

Newsbreak

Volume 21, Issue 3

March 2011

Recent Workload Referrals – What can you learn?

by Audrey Taves, OPSEU Local 562 Chief Steward

You can get extra preparation time on your SWF

- if you must work with new computer software to teach your classes.
- this can take the form of “New” prep and/or “additional hours for preparation”.
- but you have to ask for it!!!

You can get 100 per cent E factor for a course

- in a course with all projects or all essays - 100 per cent essay/project type.
- logical isn't it ???
- but you have to ask for it!

Never sign your SWF if you have any concerns about it

- Instead, document your concerns on the SWF & sign your comments.
- discuss your concerns with your Associate Dean, then document the discussion.
- do this even if you decide not to refer your SWF to the Workload Monitoring Group this time.
- remember, if you don't document your concerns, it can be used against you – so even if the change would not put you into overtime this time, document your concerns & any discussions and then sign.

“Independent study hours”

- that's what management calls the second half of the labs assigned to students in Applied Technology now.
- the students are timetabled, but faculty are not SWF'd.
- so... faculty has NO responsibility for what happens in that hour.
- so... a two hour lab is changed to a one hour lab and one hour of independent study.

How does this improve the quality of education for these students?

Thousands of dollars spent on a high-priced lawyer

- the college has hired a lawyer for a Workload Arbitration to argue against the “need to accommodate”.
- note: the Workload arbitrations are supposed to be an “informal” discussion.
- note: the accommodations required would have had NO financial cost to the college!

“No-one else is complaining!”

- that's what management says if they don't get a CWMG referral for an issue.
- so... if there is a problem in your area, file a workload complaint or at least record your disagreement on your SWF – remember there is strength in numbers.

See the Chief Steward's report on page 5

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Partial load faculty: benefits for summer semester

Partial load faculty who have health benefits have the opportunity to bridge their benefits for the summer semester.

To find out the cost, please notify Sylvana Galati by email at sylvana.galati@humber.ca
Post dated cheques will be required no later than April 15, 2011.

If you do not bridge your health benefits, your coverage will be suspended as of April 29, 2011.

NewsBreak is a publication of the Humber College Faculty Union, OPSEU Local 562, intended to provide information and stimulate discussion. We invite your participation and welcome your contributions. All articles and letters should be signed, though in some circumstances the author's name will be withheld upon request. We encourage thoughtful discussion that respects human rights. We reserve the right to edit for libel, length, and clarity.

Articles reporting on union business will be signed and will include the author's position of responsibility in the local. Where an article has the author's name only, the views are those of the author. You may e-mail the editor: sylvia.ciuciura@humber.ca or drop materials at the Faculty Union office – H109, North Campus, ext. 4007.

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President's notes

by Orville Getz, OPSEU Local 562 President

SWF –Your Contract with the College

The SWF is your record of your assigned workload at the college. Your SWF for the spring semester is due on March 25 and for the fall semester on May 20. You should be actively involved in discussing your workload before your SWF is issued. Check your SWF to ensure that evaluation factors have not changed since the last time you taught a particular course. Also, be aware of student numbers in each class. You can ask for a student audit at anytime if you believe your numbers are inaccurate. If you ask for an audit, the college will do an official audit on March 1 and again on November 1. If there is a change which places you in overtime, you will be paid retroactively to the beginning of the SWF period. Under a new section in the collective agreement, article 11.1 F2, if your student numbers total more than 260, you should be receiving additional assistance or additional hours should be attributed to your current four hours out of the class assistance total. You should receive an additional .015 hour for every student in excess of 260. Check to make sure this is happening.

Professional Development

All full time faculty need to be aware that if you have not been using your P.D. days during the academic year, now is the time to start planning for those days. Many use their ten days in May/June when they may have a lighter teaching load, but keep in mind that your ten days must be used before you begin vacation. Once the new academic year begins in September, you have ten new days allotted and the remaining days from the previous year disappear. Develop your plans

for P.D. in writing and discuss them with your dean. Make a clear statement of exactly what you are doing and when you wish to use your ten days. If you need financial help for retraining needs, such as upgrading your academic qualifications, there is a fund which you may be able to access. However, you need to develop a training plan and present it to your manager with a request for financial support.

Provincial Gov't Wage Freeze and YOU

The Ontario government has announced a new wage freeze policy for all public sector workers. Faculty will be affected as this policy of a 0+0 per cent wage increase over two years will come into affect when our contract expires in 2012. The support staff union is dealing with this issue now as they start their demand setting process prior to the opening of bargaining on June 1st. Their collective agreement expires on August 31st of this year. Using the salary calculator which OPSEU has posted on their website, here are three examples of what this would mean to you in terms of buying power during and after the wage freeze.

Here are three examples:

1. Salary step 7 - \$64,359

At step 7, the accumulative total income lost to the wage freeze after 5 years would be \$11,258.

2. Salary step 12 - \$77,885

At step 12, the total would be \$13, 623.

3. Salary step 17 - \$94,095

At step 17, the total would be \$16,461.

All three examples assume a two year wage freeze followed by wage increases equal to inflation where the inflation rate is two per cent.

Book of experts

by John Steckley, Professor, School of Liberal Arts & Science

The Book of Experts has arrived. It sounds like something medieval and mysterious, akin to the Knights Templar, the Masons and the Literati. “I shall consult the Book of Experts and all the dark dread secrets will soon be revealed. We will produce gold from lead, or turn a twitterer into someone who can write.”

But it is not medieval, only mysterious. The Book of Experts is mysterious, as no faculty I have spoken with knows what it is about (or if they missed the Communiqué of January 31, 2011, issue #217, that it is about). Here is what I have learned.

The Book of Experts is an e-book produced by Colleges Ontario as a way of promoting the expertise of community college faculty. But you would be hard pressed to find any names of faculty in this book, particularly among the 52 listed in the Humber College section. In Liberal Arts and Sciences, my school, there are none, just administrators.

Have we lost our credibility, our expertise? (Maybe expert-tease is just a hairdresser who can fluff up hair well). Are we no longer outstanding in our field? (Maybe we have been standing in our field too long and have been forgotten)?

I spoke with the appropriate communications person concerning what the Book of Experts is about. She envisioned it as being filled with the names of faculty, along with a list of specialties in which they could be consulted. But as far as I know (I am developing my ability to forget), we, the faculty, were never asked.

I am asking you now. If you have an area in which you wish to be consulted, contact your dean, and the people in charge of corporate communications at Humber. The Book of Experts is an e-book (No, that doesn't mean expert-book.). It can be constantly re-programmed and edited so that new names can be added. Get yourself counted in. You are experts. 📧

Faculty assigned PD days in reading week

by Audrey Taves, OPSEU Local 562 Chief Steward

Recently the Liberal Arts & Science faculty were given a directive that would in effect result in the four days in Reading Week being assigned as professional development days. When the faculty union office became aware of this, we notified the relevant dean that this was contrary to the collective agreement. Shortly after, the directive was rescinded by

the dean.

Read about using your PD days for your professional development on page 10.

If an issue comes up that concerns you, either individually or in your school/program, please let us know. We will investigate and follow up as appropriate, respecting your confidentiality.

📧

If you have a problem but don't tell us – we can't help!

Chief Steward's report

by Audrey Taves, OPSEU Local 562 Chief Steward

Small Group and Face to Face Discussions

In last year's faculty survey, there was an expressed need for small group and face to face discussion meetings, on a school or program basis in order to facilitate information-sharing and to listen to our members' concerns. We held a few of these meetings in the fall – and received positive feedback. We will plan more small group meetings to reach out to partial load faculty and new faculty as well.

If you would like your program/school to be scheduled for a meeting, call me at ext 4633.

Workload Referrals

The front page of Newsbreak has identified some “things we've learned” from workload referrals over the past few months. The referrals cited significant changes to courses without time given to address the changes – major course revisions, cuts in course hours, lab hours disappearing. We all need to identify and document the problems on our SWFs if we want anything to change. The details of the referrals are found below.

Applied Technology #1

Issue: Additional preparation/development time

Rationale: Change in “the basis of the course – a new computer board”

Result: CWMG could not reach a decision, so referred to Workload arbitration.

Before the matter could be heard by the arbitrator, the faculty member and the Associate Dean were able to reach an agreement – course development time was added on the back of the SWF under complementary hours and a lab section was removed to prevent overtime hours

Applied Technology #2

Issue: Additional preparation time for two courses

Rationale

i) Course A - course was changed from four hours in 2010 to three hours in 2011 with no

change in course objectives or assignments, therefore the content needed to be condensed and reorganized – this constitutes a major revision (article 11.01D3)

ii) Course B - course required a change in text-book resulting in significant changes to the course

Result: CWMG could not reach a decision, but before the matter could be referred to arbitration, the faculty member and his Associate Dean were able to reach an agreement – for Course A – two hours of course development time was added on the back of the SWF under complementary hours; for Course B – the prep factor was changed to “New”.

Applied Technology #3

Issue 1: Course A

i) Additional preparation time needed

ii) Evaluation should be 100 per cent “essay/project type”

Rationale:

i) Course A had significant changes related to the use of a new operating system and should be given a “New” preparation factor.

ii) Course A evaluation has always been 100 per cent E factor. It was changed without notification or discussion the previous year to 50 per cent E and 50 per cent RA. The tests and labs require partial marks and subjective decisions by the faculty member when marking – and should be an E factor.

Result: The CWMG agreed that the prep factor should be “New”. The CWMG could not reach a decision regarding the Evaluation factor, so a referral was made to the Workload Arbitrator. The case was heard by Arbitrator Whitehead who found that as the faculty member had signed the SWF the previous year with the changed evaluation factor and had not expressed written disagreement, it did not have to be changed back now.

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Chief Steward's report

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Issue 2: Course B –Clarification of work required, assigned work to be documented on the SWF.

Rationale: The credit hours for this course were cut from 4 to 3 with no change in lab objectives, course content, or evaluation methodology.

Previously the faculty member was assigned two hours for each lab and the students were timetabled for two hours for each lab. With this SWF the faculty member was assigned only one hour/lab, while the students were timetabled for two hours. The faculty member had been told that a “lab assistant” would cover the second hour of the students’ lab. No direction was given regarding the qualifications of the lab assistant, lab content, lab reports, lab assignments, communication between the faculty member and the lab assistant, responsibility for lab materials etc.

Result: CWMG could not reach a decision and so was referred to a workload arbitrator. During the arbitration the Associate Dean clarified that the lab portion of the course is now only one hour/wk in length, decreased from two hours/wk in previous years. The second hour on the students’ timetables, identified as TECH 151 lab, is in fact an Independent Study Hour now. This Independent Study hour has no teaching or evaluation component, and as such is not recorded on any faculty SWF. The Associate Dean has clarified that the faculty member assigned to teach the one hour lab for the course has no responsibility for this second hour. The Associate Dean also clarified that the “lab assistant” will assume responsibility for any lab equipment still open at the end of the one hour teaching lab. In addition the faculty member teaching the lab class has been directed by the Associate Dean to adapt the previous schedule of 12– two hour labs down to 6 – two hour labs, each two hour lab to be covered over a two week time period. The remaining 6 – two hour labs will not be covered.

Applied Technology #4

Issues:

i) New preparation for Course A, plus additional

course development time

ii) Evaluation for courses A,B,C, and D should be 100 per cent essay/project type

Rationale:

i) The software platform used in Course A had been changed requiring changes to all aspects of the course. This classifies as a “major revision” to the course and therefore requires a “new” prep factor. In addition this software change requires significant course development and as such requires additional preparation hours.

ii) The evaluation for courses A,B, and C are strictly projects – therefore should have 100 per cent essay type factors. The evaluation for course D is made up of a variety of tools which all require partial marks, problem solving and analysis and should also be “essay/project” type.

Result: The CWMG agreed with the new preparation for Course A, but not additional development hours. The CWMG was not able to reach a decision on the evaluation factor. The evaluation factor issues were referred on to the workload arbitrator.

The arbitrator agreed to hear the case even though the faculty member had previously signed SWFs for these courses with the disputed evaluation factor. However, Arbitrator Whitehead ruled that there could be no overtime payment as a result of SWF changes for this SWF. The fact that the faculty member had been a probationary faculty member when these SWFs were signed was raised but dismissed by the arbitrator. The arbitrator suggested that the evaluation for courses A,B, and C, was clearly projects and should be 100 per cent essay/project type, but for course D that the evaluation should be some type of mixed factor. A memo of settlement was signed by the CWMG and the faculty member stating this. The arbitrator also stated that the implication inherent in this MOS was that in future the evaluation factor for courses A,B, and C would be 100 per cent E unless there were changes to the evaluation methods in the course outline. 🏠

Letter to Editor

Re Freedom of speech, Afghanistan and Palestine, December 2010

The December 2010 newsletter contained one article which is not related to Humber College, education or other union-related items. The article was entitled “Freedom of Speech, Afghanistan and Palestine” by Professor Fahira Eston. We are very fortunate in Canada to live by the rule of law and to have freedom of speech protected. We must be responsible in protecting this very valuable right.

In our classrooms, when a student stands up and speaks falsehoods or generalities that are incomplete and imprecise, we, as teachers, have a duty to balance that student’s right of free speech with a duty to the other students to convey correct and complete information. Further, when a student speaks up on a topic that is controversial, surely we all strive to find another student to present an opposing position that will highlight the issue and provide a counter-point for analysis of the issue.

While Professor Eston may have been merely presenting George Galloway’s views and not her own, we feel that such comments required a more multi-dimensional presentation of these complex issues.

It is our belief that the union newsletter editorial board failed us in these reasonable expectations. First, in publishing this article, it had a responsibility to ensure that the information conveyed was accurate and complete, neither of which was the case. Second,

for the contentious aspects presented in the article, it should have requested another person to provide an article setting out the opposing position.

Professor Eston’s article referred to several human rights violations. However, it omitted reference to any instances of human rights violations by Palestinian leadership of the various Palestinian territories of Gaza, the West Bank and East Jerusalem. In fact, Palestinian leadership has disregarded human rights and continues to disregard them.

Because this article was published, we are now under an obligation to correct its inaccuracies. We are also under a duty to present the opposing position. (Please see article entitled “Freedom of Speech and Israel”, included in this newsletter.)

It is good for us in Canada to remember how fortunate we are to live in a land that protects rights and freedoms. In doing so, however, we should guard against abuse of such rights by avoiding the spread of unfounded, incorrect, and unbalanced statements that hurt others. We hope that the union newsletter editorial board will be more vigilant in the future.

Murray Horowitz, Susan Lieberman, Kirk Rintoul, and Kamini Steinberg, Professors of Law - The Business School

More students, more full-time faculty???

by Audrey Taves, OPSEU Local 562 Chief Steward

We need your input!

Ratio of Full-time to Contract Faculty

Every winter we look at the staffing lists (lists of partial load, part time, and sessional teaching assignments) to identify the need for full-time hires in each school. We look at the number of faculty in each school who have left or retired and need to be replaced. With this information we file staffing grievances with HR.

It would be helpful to get your thoughts regarding staffing needs in your area so that we get a clear picture of the needs in each program area or school.

Have you noticed that the student numbers in certain programs in your school are growing – but no new faculty have been added? Do you feel that your school has unique characteristics that require a core base of full-time faculty supplemented by part-time teachers? Have you noticed student problems in a particular program which has a very low proportion of F/T faculty?

If you have perceptions or data that you think might be helpful to us as we plan our staffing grievances – please let us know. You can email us, call us, or drop by and chat. 🗣️

Freedom of speech and Israel

by Murray Horowitz, Susan Lieberman, Kirk Rintoul, and Kamini Steinberg, Professors of Law
The Business School

This article is written in response to the article entitled “Freedom of Speech, Afghanistan and Palestine” by Professor Fahira Eston, included in the December 2010 Newsletter.

Professor Eston’s article referred to several human rights violations. However, it omitted reference to any instances of human rights violations by Palestinian leadership of the various Palestinian territories of Gaza, the West Bank and East Jerusalem. In fact, Palestinian leadership has disregarded human rights and continues to disregard them.

Gaza:

Since June 2007, Hamas (the Islamic Resistance Movement) has controlled Gaza. Hamas follows precepts set out in the Hamas Covenant of 1988.¹ The Covenant disregards fundamental freedoms of religion and expression, among others. For example, Hamas advocates the murder of Jews in Article 7. It does not respect equality rights, welcoming only a “Moslem who embraces its faith, ideology, follows its programme, keeps its secrets, and wants to belong to its ranks and carry out the duty” (Article 4). According to a Bloomberg Report article in 2009, Hamas has denied females equality rights.²

Khaled Abu Toameh, an Arab-Israeli reporter, wrote an article for the Hudson Institute, November 26, 2010, entitled “Muslim Genocide of Christians Throughout Middle East”.³ He stated, “In the Hamas-controlled Gaza Strip, the tiny Christian community is also living in fear following a spate of attacks by radical Islamic groups.”

West Bank:

Currently under control of the Palestinian Authority (PA), there have been violations of human rights. For example, the PA maintains the death penalty for Palestinians who sell land to Jews. (“PA affirms death penalty for land sales to Israelis”, by Khaled Abu Toameh, 09/20/2010 01:23, Jerusalem Post.)⁴

Also, concerns have been raised about violations of freedom of speech respecting Palestinian journalists who have been arrested or detained. An article dated December 27, 2010, entitled “Concern

expressed about media clampdown by Palestinian Authority” and posted on the Middle East Monitor website stated, “The Palestinian Media Forum (PMF) has expressed its concern about the campaign of “arrests and detention of journalists and media professionals” by the Palestinian Authority’s security forces in the West Bank. The campaign is continuing despite repeated requests for the PA in Ramallah to end its alleged violations of media freedom.”⁵

East Jerusalem:

Although Professor Eston’s article claimed that there is an on-going “ethnic cleansing of the Palestinian population from East Jerusalem”, there is much statistical evidence pointing out the inaccuracy of this statement. As Steve McDonald, Canada-Israel Committee, wrote in an email dated January 14, 2011, “Demographic studies paint a very different picture. For example, The *Jerusalem Institute for Israel Studies* (JIIS) issued in 2010 an in-depth report on demography in Jerusalem, using the Statistical Yearbook of Jerusalem as their main source (a publication undertaken jointly by JIIS and the Municipality of Jerusalem). JIIS states: “Over the years, there has been an evident decline in the proportionate size of Jerusalem’s Jewish population, with a concomitant increase in the proportion of the Arab population. The proportion of the Jewish population fell from 74 per cent in 1967 to 72 per cent in 1980, and 65 per cent in 2008. Conversely, the Arab population rose from 26 per cent in 1967 to 28 per cent in 1980, and 35 per cent in 2008” (Page 9) and recorded an increase in Moslem population from 68,600 in 1967 to 268,600 in 2008.”⁶

There are two other issues to clarify:

1. Palestinian life

Professor Eston’s article gave readers the erroneous idea that the Palestinians are living a life without “normal living and self-determination”.

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Freedom of speech and Israel

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Nowhere did the article refer to the recent economic boom in the West Bank where, according to Steve McDonald, “Last year, the West Bank GDP grew by nearly seven per cent in the middle of a global downturn. Major indicators are all positive, with a decrease in the unemployment rate, a substantial increase in Israel-West Bank traffic, and a 25 per cent increase in imports (not including those from Israel).”⁷

Tom Gross, Middle East analyst and former Jerusalem correspondent for the Sunday Telegraph, wrote in *The Wall Street Journal*, December 2, 2009, about “A promising, independent Palestine ... quietly being developed, with Israeli assistance.”⁸ He described the regions of Nablus, Hebron, Ramallah, and Gaza and mentioned the economic boom in the area, referring to shops, restaurants, markets. He quoted Palestinian President Mahmoud Abbas who declared, “The people are living a normal life”.

2. Security fence

The security fence was not the cause but the effect of continuous suicide/homicide attacks in Israel proper. While its location may be the subject of legitimate argument, the necessity of the security fence or barrier – often a fence designed solely to limit the possibility of attacks on civilian populations – became essential. Any government’s priority is to provide security for its population. There are also barriers between numerous entities, such as Egypt and Gaza, and even the United States and Mexico.

According to Paul Michaels, Director of Communications, Canada-Israel Committee, in an email of January 21, 2011, “[In] Barrier: The Seam of the Israeli-Palestinian Conflict (Palgrave, 2005) by Israel-based journalist and New York Times reporter, Isabel Kershner, ... Kershner explains (p. 136) that only 5-6 per cent of the barrier is concrete wall (in populated areas like Jerusalem), and the remainder is fence. She also explains (p. 217) that 90 per cent of the barrier is on or near the Green Line, and (p. 81) that seven per cent of it is in the West Bank. (At the time of [that] publication

the barrier was only one-third completed, and while currently is still only about one-half completed, these percentages remain valid.)”

According to Steve McDonald, in an email of February 4, 2011, “at its narrowest point, Israel is approximately 15 km wide (near Netanya in the populous region north of Tel Aviv). That’s 15 km between the Mediterranean Sea and the West Bank. That’s less than the distance between Front Street and Finch Avenue in Toronto. In the past, terrorists would literally walk from the West Bank into Israel, find their way into crowded malls and cafes, and self-detonate. Statistics and studies demonstrate that the barrier has been extremely successful in reducing successful attacks, though it has not ended attempts.”

The threat to Israel’s security has been well-documented. For example, “The Kassam rocket threat started in 2001 and grew when the Palestinian Authority was under Fatah control...Kassam rocket fire did not start with Israel’s Gaza disengagement. Nonetheless, after disengagement, the number of confirmed rocket strikes against Israel increased by more than 500 per cent. During the year 2005, Israel absorbed 179 rocket strikes. Gaza disengagement was implemented in August 2005. The number of rocket strikes in the year 2006 shot up to 946 - a five-fold increase. What initially allowed the Palestinian organizations to develop their rocket capability with impunity was Israel’s original withdrawal from most of the Gaza Strip in 1994 in accordance with the Gaza-Jericho Agreement under the Oslo Accord. (“Israel’s War to Halt Palestinian Rocket Attacks” by Dore Gold).⁹

Freedom of speech

The protection of human rights is one of our most cherished values. When people abuse these rights while pretending to be advocating them, we all suffer. We must actively protect freedom of speech while guarding against distortions of the truth that provide one-sided, unsubstantiated accounts.

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Professional Development Days

by Audrey Taves, OPSEU Local 562 Chief Steward

As we go through the busyness of preparing for classes, teaching, and marking tests and essays, we often think how wonderful it would be to have a bit of time to catch up on the latest research or innovations in our fields, to reflect on new teaching strategies, or to expand our expertise into new and different areas. Our collective agreement has built in time for this each academic year – through our ten annual pro-dev days.

Recently, there has been talk by some Deans and Associate Deans in certain schools about taking pro-dev time in Reading Week. In fact, some of this “talk” seems to be a directive to faculty* that they must take their pro-dev in Reading Week and/or that it should include certain workshops organized by management.

What does the collective agreement say about faculty pro-dev?

Article 11.01H1-H4 “The College shall allow each teacher at least ten working days of professional development in each academic year.” (emphasis added)...“include one period of at least five consecutive working days... arrangement... shall be made following discussion between the supervisor and the teacher subject to agreement between the supervisor and the teacher, and such agreement shall not be unreasonably withheld...employee may be reimbursed for costs.”

What is the faculty union’s interpretation of the pro-dev days mandated in the collective agreement?

First of all, these days are for your own professional development, not for curriculum development or any activities required by your school.

Second, although faculty may choose to use the reading week for their pro-dev activities (if that is what works for that faculty member),

there is no requirement to do so. In fact, although pro-dev days are commonly taken in the May-June period, if there is a pro-dev activity that is particularly relevant to a faculty member and it falls in a teaching period, agreement for that activity should not be unreasonably withheld.

Finally, because so many faculty are now teaching to the maximum 36 weeks and are often very busy with curriculum development and course review in the remaining weeks, many faculty fail to take their full ten pro-dev days. We strongly encourage all faculty to use their ten pro-dev days every year as these days cannot be accumulated.

Pro-dev activities can include attendance or presentations at conferences, workshops, time away to do in-depth reading in an area of professional interest, visits to industry/clinical sites, skill updates, college organized activities such as Showcase, and much more. It is important to notify your manager in advance of the days you plan on taking to ensure that teaching is not assigned during those days (or so coverage can be arranged).

*Please note: The term faculty in this context is meant to include faculty, counsellors, and librarians. 🙏

Correction

Partial Load benefits

If you have benefits with your current P/L contract, you can opt to pay 100 per cent of the costs of carrying the benefits through to your next P/L contract (if you have a written contract for future employment as P/L). The college **can** (*it's not automatic*) give you this option even without a written contract for future employment).

Up at the Board

by Franca Giacomelli, Board of Governors Faculty Representative



It's a new year and the Board has met three times since the last Newsbreak and the news at the meetings has been very positive. Good news has come in the way of new programs, new property, positive financial reports, and outstanding student results.

Since November, the Board has approved the following:

New programs

- Web Design and Interactive Media, Advanced Diploma
- Bachelor of Commerce (Management Studies)
- Bachelor of Commerce (Marketing)

Consent Renewal

- Bachelor of Creative Advertising
- Bachelor of Music
- Bachelor of Interior Design

Program Cancellation

Bachelor of Applied Information Sciences (Software Systems). It was noted that this program had broad base support of industry

and related associations.

However, over the last five years, there were insufficient qualified applicants to allow the college to deliver the program.

The Property Acquisition and Lakeshore Revitalization Report presented in January provided an update on two properties at the Lake. The first item was the acquisition of 3246 Lake Shore Blvd. West (currently Wildside Motorcycle) on the north side of Lake Shore Blvd., and the second item outlined the progress on the replacement of building L. Building L appears to be on schedule.

In addition to the regular meetings, Board members attended a number of special events including the Retirees' Dinner, the School of Creative and Performing Arts Convocation, the formal opening of Humber's Fashion Institute, and the Board of Trade's 123rd Annual Dinner. 🏠

Supporting our students through the Family Campaign

by Franca Giacomelli, Co-chair, Family Campaign Committee

The Family Campaign is part of our larger \$10 million campaign for student awards and scholarships.

The Family Campaign is key to the success of our overall campaign. Participating in this appeal is a way to demonstrate your belief in and commitment to our students, while also serving to motivate other potential supporters to give.

We have a goal of \$100,000 and we are well on our way to meeting this target. To those of you who have already contributed, we thank you. However, we need everyone's support to

help us achieve our target.

Last year, more than 2,700 applications were received for only 60 available scholarships. As faculty, we see students who are in financial need. They are often working in addition to their studies and family responsibilities. A scholarship can make the difference between completing their education and leaving school.

One student writes: *"Thank you so much for recognizing my efforts and passions. You have brought me that much closer to achieving my goals and the extent of my gratitude is impossible to capture in words."* 🏠

People vs US Steel

by Pam Johnson, Professor, School of Creative & Performing Arts

An estimated 10,000 trade unionists, including OPSEU members and supporters, gathered in Hamilton on January 29 to show solidarity with the locked out workers at US Steel (formerly Stelco)

The lock out began on November 7, 2010, affecting 900 workers. The main issue is pensions. Being threatened is the indexing of current pension obligations (so that retirees' buying power is not eroded by rising costs), and the commitment to future workers to a secure pension plan.

Invoking the spirit of the 1930's massive strikes and sit-ins, the Ontario Federation of Labour called for a day of action. Public and private sector unions responded with 46 busloads of people coming from different parts of the province. Thousands of Hamiltonians, including Stelco pensioners, filled the streets of downtown Hamilton with the full support of the mayor and city council.

In the current climate of economic recession and the fear it has created, employers have felt emboldened to use harsh tactics. Employers have threatened to shut down workplaces, imposed contracts before they have been agreed to (as the Ontario colleges did in our last contract), and locked out workers when they refused to accept wage and benefit concessions.

The other side of the coin has been the lack of



support from the trade union movement, leaving groups of workers out on strike for long periods as the employer waits them out.

For example, workers at Vale Inco in Sudbury were on the picket line for 12 months and finally had to give in to employer demands.

This situation of ongoing and escalating attacks on unionized employees, has sparked a call for the labour movement to build solidarity in the spirit of the phrase 'an injury to one is an injury to all'. It is clear from the calls for public sector wage freezes that it will not only be private sector workers who face this ongoing pressure. We can anticipate that the tactics of employers, both private and public, will not deviate far from this established script.

It is clear, as the fantastic events in Egypt have shown, that when the collective voice of people can be organized and brought together, real change can happen. 🇪🇬

Freedom of Speech and Israel

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- 1 http://avalon.law.yale.edu/20th_century/hamas.asp
- 2 <http://www.bloomberg.com/apps/news?pid=newsarchive&sid=aB2RfynNbLmk>
- 3 <http://www.hudson-ny.org/1685/muslim-genocide-of-christians>
- 4 <http://www.jpost.com/MiddleEast/Article.aspx?id=188604>
- 5 <http://www.middleeastmonitor.org.uk/news/middle-east/1886-concern-expressed-about-media-clampdown-by-palestinian-authority>
- 6 Page 10 of <http://jiis.org/.upload/facts-2010-eng%20%281%29.pdf>
- 7 Pages 6 and 8 of <http://www.mfa.gov.il/NR/rdonlyres/64676E73-7E29-4C86-B83F-57245F07EA51/0/donorsapril2010.pdf>
- 8 <http://online.wsj.com/article/SB10001424052748704107104574571491401847518.html#articleTabs%3Darticle>
- 9 <http://www.jcpa.org/JCPA/Templates/ShowPage.asp?DBID=1&LNGID=1&TMID=111&FID=283&PID=0&IID=2049>