

**If you worked at Mohawk College for 24 years, you were offered \$5000 to retire, which amounts to \$288.33 for every year of service...\$288.33! That's what Mohawk College thinks of you. What do you think of that?**

***Here's what one faculty member thought of it :***

**"I like to get kissed before I get ...  "**

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### Prez Sez

By Sam Maga



### Performance Management

You may recall Mohawk's last attempt at performance management called 360 degree feedback. The college invested years in trying to implement the wrong type of performance management with the 360 degree feedback model. The 360 degree feedback model has been used successfully with "team" working groups but doesn't suit a College workplace. College teachers are independent in their work environment and many of our peers have no idea what we do in each other's classroom.

Maureen Adamson, VP Corporate and Human Resources is creating a new employee performance management model

that is far more responsive and accountable. As an institution Mohawk College has never had an effective employee performance management plan. As someone who deals with employment issues concerning teachers I see a real need for an effective employee performance model. Employees should not be blindsided when performance issues occur.

Along with performance management there should be what is known in employment language as “progressive discipline”. The intent of progressive discipline is to change employee behavior when behavior deviates from the institutions’ values and norms.

The principle of progressive discipline has not been used at Mohawk College as Mohawk resorted to termination.

During times of fast paced change an effective employee management model will keep employees engaged by rewarding performance and offering corrective action when performance is a problem.

Students measure teacher performance every semester at Mohawk and teachers do extremely well, consistently. I don’t anticipate there will be any radical departure on student feedback concerning Mohawk teachers but teaching is only one dimension of our employment.

College teachers are employees that have a lot of autonomy in and out of the classroom. I view the employee issues as a lack of “engagement” between the college and teachers.

### **Change**

“It’s not the big that eat the small... it’s the fast that eat the slow” This is the title of a hugely popular business book written in 2000. The book outlines companies and organizations that take a different approach to doing business especially companies in highly competitive markets.

At the All Staff PD session June 10, 2010 presenter Ken Steele focused on the changing post secondary environment and gave examples of how institutions are changing and adapting to the new student market.

Ken Steele indicated that the GTHA will be one of the most competitive markets in Canada as other provinces face shrinking student populations.

Institutions inherently oppose change so keeping up in a competitive post secondary market will require a high degree of change management. The "Simply the Best" all staff training fell way short of providing an introduction to "change" at Mohawk College or even "why" we have to change.

### **Skilled Trades**

A national crisis is looming in the skilled trades sector. The sector experts keep upping the skilled trades’ human resource shortfalls as "boomers" leave work at an alarming rate.

Mohawk College is the largest trainer of skilled trades in Ontario and built the STARRT campus to show our commitment. The STARRT campus was built to accommodate an additional 3,000 skilled trades students but instead of booming, it’s a bust.

Skilled trades’ student enrolments are falling off a cliff. Many of our post secondary skills programs are being suspended due to lack of enrolment and the government is lowering apprenticeship seat purchases in some trades.

Unemployment in the skilled trades is up and all attempts to attract high school students has failed.

We have a classic real estate problem with STARRT and Brantford Elgin Street..location...location...location.

Our competitors, Niagara College, Sheridan College, Conestoga College and

Fanshawe College are waiting in the wings

### **“Simply the Best”**

Mohawk College Enterprise: World Class Training...What could go wrong?

Teachers enjoy receiving professional development. We take any opportunity to improve our craft or learn about a new teaching tool to improve curriculum delivery.

What’s taking place at the McMaster Innovation Park is mere training and it’s costing us a small fortune.

If this is a look into our future then we are in trouble. I’m told the training is intended help “change” the culture of Mohawk College and in a sense it did achieve this goal. I often define culture as the stories we tell about ourselves. The stories coming out of “Simply the Best” show employees have changed but not for the better. Teachers that I would have described as focused, hard working and dedicated individuals were angry even offended by the training content and delivery.

I went into these mandatory training sessions with an open mind and my generally optimistic outlook on life. By day three I just wanted out. There was no innovation or entrepreneurship left in me, and Mohawk College Enterprise owes me three days.

But, to be fair, don’t take my word, see for yourself.

### **OPSEU CAAT Academic Divisional Meeting, June 5-6, 2010**

Delta Chelsea Hotel Toronto

Held every two years, our divisional meeting brings all CAAT locals and delegates together.

This year Local 240 attendees were, Sam Maga, Geoff Ondercin-Bourne and Greg Cormier.

This meeting was significant because of

the recent round of bargaining and the new management style at Colleges across Ontario. The reports submitted by all CAAT locals had one common theme, staffing. All colleges are using more non-full time teachers to deliver program curriculum. The CAAT locals are very busy with Article 2 Staffing grievances trying to convert work to full time positions.

The most anticipated activity at this years meeting was the election of the DIVEX. There was a real desire to change the current DIVEX group and it showed with the results.

#### **Previous DIVEX: 2008-2010**

**Paddy Musson, Chair (L110)**

**Mary Ann White, Co-Chair (L417)**

**Fernand Begin (L470)**

**Tom Tomassi (L556)**

**Debbie Rautins (L354)**

#### **Incoming DIVEX: 2010-2012**

**Benoit Dupuis, Chair (L470)**

**Jacques O'Sullivan, Co-Chair (L558)**

**Rod Bain (L415)**

**Suzanne Hooke (L352)**

**Leslie Millson Taylor (L350)**

The new Divisional Executive (DIVEX) has many challenges in leading the 24 CAAT Locals. The most significant challenges involve OPSEU and how the DIVEX communicates with the Local College unions.

## Worth Repeating: “Fred Sed”

Memo from Former Local 240 President, Fred Deys, to Former College President, Mary-Lynn West-Moynes

Date: February 15, 2005

Re: Use of Non Full-Time Academic Staff

I have been requested by the members of Local 240’s Local Executive Committee (LEC) to express their concern about the above matter.

The Local entered into an understanding with the College last year that allows the College to use non full-time teachers during this academic year subject to certain conditions as laid out in the Letter of Understanding. We did so in an effort to help the College in its “Reinvestment Strategy”.

Data provided to the Local recently by the College shows that, in the Fall 2004 semester, there were 150 teaching workloads being delivered by non full-time professors just in post-secondary programs alone. It is reasonable to assume the winter data will reveal the same level of non full-time teaching at Mohawk. Our rough estimates suggest that the use of these part-timers has saved the College in excess of \$4 million in the current academic year. That’s a significant contribution in-kind to the cause – surely the largest contribution of any stakeholder group this year.

Recently, various administrators have been heard saying things in meetings with their staff that raise concerns for the Local. One Dean indicated that the College was contemplating what the “right” level of non full-time staffing might be – 30%, 40% or maybe 50% of the total teaching load. When a chair was asked how the College intended to cover five workloads in the department next year, his reply was that they were covering the work with partial load professors. Many others have said that the current hiring freeze will continue into next year and assumed that the reliance on non full-time professors would continue. Yet others have commented that retiring professors will be replaced with partial load or sessional teachers.

The Local takes the position that the Collective Agreement contains language in several areas that obliges the college to fill bona-fide on-going positions with full-time professors. While non full-time staff can be used to cover secondments, sick leaves, PD leaves and other such circumstances for limited periods, the College cannot use them at whatever levels they choose. We will be expecting the College to meet

its staffing obligations in the upcoming year and beyond starting in September 1, 2005.

It is important to add that our desire to convert these positions to full-time is more than a collective agreement issue in our members’ minds. The excessive use non full-time staff in the classroom has an adverse impact on two of the College’s cornerstones – specifically the Employer of Choice and the Quality of Education cornerstones. The current year with its excessive reliance on part-timers has not been without a heavy burden on my members and students. I would like your response to the following questions:

1. Is it the College’s intention to revert to the more limited use of non full-time teachers that was the practice at Mohawk and is required in the Agreement?
2. Will retiring teachers be replaced by new full-time professors unless the work in the department is reduced by that workload?

While the Local is pleased with progress being made in some areas (such as the two semesters of teaching issue) we felt it was important to let the College know our expectations far in advance so that budgets and other plans can be produced with these obligations in mind.

### How are we faring today?

*Well it’s been five years since our former Local President wrote that letter, and we’re sorry to report that Fred’s worst suspicions of the College’s intentions have come to pass. Most significantly, **the current percentage of non full-time faculty is not 30%, not 40%, but 50%**.*

*We agree with Fred that the College cannot use non full-time at whatever levels they choose, and that the College limit its use of non-full-time faculty as required in the CA. Also, Fred was right on the money when he challenged the College to re-commit to its cornerstones of being an ‘employer of choice’ and to the ‘quality of education’.*

***Fred, maybe it’s time for another letter.***

**If We Must “blend”:  
Faculty Must NOT  
Bend!  
By Ann Bennett**



**Insist on full recognition**

As the college nudges and pushes us relentlessly toward blended learning or even full electronic learning in some cases, faculty must **insist upon full recognition for Teaching Contact Hours (TCHs) on our SWFs**. Maybe we should check with the Math professors, but I think **an electronic hour is still an hour**.

The college needs to understand that if “face-to-face” class time is reduced in blended learning, we will not accept a reduction in teaching hours on our SWFs. All evidence indicates that an electronic TCH takes just as much time, and usually more, than a TCH in the classroom. Faculty must **just say NO** if a reduction is suggested. We must stand together on this issue; report it to your department steward immediately.

Even if on-line learning experiences are created for one semester for a particular course, the content and thus the evaluations will still need to be constantly updated to keep up with current content and ideas. Remember, **if a TCH is lost from a SWF, so is the Preparation Factor and the Evaluation Factor**. Even now those factors rarely come close to representing the amount of time and work spent, and that will be no different if the content is created for electronic delivery.

It would be a misrepresentation if the Program of Study (POS) posted on our website and in the calendar indicated that a student would get 3 hours of instruction in a course and in fact only had 1 or 2 hours. Regardless of whether that time is in the classroom or electronic, a student deserves to get what she or he paid for, not a “ghost”

hour or two with an electronic babysitter.

**We must insist on full recognition for our time and work! No 3-hour courses with 1 or 2 TCHs!**

If the college wants satisfied students (“customers, products, funding-units”) and better KPIs, they need to have satisfied faculty. Faculty is arguably the most influential factor in student satisfaction. Faculty are not satisfied when they are not respected for the time they put in and the time it takes to support our students in their learning.



**G20 SUMMIT**

**June 14, 2010** There can be no sustainable recovery in the economy until there is a recovery in jobs. Without adequate employment and wage levels, the risk of weak consumption prolonging the crisis will remain high. Growing public deficits must be addressed by growth of jobs and output, not by measures that would risk tipping the global economy back into recession with catastrophic results. Governments must adopt an aggressive agenda to ensure more robust growth and growth that delivers more jobs as well as the reforms to global governance to ensure a far stronger social component for the longer term.

These are the key messages that G20 Employment and Labour Ministers must deliver to the G20 Leaders’ Summit in Toronto, Canada in June 2010. We cannot afford a lost decade of stagnant labour markets – and with it a lost generation of youth disengaged from productive activity.

Governments must now muster the same level of political will that was used to save the global banking system, to tackle the global jobs crisis.

[Download full document](#)

## Here's to a Rewarding Career at Mohawk and a Future That's Anything but Retiring

By David Fesuk, Retiring Professor in Computer Science

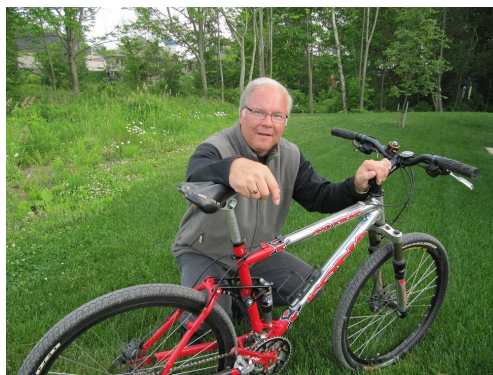
I came to Mohawk College as a student in the year of Woodstock, 1969 when I had much hair. When I graduated in Computer Systems Technology in 1972, I still had hair. However, after working in IT in the private sector IT until 1982, I returned to Mohawk as a faculty member in Computer Science. Now that I'm retiring this summer, I have little hair left. Nonetheless, I feel that over my career I've gained much more than I've lost.

Many changes over the years here at the college – technology, administration, students, facilities. But one thing remained consistent – the good people I worked with. Perhaps that is the most difficult aspect to say goodbye to. It's easy to walk away from marking, large classes, busy loads, early eight o'clock classes, course outline reshaping, clinking; and did I mention marking yet? But the relationships formed over the years are the things you don't want to end.

It's been enjoyable being in the classroom when a good lecture unfolds. And there's satisfaction when you see students taking ownership of their courses and succeeding.

However, not all lectures unfold in a wonderful way. I recall one of my favourite comments from a student as they were giving "feedback on instruction". They wrote, "the course is boring Mr. Fesuk, but it's not your fault!".

For a number of years outside the classroom I was involved in the Mohawk College Mountain Bike Club. A group of off-road riders who gathered for fun rides in the wooded trails of Ontario. I still have continued contact with some of these previous students whom have long graduated but continue to love biking. In addition, one of the highlights of my biking year is the Paris-to-Ancaster Tour – a 65km mix of paved roads, gravel roads, rail trail, single-track, and farmer fields. It started in 1994 and continues each year. The first year there were about 150 participants; 2010 saw close to 2000 riders. I and one other fellow have been involved each year from the beginning. I'm still pedaling, just more slowly.



Dave gearing up to hit the trails.

My wife Carol and I love being around young people. They are refreshing and full of potential. Together we have been involved in marriage mentoring; the act of coming along side a couple and supporting their relationship.

Through the years we have been involved with dating couples, engaged couples, married couples, and couples in crisis. In retirement we hope to have more time to pour ourselves into others.

After twenty-eight years of teaching, retirement is suddenly here. I have considered it a privilege to have had my teaching profession and many friends at Mohawk College.

## PD News – Faculty

By Roberta Burke



### College Educator Development Program (CEDP)

*Congratulations to our 2010 graduates of exceptional teachers:*



**Wayne Aubert**, Advertising

**Tara Blaszyński**, Medical Radiation Sciences

**Derek Carreau**, Motive Power

**Michael Chan**, Occupational Therapist/  
Physio Therapy Assistant

**Krista Foss**, Language Studies

**Melissa Fox**, Mathematics

**Kelley Hoyt**, Child and Youth Worker

**Rubaid Khan**, Electrotechnology

**Glenn Kinaschuk**, Electrical Engineering  
Technician

**Kim Ann Laush**, Educational Assistant

**Brad MacDonald**, Building Renovation

**Kevin MacKay**, Humanities and Social Sciences

**Gregory Matzke**, Chemical Engineering

**Chris McCrory**, Chemical Engineering

**Jef Petrossi**, Advertising

**Jennifer Potton-Roberts**, Humanities and  
Social Sciences

**Dan Robichaud**, Building and Construction  
Sciences

**Lyndsay Simmons**, Medical Radiation Sciences

**Frosina Stojanovska-Pocuca**, Mathematics

**Ted Strauch**, Event Management

**Carol Tristani**, Business

**Jim Wilks**, Electrotechnology

## Upcoming Workshops

### Teaching for Success

Teaching for Success, the program for new part-time and partial load day faculty is planned again for August 25 & 26. To register or obtain more information on the program, please check the PD Calendar.

<http://www.mohawkcollege.ca/Explore/QualityResearch/CTL/programsWorkshops/calendar.html>

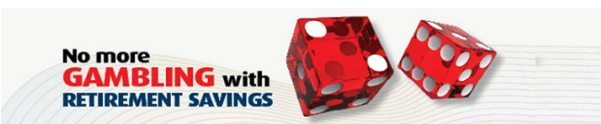
## Retirement Security for Everyone!

From The Canadian Labour Congress  
<http://www.canadianlabour.ca/home>

Canada is at a crossroads, just like it was forty years ago when it was time to do something about our health care system. Today, we need to do something about retirement income, and we need to do it soon.

### It's time to change some things

The problem with Canada's retirement income system has become so obvious that even bank economists have started to admit the RRSP approach has failed. There's too much risk and not enough security to ensure that, after a lifetime of work, people can



retire and live out their last years in dignity.

We need to increase CPP benefits, boost low-income (GIS) public pensions so no senior lives in poverty, and introduce federal pension insurance to protect our hard-earned retirement savings.

Raising the minimum retirement income floor with more robust public pensions combined with the guaranteed protection of additional savings offers clear benefits to everyone.

Whether retirement is just around the corner or something that's decades into the future, Labour's plan for Retirement Security has clear benefits for everyone - no matter where you work.



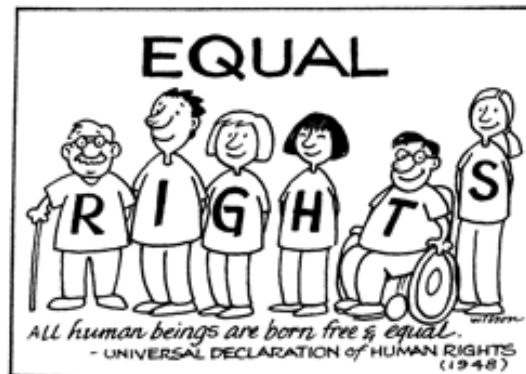
## Mohawk's Voluntary Exit

Option: Not All Retirees Are Created Equal  
By Geoff Ondercin-Bourne



Did you just retire under the College's VEO? Were you thinking perhaps you'd like to do some part-time teaching, possibly in Con Ed? Well Mohawk has a surprise for you. Unlike other retirees, you've been shown the door—permanently!

We've had at least one retiree who has been told she is not welcome at the College now that she has taken the VEO package. Management confirmed that VEO retirees were indeed not given the same right to return that traditionally has been accorded those who retire from the College on a full-time basis.



Apparently, **discrimination** against faculty who have dedicated their lives to Mohawk College is fair game in management's view. We disagree, and consider the College's policy narrow-minded and punitive. Therefore, we ask for the elimination of the double standard in Mohawk's attitude toward the hiring of former employees, be they faculty, support staff, or administration. Equal rights are for everyone.

## Your Union Representatives, their Roles and Responsibilities

### Responsibilities of Stewards:

Article 8 of the Constitution, Ontario Public Service Employees Union, 2005

1.8.1 Each Union Steward shall be responsible for representation of members in a working area, including the responsibility to:

1. distribute information to the group;
2. carry the group's issues to the LEC/unit; committee;
3. communicate LEC/unit committee decisions to the group;
4. enlist support of members of the group in workplace actions and union campaigns: and
5. prepare and investigate grievances from the group.

### 29.5.1 President

The President shall enforce compliance with by-laws and regulations of the Union and Local; preside at Local meetings; be an ex-officio member of all Local committees; generally supervise the affairs and operations of the Local; carry out such other duties as may be prescribed by Local by-laws.

### 29.5.2 Vice-President

The Vice-President shall perform all the Presidential functions during any absence of the President and accept and exercise such other duties and powers as may be designated by the Local Executive Committee or the President. The Vice-President may also attend all functions (including all regional meetings and Conventions) of the Union, in place of the President when the President cannot attend.

### 29.5.3 Secretary (Communications Officer)

The Secretary shall attend all meetings of the Local and keep Minutes; distribute

notices to all members of the Local, as required; answer and/or forward all pertinent correspondence; and forward all pertinent membership information to the appropriate union regional office.

### 29.5.4 Treasurer

The Treasurer shall be responsible for proper administration of the assets of the Local, including the operating funds.

### 29.5.5 Chief Steward

The Chief Steward shall, like the Unit Stewards in Multi-Unit or Composite Locals, coordinate and assist the Shop Stewards.

## Local 240—2010 Election Results!

By Roberta Burke

**President:** Sam Maga

**Vice President:** Geoff Ondercin-Bourne

**Chief Steward:** Roberta Burke

**Greg Cormier:** Treasurer

**Communication Officer:** Ann Bennett

**Stewards:** See the complete list on the next page.

*A special thank you to our past stewards for their leadership:*

Mike Edwards, Electrotechnology

Heather Perras, Human Services

Deb Kyle, Nursing

Kurt Muller, Broadcasting Television and Communications Media

Jeff Kemp, Building & Construction Sciences

Veronica Weir, Office Admin, Tourism & Travel, Event Management & Small Business

**Delegates to the next OPSEU Convention**

The elected members include:

**Delegates:** Sam Maga, Geoff Ondercin-Bourne and Greg Cormier

**Alternates:** Martin Weddum, Ann Bennett and Ted Strauch

## Goodbye, Rosemary!

Rosemary, Local 240 would like to congratulate you on your retirement after 39 years at Mohawk College. Over the years we've had our laughs, occasionally at your expense, we must admit, but we would like you to know that your genuine warmth has made working with you a pleasure. You are without a doubt one of the most decent administrators we've known. All the best as you begin an exciting, new journey in your life after Mohawk.

### Got an issue you want to Examine?

We welcome your contributions but reserve the right to edit for length and appropriateness. Please submit your article, email, letter or cartoon to us at one of the addresses below.



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## Local 240 Officers and Stewards, Sept 2010

### Local 240 Officers

President: Sam Maga

Vice President: Geoff Ondercin-Bourne

Chief Steward: Roberta Burke

Treasurer: Greg Cormier

Communications Officer: Ann Bennett

### Local Executive Committee (LEC)

Steward	Ext.	Programs	Location
Ann Bennett Karina Arias	3085 3681	General Arts and Science and Gen Ed, Preparatory Programs, Applied Music	F175
Geoff Ondercin-Bourne Leanne Forsythe	3952 3210	Language Studies	A126
Sue Collins	3427	College & Career Prep, ESL& DEP	J135
Dave Bird Clyde Meldrum	5043 5012	STARRT (18) Building/Construction Trades; STARRT – Mechanical	STC D114
Ralph Vyn	664-0277	Motive Power, Truck and Coach, Autobody, GM	D210 Leaside
Sabu Joseph	3131/5220	Electrotechnology	E236
Martin Weddum	3582	Comp Science & Info Tech	E131
Sam Maga	3248	Bachelor of Techny Program Mech & Industrial Tech	E110
Greg Emery	3402	Bldg & Construction Sciences Chemical, Environmental & Biotechnology	E308B
Roberta Burke	3449	Library, Counselling & Disability Serv, CTRLR	i205D
Caroline Falconi	53-26729	Medical Radiation & Rehab Sciences, Pharmacy, Cardio Vas, DCS, OTA/ PTA	IAHS 127
Vacant	53-26789	Collaborative Nursing	IAHS 352
Marie Stoneman	53-26760	Practical Nursing, Diploma Nursing & Personal Support	IAHS 227
Dennis Campbell Godfrey Nicholson	6054 6027	Brantford Campus: Security & Policing(10) Human Services (Blind & Vis Impaired (2), C&CP (2) Aboriginal Serv (1)) Community and Urban Studies	D207 C122
Shelley Rempel (Fennell)		Human Services: Rec, CYW , SSW, ECE, Autism, EA	F172D
Sue Prestedge	3016	Communications Media	i129
Ted Strauch	3208	Office Admin (12), Tourism & Travel & Event Management(5) Small Business, Advertising	A119
Vacant		Graphic Technology	
Greg Cormier Carl Weston	3331 3073	Management Studies	A122
Union Office	3468	Fennell Campus	A06