you give and you care about the people around you. I think that just really stuck, and just the fascination with people. Moving in my early teens into a community where you actually had to figure out how the social rules and mores worked at an

older age, I just really became interested in these things and why we do the things we do. That community involvement has been there since I was a teenager; I'd volunteer for anything anytime or anyplace, and take any job. I was always volunteering as the town mascot for things, doing whatever. I still strongly believe that the answer to most of the problems is community. It's about creating legitimate community where people feel like they belong, they know their neighbours, they care about them, that sort of thing. So everything I do is kind of focused around that. I was involved with Arts on the Ave here for a long time. It's an organization using arts to revitalize struggling communities, particularly on the Alberta Avenue area. I just love that. My father is an artist and my mother is a pianist. So I just love using the arts to bring people in and transform community and create community that way. I've been involved with this group that's been around since the '60s called COSA, Circles of Support and Accountability. What they do is it's a bunch of volunteers who work with convicted sex offenders who are released into community to help find a way to safely reintegrate folks so they find work, they find place, they find connection, they find accountability. So you reduce the risk of recidivism. COSA has been demonstrated to reduce recidivism by over 70 percent over the years across North America. So I've been doing that. I'm on my community league, a volunteer with all sorts of different events. Then most recently my kids and I took over the corner store in our neighbourhood, and we're turning it into a youth employment and social-skills-building hub for the teens in the community. It's a hard time to be a teen, especially since COVID, and folks are struggling. They have no money and they have no place to go and they have no place to hang out. They're seen as a nuisance more than anything. It takes me back to the Industrial Revolution, how since they didn't need kids in the factory they became a nuisance. But this has been a big part of creating that space for folks. We're doing a lot of work intergenerationally between youth and seniors in the community, and trying to build those relationships too. I sit on a few other boards. But I love it, and I don't know how to not be busy. I'm trying to say no to more things, as we all do as we age. But I think anything that actually brings people together in a way that's organic and helps people get to know each other and care about each other, I'm invested in. I think that's the answer. Not more programming, more programming. We need to help people find the strength that they already have in their geographic region, the people there, and kind of build that level of connectedness that we've lost a long time ago.

Q: Is there anything you'd like to add?

GL: I don't think so.

[END]