

# Examiner

## Report Card for Mohawk Administration Fall, 2010

Subject	Grade
Fennell Campus Renovations	A
President's MoStock Performance	A
D2L Implementation	D
New Layer of Management	D
Coordinators' Compensation	D
"Corporate" Re-re-branding	D
(Maybe if they'd hired Mohawk Graphic Design and Advertising students, the College would have got it right the first time.)	
Communication with faculty	F
Simply the Best	F (G, H, I...?)
Treatment of non-fulltime faculty	F
<b>Overall performance</b>	<b>D-</b>
(Reason for not getting an "F": the buildings do look nice, and President MacIsaac can belt out a tune.)	

This issue of Examiner is dedicated to the Music faculty who stood up to those who showed little regard or respect for the contribution of the Music Program to the culture of Mohawk College. Their show of solidarity is an example to us all.

**Prez sez**  
By Sam Maga



## **Management's take on abuse of Music faculty: "It's not personal; it's business."**

This past July, to the shock of 27 partial load and part time music teachers at Mohawk, they were given five days to accept dramatically reduced contracts for the fall semester. Partial load teachers were reduced to part time and asked to voluntarily accept their wages being slashed. If the teachers didn't sign off on their contract offer, they would be out of a job.

Partial load teachers are union members and have all the rights of a full-time teacher, including a salary grid and benefits. Part time

**To slash wages of teachers in a program that relies heavily on part time teachers is wrong.**

teachers are not allowed to be unionized, contrary to the Canadian Charter of Rights and Freedoms, which means their wages and working conditions are determined solely by the College.

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Time and time again, Mohawk's response to the union's concerns over the misuse of part time teachers is that "they are available and willing to do the work". OPSEU calls this attitude "abusive", and any one of the affected teachers would agree. To slash wages of teachers in a program that relies heavily on part time teachers is wrong.

What happened next was an amazing rally of support among the music teachers, the local music community and students. An agile line of communication was quickly assembled, including OPSEU grievance officers, OPSEU staff, full time and non full time teaching staff. The music community across Ontario including York University and Humber College were shocked at the punitive approach that Mohawk College was using against their own program.

What would cause Mohawk College to take such a sudden and bizarre approach to staffing the Music Program? Apparently, it was an \$80,000 shortfall in the Music program's contribution to the College's overhead. Ontario Colleges can determine their own contribution to overhead and Mohawk has set 40% for all programs. Music teachers were told if they couldn't meet the contribution mark, the program could be in jeopardy.

**Some teachers paid the price for being vocal and are not teaching this fall.**

After hearing the reason for the wage cuts, the Music teachers came up with revenue generating activities to address the financial crisis that the College had created in the Music program. The contract signing deadline was extended and eventually Mohawk decided to back off from their slash-and-burn strategy. Many of the music teachers were offered back their partial load contracts, although with reduced hours. Some

teachers paid the price for being vocal and are not teaching this fall.

The College was upset that students were involved with this contract dispute. It shows that Mohawk has no understanding of the music community and that teachers and students perform together outside the classroom. In fact, many of the partial load and part time teachers employed in the Music program are graduates of Mohawk College's music program.

Kudos to all the music teachers in showing solidarity, and supporting each other and their important program. As the old saying goes, we either 'hang together or hang separately'.

## DEMOCRACY DENIED COUNT PART-TIME WORKERS' BALLOTS NOW!

By Geoff Ondercin-Bourne, VP

The latest news on the part time unionization vote is no news, at all. Ontario's community colleges continue to cut their costs on the backs of the most poorly paid faculty in the system, some of whom earn little more than workers in fast food restaurants.

OPSEU's position remains unchanged. "How can thousands of workers who legally cast their ballots then have them ignored? It is because the employers are tying up the process and denying part-timers their rights. The law is useless if employers can flaunt the process with frivolous challenges."

The denial of basic democratic rights for our part time colleagues is further evidence of the contempt that the Colleges have for faculty in general, and part time faculty in particular.

At Mohawk, we promote *citizenship* as one of our core values. Easier said than done.



they're lovin' it!

## OPSEU Responds to Dalton's Wage Freeze Demands



From OPSEU's Communications Department  
Friday, September 17, 2010

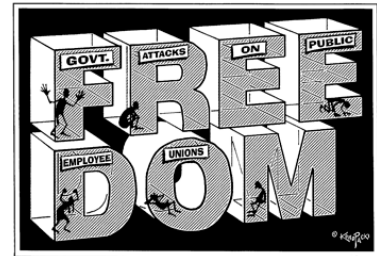
### OPSEU EXECUTIVE BOARD MOTION passed Sept. 13, 2010:

**WHEREAS** four of the five sectoral groups at the September 13 All Presidents Meeting – BPS, CAAT(A), CAAT(S) and OPS unified, voted that OPSEU engage in consultations;

**THEREFORE BE IT RESOLVED THAT** OPSEU engage in the consultation process for those groups; and

**BE IT FURTHER RESOLVED THAT** there be no consultations on behalf of OPS Corrections; and

**BE IT FURTHER RESOLVED THAT** OPSEU reaffirms that it will continue to conduct bargaining as usual, that no framework agreements be made without the approval of the respective bargaining units to which the agreement



would potentially apply and that OPSEU centrally will reject the government's zero and zero wage proposal; and

**BE IT FURTHER RESOLVED THAT** OPSEU accelerate and intensify the campaign against government public service wage cuts; and

**BE IT FURTHER RESOLVED THAT** OPSEU work with other unions and labour bodies and community groups to co-ordinate campaigns against public service wage cuts.

[Click on the following link to learn what the [wage freeze](#) will mean to you.]

## Understanding Your SWF

By Roberta Burke,  
Chief Steward



### Important Points

- The SWF (Standard Workload Form) is your personal contract with the college.

- Workload is covered by Article 11 in the [Collective Agreement](#).

### Receiving your SWF

The Collective Agreement requires that all teaching faculty (unless you are under a local agreement or alternative workload arrangement) receive their SWF 6 weeks prior to the beginning of classes, exclusive of vacation and holidays. For January 2011 classes, this date will be November 19<sup>th</sup>.

Upon receipt of your SWF, you have three working days in which to review, sign and return the SWF to your supervisor. If you do not agree with any part of your SWF, place a checkmark opposite the statement, “Proposed Workload Referred to College Workload Monitoring Group.” In the meantime, if the issue is resolved, you just withdraw the referral.

Be sure to notify your steward or Local 240 officer so that we can schedule a time to review the SWF before classes start. **If you do not return your SWF within three working days, you are deemed to be in agreement with it.**

### Workload Discussion with Manager

Prior to the establishment of your SWF, your supervisor (not a coordinator) shall discuss the proposed workload with you. If the SWF is subsequently revised, it will not be done without prior consultation with you.

### Four main areas contribute to our workload.

1. Contact Hours – teaching hours
2. Preparation Hours
3. Evaluation Hours
4. Complementary Functions – curriculum review, program evaluation, professional development, coordinator functions, marketing, committees, etc.

#### Formula

**Prep Hours/Subject = Factor x Teaching Contact Hours**

**Evaluation Feedback Hours/Subject = Factor x Class Size x Teaching Contact Hours**

### Total Workload

Total workload shall not exceed 44 hours in any week for up to 36 weeks in post-secondary programs and for up to 38 weeks in non post-secondary programs.

The balance of the academic year shall be reserved for complementary functions and professional development.

#### *Maximum Number of Courses/Sections*

No more than four different course preparations or six different sections shall be assigned to a teacher in a given week except by voluntary agreement which shall not be unreasonably withheld.

#### *Preparatory Hours*

#### **Type of Course and Ratio of Assigned Teaching Contact Hours to Attributed Hours for Preparation**

New (first time)	1 : 1.10
Established A	1 : 0.85
Established B	1 : 0.60
Repeat A	1 : 0.45
Repeat B	1 : 0.35

**Special A-** as indicated in collective

agreement

**Special B-** as indicated in collective agreement

### ***Evaluation Hours***

New - Before the methods of evaluation and feedback are established for a course, the supervisor will consult with the affected teachers, as a group.

### ***Ratio of Assigned Teaching Contact Hours to Attributed Hours for Evaluation and Feedback***

Calculated per Student

- Essay **or** Project = 0.03
- Routine **or** Assisted = .015
- In-Process = 0.0092

Mixed = varies based on the type of evaluation used.

### **Complementary Functions**

Complementary functions appropriate to the professional role of the teacher may be assigned to a teacher by the College. Hours for such functions shall be attributed on an hour for hour basis (11.01 F)

An allowance of a minimum of **six hours of the 44 hour** maximum weekly total workload shall be attributed as follows:

- Four hours for routine out-of-class assistance to individual students
- Two hours for normal administrative tasks

### **Other information**

If class size changes, you can request an updated SWF at any time from your manager

For a SWF to be issued, there must be a teaching assignment.

### **Remember**

If you have any doubts about your SWF, always check the WMG box.

## **Did you know that...**

- a. a part-time teacher earning \$40.00/hour, with a workload of 44 hours/week, and with a class size of 40 would make only **\$16.29 per hour** if the prep factor (Repeat A) and the evaluation factor (mixed .025) were put on the SWF!? (See formula on p.4)
- b. over 50% of our faculty at Mohawk are non full-time?
- c. the media often report only the top salary rate for faculty to give the impression that we are better paid than we really are? However, if you are hired at step 6, it will take you 15 years to achieve the maximum salary on the grid.

## **Grievance Report – October, 2010**

**By Roberta Burke, Chief Steward**

### **Local Grievance – March 9, 2010**

College failed to Post eLearn position as per Article 27.11

Status: Referred to Arbitration

### **Local Grievance - April 6, 2010**

Non-teaching Form

College agreed to stop using the form.

### **Human Services Grievance - May 17, 2010**

(Grievor complained that development work was given to a partial load and s/he was willing to do this work in May-June)

Status: Grievance Withdrawn

### **Improper Layoff – Technology - August 6th**

(Grievor complained that s/he was laid off when there was someone with less seniority)

Status: grievor was given a fall workload and the layoff notice and grievance were

withdrawn

### **Article 2 Staffing – August 11, 2010**

(Grievor's course load and wages were reduced from Partial Load to Part time after 23 years)

Status: waiting for a response to Step 2

## Employee Engagement – What makes you feel like you matter?

by Roberta Burke, Faculty Development

**The Three Types of Employees** (as defined by the Gallup Organization)

**Engaged** – employees work with passion and feel a profound connection to their company. They drive the innovation and move the organization forward.

**Not Engaged** – employees are essentially “checked out.” They’re sleepwalking through their work day, putting time – but not energy or passion – into their work.

**Actively Disengaged** – employees aren’t just unhappy at work; they’re busy acting out their unhappiness. Every day, these workers undermine what their engaged coworkers accomplish.

A Gallup Q12 survey designed to measure employee engagement demonstrates that only 28% of American workers are actively engaged at work. The employee engagement index by Gallup also revealed that 54% of employees are not engaged and 17% are actively disengaged.

### Are you engaged at work?

Do you have the opportunity to do what you do best at work? Do you have input into your teaching/work assignment taking into account your strengths?

When was the last time that someone told you that you were doing a good job?

When was the last time that you told someone that he/she was doing a good job?

The premise is simple, “You get more of what you focus on!” Tell people what they do well and they will likely do more of it! Tell them what they don’t do well and guess what - they will likely do more of it!

Did you know that according to a 2006 Gallup poll to be “ignored” at work, resulted in an even lower percentage of engaged employees.

**Gallup research indicates that an approach focused on “fixing a weakness” results in a 7% increase in employee engagement, where as a “strengths” approach engages 74% of staff.**

Given this filter, my apprehension about Simply the Best as a strategy for changing the culture of our organization was that it focused on “weakness fixing”. Dwelling on issues we already knew and didn’t need two days to discuss.

Spending two days with one’s colleagues was pleasant but probably not a good use of our time and resources given the other competing demands (eLearn). At least the College has made a commitment to address the recurring problems so that the sessions will produce a positive outcome.

**Weakness fixing prevents failure. Strengths focus leads to success!**

Be vigilant about recognizing your strengths and recognizing the strengths of your colleagues and students.

The best way to shift the culture of an organization is through strengths development!

If anyone is interested in developing strengths focus within their department or within their classrooms, please contact me at [Roberta.burke@mohawkcollege.ca](mailto:Roberta.burke@mohawkcollege.ca) or my colleague, [cate.walker-hammond@mohawkcollege.ca](mailto:cate.walker-hammond@mohawkcollege.ca) .

*"To love what you do and feel that it matters -- how could anything be more fun?"*

**Katharine Graham**

## Fred Sed

By Geoff Ondercin-Bourne, VP

We are all aware of the abuse of non-full time faculty at Mohawk. However, for the benefit of those who have only recently come to Mohawk, this is not a new issue. In fact, former Local President, Fred Deys, identified the problem back in February, 2005. He demonstrated his ability to cut through the rose-coloured language of the administration when he addressed the issue in Examiner. Specifically, he challenged the College's self-congratulatory rhetoric about being "the employer of choice". He said,

***"Mohawk College may be "the Employer of Choice" for many people who work in the organization, but for those on the periphery, toiling for few dollars and with uncertain job prospects, the College is less likely to be the employer of choice. The huge number of non-full time faculty might also adversely affect our "Quality of Education".***

## What's Wrong with This Picture?

Statistics provided by Greg Cormier, Treasurer  
Article by Geoff Ondercin-Bourne, VP

Local 240 Treasurer, Greg Cormier, has created a graphic image of the new Mohawk College, with his illustrations comparing the growth in the number of students between 2005-2010, and the decline in the number of faculty during the same period. They make clear what faculty have known all along. Our numbers have been on a downward spiral, which means two things.

First, we have larger classes with fewer faculty. Class caps have become mere guidelines to be circumvented by administrators on a regular basis. Second, as class size increases and faculty numbers decrease, less time is spent with each student, and faculty are less accessible to students because of the College's increasing abuse of

***That's not a reflection on hard-working part time staff, but rather on the kind of commitment and energy they can give to a job that pays 40 percent of our salary and is transient in nature." (Fred Deys, 02-05)***

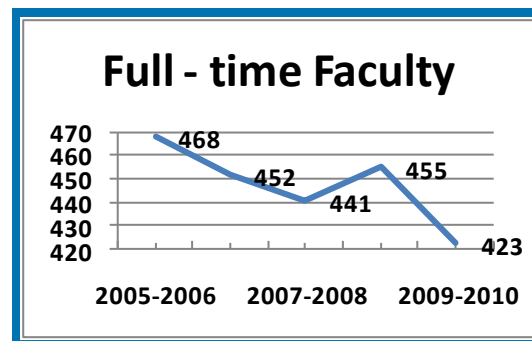
That was five and a half years ago, so has anything changed? Well, those non-full time faculty, some of whom make little more than the minimum wage (see Did You Know p.5), are no longer "on the periphery"; they constitute the majority of faculty at Mohawk. Apparently, the current regime is committed to running the College on part-time employees more than any other regime in Mohawk's history.

Fred's current position in HR puts him in a position to voice the concerns of his colleagues. We believe that Fred was sincere when he wrote his article in Examiner, and that his words are not an example of Frequently Repetitious Editorial Drivel (FRED). Keep up the fight, Fred. Your friends and colleagues are counting on you!

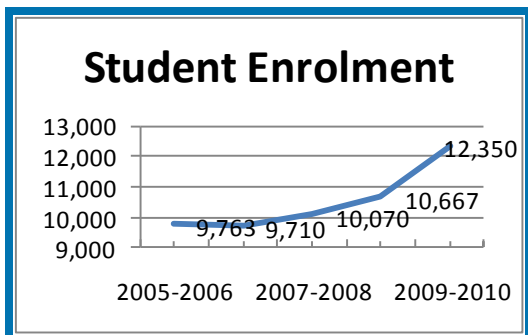
non-full time, translating into big savings for the College.

Below are two graphs that illustrate the changing ratio of student-to-faculty ratio at Mohawk:

### Decline in the Number of Faculty 2005-10



## Increase in Number of Students 2005-10



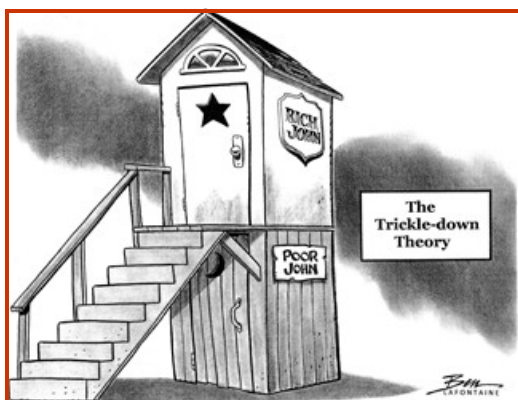
Student enrolment data derived from May 2009 Enrolment Update Faculty data derived from Financial Plan 2008-09 Human Resources

If higher student-faculty ratios leads to less faculty contact with students, what does that mean for Mohawk's KPI's?

Meanwhile, the College's resistance to hiring faculty, particularly full-time faculty, didn't curb its appetite for more levels of management, as the new layer of deans makes clear.

Mohawk apparently has a budget crisis when it comes to faculty and classroom teaching, but no shortage of funds for those higher up the bureaucratic food chain. Can you say "top heavy"?

## Mohawk's New Organizational Structure



## Local 240 Political Action Committee—It's Time!

Kevin MacKay

Professor, Humanities and Social Science

At the last General Membership Meeting, a motion was put forward and subsequently passed to form a Political Action Committee (PAC) for our OPSEU local. This is an exciting new initiative that will connect Mohawk faculty with the social justice and environment communities in Hamilton, as well as with sister locals that have very active PACs – the Hamilton Wentworth Elementary Teacher's Local (HWETL) and Ontario Secondary School Teacher's Federation (OSSTF) District 21.

The PAC will be a committee open to all interested members, and will report to your Local Executive. The mandate of the PAC will be to support labour rights, human rights, social justice and environmental sustainability at Mohawk College and across the city. A first meeting call-out will be sent shortly, and we're hoping that people with an interest in community and labour activism will get involved.

Initiatives that the Local 240 PAC can engage are varied, and include providing news about community activism to members, holding educational events for members and the broader College community, supporting the organizing efforts of local grassroots groups, and speaking out about issues of local, national and global concern. The direction of the PAC will be largely determined by its members, so bring your ideas and your enthusiasm to the first meeting!

Check out this link to the OSSTF PAC blog to get an idea of what our new committee can do:

<http://osstf21pac.blogspot.com/>



## International Labour Comes to Hamilton

By Geoff Ondercin-Bourne

I had the pleasure of attending an international labour conference right here in Hamilton from July 9-11 at McMaster University. The conference, sponsored by Labour Start and hosted by McMaster's School of Labour Studies, attracted labour activists from as far away as Iran, Taiwan and Egypt, although the majority were from Canada and the U.S.

Based in the U.K., Labour Start is "an online news service maintained by a global network of volunteers which aims to serve the international trade union movement by collecting and disseminating information — and by assisting unions in campaigning and other ways."

The opening plenary featured Judy Rebick, one of Canada's best known



political activists. Because the conference took place only two weeks after the G20 Summit, Rebick spoke about the

protests in Toronto and the role of the Canadian Government and the police in "criminalizing dissent", as well as the supporting role of the media in creating an impression that Toronto was in the grip of an anarchist rebellion (i.e by showing over and over again the same police cars being torched).

The workshops themselves featured speakers from many countries who discussed the situations in their homelands, and the manner in which trade unionists and other community activists are responding to the authoritarian actions of their governments and their employers.

Eric Lee, founder of Labour Start, in comparing workers' conditions in countries such as Mexico, China and Brazil to ours,

asked a crucial question: are we ahead of workers in those countries, or are we behind them? Whatever our response to that question, there are definitely lessons we can learn about our own struggles, from the struggles of others.

It was interesting to hear activists from the U.S. tell me they were puzzled by the political shift in Canada to a society less tolerant of political dissent and unionized labour. "What has happened to Canada? Why would you elect a government that remains trapped in the ideology of George Bush, after we finally got rid of him, ourselves?" I have to say, it got to the point when I didn't want to say I was from Canada. Maybe we can fix that problem in the next election.

In all, it was a weekend well spent with labour and community activists who are finding innovative ways to get their message out, and practise their own brand of active citizenship.

Check out the [Labour Start](#) website, which includes reports from around the world on workers' struggles, including those of teachers like ourselves.

### 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, Sept 2010-Aug 2012**

President: Sam Maga  
 Vice President: Geoff Ondercin-Bourne  
 Chief Steward: Roberta Burke  
 Treasurer: Greg Cormier  
 Communications Officer: Ann Bennett  
**Local Executive Committee (LEC) - DRAFT**

<u>Steward(s)</u>	<u>Extension</u>	<u>Programs</u>	<u>Faculty (FT)</u>	<u>Location</u>
<b>Interdisciplinary Studies (Fennell) – Al Ersser &amp; Gary Jennings</b>				
Ann Bennett Karina Arias	3085 3681	General Arts and Science and Gen Ed (26) + Preparatory Programs + Prep and Applied Music (6)	32	F175
Geoff Ondercin-Bourne Leanne Forsythe	3952 3210	Language Studies (31)	31	A126
Sue Collins	3427	College & Career Prep(9) ESL(6) & DEP(1)	16	J135
<b>Apprenticeship (STARRT) – Sharon Estok</b>				
Dave Bird Clyde Meldrum	5043 5012	STARRT (18) Building/Construction Trades (21) STARRT – Mechanical (14)	51	STC D114
Ralph Vyn		Motive Power F(9) + SC (8) Welding, Truck and Coach, Autobody, GM Mechanical (6)	23	D210 Leaside
<b>Engineering Technology (Fennell) Jay Notay &amp; Chris Blackwood &amp; Bill Brimley</b>				
Sabu Joseph	3131	Electrotechnology (19 Post-Sec)	19	E236
Martin Weddum	3582	Comp Science & Info Tech (25)	25	E131
Sam Maga	3248	Bachelor of Techny Program () Mech Engineering Technician (10) Mechanical Techniques (CAD/CAM) Aviation	10	E110
Greg Emery	3125	Bldg & Construction Sciences (15) Chemical, Environmental & Biotech (9)	24	E308B
<b>Counseling, Teaching, Learning and Quality (Brantford, Fennell, IAHS, STARRT) Rachel Matthews &amp; Jo-Anne Westerby</b>				
Roberta Burke	3449	Library (7), Counsel & Dis (12), CTRLR (6)	25	i205D
<b>Health Sciences (IAHS) Donna Rawlins &amp; Diane Barrafato</b>				
Leslie Marshall	53-26849	Medical Radiation & Rehab Sciences (17), Pharmacy (2), Cardio Vas (2), DCS, OTA/PTA (3)	25	IAHS 127

Vacant	53-26789	Collaborative Nursing (28)	28	IAHS 352
Marie Stoneman	53-26760	Practical Nursing, Diploma Nursing (27) & Personal Support (2)	29	IAHS 227
<b>Community and Urban Studies (Brantford &amp; Fennell) Joanne Proctor &amp; Neil McMahon</b>				
Dennis Campbell Godfrey Nicholson	6054 6027	Brantford Campus: Advanced Police Studies	10	D207
		Prejustice Health, Wellness and Fitness (& Co-op) LASA and Police Foundations Cluster Law & Security Admin-Private Security Police Foundations Instructor - Blind and Visually Impaired, Orientation and Mobility Instructor - Blind and Visually Impaired, Rehab Teaching (Paul Armstrong)	18	C122
Shelley Rempel (Fennell)	3825	<b>Human Services:</b> Autism & Behavioral Sciences (1) Child and Youth Worker (7) Concurrent Disorders Developmental Service Worker Apprenticeship Early Childhood Education (8) Educational Assistant (2) Recreation and Leisure (5) Social Service Worker (6)	29	F172D
<b>Business Communications and Entertainment (Fennell) Ken Wallis &amp; Jane Cooper &amp; Art Domenicucci</b>				
Sue Prestedge	3016	Broadcasting Television and Communications Media (17) Broadcasting Radio Journalism Print & Broadcast Pre-Media Entertainment	17	i129
Ted Strauch	3854	Office Admin (12), Tourism & Travel & Event Management(5) Small Business (2) Advertising (7)	26	A119
Vacant		Graphic Technology (7) Art and Script (Art & Design) Fundamentals Graphics Media Foundation Graphic Design Production	13	
Carl Weston Greg Cormier	3073 3331	Accounting Insurance General Business Business Admin Financial Services Financial Planning Small Business & Entrepreneurship Business Foundations International Business (1)	31	M-wing
<b>Examiner</b>				
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