

Newsbreak

Volume 24, Issue 5

May 2014

Respect for collective bargaining

Janet Porter, Guelph-Humber Steward

Over the last two years being publicly active in union business, I've come across practices that make me wonder how committed the college is to respecting the collective bargaining rights of its faculty.

I highlight two of many grievances the union has presented over the last year. The following is behaviour alleged by the union:

1. Inadequate adherence to the collective agreement's requirement that preference be given to hiring full-time faculty. There are instances where schools are hiring part-time or partial-load faculty to teach multiple sections of basic courses, while reasoning that specialized credentials are required.
2. Inadequate adherence to the collective agreement's requirement to give full credit for two year Masters degrees in wage calculations. Human resources (HR) has adopted and defended a public practice of only giving one year of credit for two year Masters degrees when calculating initial step placements.

Grievances are by no means the only measure used to question the level of respect and commitment the college has towards the collective agreement. Many management practices do not in fact reach the grievance stage. In the last year, we have found instances

where partial-load faculty have had hours on their contracts incorrectly calculated – excluding, for example, payment for statutory holidays such as Thanksgiving as well as exam invigilation. We were asked to accept the facile excuse that support staff were to blame. This kind of omission not only ignores the collective agreement but also contravenes labour law.

All partial-load faculty should compare the hours on their contracts to the teaching schedule and the semester calendar, every single semester. Partial-load faculty are also entitled to sick days. These faculty are not required to make up sick days, statutory holidays, or days when the college must close due to emergencies.

We have found instances where partial-load faculty have not received step increases they were due. Although this has been hastily corrected for some partial-load faculty over the last two semesters, all partial-load faculty need to keep track of service (keep copies of all semester-by-semester contracts) and ask the question about step increases as service approaches the tipping point into the next step. Do not expect your step increases to happen automatically.

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We are Humber

We are achievers.

We are leaders in precarious employment.

We are not paying all contract employees for extra work.

We are more concerned about buildings than students and staff.

We are not going to hire full-time employees unless we have to.

We are ripping off two-year masters during salary calculations.

We are about ignoring the unions' contributions when we apply for best employer.

We are teaching students that teachers are chronically under-valued & disrespected.

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 – Portable PX-101, North Campus, ext. 4007.

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President's notes

Orville Getz, OPSEU Local 562 President

OPSEU convention

The Faculty Union Office Has Moved!!!

Due to the building of the new Learning Resource Centre, our faculty union office in H109 has been moved for now and will eventually find a new home. Our new office space is in our very own portable, PX-101. It is located in the parking lot outside the main entrance to LX 101 (The Office of Advancement and Alumni Relations).

Please come out to visit us and join us for a cup of coffee or tea!

Summer union office coverage

The union office will be staffed on most days during the vacation period from June 21 to August 24. Michelle Albert, our administrative assistant, will be checking voice mail and email regularly and will be in touch with Local 562 officers. If you have questions or need assistance, please call extension 4007 and leave a message or email us at info@humberfacultyunion.org. 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.

OPSEU Convention 2014

Over 1700 delegates, alternates, observers and guests attended the OPSEU annual convention held at the Toronto Convention Centre, May 8 to 10. Orville Getz, Paul Michaud, Audrey Taves, Robert Mills, Sylvia Ciuciura and Janet Porter represented Humber faculty. Besides debating resolutions and constitution

changes highlight of the Convention were:

- The opening speech by OPSEU president, Smokey Thomas. According to President Thomas, OPSEU is stronger than ever and is prepared to take on Hudak and the policies he is trying to push—policies designed to weaken labour laws, weaken unions, cut public services, and cut taxes—which would inevitably lead to weaker public services and greater inequality among Ontarians.
- A rousing keynote address by Gilda Cobb-Hunter, Democrat State Representative from South Carolina—a state that has struggled with “right-to-work” style legislation for the past fifty-nine years. With the thirteenth highest unemployment rate in the US and close to the lowest wages in the US, South Carolina’s legislation prohibits government workers to organize or bargain for contracts. In her address, she urged OPSEU members to take the threat of right-to-work legislation seriously. And warned that once right-to-work legislation gets a toehold, “it’s over.”
- Stanley Knowles Humanitarian Award was given to Canadian music legend Tom Cochrane, best known for his 1991 billboard-topping hit **Life Is A Highway**. He received the award for his work supporting many causes including World Vision. The most electrifying moment was on the second day of the convention when it was announced that Hudak had just announced plans to cut 100,000 public service jobs. 🇨🇦

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Other examples include HR not responding to eight separate Step-One written grievance notices issued by the union, in a process dictated by our contract. HR staff set up “Step-Two meetings” and then denied, in the meetings, that the meetings were “Step-Two meetings”. Such behaviour is baffling.

Since January, the college has cited multiple scheduling conflicts regarding meetings of the Union-College Committee (UCC) where college-wide issues are discussed. (**Note: the committee finally met in early May.**) It’s a big deal if the college doesn’t want to meet with the union. Don’t doubt that for a minute.

The union represents faculty, as per the collective agreement. By delaying meeting with the union at UCC meetings, the college delays meeting with faculty. Obviously, being disrespected does not sit well with the vast majority of faculty.

Omission and errors in workload reporting is another issue. When faculty have on-line and continuing education credit courses that are paid through separate contract, the college bypasses two fundamental requirements: that the union acts as the sole bargaining agent and that all assigned work is to be reported to the union. Some faculty are delivering as many as three credit courses per semester that are not

being reported on SWFs or partial-load staffing reports, in addition to three or four reported courses! Omitted or inaccurately reported workload undermines effective monitoring of fair work practices and fair compensation for all faculty.

Lastly, we have been hearing that some associate deans are misinforming partial-load faculty about the parameters of the collective agreement. It is not true that partial-load faculty cannot be assigned more than three courses, of three hours duration each. The limit is twelve hours, not nine. If you are denied a contracted right and the union is blamed, then question the accuracy of the statement by consulting the wording of the contract or contact the union for clarification.

It appears HR managers may be willfully ignoring and/or minimally respecting our rights as determined by the process of collective bargaining. If academic managers go along with this game plan, they are participating in that willful ignorance. If the college does not respect the collective agreement, it does not respect the collective bargaining rights of faculty.

Benefits and wages proceed in lockstep with knowing the contract and asking questions. So, there is also an onus, dear faculty, directly on you, to take action. 📢

Get Your Bargaining Updates!

Bargaining updates will be provided to you via your private (non-Humber) email address.

Go to the faculty union’s Bargaining page (<http://www.humberfacultyunion.org/bargaining>)

for the link to sign up

Chief Steward's report

Audrey Taves, OPSEU Local 562 Chief Steward



Spring is here – we hope! And with it the May-June period with its decreased teaching load (for some) and increased time for professional development and curriculum development. For partial-load faculty, this period often means the end of regular work and pay – we wish you luck with summer employment and hope to see all of you back in September.

New SWF Format

For full-time faculty who receive SWFs, when you receive your Fall 2014 SWF next week, it will look quite different.

The college revised the format of the SWF to fit the new Banner system and brought the new form to the College Workload Monitoring Group (CWMG) in February to get feedback from the union members. We identified a number of problems with the revised design and made a number of suggestions for improvement. Some of the concerns we raised were agreed to by management representatives. Some will be implemented for the Fall SWFs, and some, because of time constraints, will be implemented for the next round of SWFs and some, we were told, could not be implemented as other colleges using the Banner format would be adversely affected.

What is different in your Fall, 2014 SWF?

On the front page, there are some column changes:

- A new column titled CRN. This will be blank as Humber does not use this.
- The old C/L column has disappeared. Instead, the C (class) or L (lab) designation will appear under the heading of SEC.
- The old column of Sec (Section) has disappeared and your section number, 01, 02 etc., does not appear on the SWF.

On the back page:

1. For the first time ever, complementary hours **allowance** will be recorded on the back of the SWF under complementary hours. These six hours are allotted to every teaching faculty by the collective agreement for routine out of class assistance to

students and for routine administrative tasks.

Please note: These hours are mandated by the collective agreement, they are not “given” by your associate dean.

Routine administrative tasks include things like: checking voicemail, dealing with emails from other faculty, your associate dean, the college; making photocopies, etc. This does NOT include team, faculty, or college meetings.

2. As in previous SWFs, any **assigned** complementary hours are then listed. This includes ANY other assigned work – meetings, curriculum development, special projects, the Teaching Effectiveness Program for probationary faculty, open house attendance, etc.

3. Space for your comments/concerns: There is a field for you to electronically add in your concerns/comments about your SWF. However, as Humber is not using the electronic format, this results in a very small box for writing in concerns/comments. Please feel free to hand write your concerns/comments about your SWF in the box and below and around the box if necessary. It is crucial that you identify any concerns so they are documented for the future.

As a result of our discussions at CWMG, there will be more changes coming to your winter 2015 SWF that we hope will clarify the SWF for everyone. Unfortunately, the college was not able to enter those changes in time for your fall 2014 SWF.

Please let us know about any concerns you have about this new form so that we can follow up at the CWMG. We are particularly interested in speaking with faculty who are assigned online courses to ensure proper setting of evaluation factors on the SWF. All assigned workload for full-time faculty is to be recorded on the SWF, outside contracts are not permitted.

Your cooperation with these aspects of our collective bargaining rights is appreciated. 🌲

Earnings are respect-earned

Bob Bolf, Professor, School of Business

In two previous articles in Newsbreak, I laid out financial losses to faculty resulting from our accepting no raises for faculty over the last two years. I deferred any editorial opinion to allow readers to fully assess the impact of this decision, themselves.

Since that article, bargaining for the next contract will soon begin, and you must decide whether you want to fall behind even further or, if you're convinced faculty are crucial to the success of the college, whether or not you deserve more financial respect.

First, are you aware of how many students you need to teach to pay for yourself and how much money you are making for the college?

Income

The college pulls in about \$300 million in revenue annually. The following percentages are approximate but close:

- 25 per cent of this comes from student tuition,
- 25 per cent from matching government funds and
- 50 per cent from government grants.
- The grant money from the Ministry of Training, Colleges and Universities is directed by the ministry to be spent as they (college or ministry) see fit.

The college charges international students almost four times the tuition paid by domestic students.

Cost

The following uses the most expensive (to the college) example: the faculty member is at the top of the salary range (most expensive to the college) and teaches only diploma courses (lowest tuition revenue to the college).

For a faculty member making \$100,000 per year, the cost to the college is about \$150,000. (This

assumes a 50 per cent "burden rate" for full-time faculty which includes benefits and other employer costs. Contract faculty have something like a 25 per cent "burden rate").

Also, for a faculty member teaching only in diploma programs, the associated student tuition is about \$300 per course paid by the student but that generates about \$1,200 in total revenue when government funding is applied to student enrollment. At \$150,000 cost per year and \$1,200 per student revenue, this faculty member must teach 125 students per year to pay for their salary.

How many students do you teach in a year? If the average class size is 40 students and you teach 10.3 courses per year, you teach just over 400 students. In the example given, the faculty member pays for him or her-self and starts generating the revenue that pays for other things in the college after 31 per cent of their students are taught (125/400).

So, about 31 per cent of the college's revenue pays for faculty. This is for the most expensive/least revenue teaching situation in the college. If you're at a pay scale that is less than the top, or teach in degree or post-graduate programs, or are a contract faculty, the situation is much more lucrative for the college). So for faculty at lower pay bands and teaching degree courses, you can pay for yourself with only 12 per cent of the revenues you bring in. Contract faculty can pay for themselves with 8 per cent of the revenue they bring in. Both of the examples assume a student level of 400 students per year.

Humber's current annual budget calls for hiring 44 new employees. Fifteen of these are faculty and twenty-nine are non-faculty positions. So, our overhead staff is growing at twice the rate our faculty is growing.

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Conclusion

Here's the deal. Faculty are the only revenue-generating asset the college has. For all the reasons that students enroll in their studies, it boils down to the fact that they learn from faculty members. Teachers are the reason that students attend college. It is the faculty who create the conditions for skill and knowledge development in our students. All the secondary sources of income for the college such as parking, student admin fees, food services, etc. derive from the fact that students come here to learn from faculty (and thus students, faculty and staff are a captive audience).

So, you need to decide for yourself if you feel that you are important enough to the success of the college to be financially recognized. You must decide for yourself whether you believe that you are crucial to the success of the college and deserve recognition — financially.

We have lost thousands of dollars already by not getting a pay raise over the last two years. Just to catch up, we need a retroactive lump sum payment of about 3.7 per cent to make up for lost purchasing power over the last two years. Then, an immediate

pay raise of 3.7 per cent. This would bring us back to the purchasing power we had two years ago in 2012. In addition, we need a two per cent increase this year and another two per cent increase next year, just to maintain our purchasing power.

It's undeniable that well-paid faculty with secure jobs best meet the needs of our students and their future careers and their future employers. A fair pay scale will always attract the better teaching faculty.

What can you do?

Under the current system, the College Employer Council can by-pass the union bargaining team by making an offer directly to the faculty for a vote. This is what happened last time. To guard against that, give our union bargaining team a strong mandate to bargain on our behalf. Our bargaining team will ask for a strike mandate if necessary. Vote "YES". This does NOT necessarily mean there will be a strike. But it DOES MEAN that we can deliver a strong message to the bargaining team that faculty want to be financially respected.

The faculty generate all the meaningful revenue of the college. Yet, other groups in the college have earned well-deserved raises over the last two years. Why not us? 🙏

Email to the editor

Subject: **Counterfactuals and salary increases**

In the most recent two issues of Newsbreak, we've been treated to an analysis of the effects of our most recent bargaining agreement, in particular, the lack of any salary increase. The approach taken has been: all other things being equal, what would have happened if we'd got a salary increase. The fact is that it's very unlikely that all other things would have been equal, but there's no way to know how things would have panned out if we had held out for a raise. While I'm not disputing the math, the logic is rather fanciful and the implication that we got shafted abdicates responsibility. Like it or not, this is the agreement that we fashioned and voted for.

Best,
Brett

Brett Reynolds
Professor of English for Academic Purposes and TESL

Cut 100,000 public sector jobs

Pam Johnson, Professor, School of Creative & Performing Arts

Tim Hudak, Ontario Progressive Conservative premier candidate, kicked off his election campaign promising to cut 100,000 public sector jobs. People might be forgiven for being confused if they heard his earlier promise to create one million jobs if he is elected.

Hudak squares this 'job addition by job subtraction' by saying that the one million jobs will be private sector jobs created by cuts to corporate taxes. That tax cut will be financed by the 100,000 public sector jobs he plans to cut.

Job cuts for teachers

Although Hudak exempts nurses, doctors and police, these cuts will effect every other area of the public sector, including college faculty and support staff.

"Will it mean fewer teachers? It does," Hudak said. "We'll hire more nurses, we'll keep our police officers, but it will mean fewer teachers in our system."

It is falling tax revenues due to a stagnant economy, not increasing public sector costs, that have led to government deficits. Over the years,

corporate tax rates have been decreasing, yet, there has been no significant increase in job creation as a result. In April, Ontario unemployment rate continued to rise to 7.4 per cent. The stimulus to the economy that tax cuts were supposed to produce has not materialized.

A low wage economy

Hudak's plan is also an attack on good jobs that include benefits and pensions. He blames unions for promoting and sustaining these jobs with benefits and pensions; jobs he seems opposed to. Hudak's plan will lead to more low wage precarious jobs. College faculty jobs have become increasingly precarious as fewer full time positions have been created even as student numbers rise. According to the just released "Report on Education in Ontario Colleges" the current ratio of part-time faculty to full time faculty is three-to-one.

Ontario goes to the polls on June 12. College faculty and staff should think hard about how our votes will impact quality education and our jobs.

Find the Report on Education in Ontario Colleges at: <http://humberfacultyunion.org> 

Confidentiality and extra work

Robert Mills, OPSEU Local 562 Secretary

In the winter semester at the Lake, COMM200 teachers were asked to do not only their regular assessments of student assignments, but also fill out a Critical Thinking & Written Communication Skills Assessment Tool. This survey is part of research being done on behalf of the Higher Education Quality Council of Ontario (HEQCO). It has been approved by Humber Research and the expectation was that, of course, all those asked

would volunteer.

We have some concerns about this. Firstly, this is extra work for faculty that was not indicated on any SWF. Whether the form takes two or 20 minutes per student to fill in, that's a lot of time for faculty doing even one class of 30 students. That

See Confidentiality on page 11

Launched!

Audrey Taves, OPSEU Local 562 Chief Steward

On Thursday April 24, the “Report on Education in Ontario Colleges” was launched at the Sheridan Centre in Toronto. This report was written by Kevin MacKay, professor at Mohawk College, after extensive research on the college system and input from over 600 college faculty. It gives an historical overview of the college system and identifies six key issues that are currently eroding quality education in the colleges. These issues are: underfunding, a lack of academic freedom, privatization, loss of full-time faculty, unsustainable workload, and escalating student tuition and student debt.

Approximately 100 people attended the launch – college faculty, university faculty, and members of the general public. We heard perspectives on the issues from panelists from the Canadian Center for Policy Alternatives, the Ontario Confederation of University Faculty Associations, the Canadian Federation of Students, and from Kevin MacKay, author of the report. The speakers brought their unique perspective, but echoed the Report’s call for action.

The Report calls for establishing an Equal Partnership between college faculty, college administration and the provincial government through the following recommendations:

1. Creation of an all-party Select Committee on Ontario Post-secondary Education with a
 - Commitment to adequate FUNDING
 - Commitment to AFFORDABLE education
 - Commitment to PUBLIC education
2. Changes to the Faculty Collective Agreement with a
 - Commitment to faculty academic freedom
 - Commitment to full-time staffing
 - Commitment to sustainable workload

3. Form a Task Force on College Co-Governance

- Include college faculty, the College Council, The Canadian Association of University Teachers, and university administration in developing a process for establishing co-governance in the colleges, possibly through an Academic Senate responsible for academic decision-making.

The Report on Education in Ontario Colleges Summary was sent to all faculty at Humber via email. You can find the summary as well as the full report on our website

www.humberfacultyunion.org

Whether you are new to the colleges or have been here for ages – this report makes for very interesting reading. It sets the stage for our faculty union bargaining which starts June 2. 

Bargaining 2014 Priority Demands

Top Non-Monetary Demands

1. Improve job security for both full-time and partial load faculty
2. Establish faculty authority over academic decisions.
3. Adjust workload formulas to reflect actual workload for all faculty (including all modes of delivery).
4. Improve language requiring the hiring of full time faculty.

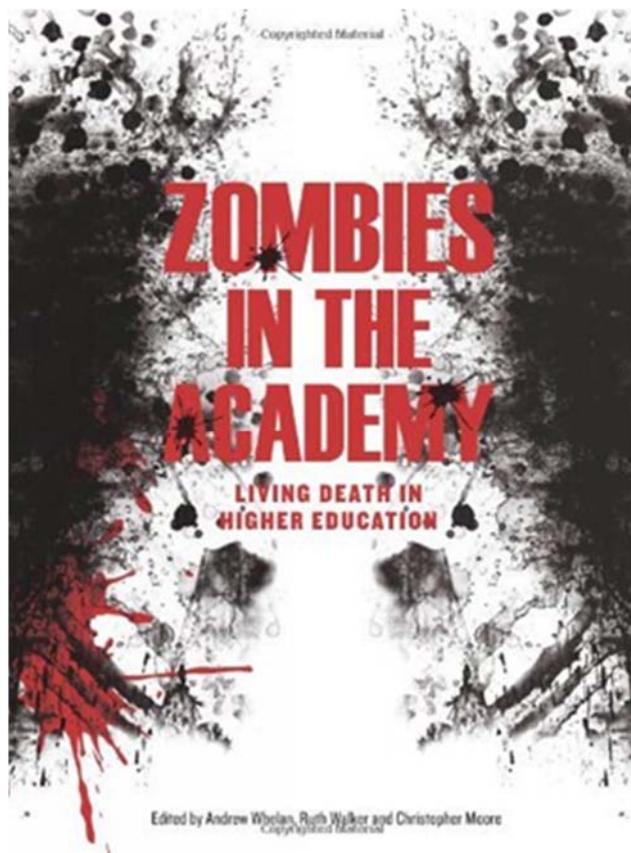
Top Monetary Demand

1. Increase wages, full-time and partial-load. Faculty includes counsellors and librarians.

Zombies in the academy

Review by David Bright, Professor, Niagara College

Zombies in the Academy, Andrew Whelan, Ruth Walker & Christopher Moore, eds. Bristol, UK & Chicago, IL: Intellect Ltd, 2013; 312 pp; ISBN: 978-1-84150-714-9



This volume utilizes the metaphor of the zombie to explore what it means to learn and teach within a system bereft of genuine animation, vitality and free will. “(P)erhaps the zombie apocalypse has already happened in the academy and that recognizing this might provide us with the best means of understanding and dealing with the conditions under which those who live, work and study in the university operate.”

Why the zombie? The three key features of “zombification” are (1) an inability to think, (2) the loss of individual control, and (3) contagion. “These features as applied to academic labour encapsulate the loss of control and autonomy over research,” and presumably teaching as well to some extent.

Underlying this concept is a shift in higher education: namely, the neo-liberal, corporate free market has replaced the state as the key determinant of educational goals, processes and outcomes. It is this corporatization of higher education — turning learners into customers, teachers into a highly-qualified lumpenproletariat, management systems into a plague-like blight — that these essays explore, explain and, perhaps, transcend.

It might be useful to consider three themes or concerns that recur through this volume. The first is the ‘massification’ of higher education in recent decades. In place of the ivory tower, colleges and universities have become vast shopping malls to which ever greater numbers of students have access, as long as they are prepared to pay an ever higher price of admission. The latter has been a necessary response to a decline in state transfers to post-secondary education. In the process, students become ‘clients’ or ‘customers’ rather than learners, and as the customer is always right there has necessarily been a new emphasis on ‘student satisfaction,’ as if they were ordering a burger and fries rather than experiencing an education.

Second is the impact of digital technologies on educational relationships. Characterized by Christopher Moore as “zombie processes and undead technologies,” these are devices, systems and programs that originally vitalized the classroom experience but have long since become moribund, pro forma reflections of a dearth of creative thinking. They include the ubiquitous PowerPoint presentation, email, Virtual Learning Environments, Learning Management Systems, Turnitin, automatic assessment marking, and any other practice that nullifies the human input of the individual teacher.

See Zombies on page 11

Zombies from page 10

“Undead technologies,” writes Moore, “disconnect the user from the benefits of their labour, but not the devices’ effects on the environment, the body or the self.” Or as Nick Pearce and Elaine Tan argue, “The live interaction and essential humanity of the seminar system (if it ever existed) has, in many cases, been supplanted by the stunted interactions of online discussion boards.”

Finally, there is the rise of the ‘audit culture.’ Working from the principle that ‘what can’t be measured can’t be managed,’ administrators and managers throughout higher education have imported and internalized the basic practices, assumptions and goals of the corporate world in the pursuit of efficiency. Consequently there has been a proliferation of surveys and studies, an obsession with Key Performance Indicators, and a centralization of teaching strategies, outcomes and learning plans, regardless of how these actually bear any relationship to what goes on inside the classroom. “Managing a university faculty, a psychiatric hospital ward, or a mincemeat production line become identical,” argues Andrew Whelan. “Utility maximizing, financially-accountable administrative techniques override the substantive content of any work conducted.” The result? “Academics lurch through a valley of shadows where what they thought were their roles, and how those roles are justified or rather

Confidentiality from page 8

time should be on the SWF because if the faculty do any work that is requested by the college, that work is deemed assigned. There is no such thing as volunteer work for the college.

Secondly, the survey has spaces for *Student Name* and *Student Number*. Did the students give

performed or fabricated as justified, become grotesquely discrepant.”

Likening any aspect of higher education to the unlife of a zombie is depressing. But it can also offer hope. Several essays here make the point that the zombie, driven by a base desire for food, is inherently disinterested in the allure of corporate, capitalist, consumer culture, and “far from symbolizing the downfall of higher education as a public good, the zombie can offer a model of collective resistance to this state of affairs.”

Well, it can, but here’s the problem with this volume. As a metaphor, the zombie is simply too flexible, too ambiguous to be of prescriptive value. Who are the real zombies: students staggering from class to class, devoid of any real intellectual curiosity; faculty who find themselves reduced to rote teaching by the imposition of digital technology and management-imposed criteria; or managers obsessively driven to spread the contagion of metric-based efficiencies?

That’s the problem with metaphors (and zombies): you just can’t trust them.

This is an edited version of a review that originally appeared in the CAUT Bulletin (March 2014). David Bright teaches history at Niagara College and is currently preparing a new course on the cultural history of zombies. 🏠

informed consent to their work being used in a research project for the college and HEQCO? If not, there is a clear violation of the college's own confidentiality policy. If it was approved by Humber Research, then there needs to be an assessment of the research approval process at Humber. 🏠

Cyber-bullying

John Steckley, Professor, School of Liberal Arts & Sciences

Humber, we have a problem—cyber-bullying. And as with any 12 step program to recovery, we have to begin by admitting that there is a problem. I was just made powerfully aware of it in one week, when two of my female students informed me that they had been bullied, and they were from two different classes of mine. It really took me by surprise. I'm not usually naïve, but this is an exception. My ignorance comes from being of a different generation, and having grown up in a youth culture that was quite different. I got into fights as a teenager - a long hair sometimes targeted by 'greasers.' But that ended with university. While I knew that cyber-bullying took place at the secondary level, I thought that was the extent of it. More fool me. It has crept into colleges and universities throughout North America.

There is a Facebook-derived website called "Spotted at Humber." One of my students had a picture of her in my class posted on this site. She was wearing white pants that were a little too revealing of what was underneath, but she had dressed in a hurry (it was an 8:05 class). The female student who took her picture had a nasty comment connected with the picture, and it had received 76 'likes' by the time she saw herself on the site.

The next week, she arrived just a little before the class was ending. As we spoke afterwards, she talked about possibly dropping the class. Fortunately, after we discussed the issue for about half an hour, I convinced her otherwise. I told her I would do something about it.

Part of the difficulty of the issue lies in the fact that the person whom I suspect (from the victim's statement) of being the cyber bully I like; I have spoken and laughed with her in the hallways of Humber.

As an anthropologist/sociologist, I feel that culture is largely to blame here. We live in times in which victimizing passes as entertainment, when reality shows and videos with laugh tracks find other people's pain and misfortunes 'funny'. Our technology is part of that culture. The potential anonymity of the Internet is one of the downsides of this otherwise generally useful tool. Technology can unite us, but it can also effectively separate us into faceless bully and only too visible victim. As I am fond of saying in class "technology is never socially neutral."

I don't know what the next step is after recognizing that there is a problem. However, I am proposing a Showcase session that aims to get ideas from colleagues. Your insights will be much appreciated. 🙏

Mike Harris Cuts: The Sequel

May 9, 2014: Hudak announced plans to cut 100,000 public service jobs, including teachers, in addition to an across-the-board wage freeze.

Memories of 1997, when the Mike Harris government cut funding to colleges by 15 per cent. As a result we lost over 200 full-time faculty positions at Humber through layoffs and attrition. Humber has still not fully recovered. In fact, we **still** do not have as many full-time faculty as we had in the early 1990's.

More Q and A on bargaining

Robert Mills, OPSEU Local 562 Secretary

Here are a few more questions we've heard since the last issue.

Q. Are we going on strike?

A. The short answer is that you the faculty get to decide. Any union does not take the idea of any labour action lightly; no one – not the union executive, nor the bargaining team nor head office – can call a strike unilaterally. Any decision on a strike must be approved by the members – the actual union. For a strike to occur, first the bargaining team must have a strike mandate from the members, then there must be a complete breakdown of talks or an unacceptable offer from the college before the negotiations team can call a strike. For the faculty union, positive strike votes have normally led to settlements. Lack of a strike mandate has left us to the mercy of the college.

Q. If we do go on strike, how do we get paid?

A. We get paid by OPSEU Head Office out of its strike fund. The pay, \$150 a week per member plus extra for dependents, is for all those who do strike duty and are signed-up members. In addition, the Humber faculty union has a contingency fund to top-up strike pay. This top-up is available to those who do strike duty at the college and are also signed up members of OPSEU. In the last strike, the local was able to top-up the OPSEU strike pay to effectively double it. All strike pay is tax free.

Q. Have things changed in bargaining?

A. Yes. In 2008, Kevin Whitaker, the brother of Chris Whitaker our president, was appointed by the Liberal government to look at the Colleges' Collective Bargaining Act (CCBA). His recommendations to the government were primarily those of management. The government changed the CCBA accordingly, and bargaining

is now weighted more towards the management than before.

Before, we had an anti-scab provision; they removed that. Before, the votes were called only by the union; now management can call a member offer vote. Before, bargaining started much earlier and allowed more time for negotiations; now bargaining cannot begin until June. Before, negotiations were either settled or ended up in arbitration if there were a strike; now, management can impose return to work conditions if there is no settlement or strike as they did in 2009.

One thing that has not changed is the importance of giving a strike mandate to the bargaining team. We didn't in the last two rounds, 2009 and 2012, and we got nothing except for the Partial-Load article and the coordinator article. This time, with the anti-public-sector feeling in both the Liberal and Conservative parties, we believe management will want a lot of concessions from us with no advances except for some wage increase. Voting YES for the strike mandate will put the negotiations on a more equal level.

Q. Why doesn't the union allow partial-load employees to work for 12 hours? We often get only 9 now.

A. If a manager has told you that the union won't allow partial-loads to work 12 hours, it's just not true. The union cannot and would not restrict the number of hours assigned to contract faculty as long as the collective agreement is followed. Partial-load faculty teach from 7-12 hours. That's the only restriction on teaching hours. If you are being assigned 9 hours, that's a management decision and has nothing to do with the union.

If you have any questions about bargaining or the contract, please call us at ext. 4007 or visit us in the PX-101 portable. 📞

Contract negotiations

Audrey Taves, OPSEU Local 562 Chief Steward

As a member of your elected Bargaining Team, I will be working for you in that role throughout the summer – working toward a new collective agreement for September which will reflect the demands put forward by the membership.

Both faculty and support staff are negotiating new contracts this summer. Both bargaining teams are asking the faculty to show the colleges that faculty and support staff work together to help our students. To that end we have two events coming up to illustrate that we work together.

The first – **May 22** – we encourage all faculty and support staff to wear blue.

The second – **June 2** – we will be giving out cardboard sunscreens for your cars over the next few weeks. We ask all faculty and support staff to place the opened sunscreens in your windshields **on June 2** – the first day of negotiations for both faculty and support – as a show of solidarity with your bargaining team. We would like to send a strong message to the colleges, students and our community that

“We work together for student success”. 🇺🇸



Up at the Board

Franca Giacomelli,

Board of Governors Faculty Representative

This article is a summary of the March 25 meeting...and it was filled with more good news.

New Program Approval - Hotel and Restaurant Services Certificate

This program provides students with the basic foundational skills that they need to be successful in entry-level positions, within a variety of hospitality sectors. Students are introduced to direct customer service, as well as health and safety regulations and financial aspects of the hotel and restaurant business. It will fill a gap in Ontario by providing an on-line certificate program; something that is presently unavailable.

Consent Renewal - Bachelor of Commerce, Hospitality and Tourism Management

In 2004, Humber received consent to offer a Bachelor of Applied Business degree in Tourism Management. In 2007, Humber applied for an amendment to the consent to restructure the degree to sit on the common platform established for all business degrees. The revised program launched in September 2008. A subsequent amendment to consent was sought in 2012 to change the nomenclature to Bachelor of Commerce (Hospitality and Tourism Management). The cumulative enrolment in the program is 92 students and there have been 33 graduates. The Canadian Institute of Management has accredited Humber's Bachelor of Commerce degrees as meeting the educational requirements for the Certified in Management (CIM) and Professional Manager (PM) designations.

University of Guelph-Humber Proposed Budget (2014-2015)

The proposed budget projects total revenue of \$54 million, Total expenses of \$40 million, and net annual revenue of \$13.6 million. This is based on a target enrolment of 4,000 FTE's with a 3 per cent tuition increase and continuation of



the current government funding model. It is worth noting that for the first time in many years, university applications in Ontario were down, while applications to Guelph-Humber first-choice applications were up!

2014-2015 Humber Business Plan and Financial Budget

The Business Plan projects 4.4 per cent overall enrolment growth in 2014-2015 with three new diplomas, three certificates and one graduate certificate. Humber presented a surplus budget with a total excess of revenue over expenses of \$18.2 million year-end forecast for 2013-2014 and \$15 million in the 2013-2014 budget. These funds will be transferred to net assets for strategic initiatives which will provide capital for infrastructure projects.

Lakeshore Campus Development: Welcome Centre & Athletic Centre

The college recently initiated two major projects to expand existing facilities and enhance the student experience at the Lakeshore Campus. First is the construction of a much-needed 45,000 sq. ft. Welcome Centre to provide an inviting campus gateway for students and visitors and a centralized hub for student services. The \$22.8 million for this will come from the College's Internally Restricted fund. The second project is the construction of a three-storey Athletic Centre at a cost of \$11.6 million which will be funded from the College's Internally Restricted fund and recovered through the student ancillary fees. I would be happy to discuss the details of any of the Board meetings.

(See humber.ca/content/publications for financial statements.) 🏠

President's salary & extra pension

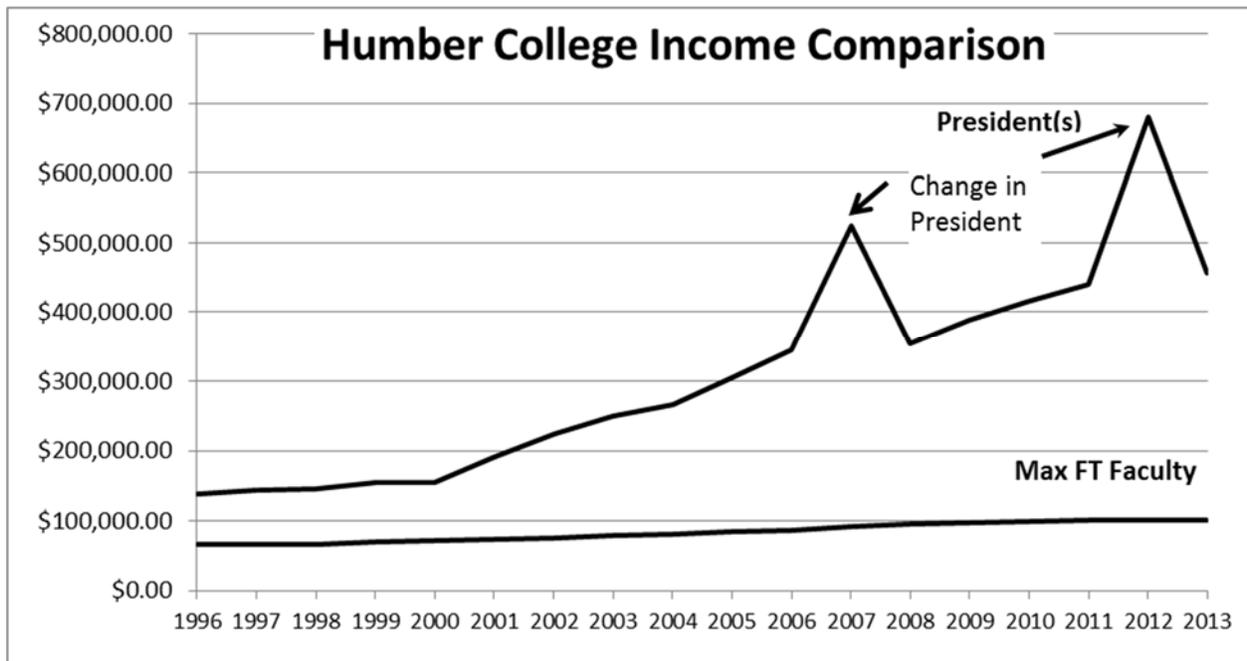
Paul Michaud, OPSEU Local 562 1st Vice President

Once again, spring brings us the annual Public Sector Salary Disclosure lists. Since 1997, the lists have been disclosing information regarding college employees paid \$100,000 or more. As always, there is a flurry of interest when the new lists are posted: How much did the President earn last year? How about your manager? Who is on the list this year?

The college presidents' income continues to increase relative to faculty salaries. This chart uses the maximum full-time salary as the comparison. In 1996 Humber's president received about two times the maximum faculty salary. By 2013, this has grown to 4.46 times the faculty salary.

It is interesting to note that since 2000, presidents' income increased dramatically by approximately \$30,000 per year. From 2000 to 2011 the maximum FT salary increased at about \$2,730 per year and has not increased since then.

In addition to the CAAT pension, the president, along with other administrators, has access to a supplementary pension plan for income above \$150,000. Contributions to this pension plan are 75 per cent paid by the college with 100 per cent of the pension risk assumed by the college. By comparison, contributions to the CAAT pension are 50 per cent paid by the college and the risk is shared by the pension members and the colleges.



Notes: The 2007 and 2012 numbers indicate the extra cost of the change in president during the year.

- 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.)
- 2012 - John Davies: \$453,004; Chis Whitaker: \$227,636.