



## Prez Sez: Mohawk Hiring Full-time Faculty

By Sam Maga

Revitalizing the teaching staff is an important way to provide continuity to the largest employee group at our college. Since April 2011, Local 240 and Mohawk College have been working towards determining how many full-time positions exist within the hours of partial load work.

To address the amount of teaching done by partial load faculty, Local 240 filed 19 staffing grievances asking for a total of 134 full time faculty positions. Adding to the staffing situation is the departure of 28 full-time professors under the voluntary exit option.

The staffing grievances simply state Mohawk College has violated Article 2 of the collective agreement. "The College will give preference to the designation of full-time positions as regular rather than partial load teaching positions..."

Since April when the grievances were filed, the local has been meeting with college managers and human resources trying to determine how many partial load hours are justified and how many partial load hours should become full-time positions.

### Partial Load Work

Partial load faculty are paid only for teaching contact hours; they cannot be paid for development work, but just like full-time teachers, partial load faculty have their starting rate calculated, receive the same health benefits as a full time faculty member, have sick day credits and an hourly rate grid they can move through as they



accumulate service. While continual partial load service will move a teacher up the hourly rate grid, there is no seniority rights when it comes to full time job competitions.

The only language in our collective agreement that addresses job postings and partial load employees is 27.11B.

*"Where a vacancy of a full-time position in the bargaining unit occurs*

*and is not filled internally, the College will give consideration to applications received from academic employees laid off at other Colleges before giving consideration to other external applicants. For the purposes of this article, full-time and current partial load employees or persons who have been partial load employees within one month prior to the posting shall be considered internal applicants. Such consideration shall be given for up to and including ten working days from the date of posting as described in 27.11 A.*

*Consideration will include review of the competence, skill and experience of the applicants in relation to the requirements of the vacant position".*



**To address the amount of teaching done by partial load faculty Local 240 filed 19 staffing grievances asking for a total of 134 full time faculty positions.**

**Mohawk College responded to the staffing issue by posting 34 new full time teaching positions.**

Mohawk College responded to the staffing issue by posting 34 new full-time teaching positions. However, not all of these are professor positions. The college is hiring some instructors in place of some the professors who have left. The hiring of instructors is subject to the provisions of Article 2.01 *"The College shall not reclassify professors as instructors except through the application of Article 27, Job security"*. The local will be monitoring any instructors hired to replace vacancies left by full-time professors to see what effect the change in designation will have on the workload of professors in the area.

**With 28 teachers leaving, via the VEO, the new hiring won't eliminate the excessive use of partial load teachers planned for this fall.**

In mid-June I was informed the College was increasing the job postings by 11 in the Public Safety and Security and Health and Wellness programs. That's great news, but with 28 teachers leaving, via the VEO, the new hiring won't eliminate the excessive use of partial load teachers planned for this fall.

**While we are yet to agree on how many full-time professors will be hired by August, the College's posting of 45 positions is encouraging. By the end of the grievance process we may be hiring the largest group of new teachers that Mohawk College has seen in decades.**



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**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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**A message from OPSEU President,  
Smokey Thomas:**



**The next provincial election will be all about you.**

**Politicians and pundits are calling for cuts to the vital services OPSEU members provide. A chorus of big business leaders is demanding job cuts, wage cuts, and more privatization.**

**This right-wing approach is wrong for public employees and it's wrong for our whole province. Between now and the Oct. 6 election, we need to get out there and make the case for our vision of a strong Ontario – one with quality public services, good jobs, and healthy, robust unions.**

**Election campaigns happen at our kitchen tables, on our doorsteps, on our streets, in our workplaces, and in public meetings. Our new publication, “Challenging Austerity,” is designed to help you take an active part in election conversations wherever they happen. Please [click here](#) to download it or read it online.**

**There are more than 130,000 OPSEU members on the job across Ontario. Working together, we can make a positive difference in the upcoming election. And that will be good for everyone.**

**In solidarity,  
Warren (Smokey) Thomas,  
President**



## Local 241 Bargaining Update – Support Staff - June 17, 2011

By Kathy Maxwell, President, OPSEU Local 241

Hello Faculty,

As we enter support staff bargaining, I'd like to bring you 'up to speed' as to where we are. Please log onto OPSEU.org to see what the college is offering us. No, let me rephrase that: what they want to take away. **The colleges want to start eroding what we have in the collective agreement. Once that crack opens, it will be difficult to stop.** What the bargaining team needs is a solid strike mandate in order to make our demands heard.

Having been away from the college with my leave and surgery, (effectively for almost 2 years) it is easy to see that Mohawk is different. "We're not in Kansas anymore." A different 'regime' is in place. In my 27 years with the college I believe our morale has hit a new 'all time low'. Rumours are rampant; facts are few.

When I first started at the college I was told "The only thing consistent about Mohawk College is its inconsistency" (Dorothy Gordon, 1984). People are creatures of habit and change is difficult for many. But this college has been through the gauntlet with 5 college presidents in the last 15 years - each with his or her own agenda.

**"We're not in Kansas anymore." A different 'regime' is in place. In my 27 years with the college I believe our morale has hit a new 'all time low'. Rumours are rampant, facts are few.**

In this year of bargaining, once again we must be ready to show the college that Support Staff presence is what makes the difference between the daily operations and chaos.

Without the Support Staff of this college, student satisfaction will plummet, student education will be compromised, and facilities will be jeopardized.

*What we want from faculty is the support that you have always shown us. Please let your administrator know about the problems you will have if we go on strike. Make sure to let them know that you can not 'lend a hand' and do support staff work.* It will make the environment a very different place. For example, there will be:

**No IT or help desk assistance**

**No reception or clerical assistance**

**No air conditioning or heating**

**No student success advisors, co-op consultants or training consultants**

**No nurses in the health clinic**

**No student admissions including course changes or program changes or student lists**

**No accounting services including payroll, expense claims or fee payments**

**No security guards**

**No lab technicians or technologists or help with classes**

**No library services**

**No deliveries from receiving**

**No internal mail**

**No financial aid**

**No scheduling services**

**No electrician**

**No property services**

**No grounds workers**

We will be asking all trades to withdraw their services, including HSR who we expect will not drive their buses on to college property.

No one wants to strike - most of all support Staff. However, we will strike if we have no



other options. The college needs to recognize our value, the service we provide, and start bargaining in good faith. **Support Staff are not willing to just give away what we have fought for in the past. Like everyone else, we want to be treated respectfully and fairly.** Deciding to not even broach the subject of increases in pay is not a fair deal. It means that we face higher costs and will have to pay for those while earning the same or less than we did last year. In order to win this dispute, we need to stand together. We need to show a united and strong presence. We need to ensure that the college realizes that we expect a fair deal.

When President MacIsaac can receive an increase in one year that amounts to more than any support staff can earn in one year, we cannot sit back and do nothing. The colleges are saying there is no money. I say, @#\$%^&\*. The list of those in the “sunshine club” grows each year, but not with support staff. I say good for them for getting what they feel they deserve. Don’t make their pay less: do the right thing and give us a fair deal. Without us, they wouldn’t be on that list.

**No one wants to strike - most of all support Staff. However, we will strike if we have no other options.**

I have heard said (rumour) that at an Associate Deans’ meeting, “that without their support staff, their hands will be tied”. Let’s give them the rope. Together we can make a difference.

*Faculty, thank you in advance for your support.*

**In solidarity, Kathy Maxwell, President, Local 241**

## **I’ve seen the future, and it’s not good: a warning from our brothers and sisters at CUPW CUPW Newsletter, June 20, 2011**

OTTAWA – The federal government’s back-to-work bill penalizes postal workers and rewards Canada Post for locking out employees and stopping mail delivery nationwide.

The bill legislates wage increases that fall significantly below Canada Post’s last offer. Canada Post’s last offer was 1.9% in 2011, 2012 and 2013, and 2.0 % in 2014, well below the 3.3% rate of inflation. The Tories’ bill would lower that even further with 1.75 % in 2011, 1.5% in 2012, 2% in 2013 and 2% in 2014.

“Imposing wage increases that are lower than Canada Post’s last offer punishes postal workers for a disruption that was caused by the corporation’s national lockout,” said CUPW National President Denis Lemelin.



“The bill would take \$875.50 out of the pockets of an average full-time postal worker during the four years of the agreement. All told, it represents a theft of \$35 million from postal workers and their families.”

Lemelin said the government’s heavy-handed interventions will damage labour relations for years to come. The last time the federal government imposed back to work legislation in 1997, it included a provision that ensured the mediator arbitrator considered the importance of good labour-management relations. The current legislation contains no such provision.

“The arbitrator who is assigned to do the final offer selection will not have to live with the results,” said Lemelin. “An imposed settlement will not help the post office in the long term.”

## THANKS TO THE UNION

By Susan Seguin, Professor, Humanities and Social Sciences

**At the recent General Membership Meeting of the Local on June 20, I realized how much I had been missing!**



I realized that views I have taken for granted about social issues and concerns for my community are not as widely shared by our members as I had assumed. A quite lively and heated discussion ensued over some of the recent events and proposals of the Political Action Committee (PAC) which was newly formed one year ago and has been operating since January, 2011.

First, I want to reiterate, as I stated in the meeting, my **support to the PAC and the union for developing the student questionnaire about blended learning**. The students in my two classes were so pleased to be asked their opinion about this learning format. I look forward to hearing about the results.



**Secondly, I also admired the union's effort to reach out to community groups within our city.** Providing donations to citizen groups is a way in which our local can assist the college in building community relationships, learn about critical social issues affecting Hamiltonians, provide moral support and demonstrate care and compassion towards others not as advantaged as we are.

**Finally, I noted that one community organization that was identified as a possible recipient of support from the local was [Hamilton's Sky Dragon Community Development Cooperative](#).** Although this was on the agenda, the proposed motion of financial support was abandoned due to controversy within the membership over the union's role in providing small donations to community organizations in need. I had hoped to vote in favour of the motion as I have recently had three occasions to be at the Sky Dragon Centre and my impressions were very positive about the work of this organization.



My first visit to the centre revolved around a photographic presentation of a housing development project in a disadvantaged community outside of Canada in which a local citizen had participated. My second visit was at the end of a walking tour of our local city artists' work which is helping to revitalize the downtown core: the "Art Crawl." My third contact involved a musical event held at the Sky Dragon. Approximately 50 to 60 people from all walks of life, not only from Hamilton, but London, Toronto, and Guelph attended. People were impressed with the centre and the social conscience it projected – one of inclusiveness with its various activities and programs. **Sky Dragon seemed to bring a very real and positive energy to King William Street and is contributing to the revitalization of the downtown community.** It certainly left a positive impression with people outside of our city.

**Thank you to the Union, PAC, and the Sky Dragon for caring about our community.**

(**Editorial Note:** Susan is noted for her caring nature and passion for sustainable community development and has been involved with many local initiatives to make this city a better place to live.)

## The Collective Agreement Blitz. BARGAINING, BULLYING & BLENDING

By Ann Bennett, Communications Officer



**BARGAINING:** The current Collective Agreement terminates on August 31, 2012; that is just a little over a year away and if that time flies as fast as May and June just flew by, it will be here before we know it. We must start thinking NOW about what we want included in our new contract.



**We don't wait until the contract ends to start preparing. When the 24 union presidents of CAAT meet this Fall, the bargaining team will be chosen** and this time they will be working for us far sooner than before and will be ready to start negotiations as soon as we need them to.

An important step in the process is "demand setting". Each union president brings the top "demands" of their members to the group of presidents and they determine, democratically, which demands will be brought forth in bargaining. They are prioritized so that the bargaining team knows which demands to push the hardest during bargaining. They then act on our behalf to carry out our collective wishes. Local 240 members need to have their voice heard, so think about what you want and bring your issues forward.



**In the Fall, we will circulate a questionnaire asking you to rate the importance of the usual issues such as salary, workload, benefits, pensions, job stability, etc. and give you an opportunity to add your own concerns. We will then call a General Membership Meeting where together we will, democratically, decide on the issues we want Sam to take to the group.**

**BULLYING:** One of the things that was new in the current contract was an addition to **Article 4: No Discrimination which has now been changed to: No Discrimination / Bullying / Psychological Harassment.** Your president, Sam Maga, crafted the

### [From the Collective Agreement, Article 4:](#)

4.02 A 5 Bullying/psychological harassment refers to any vexatious behaviour that is known, or ought reasonably to be known, to be unwelcome and that:

- (a) Adversely affects an employee's dignity, or psychological or physical integrity, and/or
- (b) Takes the form of repeated conduct which could reasonably be regarded as intending to intimidate, offend, degrade or humiliate, and/or
- (c) Results in a harmful work environment.

wording for that addition.

I sincerely hope that this time when the team bargains for our new contract that the members don't succumb to the Council's attempts to get us to accept erosion of the gains we've made for the members over the past 25 years. It



appears that members now realize what is at stake; they realize that fear will only weaken our position, that we must present a united front and will not succumb to any form of intimidation.

Remember, the bargaining team's mandate is to fight for what you asked for. So think about it, respond honestly to the survey and come out and tell Sam what you want the team to fight for.



**BLENDING:** One of the most serious issues that I think needs to be addressed in the Collective Agreement is how we are compensated for preparation and delivery of "blended" courses and courses delivered on-line. **Specific differentiation needs to be provided on the SWF to reflect the enormous amount to time and effort that is involved in preparing and delivering courses of this nature.** There is evidence that the time spent is far greater than for traditional face-to-face teaching, and those who have been involved with the training or delivering can attest to this. Even the most ardent believer in independent and eLearning will argue that it is far more time consuming, requiring the development and use of many new skills and course materials.

Many are suffering the effects of extreme pressure, stress and fatigue as they are struggling to adapt their material to the on-line format. They have been told they **MUST** have their courses blended by September, but do not feel that they have been given adequate time or resources to prepare the material effectively. I am afraid that if launched prematurely, our attempts to blend will fall flat and then no amount of damage control will save the College's reputation and I wonder who will be blamed. If we want this thing to work, we need to be given appropriate support to produce a good product, with adequate training and time.

**We need to modify the Collective Agreement to appropriately compensate us for the efforts we put in. So think about what you want, attend the demand setting meeting in the Fall and don't stand for any "bull".**



#### READER'S COMMENTS

The March issue of *Examiner* is magnificent. Thank you for saying, so very well, so much that needed to be said if Mohawk is to be restored.

I should so like Mohawk to return to being a place which excellent students compete to attend, one where they learn deeply, and of which their future employers and co-workers will think, and speak, well. Every one of your articles raised essential issues and offered sound, thoughtful, positive conclusions.

May you, and they, be heard and understood before MoCorp becomes a term of derision. Thank you for representing Local members' and students' interests so forcefully.

**Lynn Paul, Professor, Language Studies**

## Faculty Development

Submitted by Roberta Burke, Centre for Teaching & Learning



### Upcoming Workshops – Teaching for Success

Teaching for Success, the program for new part-time and partial load day faculty is planned again for August 24 & 25 at Fennell campus. To register or obtain more information on the program, please go to the PD [Calendar](http://www.mohawkcollege.ca/about/TeachingLearningQuality/CTL/programsWorkshops/ctl-syndicated-calendar.html). <http://www.mohawkcollege.ca/about/TeachingLearningQuality/CTL/programsWorkshops/ctl-syndicated-calendar.html>

### Congratulations to the Graduating Teachers of CEDP 2011:

Lisa Alfano	Wesley Beckett
Rocco Carbone	David Carson
Samantha Cook	David Darling
Jane Evans	Barbara Ferguson
Gary Jennings	Jana Jilek
Renata Lumsden	Mary Anne Peters
Susan Prestedge	Bernadette Ryan
Lewis-Ted Wertz	



## Hybrid Courses: The New Pedagogy or an Economic Expedient

By Jack Urowitz, President, OPSEU Local 244, Sheridan College

**Two local directives have hit us this semester:**

- **the pedagogical drive to convert 3 hour classroom courses into 2-hour-classroom plus 1-hour-online hybrid courses, and,**
- **the spatial directive to split 3-hour-class time blocks into 2-hour-plus-1-hour time blocks.**

At first glance these two initiatives seem to be inter-related. And in a trepidatious moment, the 2-plus-1 construction of both initiatives implies a strategy that might eventually reduce courses to 2 hours so that there will never be a SWF with less than 6 sections, and the possibility of more since the language of 11.01 D 2 reads:

*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.*

Consider that fear in light of the college directive that 70% of courses be taught by full-time professors, it's about 50% now, and you have some worried partial-load and part-timers, and future workload forebodings for full-timers. There are changes afoot and no one has salted these new wintry pathways; the footing feels precarious. How many of us heard about or understood the ramifications of the "Swap and Drop" policy introduced into your classroom management this academic year? How many of you even know that students are able to change classes online without an advisor's input?

In response to my queries about the coincidental timing of these initiatives, I was informed that indeed the timing was unfortunate but the space creating timetabling has nothing to do with the pedagogically based hybrid changes. The reasoning behind the split of the 3 hour class into a 2-hour plus 1-hour class is that it would create 11% more space. I pointed out that I often see many empty classrooms and perhaps scheduling should be improved before we ask for SWF time to redesign our courses into 2-hour plus-1-hour delivery format. I likened the problem to

**What curricula can be better served by online delivery? Is there some curricula that can be delivered online just as effectively, and yet more economically, as in the classroom? What curricula can never be delivered effectively in a virtual environment? And lastly, how much pause is taken to consider those questions in the rush to secure the economic benefits of going online?**

raising one's credit limit at the bank instead of rehabilitating one's spending habits; before long the unchecked spending habits will bring you up to the new credit limit. I was given some hope that my objection to the bookkeeping fix would invoke a reconsideration of other options to alleviate the classroom shortage problem.

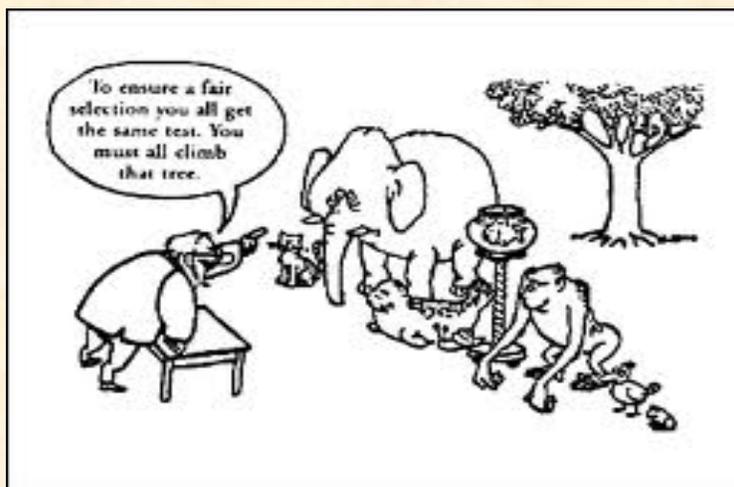
Hybrid\*, that is a word that has stealthily crept into our pedagogical vocabulary. **At Sheridan, forty-five courses were converted to hybrid this year, a hundred proposed for next year. And will it stop**

**at hybrid or is this just the first step towards a fully online curriculum for Ontario? When you consider that the ["The McGuinty government announced the creation of a new Ontario Online Institute in Budget 2010 last March"](#), you can see why the bricks and mortar colleges have plans to step up their online presence. There's a competition looming for online curricula development funds.**

What curricula can be better served by online delivery? Is there some curricula that can be delivered online just as effectively, and yet more economically, as in the classroom? What curricula can never be delivered effectively in a virtual environment? And lastly, how much pause is taken to consider those questions in the rush to secure the economic benefits of going online? These issues are discussed from a Labour point of view in the [link above and here...](#)

I hope that this context will demystify the rumours and promote discussion about the changes rumbling through the college system. Be assured that your union stewards are well aware of these and other concerns that are part of our professional current events.

\*Hybrid is the term most colleges use for what Mohawk refers to as 'blended'.



**“To ensure a fair selection, you all get the same test. You must all climb that tree.”**



## Mohawk Faculty Retirees for 2011

Twenty-eight faculty members decided the time was right to move on to new adventures, and therefore took advantage of the College's Voluntary Exit Option. These proud retirees have devoted their careers to making a difference for their students their colleagues, their college, their communities and, dare we say, their country.

William Keenan	Denise Dickie
Ed Radko	David Bird
Janice Olson	Reuben Hauser
Diana McDonald	Elizabeth Bain
Denise Inouye	Gary Sawchuk
Sandra Hanna	David McMurdo
Janice Shearer	Randy Miller
Manuchehr Mashayekhi	Andrew Jackson
Margaret MacDonald	David Hoffman
Doug Johnston	Dave Hartwell
Judy Moynes	J. Pat Lundy
Rodger Wilcox	Caroline Falconi
Kathleen Troy	Michael Malone
Mary Tuttle	Sylvia Simpson

We're sorry to see you go, but we wish you all the best as you take on new challenges in your lives. Congratulations on your retirement!

### In Memoriam

It is with great sadness that we acknowledge the passing of one of our retirees, Dave McMurdo. Dave was a key member of Mohawk's internationally-renowned Music Program. His passing is a loss not only for Mohawk College but for the music community in Canada and beyond.



Our deepest sympathies go out to his family, friends and colleagues. He had so much more to contribute in his life after Mohawk. He will be sorely missed.

## Grievance Report

Submitted by Roberta Burke, Chief Steward



### Grievance Report as of June 30, 2011

#### **Article 11.06 , October 8, 2010**

BScN Member filed grievance as College not permitting member to work outside the college except in non-teaching periods. Referred to Arbitration, Jan 4, 2011. Date TBA.

#### **Article 6, April 26, 2011**

College has violated Article 6, Management Functions. Member was disciplined (2 day suspension) without just cause or due process. At step 2, grievance was denied and it has now been referred to arbitration. Date TBA.

#### **Article 11.02 A4 June 3, 2011**

Union filed a grievance to the college for not supplying SWFS to union on time. –Union will withdraw if HR’s communication to ADs makes the requirements clear.

### Article 2 Staffing April 19, 2011 Grievances Continuing

<b>Practical Nursing</b> , 15 positions, 0 posted	Step 1 – TBA	
<b>BscN</b> – 15 positions, 0 posted	Step 2 –July 5	
<b>Aviation</b> , 3 positions, 1 posted	Step 2 –June 27/28	
<b>Chemical &amp; Environmental</b> , 10 positions, amended grievance to request 5 positions	Step 2 –June 27/28	
<b>Humanities Social Sciences</b> , 4 positions, amended to request 2, 1 posted	Step 2 –June 27/28	On Hold
<b>Finance, Insurance</b> , 11 positions, amended to 1, 2 posted: Bus Admin, International,	Step 2 –TBA	
<b>Motive Power</b> , 4 positions, amended to 1	On Hold	

### Article 2 Staffing April 12, 2011 Grievances Withdrawn

<b>Music</b> , 6 positions, amend to 2, 1 posted	Withdrawn June 28, 2011
<b>Public Safety</b> , 14 positions, amended to 12, 11 posted: Public Safety 7, Policing 2, Health & Wellness 2	Withdrawn June 14, 2011
<b>Medical Imaging</b> , 7 positions amended to 4, 4 posted: 2 full-time faculty, 2 instructors	Withdrawn May 20, 2011
<b>ECE</b> , 5-positions, amended to request 1	Withdrawn June 14, 2011
<b>OA</b> , 8 positions, amended to 1, 1 posted – Marketing	Withdrawn – June 14
<b>CVT</b> , 2 positions amended grievance to request 1	Withdrawn June 14, 2011
<b>Pharmacy</b> , 2 positions	Withdraw – May 20, 2011
<b>SSW</b> , 3 positions	Withdrawn -May 23, 2011
<b>Rec &amp; Leisure</b> , 2 positions, amended grievance to request 1, 1 posted	Withdrawn – May 20, 2011
<b>Elec/Fuels (STARRT)</b> , 9 positions Posted 3 Instructors, 2 professors	Withdrawn –June 29, 2011

## Local 240 Officers and Stewards, Sept 2011-Aug 2012

### Local 240 Officers

President: Sam Maga  
 Vice President: Geoff Ondercin-Bourne  
 Chief Steward: Ann Bennett  
 Treasurer: Greg Cormier  
 Communications Officer: Kevin MacKay

### Local Executive Committee (LEC)

<u>Steward(s)</u>	<u>Extension</u>	<u>Program</u>	<u># faculty</u>	<u>Location</u>
<b>For Interdisciplinary Studies (Fennell) – Al Ersser &amp; Gary Jennings</b>				
Ann Bennett	3085	General Arts and Science Pre-Health,	31	F175
Kevin MacKay	3364	Gen Ed, Music		F175
Geoff Ondercin-Bourne	3952	Language Studies	31	A126
Leanne Forsythe	3210			A126
Sue Collins	3427	C&CP, ESL, DEP	16	J135
<b>Apprenticeship (STARRT) – Sharon Estok &amp; Wayne Ostermaier</b>				
Warren Hyde	5013	STARRT	51	STC C114
Clyde Meldrum	5012	Building/Construction Trades		STC D114
		STARRT – Mechanical		
Ralph Vyn	5061	Motive Power F + SC	23	C113
		Welding, Truck and Coach, Autobody, GM		
		Mechanical		
<b>Engineering Technology (Fennell) Chris Blackwood &amp; Bill Brimley</b>				
Sabu Joseph	3131	Electrotechnology Post-Sec	15	E236
Martin Weddum	3582	Comp Science & Info Tech	25	E131
Sam Maga	3248	Bachelor of Techn'y Program	12	E110
		Mech Eng Technician		
		Mechanical Techniques (CAD/CAM)		
		Aviation		
Greg Emery	3125	Bldg & Construction Sciences	24	E308B
		Chemical, Environmental & Biotechnology		
<b>Counseling, Teaching, Learning and Quality (Brantford, Fennell, IAHS, STARRT) R Matthews &amp; J. Westerby</b>				
Marilyn McDermott	53 26720	Library, Counsel & Dis, CTLR	25	IAHS 104A
<b>Health Sciences (IAHS) Donna Rawlins &amp; Diane Barrafato</b>				
Leslie Marshall	53-26849	Med Rad Sci & Rehab Sciences ,	25	IAHS 124
		Pharmacy , CVT,		
		DCS, OTA/PTA		
Mary Allan	53-26826	Collaborative Nursing	28	IAHS 340
Marie Stoneman	53-26760	Practical Nursing, & PSW	29	IAHS 227
<b>Community and Urban Studies (Brantford &amp; Fennell) Jo-Anne Procter &amp; Neil McMahon</b>				
Dennis Campbell	6054	Police Studies, Pre-Justice, LASA & PF,	28	BTFDD207
		Private Security Health, Wellness and Fitness (& Co-op)		
		Instructor - Blind & Vis. Impaired, Orient & Mobility Rehab Teaching		
<b>Business Communications and Entertainment (Fennell) Ken Wallis &amp; Jane Cooper &amp; Art Domenicucci</b>				
Shelley Rempel	3825	Human Services: CYW, ECE, EA,	29	F172D
		R&L, SSW, Autism & Beh. Sci, Concurrent Disorders,		
		Developmental SW Apprenticeship.		
Sue Prestedge	3016	TV, Radio, Journalism, Pre-Media	17	i129
Ted Strauch	3854	OA , T& Travel & Event	26	M wing
		Management Small Business Advertising		
Greg Cormier	3331	Graphic Tech Art & Script Fund,	13	M wing
		Graphics Media Foundation, Graphic Design Production		
Carl Weston	3073	Acc'ting, Insurance, Gen Business	31	M wing
Greg Cormier	3331	Business Admin, Financial Services, Small Business		
		& Entrepreneurship, Business Foundations, International Business		
Union Office	3468	Fennell Campus		A06