

Newsbreak

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Management offer vote Feb. 10

By Catherine Marrion 2nd Vice-President

“If the Colleges won’t bargain [a negotiated settlement] we are willing to send all our outstanding issues to binding arbitration,” said Ted Montgomery, chair of the OPSEU bargaining team, last Monday, Feb. 1. Instead of embracing this opportunity to reach a fair agreement without creating further anxiety for everyone involved, the colleges have decided to call a faculty vote on their recent offer.

The bargaining team and the Union is strongly encouraging members to reject this offer. The Workload Taskforce, set up to study the sticking point of the 2006 strike, warned against setting up “flexible” arrangements in which faculty members would negotiate their workload arrangements directly with management, and yet this offer includes permanent

provisions for just such a scenario. One can easily imagine probationary faculty finding it difficult to say no to a “modified workload arrangement”. This is just one of many reasons why faculty should send a strong NO! message on February 10. The College’s offer is a Trojan Horse. It may look innocuous at first glance, but once it’s in, the hidden dangers will emerge in full force. These issues are not easily reduced to sound bytes. But make no mistake, should these changes be embedded in our collective agreement, they will be very hard to change. This is what we know at press time.

There will be information meetings preceding the vote at North on Monday, February 8, 3:30 pm – 6:00 pm, Community Room and at Lakeshore on Tuesday, February 9, 1:45 pm – 3:20 pm in room B112.

College surplus \$10.3 million

by Sylvia Ciuciura, Newsbreak Editor

At the January Board of Governor’s meeting it was reported that the College anticipates an improved financial outlook for the year ending March 31, 2010. Additional grants from the new funding model along with the increase in tuition revenues are expected to contribute a cash surplus of \$10.3 million towards the College’s operating surplus.

The enrolment is projected to be 10.8%

higher than expected and the increased enrolment impacts tuition fees which are expected to increase by about \$7 million.

With more students, there is a need for more counselling services and library services. Is the college making plans to increase library services?

What about student services? Are more counselling hours being added for student appointments? 

Inside this issue:

What about the vote?	2
Grievances and arbitrations	4
Collegiality — Then and NOW!	6

Pedagogy vs Financial Considerations	9
Greetings to new faculty	10
Workload Offer Comparison	12

What about the vote?

by Sylvia Ciuciura, Newsbreak Editor

So what to consider before voting? Both sides have lawyers advising them what words they should use. The words of the contract control what is possible in our workplace and this contract will affect our working life for the next three years. New sections that are put in may never be taken out unless there is mutual agreement.

Our union has recommended a strong rejection vote, but each of us has to make our own personal decision whether to accept the language of this particular offer or not. The SWF formula includes teaching contact hours and attributed hours for preparation, evaluation and feedback, and complementary functions. How do you feel about agreeing to a modified workload arrangement that does

NOT use these factors? That could happen under the offer being made to us now. There is a summary chart on the last page of this newsletter that compares the modified workload arrangement from management and the union. I encourage you to review it as you are considering your decision. There are other changes to articles that have been proposed by both parties but this one appears to most directly impact workload

Stay tuned to the OPSEU Local 562 Website, www.humberfacultyunion.org. Make your vote an informed vote. 🗳️



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 email the editor: sylvia.ciuciura@humber.ca or drop materials at the Faculty Union office - H109, North Campus, ext. 4007.

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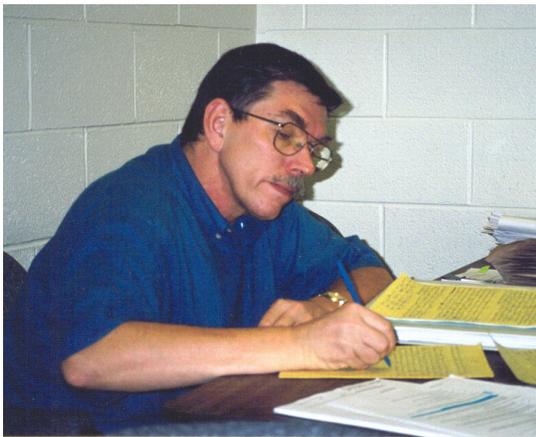
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President's notes

by Orville Getz, OPSEU Local 562 President

Why OPSEU Local 562 at Humber College?

Over the past several months, as we have been negotiating a new Collective Agreement, I have had the opportunity to speak with many of you. What has become clear to me is that many faculty do not realize that the salary and benefits which we all enjoy have been achieved through difficult negotiating by our Union over the last 37 years. Our most difficult fight for many of those years has been about workload issues so what follows is a brief history of the workload formula and why we have SWF's which define our workload. Look at your colleagues around you in your School. Were any of them here in 1984? You only need to talk to these individuals who were at Humber before the 1984 strike to be enlightened on what teaching conditions were like pre-1984.

In conversations I have had with several faculty in my school they have told me of onerous teaching loads of 28 hours a week in class. Class preparation and all evaluation were done at home in the evening or on weekends. It was very difficult to set aside time to meet with students or colleagues or for any professional development to take place. Coordinators had a full teaching load on top of their coordinator duties. The 3 week strike in 1984 was ended with an agreement which promised to look at workload issues. The result was the Skolnik report in 1985. This report set the standards for workload and the Standard Workload Form (SWF) which we continue to use today.

Over the last 25 years as class sizes continue to grow and new forms of electronic delivery have emerged the SWF has not kept pace. On-line delivery, the use of Blackboard, faculty teaching university courses and many other teaching issues are not covered under the workload articles of our present Collective Agreement. Every time a new contract is negotiated the Union tries to update these workload provisions. Over this 25 year period and despite 2 strikes in 1989 and 2006 we have only managed to achieve minor changes to workload and the SWF. There are no workload provisions for partial load faculty, counselors or librarians. This results in increasingly heavy workloads for these individuals.

As part of the agreement ending the 2006 strike a Workload Taskforce was appointed by the government with a mandate to review all workload issues. The resulting report was presented in March 2009 and was unanimously supported by both union and management. Now management is refusing to implement many of the recommendations from the report and have insisted the recommendations are guidelines only which they are under no obligation to implement. The Union will stay at the table and continue to ask for workload changes for all faculty covered by the Collective Agreement. 🗳️

Grievances and Arbitrations

by Audrey Taves, OPSEU Local 562 Interim Chief Steward

Three grievances have been resolved and seven are continuing to the next step.

Resolved grievances

1. Staffing Grievance - SCAPA

As you may know the School of Creative & Performing Arts utilizes a large number of partial load and part-time faculty to offer its various programs. However, were you aware that there are several programs where the ONLY full-time faculty is the coordinator? We have been grieving the lack of new full-time hires in this area for many years. When a 2008 settlement to hire more full-time staff was not honoured, we grieved again. We were able to settle this latest grievance on the eve of arbitration. The College will hire an additional F/T faculty for September, 2010.

2. Grievance – Partial Load Faculty - Applied Technology

A P/L faculty had his teaching hours cut and included under his support staff hours. We were able to resolve the situation to the member's satisfaction.

3. Grievance – Information in Personnel File – Hospitality

Resolved at Step 2 of the grievance process – the offending information was removed from the personnel file.

Ongoing grievances

1. Individual Grievance - Probationary Faculty Dismissal – Business

A second day of arbitration is being awaited.

2. Union Grievance – Support Staff Teaching – Applied Technology

Local 562 is grieving that teaching hours are being assigned to support staff as part of support staff work. An arbitration date is being awaited.

3. Union Grievance - Staffing – Health Sciences

Local 562 is grieving for more full-time hires – awaiting an arbitration date.

4. Union Grievance - Improper classification of clinical professors – Health Sciences

Clinical teachers are being hired as sessionals, but actual teaching time fits under partial load hours. Arbitration has begun, further arbitration dates are to be set by arbitrator.

5. Union Grievance - Sessional rollover to Full-Time positions – Health Sciences

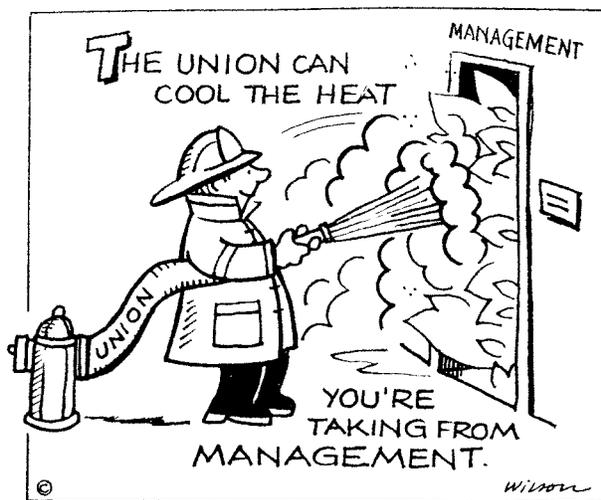
An arbitration date has been set for March 17, 2010.

6. Individual Grievance – Differential Treatment/harassment – Hospitality

Resolution through mediation with the arbitration panel is currently being attempted.

7. Union Grievance – Staffing – Liberal Arts

Local 562 is grieving non-compliance with a settlement from a 2009 grievance which required the college to hire 3 more F/T faculty to replace retirements. We are currently at the second step in the process.



Chief Steward's report

by Audrey Taves, OPSEU Local 562 Interim Chief Steward



Workload

Too many students? Too many courses? Too much marking? Are you feeling overworked?

It has been brought to our attention that a number of faculty are saying ENOUGH!

In the fall semester alone, we have seen a number of faculty – new hires, probationary, full-time – making the decision to leave Humber and college teaching because of the heavy workload that continues to increase. They cite increasing class sizes, increasing number of assigned courses, lack of preparation and evaluation time, and little input into their working lives as the reasons for leaving. One of these faculty members summed up the problem saying “If you are committed to your students you have to do a good job, so you give from your own time. I **can't** anymore.”

VP Hatton – Student Retention is an area of focus for you – what about Faculty Retention?

CWMG – College Workload Monitoring Group

The CWMG has met to review a number of problems with the Winter 2010 SWF's.

One fairly common problem involved incorrect preparation factors. Some faculty were incorrectly given the preparation factor for repeat courses, rather than the full prep factor for the course. Correcting this resulted in new SWF's with either a reduction of assigned complementary work or overtime payment for some of the faculty members affected.

Please remember to check that the

preparation factor for the first section of any assigned course is given either a New (N) or Established (E) factor, rather than the Repeat (R) factor.

Another area of concern on the Winter SWF's was a number of faculty who had been assigned “labs” on the back of the SWF. This concern involves faculty in several different schools and has yet to be resolved. Please remember that ALL teaching is to be recorded on the front of the SWF's, this includes teaching done in any lab class. There appears to be an increasing tendency by administration to devalue teaching in the practical classes or labs by attempting to assign this work to support staff or as complementary work, not teaching. Complementary work has no preparation or evaluation attributed to it. Community colleges were built on a principle of recognizing the importance of “hands on” learning – do we want to lose that? Is this an outcome of adding degree learning to the mix at Humber?

It is still important to discuss issues with your manager if you have a concern. If you wish to grieve, remember grievances are often settled at the college level with a settlement that is satisfactory to the grievor. If you wish to discuss a concern, call me at ext 4608. 📞

Note: Under the Imposed Terms and Conditions, the provincial Grievance Scheduling Committee has been removed. Therefore we cannot get any new arbitration dates at this time. Further, under the Imposed Terms and Conditions, grievances are to be dealt with as local matters – that means no impartial arbitrator.

Collegiality — Then and NOW!

by Audrey Taves, OPSEU Local 562 Interim Chief Steward

Having taught at Humber for a long time (more than 25 years) I would like to discuss the current workload issues in light of the history dating back to the 1984 strike. One major issue of that time was the fact that workload hours were managed with a teaching hours cap and averaging only, nothing regarding preparation and evaluation. The 1984 strike resulted in significant changes to the way faculty workloads were identified — from a simplistic “teaching contact hours” view to the more complex SWF we have today. The introduction of the SWF resulted in dramatic improvements in faculty workload and the hiring of many fulltime professors.

But what about other issues that were raised back in 1984? Have those “other issues” been addressed and improved? What are the similarities and differences between then and now? I recently came across a Humber Faculty Newsletter from 1985 and found the following quotation from Michael Skolnik (OISE professor and specialist in adult education) regarding college faculty:

“For an institution to be successful, the faculty must be creative, energetic, and dedicated to their institution. Sustaining these qualities for a prolonged period of time is a monumental task and probably cannot be achieved through bureaucratic management. ... [faculty] must believe in their institution; they must assume a sense of proprietorship for their campuses ... faculty salaries appear to have less effect on faculty morale than the meaningful participation of faculty ...” (Skolnik and Rowen, 1984, p. 35)

And also:

“Of particular concern to faculty was the lack of consultation with them on major academic policy decisions.” (Skolnik, Marcotte, and Sharples, July 1985, p. 7)

Sound familiar? More than twenty-five years later, The Workload Taskforce Final Report — led by Wes Raynor stressed the need for collegiality, stating that the practical issues mask “the more fundamental questions of academic freedom, professional expertise, and collegiality” (2009, p. 29).

What are some of the other issues? How do they compare from 1984 to 2010? The following table compares the issues from the perspective of two documents. The first document, *Survival or Excellence* (1985) was “a comprehensive review of all aspects of instructional assignments in the colleges of applied arts and technology” (p. 1) mandated by the government of Ontario and written after the 1984 strike. The second document, *Workload Taskforce — Final Report* (March, 2009) was an attempt to examine issues and prepare recommendations to the parties, OPSEU and The College Compensation and Appointments Council, to assist in the bargaining of workload issues (p. 3).

In summary, many of the problems (most nonmonetary) that were identified back in 1985, continue today. After 25 years, isn’t it time for college management to develop a more collegial approach to faculty? Imposing conditions of employment, devaluing faculty work, keeping partial-load faculty on short-term contracts with no job security, unilaterally making decisions about what courses faculty teach, dictating how students are evaluated, and increasing the number of part-time employees will only further erode morale and increase distrust between faculty and management, negatively impacting college education.

In his address at this year’s President’s Breakfast, John Davies stated that “The central core ... of any successful operation is the capability, energy, enthusiasm and professionalism of its staff”, and that he would “work tirelessly to support” us. Let’s all let President Davies know that as President of the largest college in the system, he can support us, the faculty at Humber, by working in a collegial

Continued on page 7

fashion with us to change the problems identified above. President Davies could start by pressuring the College’s Bargaining Team to negotiate a new collective agreement which builds collegiality into the document that governs our working lives.

Note: If the contract has been settled by the time you are reading this, let’s each continue to advocate for the changes to college education that Skolnik envisioned — to truly achieve excellence in education at Humber. 🏛️

Issue	Survival or Excellence, 1985	Workload Taskforce, 2009
What is the issue at stake?	"Of particular concern to faculty was the lack of consultation with them on major academic policy decisions." p.7	Stressed the need for collegiality, stating that the practical issues mask "the more fundamental questions of academic freedom, professional expertise, and collegiality" p. 25
The relationship between management and faculty?	"The perceptions of senior administrators... were substantially different from those of faculty—so different that the committee found it hard to believe that both groups were experiencing a common reality." p. 8	"detected some distrust between the parties" p. 20
College priorities?	"The excessive preoccupation with efficiency...to the exclusion...of educational values." p.9	"the college system has to remain competitive with other institutions and enterprises... such as adult education...and training for business" p. 14
Faculty decision-making on academic matters?	"many faculty feel that the choice of student evaluation modes is of an academic nature and should be the responsibility of the instructor" p.60	"Our recommendation ...stresses another academic virtue, collegiality. What ... is needed ... is a method to balance pedagogical demands against the proper utilization of teaching resources in a more collegial fashion." p. 25
Pressure to change evaluation factors?	"The practice of increasing class size has also led administrators to strongly encourage faculty to adopt evaluation schemes which may minimize marking time." p. 60	"...perception among some faculty that some managers were sacrificing the appropriate evaluation factor for the expediency of meeting overall formula restrictions. Such a perception could be damaging to faculty morale." p. 25
Need for flexibility?	Administration feels – the contract does not "allow for the needed 'flexibility' ...for curricular requirements" p. 66	"The most recurring theme...stressed by management...was the need for changes in the formula to allow for more flexibility in the system? p. 13 "We recommend that the parties negotiate a mechanism to address flexibility...requiring Union consent...[and] a subset of recommendations to limit the application of this recommendation." p. 22
Industrial model of administration?	Use of "industrial sector" model..."decisions flowed only from the top down...little input from subordinates being sought let alone considered." p. 68	"recommend...that the parties consider mechanisms that will enhance collegiality, professional development, and academic freedom" p. 30
Increasing student numbers?	"faculty overwhelmed by the large and increasing number of students." p. 70	"student numbers may be placing significant pressures on the capacity of some teachers to render out of class assistance." p. 27

Continued on page 8

... “Collegiality” continued from page 7

Issue	Survival or Excellence, 1985	Workload Taskforce, 2009
Efficiency or quality education?	“we suggest that there needs to be a balance between the advocacy of efficiency and the advocacy of competing interests such as education excellence and quality of working life” p. 74	“What we feel is needed ... is a method to balance pedagogical demands against the proper utilization of teaching resources in a more collegial fashion.” p. 25
Evaluation time?	Workloads “must provide time for individual attention to each student” and for thorough response to written assignments. p. 75	“...frequently recurring themes raised by teachers...the accuracy of the formula in reflecting time spent for evaluation, the process by which a course’s evaluation factor is determined and the related issue of academic freedom” p. 14
Quality of education or workload — what do faculty care about?	“The issue of quality is inextricably linked with that of workload” p. 82	
Why do we care about our workload?	“one must either work very long hours or make adjustments which impair the quality of education which one is providing and leave one feeling that one is shortchanging the students.” p. 86	“contentious issue ...differentiation of curriculum development from class preparation... the preparation factor is intended to cover the ‘week-by-week preparation...not.. substantive course modification or content development.” p. 23
Faculty decision-making	“what is most at issue here is the extent to which faculty are viewed and treated as responsible professionals whose judgement in academic matters is valued and whose opinions are sought” p.124	“We recommend...evaluation methods be set in a consultative process by the affected faculty as a group and the academic manager” p. 26
Management’s attitude to college faculty?	“attitude toward faculty ...needs to be replaced by one of commitment to collegial decision-making	“...that collegiality, academic freedom and professional development are important objectives in any college system” p. 20

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Pedagogy vs Financial Considerations

by Audrey Taves, OPSEU Local 562 Interim Chief Steward

How can students best demonstrate their learning? This is an ongoing discussion issue for educators at all levels and forms the basis for many pedagogical discussions. But – wait – is it pedagogy or financial considerations that decide evaluation methods at Humber?

A quick comparison of current SWF's from across the college to SWF's from a few years back show a definite trend. The use of IP or in-process evaluation as a method of assigning evaluation time to faculty has increased substantially. Why has this happened? What forms of evaluation lend themselves to in-process evaluation by faculty? What has influenced this change? Does this change reflect pedagogical theory? Lots of questions --- some interesting answers.

First of all, how does the collective agreement define the different types of grading?

1. IP evaluation and feedback - evaluation performed within the teaching contact hour.
2. Essay or project evaluation and feedback - grading essays, essay type assignments or tests, projects or student performance based on behavioural assessment compiled by the teacher outside teaching contact hours.
3. Routine or assisted evaluation and feedback – grading by the teacher outside teaching contact hours ... where mechanical marking assistance or marking assistants are provided. Can be multiple choice M/C

Each type of evaluation is given a different ratio which is then used to calculate the number of hours a professor is allotted on the SWF to perform that type of evaluation. For example, in a 3 hour course with 40 students the time allotted for evaluation would vary as follows:

- All in-process marking (100% IP) – 1.1 hrs/wk

- All routine or assisted evaluation (100% RA) - 1.8 hrs/wk
- All essay type (100% E) – 3.6 hrs/wk

In practice various types of marking are done within one course, resulting in a proportionate attribution of hours on the SWF. However, the types chosen can impact a faculty member's allotted evaluation time significantly.

So... that's how teachers get time credited for evaluation – but how should the student be evaluated? Aren't these 2 separate issues?

They should be, but it seems they are not. Ideally a teacher, familiar with the course material and the pedagogy of student learning, would decide that in a particular class the students' understanding of the material could best be demonstrated in a particular way. For example a course might be evaluated by an essay, a M/C midterm exam, and a presentation. The criteria for each are spelled out and the students do the work. The essay is clearly E type evaluation, the M/C exam – likely computer marked so RA type, and the presentation – which might require submitting an extensive reference list, use of A/V materials, presentation skills, and a thorough knowledge base – previously identified as E type evaluation, is now identified by management on the SWF as IP evaluation. This requires the professor to grade the presentation as she watches it – without being allotted any time after class to review the references, reflect on the knowledge base and presentation skills, and to give written feedback to the students to help them improve in future presentations. So the student gets a grade, but no other feedback for all of the work done in the presentation.

One argument put forth by management is that assigning IP evaluation to a course on a SWF encourages alternate forms of evaluation for the student – to help meet student needs for different types of learning styles. But what helps a student learn? Receiving a mark for team work,

presentations, chat room discussions, or creating posters does address different skills and abilities. But having more options regarding the type of evaluation is only helpful to students when these types of assignments are graded appropriately with detailed feedback to help them identify their strengths and areas needed for improvement. This is E type marking and teachers need time to do it.

To truly do all of the marking in class - IP evaluation factor – an increasing percentage of marks would be earned simply through class participation, attendance, chatting in a chat room. Should students get up to 25% of their mark simply because they bothered coming to class? When you end up in the Emergency department after a car crash – which nurse do you want to look after you – the nurse who passed her course by “sitting in class” or the nurse who had to demonstrate her knowledge and critical thinking skills through an appropriate assignment?

So.... why would management want to assign faculty increased IP type evaluation rather than E type? Perhaps because IP type evaluation gives the faculty member less

time for evaluation on their SWF. Adding IP evaluation to all courses decreases the overall time allotted for evaluation. This leaves more room on the SWF to assign faculty more courses or larger classes, substantially increasing faculty workload and significantly cutting costs.

How will this improve learning????🙏

Note

We had heard that there is a college directive to increase IP evaluation to 20-25% for all courses. In fact, some schools had directed their faculty to change course outlines to reflect this, resulting in more room on the SWF for additional courses. In these schools there has been a marked increase in teaching load for faculty.

We have now been assured by management that there is NO SUCH directive. Instead, according to management, the type of evaluation is to be decided by consultation with the faculty based on the best interests of the students. So... if you are experiencing something other than this – please give us a call so we can follow up.

Greetings to new faculty

A warm welcome to our colleagues who have joined the full-time ranks over the past few months. Some of these faculty are not new to the college, but have been working on contracts. We're pleased to have them with us on a more permanent basis.

Business

Stanley Faria
Rose Ann MacGillivray
Karen Schucher

Health Sciences

Kim Sears

Liberal Arts & Sciences

Bernard Ho

Media Studies & Information Technology

Umer Noor
Ravinder Singh





Boardwalk

by Paul Pieper,
Board of Governors Faculty Representative



Last week I removed myself from the Board of Governor's (BoG) in camera discussions concerning the faculty strike vote and presumably potential management responses to this fact. I did not want to put myself in a position where I had to self censor. In order to effectively represent faculty, the faculty representative must have the respect and trust of the other BoG members and so I have always been careful when dealing with matters of BoG confidentiality. Before I left the room I voiced the following two points (and wished I had made the third) on what I felt were some strategic issues bringing the two parties to a possible strike position - which we all agree should be avoided if at all possible since it is our current students who will be so negatively affected.

Firstly, it is my opinion that the current negotiation impasse is not about Humber. While we clearly have unresolved issues around the use of part-time vs. full-time faculty and the degree that a few managers purportedly micro-manage some programs, I would maintain that if Humber management and our local union were able to negotiate these issues, we would find an acceptable solution. But this is not what Bill Davis, the Conservative Minister of Education (and later Premier) wrote into the act that formed the Ontario community college system in 1965. So we are forced to come to a settlement as a system. It is my belief that several colleges have very uncooperative, and indeed possibly hostile, relations between the local management and their local unions. In business there is a saying that "management gets the union it deserves". Of course there is a conflict of interest between the management and union parties: management largely wants control and to save on labour costs so that they can use limited public funds for their preferred projects (and yes their own terms of employment), while the unions strive to obtain the best contract possible for their members. Hopefully both parties also are considering what is in the best public interest, especially for our students who are not at the negotiating table. No party automatically has the high ground and no party will get what it seeks without some clout over the other. No one should be surprised at

this dichotomy. It is one that will get resolved one way or another. I have faith in the good will of our local leaders, but am less certain of the provincial players.

Secondly, it should not surprise management, especially at colleges which do not have the same collegial relationship as us, that as colleges increasingly become degree granting institutions and therefore hire faculty who either have taught at university or who identify more with it, that academic freedom is going to be an issue. Anyone who has taught at a university (as have many of us) is familiar with the long established university tradition of academic freedom and active faculty participation in the running of their departments. It is inconsistent on the one hand to praise faculty's ability to compete with universities and then to maintain a bureaucracy that was born out of an industrial top down model. If colleges are going to change, so will the way they are governed. Colleges were positioned between the university and high school sectors and may now have to move closer to the former. Not only may this be difficult for management but college boards are largely comprised of very talented financial and professional leaders but with relatively little academic work experience and so naturally identify with college management.

Thirdly, a public sector strike is not a contest of equals. Striking workers always lose wages. Since the public sector frequently involves monopolistic services, the users of those services (ie. students) are disproportionately affected because they cannot give their business to a competing supplier. But the biggest difference is that public sector management, unlike their private sector colleagues, lose very little in the event of a strike. They lose no wages, bonuses, nor lessen their job security. Of course they will feel badly for the students (so will we), but they lose least, yet form the other half of the negotiating team. Which is why students and unions often look to government to settle an intractable strike. Faculty should not blame our local managers as they did not ask for this situation, just as we did not design this system.

Let us hope that reason prevails and that both provincial parties negotiate a contract that ensures the quality of education that our students rightly deserve.

Workload Offer Comparison

What does the Modified Workload Proposal in Management’s offer really mean **for you?**

The following table was prepared by Darryl Bedford, Union Co-Chair of the Workload Monitoring Group at Fanshawe College to help answer your questions. He has taken each aspect of the modified workload proposal (Article 11.09) and identified how management’s final offer and the union’s offer differ in relation to that aspect. This table is a summary of a very detailed discussion table called Technical Analysis of Workload Proposals which is available at www.humberfacultyunion.org



Summary: Workload Offer Comparison

Article 11.09 Modified Workload Arrangements <i>For faculty participating in a modified workload arrangement...</i>	Management Offer	Union Offer
Does the faculty member receive a SWF?	No	Yes
Are teaching contact hours per week a “factor” (as defined by 11.01 B 1) to be taken into account when determining a professor’s workload?	No	Yes
Is preparation a “factor” (as defined by 11.01 B 1) to be taken into account when determining workload?	No	Yes
Is feedback taken into account when determining workload?	No	Yes
Are complementary functions taken into account when determining workload?	No	Yes
Can a faculty member’s workload exceed what it was the preceding year?	Yes	No
Are there yearly limits for workload?	See below ¹	Yes
Are there weekly limits on workload?	No	See below ²
Does it allow for block/compressed teaching for programs such as Second Career?	Yes	Yes
How many teachers in the program/department have to agree for the arrangement to operate?	2/3	2/3
What is the maximum period of time that a Modified Workload Agreement could last?	Until the expiry of CA	1 year, can be renewed
Can a violation of Article 11.09 be grieved?	No	No
Can a faculty member refer a problem with Article 11.09 to the WMG/WRA?	Yes	Yes
Can the Union refer a problem with Article 11.09 to the WMG/WRA?	No	Yes
Maximum number of faculty that can participate	20%	10% or 15
Can the limit on the number of faculty be enforced?	No ³	Yes
Is there paid overtime for those in a Modified Workload Arrangement?	No	No
Can probationary faculty participate?	Yes	No
Can probationary faculty work overtime without pay?	Yes	N/A
Other Article 11 workload proposals	Management Offer	Union Offer
For all faculty		
Total number of students a faculty member must have to activate “escalator” clause for large classes:	260	175
How much time given for each extra student?	0.015 hour (54 seconds)	0.03 hour (108 seconds)
How do teachers and supervisor resolve differences over evaluation factors? Whose decision is final?	Chair	2/3 faculty agree -> faculty, 2/3 faculty don't agree -> Chair, Disputes go to WMG/WRA

¹ The yearly limits are only enforced at the end of the arrangement.

² The weekly limits are not there but the total workload on the SWF cannot exceed the previous year.

³ The Union cannot grieve or go to WMG/WRA. Individual faculty members would have to go to the WMG/WRA and request a SWF.