

# Newsbreak

Volume 23, Issue 1  
September 2012

## What does the settlement mean to us?

by Robert Mills, OPSEU Local 562 Secretary/Treasurer

Now that the possibility of a strike is over and a settlement has been reached, we can look at the long term effects of the settlement and how management treats us. It's only a two year deal so the next round will be upon us before we know it, and we will have to deal with the same issues from management - takeaways and no improvements.

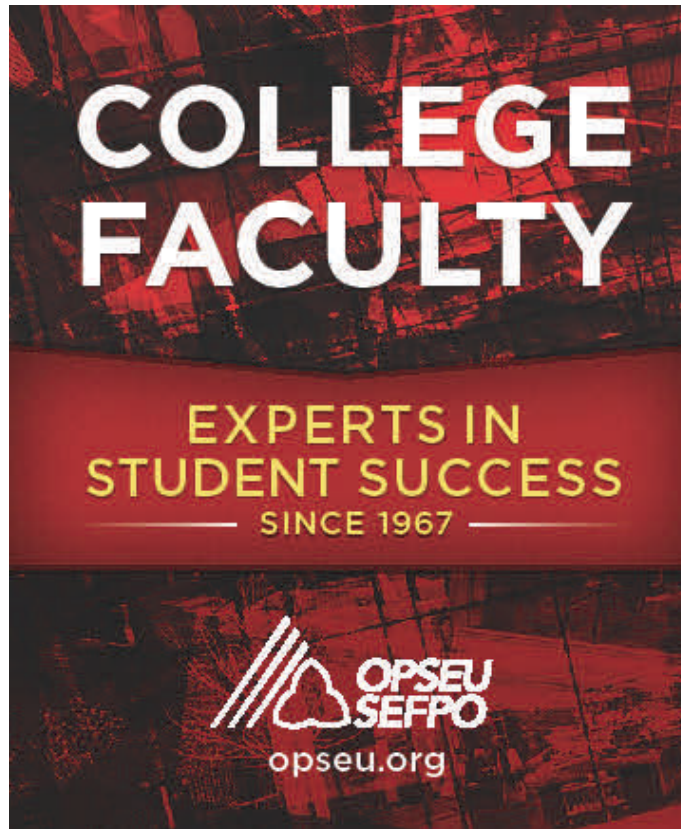
In this round, when management realized that there was a good possibility of a positive strike vote, they withdrew all concessions. Strike votes can work; it was a turning point. Management may not do that next time.

Although we are under different legislation from the high-school, secondary and elementary-school teachers, we heard that the liberal government, confident of Hudak's support, was pushing for the same kinds of money-saving changes in the colleges. We also

heard that if the negotiations had continued, management would have brought forward reductions in our sick leave plan – remember, the management side had never put their money proposals such as sick-leave, benefits, salary and such on the table. Some possibilities were 20 days of sick leave reduced to 10, sick leave would not accumulate, and no buy-out of saved days. These would have been

major issues to deal with. Faculty who have had a major illness or an accident know that having enough sick days at full pay until they get well or are eligible for LTD reduces the stress of being incapacitated. To have that pay reduced to 60 per cent after using up the ten sick days would only add to their distress.

*continued on page 4*



### Inside this issue:

Of salaries ... and kings .....	6	Partial load faculty .....	9
Clinical facilitators .....	7	Pensions .....	10
Alumicor vs United Steel Workers .....	8	Greetings to new faculty .....	12



# OPSEU 562 Website

[humberfacultyunion.org](http://humberfacultyunion.org)

- Collective Agreement 2009-2012
- Current and past issues of Newsbreak
- Annotated Standard Workload Form (SWF)
- Divisional Executive Newsletter
- 2009 - 2010 Bargaining
- 2012 Bargaining
- On-line SWF and salary step calculators

**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.

## OPSEU Local 562 Stewards and Officers

President - Orville Getz  
1<sup>st</sup> Vice-President - Paul Michaud  
2<sup>nd</sup> Vice-President - Rick Law  
Chief Steward - Audrey Taves  
Secretary/Treasurer - Robert Mills

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

Dawn Aitken  
Katherine Bosnitch  
Allan Bradstreet  
Sylvia Ciuciura  
Marek Czekanski  
Allan Guttman  
Janet Hollingsworth  
Larry Horowitz  
Pam Johnson  
John Merkley  
Donna Miller  
Bernie Monette  
Joey Noble  
Wendy Phillips  
Janet Porter  
Sam Steele  
Paul Suda  
Yuri Sura



E-mail to Editor  
[sylvia.ciuciura@humber.ca](mailto: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](mailto:opseu562@yahoo.ca)

OPSEU Local 562 Website:  
[www.humberfacultyunion.org](http://www.humberfacultyunion.org)

OPSEU Website: [www.opseu.org](http://www.opseu.org)



# President's notes

*by Orville Getz, OPSEU Local 562 President*

## **New Collective Agreement**

We have a new collective agreement which will cover the period from September 1, 2012 to August 31, 2014. The vote on September 10 resulted in an 89 per cent acceptance for all colleges. Humber's vote was 90 per cent for acceptance. The new agreement has several changes including an important new clause for partial load faculty. Article 26.10D is the new addition which now gives priority in re-hiring current partial load faculty to teach courses which they previously taught. There are two conditions to this new clause which are:

- i) the partial load employee must have been employed as a partial load employee for at least 10 months of service as defined in 26.10C within the last four years and
- ii) the partial load employee previously taught the courses that form the new partial load assignment.

As a partial load employee, you need to monitor the courses in your program closely before the start of the term to determine if there is an assignment for which you are entitled to be given priority in hiring. If you have any questions or concerns, please contact the union office immediately at ext. 4007.

## **New Hires**

As a result of union staffing grievances, the college hired eight new full-time faculty in January, 2012 and 31 new full-time faculty in August, 2012. With ever-increasing student

numbers, the local is planning a major campaign for full time faculty hire requests for January and September 2013. Now is the time to be vigilant when reviewing your SWF as student numbers fluctuate doing these first few weeks. If your student numbers total more than 260, you should be getting extra allotted time for out-of-class assistance (Article 11.01 F2). If your teaching assignment changes during the semester, your manager should discuss the changes with you and issue a new SWF. If you have any concerns, please contact the union office at ext. 4007.

## **School Awards Nights**

During October and November, the local will once again present student scholarship awards. Each year, we present eight awards each with a value of \$500. These are presented on a rotating basis among all schools in memory of former presidents of the local and of faculty who have passed away in the last year. Two of the eight awards are specifically designated as the John Stammers Scholarship in The Business School and SCAPA. These two awards are in memory of John Stammers, a faculty member who taught at Humber and Centennial Colleges and who was killed on the picket line at Centennial College during the 2006 strike. Please support your students by attending Awards Night in your respective School. 🇺🇸

*Continued from page 1*

However, there are some bright sides to this round. Partial-load employees now have some kind of job security. The right of first refusal on courses they have taught before will lead to more job stability for them. It's a small step that this local has been pushing for about the last 20 years. It's up to management to ensure that the wording and the spirit of the wording in that particular article (26.10) will be honoured, but, if not, partial load are encouraged to contact the union office in H109. Some shakedown issues with the new article will crop up, but any partial load teacher who is concerned about how the article is applied is encouraged to contact the local.

Coordinators now have more clearly defined wording about their duties. The new wording requires the manager to discuss with the coordinator the duties involved prior to assigning the designation. The article clearly states that coordinators are not responsible for the supervision or discipline of bargaining unit members. This avoids some of the more onerous responsibilities that some managers had been assigning to coordinators.

All-in-all this was a survival agreement. The team managed to get the partial load and coordinators' articles in, and we did not lose any rights. The threat of a positive strike vote was a big factor in this. We need to begin thinking about the next round in two years and what we need to do then. 🚩

# How to get a wage increase

*by Robert Mills, OPSEU Local 562 Secretary/Treasurer*

Have you ever noticed that government legislation on workplace issues usually penalizes the workers, but management is unscathed or, if not unscathed, supplied with plenty of loopholes. For example, in discussions with a senior college manager about the settlement, I said that we didn't get any salary increases. She replied that the college management was in the same boat since they were under a five year wage freeze. She was a bit disingenuous in making that statement because management at Humber and the other colleges get raises for all sorts of reasons. If you are a manager, and your job title changes, you get an increase in salary; you meet certain registration goals, you get a bonus and so on. The first example doesn't seem like much but think of the increase in positions with titles such as director, associate VP, associate dean, senior consultant, principal and so on.

On the other hand, what's wrong with OCASA (Ontario College Administrative Staff Association), which is the college managers' staff association, giving them pay raises of up to 15 per cent (in the form of performance bonuses) and beyond (in the form of bonuses for additional responsibilities or expertise) at a time when they claim that the economy prevents professors from receiving raises over two per cent, as would have been appropriate to our comparator groups. These are 2009 figures, but not much has changed in the interim. Come to think of it, even two percent would have been nice in this round.

From a discussion, which is elsewhere in this edition, on how administration can get an increase in salary. See *Of Salaries... And Kings* on page 6. 🚩

# Chief Steward's report

by Audrey Taves, OPSEU Local 562 Chief Steward



## Welcome back!

Welcome back to a new year of classes, a year of working as experts in our respective fields and in college education.

Now, we have a new collective agreement in place. As a faculty member at one of our information meetings said “ I’d be happy with the 0 per cent increase; if my hydro bill was frozen, gas prices don’t go up, cable and phone charges don’t go up. Sadly, gas prices rose again yesterday! We certainly hope that college managers, who all have significantly higher salaries than faculty, face the same 0 per cent increase in compensation, and 0 per cent in BONUSES.

Although freezing our salaries, our new collective agreement does reflect some needed changes:

- ◆ Partial load faculty now have some measure of job security.
- ◆ Coordinators have a clearer identification of responsibilities.

These are important and significant gains.

Unfortunately, the colleges continue to deny faculty control over their own classrooms in terms of curriculum, evaluation, teaching methodology, grading – basic academic freedoms.

As we move forward into the academic year, we need to continue to raise awareness of the ways and means by which college education is being hurt by administrative decisions to cut classroom hours, to force the use of inappropriate types of evaluation and teaching methodology, to increase class sizes, and to reduce faculty time for curriculum development.

## How can each faculty member help to raise awareness?

Monitor your class sizes as compared with the student numbers on your SWF, and demand a recalculation of SWF hours if your classes are larger than what appears on your SWF

When the evaluation factors on your SWF do not truly reflect what happens in the classroom, or the evaluation type has been decided by your supervisor rather than the faculty, refer your SWF to the College Workload Monitoring Group (CWMG).

◆ Ensure that curriculum development time is accounted for and correctly identified as such on the back of your SWF

- ◆ Ensure that your SWF truly reflects the preparation time needed to adequately prepare for your courses. Note the time you spend every week in preparation and evaluation, and if it doesn’t match what is on your SWF refer your SWF to the College Workload Monitoring Group (CWMG).

- ◆ NOTE: this is especially effective when done by a group of faculty teaching the same courses or programs

- ◆ When students complain there is too much content for the class time, suggest that, as a group, they raise their concerns with their Dean or Associate Dean or the College President

Our current collective agreement only covers the next two years.

In one year’s time we will be electing our next bargaining teams and setting our priorities for bargaining for 2014. Let’s start collecting the data now to back up our concerns about college education! 📌

# Of salaries... and kings

From [ontariocollegeprof.ca](http://ontariocollegeprof.ca)

A kind correspondent in the GTA directed me towards the [2009 Compensation Guidelines](#) for OCASA.

What's OCASA? The Ontario College Administrative Staff Association. That's right – our administrators, supervisors, chairs, deans, and VPs. The college management, in short, whose Council has told the professors (and the media, and the students) that they cannot afford to offer profs more than 1.9 per cent annual salary increases over the next three years, on average.

And why can't they afford it? Well, another piece of the puzzle falls into place. The managers' 2009 Compensation Guidelines — the money they receive for *just one year* — include:

- ◆ A 1.5 per cent increase across the board for all administrators, *plus...*
- ◆ A 4-6 per cent increase for managers whose work is deemed (by other managers) to be 'Superior'; a 2-4 per cent increase for 'Fully Satisfactory' work; and up to a 2 per cent increase for those whose work is 'Satisfactory / Needs Improvement'; *plus...*
- ◆ An annual "exceptional bonus" increase (for managers who have reached the top of their step/pay scale) of up to 4 per cent for Administrators and Assistantants; up to 7 per cent for managers and supervisors; up to 10 per cent for Senior manag-

ers and directors; and up to 15 per cent for Vice-Presidents. [Please remember the College management bargaining team's reaction when the union requested a similar one-time premium for faculty who had reached the top of *their* step/pay scale.] *Plus...*

- ◆ Bonuses of up to 8 per cent for managers who are promoted or reclassified into a higher position, *plus...*
- ◆ An additional bonus of up to 5 per cent for managers who have been given additional responsibilities than before [ah, yes, additional workload... where have I heard about that?], *plus...*
- ◆ An additional bonus of up to 5 per cent for managers who receive additional training or certification that improves their performance. [Something tells me that this *might* include getting a Ph.D. -- a thing for which professors receive no additional compensation.] *Plus...*
- ◆ A bonus of up to 8 per cent for managers who take on added, outside responsibilities [that's like overtime, isn't it?], *plus...*
- ◆ A potential bonus for chairs, to ensure that they receive a base salary of at least more than 13 per cent more than the highest-paid faculty under them (including those with coordinating duties), before the above bonuses are applied 🏰

# Clinical facilitators - what was that all about?

by Audrey Taves, OPSEU Local 562 Chief Steward

Nursing, like so many other college programs, is about applying theory to practice.

Nursing programs incorporate extensive theoretical classroom courses with corresponding practical courses. These practical courses give nursing students the opportunity to apply what has been learned in the classroom with real patients in the real-life health care settings of hospitals, nursing homes, clinics, community centres, etc. Because nursing is very complex, dynamic, and highly skilled, nursing students who are caring for patients must work closely with experienced nursing teachers, not only to ensure patient safety, but so they will develop into competent practitioners.

This hands-on education has traditionally been done by nursing professors who work with the students in the clinical setting to apply the concepts taught in the classroom. As an example, an experienced nursing professor who also teaches the students in the classroom, would then take a group of 8-10 students into a clinical setting, such as an acute medical-surgical unit in an acute care hospital. That professor prepares individualized patient assignments for each student with from one to three patients for a two day clinical experience. These students then provide all of the care for their assigned patient(s), including medications, treatments, health teaching, patient and family support under the direction of the professor. The professor is responsible for teaching these students throughout the two days and ultimately for the care the patients receive.

Throughout the clinical day, the professor works with the students ensuring safe and competent care, helping the students with critical decision-making as the patients' status changes, helping students make the connections between the theory of the classroom and the reality of practice, evaluating them, and working closely

with the staff on the unit. In fact, nursing has a word for this type of work – praxis. Praxis is defined as practice informed by theory. Of course, in addition to the clinical day, the students also have written assignments to submit to their teacher – assignments designed to consolidate the application of knowledge that is taking place all day. These assignments are evaluated and returned to the students with feedback to round out the learning.

This sounds like teaching to me – in fact, having done it for years I can tell you that it is teaching – active, always challenging, and critically important teaching and evaluation. It is this clinical portion of the curriculum that the colleges view, not as teaching, but as “facilitation”. The colleges feel this teaching is not important enough to warrant a professor, but rather a new classification of “facilitator”. This “facilitator” would work for up to 24 teaching hours, be paid a fraction of a professor’s salary and have no job security, no benefits, and no vacation. This facilitator would have no connection to the rest of the curriculum, and given the pay scale suggested during negotiations, applicants for this position would likely have little or no years of nursing experience.

If clinical teaching is deemed as work for “facilitators”, what will happen to the labs, workshops, studios, and any other “hands-on” teaching environments in your programs? What will happen to the practical learning that students come to colleges for? What will happen to the professors who now teach these courses?

It was the threat of a strong strike vote that removed this new classification from the negotiating table – but this proposal will likely be back next time, and we need to be prepared in order to stop this assault on “hands-on” learning in the colleges. 🏠

# Alumicor versus the United Steel Workers

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

We at Humber College are relieved because we do not have to walk the streets on strike for a few weeks, tops. Imagine what it would be like to be on strike for **a year and a half, 18 months**. That is what has been happening near Humber North Campus in front of the Alumicor building on Humberline Boulevard. I have been watching these guys (all of them I've seen are men) on strike through all seasons (a couple of the seasons twice), so I wanted to know what the story behind the strike was. There has been nothing in the news about it that I have seen. I checked the websites of the owners and the workers, and the union graciously shared information with me.

Here are the basics. Alumicor is a multinational company whose head office is in Canada. They manufacture and sell aluminum doors and window parts, as well as related products. The workers are members of the United Steel Workers. The company has a bad record with unions. When the Chief Operating Officer went last September to Australia, a place where some of their offices are based, members of the Australian Construction, Forestry, Mining and Energy Union (CFMEU) protested his presence in their country, telling him to go home. I hope they didn't say, 'Canadian, go home.'

Their website has the usual bland administrative motherhood statements about core values and employee relationships, including such says-everything-but-means-nothing lines as "Our most productive investment continues to be employees of Alumicor Limited." The picketers would beg to differ. Even more difficult to swallow is the following:

"Alumicor is committed to the highest standards of workplace environment and safety within a culture that provides mutual respect and continuous learning. We engage and develop our people through targeted education and training,

along with building internal relationships by promoting open communication in a team environment."

The truth is a lot different. Alumicor is very much involved with union busting. As is often the case with a multinational company these days, its targeted foe is a multinational union. Alumicor has even had the courts rule that picketers cannot slow down those driving in or out of the worksite, expressing the judge's view that they were not strictly 'educating' or 'informing' those that they stopped.

What is the strike is about? There are the usual types of benefit clawbacks, and a six year wage freeze (How is that a "productive investment" in the employees?). However, there are even more egregious actions the company is taking. In terms of the practice of bumping, replacing workers lower in seniority when your specific job is made redundant, the person doing the bumping has to take one of the jobs at the lower end of the pay and benefit scale.

Even worse is the company position on the strikers. Alumicor has taken the position that they will keep the people hired during the strike, the scab workers, and will not hire back those who have been dutifully engaged in picketing. Interestingly, the NDP's proposed 'anti-scab' law was defeated the same month that this strike began. The only way that a striking worker can be rehired is if one of the scabs leaves the job. And the striker then hired has no accumulated seniority from before the strike.

The union has taken Alumicor to the Labour Board over bargaining in "bad faith," but there is little optimism that this will give the workers a good deal. The provincial government has recently shown that they are less than sympathetic to unionized workers. My sympathy goes out to the strikers. I wish I could do more than just report on the case. 🇺🇸



# New: partial load faculty

by Audrey Taves, OPSEU Local 562 Chief Steward

Although there is little to cheer about in our new collective agreement – we do have one great gain – finally there is language related to job security for our partial load faculty.

Partial load faculty are those who teach 7 to 12 hours per week on short term contracts ( usually 12-15 weeks).


## What does the new language do for partial load faculty?

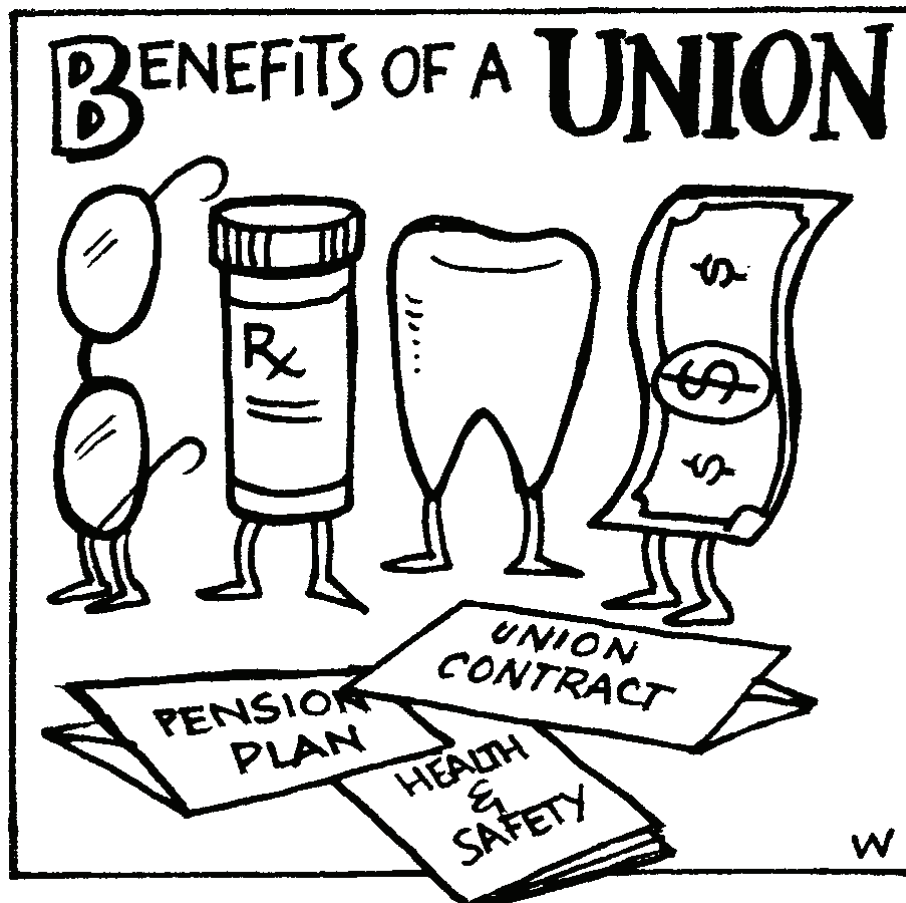
For the **first time ever**, the college is required to give first priority in hiring to those partial-load faculty who have been employed previously by the college.

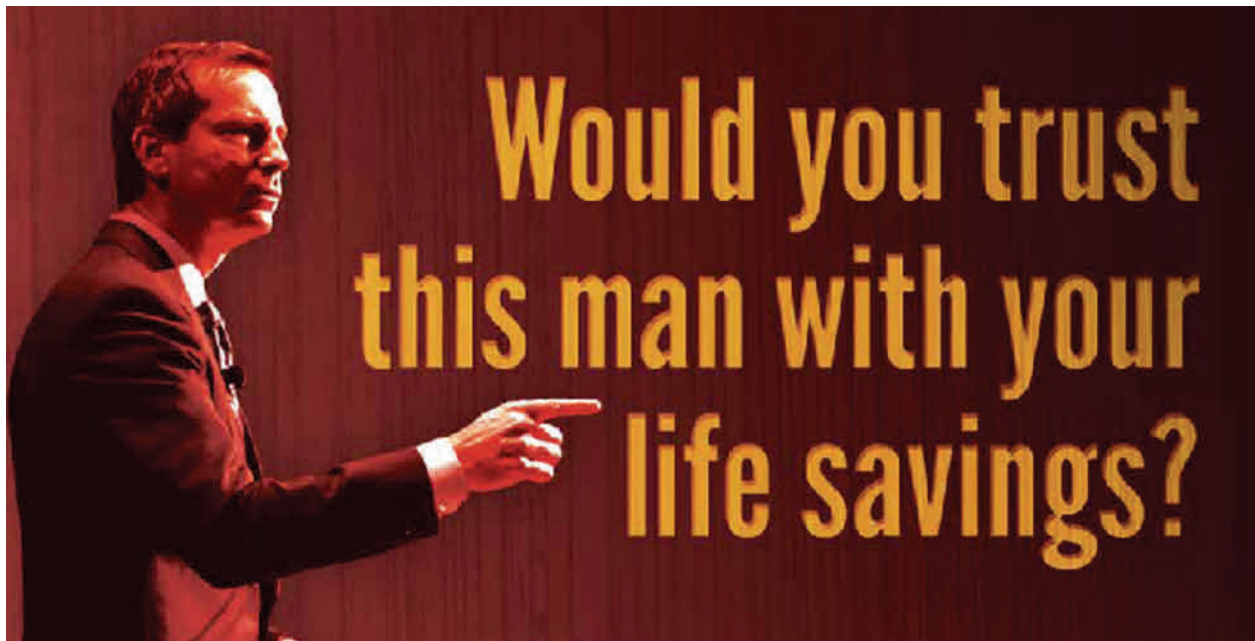
This means that partial-load teachers will have to watch for when the college re-offers courses they have taught in the past 6 months to ensure they are given priority in hiring.

## What other rights do partial-load faculty have under the collective agreement?\*

- ◆ Pro-rated sick leave
- ◆ Tuition subsidy
- ◆ Benefits – fully paid extended health coverage with drug card (but must sign up)
- ◆ Option to buy other benefits eg. dental
- ◆ Bridging of benefits between contracts
- ◆ Salary step increases
- ◆ Pension plan membership
- ◆ Pregnancy and parental leave
- ◆ Attributed hours for prep and evaluation to ensure EI coverage between contracts

\*There are some restrictions/conditions on these benefits. Please contact the faculty union office for more details and/or see your collective agreement. 





## **Dalton McGuinty isn't solving Ontario's pension problem. He's creating a new one.**

People can't afford to retire. He's attacking retirement savings.

McGuinty wants to take control of pensions of thousands of Ontarians – and give it over to the very people who oppose pensions for workers.

He's interfering with pension plans that are stable, well-run, and invested in Ontario.

**We need to make progress on pensions. Dalton McGuinty's not listening.**

**Ask your MPP to tell Dalton McGuinty:**

- » Pension plans belong to the people who paid for them.
- » Workers don't trust him with their life savings.
- » McGuinty needs to fix problems, not create new ones.



[www.amatteroftrust.org](http://www.amatteroftrust.org)

# Up at the Board

by Franca Giacomelli,  
Board of Governors Faculty Representative



We're back! September is my favourite time of the academic year and I am relieved that we get to stay in our classrooms. Last year was an exciting time to be on the Board and I am looking forward to our first year with President Chris Whitaker.

This article summarizes the May 22 and June 27 meetings of the Board of Governors.

## **Approval of Two 2-year Diplomas**

The Mobile Device Integration Diploma prepares graduates for employment in organizations that require support for network technologies and for services associated with cloud infrastructure and mobile device integration. The program will be offered by the School of Applied Technology.

The focus of the Advertising and Marketing Communications Diploma is to prepare graduates for entry-level positions in advertising departments of small and medium-sized advertising, design, marketing, and communications agencies. The program is a partnership between the School of Media Studies & Information technology and The Business School.

## **Consent Renewal – Bachelor of Applied Technology (Industrial Design)**

The consent renewal included a request for a change to the degree title to Bachelor of Industrial Design from Bachelor of Applied Technology (Industrial Design). The program has been very successful and the new nomenclature is more reflective of the professional and technical nature of Humber's degree.

## **Humber College Annual Report 2011-2012**

The Annual Report outlines the key accomplishments for the year. Notable points include full-time postsecondary enrolment at Humber from 2007 to 2011 increased by 41 per cent compared to the provincial increase of 26 per cent; Humber's commitment to continue developing faculty and provide opportunities to engage students; Humber hired 38 new faculty (two short of the target of 40); and a summary of KPI results (some disappointing areas include academic advising, career clarity, student need for more feedback, and work-terms placements).

## **Presentations of Financial Statements**

Audited financial statements for both Humber and Guelph-Humber were presented; both showing very positive results. It was commented by one of the board members that Guelph-Humber is such a money-maker because the college professors actually teach and it is surprising that other colleges have not copied the model.

## **Major Capital Projects**

The Board gets regular updates on capital projects. There have been several large projects including Lakeshore Building L, G-H masonry repair, design cluster North, and Learning Resource Commons (North). Expenditures are almost on target, showing just over \$3 million under-spending upon completion of Building L.

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

# Greetings to new faculty

## **Applied Technology**

Catherine Chong  
Cheryl Francis Nurse  
Nick Palazzo  
Igino Teolis

## **Business**

Dan Carli  
Shiyamala Devan-Ramdas  
Jasteena Dhillon  
Michael Ho  
Joyce Lamb  
Christine McCaw  
Michael McKeon  
Melanie Shulman  
Youssef Youssef

## **Creative & Performing Arts**

Alex Dean

## **Health Sciences**

Carrie Foley  
Christine Herbert  
Danielle Lott  
Judy Martin  
Matthew Ramer  
Saima Sheikh

## **Hospitality, Recreation & Tourism**

Jennifer Bennet  
Ryan Snider  
Susan Somerville

## **Media Studies & Information Technology**

Marc Colangelo  
Sarah Nasby  
George Paravantes  
Nicola Winstanley

## **Liberal Arts & Sciences**

Sandeep Bhargava  
Derek Chong  
David Cooper  
Giosue Ghisalberti  
Christina Hunter  
Naveen Joshi  
John Stilla  
Michael Wells  
Abra Whidden  
Johnathon Zeyl

## **Social & Community Services**

Philip Burge  
Christine McKenzie  
Sarah Nickerson White  
Rai Reece

## **Student Success & Engagement**

Sonia Thakur

