

Newsbreak

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President's report

Stacey Merritt, President, OPSEU Local 562



It is now more than halfway through the fall 2019 semester, so I'd like to remind you of some important issues that are upon us:

If you are full time faculty:

- Please take a minute to review your fall 2019 SWF and check that it accurately reflects the work that you are doing. Common examples of where your actual workload may be greater than originally anticipated include the number of students in your classes and the amount of time you spend supporting students needing accommodation. A mid-term revision of your SWF may be needed, and in some cases this revision may result in overtime.
- You will soon receive your winter 2020 SWF. Please read Rena Borovilos' **Chief Steward's Report** found on page 3, as it discusses important information about those SWFs. Increasingly, full time faculty are given workloads that are as close to the 44 hours/week maximum as possible. As a result, even seemingly minor errors on things like evaluation factors or inaccurate time given for complementary functions may result in overtime. Remember, accepting overtime is voluntary for non-probationary faculty (and not permitted for probationary faculty).
- At times, you may be asked to substitute for an absent co-worker and teach an extra

class. This is not voluntary work – you should be paid overtime for that class. Faculty should not work for free.

If you are partial-load faculty:

- Contracts for the winter 2020 semester should soon be issued. Ensuring that you receive the hiring priority that you have earned based on Article 26.10 is obviously very important. We have developed forms that you can use to [track your teaching history](#) and that will help you determine the classes for which you may have hiring priority for the winter semester. Please [contact a union steward](#) or officer if you have questions about your hiring rights.

If you are a Counsellor or Librarian:

- Hopefully the semester is progressing well and your workload is not overwhelming. Please let us know if there are issues you feel should be addressed by your Union.

Feels like winter is here! If you drive, get your snow tires on. Lots of work to be done before the holidays, but they will soon be upon us. Enjoy the rest of the semester. 🌨️

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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: newsbreak@opseu562.org or drop materials at the Faculty Union office – Room K-216, North Campus, ext. 4007

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Chief Steward's report

Rena Borovilos, Chief Steward, OPSEU Local 562



Winter 2020 Semester SWFs

If you are a full-time (FT) faculty member, you should receive your winter 2020 SWF by Wednesday, November 13, 2019. Once you get your SWF, be sure to review it carefully to ensure that it properly represents your workload and complies with the requirements of Article 11 of our [Collective Agreement](#). Our [Local 562 website](#) has information to help you [decode the SWF](#), including a [SWF calculator](#) and an [annotated SWF](#). If you have a concern regarding your winter 2020 workload, or would like help reviewing your SWF, we invite you to:

- 1) contact a [union steward](#).
- 2) drop by the [North Campus](#) Union Office (K216), Monday to Friday between 10 am and 5 pm;
- 3) drop by the [Lakeshore](#) Union Office (A116A) on Tuesdays between 12 pm and 2 pm; or
- 4) call the Union office (416-675-6622, ext. 4007)

Please be aware that if you believe your SWF does not accurately reflect your workload, you have **five working days** to bring those concerns to the attention of your manager. Otherwise, your SWF will remain as written. The simplest way to do this is to check the box found on the bottom right of page two of the SWF that says, “*proposed workload referred to College Workload Monitoring Group*” and return the SWF to your manager. This should prompt your manager to have a collaborative discussion with you and hopefully make any needed revisions. It will also ensure that if an agreement is not reached with your manager, your SWF would be examined by the **Workload Monitoring Group (WVG)**, a joint union/management committee whose purpose is to resolve workload disputes. If you have any questions about this process, please speak to a steward or officer.

Winter 2020 Semester Partial-Load Contracts

If you are a partial-load (PL) faculty member, this is the time of year to approach your manager about winter 2020 teaching. Being on the 2020 Partial-Load Registry is the first step to getting a PL contract. By meeting the October 30, 2019 registry deadline, you have signaled your interest in working in a PL capacity in the 2020 calendar year but you still need to have a discussion with your manager about particulars, including the days and times you can teach, the courses that you would like to teach, and whether you have hiring priority for those courses. You might also ask your manager to provide you with your current service credits.

Grievances

As noted in the Chief Steward's Report appearing in [October's issue of Newsbreak](#), the Local is currently handling four **faculty grievances** and 12 **policy grievances**. The faculty grievances focus on three issues: academic freedom (one case), improper consideration of an internal partial-load candidate for a full-time faculty position (one case), and discrimination based on disability (two cases). Of the 12 policy grievances, ten challenge the College's use of contract faculty in programs where full-time positions are warranted (Article 2), one takes issue with the College allowing teaching to be done by non-faculty, and the last claims that the College is incorrectly charging the Local for the release time of Local representatives.

As of the publication date of this newsletter, the College has not been presented with any additional faculty or policy grievances. 📌

Peter Mansbridge on teachers

“Anyone familiar with my educational background will know that my relationship with teachers was cool. Not cool as in hip and trendy. But cool as in frigid and icy. The fact that I didn't finish high school is my fault. I had teachers who tried to get through to me. Mr. Bank, Ms. Bruce and Mr. Westinghouse were among those who tried, oh how they tried. But some challenges, like me, were just too much.

I put that on the record to make it clear that although a lot of people trace their success to a teacher who provided a spark, I don't. Still, I cringe when I hear and read all the teacher-bashing that's out there. I live in Ontario where the provincial government and the teacher unions have been locked in serious battle for several months. I'm not taking sides in the dispute. Not at all.

But my goodness, the things some people say about teachers. Based on what I hear on radio talk shows, and comments on the internet, there are way too many people who truly believe that teachers are grossly overpaid and under-worked.

What a strange attitude. Never mind that teachers are grooming the next generation of Canadians, the ones who will grow up to support our pensions in our old age. Maybe we can't think big-picture. The little-picture is pretty simple. Teachers are grooming our children. Yours and mine. Do we really want to trust the most precious parts of our lives to underpaid and overworked drones?

I keep seeing comparisons to what teachers make to the average industrial wage. And guess what? Teachers make more than the average. Of course they do. They've gone to school for at least four years of post-secondary education. The average teacher has been working for 11 years. They should be making reasonably good money. They're raising families too.

Then there's the under-worked part. That argument usually starts with July and August. Teachers get the whole summer off. No doubt about it; that's nice. But they need the break. I know there are lazy teachers. Just as there are lazy bankers, letter carriers, doctors, and yes, lazy journalists. But over-

whelmingly, teachers are not lazy. In Ontario, the teachers stopped participating in extracurricular activities as part of their fight with the government. What an uproar that caused. School plays, sports teams, newspapers, chess clubs, fashion shows, and on and on. None of them possible without teachers freely giving their time. Critics are anxious to count the summer against the teachers, but they never count all those extra hours in their favour.

And sure, classes go from about 9am to 330pm, but anyone who thinks a teacher works six and a half hours a day, doesn't know many teachers. Preparing for class takes time. Talking to kids after school takes time. Meeting with parents takes time. Marking takes time. I can't imagine reading through 60 essays on why Hamlet is so sad and writing helpful comments in the margins.

We send teachers children from broken homes, from abusive homes, from negligent homes. We send teachers children from homes where both parents work, or where the only parent works, or where no parent works.

We send teachers children who leave home without breakfast and whose grasp of mathematics is grounded in the reality that welfare money sometimes runs out in 28 days or 29 days, and can't be stretched to cover 30 or 31.

We send teachers children who are new to Canada, children who stare blankly ahead unable to understand a single word that is being spoken.

And we ask that those teachers turn each of those children, each of our children, into productive little citizens. We ask that even though there are 28 or 29 other students in the classroom, even though there are students misbehaving, even though some parents don't support teachers by re-enforcing lessons or by making sure homework is done, or even by insisting that the student listen to or respect the teacher.

So argue the fine points of teacher contracts all you like. I'm not saying teacher unions are always right. I'm just saying running down teachers is wrong.” 🗣️