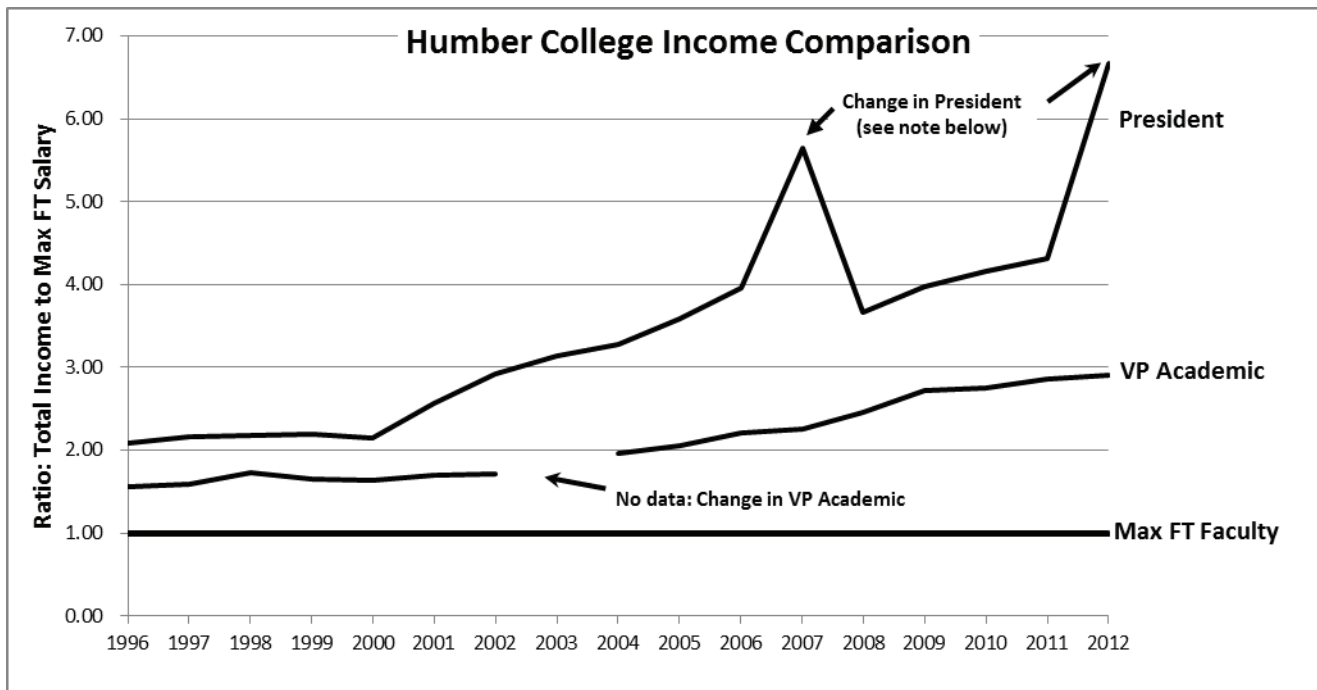


Newsbreak

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2012 Salary Comparisons

By Paul Michaud, OPSEU Local 562 1st Vice President



Once again, spring brings us the annual Public Sector Salary Disclosure lists. It is interesting to see how the senior college administrators' salaries have increased relative to faculty salaries since 1996. In 1996 the Humber College President received about 2 times the maximum academic salary and the academic vice-president income was about 1.6 times the maximum academic salary. By 2011, this had grown to 4.3 and 2.9 times respectively. The 2012 number shows the extra cost of the change of President.

Note: The Presidents' salaries are based on their total declared income. In years where there were two Presidents, their incomes were combined.

2007 - Robert Gordon: \$266,797; John Davies: \$257,365 (This number is artificially high because the reported income includes a period when Mr. Davies was VP Admin.)

Inside this issue:

Did you hear?	2	Morgentaler	7
Mindful Burnout	4	Good dog.	8
Academic freedom.	7	Probationary faculty	9

Did you hear?

Did you hear that a part-time teacher was paid \$12.50 an hour to teach a course here at Humber College. The teacher contacted the chief steward to ask about our rates of pay. Why was the part-time teacher paid almost minimum wage? Is it partly because the teacher is not covered by the collective agreement? Are there any policies or guidelines from Human Resources that a manager must follow in determining the hourly pay rate for a part-time teacher?

Both fulltime and contract professors in a school were required to attend a three hour

training session on a Monday morning. When they arrived, they were told that the training was cancelled and that it was rescheduled for the following Monday. Contract faculty were told that they would not be paid for coming in as the session was cancelled. Contract faculty had to arrange to be off from their other work commitments as they were required to attend the training as a condition of employment. Is there a solution that is more equitable for our contract faculty? Was Human Resources consulted on this particular situation? 🗣️

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.

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President's notes

by Orville Getz, OPSEU Local 562 President

General membership meeting

Local elections were held to fill several officer positions at the general membership meeting on Wednesday, May 22. Janet Porter was elected to the position of 2nd vice president, replacing Rick Law who is retiring from Humber at the end of June. Sylvia Ciuciura was elected to the position of treasurer to complete the second of the two year mandate for that position. She replaces Robert Mills who continues in the position of secretary of the local. Clem Ramchatesingh was elected to the trustee position, replacing Bob Bolf who has moved to a steward position for the Business School.

Special guests at the lunch included J.P. Hornick from George Brown College and Ron Johnson who is our new OPSEU region 5 representative. As guest speaker for the event J.P. talked about the concentrated attack on all public service employees by the current provincial government and the fight back strategies which OPSEU is planning. She also mentioned that the most important bargaining issues in the college system in the last round of bargaining are still the same this fall. Nothing has been resolved – issues are still salaries and benefits, academic freedom and outsourcing of jobs.

Convention report

OPSEU's annual convention was held April 25 to 27 in Toronto. Both president Warren

Thomas and first vice-president/treasurer Eddy Almeida were acclaimed for a two year term. Budget discussions dominated day one and the budget with a forecasted \$4.6 million consolidated operating surplus was passed. The budget documents are available in the union office for review. Guest speakers were NDP leader Andrea Horwath and Ken Georgetti, president of the Canadian Labour Congress. Horwath spoke about the party's platform for the next election which would include the idea of investing in the future for Ontarians. Georgetti talked about the need to re-connect with our union members and said all unions need to start a campaign using the slogan "It's not **THE** union, it's **MY** union". It was a very inspiring message.

Summer union office coverage

As usual, the union office will not be staffed during the vacation period from June 24 to August 25. Local 562 officers will be checking voice mail and email regularly. If you have questions or need assistance please phone ext 4007 and leave a message or email us at opseu562@yahoo.ca We will respond promptly to all messages. Don't wait until we are back from vacation to deal with your questions and concerns as this may be too late for an effective response.

I wish everyone a very safe and happy summer. 🇺🇸

Mindful Burnout

by Adrienne Kitchin, Professor, School of Liberal Arts and Sciences

As the summer session moves into full swing, some full time professors are preparing their classes to be taken over by partial load or part time faculty at about the half-way mark of the semester. For the full time faculty who do not teach over the summer, the pressures to attend or speak at conferences, work on additional research, or take courses can be high. For those faculty members who are continue teaching through the summer months, work-life balance can be a juggling act. The thought of a summer off to pursue additional research, attend conferences, or just simply recharge after a busy year of teaching, planning, marking and meetings is a distant dream.

Teaching is a service-oriented profession. It is one that can be immensely rewarding and meaningful and for most teachers, I believe, these are two of the main reasons why we continue in the profession. Working with information and helping students to learn has an immediate return when we can see our students improve and move on to achieve their own goals. Sometimes, this immediacy is not apparent. In some instances, it may seem that no matter what you do, the information doesn't 'get in', or the students simply seem disinterested in what is being taught, despite all the work that goes into ensuring that the lecture or lesson will be meaningful, interesting and engaging for the learners.

Beyond this, of course, is classroom management - wondering if our multi-tasking (read multi-windowed on their laptops) students are indeed listening to or taking in the information they need and dealing with the typical disruptions that come up in a classroom (cell phones being answered during class is one of my particular pet-peeves). These aspects can make the service orientation of teaching very difficult, indeed.

For non-full time faculty, the lack of job security can compound the many faceted stresses of teaching, in addition to the fact that in order to make a viable living, many college teachers,

including myself, have a second job, whether it be teaching at another college or organization or something else entirely. These factors can all amount to teacher burnout and this is something that is increasingly on the rise.

Unfortunately, what works for one teacher in terms of finding a work-life balance may not work for another. This makes managing teacher burnout difficult. Also, as Robert Smol wrote for CBC News, "The profession inherently breeds a culture of self-sacrifice and endurance, which often dissuades many from seeking help." It may be that teachers are suffering from the negative mental and physical health effects of burnout but may not see it as something that can or even should be managed.

Ed Hayward at Boston College interviewed the authors of *The Mindful Teacher*, Dennis Shirley and Elizabeth Macdonald. Hayward quotes Dennis Shirley who says mindful teaching, "...is a form of teaching that is informed by contemplative practices and teacher inquiry that enables teachers to interrupt their harried lifestyles, come to themselves through participation in a collegial community of inquiry and practice, and to attend to aspects of their classroom instruction and pupils' learning that are ordinarily overlooked in the press of events."

One way of managing burnout is by allowing time for meditation. This is not a religious pursuit or one that is particularly esoteric. It is a way of training the mind to be aware of and present for all experiences that arise so we can attend to them in meaningful and lasting ways. I think this is an excellent place to start, but for many, easier said than done. One more thing to do in a long list of things can in itself be overwhelming. Starting with small increments of time - 5, 10 or 15 minutes a day of just paying attention to the breath - can be manageable. As a result of this 'coming to oneself', the benefits for teachers, and as an offshoot, for students, can often be profound. 🙏

Chief Steward's report

by Audrey Taves, OPSEU Local 562 Chief Steward



SWF triage

Thanks to all those who came out to the SWF Triage events a few weeks ago. If you missed it and have questions, drop by anytime. The annotated SWF handout is always available on our website www.humberfacultyunion.org

Our winner of the \$50 gift card for dinner out went to a faculty member in Media Studies. Congratulations.

New course outlines, WHAT a MESS!

Faculty were surprised a few weeks ago with a completely new course outline format and told all course outlines must immediately be redone in this new format. But wait. The new format supplied to faculty DOESN'T work and new revisions keep coming out!

So... here we are well into the May-June period, with many course outlines already revised under the old format and now faculty are required to redo this work – in a dramatically different time-consuming format using materials that don't even work. All this when faculty should be doing important May-June work – like prepping for the next semester, placing students, revising curriculum, doing professional development, and teaching!

What are faculty saying about this?

- “The new format takes a long time to complete, is unwieldy and difficult to work with.”
- “The current format works just fine so why impose an inferior one on us (by a non-academic, no less).”
- “This is seriously half-cocked with regards to implementation.”
- “This new format is really sucking up time.”
- “Management needs their knuckles rapped about how this has been implemented.”
- “I do not recall any canvassing about the thoughts of faculty about the changes and/or how to make them useful or how to

implement them.”

- “I still do not know why the change happened. That type of information would be useful so that one knows the rationale and can work within a framework of information instead of getting an email imposing the changes by a certain date without any discussion.”
- “One minute it's a PDF format (that doesn't work). Next it's many revisions of a word format. Then you're cutting and pasting from one format to the next, it's *ridiculous*.”
- “Bad, bad, bad project management.”
- “No one has thought this through properly.”
- “This is CHAOS!”
- “It's like a giant workload bird flew over our heads, and discharged an immense poo...”

So what are faculty to do about this new format?

1. Complain to your manager in writing
 - a) If you are trying to use the new format but the materials don't work, let your manager know that the materials don't work.
 - b) If you don't have time to revise your course outlines into this new format because you have other work to do - including taking your 10 professional development days – let your manager know, then ask for overtime.
2. If you are part-time or partial load and you are required to do these revisions, track your hours and ask your manager for pay. Deb McCarthy, VP of HR, has stated that Humber doesn't expect you to work for free.
3. Send us an email telling us what you think of the new format.

continued on page 6

Continued from page 5

Blackboard 9.1– Have you had your “training” yet?

As everyone is aware, the college is moving to Blackboard 9.1 in the fall. This “new, up to date and wonderful” system will be used for all courses in September. Faculty are expected to be fully onboard with this “new and wonderful” system after only three hours of “training”.

We’ve heard from many faculty who have had the three hours of training and the consensus seems to be that these two workshops barely give an overview of Blackboard 9.1. The description of these three hours from the Centre for Teaching and Learning (CTL) states that faculty “will be taught how to upload documents/files, edit their minimum presence documents, create discussion forums, upload/create assignments and assessments, upload their CE8 courses and much more”.

In a large computer lab, with 45 or more faculty – all at different levels of skill with Blackboard, some with MAC computers – this is simply not possible. We were told during our workshop that more workshops are available for each “tool” of Blackboard. A quick check of the Blackboard resources through the CTL shows six different learning modules, each

covering eight to ten subjects (tools). These look like great resources but will require a significant time commitment to work through the tools needed.

We have raised the need for additional learning time with Deb McCarthy, Vice-President of Human Resources. From the perspective of contract faculty, they must be given paid time to do the initial workshops, and also paid time on an ongoing basis throughout the fall to learn the new system. For fulltime faculty, we have requested complementary hours on the fall SWFs.

We are encouraging all faculty to keep track of the time needed to convert your courses over to Blackboard 9.1, and of the time needed to learn the new system over the first month or so of fall classes. If it is taking more time than your Blackboard work took last semester, notify your manager and ask for the time to be added to your SWF. If that doesn’t happen, refer your SWF to the Workload committee. If you need help with this, just let us know.

Vacation is coming!

For most of us, the July/August period is our vacation time. I’d like to take this opportunity to wish everyone a great summer and a wonderful vacation. 🏖️

What’s the big deal about academic freedom?

By Janet Porter, OPSEU Local 562 2nd Vice President

The 2nd Annual Quality Education and Academic Freedom in Ontario Colleges Conference was held in Toronto, June 7, 2013.

Key note speaker Dr. James Turk, Executive Director of the Canadian Association University Teachers, outlined four major tenets of the concept of academic freedom. The first tenet is **teaching**: the right to teach as appropriate to the content. This includes control over how you give a class, how you

evaluate students, and the grades that are assigned to students. The second tenet is the performance and ownership of **scholarly work**. The third tenet relates to the “**intramural**” right to be critical of your own institution. The fourth tenet relates to the “**extramural**” right to participate in society without the employer taking action.

continued on page 9

Champion for abortion rights dies

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

Dr. Henry Morgentaler, 90, champion for abortion rights and reproductive choice for women in Canada, died on May 29.

Morgentaler was a Holocaust survivor and refugee from Poland with a medical degree when he came to Canada in 1950.

Morgentaler believed that all women deserved equal access to abortion and the ability to make their own choice about their sexual and reproductive health. Middle class and wealthy women could access and pay for abortions but young, poor and immigrant women did not have access.

He opened the first abortion clinic in a Quebec labour hall in 1970, breaking the law. Initially, no legal action was taken, but in 1975 he was convicted and served 10 months in a Montreal jail.

In 1983, he was charged after opening a clinic in Ontario. This time, due to organizing by women and trade union activists, there was a movement of thousands of people demonstrating and calling for support of Morgentaler and for a woman's right to choose.

This popular groundswell, and Morgentaler's personal commitment to the cause, led to the historic Supreme Court decision in 1988, striking down the abortion law in Canada.

Morgentaler said recently that the fight for abortion is still not over. Several private members bills by Conservative MPs in the Harper Government have attempted but failed to reopen the debate. Access is still not available in Prince Edward Island and the New Brunswick government refuses to pay for abortions even though it is the law.

Yet, in poll after poll, a majority of Canadians support a woman's right to choose.

Carolyn Egan of the Ontario Coalition for Abortion Clinics and one of the main organizers of the pro-choice movement said, "Due in large part to his efforts and advocacy, women in Ontario and across Canada have the right to control their reproductive choices. Although the path he chose was not easy, he dedicated himself to ensuring that women had access to safe medical abortions". 🇨🇦



Quality of education

by Sylvia Ciuciura, Treasurer OPSEU Local 562

Why do professors teach? I believe it is because we want to educate students to the best of our ability. Students inspire us and, in return, we inspire them. Many factors influence this process.

A problem that I hear more and more about and have experienced myself is setting reasonable and adequate testing conditions in the classroom.

It is the responsibility of the college to provide adequate resources for testing. With larger classes, one person can not always adequately supervise the testing room. Students are telling us that others are cheating in the classroom during tests and that they expect us to provide a fairer testing environments.

Isn't it the responsibility of the professor to

identify when they need another invigilator? Does the professor need to find the invigilator? If a contract teacher does the invigilating for another teacher, then they receive additional payment from the school.

I have been told that some managers provide additional invigilators from a company that offers this service. Are contract faculty informed that they can request another invigilator when they need one? How are they informed, verbally or in writing?

We want to support the success of our students and need the support of our managers to provide fair testing environments. Will the college address this issue with some guidelines to be followed by all schools? 🇺🇸

Good dog!

by Emile "Gorgon" Zola

Here's how we all know it works: a part-timer's resume is reviewed at a hiring committee and somebody, probably the Associate Dean or coordinator, says, 'forget it, I've seen the evaluations.' And that, my darlings, is that; and said part-timer girds himself for another long wait for one more kick at the full-time can.

Beloved part-timer, come close to the Gorgon, don't be frightened now, and let It tell you how to get around the pesky problem of student evaluations. If you want to fail a student, don't; if the student is set to earn 65 per cent, offer 75 per cent instead, or even 80 per cent if you are bursting with that milk-of-human-kindness business; if the student is constantly late, or texts while you teach, or talks in class, ignore this; if the student challenges you on a grade, yield to the student.

A small dog, you know, will expose its belly to a larger beast as a show of deference. It's a way of saying, go ahead, you win; my guts are yours. Well, my sweets, as far as the student feedback questionnaires (SFQs) go, *you are that dog*. At all

costs, go belly up, bend, fold, and buckle, and you will move that much closer to the hallowed kingdom of fulltime employment.

The SFQs are insidious little things, the pedagogic equivalent of gnats or bedbugs. Even those merry few of us in the full-time circus have felt their effects: we won't lose our jobs from crap evaluations, but perhaps we will be called up by one Mucky Muck or another (my dear mother's term for people in authority, and yes, darlings, the Gorgon has a mother); or maybe next term we will not be offered our chosen classes, or we will find we are teaching for fifty minutes at 8 a.m. and then enduring a break long enough to read all of *War and Peace*, and then *Ulysses*, and then go for a walk around the Arboretum. So we make the decision to avoid conflict with our young charges. We turn the 57 per cent to 60 per cent; we disregard the infantile classroom behaviour; we don't rise to their challenges. Flash that belly!

continued on page 12

Probationary faculty and SWF time

by Audrey Taves, OPSEU Local 562 Chief Steward

For many years new faculty at Humber have been required to complete an orientation program during their probation. Over the past few years this orientation, now called the Teaching Excellence Program (TEP), has become more formalized.

Up to now, probationary faculty have been allotted two hours on their first year SWFs and one hour in their second year to reflect the time needed for the TEP.

Over the past few years the amount and type of work expected from probationary faculty to complete the TEP has increased significantly with activities/assignments such as on-line discussion groups and e-portfolios. We now frequently hear that the time allotted does not adequately address the time actually required by the TEP.

For the past year the union has been seeking information and clarification from management about the time required for the TEP. Management, showing how out of contact they are with the faculty, has repeatedly stated that TEP classes required “no homework” and that the “binder” only dealt with the Geneva Park week. When we finally received the current TEP binder from a faculty member an analysis showed that the TEP requires approximately 226 hours. The number of SWF hours currently being allotted, a maximum of 108 hours, falls far short of this.

Clearly the work is no longer being covered on an hour-for-hour basis as originally agreed.

At the College Workload Monitoring Group (CWMG) the union’s suggestion to increase the probationary hours for the TEP was refused. Management’s reasons included “the TEP hasn’t changed in more than ten years” and “some probationary faculty never even complete their projects”.

The union decided to collect more information to back up its position, then bring the matter back to the CWMG. We surveyed all current and recently completed probationary faculty using Survey Monkey. Each probationary faculty member was asked to identify how much time they spend on the TEP program weekly in both semesters of the first year (including the three hour class), and how much time they had spent on each assigned activity in the second year. We had a 57 per cent response rate (68 respondents). The survey results and the comments from the survey all support the fact that the current TEP requires significantly more time than is allotted on the SWFs.

We brought this information to the April CWMG. Management refused to discuss increasing the hours citing problems with the survey design. They stated that the probationary hour allotment should stay the way it was because “that’s the way we’ve always done it.”



Continued from page 6

In Ontario universities, teachers have 100 per cent academic freedom. In Ontario colleges, teachers have 0 per cent academic freedom, according to Turk. By far, the most common concern among the participants was the request by administrators to change failing student grades, closely followed by requests to submit or post all developed course material.

If you have any questions or concerns about academic freedom, please raise the issue with your manager, contact the Humber faculty union at extension 4007, visit the union office at the North campus, room H109, send a confidential email to info@humberfacultyunion.org or visit the Ontario College Faculty Facebook page (<https://www.facebook.com/OntarioCollegeFaculty?fref=ts>).

Why is CETA bad for Canada

by Robert Mills, OPSEU Local 562 Secretary

The Conservative government is negotiating a new free trade agreement with the European Union called the Comprehensive Economic and Trade Agreement (CETA). It's a problem for a number of reasons.

Canada's history with free trade agreements is not good. Under the FTA (Free Trade Agreement) with the States, we lost control of our petroleum resources, along with our industrial base, and gave control to the corporations over our democratic rights in many areas such as pollution controls, bid sourcing, environmental assessments and so on. NAFTA just made things worse.

It looks like the same is happening again. The talks are in secret with very little media coverage. According to the few reports on the agreement, the following are of concern to Canadians.

1. Investment protection rights: These will be extended for multinational corporations which will allow them to sue federal, provincial and local governments for lost profits if the environmental or public safety rules conflict with their plans (similar to the FTA but more extensive).
2. Privatization: The agreement will make the privatization of healthcare, water and other public services much easier. Many European countries have privatized these services.
3. Higher drug prices: European patent protection is longer than in Canada. This difference in time will allow drug companies to charge higher prices for longer than the 20 year protection that they already have here. Ontario is asking that this be removed, and India, in its deal with the EU fought to take patent protection out of it. Why isn't Canada?
4. Restricting Canadian purchases: A procurement chapter in the Canada-EU deal would forbid the provinces and cities from favouring local goods and services in transit, hydro and other large infrastructure projects.

The National Farmers Union (NFU) has come to the conclusion that

It has become clear that CETA is not so much about removing trade barriers – few exist between Canada and Europe – but more about limiting the power of elected governments to prevent them from making laws that would restrict global corporations and to ensure that these corporations will have permanent economic and legal advantages over individual citizens and independent businesses.

Because the U.S. is entering trade talks with the European Union, there is pressure on Canada to complete its negotiations. Never has the phrase “haste makes waste” been more apt.

It's important that we do what we can to monitor and perhaps scotch this deal. The Conservatives have a history of favouring corporate interests over those of Canadian citizens. We have lost enough control over our country as it is.

For further information, visit these websites:

<http://tradejustice.ca/en/section/2>

<http://stopceta.ca/>

<http://www.ottawacitizen.com/opinion/op->

<http://www.occupynl.ca/2011/11/information-round-up-on-ceta.html>

[ed/CE-TA+undermines+Canada+ability+benefit+from+increased+trade/8064853/story.html](http://www.occupynl.ca/2011/11/information-round-up-on-ceta.html)

<http://www.nfu.ca/issues/canada-eu-comprehensive-economic-and-trade-agreement>

<http://rabble.ca/category/tags-issues/canada-eu-comprehensive-economic-and-trade-agreement-ceta>



Up at the Board

by Franca Giacomelli,
Board of Governors Faculty Representative



This article is a summary of the April 22 meeting.

Student Fees to Increase

Tuition fees will increase by 3 per cent which is the maximum mandated by the provincial government. This increase is 1 per cent higher than the college's budget assumption; however, tuition increases will be capped at 3 per cent for the next three years and the college feels that it must exercise its right for the maximum increase in order to cover future expenses. Compulsory, non-tuition-related incidental fees have not changed for two years, but will see modest increases next year.

Scholarships

Scholarships have contributed to the interest in the international programs. Humber has always let international students know exactly what their tuition will be. This is not true of all colleges. Most just tell them what the fee has been and to expect a moderate increase). Humber also has an all-in fee and this makes it difficult to compare fees with other colleges. Some of the increase in international office fees is because the health insurance was rolled in with this fee. International students are usually okay with the fees, provided you are not changing things or adding additional fees in the process. This is why Humber's all-in fee works well.

Residence Fire Alarm Upgrade, Public Address and Sprinkler Install Project

The board approved \$2.14M from the campus services reserve funds (established in anticipation on this project) for the upgrade

of these systems. The first residence building was built in 1990, the second in 2003, and this upgrade will bring all buildings up to current standards.

Strategic Infrastructure Projects – Unified Communications and Telephony and Campus Data Centres

Telephony is much more than just the phone. Email and voice mail in the future will be combined. Our communication system is in excess of 20 years old and within the next couple of years, some components will no longer be supported. When we change our telephone equipment, it will mean changing over 6,000 phones. The board approved \$6.1M from internally restricted reserves. The board also approved \$3.2M to be invested in on site data centres starting this summer and continuing through March next year. We have a data centre at the north, but need one at the Lakeshore Campus.

Learning Resource Commons

PCL Canada has been approved as the preferred proponent. It is an all-inclusive contract with a very complex warranty schedule. We expect to get a turnkey building and all we will have to do is install the projectors and some additional technology.

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

Health and Safety

by Sylvia Ciuciura, Treasurer OPSEU Local 562

Humber College has a Health and Safety Committee that does inspections of different college locations every month. The membership includes faculty, administrators and support staff.

Due to retirements, we will be looking for some new members. If you were involved with Health and Safety Committees in your work life prior to teaching, you will have some sense of what is involved. If not, and you are interested

in joining the committee, any training you need will be provided to you.

In 1994, the college signed a local agreement (eight pages) that was approved by the Ministry of the Labour which outlines the responsibilities of the Health and Safety Committee. Minutes of meetings are posted regularly at each campus.

To find out more about this opportunity, please contact Orville Getz by email or at ext. 4609. 📧

continued from page 8

And this, it strikes the Gorgon (and the Gorgon has been struck many times), is exactly what the Mucky Mucks desire: not a capable student body, but merely a happy one. Happy students = more students. Bring 'em in by the barrelful; make 'em smile, get 'em out. No fuss no muss. Recently, some of us received another laudatory report about our school's high student approval rate. This bit of administrative ego-stroking was a hollow display at best. To know that students like us surely warms the cockles. But what else does it mean? Are our students really learning, or are we all just learning to bend?

Of course your humble Gorgon does not mean to suggest that those teachers who get brilliant evaluations are lousy at their jobs. Before It lost the will to live, Gorgon regularly received such glowing reviews that the college offered to erect a statue in Its honour. But the pressure to get high evaluations has undoubtedly altered the way many good teachers now teach.

By all means, faculty should be evaluated. But let's agree that such critical sizing-up should be done only by qualified academic managers. Meanwhile, let's also tell our students at the start of each term that we are not gods (Gorgon has trouble with this one) and there are institutional

avenues for them to vent their young spleen if necessary. Let them go to town on us with those SFQ's; and let's ensure those documents go no further than us.

Meanwhile, your gracious Gorgon would love to see administrative evaluations put in place, wherein we could judge if their managerial methods made us want to come to work or made us eager to recommend them to other administrators. And so on. Failing this, Gorgon reminds Its colleagues that SFQs cannot be used as disciplinary tools. If you are called in by your respective Mucky Muck and told there is a problem with your evaluations, politely defer the discussion until you can acquire union representation. Do not buckle! Remember your spine.

As for Its part-time compadres, Gorgon's heart, though pea-sized, swells for you. To the best of your abilities, teach according to your conscience. Gorgon knows this is harder than it sounds. Or, with the full understanding that you are attempting full-time employment at an institution that cares increasingly less for academic standards and more for rosy-but-vacant student assessment, give no grade lower than 75 per cent, always smile, and if a student asks you to jump, just say *how high?* 📧