

# Newsbreak

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## Your negotiating team

by Audrey Taves, OPSEU Local 562 Chief Steward

At the recent Pre-Demand Setting Conference, delegates from all 24 community college locals met to elect a new bargaining team and to identify some preliminary priorities for bargaining 2012.

After the last round of bargaining, many Humber faculty expressed a desire to get to know the members of our negotiation team prior to active negotiations. We are introducing them briefly in this article and will be inviting them to our general membership demand-setting meeting in February. The team has already sent out their first bulletin and will be communicating with us regularly during the pre-bargaining process.

This round's bargaining team is a strong mix of new and "seasoned" members who bring a wealth of experience to the team. All have many years of experience teaching in the CAAT system and all have been active on various local and provincial union committees.

### **Gary Bonzak - Fleming**

Gary frequently raises issues at our CAAT and OPSEU meetings – always in a calm and articulate manner, speaking from a strong knowledge base. He has training and experience in mediation and negotiation. New member.

### **Lynn Dee Eason - Sault**

Lynn has a great deal of experience both in the college system and in joint college-union committees both at her local and in the province. She comes across as a good problem-solver with a good sense of humour. New member.

### **Benoit Dupis - La Cite**

Benoit was on our last bargaining team and was our Local's main contact during the last negotiations. He is very approachable, follows up quickly on concerns, and responds thoughtfully and knowledgeably when asked about issues. He is committed to improving

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Rod, JP, Benoit, Lynn Dee, Ted, Carol, Gary

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communications between the team and the members during this round of bargaining.

**JP Hornick - George Brown**

JP brings a spirit of social activism to the team. She teaches in the School of Labour and was active in organizing the Part-time campaign. As a first time bargaining team member and a younger member of the team with 15 years college teaching experience and union education experience, she is committed to making positive change.

**Rod Bain - Algonquin**

Ron was also on our last bargaining team and was also one of our Local's contacts during the last negotiations. He was elected as a member of our Divisional Executive last spring and as such has a strong grasp of the issues facing the CAATs. As a teacher in the trades he brings a down to earth,

practical approach to the team and to negotiations.

**Carolyn Gaunt - Cambrian**

Carolyn has a background in counselling and now teaches labour relations. She describes herself as a "bottom up unionist" and is committed to making our contract more enforceable. She comes across as articulate and direct in her verbal and written messages. Carolyn has been elected as a co-chair of the negotiation team.

**Ted Montgomery - Seneca**

Ted has been on many of our bargaining teams and brings a lot of experience to this new team. He will be co-chairing the team with Carolyn. Ted's knowledge of the college system, the history of negotiations with the colleges, and a clear understanding of the College Collective Bargaining Act will be an excellent resource for the rest of the team. 🙏

**NewsBreak** is a publication of the Humber College Faculty Union, OPSEU Local 562, intended to provide information and stimulate discussion. We invite your participation and welcome your contributions. All articles and letters should be signed, though in some circumstances the author's name will be withheld upon request. We encourage thoughtful discussion that respects human rights. We reserve the right to edit for libel, length, and clarity.

Articles reporting on union business will be signed and will include the author's position of responsibility in the local. Where an article has the author's name only, the views are those of the author. You may e-mail the editor: [sylvia.ciuciura@humber.ca](mailto:sylvia.ciuciura@humber.ca) or drop materials at the Faculty Union office – H109, North Campus, ext. 4007.

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# President's notes

*by Orville Getz, OPSEU Local 562 President*

## **Pre-bargaining Conference**

On October 15 and 16, your local officers attended a pre-bargaining conference. The purpose of the conference was to identify issues and provide guidance and recommendations for locals to help them conduct local demand setting meetings. All 24 CAAT academic locals presented 4 - 6 ranked issues for discussion. Four general issues were presented by the Humber Local as a result of the responses we received to our recent email:

1. Salary and benefits
2. Workload and article 11
3. Partial load faculty contract improvements
4. Stronger grievance language.

An open discussion took place concerning demands. Discussion centred on common interests, and the need for realistic demands based on the questions – What do we want? What do we need? What issues are we willing to take action on (strike)?

A timetable for demand-setting meetings was discussed and as a result we will be holding a general membership meeting towards the end of February to vote on the final demands from Humber. In the meantime, our plans are to hold several meetings at each campus to discuss faculty issues and concerns. Please try to attend one of these meetings which are being scheduled over the next five weeks. You will receive an email announcing the date and time of the meetings (also on page 6). If you cannot attend, please email your demands to me.

Also, on October 16, the bargaining team was elected. The team will help direct the entire demand-setting process and will take an active part in demand-setting meetings at each college. The team is comprised of Carolyn Gaunt – Cambrian, Ted Montgomery – Seneca, Rod Bain – Algonquin, Gary Bonczak – Fleming, Benoit Dupuis – La Cite, Lynn Dee Eason – Sault, and J.P. Hornick – George Brown. Two alternates were also elected and they are Darryl Bedford from Fanshawe and Sheila Bell from Durham. The co-Chairs of the team are Carolyn Gault and Ted Montgomery. Over the coming months, the bargaining team will be keeping all locals informed concerning what is happening and where we are in the bargaining process. We will pass on all information as it is received.

## **Collective Agreement**

A copy of our agreement is available on the local's website at [humberfacultyunion.org](http://humberfacultyunion.org) OPSEU has finally sent the collective agreement out to tender for printing. Hard copies will be delivered to all faculty mailboxes once they have been received from OPSEU. We are anticipating they will be shipped to us in the next few weeks.

## **School Award Nights**

In November, the local will present eight student with scholarship awards worth \$500 each. These awards are presented on a rotating basis to schools in memory of former presidents of the local and of faculty who have passed away in the last year. Please support your students by attending awards night in your respective school. 📖

# Occupy Toronto

by Pam Johnson, Professor, School of Creative & Performing Arts

What started as an occupation of Wall Street by a few hundred young people on September 17 became a global movement on October 15, when hundreds of cities around the world joined the occupy movement. Toronto and fifteen other Canadian cities joined. Occupy Toronto in St. James Park at King and Church streets has become the organizing hub for dozens of events challenging the inequality of the system.

The most resonant slogan of the occupy movement is “We are the 99 per cent”. Despite media claims of a lack of a clear focus, this slogan embodies the sentiment of protesters from environmentalists, to trade unionists to anti-racism and antiwar activists who all see that corporate greed and government austerity measures are bad for everyone except a tiny minority of the rich and powerful.

The government bailout of banks and the flaunting of wealth by such companies as Goldman-Sachs when ordinary people are told they have to tighten their belts is fueling the anger of the movement. But, the occupy protesters have been peaceful. The self-organization at the encampments where food, shelter, medical care, even libraries are

available 24 hours for anyone exemplifies the ideals of the occupiers. It has only been the police in some cities who have changed this dynamic by using tear gas, rubber bullets and mass arrests to try to stop the protesters.

The occupy movement has also embraced workers and trade union struggles. Occupy Wall Street participants picketed in solidarity with striking Sotheby’s Auction House workers a few blocks from their camp. The NYC transit workers and other unions like the Service Employees International Union (SEIU) have pledged their support to Occupy Wall Street.

In Toronto, three thousand people gathered at the corner of King and Bay on October 15 and marched to St. James Park to establish the camp. From the beginning, trade unions have been involved including OPSEU which gave a large donation and has publicized the events of Occupy Toronto. The occupy movement has become a focus for organizing for worker rights and public services, as well as a focus on corporate greed. As winter sets in, the future of the occupy movement in its present form is uncertain but, its impact is global and it will continue to resonate. 🚶



# Chief Steward's report

by Audrey Taves, OPSEU Local 562 Chief Steward



## Winter SWFs are coming – by Nov. 18

Are you a **new** faculty member and not sure of the SWF?

or

Have you been here awhile, but are wondering why your workload is **increasing**?

## Remember, check your SWF!

Does this SWF reflect the proposed workload discussion you had with your Associate Dean? Are the courses and sections correct?

Does each course have the correct preparation factor?

Do the student numbers reflect the numbers usual for that course?

Do the evaluation factors reflect the types of evaluation identified in the course outline?

Have you been given credit on the back of the SWF for any other assigned work – curriculum development, mentoring, professional development?

## Remember, if it is not on the SWF, it is not assigned work.

If you find your SWF **accurate**, initial beside (*M*) *Mutual agreement*, **sign** your SWF, take a copy, then return the original to your manager.

If you find **inaccuracies or have concerns**, note the problem on the SWF, make a copy and return the original to your manager without signing it, ideally within 3 days of receiving your SWF. Your manager should alter the SWF or meet with you to discuss your concerns.

If you and your manager **cannot resolve your concerns**, initial beside the (*W*) *Proposed workload referred to the CWMG* on page 2 of

the SWF. The CWMG will arrange a meeting within one week of the referral to hear the issue.

## Where can I get help with my SWF?

Talk with the steward from your area or give me a call at ext. 4007

Check the annotated SWF given out by your union last year or find it at [www.humberfacultyunion.org](http://www.humberfacultyunion.org)

## Are you mentoring a new or contract faculty member?

If you are asked to take on the mentoring role for a new full time faculty member or for contract faculty, be sure to ask for time to be recorded on your SWF under complementary hours. The college has signaled that this is an important program, so time should be allotted for the work, perhaps 2 hours per week.

## How does research work get reflected on the SWF?

Remember the second page of the SWF has space for complementary hours – any for research that is relevant to the program/college would fit very well here.

Please call ext. 4007 or drop by H109 to discuss any workload-related issues at any time.

# Contract negotiations, June 2012

by Audrey Taves, OPSEU Local 562 Chief Steward

We have begun preparing for the next contract negotiations. Last month, a request went out to faculty for some preliminary thoughts on changes to the collective agreement. We took those ideas to the pre-bargaining conference in mid-October. There, delegates from colleges all over the province elected our new bargaining team (see page 1) and discussed the ideas brought forward from faculty. It is now time for us to identify the themes and specifics of our demands for the next set of negotiations.

Why we are starting this process so early if negotiations can't begin until June 2012?

Given the colleges' approach in our last round of bargaining - **the imposition of new terms and conditions of employment** – coupled with the process issues that we saw in the support staff's last round – **presenting the colleges' offer through the media** – it is clear that we need to approach bargaining in a different way.

This “different way” began with the early election of our bargaining team. Next, we will

be making a concerted effort to identify faculty ideas and priorities for bargaining. To this end, we have booked meeting times for faculty - both full time and partial load - to come together and discuss the following ideas:

- What changes do you need?
- What changes do you want?
- What changes are you willing to take action to achieve?

Meetings have been organized at different times and locations. **Any** faculty member is welcome at **any** of the meetings. **Please come to a meeting that does not conflict with your classes.**

We also plan to send out an e-survey asking for ideas, and finally will be holding a demand setting meeting for all faculty in late January. Members of the negotiating team will be joining us for this meeting where we will finalize and prioritize our local demands.

This will be **your** contract and **your** working conditions – please join us to discuss the issues important to you. 📢

Day:	Date:	Time:	Location:	Campus:	Group:
Monday	Nov 14	11:45- 12:35	GH110	North	Media/ Guelph-Humber
Wednesday	Nov 16	3:25- 4:15	F103	Lake	Media/Business/ Community & Social Services//Police
Monday	Nov 21	3:25- 4:15	K148	North	Health Sciences/Business
Tuesday	Nov 22	11:45 - 12:35	BIR 212	Birmingham	SCAPA
Monday	Nov 28	12:40- 13:30	B118	Lake	LAS, Music, Librarians, Counsellors
Wednesday	Nov 30	3:25- 4:15	C106	North	HRT/Applied Tech
Monday	Dec 5	3:25- 4:15	CAR 133	Carrier	Applied Tech
Wednesday	Dec 7	3:25- 4:15	Doris Tal-lon	North	LAS, Librarians, Counsel-lors

# Letters to the editor

## Re: Rooms!

What shape is your classroom in? Does the sound system and the DVD program work? Are you fortunate enough to have curtains on the windows to block out the sun from streaming in onto the video screen or onto the white board? I do not complain about the classrooms very much, but in the past two years, some classrooms have been very substandard.

I have had to spend 10 (or more) minutes of classroom time to get help or to get some back-up equipment to the room. It is more like a “work out” by wrestling with the technology and cables than giving an academic lecture to

the class. The ticket orders to get the equipment fixed seem to be out of date now. I wonder if the classroom problem will ever get fixed.

The unfortunate part about this is that the students perceive this situation as an “unprepared teacher” for the class. They will then score this response on the SFQ’s; and all of sudden the teacher looks ill prepared and takes it on the chin for the poor classroom conditions. The professors are not to blame for the poor classroom conditions. Can we get some rooms fixed properly soon please!

*Jim Jackson  
Professor of Sociology,  
School of Liberal Arts and Sciences*

## Re: Political action

“Occupy” protests continue, everywhere. Some believe these protests represent a socialist drive to spread the wealth, punish success, exploit the weak economy, and wage “class warfare”. Others believe the movement represents a sincere expression of the basic unfairness of a capitalist society that is geared toward making the rich, richer and the poor, poorer. Without question, fair or not, there is massive disparity in the wages paid to citizens of Canada.

Unfairness is not restricted to wages. Comparisons are drawn daily between the Occupy Movement and The Tea Party and, justly so. Both groups have crazies. When a racist sign is seen at a Tea Party rally you can’t brand the entire movement as racist anymore than concluding the Occupy Movement in New York is anti-Semitic because there are some signs bashing Jews. In neither case do such exceptions represent the whole group so, let’s be fair.

The most important, current difference between the two groups is the potential for turning message into action. The Tea Party is able to mobilize along-side a coherent message and get politicians elected who are sympathetic to their cause. The various Occupy Movements not only need to refine their grievances but then, work within the system to evoke change. The public will not invest in confusion, never mind anarchy. People need to feel that supporting the Occupy Movement is the right thing to do because it builds positively.

The Tea Party’s success in mobilizing and putting into practice their beliefs and ideas can be a wonderful example of grassroots political action to be emulated by the occupy folks. The Occupy Movement’s power can become overwhelming and put Tea Party prowess to shame if they work within the system for positive change and if they are not subverted or corrupted by negative forces such as those threatening to undermine The Arab Spring.

*Lawrence I. Horowitz  
Professor, Humber School of Comedy  
School of Creative and Performing Arts*

# Partial-Load Benefits (Art. 26.06)

by Robert Mills, OPSEU Local 562 Secretary

You as partial-load employees are entitled to extended health benefits which means access to a drug card (80 per cent saving on prescription drugs), 100 per cent semi-private coverage, and \$1500 in paramedical services. This benefit is 100 per cent paid by the college; however, the college is dragging its feet in registering all of the partial-load employees as it should.

The union has filed a grievance about the reluctance of the college to, as we see it, follow the collective agreement in offering extended health benefits to partial-load employees.

The collective agreement (p. 52) indicates that new partial-load employees will be registered into the extended health plan upon hire and that the plan will take effect after one full calendar month of employment. So, for those hired in September and registered in September, the benefits will kick-in on November 1 after the one full calendar month (in this case October). The agreement also indicates that all partial-load employees are *required to participate*. That is, you must be registered. However, if any do not want the college plan because they have spousal coverage elsewhere, they can opt-out by signing a waiver for Human Resources (HR). Therefore, the registration is mandatory, but those who wish opt-out can. This is to ensure that all partial-load employees have coverage and none are left out because of lack of information or administrative errors.

The college, however, sees things differently. In the grievance hearings, the college said that HR has a meeting with partial-load employees and lays out their options - whether to register or not. The information about the possibility of a meeting and the choices possible at that meeting (continuing existing coverage, signing up for coverage, and waiving the coverage) are stapled to the contract when it is delivered to the employees. Do you all get contracts in a timely manner?

It seems that at some time during the term, an employee will meet with someone from HR, have a talk with that person and make some decision around the extended health benefit.

The college said that it meets with every single partial-load employee to ensure that an informed decision is made. Considering the number of partial-load employees this term, over 550, this seems very unlikely.

From our experience with the college, I am concerned that some of the partial-load employees will be left out or be denied a much-needed benefit.

This process is an HR process, not the collective agreement's intention. That's why we filed the grievance. 🏠



# Union College Committee

by Audrey Taves, OPSEU Local 562 Chief Steward

The faculty union and management of the college meet periodically at the Union College Committee (UCC) to discuss issues that arise related to contractual and college-wide concerns. At a recent meeting the following issues were discussed:

## 1. Who develops and writes course outlines?

We have been told by some contract faculty that they are often asked to write course outlines – sometimes for pay (\$300-\$700) and sometimes as a pre-requisite to teach a course – with no extra pay.

When this issue was raised at UCC, Deb McCarthy, Associate VP HR replied, “We like our full time professors to do the course development because they are the experts, but if partial load/part-time faculty are doing course development or writing course outlines, they should be paid for their time. “

In the union’s view, course development and the writing of course outlines is the work of full time faculty. This work should be reflected on the SWF under complementary hours. In those rare cases where partial load or part-time faculty are needed to do this work, they must be paid appropriately.

## 2. Student Feedback Questionnaire’s (SFQ): Faculty Evaluation? Process?

Faculty have raised concerns about:

- the frequency with which the SFQs are given (that is, every class and every term)
- the manner in which the tests and the results are distributed
- the manner in which the results are used, particularly for probationary faculty

Deb McCarthy confirmed that the SFQ results are meant to be only one of several types of assessment and are to be used as a developmental tool, especially for probationary faculty. Deb will look at the directives on SFQ’s given to associate deans regarding the above concerns and report back at the next meeting.

## 3. Students with Special Needs

The union raised a concern regarding the impact of the increasing numbers of students with special needs in all classes at Humber. While the union and the faculty are very supportive of accommodating the needs of these students, concerns were raised about the extra time needed by the faculty to deal with the resulting paperwork and procedures around tests. In the past, faculty may have had one or two students per term that required this additional time; now some faculty have several identified students in each class. This additional time needs to be acknowledged and reflected in the faculty workload to ensure that these students do not feel they are burdening faculty with extra work.

To this end, the UCC will meet with disability services to discuss possible solutions. Solutions could involve assigning complementary hours on the SWF, using e-formats to handle test procedures, and /or hiring a support person to complete some of the paperwork and test pickup/dropoff.

If you have any comments/concerns/ experiences/suggestions regarding this issue, please contact Audrey Taves via e-mail or voice-mail to share them.

# The different country of the disabled

by John Steckley, Professor, School of Liberal Arts and Sciences

British writer Leslie Poles Hartley (1895-1972) wrote as the opening lines from his book *The Go-Between* (1953), “The past is a foreign country; they do things differently there”. The world of the disabled is a different country. I visited that country recently, meeting and listening to Doug, a man in his early 40s who has been using a wheelchair since a car accident ended his hockey playing career at 18, just when it was beginning. He is a big powerful man, so the one-size fits all model of wheelchairs (18 inch width) is not ideally suited for him. Neither are the controls for stove/ovens which force him to reach over the elements. Electric sockets don’t suit him too well either - way too low for his reach without threat of falling out of his chair. Then there are grocery shelves. It seems the ketchup is always situated way up high.

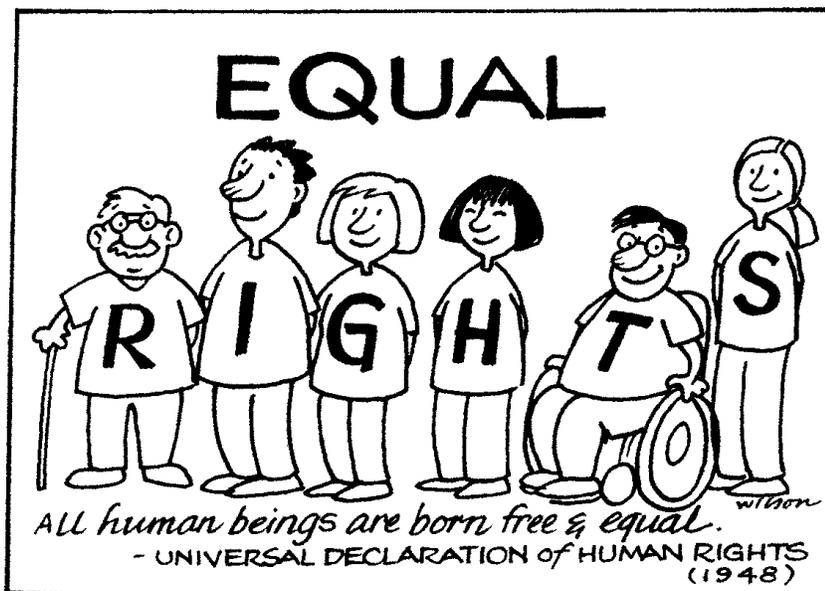
He drives and, of course, also parks. People grumble about disabled parking but think about this. According to Doug, snow ploughs sometimes dump their load of snow on those spots (including the apartment complex in which he lives), and he had to fight a grocery store that put its flowers for sale in the handicapped spot. I wonder what other ways owners of parking lots use those parking spots as empty space?

In the area of study in which I do research and usually write (when I am not writing text-

books), Aboriginal Studies, we talk about the ‘Aboriginal industry’. This industry is comprised of non-Aboriginal people, lawyers, contractors who build homes on reserves, and many different ‘consultants’, some of whom profiteer from the way in which federal government money can pay for such things. From what I learned in talking to Doug, there is a ‘disability industry’ as well, involving homes and ramps for the disabled, as well as the high cost of wheelchairs and wheelchair repair, more than twice that of the United States, where government is much less likely to pick up the cost.

Doug has a stepson who is disabled in a different way. He has severe behaviour problems. One difficulty that may arise when this son becomes a teenager, with all the hormones and craziness that that implies, is what will happen when the two clash. His son would be able to move much faster than his wheelchair bound stepfather, as well as even tip it over. What will happen when they clash? Will there be a battle of advocates fighting for each disabled person here?

The world of the disabled is definitely a different country. Imagine that when you walk through Humber’s halls, use Humber equipment, and park in Humber parking lots. ♿



# Up at the Board

by Franca Giacomelli, Board of Governors Faculty Representative



The October Board meeting was yet another good-news meeting, and it was a bit shorter than usual. The following is a summary of that meeting.

## International Student Panel

The panel consisted of three current students and one graduate (2001); all are scholarship or award winners. They spoke very highly of their experiences at Humber, the importance of the scholarship or award to their lives, and how they plan to give back to Humber in the future. For some, studying at Humber would not have been possible without the scholarship.

## Two Graduate Certificates Approved

The Research Analyst Graduate Certificate is a two-semester, plus 12-week placement program that prepares graduates for jobs such as Economic Policy Researchers, Health and Social Policy Development Officers, Research Consultants, and Social Survey Researchers, to name a few. The program will be offered through the School of Liberal Arts and Sciences. The proposal indicates that the faculty in LAS is recognized for being actively engaged in research, in addition to having industry experience in research analysis. The majority of faculty in the General Education Department hold a PhD and this makes the program a good fit.

The Alternative Dispute Resolution Graduate Certificate is a two-semester, plus four-week placement. Upon completion of the program, graduates may find employment as Arbitrators, Labour Organizers, Conflict Resolution Facilitator, Employee Relations Officers, or Employment Equity Officers. The program is

offered by The Business School and it will complement several existing programs including the Bachelor of Applied Arts in Paralegal Studies, the Bachelor of Applied Business in Human Resource Management, and the HR and Public Administration Graduate Certificates. There are a large number of law faculty in The Business School with the skill set needed for this program.

## Statements of Revenue and Expenditures

Humber's statement of revenue and expenditures for the period ended September 30, 2011 shows a \$15.3 million surplus. Guelph-Humber shows a \$4.8 million surplus.

## Major Capital Projects

The report covered Building L at Lakeshore, and at the North, repairs to the G-H building masonry, and the renovation of the Design Cluster space. The L Building is expected to come in \$1.1 million under forecast, while the other two projects appear to be on target.

I would be happy to discuss the details of any of the Board meetings. 🗣️



# What is your priority in bargaining?

by Audrey Taves, OPSEU Local 562 Chief Steward

## Issues to consider:

### Salary Issues:

Should we be working toward restoring college faculty pay scales so that they fall between secondary teachers and university professors?

Should we focus on maintaining our salaries through raises equivalent to increases in inflation?

Should we focus on improving the starting salary of new faculty – perhaps by eliminating some of the bottom steps? Or by broadening the definition of “formal” education when calculating the salary step for new hires?

Should we leave salary alone and focus on other issues?

### Benefits

Should we focus on improving the benefits we have?

- eg. -dental - cover more procedures such as implants
- increase limits of vision/hearing care

Should we focus on improving the benefits to partial load faculty?

Should we focus on reducing the cost of benefits to retirees?

### Workload language

Should we focus on tightening up the language we currently have?

- eg. complementary hours
- preparation vs curriculum development
- formula for coordinator duties
- defining essay/project type evaluation

Should we focus on adjusting preparation and evaluation factors to more adequately reflect the time needed?

Should we focus on new areas such as on-line teaching, use of new technologies etc?

### Academic freedom

What does this mean in a community college or an Institute of Technology and Advanced Learning (ITAL) setting?

- eg. Right to choose evaluation methods for courses
- Ownership of course notes (intellectual property)

### Job security for partial load faculty

Should we focus on “right of first refusal” for courses taught?

Should we look at wording to prevent shifting members in this group from partial load hours to part time hours?

Should we tighten language re multiple contracts – eg. partial load, part time and continuing education at the same time?

### Staffing

Should our focus be on increasing the number of full time hires – perhaps with a fixed ratio of full time hires to contract hires?

Note: Vice-president, academic Michael Hatton once suggested 70/30 would be a good ratio of full time to contract hires. In fall 2010 the ratio was approximately 34 per cent full time to 66 per cent contract hires.