

Newsbreak

Volume 22, Issue 5
June 2012

What's the union done for me?

by Robert Mills, OPSEU Local 562 Secretary/Treasurer

All local union representatives get this question regularly. In our case, consider that the first faculty contract had 44 pages including the index; the last one had 159 pages including the index. The largest part of the increase is the result of hard fought bargaining sessions and includes improvements in benefits, salaries, protections, workload and such. Since the colleges were first

started in 1966 there have been only three faculty strikes, so the majority of the contracts were settled at the table. However, myths and fairytales continue to exist about unions in general. Here are some of those myths along with some frequent questions.

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*“You’re not working up to your potential.
You’re only half dead from exhaustion.”*

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Enough services for students?

by Sylvia Ciuciura, Newsbreak Editor

Student enrollment keeps growing. Here are the numbers (excluding Guelph-Humber):

Fall	
2007	15,062
2008	16,024
2009	18,369
2010	20,121
2011	21,361

Are the services to students increasing to keep up with this growth? Was the level of service sufficient to start with?

Students, including Guelph-Humber students, use the services of counselling and the library. I am told that we have had ten counsellors for quite a

few years which means the ratio of students to a counsellor has been steadily increasing.

One new counsellor will be hired for fall 2012 when enrollment

is projected to be 22,736. Is this enough? Is library staffing adequate for our new degree programs?

Many students use IT services. Have the number of staff and the hours of service changed to reflect the growth in enrollment? Who reports on the measures of service comparing them to those of past years? Does Academic Council look at the type and amount of services provided to students?

Where are the reports on these things 🗣️



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 or drop materials at the Faculty Union office – H109, North Campus, ext. 4007.

OPSEU Local 562 Stewards and Officers

President - Orville Getz
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2nd Vice-President - Rick Law
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Bernie Monette
Joey Noble
Wendy Phillips
Janet Porter
Sam Steele
Paul Suda
Yuri Sura

Board of Governors Faculty Rep - Franca Giacomelli
Local 562 Admin Assistant - Michelle Albert
Newsbreak Editor - Sylvia Ciuciura



E-mail to Editor
sylvia.ciuciura@humber.ca

Surface / Internal Mail
OPSEU Local 562
Room H109, North Campus
Humber College
205 Humber College Blvd.
Toronto, ON M9W 5L7

opseu562@yahoo.ca

OPSEU Local 562 Website:
www.humberfacultyunion.org

OPSEU Website: www.opseu.org





President's notes

by Orville Getz, OPSEU Local 562 President

General membership meeting

Local elections were held at the general membership meeting on Wednesday, May 23 during our luncheon meeting in the Humber Room. Our guest speaker for the event was Manzur Malik, a research officer at OPSEU. He discussed current Ontario economics in relation to recent Ontario government announcements about the economy and its stated goal of having all public servants accept a zero per cent increase in pay for the next two years. This will become an important issue as bargaining on a new collective agreement begins on June 4. J.P. Hornick from the bargaining team also gave a brief presentation on the bargaining process and explained what the major issues are for this round of bargaining.

Elections were chaired by Lisa Gill, our new region 5 area OPSEU staff representative, with the following results. The officers for the next two years are President - Orville Getz; 1st Vice President - Paul Michaud; 2nd Vice President - Rick Law; Chief Steward - Audrey Taves, and Secretary/Treasurer - Robert Mills. The two trustees elected were Fahira Eston and Bob Bolf. Delegates for convention and region 5 meetings for the next two years were elected as follows – Orville Getz, Paul Michaud, Robert Mills and Audrey Taves. Alternates elected were Sylvia Ciuciura, Pam Johnson, Donna Miller and Janet Porter. The list of elected stewards is on page two.

Convention report

OPSEU's annual convention was held April 19 - 21 in Toronto. The proposed budget which included a proposal of a dues increase was hotly debated over two days. The final vote

defeated the dues increase, so dues will remain at the same level. Several major campaigns were presented for discussion including the plans for beginning a public awareness campaign – “The Way Forward: An Action Plan – Fighting for Quality Public Services and Tax Fairness”. This plan outlines the steps that OPSEU will be following to fight provincial government cutbacks on services while also challenging proposed tax changes in the new budget. All in all, a rewarding though at times frustrating 2012 Convention.

Sabbatical announcement

For the upcoming academic year 2012 – 2013 a total of 12 full time faculty have been confirmed for sabbaticals. Just a reminder that the sabbatical application process begins each fall in early November. The local officers are always available to discuss your sabbatical plans and answer questions concerning the application process.

Summer union office coverage

Though the union office will not be staffed during the faculty vacation period of June 25 to August 24, Local 562 officers will be checking voice mail and email regularly. If you have any concerns or questions during the summer vacation, please call extension 4007 and leave your message or email us at opseu562@yahoo.ca. We will respond as soon as we can. Don't wait until your return on August 27 to contact us with an issue or concern, as this may be too late to deal with your concern effectively.

I wish everyone a very safe and happy summer. 🙌

Continued from page 1

Why are people forced to pay dues?

Some people represented by a union local are not signed-up union members. However, in Ontario, everyone working in a union workplace does pay dues. The Labour Relations Act of Ontario requires automatic dues deduction (sometimes called automatic check-off) from all employees represented by a union whether they are signed up members of the union local or not – the Rand formula. This formula was proposed in 1946 by Justice Ivan Rand in his arbitration decision to end the Ford Strike in Windsor and is now in the labour code of most provinces. He decided that since unions represent all the members of the union and since all the members benefit from any gains made by the union, all the members should contribute dues.

Unions are strike happy.

Ninety-seven per cent of collective agreements are negotiated by unions without a strike. That news is not in the papers but strikes are. Unions negotiate for agreements not strikes since no union wants a strike. To union members, a strike means a sacrifice for themselves and their families. Workers won't go on strike unless the issues involved are so important that they are worth the sacrifice.

However, to go to the bargaining table without a strike mandate is like Oliver Twist asking for more porridge – “Please, sir, may I not have some more? I am very hungry.” (We would generally get the same response as he did.) College management could do what it likes in that round since the union team has no bargaining power. (Moral suasion has no effect in the college setting.) Unions always conduct membership votes to get a strike mandate. A strike occurs only when the membership has given the bargaining team a strike mandate, the team has exhausted all possibilities at the negotiation table, and the team determines that a strike, as a last resort, is the only way to achieve its goals. A strike mandate helps stave off concessions demanded by management.

Unions make unreasonable demands.

When the union membership develops its demands, the intent of those demands is to try to

improve the overall quality of the workers' lives – salary, benefits, working conditions and so on. In our case, in this round, our first four issues are academic freedom, partial load issues, workload, and staffing. On salary issues, OPSEU bargains for wages that fall between those of the high school teachers and university teachers, and for improvements to our benefits. Even so, the process is one of negotiation where the union cannot get everything it wants. Therefore, the result cannot please everyone even though the unions bargain for what the members feel they are entitled to.

Unions were good at one time, but haven't they outlived their usefulness?

The Toronto Globe and Mail made this argument on May 6, 1886. Over 125 years have passed and unions continue to grow and become a more acceptable part of Canadian life. Even the World Bank, which is not known to be pro-labour, agrees that unions are good for the economy. In a report entitled, *Unions and Collective Bargaining, Economic Effects in a Global Environment (2003)*, the World Bank found that high rates of unionization contribute to lower inequality of earnings, lower unemployment and inflation, higher productivity and speedier adjustments to economic shocks.

As well, most historians admit that union bargaining power, not government or corporate charity, has helped move millions of Canadians out of poverty. Unions have also given workers the purchasing power that has kept our economy functioning. Thanks to the labour movement establishing wage levels and benefits for various classifications of workers, which then become benchmarks, even workers who don't have a union or even support unions benefit from union activity.

Unionization also softens the blows of downturns in the economy. In the crash of 2008, unionized workers who were laid off were in much better shape than non-unionized workers. Unions are not only useful, they are still necessary.

Please contact the union office at ext. 4007 or come to H109 if you have other questions about the negotiations or unions in general. 🇺🇸

Chief Steward's report

by Audrey Taves, OPSEU Local 562 Chief Steward



It's been a very busy few months in the faculty union office this spring as I'm sure it has been for each of you. The May-June period will soon be over, and I wish each of you a wonderful vacation. We will be in touch via email over the summer months as negotiations begin to keep you informed of the progress. We hope the teams will reach a negotiated settlement for our return at the end of August.

SWF Triage

Other faculty came with concerns related to evaluation. Remember that the evaluation for each course is to be decided in a group discussion by the faculty teaching the course, along with their associate dean. The SWF evaluation factors should mirror what is in the course outline.

Still other faculty came with concerns regarding averaging on their SWFs. Averaging has not been allowed since the SWF first came into being in **1986**. So... if you are assigned a new course that runs for only seven weeks, then repeats for the other seven weeks of the semester, you need two SWFs – one showing the New prep for the first seven weeks, then one showing an Established B preparation for the second seven weeks. To do this any other way requires averaging, which is not allowed under our collective agreement. If you are in this situation, please contact us.

The winner of our SWF Triage draw for a \$50 Chapters gift card was Frank Mee. Congratulations Frank, and thanks to all who participated.

Harassment

There has been an increased number of harassment complaints this past year. These complaints range from student complaints about faculty, faculty complaints about other faculty, to faculty complaints about their managers. Our collective agreement – Article 4 No Discrimination/Bullying/Psychological Harassment – deals with the various types of harassment and spells out the steps to take when faced with this type of unacceptable behaviour. There are two avenues used at the college to deal with these complaints – one is an internal college

investigation carried out through the Human Rights and Diversity Office, the other option for faculty is to file a grievance through the union.

Faculty who file a complaint, or those who have a complaint filed against them, are entitled to union representation during both the internal college process and the faculty union process. If you are notified that a complaint has been filed against you, please call us at the faculty union office to arrange support. If you feel that you are the target of harassment, please come and speak with us for support and to review your options for taking action.

No-one should have to deal with harassment in the workplace! There are a number of creative ways to resolve these issues in a respectful and satisfactory manner. Please call us at ext.4007 or come by H109.

3. Staffing Grievances

Every year the faculty union files grievances related to staffing at Humber in an attempt to increase the number of full-time faculty positions to keep up with the increases in student numbers.

This year we filed grievances in four areas – Business, LAS, SCAPA, and Student Services. We have just settled these grievances with the promise of the following full-time hires:

Total new faculty positions	25
Total replacements for retiring faculty	<u>13</u>
Total hires for 2012-2013	38

The breakdown by school is as follows:

Applied Technology	3
Business	9
C & SS	5
HRT	5
LAS	11
Media	3
SCAPA	0
Student Services	<u>2</u>
Total	38 

Who teaches at Humber?

by Audrey Taves, OPSEU Local 562 Chief Steward

As a full time faculty member you are likely aware of the large number of non-full time faculty that teach in your school. But do you know the different categories of non-full timers? Have you ever wondered why they aren't around for meetings or to see students? There are five categories of non-full time faculty at Humber.

1. Partial load faculty

These faculty are hired one semester at a time, can teach from 7 to 12 hours per week, are members of our CAAT union, paid on a union negotiated pay scale, and have some negotiated benefits during the time they are working for the college. They have no paid time for meetings or to see students outside of class hours. Their preparation and evaluation is considered to be covered under their pay for their teaching contact hours. Many of these faculty have been teaching for Humber in this category for many years, yet they have NO job security. They are entitled to be considered first for any full time teaching positions in their school.

The partial load category was included in the collective agreement to deal with very specific conditions, and was not to be used in place of full time positions. However, during the recent fall and winter semesters at Humber, there were more faculty in this category than full time faculty.

Our current negotiations include very specific demands to strengthen the rights for this group.

2. Part time faculty

These faculty are also hired one semester at a time, but can only teach for one to six hours per week. They are not covered by any union, their pay scale is decided by the individual college and is significantly less than the pay scale of partial load faculty. They are not entitled to any benefits and have no job

security. They are not paid for any preparation or evaluation, meetings or student contact outside of class hours.

3. Sessional faculty

These faculty are hired for a block of time – often one term, or September to April. They teach for greater than 12 hours per week. They are not covered by any union, have no benefits, and no job security. In the past, and in some schools, they have been paid by the week and had some time for preparation and evaluation, meetings and student out-of-class assistance. However, more and more they are hired as “daily sessionals” for two or three days per week.

4. Continuing education faculty

These teachers generally teach after 6 pm and on weekends. The union gets no record of what they teach or how they are paid. The pay is reportedly very low, but varies greatly depending on what they can negotiate individually. Traditionally, these teachers taught non-credit courses, but more and more they are teaching credit courses taught after hours or on weekends. They also teach almost all of the on-line courses at Humber.

5. Clinical teachers in nursing

These teachers, who teach in a clinical setting, are covered by a limited term Memorandum of Settlement arising from a grievance in the School of Health Sciences at Humber College.

Please note:

There is an ongoing attempt to unionize all these categories (other than partial load). Unfortunately, the colleges continue to block the counting of the votes with legal wrangling.



Work without pay

by Sylvia Ciuciura, Newsbreak Editor

I want to share with you comments (see italics below) received from partial load faculty in the survey done for local demand setting.

Some semesters involve a lot of time giving special reviews, answering detailed emails of eager students, reviewing tests and assignments of dissatisfied students, preparing letters of reference for good students. All of this is done during the personal time of a partial load teacher. Is there some way of keeping track of and being paid for these tasks which are essential to the overall educational process?

Part time and partial load faculty should be given some job guarantee for up to one year, and then performance reviewed, rather than the current semester-by-semester engagement.

Protect my teaching hours! I don't want an arbitrary reduction in my hours.

I think that partial loads should be converted to full time as we are doing virtually the same work at less than a third of the pay: it's a basic equity issue.

I don't think partial load faculty should be expected to have unpaid office hours.

Don't sell out partial load faculty. Improve our salaries, job security and benefits so that we can live and work with dignity.

As a partial load, I would like to seemore job security based on seniority, move up the steps more frequently, vacation pay for Reading Week, Family Day and Labour Day - whether my assigned teaching does or does not fall on the holiday.

Benefits for partial load employees should be active the day an employee begins working, if the employee worked in previous school terms.

A partial load faculty must work a 30 hour month to gain one-half point towards a step increase. I would like to see the required hours worked per month decreased as there are months that do not qualify. So when I work a 27 hour month, it does not qualify and no credit is given to a step increase. It makes

getting a step increase slow.

Partial load faculty (7 to 12 hours) want to be seen as team players and not nit picking. Yet every unpaid hour they give to Humber students limits their ability to work for pay elsewhere.

Partial load faculty willingly do many things for their students for which they are not paid. Doing more unpaid work for their supervisor just adds to the pressure that they work under. And to be fair, the supervisor may be subject to 'rules' from above that do not allow them to pay partial load faculty for their extra work.

Senior college management benefits from this unpaid work of partial load teachers through the KPIs and other surveys which acknowledge the excellent work of all our faculty.

Students are not usually aware of the extra time partial load faculty give them, nor do the faculty remind the students or the supervisor as it seems too self-serving. But if it is ignored by all parties, then it tends to become expected and the norm. What can be done?



Visiting the Country of the Disabled

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

A few months ago, I wrote a piece for Newsbreak about how being disabled was like living in a different country. For the last six weeks, I've been visiting that 'different country' that is the world of the disabled, five weeks of the visit being on crutches. No, this was not a deliberate effort to do participant observation research, even though I am an anthropologist, who has done that kind of research.

I wish I had a good story for how it happened. People want to hear a good story and I don't have one other than 'old men shouldn't run'. I could tell them about taking showers on one leg with my other leg wrapped up in a blue bag (not for recycling), but I don't want to create scary visuals.

Teaching is a different experience for me. I still use boards rather than PowerPoints, so I either write low on the board or dramatically rise up on crutches to proceed to where I want to write. On the good side, for the first time in my teaching career, I have had students offer to erase the board. And I wish that every classroom had a chair with wheels on it.

The experience has taught me a lot. People at Humber, students, support staff and teachers are more helpful than I imagined they would be. I've said 'thank you' more often during this period than at any other time of my life. People who are used to talking to me might say that my manners have improved.

How do the facilities at Humber serve me? The handicapped spaces are placed well across the campus, especially useful for me when I teach at the Annex and the L-building at the Lakeshore campus, and in the B-building in the North Campus. I once made the trek from the

M building to the B building, and I never want to crutch that far again. The parking people have been especially helpful in instructing me as to where I can find handicapped parking spaces, and I've not seen any vehicle without a sticker parking in a handicapped spot, something I can't say for my hometown of Bolton, or anywhere else I have been.

On the negative side, the ramps are steeper than they appear to the able-bodied. I do not look forward to crutching my way up them, or making my way down them (bad first week of crutching experience). The elevators are far from where you want them to be, and a number of able-bodied students seem to regularly use them, making for longer wait times for those who truly need them. A sign suggesting that the elevators are for the disabled and for people with heavy loads or carts might be helpful. The A-building at the Lakeshore campus could use more automatic doors. I think that all entrances at Humber should have automatic doors. I don't like 'using my 'head' to open a door.

There are advantages, I know, to being a visitor rather than a permanent resident in the different country that is lived in by the disabled. People who know that you will be getting back to 'normal' can wish you healing and can be pretty sure that the healing will happen. People who have been temporary visitors themselves can be sympathetic with your problem, and don't seem to be uncomfortable talking about your problem. I strongly suspect that that is a different experience than what permanent residents of the country of the disabled live with.

I will never take walking for granted again. 

Re: Anonymous and handwritten

The following letter was received on a folded sheet of paper during demand setting. It is reproduced here to illustrate the concerns of many partial load faculty.

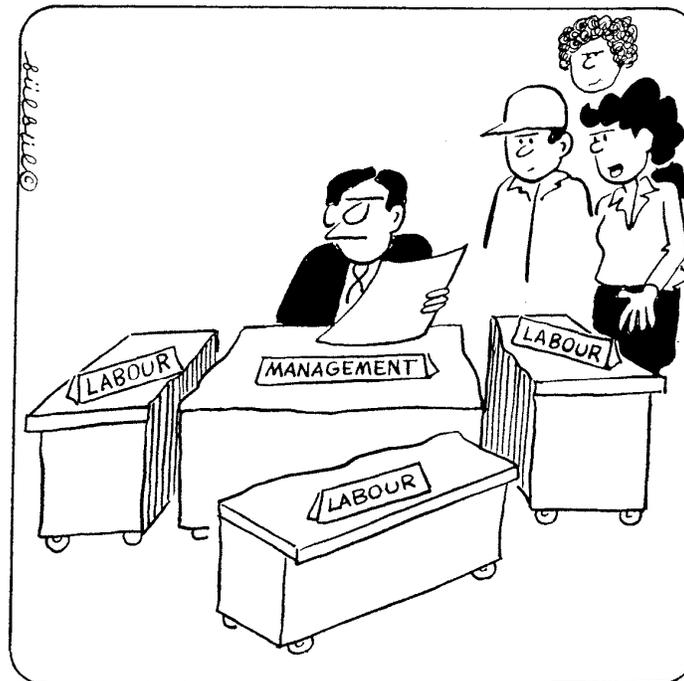
Anonymous and handwritten because I am partial load and extremely vulnerable in my employment, just because I am partial load, despite many years working here.

Request: *Making a significant difference to the quality of life for partial load union members.*

SWFing would cost \$\$\$ and be tough to achieve, but surely a provision of seniority is the least a union could ask for its members.

1. *Seniority for partial load faculty would not require significant disbursement.*
2. *Seniority would radically change the quality of life of the partial load union members*
 - *Decrease in stress*
 - *Not subject to the whims of management*
 - *Not vulnerable to the smallest of circumstances that put one in a bad light*
 - *Able to have more self-respect*
 - *Able to contribute meaningfully to the department and the union without fear of reprisal and job loss*
 - *Able to feel valued for one's work and not appear as only a temporary worker*

It should be noted that partial load faculty work with less resources and benefits than permanent faculty, and receive equally strong student evaluations as the much more protected and supported permanent faculty.



"I see management is up to their old divide and rule strategy."

Quebec students strike against tuition hikes

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

Quebec students have been on a historic fourteen week strike to roll back the Charest government's plan to raise tuition costs by 75 per cent over three years. The three student associations that represent students in universities and cegeps (colleges) are working together, and the students have voted by huge majorities for strike action in school after school.

Strikes and protests have been held all over Quebec, and two massive demonstrations on March 22 and April 22 (Earth Day) were held in Montreal. Each protest had over 200,000 participants.

Despite claims of violence, there have been very few incidents during hundreds of events held by students. Teachers, parents, trade unionists and others in the community have

supported the strike - something that has been under-reported in English Canadian media.

On May 18, Charest's government passed legislation to criminalize student dissent and raised the ire even of those who had supported the tuition increase as being undemocratic.

The government has refused to negotiate on the tuition increase despite this popular outcry. Some have attacked the students' action because Quebec has the lowest tuition in Canada. But, it was through the past action of students fighting for accessible post-secondary education that created the situation. The students have said their fight is for more than just their own gain but for the idea that education is a right and should be equally accessible to all. 🇩🇪



Up at the Board

by Franca Giacomelli,
Board of Governors Faculty Representative

This article is a summary of the April 23 meeting of the Board of Governors.

Student presentation: Varsity year end update

Students and coaches presented highlights of the successful year had by Humber's Varsity Sports. Humber had numerous national, provincial, team and individual champions this year. For a boost in 'Humber pride', just check out the complete list found on Humber Athletics home page. Congratulations to our athletes!

Student residence and dining plan rate schedule

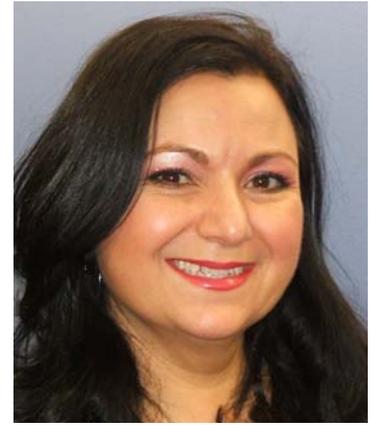
Humber's residence operates as a fee-for-service basis. Room rates for the 2013-2014 academic year reflect a 3.75 per cent increase over the rates approved for 2012-2013. It was explained that the adjustment covers inflation and anticipated maintenance. The dining plans for 2013-2014 will remain the same as 2012-2013.

Compulsory non-tuition related incidental fees 2013-2014

A \$9 increase in Athletic Fees - Building (needed to construct an athletic facility at the Lake) and a new Alumni Fee of \$3.75 were the biggest increases contributing to the 6.3 per cent (overall average) increase approved for Compulsory Non-tuition Related Incidental Fees for 2013-2014.

Tuition fees 2012-2013

I can assure you that increasing costs to students is not taken lightly. It was recognized that the proposed 4.5 per cent increase (considering that the balanced budget was based on a 2 per cent increase) would mean that the Board would be approving a surplus. It was also acknowledged that Humber has been very fortunate to have operated with surpluses because we have been conservative, and that we should plan into the future in the same manner. It was



noted that college tuition is comparatively still quite low and that students (some exceptions apply) will be getting a 30 per cent rebate on tuition from the Ontario government. After much discussion, the proposed increase was approved.

Approval of advertising – Media Management Graduate Certificate

The Business School and the School of Media Studies & Information Technology are partnering to offer this new graduate certificate. The program is comprehensive with an emphasis on sales and is tremendous preparation for a media job. It fills the void that currently exists in training at media agencies.

Approval of name change to “Multimedia Design and Development” from “Multimedia Design and Production Technician Diploma”

The words “production technician” have been found to have an outdated connotation, thus this name change reflects the evolution in terminology in the industry and is not reflective of an enrolment challenge.

2012 Ontario budget highlights

Total operating funding will increase an average of one per cent per year over the next three academic years. However, as one hand gives, the other doth take away. The funding reduction measures that are likely to have the greatest impact on Humber include an International Student Recovery of \$750 per student to be implemented in 2013-14, and the Ontario Special Bursary and Ontario Work Study programs will no longer be financed by the Ministry.

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

Do we really need academic freedom?

by Audrey Taves, OPSEU Local 562 Chief Steward

The “Symposium on Quality Education and Academic Freedom in Ontario Colleges” was held Friday, June 1st. We all have a sense of academic freedom in universities, but how does it apply in the community college setting? There were a number of speakers and lots of thought-provoking discussion about this.

Some of the ideas raised were as follows:

- We are first and foremost “teachers of students”. It is our responsibility to teach our subjects well – to determine the appropriate subject matter, to deliver the material using appropriate methods of teaching, and to evaluate the learning in a way that addresses the students’ needs. Isn’t that truly academic freedom?
- If the professor is the content expert, if she knows “what” to teach, shouldn’t she be trusted to decide how to evaluate the learning of that content?
- Will universities accept college courses or degrees if college faculty don’t have academic freedom?
- Have you ever had an administrator

change a student’s grade? Is that a violation of the faculty’s academic freedom?

- Who are the “academic” leaders in the community colleges?
- Isn’t academic freedom simply the “freedom to teach in a way that fosters critical thinking”?
- Who should decide how often and how comprehensively our courses are revised? Should it be the faculty member who knows the content and the need for updates and revision? Should this be an academic decision or simply a managerial one? Does academic freedom address this?

After hearing the speakers and the discussion, I had a much better idea of why and how academic freedom is critical to our work in the community college and why this is a focus for our contract negotiations.

What do you think? 🗣️

Negotiations 2012 - Communications

Thanks to all faculty who have responded to our request for home email addresses. The bargaining team has asked that we send future bargaining updates only to home (non-Humber) emails.

If you have not yet done so, please send us your home email ASAP to ensure that we can keep you up to date throughout the summer.

Please send your home email address to audrey.taves@humber.ca or to opseu562@yahoo.ca. Please be assured these addresses are for the use of our local only.