

# Newsbreak

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November 2009

## Student enrolment keeps increasing. What about full-time faculty?

by Sylvia Ciuciura, Newsbreak Editor

In the last two years student enrolment has increased about 10% each year. More students means more pressure on human and physical resources. Teachers, librarians and counsellors all have more work to do.

At the September meeting of the Board of Governors, comments were made about our strong enrollment numbers and about the continuing improvement to our physical facilities. No comments were made about the need for more full-time faculty.

Our academic staff numbers on page 4 show seven librarians to answer questions for over 22,000 students when we include Guelph Humber students. There are 17 counsellors to support students over our four locations, North, Lakeshore, Orangeville and the Centre for Trades and Technology.

Our full-time faculty numbers show the college is investing in buildings, not people, to meet the needs of the growing student population. 🏗️

Academic Year	Sept. 2005	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009
<b>Students</b>	15,677	16,072	16,053	17,174	19,564
<b>Full-time faculty</b>	469	509	508	520	527
<b>Part-time faculty</b>	272	271	250	288	310
<b>Partial Load faculty</b>	302	345	312	353	448
<b>Sessional faculty</b>	83	109	115	119	130

Student numbers do not include University of Guelph-Humber students

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# What can I do about my workload?

by Sylvia Ciuciura, Newsbreak Editor

Classrooms, libraries, offices and halls are filled with students. I have heard from some of you about the extra pressures you feel coping with the needs and demands of many more students.

We are working hard to support the students we already have and new demands on us can feel overwhelming. We need to raise these issues with our managers and seek solutions to resolve these problems. These issues impact our students.

Remember that silence means we accept the changes to our teaching and are prepared to just carry on and do it all. You need to make this decision in the context of your specific teaching

situation. You may want to consult with your colleagues or the union office before speaking with your manager.

Some of you have told me about situations where you have spoken to your manager asking for changes. You reported that some discussions resulted in an acceptable resolution and sometimes not. Doing nothing usually does not result in positive change. 🗣️



**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 email the editor: [sylvia.ciuciura@humber.ca](mailto:sylvia.ciuciura@humber.ca) or drop materials at the Faculty Union office – H109, North Campus, ext. 4007.

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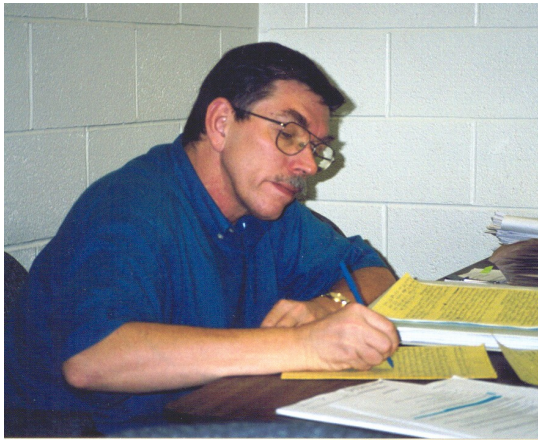
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OPSEU Website: [www.opseu.org](http://www.opseu.org)





# President's notes

by Orville Getz, OPSEU Local 562 President

## Information on Bargaining

The Council and the Union continue to meet. There were three days of negotiations in October on the 20, 21 and 22. Little progress was made. Talks will continue on November 10 for three days. No further dates have been set at this time, but the next available dates would be in January. In anticipation of continuing talks in the new year, Local 562 will call a General Membership meeting for Wednesday January 20 to receive a complete report from a member of the bargaining team. We will inform you of the location and time for this meeting.

Information will be posted on our Local 562 website, [humberfacultyunion.org](http://humberfacultyunion.org). Negotiations Newsletter # 7 as well as documents outlining all our demands and the Council's proposals are currently on our website. Although our agreement expired on August 31 all terms and conditions of that agreement remain in place while negotiations continue. You can also check the OPSEU website for any breaking news concerning a proposed settlement or vote.

## Time to check your student numbers

The College Workload Monitoring Group met recently to review concerns from several Fall SWF's. We would urge each of one to review your SWF carefully when you receive it. You have three days from the time the SWF appears in your mailbox to raise any concerns with your Manager. Your SWF is your work contract with the college. Please take the time

to review it. The deadline to receive your SWF for the Winter semester is November 13. Now is the time to review your classroom numbers on LIS for the Fall semester. November 1 is the College audit date and if your class numbers on that date are higher than originally forecast you may be in an overtime situation. If this occurs you need to report this situation to your manager.

## Donation Policy Update

The Local 562 Executive Committee has established new donation guidelines in dealing with faculty members in times of personal or family illness/death/crisis. As a faculty union it is important for us to acknowledge and support faculty who are going through difficult periods in their lives. In order to help us reach all faculty in these situations, we would encourage faculty to notify your steward or the Faculty Union office at ext. 4007 when you become aware of any occurrence in your school.

## LTD Premium Reduction

The Academic Joint Insurance Committee and the Human Resources Management Steering Committee have approved a reduction of 50% to the premium rate for the Academic Long Term Disability benefit. Faculty received notification from the Human Resources Department on October 26 concerning this premium reduction. Check your pay information to confirm that the reduction has occurred. 📄

# Critical need for full-time faculty

## Number of full-time faculty falls in relation to students

This semester Humber has 888 contract faculty and 527 full-time faculty. Humber's full-time hiring (or perhaps more accurately, non-hiring) practices violate our collective agreement. OPSEU 562 grieves these violations every year, but the grievances can only be based on the past.

Unless Humber Senior Administrators take the initiative in posting full-time positions based on current enrolment and projected retirements, the decline will continue.

New programs can require new faculty hires. When and where is this discussed in the schools and at the senior levels?

Humber Academic Staff Numbers for Fall 2009				
College Totals **	Full-Time	Part-Time *	Partial Load	Sessional
	527	310	448	130
Business	75	45	82	0
Media & Information Tech.	61	52	84	7
Liberal Arts & Sciences	112	30	82	14
Creative & Performing Arts	31	32	62	4
Applied Technology	91	36	68	3
HRT	29	19	44	9
Social and Community	28	51	18	1
Health Sciences	75	44	8	92
Librarians ***	7			
Counsellors ***	17			
Planning / Pro Dev	1			
Student & Corp Services		1		

\* Not including more than 400 CE teachers

\*\* Total includes 39 faculty away on LTD, secondment and other types of leave.

\*\*\* The college has contract counsellors and librarians but does not report these numbers to us. Insufficient staff numbers result in very heavy workloads for full-time faculty in counselling and the library.

# Chief Steward's report

by Audrey Taves, OPSEU Local 562 Interim Chief Steward



## CWMG

The CWMG – College Workload Monitoring Group – is made up of 4 members appointed by the College and 4 members appointed by our union local. The group reviews workload issues in general and also reviews individual SWFs that have been referred to the CWMG. The CWMG then attempts to resolve the dispute. If the CWMG cannot resolve the issue, the faculty member has the option of referring the dispute on to a workload arbitrator.

## Recent issues discussed

Some problems were found during a review of the fall SWFs and they were discussed at a recent CWMG meeting.

SWF errors included:

### 1. Assigning of partial teaching hours

Did you know that teaching hours cannot be assigned as partial hours? A teaching hour is defined by the contract as 50 min plus a 10 minute break – so even if you are teaching a partial hour for some reason – the SWF should read a full hour.

### 2. Problems with the evaluation factors

It is very important to check this carefully – we found errors including courses with no credited evaluation factor, a course with 200% evaluation factor, different evaluation factors for two sections of the same course, etc. Several people are noting on the second page of the SWF that the evaluation factors are not an accurate reflection of the course outline. While it is important to note this, if you check off that you mutually agree to the SWF and sign it – your manager will likely not address the accuracy of the evaluation factors. If the SWF is not accurate, refer your SWF to the CWMG for follow up.

## Why bother?

By changing the SWF evaluation factors for a few of your courses, managers can often fit in an additional course or section and

dramatically increase your workload. Clearly it is very important to ensure that the evaluation factors are correct.

**Q** Where can I get help to understand the factors and calculations on my SWF?

**A** Talk with the steward from your area or give me a call at ext. 4007.

## Advanced Grievance Handling

I attended a two day workshop on Advanced Grievance Handling in September. The workshop addressed issues such as: labour law issues, “the reasonable person” test, progressive discipline, “silence is consent”, “constructive dismissal”, and management’s responsibility to maintain a harassment free environment.

At the workshop, we discussed “Is filing a grievance a radical action?” Members are often hesitant to file a grievance because they do see it as a drastic action, but I learned that the grievance procedure was historically invented by the employer to bring an end to the practice of resolving grievances through strike action. So.. if you’re hesitating about filing a grievance...

It is important for all of us to know the issues affecting the learning environment for our students. Newsbreak is always available online at the faculty website, [humberfacultyunion.org](http://humberfacultyunion.org)

# OPSEU Membership Census

November marks the beginning of the OPSEU Census and an exciting opportunity for every OPSEU member to help shape the future of the Union. The OPSEU Census is a project that seeks to map the changing demographics of both membership and staff with the goal of identifying issues relating to accessibility, equity and workplace inclusion.

To get an accurate picture of the membership, OPSEU is working with a consulting firm, TWI Inc. TWI has developed a confidential and anonymous on-line questionnaire that takes about 15 minutes to complete. TWI is bound

by legal agreement not to share individual survey results with anyone. A final report, including analysis, will be presented to OPSEU by TWI in April 2010.

Throughout November, members can access English census questionnaires at the following website: <http://www.twiinc.ca/opseu> French census questionnaires are available at <http://www.twiinc.ca/sefpo>

Please encourage your colleagues to take a few minutes out of their work day to ensure that every member is counted.

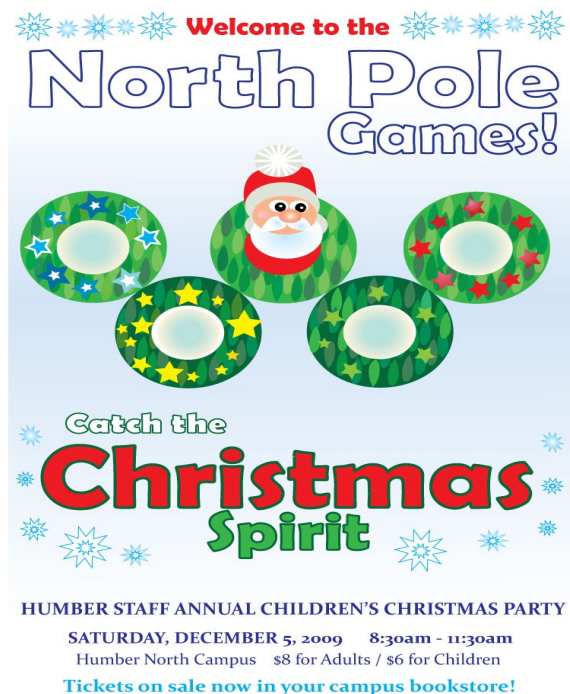


## Children's Christmas

This year, the party is Saturday, December 5 at the North Campus. While parents bring their children, it is also an opportunity for grandparents to bring their grandchildren, and aunts or uncles to bring nieces and nephews to the party.

The party will be from 8:30 am to 11:30 am in the Student Centre. There is a breakfast for all followed by fun activities and eventually a visit from Santa with gifts.

Tickets will be sold at campus bookstores. You are invited to bring canned goods for a food drive and will receive tickets for a raffle. The party is supported by the President's Office, the Faculty Union, the Support Staff Union and by some of our suppliers. Come and enjoy the Christmas spirit.



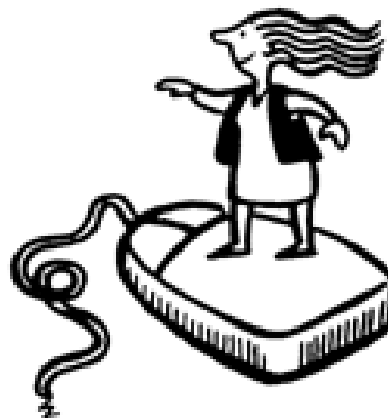
# Open access, open source and academic freedom

by Thea Miller, Humber Libraries

October 19 to 23 was Open Access Week. At the beginning of this week, I was invited by the Canadian Association of Research Libraries (CARL) to attend a webcast question and answer session with an internationally recognised expert in open access. However, in checking out the software requirements for the webcast, I was dismayed to find that I had the "wrong" operating system (Linux), which made following the webcast impossible. Ironically, I was effectively excluded from pursuing my interest in this academic event about openness because I was using open source software. Someone had not made the connection between open access and open source, and the implications for academic freedom.

Let's look more closely at these concepts. Open access is a basically a publication issue. The open access movement aims at enabling access and distribution of research and scholarly publications without having to pay subscription or other fees. At the community college level, this effort is most visible in the form of Open Educational Resources (OER) projects, especially projects designed to make free textbooks available to students. For example, last year California passed a law enabling community colleges in that state to launch pilot OER programs. Within these programs, college faculty and staff can vet and re-purpose open educational resources in order to create high-quality textbooks and other learning materials for students. Such textbooks and materials are, of course, themselves open, meaning that they can be later re-purposed and re-designed to meet changing educational needs. Lately, community colleges have also begun establishing institutional repositories as another means both of encouraging free sharing of education resources, and promoting free academic communication.

Open source can also be regarded as a publication issue, but limited to computer software. Like the open access movement,



the open source community is committed to the creation and distribution of software which is effectively free for all to use, alter and re-distribute. This freedom is possible partly because the software source code itself is freely available, partly because the associated licencing (typically, the GNU Public Licence or GPL) explicitly permits this. Practically, this freedom of use is equivalent to "free of charge", and both aspects are important in the community college environment. Open source software tends to be easier to use with other software (open or proprietary), and it is more flexible and adaptable, since the code itself can easily be altered by someone with the appropriate programming skills. Important software solutions such as learning content management systems, office and publishing systems, and databases are available in open source, and are often more popular both with faculty and students than their proprietary equivalents. Faced with the choice of investing money into expensive proprietary licences or into better teaching resources, open source can provide a win-win solution.

Neither open access nor open source are necessary to ensure academic freedom. Some faculty may not feel comfortable with open access, particularly in regard to their own work. Open source may not be a practical

*Continued on page 8 . . . . .*

... "Open access" continued from page 7

solution; faculty and students alike often have little time to learn how to use new software.

However, it is clear that both open access and open source complement academic freedom. For example, by doing away with licence restrictions and use fees, timely and effective access to resources can be provided. Networking capabilities can also be increased, leading to more opportunities for interchange of ideas, expertise and material.

Finally, creativity can be enhanced when both faculty and students have the ability to interact directly with original material, learning how it was put together, and understanding how it can be put to use in new ways.

Academic freedom is certainly a right which deserves to be nurtured and defended. But we must not lose sight of how it can be positively or adversely affected by everyday academic practice. 🙏

## Contract faculty and H1N1

Because of concerns expressed by contract faculty, Local 562 President Orville Getz sent President Davies the letter below:

October 13/09

Dear John,

Frequent reminders have been posted for faculty, staff, and students emphasizing that the province and college are concerned about H1N1 and encouraging everyone to stay home when sick. Issues related to doctor's notes and missed tests have been addressed for faculty and students. As you know, part time and sessional faculty have no sick time benefits. This creates a conflict for these faculty as evidenced by this quote received from a contract faculty member.

*" I believe that I am typical when I say that I always come to work when sick. I come sick because it's important to stay under the radar of admin and not be a nuisance (i.e. be an employee who gets sick). I come to work sick because of the narrow opportunity to earn my yearly income.*

*In the past, I have come to work and lain down on the floor under my desk, only getting up to go to class. Then I returned from class to lie down under the desk again and wait for the next class, I was so sick. I think I am typical of other sessional, partial load, and part time staff.*

*If the college wants to ensure that I don't work sick, then a note of encouragement saying I will be paid when I am sick would be a good strategy."*

Partial load faculty do have some sick time hours but are often reluctant to use these hours for fear that it could impact future contracts. Contract faculty are very vulnerable to loss of income.

How can the college support these contract faculty to stay home when ill? We feel that clear direction is needed from our administration to all our contract faculty indicating that they will not be hurt, financially or in terms of future employability, by staying home when ill. This should help to ensure compliance with the directive to stay home when ill.

If the college really wants contract faculty to stay home when ill, then we encourage our administration to address this issue quickly.

Sincerely,

The Officers of the Faculty Union, Local 562

# You asked us

by Audrey Taves, OPSEU Local 562 Interim Chief Steward

**Q** Are you new faculty and not sure of the SWF?

**OR**

Is your workload increasing each semester and you are wondering if you should check your SWF more closely?

**A** Winter SWFs are coming out soon – by Nov 13<sup>th</sup>. Those of you who are new to the college may be uncertain regarding how to check your SWF and the procedure for dealing with any problems you may find. Here is a quick overview. When you first receive your SWF, review it carefully.

✓Does it accurately reflect the work that you do?

✓Are the courses and sections correct?

✓Have you been given the correct preparation factor?

✓Do the student numbers on the SWF approximate the expected numbers for the course?

✓Do the evaluation factors reflect the types of evaluation identified in the course outline?

✓Have you been given credit on the back of the SWF for any other assigned work – curriculum development, mentoring, prodev?

Remember, if it is not on the SWF it is not assigned work.

If you find your SWF accurate, initial beside (*M*) *Mutual agreement*, sign your SWF, take a copy, then return the original to your manager. If you find inaccuracies or have concerns, note the problem on the SWF, make a copy and return the original to your manager without signing it, ideally within 3 days of receiving your SWF. Your manager should alter the SWF or meet with you to discuss your concerns. If you and your manager cannot resolve your concerns, initial beside the (*W*) *Proposed workload referred to the CWMG* on page 2 of the SWF. The CWMG will arrange a meeting within one week of the referral to hear the issue.

**Q** What if your workload changes after your SWF is issued?

**A** If there is a change in student numbers or if your assignment is changed in any way, for any reason, remember to ask for a new SWF. These changes could put you into an overtime situation and result in overtime pay.

**Q** Are you mentoring a new or contract faculty member?

**A** Pro-dev has developed an extensive mentoring program for new full-time faculty. It requires a substantial time commitment on the part of the faculty mentor. When this mentoring program was presented at Academic Council, it was suggested that one problem with the program was a lack of time for the mentor and mentee to meet. When asked about giving faculty time on the SWF for this work, the reply was that it was up to individual managers to assign complementary time for mentoring and record it on the back of the SWF. If you are asked to take on the mentoring role, ask for time to be recorded on your SWF under complementary hours. The college has signaled that this is an important program, so time should be allotted for the work, perhaps two hours per week.

**Q** How does research work get reflected on the SWF?

**A** During a recent presentation on “Research at Humber” by James Watzke, Dean of Research, the issue of SWF time was raised. Watzke stated that he was aware that some faculty have received SWF time for research work. VP Hatton stated that individual managers allot research hours on the SWF. Remember page 2 of the SWF has space for complementary hours – time for research would fit very well here – especially research related to student learning.

# Comparison of Working Conditions

## Full-time and Contract Faculty

<u>Rights</u>	<u>Full-Time Faculty</u>	<u>Partial Load Faculty</u>	<u>Sessional Faculty</u>	<u>Part-Time Faculty</u>
right to join a union	yes	yes	yes	yes
collective agreement	yes	yes	not yet	not yet
salary	\$55,638 - \$96,529 per year	\$74.39 - \$129.06 per teaching hour	per diem pro-rated to placement on salary scale - not consistently applied	\$\$\$ - \$\$\$ per teaching hour, at manager's discretion
salary step increase based on service	yes	yes	no	no
benefits	yes	employer-paid extended health & access to other benefits	no	no
class size limits	workload formula	no	no	no
time for prep/eval/out-of-class help for students	workload formula	no	no	no
paid pro dev time	yes	no	no	no
paid sick time	yes	yes	no	no
paid stat holidays	yes	yes	no	no
tuition subsidy	yes	yes	no	no
pensions	yes	yes – qualifying period – individual must register		
office space	yes	if lucky - or a shared desk or a briefcase		

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# Boardwalk

by Paul Pieper,  
Board of Governors Faculty Representative



In previous issues of Newsbreak I have reported that Humber College continues to pursue an active, and at times, an aggressive growth strategy. The rationale behind this strategic stance is complex, but basically involves maintaining our competitive position with respect to preserving our share of the provincial grant and secondly providing opportunities to our immediate catchment area which is known to have serious challenges. Student enrolment growth affords the college the opportunity to hire more faculty and thereby rejuvenate an aging faculty - the problem of course has been that the new hires have not kept pace with the growth rates nor the retirements.

I have been a supporter of this growth strategy and the rationale behind it. What is increasingly troubling me is that I believe that the longer (and even the intermediate term) economic climate has fundamentally changed with this recession and the attendant government budget deficits. Most economists are predicting rising interest rates and that governments of all levels will have to implement a severe budget deficit reduction strategy if significant tax increases are to be avoided. One can debate whether corporations and the rich should be asked to contribute more tax revenue, but that source is not unlimited and over restricting private sector growth helps no one. So it seems inevitable after the next set of elections, almost regardless of which party forms the government (especially if one party were to be free of the constraints of a minority parliament) federal governments will reduce transfers to the provinces. Then provinces will tighten budgets of

provincially funded institutions just as we witnessed after the 1993 elections.

If this scenario comes to pass, should Humber College commit itself to a growth strategy that may not be supported by increased provincial funding? On the other hand by not growing will we be impacting negatively on future college budgets? As an economist, it seems to me that the college would be prudent to revisit how it would cope if current prognostications are valid. A case in point, the college received financial assistance to acquire a new building for trades and apprentice training but had to use internal operating funds to complete the renovation. The college can afford to do this as long as it continues to post surpluses, but what happens when budgets get tight? Instead of investing in more buildings, Perhaps it's time to address our human resource deficit. The increasing reliance on part-time faculty impacts on our ability to deliver high quality education to our students, but quality teaching is integral to our growth strategy. If growth involves making our current facilities more efficient then the downside risk is small. However, if the college were to take on significant debt to fund major capital expansion, what are the implications in a higher interest rate and lower government grants environment?

Our college is in excellent financial shape, but with the evolving economic realities the college should reconsider how best to add new programs and new students. This must be done in the context of more limited resources, where one commitment may have to come at the cost of giving up on another.

Interesting times.

# Greetings to new faculty

A warm welcome to our colleagues who have joined the full-time ranks over the past academic year. Quite a number of these faculty are not new to the college, but have been working on contracts for some time. We're pleased to have them with us on a more permanent basis.

## Applied Technology

Drew Aaslepp  
Craig Crane  
Robert Filice  
Michael Kirk  
Pamela Mayhew

## Business

Pauline Ashworth  
Hilda Gregorian  
Debbie Johnston  
Susan MacGregor  
Jeff Oestreicher

## Creative & Performing Arts

Shirantha Beddage

## Health Sciences

Pamela Adams  
Manuela Carvalho  
Rosalina Chiovitti  
Clint Gunn

Johanne Hayes  
Jennifer Law  
Neena Riarh

## Hospitality, Recreation & Tourism

Kristina Wakimoto

## Library Services

Alexandra Ross

## Liberal Arts & Sciences

Daniel Hambly  
Lara McInnis  
John McLean  
Leah Robinson  
Stephen Stockton  
Jordana Zah

## Media Studies & Information Technology

Andrew Ainsworth  
Noni Kaur

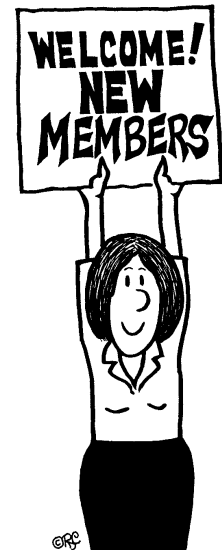
Robert Richardson  
Rob Robson

## Social & Community Services

Beverly-Jean Daniel  
Aqeel Saeid  
Joanne Spence

## Student Services

Kathy Raufi



## NewsBreak wins “Best Editorial”

At the annual OPSEU Newsletter Awards ceremony in October, NewsBreak won Best Editorial for *OPSEU and Israel* by Wendy Phillips for the period September 2008 to September 2009, in the category of “Locals over 500 Members”.

We also won Honourable Mentions for Best Original Illustration for *Good Jobs for All* by Catherine Marrion, and Best Design for the *November 2008 issue*.

Congratulations to all who have worked so hard on NewsBreak last year.

