

Examiner



Prez sez

By Sam Maga

The New Employment Contract

College professors across Ontario have accepted management's offer; we have a new employment contract. It's important to understand the differences between this contract and the previous contract(s). There are four Sub Articles under Article 11 that will have an impact on teaching workloads starting this Spring/Summer 2010 semester.



Course Evaluation Methods

(NEW) 11.01 E3 Before the method(s) of evaluation and feedback are established for a course, the supervisor will consult with the affected teachers, as a group. Normally, the group will consist of the teachers working within the affected program. The group may consist of teachers teaching a course that is being taught across programs.

If only one teacher is assigned to a program, that teacher shall be deemed to be "the group" for purposes of this article.

College management promoted this article under the academic freedom recommendation of the Workload Task Force. The key words in 11.01 E3 are "will consult with the affected teachers". You may find out the real meaning is "will tell affected teachers". There will be lots of debate between the union and management over the interpretation of Article 11.01 E3, but the real benefit to managers is getting more out of the 44 hour workload limit. Decreasing course evaluation factors will increase class size. Productivity and efficiency practices can be applied to factories but not College teachers. Post secondary students aren't widgets or parts being assembled.

Out of class Assistance

(NEW) 11.01 F 2 The attribution of four hours of out-of-class assistance for students may not be sufficient where a teacher has unusually high numbers of students in his/her total course load. When a teacher who has more than 260 students in his/her total course load considers that he/she will not have sufficient time to provide appropriate levels of out-of-class assistance, the teacher will discuss the issue with his/her supervisor. Possible means of alleviating the concern should be considered such as additional types of assistance being provided or additional hours being attributed. Failing agreement on how to best manage the situation the teacher shall be attributed an additional 0.015 hour for every student in excess of 260.

Article 11.01 F 2 will only affect 5 percent of all college teachers in Ontario. The additional time works out to 54 seconds per student per week when you exceed a total of 260 students. With student numbers exceeding 260, a teacher will have

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approximately 30 students that require more assistance due to their special needs. Colleges Ontario reports that 12% of College students access special need department and the new contract provides no language for assisting

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these students, only for high numbers of students.

Non-teaching Periods

11.08 (Changed) In keeping with the professional responsibility of the teacher, non-teaching periods are used for activities initiated by the teacher and by the College as part of the parties mutual commitment to professionalism, the quality of education and professional development.

Such activities will be undertaken by mutual consent and agreement will not be unreasonably withheld.

No SWF will be issued but such activities may be documented. Where mutually agreed activities can be appropriately performed outside the College, scheduling shall be at the discretion of the teacher, subject to the requirement to meet appropriate deadlines.

There has to be a mutual benefit to these non teaching period activities. Your supervisor can't load your form with College activities such as course development and training and not leave you time for preparing for the next academic year. The professional development and quality of education parts of 11.08 should not be ignored.

Plan your professional development days using the Collective Agreement. *Article 11.01 H 1: The College shall allow each teacher at*

least ten working days of professional development in each academic year. Article 11.01 H 2: Unless otherwise agreed between the teacher and the supervisor, the allowance of ten days shall include one period of at least five consecutive working days for professional development.

Make sure you tell your supervisor which ten days you will be taking for professional development. There is no carryover of professional development days from one academic year to another. If you run out of calendar days left for professional development, you may have to carry over vacation since there are some arbitrated precedents around vacation carryover.

Modified Workload Agreements

(NEW) 11.09 This article came out of the last Collective Agreement where they were called Workload Pilot Projects. The participation in this project was around 60 teachers' province wide. That's less than one percent of all College teachers. The Colleges want 20 percent of teachers to be on modified workload because of the enormous cost savings. Mohawk College has approximately 20 percent of our teachers working under local agreements (modified workloads) where there are no SWFs. Any attempts to increase the number of teachers doing modified workloads would jeopardize these arrangements.



A Modest Proposal

An open letter to President MacIsaac and the senior management team, as well as Mohawk students, the College's corporate partners and the community at large

Local 240, representing faculty at Mohawk College, would like to put forward "A Modest Proposal" to management. Given the colleges' position that their offer was fair and reasonable in the current economic climate, Local 240 proposes that the President and senior management team agree to accept the same salary increase as that stipulated in the new three-year Collective Agreement, which is as follows:

Year 1 – 1.75% (September 1, 2009)

Year 2 – 2.00% (September 1, 2010)

Year 3 – 2.00% (September 1, 2011)

In addition, we propose that management accept no salary bonuses or other additional payments for the duration of the Collective Agreement. Since faculty have accepted the Colleges' terms, it seems appropriate that management do the same. Management has a unique opportunity to show leadership in these tough economic times by limiting its own pay increases. Doing so would also demonstrate the Colleges' sincerity in claiming that their offer was a fair and good one. It is worth noting that senior administrators at the University of Manitoba are living with the same salary increase as its faculty. If it works for them, we are certain it will work for us.

All students, employees, and managers, as well as Mohawk's corporate partners and the community at large, are invited to encourage the President and his team to embrace the salary offer from the Collective Agreement as their own. Management can then join faculty in their commitment that students are at the heart of all we do.

Signed, The Executive, OPSEU Local 240

University of Manitoba senior management and faculty 'share the pain'

From University of Manitoba News

On Tuesday, March 16, 2010, the management resources and compensation committee of the Board of Governors of the University of Manitoba approved a recommendation to provide a zero per cent salary scale increase for 2010 to members of the executive group and senior administrative academic group.

The executive group is composed of the president, vice-presidents, associate vice-presidents, vice-provosts, executive directors, comptroller and university secretary. The senior academic administrative group is composed of the 24 deans of faculties and



directors of schools, the heads of colleges and the director of libraries.

"The decision regarding zero per cent salary scale increases is designed to assist the University in achieving a balanced budget for 2010," said president and vice-chancellor David Barnard. "It is important in these challenging economic times to take prudent, responsible steps at the leadership levels."

[uManitoba News Release](#)

Curriculum development vs. cost-cutting: the problem of workload distribution

By Geoff Ondercin-Bourne



Well, the spring/summer semester is upon us, and it looks as if the administration is moving at break-neck speed to maximize our teaching loads. Management tells us that everyone will be teaching full loads for two and a half semesters within three years – we’ll see.

In the meantime, there’s a problem with the distribution of workloads that needs to be addressed by the College. If all faculty are to have time to develop and update their curriculum, then they need time to do it, and that simply isn’t happening for some faculty. In some departments, the third semester looks much like the first and second.

With a full load of teaching in Spring/Summer, when do we get ready for fall? In my case, I responded to an inquiry from a publisher regarding my curriculum needs for the fall by informing her that my next assigned period of curriculum development was in 2012 and that she should give me a shout then.

If the College is interested in making sure everyone has an opportunity to do the necessary course development to deliver their courses effectively, management must determine an average teaching load for two and a half semesters, and build workloads around that average. In those departments without a spring/summer semester, the

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teaching assignment could be concentrated in the fall and winter semester as has been the

tradition. For those with spring/summer teaching that same workload could be spread over two and a half semesters.

Obviously, the College argues that the idea of maximizing workloads is to save money: budgets are at the heart of what we do. This cost-saving imperative is not without historical precedent. For example, women have been paid less than men for performing work of equal value in part to meet the bottom line. We understand the economic argument for treating people unfairly – we just don’t agree with it.

To be clear, we appreciate the legitimate differences among departments that make it impossible to assign identical workloads. However, there is no doubt that a little imagination would go a long way to at least reduce the current unequal distribution of work-loading that is going on at Mohawk.

Professional Development News – Faculty

By Roberta Burke



In the past few years, May/June was our time to focus on curriculum and professional development. This spring we will see a return to teaching which will impact the amount of time available for your own professional development.

According to Article 11.01D3 (ix) of the Collective Agreement, hours for curriculum review or course development assigned to a teacher on an ongoing basis, in lieu of teaching or in a nonteaching period, shall be attributed on an hour for hour basis and recorded on the SWF.

See the following page for Spring/Summer PD sessions being offered. The Centre for Teaching & Learning will also respond to requests for other departmental PD workshops that meet specific needs.

Workshops that are being planned for Spring/Summer 2010

May 4 & 5 - Connections Conference: eLearning:

The transition to eLearn@Mohawk promises to be an exciting and busy year for faculty and eLearning services team. <http://www.mohawkcollege.ca/Explore/QualityResearch/CTL/e-learning.html>

Our Turn to Learn (tentative dates June 9 and August 11):

The Centre for Teaching and Learning is in the process of planning a series of concurrent workshops to be held on a single day in June and repeated again in August. Workshops include: Integrating Sustainability into the Curriculum, Building Highly Effective Teams, Assessment Methods, etc.

We will post the list of workshops and dates on the PD Calendar, <http://www.mohawkcollege.ca/Explore/QualityResearch/CTL/programsWorkshops/calendar.html>

Rethinking Assessment online module:

Leslie Marshall and CTL team are working on the development of an online module for the "Rethinking Assessment" workshop. This module will provide ongoing support to faculty who have completed the workshops offered to departments by the Curriculum coaches. Coming soon!

Simply the Best:

The MCE designers of the Simply the Best workshops have been consulting with CTL. They held a faculty focus group some time ago and are in the process of redesigning the content and outcomes of the 3 day workshops to ensure it has a faculty focus. We expect that these mandatory sessions will be rolled out in May/June.

External Conferences/Workshops:

If you are interested in attending a Conference, don't forget that you do have access to PD funds (\$600 per full-time staff with a onetime rollover to a maximum of \$1200 over two fiscal years. Programs and workshops outside of Mohawk are posted on the CTL website, www.mohawkcollege.ca/ctl

CEDP – Phase 4 Reunion:

An invitation has been extended to all graduates of CEDP to attend a reunion on May 26-28 at Ridgetown Campus of University of Guelph (affectionately known as Teacher Camp). Check the "Updates" on the new CEDP website, www.collegeeducator.ca for more information.

Teaching Squares:

"Teaching Squares" is an informal, nonevaluative process that creates an opportunity for willing teachers to observe one another teach and learn from different teaching strategies. If you are interested in participating, contact Robert Burke in Faculty Development.

Teaching and Learning Blog:

Faculty are invited to share their collective wisdom on topics related to teaching and learning the Teaching and Learning blog. We attempt to send out weekly announcements on issues of importance to faculty. http://blog.mohawkcollege.ca/teachingandlearning_blog/

Jobs of the Steward: a Quick Quiz

From In Solidarity, Winter 2010

Here's a quiz for new stewards, as well as the members they represent. We all need to know the role and responsibilities of union stewards, so take the test (it's not for marks).

1. The steward should memorize the collective bargaining agreement and be able to recite any section.

True/False

2. The steward is limited to processing only those grievances brought to his or her attention by workers, rather than observing and acting upon violations on his or her own.

True/False

3. The steward should always have the grievor participate in the grievance process.

True/False

4. The steward should refuse to answer any questions about the last union meeting when asked by member who failed to attend. If asked a question, the steward should reply: "If you would attend the local's meetings, you would know what is happening."

True/False

5. The steward must remain an impartial participant in the resolution of grievances and cannot favour one grievor over another.

True/False

6. The steward should be familiar with the standing committees of his or her local union and know who chairs each of the committees.

True/False

7. The steward should never enter into a discussion of politics or legislation with any member, because this is a personal matter and could make the member angry at the union.

True/False

ANSWERS:

1. **False.** Nobody could be expected to memorize the agreement. However, the steward should be familiar with the contract and know how it has been interpreted by past grievance settlement and arbitration decisions.
2. **False.** As the union's first line of defense, the steward can and should act to file grievances when he or she discovers a wrongful action by the employer.
3. **True.** Keeping the grievor involved in all steps of the grievance procedure is the best way to gain a favourable settlement and avoid charges that the union did not fairly represent the grievor.
4. **False.** Sure, the members should attend the meetings, but the fact is many don't and the only way they'll learn what is going on is if the stewards share information with them.
5. **True.** The stewards should be impartial and set examples of fairness and even-handed treatment.
6. **True.** It is very important that the steward know the leadership of the local and understand the workings of all union committees. Stewards can't help their co-workers unless they know the different things the union does.
7. **False.** It is the steward's job to educate members on all matters which affect their working lives, including political and legislative issues

For more on the important role played by your departmental steward, go to http://www.opseu.org/insolidarity/winter_2010/2010_Winter_final.pdf, p.8. To see why we wanted you to take the test, see next page.

It's Election Time!

Submitted by Roberta Burke

This is an election year for OPSEU Local 240 stewards and officers! The term of office is two years.

In April, we plan to hold elections for the **Stewards**. Only the Stewards can apply to be Officers. Therefore, the elections for officers will be held in May. This will allow for any transition to take place during June.

The Local Executive Committee (LEC), your current Officers and Stewards have proposed some new working groups based on the College re-organization. We attempted to group members by location and by program/department.

Election of Stewards

Process: The current steward will inform the faculty who they represent that it is election time for Stewards and request if anyone is interested in becoming a steward for the working area that he/she indicate his/her interest by the date specified.

The incumbent or any other member in the working area can put his/her name forward. If only one person expresses interest, then no election is necessary - the Steward is acclaimed.

If more than one person is interested, then an election is required. The current Steward will ask a neutral person to oversee the election process for the members in the working area. The neutral person will provide ballots and a ballot box for the election to take place by the date specified.

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.

Local 240 Activities

By Sam Maga

Sam Maga and Geoff Ondercin-Bourne will attend an all day meeting in Toronto Saturday March 27, 2010. The meeting is concerning the recent round of negotiations.

Sam Maga and Geoff Ondercin-Bourne will be attending a two day meeting Saturday April 10 and Sunday April 11, 2010 in Toronto. The meetings involve training on Local union skill-building.

The **OPSEU 2010 Convention** will be held in Toronto May 6, 7 and 8, 2010.

The elected members attending include:

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

Alternates: Martin Weddum, Roberta Burke and Leanne Forsythe

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 the address below.



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Local 240 Officers and Stewards, Spring 2010

Local 240 Officers

President: Sam Maga

Vice President:

Chief Steward: Geoff Ondercin-Bourne

Treasurer: Greg Cormier

Communications Officer: Roberta Burke

Local Executive Committee (LEC)

Steward	Ext.	Programs	Location
Ann Bennett Karina Arias	3085 3681	General Arts and Science and Gen Ed (26) + Preparatory Programs	F175
Geoff Ondercin-Bourne Leanne Forsythe	3952 3210	Language Studies (31)	A126
On leave		Mathematics (18)	
Sue Collins	3427	College & Career Prep(9) ESL(6) & DEP(1), International (1)	J135
Dave Bird Clyde Meldrum	5043 5012	STARRT (18) Building/Construction Trades (21) STARRT – Mechanical (14)	STC D114
Godfrey Nicholson	664-0277	Motive Power F(9) + SC (8) Welding, Truck and Coach, Autobody, GM Mechanical (6)	D210 Leaside
Mike Edwards	3131/5220	Electrotechnology (19 Post-Sec)	E236
Martin Weddum	3582	Comp Science & Info Tech (25)	E131
Sam Maga	3248	Bachelor of Techny Program Mech & Industrial Tech (12)	E110
Jeff Kemp	3402	Bldg & Construction Sciences (15) Chemical, Environmental & Biotechnology (9)	E308B
Roberta Burke	3449	Library (7), Counselling & Dis (12), CTLR (6)	i205D
Caroline Falconi	53-26729	Medical Radiation & Rehab Sciences (17), Pharmacy (2), Cardio Vas (2), DCS, OTA/PTA 3)	IAHS 127
Deb Kyle	53-26789	Collaborative Nursing (28)	IAHS 352
Marie Stoneman	53-26760	Practical Nursing, Diploma Nursing (27) & Personal Support (2)	IAHS 227
Dennis Campbell	6054	Brantford Campus: Security & Policing(10) Human Services (Blind & Vis Impaired (2), C&CP (2) Aboriginal Serv (1)) Community and Urban Studies	D207 C122
Vacant (Fennell)		Human Services: 3085 Rec (5), CYW (7), SSW (6), ECE (8), Autism (1), EA (2) 3681	General Arts and Science and Gen Ed (26) + Preparatory Programs F175D
Kurt Muller	3016	Communications Media (17)	i129
Ted Strauch	3208	Office Admin (12), Tourism & Travel & Event Management(5) Small Business (2)	A119
Relocated		Music (6) & Graphics & Packaging (7)	
Greg Cormier Carl Weston	3331 3073	Management Studies (25) International Business (2)	A122
Union Office	3468	Fennell Campus	C05