

National Day of Remembrance and Action on Violence Against Women

On December 6, 1989, at 5:00 pm on a bitterly cold afternoon, a young man entered an engineering classroom at L'École Polytechnique de Montréal and asked the women in the class to move to one side, and told the men to leave the room. What then happened was the largest single massacre in Canadian history, and an act of murderous violence against women that shocked the world. Every day we remember and are reminded about acts of violence against women, but on December 6, in remembrance of the 14 young women who were killed in Montreal, we commemorate the National Day of Remembrance and Action on Violence Against Women.

Fanshawe College's service will be on **MONDAY, DECEMBER 6 at NOON** in the Alumni Lounge, Student Centre (Above the Oasis).

In your classes on Monday, December 6, please consider a minute of silence in commemoration of the female victims of violence.



Ontario's union
Le syndicat de l'Ontario

OPSEU Local 110 officers

President: Darryl Bedford

1st VP: Kathryn Tamasi

2nd VP: Paddy Musson

Chief Steward: Fred Varkaris

Treasurer: Kathleen Dindoff

Secretary: Jennifer Boswell

Reach Local 110 at:

Fanshawe College (Room D2018)

P.O. Box 7005

1001 Fanshawe College Blvd.

London, Ontario N5Y 5R6

Ph. (519) 452-4205

Fax (519) 453-5345

Email: union@opseu110.ca

Website: <http://www.opseu110.ca>

Newsletter Committee:

Jennifer Boswell (Editor)

Kathryn Tamasi

Darryl Bedford

Thank you to Erika Leigh for photo
retouching and formatting of the
Montreal victim photos.

Approved for distribution:

Darryl Bedford,

President OPSEU 110

Email:

union@opseu110.ca

Web:

www.opseu110.ca

CANADIAN ASSOCIATION

CALM
OF LABOUR MEDIA

Local Executive Profile: Kathleen Dindoff, Treasurer



Kathleen Dindoff has been working full-time at Fanshawe since 2000. From 2000-3, she taught in the Information Technology

department, and was its chair and acting dean from 2003-5. In 2005, she moved to Language and Liberal Arts and has taught psychology there since. The treasurer's position appeals to Kathleen because she likes numbers and software, and they are important parts of the job. She decided to get more involved with the union and give a little back. Kathleen is currently in her second term as Treasurer.

As Treasurer, Kathleen pays the bills and deposits the checks for the union. She makes an annual report on the local's budget and financial status to the Local Executive Committee and the General Membership. The budget must be approved by the General Membership. In addition to this, she invests the local's contingency fund with the help of the first vice president Kathryn Tamasi and Mark Ryan, C.A., with BMO Nesbitt Burns. Local 110's financial position remains solid and healthy.

The local's money comes from members' local dues, as well as partial rebates from OPSEU head office of members' provincial dues. It is Kathleen's responsibility to make sure that all expenses are approved based on OPSEU's policies and that they are budgeted or approved by the Local Executive Committee (LEC). At times, the General Membership may be asked to be

approve an unbudgeted expenditure. Twice a year, she reports to two trustees selected by the Local 110 members to audit the union's financial records—the current trustees are Pat Hague and Bill Kuhn.

Kathleen believes the main challenge for our local is get more members involved with the union. In particular, the union needs to reach out to members who do not feel that the union does anything for them. She also expressed concern that being an active union member can be viewed negatively by management.

Outside of Fanshawe, Kathleen says she is "addicted to water aerobics," and she also enjoys reading fiction, gardening and travelling. An interesting fact is that her father was a monk before he got married. He made up for lost time having seven children in ten years!

Kathleen looks forward to continuing her service to Local 110 members. ☞

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President's Message

The Age of Technology: Can We Be Replaced?



Over the last few years, we've seen the introduction of new technology into our work. We've been exposed to everything from high-tech podiums, to a content management system—Fanshawe Online—and now Elluminate for webcasting and recording.

I have to say that technology doesn't bother me; I am an information technology professional after all. Technology can make education more accessible. I've used Elluminate for those tough-to-get-attendance 8 a.m. classes.

But has all of this technology saved any time or money? No. There is the cost of the infrastructure. At Fanshawe, the network is in need of improvement. For those that use them, podium workstations take too long to boot. The servers become critical and there needs to be a disaster recovery plan. And we need support staff to make it all work. But there is more.

There was an interesting article in one of the trade magazines that I read, *Communications of the ACM*, entitled "Degrees, Distance, and Dollars." When used to deliver quality education all of this technology comes with a hefty price tag. Have you checked the price of University of Phoenix Online lately? And, time and money are needed to develop online curriculum and learning objects. One institution has determined their costs to be \$1 million per course!

Consider the work needed to adapt different learning and teaching styles in an online environment. With Elluminate, it takes a lot of juggling to manage the synchronous environment. When the School of Business uses Elluminate for school meetings, it takes one person just to manage the

online conversations and traffic so as not to distract the speaker.

The reality is that all of this high-tech learning takes what it has always taken to deliver quality education: people with the time to deliver it. You need skilled faculty. Sure, the students can communicate with each other using FanshaweOnline e-mail. But without a faculty member to guide the learning process, would it be much more than a high-tech mechanism to arrange parties?

Are fewer counsellors needed in this new world? No, in fact some students in the "connected" world of Facebook and Twitter may feel more alone and isolated than ever. We need librarians to help students filter the vast sea of digital information. (You didn't think that everything on Wikipedia was true, did you?)

You don't have to take my word for it. Listen to the \$100,000 consultants at SEMWorks, the firm hired by Fanshawe College for its Strategic Enrolment Management initiative. Fanshawe has already made improvements to the campus. We've got the slick marketing campaigns. What is needed now are the "Connections to People." That is going to take faculty. Lots of faculty with the time and resources to make things happen.

We're needed. Now more than ever.

In solidarity,

P.S. The union uses technology too: find us on Twitter @opseulocal110.



Enjoy a wonderful and happy holiday season

All the very best to you and yours from Local 110



Board of Governors' Report

Not hiring full time faculty praised as "efficient"

In the October Board of Governor's (BOG)

meeting, the College Programming Report was presented by Dr. Lane Trotter. The report covers policy D-36, College Programming and D-30.05, College Advisory Committees (CAC) and College Council.

College Advisory issue

There was a recent change to D-30.05. CAC'S are no longer a standing item on the Board of Governors agenda, so the governors no longer receive any information from the CAC's. Another topic related to D-30.05 that was discussed was membership of CAC's. Section 1.5 in the policy states "the president shall not appoint to College Advisory Committees members of the Board of Governors, full- and part-time staff, or students who administer, teach in, support or are enrolled in the programs within the mandate of the Advisory Committee." Why is this a concern? It is important that administrators receive information from community members who do not have a conflict of interest. I am aware of one CAC where the chair of the CAC is a long-term employee. When I questioned Dr. Trotter about this, he assured the BOG that he receives a list of the members. Well, time to check those lists carefully. If you are aware of a conflict of interest that exists with your CAC membership, please let me know.

More money & more students, yet still less FT faculty than in 1990

Another agenda item was the financial monitoring report. Since the budget was approved in April, two significant changes occurred to government funding. These changes resulted in \$5.5 million more grant to Fanshawe College than what was originally projected. Most of this increase is due to the enrollment growth in the College. Enrollment growth is what we want to see, but are faculty able to keep up with the demands? Does higher enrollment result in new full-time faculty positions? There have been new hires this academic year but we are still behind the 1990/91 figures when we had 569 full-time faculty **with fewer programs and fewer students**. Now, as near as can be calculated, there are **422 full-time and 711 part-time faculty**. When I raised the above as a concern asking if some of the "extra" money would be directed to hiring full-time faculty, a member of the board congratulated the administration for being efficient.

*"There have been new hires this academic year but we are still behind the 1990/91 figures when we had 569 full-time faculty **with fewer programs and fewer students.**"*

BOG Task Forces: Can they really effect change?

There are several board task forces including the following new ones:

1. Code of Conduct Policy Review Task Force
2. Capital Planning Policy Review Task Force
3. Strategic Discussion Task Force
4. Political Support and Advocacy Task Force

These task forces all have new goals for 2010-11. I am a member of task forces three and four above. There has been one meeting of the Strategic Discussion Task Force. The mandate of this one is to "develop a process and support the Board's involvement with strategic discussion that focus on the longer-range future of the college." The task force is challenged with what influence they can have as a board while being mindful of management's right to manage.

The board cannot be involved in operational issues because of the governance model, which limits the board to setting broad policy. This results in the board being insulated. There is a great discrepancy between what the board hears and what employees face daily, especially as it relates to the impact of not replacing full-time faculty. The "Strategic Discussion Task Force" will meet again to review what role the Board should have in strategic direction. I will let you know the outcome of the meetings in the next newsletter.

Recently I was asked what is the most challenging part of being an internal governor? The answer is that I have limited ability to affect meaningful change under the current governance model.

"There is a great discrepancy between what the board hears and what employees face daily, especially as it relates to the impact of not replacing full-time faculty."

If you would like to discuss any issues, please contact me at 519-452-4175 or email kwigle@fanshawec.ca

I wish you and your family a safe and happy holiday. ☺

ILO urges McGuinty to address part-time college worker concerns

The McGuinty government has snubbed the International Labour Organization by refusing to respond to OPSEU's allegations regarding the rights of part-time college workers to organize, according to a recent ILO report.

The report requests that McGuinty meet with OPSEU, stating "the committee requests the Government to initiate consultations with the union concerned with the view to address the concerns raised by [OPSEU]."

"We call on McGuinty to meet with OPSEU and address the concerns raised by the International Labour Organization," said OPSEU president, Warren "Smokey" Thomas. "This government

must see that the Ontario Labour Relations Board opens the ballot boxes and counts the cards."

Ontario's part-time community college workers are still being denied the basic right to form a union and participate in collective bargaining.

Thousands of Ontario part-time college workers cast ballots over 22 months ago in the largest vote on unionizing in Ontario history. These ballots remain uncounted.

~ www.opseu.org



640 days, and STILL (not) counting...@ \$5000 a day

How can this happen? How can thousands of workers legally cast ballots and have them ignored? Not in a developing country struggling with deficient democratic institutions, but right here in Ontario.

Under the amended Colleges Collective Bargaining Act (CCBA), 35 per cent of the workers affected must sign union cards in order for the Ontario Labour Relations Board (OLRB) to order a vote. Under Section 31 of the CCBA, the Colleges are allowed to challenge the number of cards the union has signed if they don't feel the union has signed enough cards. In both the cases of the academic

and support workers, this is exactly what the employer has done.

To justify their challenge, the employer must produce their own list of the number of employees affected by the certification vote. The employer then "floods" the list with employees who clearly wouldn't be part of union bargaining unit. The result is mediation and litigation at the OLRB that takes months and even years, with the employer using every method at their disposal to delay the meetings.

To make matters worse, the Colleges get to manipulate the timing of the workers' contracts. With 24 colleges spread

across Ontario, union card-signing takes months. All the employer has to do is make sure that those who signed cards aren't working when the union certification application is filed. Under the Act, those signed cards don't count. [...]

The monetary costs of these delays are outrageous. The roughly \$5,000 per day of hearings the Colleges are spending fighting the certification vote could be better spent providing education for Ontario's post-secondary students and the re-training of displaced Ontario workers.

~www.opseu.org



100% 'EP' evaluation factor? For each teaching hour, that equals 25 minutes of evaluation PER STUDENT, PER TERM

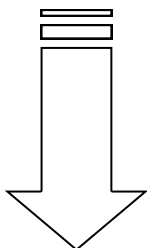
Routine or Assisted (RA) refers to grading outside teaching contact hours of short answer tests or other evaluative tools where mechanical marking assistance or marking assistants are provided. RA is assigned at 1:0.015 or about 0.9 minutes per student per week for each teaching contact hour. This does not refer to just multiple choice or 'Scantron' type

Think about what you can effectively mark in this amount of time. A five-page essay might take 20 minutes to mark on average, so for each student four five-page essays per term would take all of the assigned time.

Con't on page 7...

[illegible]

...Continued from page 6



Most commonly, the OT factor is combination of EP and RA. **This table shows** the total number of minutes **PER SEMESTER** per student in a 14-week course assigned for evaluation.

Last word – be aware of the amount

EP:RA	1 TCH	2 TCH	3 TCH	4 TCH
100:0	25.2	50.4	75.6	100.8
80:20	22.7	45.4	68.0	90.7
70:30	21.4	42.8	64.3	85.7
60:40	20.2	40.3	60.5	80.7
50:50	18.9	37.8	56.7	75.6
40:60	17.6	35.2	52.9	70.6
30:70	16.4	32.8	49.2	65.6
20:80	15.1	30.2	45.3	60.4
0:100	12.6	25.2	37.8	50.4

of time you are assigned to mark in any given course and use the appropriate instruments and methods.

As always, if you have any questions or concerns about your workload, drop by and see me in the Union office, or send me an email and I will meet you anywhere you would like. ☺

Fred Varkaris

Chief Steward &
Workload Monitoring Group Co-Chair

fvarkaris@opseu110.ca

"Dr. Strangemoney" OR "How I learned to stop worrying and love that there must be money floating around this place somewhere!"



Opinion by Darryl Bedford

I had the opportunity to attend the Board of Governors meeting as the official Local 110 observer on October 28, 2010. A financial update was presented. Although I wouldn't say it is time to pop open the champagne, it is clear that Fanshawe College is building some significant reserves.

For the current fiscal year, there were \$5.5 million more in government grants than originally forecast in April. Of this, \$2.1 million is part of the ongoing operating grant, \$3.4 million was a one-time "sustainability" grant provided in late April. On a sour note, the College realized a loss of \$1.6 million on the sale of investments in order to switch to a "more active" investment manager. Board documents indicate that "this decision was made knowing there would be an uncertain impact to the College's accumulated operating fund mostly because markets have not fully recovered from the 2008 economic collapse."

The upshot is that the College will have a balanced budget this year and will not need to tap into the contingency fund that it created last year. The projection is that at the end of the fiscal year the College will have an approximate \$4.5 million surplus in the operating fund, \$3 million in contingency funds, and still have \$6 million in capital reserves.

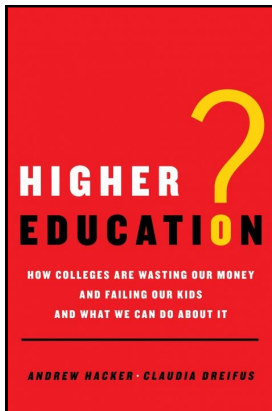
Kay Wigle asked a question about faculty staffing levels compared to the pre-1996 layoff levels. Another Board member commented that it showed that the College was much more "efficient" today than it was then. We would know it as larger class sizes and more part-time faculty without fair pay or benefits. To Dr. Rundle's credit, he stressed that these were not "efficiencies" that the College wanted to undertake. He added comments that although the current provincial government has stabilized funding, Ontario still ranks 10th out of 10, the lowest in Canada for per student funding.

Senior VP Academic Lane Trotter indicated that there are 16 "net new" positions. Yes, there are net new positions, although we can't confirm the number just yet. Tracing back the replacements for retirements is difficult.

We know that there are more programs and students than ever before. There are increases in areas of need: enrollment in the areas of academic upgrading and basic literacy skills increased by 72% from 2007/08 to 2009/10. ☺

Higher Education? How Colleges are Wasting Our Money and Failing Our Kids— and What We Can Do About It

Andrew Hacker and Claudia Dreifus *Review written by a local 110 member*



Authors Andrew Hacker and Claudia Dreifus argue that molding the minds of U.S. undergraduates is far too costly for the woeful product delivered.

Hacker, a sociologist at New York's Queens College, and Dreifus, a *New York Times* science journalist, take aim at many targets, and offer quite a few solutions, in *Higher Education? How Colleges Are Wasting Our Money and Failing Our Kids—and What We Can Do About It*.

Almost everywhere, the authors conclude, U.S. college students are being short-changed, and the numbers prove it. Freshmen courses have alarming rates of student withdrawal: 45 percent attrition in the first year is common. Nationwide, more than a quarter of all U.S. freshmen never return for their sophomore years.

Part of the reason is undoubtedly cost. An undergraduate degree can easily cost \$250,000 at "name" colleges where risk-averse, disenchanted and underpaid part-time instructors teach 70 percent of certain undergraduate courses. If the authors' assertion is true—that students taught by part-time professors tend to perform distinctly worse than those taught by full-time staff—then how must freshman fare at the University of Pennsylvania's "top notch" Wharton School, where business undergraduates pay \$53,000 a year to

be instructed by other undergrads who took the same course just a year or two earlier?

The authors' practical recommendations are sometimes quite specific (make classes entertaining, stop the incessant PowerPointing, check what's on students' laptop screens) and sometimes sweeping: universities, they claim, should drop all vocational training and get rid of their research wings.

The culture must change as well. Apparently, many college professors resist any kind of supervision and care little about their students. Administrators focus primarily on enlarging their fiefdoms. Presidents are valued primarily for their fund-raising skills. Costly athletics programs neither increase diversity campuses nor contribute to minority academic success. College offerings are overly vocational and/or unnecessarily narrow (Stanford, the authors note, confronts its undergrads with no less than 229 history courses). Academics face relentless pressure to publish, an activity that does nothing to improve learning for students. In the math and science buildings, foreign graduate students lack sufficient English skills to lead classes on physics or calculus.

Little in this indictment is new, and it's all happening for a reason: exorbitant tuitions, teacher-drones pressed into service, colleges focusing on research and fundraising rather than teaching are all, of course, efforts to fatten the bottom line.

Some universities, Hacker and Dreifus claim, have come to resemble

for-profit diploma mills with their emphasis on cut-rate "distance learning." At Florida Gulf Coast University students study art and architecture via online lectures. Adjunct professors answer student questions by e-mail; telephone calls are forbidden. Multiple-choice tests emphasize dry facts and figures. Instructors copy and paste boilerplate comments on student papers. As the authors note, online courses, if done right, can be extremely taxing for the instructor, but all that work apparently doesn't do the students much good. The practice persists because it's cheap.

The book begins by noting sky-high tuitions. Most of the authors' suggestions certainly don't represent savings for the schools, and some, like banning research, will mean foregoing lucrative private contracts. Where the lost revenue is to be found, Hacker and Dreifus don't say. They do name, among their ten "Schools We Like", a college so well-endowed that it has never had to charge tuition. A decade ago, when it got into severe financial difficulty, it sold off some of its land. Perhaps that is the solution—find a rich patron, assemble some land.

Can anything be done that doesn't require becoming a feudal lord? Raritan Valley Community College in ex-urban New Jersey has apparently shown that commuter students and part-timers can get an excellent two-year jump start preparing for a full-fledged institution. However, since in Hacker and Dreifus' view those full-fledged institutions are mostly no good, one can hardly cheer for that. ☹

Local Executive Profile: Kathryn Tamasi, First Vice-President

Kathryn has been faculty at Fanshawe for 30 years part and full-time. She is presently the coordinator of the Development Services Worker program in Human Services. Kathryn decided to join the union executive when Tom Geldard retired. At the time, her program had been in jeopardy due to proposed cuts and the union helped the program to avert them. Also, Kathryn wanted to give back to the union. She had originally been hired full-time because of the union winning the SWF in the mid 1980s. Kathryn is a person who, when she sees a problem, prefers to act. Joining the union executive was a way to help other members and to make Fanshawe a better work place to work for faculty.

Kathryn's duties as first Vice-President are extensive. She sits in for the President when he is away from the college. She represents the union on a number of college committees, for example, the Union College Committee (UCC) and the College Employment Stability Committee (CESC), which works toward preserving job stability, among other things. In addition to this, she attends grievance hearings and helps out with the union newsletter. Furthermore, she is a member of the Local Executive Committee (LEC) and has meetings with stewards. Finally, she meets with members when they have workplace concerns or issues. She emphasized that the union door is always open for members if they have a concern.

Regarding what she wants to accomplish as First Vice-President, Kathryn

would like to focus on the local and make it stronger. She wants to be seen as listening and accountable to the members. She has a desire to build collegiality in the union and college. Most importantly, she wants to educate members about the rights they have under the new collective agreement. She would like to see faculty members confidently advocate for themselves and speak up when those rights are being violated.

Regarding the challenges that the union faces, Kathryn identified two. First, she wants to get Local 110 members more engaged with the union and its work. She pointed out that union members tend to get involved with union issues only when there is a crisis. In particular, she encouraged members to become engaged with the demand setting process. This is a crucial step in the collective bargaining process wherein local members can bring forward what they would like to see in the next collective agreement.

Secondly, she would like to change the employer-union relationship at the college. Decisions at the college are usually made by senior management. Kathryn wants to work towards a genuinely collegial and collaborative climate at Fanshawe. She is hopeful that our workplace can improve. She noted that with new people in senior management there is hope for positive change.

Regarding the last bargaining round, Kathryn stated that faculty at Fanshawe voted against giving the union a strike mandate and voted for



management's offer for a number of reasons. Most importantly, faculty voted the way they did because they cared about the welfare of their students. Also, many members were swayed by the negative mood of the public and taxpayers. Members were concerned that they would be perceived as greedy if they eventually went out on strike. Kathryn emphasized that the union at both the provincial and local level have to do a better job of communicating with members during the collective bargaining process. The union is only as strong as its membership.

As well as her teaching and union activities, Kathryn has a number of interests and hobbies. She likes to spend time at her cottage in Grand Bend. She also spends a fair amount of time with her two-year-old granddaughter. She volunteers as a board member for Forward House, an agency that supports adults with disabilities. Kathryn is a member of 'Chicks for Charity' which raises funds for St. Joseph's Health Care Foundation and other charities. Lastly, Kathryn had a bit of luck last year. In Tim Horton's Roll Up the Rim contest she won a 2009 Toyota Matrix. Kathryn reports that the car is running well and she is delighted with it. ☞

Joint Health and Safety Committee (JHSC) Members Dianna Buckle and John Conley — Working for Your Safety

by Jennifer Boswell



John Conley is a likable, and noticeable guy. The day I spoke to him, he was wearing a tie with skulls and crossbones that seemed to grin and wink at me throughout the interview. He likes working here—he has for about 24 years now, and he's been in manufacturing sciences or the School of Applied Technology for most of that time. He currently works as a professor and coordinator of the Electrical Techniques program.

When asked why he was on the Joint Health and Safety Committee, he said "I am fond of my co-workers and I feel a strong bond with them. I like my workplace and co-workers and I thought it was time to give back." There's that likeability, noticeable and out in the open, just like the pirate tie.

Dianna Buckle has been at the college full-time since 1985, and she has taught in various areas, but now she is in the School of Language and Liberal Studies teaching English and communications. Dianna too has a strong commitment to her colleagues: she has always taken note of health and safety issues, and is concerned particularly about the small

things that could harm someone. Very emphatically she says, "sometimes it's not the big shocking things—it's the little things. Ice, spills on the floor, a broken chair or a puddle everyone steps around—someone could fall, break a wrist, bang their head, or hurt their back and have a lower quality of life for the rest of their lives." This grim possibility is definitely something that motivates Dianna to work to help ensure these preventable accidents don't happen.

General information on the JHSC

The Joint Health and Safety Committee (JHSC) is a committee with eight members, four from management, two representatives from Local 110 and two from Local 109. John is the faculty co-chair, along with Allan McLuskie, the facilities manager co-chair. Currently, the entire campus is inspected four times a year, but there is some disagreement about this. Some say inspections should be done once a month, or at least, more sensitive or potentially dangerous areas should be inspected monthly.

The JHSC represents over 1000 members: members of Locals 109 and 110, management, and all other full-time and part-time workers. Everyone who receives money is considered a "worker" here under the Ontario Health and Safety Act. It is under the auspices of this Act that the JHSC operates.

A city under one roof

The JHSC's job is enormous. Think about all the programs Fanshawe teaches: from agricultural equipment technician to welding. We teach



courses in almost every industry you could think of. Fanshawe really is "a city under one roof," as John puts it. Equipment from sewing machines to plasma metal cutters, from radiation monitors to hydraulic lifts must be inspected regularly.

What we should know

When asked what members should know, Dianna and John have quick answers. Dianna immediately asserts that workers should always take responsibility for their own safety, and they have the responsibility to report unsafe conditions. We should be proactive about our own safety, be aware, and do our training. Dianna points out that all the members of the JHSC and their contact numbers are posted on the Fanshawe portal—Campus Life / Health and Safety / click on "Contact your Health and Safety Representative".

John wants to assure all employees that during inspections, they should not 'freeze up' and think of the JHSC as the "safety police." No one is going to get into trouble. If, for example, someone points out an over-

loaded power bar, or one that is 'daisy-chained' to others, they won't get written up. An order for a bigger power bar is made, and the issue will be resolved. The desire is to make the workplace safe, and move forward.

Reporting unsafe conditions and incidents

If you see or know of something you think is unsafe, report this to your manager right away. Inform the manager of the location and the specific issue you observe. If you're unsure who to report to, you can call or email John or Dianna (contact information below).

If there has been an incident and you or someone else is hurt, after appropriate care is given or received, go to my-Fanshawe / Campus Life / Health and Safety and click on "Report an Incident here." There is a three page document there—one page of instructions, and two pages to fill out.

Be aware

Both Dianna and John urge you to educate yourself about the workplace, and take as much training as you can. You might think, "I teach physics, what harm could come to me?" but you may be scheduled to teach in a classroom that contains hazardous chemicals that you might not be aware of. Vigilance is always required.

"Our safety in the end is our responsibility, but we have to have a workplace that allows and enables us to protect ourselves." ☪

Dianna Buckle
Ext. 4442
cell: 519-319-4162

John Conley
Ext. 4218
cell: 519-319-4128



Bill 168 Violence and Harassment in the Workplace — New Worker Rights

Before June of this year, workers could, according to the Occupational Health and Safety Act (OHSA), refuse work where any physical equipment or physical condition of the workplace was considered an immediate danger. Effective June 15, 2010, workers **also have the right to refuse work if they believe workplace violence may occur.**

This new right comes as a result of the passing of Bill 168, an amendment to the Occupational Health and Safety Act. Before June 2010, there was no language specific to violence and harassment in the Act. There was and still is a general duty clause which requires employers to "take every precaution reasonable" to protect workers.

Definition of workplace violence

1. The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
2. An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
3. A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Duties of the employer and/or supervisor

Employers and supervisors are now required to perform very specific duties in the protection of workers from workplace violence and harassment:

Formally assess the risks of workplace violence considering the nature

of the workplace and the work done. Reassess the risks of workplace violence as often as necessary.

Develop written violence and harassment policies and programs and post them in the workplace. Develop incident reporting, emergency response (violence only), and investigation measures and procedures. Policies must be in place to control the risks and deal with incidents, complaints and threats of violence.

Inform workers of a potential threat

and provide information to a worker about a risk of workplace violence from a person with a history of violent behaviour if the worker can expect to encounter that person in the course of work. Personal information may be disclosed. Worker safety trumps confidentiality.

Take every precaution reasonable to protect a worker at risk of physical injury where the employer is aware, or ought reasonably to be aware, that **domestic violence** may occur in the workplace.

A worker may now report an act, attempt or threat of violence in the workplace to the employer and expect that the employer take measures to protect the worker. If the worker does not feel that the workplace is safe from the danger of violence, the worker may refuse to work in that particular situation until the issue has been resolved. Employer reprisals are prohibited.

There is no right to refuse because of harassment, although any form of harassment should be reported and dealt with. Harassment may escalate to violence.

No one should be injured or die due to workplace violence. ☪

TECHNOLOGY: OH, THE HORROR

Humour/Opinion by L. D. Itte

When I was younger I read a horror cartoon book that illustrated a common science fiction theme: a lovely, clean and automated future where computers, rendered as disembodied voices, interacted with the characters, taking care of their every need and desire in their lovely, perfect homes. Inevitably, unease would set in, and this paradise became disturbed, usually by the character wanting to go outside or leave for some reason. The computer would offer refusals, resisting in the most polite way; the human, determined to get his or her way, would plot to turn off a certain part of the network. But the computer was always one step ahead of them. The clincher would be in the final frame. You'd hear the computer lovingly taking care of its human, but then the last frame would show that the person was now a skeleton! **HORROR!**

This scene mirrors what I feel about the dystopian future that is possible (I did not say *probable*) with recorded teaching, or recorded lectures. Select an attractive, dynamic, great teacher with a personality that is well captured on screen for a subject whose foundations are relatively stable—history of philosophy, English literature, math, physics—you name it. How about playing that great, dynamic lecture again, and again, to untold numbers of students. The teacher? Now a skeleton, as 50 years have passed. **DOUBLE HORROR!**

I agree, the original horror story is

fiction, but it is undeniable that technology is changing our lives in very real and permanent ways. Have I just taken online or distance teaching to an absurd end? What I have done may be a form of logical fallacy, *reductio ad incommodum*, or 'reduction to the uncomfortable,' in order to show that recorded lectures, something that troubles me, have undesirable implications. Why do I feel great empathy for the stereotypical 'primitive' person, having first contact with the modern world, being convinced that a photograph steals their very soul? Okay, anything I write down or put on a PowerPoint or hand out while teaching my courses belongs to the college, but my voice? My image? My personality? (My soul?) Captured, frozen, playable in digital clarity forever? No. At least, I hope not.

Outsourcing and globalization have become inescapable facts of our world, but I've always taken comfort in the fact that as a teacher, my job couldn't be outsourced. Now, I'm not so certain. While I understand teaching as ephemeral act, a real connection that forms between teacher and student, I also believe that connection best happens live, face-to-face. Real life interaction is needed to tailor and expand that connection. That ability to connect is what I am paid for, and what I'm hoping can't be outsourced. But maybe I'm wrong...


Elluminate, a new technology that is being used by dozens of faculty members at Fanshawe, brings teaching into the new millennium. According to their marketing, we can use it to "complement the asynchronous learn-

ing environment, to add the interactivity and the engagement, and really make it feel like you're teaching in a face-to-face learning environment." Apparently, it makes "learning come alive." What gives me a shudder is the promise that later, Elluminate Publish can be used to "capture" the content delivered and the "archive" can be published in a variety of standard movie formats that can be used again and again, like on a student's video iPod. Oh great—I'm in someone's hands, and who knows where those hands have been? (And, at least movie stars receive residuals for their performances!)

Ancient Greeks scratched diagrams into the sand. Teachers in centuries before us used slates. Now, the tools are computers. To me, current technology is not "changing learning" at all, despite what companies may promise. Teaching forms a working alliance, an invisible connection between real people that has real impact in the brains of the participants. That high you feel when a class goes well? It's real. The "lights" going on in a student's brain, illuminating his/her face—you forged that connection together, in **real** life. ☹



Please consider cutting this out
and putting it by your workstation

Emergency Numbers	
Inside phone, campus emergencies	x4242
Outside phone, campus emergencies	519-452-4242
Pay phones on campus	press the 'emergency' key, no charge
Technical assistance phones seen in most hallways	pick up the phone
Emergency call boxes located in parking lots (blue lights)	push button
Emergency icon on computer	
Online Emergency Information	
Emergency Plan: www.fanshawec.ca/emergencyplan	
Emergency Guidelines: www.fanshawec.ca/emergencyguidelines	
Fire Safety: www.fanshawec.ca/firesafety	
Security: www.fanshawec.ca/security	
Health & Safety: www.fanshawec.ca/hss	
For Emergency Information off campus	
Fanshawe website, staff and student portals	
Emergency information hotline 519-452-4438	
Fanshawe's radio station 106.9 FM "The X"	
Local radio, television, online and print media	
Report physical safety hazards, unsafe conditions	
Inform your manager	
Facilities Management	x 4400
Health and Safety representative John Conley	x 4218 cell 519-319-4128
Health and Safety representative Dianna Buckle	x 4442 cell 519-319-4162

Committees: Working together

There are a number of committees at the local level where the union and management interact and can work together. Here we'll talk about one of them.

The Union-College Committee—UCC—consists of three representatives from the Local (currently Darryl Bedford, Kathryn Tamasi, Fred Varkaris) and three representatives from Management (currently Manager of Labour Relations Jeff Low, Senior Vice-President Academic Lane Trotter, Dean Pam McLaughlin). The committee is mandated by Article 7 of the *Collective Agreement* with a purpose of discussing and resolving problems before they become grievances or bigger problems.

One of the information items we can request at UCC is the rationale for hiring part-time and partial-load faculty. Recently we have addressed issues of privacy, funding for campus expansion, graduation protocol, health and safety, Shepell-fgi, training, Bill 168, Strategic Enrolment Management (SEM), use of Elluminate recordings, intellectual property, technology, the Emeritus policy, Employee Code of Conduct policy, Employee Discipline policy, Staffing policy, faculty work on Saturdays, and severance payments for non-full time faculty under the *Employment Standards Act*.

Both parties, union and management, have a fiduciary duty to minimize the use of grievances and to prevent labour disputes.

The general shared observation is that the tone and level of discussion at UCC has improved.💰



Spotlight on

Fanshawe College Library

"Like all those possessing a library, Aurelian was aware that he was guilty of not knowing his in its entirety."

The famous Argentine writer (and librarian) Jorge Luis Borges certainly liked libraries. This quote is probably true of many faculty members here at Fanshawe College. In addition, for too many students the library is a mysterious place they may not visit until absolutely forced to. Librarians often hear students saying "I'm at the end of my second year, and I've never been here before."

In this age of the Internet, libraries are being asked to justify their existence. The fact that this requirement is even considered reveals how unknowledgeable some people are when it comes to what the library is, what it does, and what essential services and knowledge librarians and library technicians offer.

For this 'Spotlight On' feature, I spoke to Fanshawe Library's three full-time librarians—Vicky Mok, Technical Services and Systems; Linda Crosby, Data, Access & Media; and Martha Joyce, Liaison and Instruction. Our library also has about fourteen library technicians, six reference and data services personnel, and clerks.

Keepers of information no longer

Remember the old days? When we had to walk to the library, uphill both ways, through snow, sleet and rain? As students ourselves, we spent hours and

hours combing the stacks, looking for material for our projects and papers, and photocopying journal articles. The card catalogue, for those of us who remember them, was filled with index cards laboriously and carefully typed by librarians. The library and the librarian in those days were the keepers of information, and the public needed to go through, or to them to get access to that information. Now, information is available from the comfort of our homes at the click of a button. So, what is a library for, now? What is there left for a librarian to do?

Linda Crosby clarifies that while libraries used to own the physical resources, and controlled access, the librarian's job remains the same: "to help connect people to information." But while the job continues, the way the job is done has changed tremendously. There are now hundreds of millions of websites, easily accessible sources of information, yet we still need to determine whether the sites are reliable or not. "We are still information seekers and guides to that information. Students or others think 'we can find what we need—just go on the Net.' But we can offer information about what is authoritative and unbiased," says Crosby. Martha Joyce adds that information is available everywhere, but it's "do-it-yourself." Navigating through the flood of information takes time and professional expertise.

Faster access but fewer skills

When asked about the impact of technology, Crosby notes, "you'd think it

would make things easier, but there are now raised expectations for better searches, and faster access to materials." In a world where we complain about a webpage that takes more than two seconds to open, Crosby reinforces the point that advances in technology have been paired with raised expectations with respect to time. Instant access is wonderful, and we don't have to walk through sleet and rain anymore to get at information, but perhaps thinking skills have been eroded. Those hours spent in the library physically searching taught us the hard way about where to find materials, showed us how information linked together, and perhaps rewarded us with shortcuts. Now, many people don't know how to do a proper search, and don't know how information is organized and indexed. Martha Joyce says the librarian's job is to help everyone make sense of the "avalanche of information" that is now available.

Finding what you need

Vicky Mok, as part of her technical services and systems librarian duties, is responsible for acquiring learning resources in support of curriculum, for both student and faculty research. The library has just signed up for Summon, a new technology that will likely be available January 2011. Summon is a layer on top of all our research databases (like Proquest and Ebsco) that offers incredibly fast, wide ranging searches of all research databases at the same time. It's a way to take students beyond Google searches to more reputable scholarly sources. What constrained academic

searches in the past was that each database had its own particular terminology, indexing, and rules for drilling down and finding what you needed. What's so good about this new technology, says Mok, is that "Summon enables searching in ordinary language, with Google-like questions possible, bypassing the more controlled searches required now." Keeping on top of software technology is just one way librarians and libraries are making the avalanche of information more accessible and useful.

Online research ~ LibGuides

Another way of facilitating access to information is trying to make access friendlier for students and faculty. The online resources available to Fanshawe students are remarkable. Within the subject guides along the left side of the virtual library portal—from Applied Sciences to Transportation/Motive Power—there are links for every program and subject area. Online research guides (called LibGuides) are being built, with about fifty per cent of the areas complete. Have a look at Fashion Design or Applied Sciences or Broadcast Journalism—the online research guides are absolutely excellent. Reputable books, recommended websites, relevant newsfeeds, educational videos, professional associations and directories, and a database search window for articles are all right there—found, vetted, and collected into one portal by Fanshawe College librarians, library technicians and reference and data specialists.

Meeting people at their point of need

Martha Joyce is passionate about reaching students: as modern librarians,

she says, "we try to meet the students where they already are, or at their point of need." We reach them online through the virtual library, the LibGuides, in AskON chat rooms, through Delicious, the social bookmarking site, and through other social media like Facebook and Twitter (links to the official Fanshawe sites are on the LibGuides). I tried AskON, a chat function that connects the user to a librarian, and in ten seconds I was chatting with Sarah. Within seven minutes she was able to get me this information: there were 5565 academic library inquiry chats from January to April 2009 across Ontario. Librarians also reach people face to face in the library and through demonstrations in the classroom or to faculty groups.

Librarians are teachers also. They often hear students come in and say "I have an assignment and I want to get an A." But the librarian's job is to teach the student to fish, not just hand them the 'catch'. The librarian teaches students to ask, 'What am I looking at here? What is its quality? How do I assess this?' Librarians teach vital skills with respect to searching, finding, and sorting through information. These skills can be carried forward into students' careers.

The future

The physical library at Fanshawe College has been the same since 1982. However, there has been a vast virtual expansion made possible by the Internet and online holdings. Technology will continue to impact libraries. For example, with Summon, the new database search application, it's possible for the library to purchase an additional 'app' for students to be able to access Summon through their

smart phones.

One librarian offers an explanation of the future library as no longer a physical or virtual destination. In her opinion, libraries and librarians offer service, a vital set of information skills, and a partnership that serves people where and when they need it. In this sense, libraries will always be here, and will always be necessary: "people don't need to know everything, but they need to know us, and how to partner with us." She emphasizes, "the need for librarians and the services they offer is only going to grow, as information grows exponentially."

On the other hand, another librarian mentions that the importance of the library as a place, a physical location, is growing. Students work and study collaboratively, and the library is a place that offers peace and a scholarly atmosphere. Some cherish the library for this reason. An argument against opening during exam week, for example, is "your resources are available online." But the place itself is valuable. In this librarian's opinion, "the library as a place will always outlast whatever form the reserves or the resources will take."

Let's get back to the man who loved libraries so much that he pictured Paradise as one. About books, Borges wrote that "A book is not an isolated being: it is a relationship, an axis of innumerable relationships." The same is true of his beloved library. It is a place. Also a partner. A teacher. A guide. A service. All vital to navigating the age of information. And the heart of the library's axis of innumerable relationships is the librarian. ☪

by Jennifer Boswell

"Spotlight On" will be a recurring feature. If you would like to have your area or project covered, please see contact information pg. 2

December 2010

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

INVEST IN ONTARIO
Cancel the corporate tax cuts!

Important dates

Dec 1, 2 & 3: Preventing Violence Against Women info booths. 11:00 a.m. Three locations: Oasis (Student Centre); F Hallway; T Building main lobby

Dec 3: DAY OF ACTION "Invest in Ontario" March to Regional Mental Health Centre on Highbury 12 to 1 pm. Come out to protest the wage freeze, especially on behalf of our lower paid OPSEU brothers and sisters.

Dec 6: L'École Polytechnique Memorial, noon, Alumni Lounge, Student Centre (above Oasis)

Dec 10: International Human Rights Day

Dec 9, 10 & 11: Fanshawe College Theatre Arts presents "The Winter's Tale" by William Shakespeare. CITI Plaza Campus downtown, King & Clarence. 7:00 p.m. Admission by donation. For reservations please contact Alina Subrt at asubrt@fanhsawec.ca or 519-434-2756, ext. 230

Dec. 20 to Jan 3: Interterm and holidays (15 wk term)

Dec. 25 to Jan 1: Holidays (18 wk term)

Dec 24: Someone will be doing a last minute check of his list

