

# Newsbreak

Volume 20, Issue 1

September 2009

## Enrolment increases by 10%

### Do we have enough full-time faculty?

by Sylvia Ciuciura, Newsbreak Editor

This fall Humber has almost 21,000 full-time students, about a 10% increase in students over last year, according to President Davies. Davies believes our reputation for quality teaching and learning has certainly contributed to this growth.

In Key Performance indicators, Humber leads all GTA colleges in student satisfaction, graduate satisfaction and the percentage of students that are employed in their field within six months of graduating.


At the School of Business meeting on August 31, Academic Vice-President Hatton reported on Humber's excellent results in a student survey done by the Community College Survey of Student Engagement ([ccsse.org/aboutccsse/engage.cfm](http://ccsse.org/aboutccsse/engage.cfm)). This is the first time students of Humber have participated in this American survey.

In the survey, Humber, in a group of 58 large urban colleges, set the benchmark for four of the five categories. Vice-President Hatton acknowledged the contribution of all of our employees - faculty, staff and administration - to this achievement. He indicated that he hoped this success would be reflected in his salary.

Considering these successes, all of us would like to see monetary recognition for our

achievements. Does Dr. Hatton see full-time and contract faculty being recognized in the same way for their contributions to the quality teaching and learning that takes place in the college? Would he support this type of recognition for both full-time and contract faculty? He could certainly increase part-time faculty salaries in recognition of their contribution.

Since Fall 2007, Humber has added 25 new programs across our eight schools. In his breakfast speech, President Davies said the college will hire significant numbers of faculty over the next few years. How many new full-time faculty does this mean? When will they be hired? How long is a few years? Don't we need them now?

These statements about hiring leave out the fact that many full-time faculty are retiring. So even with new hiring taking place, usually there is a negligible increase in total faculty. As President Davies indicated, the student numbers keep increasing – this year by about 10%. To keep pace with these increases, the full-time faculty complement should increase by the same percentage — which would mean about 50 new positions. 

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# From the editor's desk

by Sylvia Ciuciura, Newsbreak Editor

I'm very happy to greet you as the new editor of Newsbreak. Maureen Wall retired from Humber at the end of June, and I wish her a very happy retirement.

In addition to working on Newsbreak, I have recently taken on the role of OPSEU 562 Treasurer and am a steward for the School of Business, where I have taught since fall 1998. I also serve as a Local 562 member of the College Workload Monitoring Group.

In my faculty role, I teach Financial Accounting 1 and Computerized Accounting to business students and serve as a School of Business member on

Academic Council and on the Annual Awards & Scholarship Campaign Committee.

As Newsbreak editor, I welcome your letters, comments, suggestions, ideas, articles.

Please contact me by email ([sylvia.ciuciura@humber.ca](mailto:sylvia.ciuciura@humber.ca)) or leave me a message at the Faculty Union office, room H109, ext. 4007. I look forward to hearing from you. ✍



**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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# President's notes

by Orville Getz, OPSEU Local 562 President

## Information on bargaining

We are at the end of our four-year collective agreement, which expired August 31. All terms and conditions of that agreement remain in place while negotiations continue.

The management and union bargaining teams have been meeting since the first week in June. In August a meeting was held with a government-appointed conciliator from the Ministry of Labour. After the meeting the conciliator recessed negotiations until October. He asked both parties to propose future meeting dates.

The Union proposed several dates each month from September through December, but the conciliator accepted management's offer of three meeting days in October and three days in November. We will keep faculty informed of developments from these meetings.

Full information is posted on our Local 562 website -- [humberfacultyunion.org](http://humberfacultyunion.org) -- the latest Negotiations News, as well as documents outlining all our demands and management's proposals. You can also check the OPSEU website -- [opseu.org](http://opseu.org) -- for any breaking news concerning a proposed settlement or vote.

## John Stammers Memorial Scholarship

At the Creative and Performing Arts awards ceremony on April 24, Gryphen Colling was presented with the OPSEU Local 562 John Stammers award for the Theatre Technician program. John Stammers was a Centennial professor who also taught part-time at Humber. He was killed while on picket duty at Centennial during the 2006 strike.

During the summer, Local 562 received a thank you letter from Gryphen. He has returned

to Humber this semester to continue his studies and hopes to one day work in the live theatre industry as a lighting or special effects technician. He wrote that he hopes "to reach new heights at Humber in second year and pass on skills and attitudes I have learned to new first year students." We wish him well in his second year studies at Humber. ¶¶

## From Negotiations Update

*Faculty Negotiating Team, Sept. 1, 2009*

"Workload, salary and academic freedom were the top three priorities the faculty team was directed to pursue. . . . Improvements for partial-load faculty and stopping the increasing transfer of teaching work to part-time and sessional employees remain significant demands still on the table." (p. 1)

"The Union advised the Colleges at the very start of these negotiations that we were prepared to implement the Workload Task Force Report in its entirety even though the Report had some things we did not support or even agree with." (p. 4)

"The Union has some other workload demands identified by the faculty, but the key to settlement lies in implementing the recommendations of the Task Force. The final recommendation, echoed throughout the report, speaks to 'mechanisms that will enhance collegiality, professional development, and academic freedom.'" (p. 4)

For full text, go to [humberfacultyunion.org](http://humberfacultyunion.org)

# Workload formula: the story so far

## Historical context of Article 11

**Pre-1984** No Standard Workload Form and no real workload limits except weekly teaching contact hours and no workload complaint process. Averaging of teaching hours from week to week and year to year.

**Oct. 1984** 8000 college faculty on strike for quality education to achieve a workload formula.

**Nov. 1984** Faculty legislated back to work after 4 weeks. Issues referred to arbitration and Prof. Michael Skolnick assigned to research.

**1985** Skolnick Report gave ringing endorsement to faculty quality of education issues.

**May 1986** Arbitrated contract included the workload article achieved by the 1984 strike. Implementation of the new formula and the SWF resulted in additional funding for the system and the hiring of nearly 1500 new faculty across the system.

**March 2004** Settlement averted a strike within hours of a strike deadline. All workload issues referred to a Joint Workload Task Force.

**Fall 2004** Task Force did not reach consensus and union contracted research firm. Survey completed by 1300 faculty and detailed workload diaries completed by faculty from each college informed union workload demands for increased preparation and evaluation factors and increased complementary time.

**Dec. 2004** Workload and staffing issues priorities at provincial demand-setting process.

**Feb. 2005** - Rae Report findings supported union workload and staffing demands.

**Nov. 2005** McGuinty announced \$87.3 million Quality Improvement Fund for colleges. First principle tied to the funding was that the colleges must: "Hire more support staff and faculty so that students have better access to their instructors."

**March 7, 2006** Province-wide "Quality Education" strike on workload and staffing issues.

**March 24, 2006** Strike ended with agreement to refer outstanding issues to arbitrator.

**June 2006** Arbitrator William Kaplan awarded salary increases and established a Workload Task Force with an independent chair.

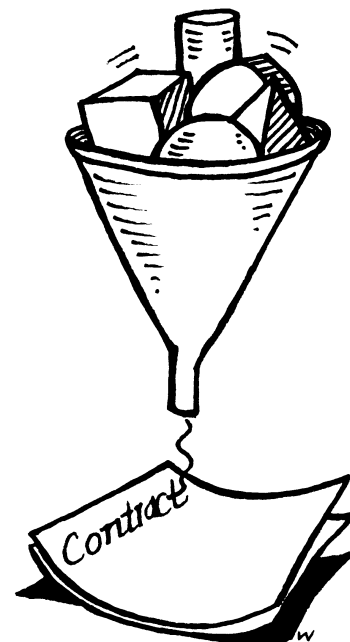
## Recent events

**Feb. 2009** Provincial demand-setting priorities of workload, salary and academic freedom.

**March 2009** Workload Task Force report confirmed faculty demands for fundamental changes.

**June 2009** Contract talks began and continued through July and August.

**Aug. 31, 2009** Current contract expired. Talks recessed by conciliator, to resume in October.



# Chief Steward's report

by Audrey Taves, OPSEU Local 562 Interim Chief Steward

As you probably noticed from the photo, this column is not being written by Robert Mills. Robert is on sabbatical, and I am interim chief steward in his absence. I have been on faculty in Health Sciences for more than 25 years, and I look forward to working with you in my new role in the faculty union.

If you have any questions or issues that I can help you with, please come to the faculty union office in H109, North, or call me at ext. 4608.

## Workload heavier this semester?

Do you have more classes to prepare for? Do you have more students than ever before? Have a close look at your Standard Workload Form (SWF), and you might find that the increased work fits on your SWF because your manager has changed the evaluation factors for your courses.

For example, a 3-hour course with 40 students, with an evaluation factor that has been changed from 100% essay factor to a mix of 50% essay, 25 % routine/assisted (i.e. multiple choice) and 25% in-process, gives you almost 2 hours less evaluation time. Switching evaluation factors on a few courses easily adds up to enough space for your manager to add an additional course or section or many more students onto your SWF. Often these changes to evaluation methods are made with no faculty input regarding the appropriateness of the revised evaluation methods. At times the evaluation methods on the course outlines are not even changed to match the revised factors on the SWF.

We have had many inquiries regarding these types of changes and have found that when these issues are raised with managers, reductions in workload back to previous levels are often successfully negotiated. If you are unsure how all of this works, give us a call at the union office and we can look at your individual SWF and help sort it out.

If you cannot resolve a SWF issue with your manager, you can refer your SWF to the College

Workload Monitoring Group (CWMG).

Recent referrals have resulted in changes such as an increase in preparation time on the SWF and removal of an inappropriately-assigned course. Again, if you have any concerns with your SWF, call us to talk about your options.



## Grievances

- A union grievance related to college hiring practices was settled -- see "*Internal Applicants . . .*" on page 9 of this issue.
- Several grievances are scheduled for arbitration or are awaiting arbitration dates:
  - 3 in Health Sciences – one on improper classification of clinical professors as sessionals, one on rollover of sessional positions to full-time positions, and one related to staffing of full-time positions
  - one from Hospitality, Recreation and Tourism on discipline and sick leave notice
  - one in Business on dismissal of probationary faculty
  - one in Creative and Performing Arts on not honouring a staffing settlement
- Several new grievances have been filed this fall:
  - a partial-load faculty in Media Studies grieved bad faith in hiring practices
  - a partial-load faculty in Applied Technology grieved regarding teaching hours
  - Local 562 grieved that the college is assigning teaching hours to support staff
  - a faculty member grieved regarding the contents of his personnel file

Stay tuned for updates on all of the grievances as they move through the grievance process.

**Have a wonderful fall semester!**

# Part-time college teachers' unionizing votes challenged

Excerpts from Sault This Week

Byline: BOB MIHELL

Source: [www.saultthisweek.com/ArticleDisplay.aspx?e=1714817](http://www.saultthisweek.com/ArticleDisplay.aspx?e=1714817)

“Outrageous” and “scandalous” are two words used by an OPSEU spokesperson to describe . . . the continued refusal of Ontario’s 24 community colleges . . . to allow the counting of 3,600 votes by part-time and sessional instructors seeking union representation. . . .

What was supposed to be a quick process is now bogged down in a judicial hearing before the Ontario Labour Relations Board, that Randy Robinson, a senior communications officer with OPSEU . . . estimated could take close to two years to resolve with a price tag for taxpayers he estimated at up to \$2 million.

Robinson laid a major part of the blame on the doorstep of the McGuinty government . . . . He added that the provincial government had changed the law to allow the employees the right to unionize in October 2008. An application was submitted to the Ontario Labour Relations Board in December who then ordered the vote.

“That vote was held,” Robinson said. “And now the colleges, who are absolutely an agency of the provincial government, are using taxpayers’ dollars to stop the vote from being counted. . . .”

Robinson estimated the legal fees paid to the law firm representing the colleges at the most recent meeting before the OLRB to examine 13 individual cases over nine hours at \$5,000. . . .

The position of the colleges is that anyone who participated in the card signing and subsequent vote had to have a part-time or sessional instructor’s contract with a college on Dec. 4, 2008. . . .

OPSEU’S position is that part-time and sessional instructors who have had a demonstrated ongoing relationship with the college should be eligible to choose union representation.

“For example, there were people who were working that semester, but whose contracts ended before Dec. 3, 2008,” Robinson said.

“You will have people who have, for a number of years, worked from January to April every single year, but not the semester when the vote was held. . . .

Robinson said OPSEU intends to increase its pressure on the government to end the stalemate. . . .

“We just want to open the box and move on so we’ll do everything to make that happen,” he said. ✕

## Part-time support staff vote in October

Up to 10,000 part-time support staff at Ontario community colleges are eligible to cast ballots in a union representation vote to be held October 5 to October 27. As with the part-time faculty vote last winter, the certification vote was ordered and will be conducted by the Ontario Labour Relations Board.

Part-time support staff may vote at any college. The voting at Humber will be on October 20 at Lakeshore and October 27 at North. Full details of voting dates, times and locations at all 24 colleges are available at

[opseu.org/caat/parttime/votetimes2009.htm](http://opseu.org/caat/parttime/votetimes2009.htm)

Full details of the part-time and sessional faculty and support staff union drive are available on the OPSEU web site at [www.opseu.org](http://www.opseu.org) and on the college workers’ web site at [www.collegeworkers.org](http://www.collegeworkers.org). To receive updates by e-mail, call OPSEU Direct at 1-800-268-7376 or send an e-mail to [jevans@opseu.org](mailto:jevans@opseu.org).

# Pro rata focus of part-timers conference

by Thea Miller, Humber Libraries

**W**hy is the pro rata model important for part-time faculty? This is the question that a recent CAS (Contract Academic Staff) conference in Ottawa helped answer.

Simply put, pro rata acknowledges that all academic workers have the same general commitment to teaching, research and service, and consequently must be rewarded according to the percentage of full-time work they carry out. Currently, many part-time academic staff are hired for just one area (usually teaching), and receive none of the benefits that full-time faculty enjoy. Pro rata does away with this, by ensuring all academic workers enjoy the same rate of pay, the same benefits, and the same opportunities to pursue their academic careers, in proportion to the amount of time they are hired for. Behind this approach is the insight that academic work is never one-sided, and that an academic institution's mission of teaching and learning can only be fulfilled when the

"Academic staff have the right and the duty to develop and maintain their academic competence and effectiveness, and to perform their academic duties. When determining workload, care must be taken to ensure that the balance among research, teaching and service activities as well as the balance between scheduled and non-scheduled duties affords adequate opportunity for every academic staff member to participate fully in all aspects of academic work."

CAUT Policy Statement on the Nature of Academic Work (2005)

multi-faceted engagement of all faculty members is recognized.

Does this sound like a dream? In fact, the pro rata model has been implemented to varying degrees in a number of Canadian academic

..... Continued on page 8 .....



From left to right: James Turk (Exec. Dir. CAUT), Penni Stewart (Pres., CAUT), Jonathan Haxell (Wilfrid Laurier University Faculty Association), and Geoff Martin (Mount Allison University Faculty Association)

... "Pro Rata" continued from page 7

institutions, including at least one college (Vancouver Community College). Is it of interest just for part-timers? Not at all. The continuing trend towards the hiring of part-time, low-paid instructors not only diminishes the overall quality of the post-secondary experience, but deprives many potential full-time academic workers of appropriate employment opportunities.

The one-day conference, organized by the Canadian Association of University Teachers (CAUT), was held at the University of Ottawa on May 30. Approximately fifty people from universities and colleges across Canada attended.

After the introductory remarks, Cindy Oliver (CAS Committee Chair) opened the plenary session by describing the pro rata model and its importance, and she pointed out that there will be a chance to realize the post-secondary vision once all faculty are able to participate in that vision.

Geoff Martin (Mount Allison Faculty Association) followed with a discussion of the strategic importance of putting the pro rata model on the bargaining table: putting forward a principled (rather than ad-hoc) proposal effectively places the employer on the defensive.

Jonathan Haxell (Wilfrid Laurier University Faculty Association), closed the opening session with an account of his recent experience of negotiating a contract which included elements of the pro rata model.

The opening plenary session was followed by four concurrent break-out sessions, where participants had the opportunity to examine specific issues in detail, including job security, compensation, incremental implementation of the pro rata model, and promoting solidarity. Lunch was followed by another set of concurrent breakout sessions.

In the closing plenary session, Eileen Lokha (University of Calgary Faculty Association) discussed some difficult issues in pro rata bargaining, such as contract staff fearing repercussions, the effect of pro rata bargaining

on contract renewals, and concern about intellectual property rights. Ingrid Kolsteren finished off by describing her experience of pro rata as it has been implemented at Vancouver Community College.

The conference came to a close with a dinner, where Ian Robinson's (University of Michigan - Ann Arbor) keynote speech illustrated his experience in the United States, and underlined the need to bring about both a shift in priorities in the academic community, as well as a change in the attitude of tenured faculty.

The breadth of topics covered in just this one day was truly impressive. From the theoretical to the practical, the general to the specific, it seemed that the conference organisers had thought of everything. While "pro rata is a good thing" was the underlying message, no attempt was made to hide or even avoid the complexity of issues involved. What, for example, is meant by academic research, and can the current research paradigm be reconciled with the kind of research part-timers inevitably carry out? Why should full-time faculty want to have the work of part-timers evaluated on the same footing as theirs? Should part-timers have the same access to benefits as full-timers, and if so, how would this work? What happens when, in a pro rata environment (such as at Vancouver Community College), management continues to regard part-time faculty as second-class? How can part-timers be encouraged to support pro rata when doing so may threaten their job? Food for thought, and ideas for action.

This is the fourth conference that CAUT has held for contract academic staff. To judge from the initial reaction of many of the participants, it appears that this conference was as successful as the previous three.

Congratulations, CAUT!

To learn more about CAUT and the Contract Academic Staff Committee, go to

[caut.ca/pages.asp?page=212](http://caut.ca/pages.asp?page=212)

# Internal applicants must be considered first

## Local 562 grievance clarifies Humber hiring process

by Paul Michaud, OPSEU Local 562 First Vice-President

Last October, we reported in Newsbreak on a grievance Local 562 filed concerning the process being used at Humber to hire new full-time faculty. The grievance requested that the College modify its hiring procedures to consider internal applicants (full-time and partial load) prior to considering external candidates, as required by the collective agreement. We also requested that this requirement be conveyed to selection committees prior to starting the selection process.

At the time, Local 562 officers believed that it would be possible to develop a document for hiring managers and selection committees outlining the process including the collective agreement obligations.

Unfortunately, the College and the Local were not able to develop hiring guidelines that adequately protected the rights of internal applicants, and so Local 562 referred the grievance for arbitration.

The arbitration board, chaired by Howard Brown, met to hear the grievance on June 23, 2009. The College position was that managers are expected to follow the collective agreement in hirings and that as a practical matter most managers chose to interview internal and external candidates at the same time so they could use the interviews to recruit for non full-time positions.

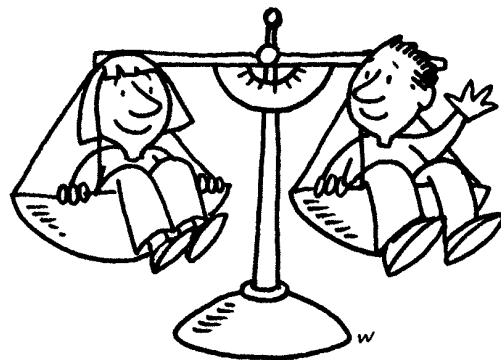
As often happens with arbitrations, a settlement was reached after the initial presentation of the case. The settlement:

- makes clear that the College can interview external applicants for non-full-time positions during the hiring process
- establishes that internal candidates will be informed of the outcome of the selection process
- requires the College to inform hiring managers, who will inform selection committees, of these requirements

We were surprised to find out that external applicants were being interviewed during the selection process as a way of recruiting for other non-full-time positions. We are sure that this will also be a surprise for faculty members who have served on selection committees.

However, Local 562 officers are pleased that the settlement clarifies the College's obligation to make decisions about internal applicants before considering external applicants for posted full-time positions. 📖

- clearly states the College responsibility to make a decision about internal applicants before considering external applicants



# Partial load faculty hours limited?

by Audrey Taves, OPSEU Local 562 Interim Chief Steward

Last spring we received many calls and questions at the faculty union office regarding a new “limit” on partial load hours. Partial load and full-time faculty reported being told by associate deans or coordinators that “Michael Hatton has put in place a limit of 9 hours per week of teaching for partial load faculty.”

As you are likely aware, our collective agreement states that partial load employees teach “more than six and up to and including 12 hours per week” (26.01B). An artificial limit of 9 hours per week of teaching would be a restriction of partial load rights, as it would interfere with their ability to make a living.

When we did a quick review of our ‘08-‘09 staffing lists, we found many partial load faculty with 9 or fewer hours. This appeared to be a dramatic shift in the number of hours assigned per partial load faculty as compared to previous academic years.

As we were seriously concerned about this, last June we sent an email asking Dr. Hatton to confirm or deny this new artificial limit. We

also asked for the rationale if such a limit was in place.

Although we did not get a reply from Dr. Hatton, Deb McCarthy, Director of Human Resources, did give us a written reply. It stated, in part “in assigning partial load hours, we are operating completely within the realms of the Collective Agreement by assigning between seven and twelve contact hours per week.”

Ms. McCarthy also assured us verbally that there has been no direction by the college to limit the partial load hours, other than to keep the partial load hours under 12 hours per week. She also stated that according to her statistics the partial load hours have averaged 9 hours per week for the past five years with no change.

So... with the large student numbers we have this semester and the resulting demand in teaching hours, it would be great to see these demands met by hiring more full-time faculty and by more partial load faculty getting up to the 12 hour per week limit rather than an increased reliance on part-time faculty. ☺☺☺

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## Abilities and Disabilities

by Thea Miller, Humber Libraries

In today's world, having a disability is still commonly perceived as a misfortune, and the disabled person as being, in some way, incomplete, or -- even worse -- incapable.

What tends to go unrecognized is that, in coping with the challenges presented by a disability, new abilities are often acquired. People with visual disabilities can acquire new aural, tactile and olfactory skills; hearing disabilities can lead to increased sensitivity to facial expressions and body movements; mental disabilities can lead to new interpersonal skills. For abled persons, awareness of these new skills can help in establishing a more rewarding rapport with their disabled

colleagues, thus avoiding those too-often occurrences of insensitive or even discriminatory behaviour.

A recent example is this past President's Breakfast. For the writer, who has a moderate hearing disability, most of what was said beyond her own table -- including the remarks of the MC and the announcement of the awards -- was incomprehensible. It doesn't need to be this way; for example, signers could be engaged for campus events. We should all be able to celebrate together, because we all contribute to Humber's success with our very own unique set of abilities. ✍



# Boardwalk

by Paul Pieper,  
Board of Governors Faculty Representative

Most people wait for January 1<sup>st</sup> to change their calendar. For those of us involved in education, we have long known that the real “new year” begins after Labour Day.

The start of the new academic year has always been a time of renewal – students adapting after an unstructured summer or having been working adults and now finding themselves in a classroom; faculty implementing changes planned last spring; and admin and support staff gearing up to deal with the onslaught of new and returning students.

For those of us who are long-standing members of Humber, it is more important than ever that we take advantage of the advent of this cyclical beginning. It is too easy to just continue with the comfortable past.

In my own case, a course that I have long had in the planning stages finally came to fruition last semester. This led to an opportunity to work with some terrific colleagues in Tanzania and Nepal on college-sponsored foreign aid projects. These experiences have in turn motivated me to revamp some of my courses. Not only was I totally inspired by my colleagues, but being in these desperately poor countries, with marvellously talented people facing unimaginable challenges, makes one appreciate what relatively wonderful opportunities we have.

As if I needed any more inspiration, a visit to Oxford this summer, with its amazing university heritage (and class privilege), just further demonstrated the vast differences in opportunities that people have.

So it is in this context that I now look at what the Board of Governors will be dealing with this next academic year. We continue to be on an aggressive expansionary phase and as you heard at the President’s Breakfast, we are now the largest college in Ontario.

If Humber were growing for its own sake, I would be very much concerned, but in part it is to meet the shortage of post-secondary education opportunities in the GTA, especially in our north western area which has a disproportionate number of underprivileged young people. It is also to take advantage of the budget implications that growth allows and to continue to expand our offerings of the bachelor of applied arts programs that is part of our polytechnic strategy.

What I took from all my travels this summer is the re-confirmation that if we are to inspire our students to learn and to achieve their own personal best, then we too have to demonstrate a thirst for renewal and learning. I hope that you too had a good summer, whether it involved exotic adventures or a more quiet renewal at home. Whatever your experience, may you make this work for your students in the classroom. ✍



# Whatever happened to . . . .?

by Catherine Marrion, OPSEU Local 562 Second Vice-President

It's September again and you return from summer holidays to resume your full-time position. Somewhere in the first or second week of school, you notice that someone is missing.

Where's Jane? She's been a partial load teacher in your program for at least a decade and suddenly she's not there. Sure enough, she's not on the faculty roster, so you ask around... or maybe you don't ask.

You taught the same students, hit the same grades deadlines, enjoyed each other's company over lunch, and talked about new developments in your field. And now she's gone... just like that. Maybe she got a great job somewhere else – good for her! Or maybe this is the fallout from that reorganization your dean was talking about last June. Or maybe... who knows?

Would you like to know how Jane was “let go”? After being on the faculty for 12 years, she received a curt email telling her that her services were no longer needed. No reasons were given and there was no personal discussion. Silly Jane! After a dozen years she had begun to count on Humber for a percentage of her income.

And what about Janet? After teaching at Humber for a year, she received an email at the end of July telling her that there was no position for her for the fall. But... didn't her coordinator say “See you in the fall!” as Jane handed in her grades last May? Now she had missed out on picking up teaching work elsewhere.

It doesn't always go down that way – sometimes it's worse. George was invited to teach but never received a copy of his contract to sign despite his requests, and a week before classes was told he wasn't needed after all. [True story, by the way]. I can hear all the righteous voices saying, “He should have insisted on a signed contract!” True, but how

much “insisting” can you expect of a contract teacher with no job security and no seniority, no matter how long he has worked for the college?

The 2008-2009 Humber College Annual Report lists *Our Values*, including:

“Respect...by acknowledging the dignity and contribution of each individual in our diverse community through fair, ethical and courteous actions and communications.” Right. Ask Jane and George about respect and courtesy.

Many administrators ignore the rules because it's convenient and there are no repercussions. Others do the best they can for their contract teachers within the context of our inequitable two-tiered system.

Administrators are under pressure from above and below—nobody has it easy—but that's no excuse to treat the part-time, partial load and sessional faculty (who deliver most of the college curriculum) unfairly, unethically and with discourteous actions and communications. Is it any wonder there is such growing support for the part-time union drive?

A jazz band played when I marched to the podium to receive my ten-year pin at the President's Breakfast in the presence of hundreds of applauding, full-time, colleagues. No jazz bands for Jane! Her contract was not renewed and that was that. She knew the deal: contract work with no guarantees. That's the nature of being a part timer, right?

Most of the time it's easier to ignore the enormous gulf that separates full-time from part-time employment realities. A colleague's name disappears from the faculty roster and we ask around . . . .yes, maybe we should ask. ✍

