

September 30, 2010

INAUGURAL ISSUE  
Volume 1, Issue 1



## President's Message

### Inside this issue:

Executive Profile:	2
Fred Varkaris	
Security Icon	2
College Spending	3
on Bargaining	
Process	
Executive Profile:	3
Jennifer Boswell	
Board of Governors	4
Report	
Chief Steward's	5
Report	
Book Review	6
Sexual Violence	8
Education Initiative	

Welcome to our new newsletter, *The Educator*! I'm pleased to announce that the winning suggestion came from Frank Green, retired faculty, and former President of this Local. We'll have a prize for Frank and we'll try and do better than just a mug!

The award-winning *no name newsletter* has served us well for a quarter of a century but we felt it was time to try something new and different.

As the name implies, *The Educator* will have a focus on educating members.

Through the OPSEU Membership Survey, the union learned that the majority of members were not able to take advantage of the learning opportunities offered. This publication will hopefully make information readily available, not just union news but updates and commentary from far and wide regarding issues that affect us. *The Educator* is for all faculty at Fanshawe College, the full time and partial load

that are OPSEU members and the part time and seasonal faculty who would wish to be members.

### OPSEU Educational Open to All

Speaking of learning opportunities, the OPSEU Region 1 Education Weekend will be held October 23<sup>rd</sup> and 24<sup>th</sup>. It is open to *all* members; no previous union experience required. In fact, a new option consisting of a series of 6 mini-workshops such as *OPSEU 101*, is a great introduction to the union and the services provided. For more information, surf to <http://www.opseu.org/membereducation/schedule.htm>. The registration deadline is October 1<sup>st</sup>.

### Thank-you for Support

I can't tell you how time has flown by while I have been Local President. It has only been a few months but in some way it has felt like I have been doing the job for years. I wish to thank my predecessor and our new 2<sup>nd</sup> Vice President, Paddy Musson, for her advice and guidance. The support of our officers—1<sup>st</sup> VP Kathryn Tamasi, Chief Steward Fred Varkaris, Treasurer Kathleen

Dindoff, Secretary Jennifer Boswell—has been invaluable. Thanks to our administrative assistant Lynne Helwig for putting up with me and my insane schedule. The 30 stewards that make up our Local Executive Committee are dedicated and helpful and I look forward to working closely with them over the two year term.

### The Future

The question I am most frequently asked is, "have things changed for the better?" It is too soon to say. Some things have changed at Fanshawe; other things have not. There are still administrators that do not recognize the rightful role of the union. There are progressive administrators that will disagree, but disagree respectfully. Time will tell whether a new tone will finally permeate the culture of the institution. We certainly hope so. ☺

In solidarity,



Darryl Bedford  
President,  
OPSEU Local 110



Ontario's union  
Le syndicat de l'Ontario

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CANADIAN ASSOCIATION

**CALM**

OF LABOUR MEDIA

## Local Executive Profile: Fred Varkaris, Chief Steward



Full-time since 2003, Fred Varkaris teaches in the School of Building Technology, and has taught some 28 different courses ranging from Surveying to Math. Fred has a col-

lege diploma as well as Bachelor and Masters of Science and is currently working on his Masters of Education degree. He became involved with the union by first being elected a steward for his area, and for the past two years he has been on the Workload Monitoring Group. Becoming Chief Steward seemed like a natural next step. Fred will continue to serve on the Working Monitoring Group and will be serving on the Union-College Committee.

Fred considers he has two major responsibilities as Chief Steward: first, he wants to make sure that the College and the Union adhere to the collective agreement; secondly, he wants to educate members regarding the SWF.

Fred offers a couple of suggestions regarding the SWF. Members should be more open about discussing their SWFs not only

with the chair but with other faculty members. Faculty should share information regarding their SWFs in order to make sure that they are equitable and fair. For example, professors should check to make sure that faculty members teaching the same course have the same marking factors, as he has seen this sometimes does not happen through his work on the WMG. Furthermore, he points out that faculty members have three days to sign the SWF. Take your time and don't sign the SWF immediately. If you have any doubts about your SWF refer your SWF to the Working Monitoring Group and schedule another meeting with the chair to try to resolve your concerns. Throughout this process, Fred, as chief steward, would be available for consultation, advice and support. His door is always open to discuss concerns of the members.

Fred has a number of interests and hobbies outside the College. Of course, family is very important to him. He loves to listen to all types of music, plays bass, and even used to play in a reggae band. Also, he is an avid motorcyclist with particular interest in British motorcycles.

## Get Your Security Icon Back!

Fanshawe College has a security icon on the desktop of each computer. It has been variously described as looking like a small flame, or a fire hydrant—in any case, it's an object which has a red bottom with a small yellow cap. This is a great feature for faculty and staff that increases security on campus.

A **double left click** on that icon will allow the user to send an immediate text message to security. This is useful in situations such as medical emergencies. A **right click** on the icon will immediately dispatch security

guards to the room.

However, with the upgrade to Windows 7, the icon disappeared from the bottom right hand corner of the screen.

Click the small upward facing arrow on the task bar at the bottom right hand corner of the computer screen to show hidden icons. When you see the Emergency Alert icon, click on it and drag it back onto the task bar.

You may have to do this for all computers you log into at the college. ☹

## Colleges spent \$1,450,000 on Collective Bargaining Process: \$360,000 to legal firm

Through a Freedom of Information request, Local 110 has learned that the Community Colleges spent \$1,453,180.18 on Academic Collective Bargaining costs during the recent round of collective bargaining. It seems like a lot of money because it is a lot of money. Think of all the full-time teachers that could have been hired with \$1.45 million dollars. In all fairness, some of the money was used to pay the salary of members for the union bargaining team as required by the Collective Agreement. However, the vast majority of money was spent on the college bargaining side.

There are certain names that appear frequently on the list. From March 2009 to Jan 2010, the colleges paid Hicks Morley \$360,219.60 for legal services. Hicks Morley, a law firm specializing in management-labour issues, is located in Toronto. This firm has been used by the colleges for more than 30 years.

An individual named David Scott was paid \$69,826 from July 2009 to February 2010 for communications. This perhaps accounts for the steady stream of management communications directly to Local 110 members during the collective bargaining process.

Finally, there is a name on the list that will bring back memories for Local 110 members. Joy Warkentin, former Academic Vice-President at Fanshawe, was flown to Toronto to speak to the management bargaining team for \$633.80. Members will recall that Warkentin led the management bargaining team in the 2005-6 bargaining sessions which resulted in a strike that was settled by binding arbitration.

The full list of costs is available at <http://www.opseu110.ca/theeducator> for Local 110 members to examine. ☪

### Local Executive Profile: Jennifer Boswell, Union Secretary



Jennifer Boswell has been teaching writing and communication courses in the School of Lan-

guage and Liberal Arts for five years. In addition to her academic interest in social justice and equality issues, she has a very personal reason to support unions: her family benefitted from union support when her father became ill in his 40s.

As an officer of the union Jennifer will contribute to research and strategic planning functions for the Local. As Secretary, she will edit the local's newsletter. It is a critical task to communicate to members about

pertinent issues and she is interested in reaching out to all members of the union.

Jennifer would like all members of the Local to feel that the union is theirs. Her philosophy is that the more comfortable members are with the union, the more likely they are to support what the union does and to approach the union regarding difficulties with issues such as workload. She would like the union and its members to be more proactive rather than reactive.

Jennifer sees the union's greatest challenge as building relationships with all members, particularly those who may feel that the union has nothing to do with them. In particular, she is concerned with

younger faculty who don't realize how important the union is for them. The union and its members have to challenge the claim that unions are a relic of the past. Her view is that they've never been more important.

Outside of the college, Jennifer has a full life. She has two children, 11 and 8, who keep her busy. She recently wrote a novel in 30 days, following the National Novel Writing Month guidelines. The highlight of her year is when she attends the Toronto International Film Festival in the fall, usually to see her favourite actor Colin Firth.

Jennifer looks forward to serving members as secretary of Local 110. ☪



## Board of Governors Report

Welcome back to another busy academic year. As your representative on the

Board of Governors, there is not much to report yet. With only one meeting where the Student Success Report, the Collaborative Initiatives Report and the Community Linkages Task Force reports were presented, the first meeting appeared to be an all good news meeting,

### New BOG members

The new chair of the Board of Governors is Britta Winther. New members are Rubelyn Ubando (support staff governor), Corrine Campbell (academic staff governor), Mary Graham (student governor), Stephanie Montgomery (lawyer) and Brian Waltham (Ellis-Don Corporation).

### Emeritus Policy Changes

There were changes to the Emeritus Policy (all the policies can be found on Fanshawe's website) to clarify who is eligible for Emeritus Status. The wording was changed to recognize "recently retired **academic** staff who made a significant contribution to Fanshawe College". The previous policy did not include the word 'academic'.

### Differentiated Status: ITAL

There was one interesting new development with respect to the Differentiated Mission. If you recall, I chaired a task force looking at Fanshawe having the

designation of Differentiated Status. The information that follows is what I wrote in the last newsletter:

*In March 2005, the college made an application to MTCU [Ministry of Training, Colleges and Universities] to become an Institute of Technology and Advanced Learning (ITAL). In March 2009, the college made another application to MTCU to have a differentiated mission and mandate as an ITAL. A differentiated mission designation would allow the college to have up to 15% of its programming degree-based versus the current 5% allowed.*

*The task force recommended that the college administration present an advocacy plan to the BOG to achieve a differentiated mission and mandate. A plan was developed by management and accepted.*

While Fanshawe has not been approved for Differentiated Status, during the summer MTCU's senior policy advisor calculated that Fanshawe's current 5% cap means Fanshawe can offer up to 12 degree programs. The difference is in the interpretation of how many programs are included to calculate the 5%. Fanshawe was calculating it based on the 113 programs offered and MTCU is calculating it on 232 programs which are described as "active programs as those for which we are eligible to receive

funding and which are not suspended, cancelled, or transferred". The College is still going to advocate for the designation but this interpretation allows for the College to plan for more applied degrees if it chooses.

### BOG Task Forces

This year, I am a member on two BOG Task Forces:

#### 1. the Strategic Discussion Task Force

The mandate to develop a process and support the Board's involvement with strategic discussions that focus on the longer-range future of the college.

#### 2. the Political Support and Advocacy Policy Task Force

The mandate is to identify key issues for advocacy.

I look forward to representing you again this year. If you have any input, questions or concerns please contact me at 529-452-4175 or email me at [kwigle@fanshawec.ca](mailto:kwigle@fanshawec.ca) ☎

Kay Wigle  
Faculty Representative

"While Fanshawe has not been approved for Differentiated Status, during the summer MTCU's senior policy advisor calculated that Fanshawe's current 5% cap means Fanshawe can offer up to 12 degree programs....but [the MTCU's different] interpretation allows for the College to plan for more applied degrees if it chooses."

## Chief Steward's Report



Welcome to another busy semester here at Fanshawe. Your freshly elected officers have been working diligently to address your concerns and questions.

My role as your newly elected Chief Steward is to guide and lead the many stewards you have elected to represent you within each school. I am also charged with advising faculty members about grievances against the college and, if necessary, help throughout the grievance process to obtain an acceptable resolution.

My other role is as Co-Chair of the Workload Monitoring Group (WMG) where I, along with union committee members Frank Hastie and Abe Kelledjian, ensure workload assignments conform to the collective agreement and initially represent your interests if you choose refer your SWF. Remember, even after checking the box, you can still attempt to resolve any issues with

your manager. Quite a number of faculty members have been able to reach an acceptable arrangement with their manager without needing to meet with the WMG. When dialogue alone is insufficient, this is a safe and reliable way of indicating that you have concerns about your workload.

We received our first formal Modified Workload Arrangement request over the summer. After some clarification from a Workload Resolution Arbitrator, I believe we are close to establishing forms and processes should you need to use this alternative model to meet the needs of your students and still maintain key workload protections for you as a faculty member.

Another interesting development came out of an application for funds through the Joint Employment Stability Reserve Fund (JESRF). The use of money from this fund to pay tuition for further education to ensure employment stability has been long established. A recent decision by an arbitrator clarified these funds could also be used for other expenses related to education. If you feel that your position is no

longer stable as a result of changes in your industry or program, please come and speak to someone at the Local about your options.

If you ever have questions about your SWF, workload, or any workplace concerns, feel free to drop by the office, call me at 519 452 4205 or drop me an email at [fvarkaris@opseu110.ca](mailto:fvarkaris@opseu110.ca). ☎

In solidarity  
Fred Varkaris  
Chief Steward, Local 110

## DEMOCRACY DELAYED = DEMOCRACY STILL DENIED

**Printed in the last newsletter, but still bears repeating...**

In January and February of 2009, after 30 years of being unconstitutionally denied their right to organize, part-time college academic workers in Ontario were finally able to vote on whether or not they wanted to join a union. In October 2009, part-

time support staff also cast their votes. Today, all those legally cast ballots remain uncounted in sealed boxes. Will the rights of part-time college workers be honoured? ☎

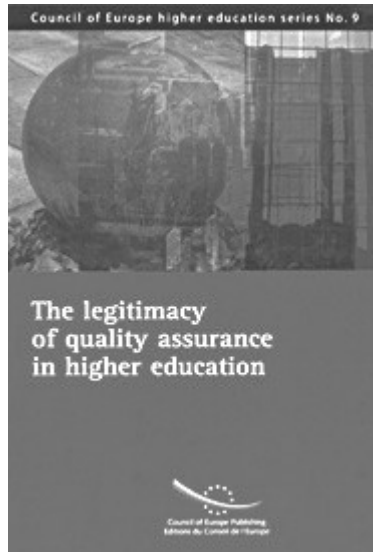
5	7	9
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days, and counting

## Review of The legitimacy of quality assurance in higher education: The role of public authorities and institutions

*The Legitimacy of Quality Assurance in Higher Education* is a collection of papers published by the Council of Europe. As with most collections, this book would benefit



from a topic index. Although a European publication, there are useful nuggets regarding education quality that can be applied to Canada.

The preface makes note of an era of rapid change in education. Society has become more dependent on information. Education has seemingly become a "product" to be "consumed" by a "consumer." This has led to a competitive "capitalistic climate" and fierce competition from emergent economies. Education is a "rare purchase," but an important life-changing one.

The content here is set against the backdrop of the Bologna Process and the creation of the European Higher Education Area (EHEA). Much ado has been made

of the academic credit transfer process. This book spends some time comparing approaches and the rationale behind different quality assurance standards. Can they really be made compatible throughout the European Union? Time will tell and you may have read about the effects, both positive and negative, of the Bologna Process so far. The question for us may be "could any of this work in Canada?"

Luc Weber, as editor and author of the first paper, points out some of the clear problems with the issue of quality assurance. He writes "the quality of an education is largely determined by the individual's learning capacity, and appears in what he/she does with it in the early years of a subsequent career." If that is the case, can any survey of existing students serve as a quality measure?

All too often Ontario colleges tout the percentage of the graduates that gained employment after graduation as a measure of success. Ideally, and Weber raises this, would it not make more sense to examine the quality of the jobs?

He cautions that devised systems can hamper rather than further the development of good quality. Weber rules out accreditation as a means of quality assurance. Overall in Europe, he states, it does not work. He adds that only a small minority of institutions fail to be accredited, forced assessments have little effect, and the conclusions are not acted upon. The cost-

benefit ratio is not effective when based on self-assessments by the institution and inspection by experts.

In the second paper, Alberto Amaral examines the roles and responsibilities of public authorities and institutions. Of more importance to us as faculty, he summarizes what has happened to faculty as the academy loses political autonomy. Faculty become more like other workers; dropping from the professional ranks to "mere employee" status. As readers, we should be concerned. During the transformation of education into a "product," faculty have become just another input into the production of that "product."

Amaral notes that "higher education institutions are increasingly using micromanagement mechanisms in order to respond to outside (state) pressures." One of those pressures is fiscal, something we know all too well in Ontario. In the Ontario college system, we have a novel workload measurement formula and monitoring mechanism for full time faculty in our Collective Agreement. Recognition is given for time spent on preparation, evaluation/feedback, and "complementary functions" relating to the professional responsibilities of the teacher. The impact of outside fiscal pressure is that complementary functions that do not contribute directly to the bottom line, but can contribute to quality for students, are eliminated.

...Continued from page 6

Where do faculty fit in? Peter Williams in his paper on the EHEA comments on quality assurance: "The concept has too frequently been presented simply as a form of burdensome external inspection, perceived by higher education as undermining its academic freedom in the name of consumer protection, or demanding compliance as a way of guaranteeing ultimate public control of universities, and a tradeoff for increased notional autonomy. But there is another version of quality assurance, one which places at its centre the professionalization of teaching and the conscious organization of learning, which emphasizes the need for careful effort to make sure that students are offered the best opportunities possible to achieve their full potential as learners. This version of quality assurance focuses on student and teacher..."

The included papers attempt to answer the questions posed in the preface but I am not sure they hit the mark. I am not positive the reader is any more convinced as to the legitimacy of quality assurance.

I couldn't help but compare this book to the CAUT Series Title *Counting Out The Scholars* (Bruneau and Savage, 2002). The true inspiration in that book hits the reader at page 224 in the section "Driving Concepts for a New Accountability." The concepts outlined there in the categories of Openness, Practical Accountability, and Quality constitute an invaluable roadmap for the way forward. Likewise, The Legitimacy of Quality Assurance does

offer insightful conclusions and recommendations:

"The development and maintenance of good-quality higher education and research are contingent on attractive working conditions for staff and students as well as on the framework laid down by public authorities." In my own experience, the former is too often ignored. Faculty work environments that are not ergonomically beneficial, do not offer suitable working space, or do not offer suitable student meeting space may sound minor to some but do impact quality. When faculty are not given sufficient time to support students, students suffer. Faculty working conditions are students' learning conditions.

"The resources and efforts spent on external quality assurance should be commensurate with the benefits derived from it and should be no more than necessary to achieve these benefits." Rather than look outside, the institution would be best to spend the money where possible to improve the contact between teacher and student.

"Since... the main responsibility for quality development and quality assurance in higher education rests with the institutions, higher education governance and management must have the continuous development of quality as one of its main goals." It feels as though post-secondary institutions are too concerned with developing schemes to attract and retain students that ultimately lead to dollars on the bottom line. If quality was an inherent feature of the programs, the students will make their way to your doorstep, there is a better chance

they will succeed, and a better chance they will stay if they can. ☺

*Darryl Bedford is a Professor in the School of Information Technology at Fanshawe College in London, Ontario and is President of OPSEU Local 110.*

*Reprinted from CAUT Bulletin, the national publication of the Canadian Association of University Teachers, of which we are members.*

Education has seemingly become a "product" to be "consumed" by a "consumer." This has led to a competitive "capitalistic climate" and fierce competition from emergent economies. Education is a "rare purchase," but an important life-changing one.

Faculty become more like other workers; dropping from the professional ranks to "mere employee" status....During the transformation of education into a "product," faculty have become just another input into the production of that "product."

## Public Education Initiative Concerning Sexual Violence

By Candice Lawrence, M.E.d, R.S.W.

A group of committed and passionate faculty, staff and student leaders have launched a grass-roots campaign to educate the College community concerning sexual violence.

The motivation for this project came from reading a one paragraph article in a February, 2010 edition of the *Interrobang!* The article was written by a woman who called herself "Heather P." The headline read **"Sex Assault Needs to be Talked About"**. She stated, **"Dear Editor: Please provide coverage on sexual assaults because sooo many girls are afraid to talk about this and it goes on everyday; guys in our community need to be reminded this is a crime."** ([www.fsu.ca/interrobang/](http://www.fsu.ca/interrobang/), Volume 42 Issue No. 23, Feb. 22, 2010)

After discussing the content and importance of this young woman's article, I and my counselling colleague, Anita O'Keefe decided that it was time that this issue be addressed in a preventative and public manner, and that the College community needed to step up to the plate and demonstrate strong leadership by encouraging dialogue through preventative education and changes in attitudes about this topic. We contacted various people, managers, departments and student leaders, and the *Sexual Assault Centre London (SACL, [www.sacl.ca](http://www.sacl.ca))* for a brainstorming session with various people and stu-

dent leaders, to generate interest and action.

Our first meeting in the Spring included Veronica Barahona (FSU VP- External), Carol Balzer (FSU Office Manager), Anita O'Keefe and myself (Counsellors), Carolyn Mitchell and Becky Maidment (Residence Managers) as well as Sarah Scanlon (Public Educator, SACL).

Since then, our group has grown to include representatives from Security, International Students, First Nations Centre, and interested faculty from the Television and Radio Broadcast Programs, Language and Liberal Studies Division, and Human Services programs. We are very happy to now have Nikki Vanleeuwen on board since June 2010. Nikki was recently hired as a Special Constable with Campus Security, and comes with a wealth of community policing experience.

### PLANNED ACTIVITIES

Below, please find some of the activities that have already happened and are planned for this term.

#### Sensitivity Training

Sarah Scanlon of SACL has completed "sensitivity training" with the Residence Advisors during their orientation training, and plans are in the works for her to do additional training with Student Success Advisors and those who work directly with international students. She has already been interviewed by broadcasting students, and Public Service announcements about this issue will

be released shortly. This initiative is one that will hopefully repeat each year with new groups of Residence Advisors. As a part of this initiative, Positive Space Ally Training was also completed by all Residence Advisors, taught by Candice Lawrence.

#### Current Article in the *Interrobang!*

As part of the FSU's Sexual Awareness week, which runs from Monday, Sept 27 – October 1<sup>st</sup>, reporter Jessica Ireland interviewed both me and Nikki Vanleeuwen for her article entitled, "Starting a Dialogue on Sexual Assault". ([www.fsu.ca/interrobang/](http://www.fsu.ca/interrobang/), Volume 43 Issue No. 6, Sept. 27, 2010)

#### Talk Before Touching: A Sexual Assault Awareness Talk

This will be held at **NOON on Friday, October 1<sup>st</sup> in M2017**. Faculty and staff are also welcome to attend, and this is a great opportunity to use as the basis of a class discussion. Darlene Barriere ([www.darlenebarriere.com](http://www.darlenebarriere.com)) will be on Campus to address issues related to sexual assault, healthy relationships, staying safe, protecting oneself from sexual assault or being accused of sexual assault.

#### Free Self-Defense Course for Female Students

Nikki has obtained Instructor certification to teach the R.A.D. System, a popular program offered in universities and colleges across North America. The Rape Aggression Defense System is a program of



...Continued from page 8

realistic self-defense tactics and techniques for women. The R.A.D. System is a comprehensive, women-only course that begins with awareness, prevention, risk reduction and risk avoidance, while progressing on to the basics of hands-on defense training. R.A.D. is not a Martial Arts program. Their courses are taught by nationally certified R.A.D. Instructors and provide each student with a workbook/reference manual. This manual outlines the entire Physical Defense Program for reference and continuous personal growth, and is the key to their *free lifetime return and practice policy* for R.A.D. graduates. For more information about this system, please visit <http://rad-systems.com/>. This training is sponsored and funded by Fanshawe Campus Security Services. Plans are also underway for a special course designed for men only. This course was almost completely full by the start of the semester, and began on Monday, September 27<sup>th</sup>.

#### **College-Wide and Residence Poster Campaign**

Please feel free to check out the attached posters which were resurrected by Nikki Vanleeuwen from an initiative done a number of years ago, by the Women's Safety Awareness Campaign. These posters will be seen at various locations around the Campus, including one per floor of the student residences, displayed in enclosed glass poster boards, online, and also possibly in the Zoom Media holders on the back of washroom stalls.

#### **Active Advertising of Crime Stoppers on Campus**

This program is being advertised throughout the Campus, and it is hoped that anyone who witnesses illegal activities would consider contacting London Crime Stoppers. Their number is 1-888-222-TIPS.

#### **Professor, Staff and Student Involvement**

Many committed and dedicated staff, professors and student leaders have responded to this initiative and include members from the Human Services Division, Language and Liberal Studies, First Nations Centre, International Student Department, Broadcasting programs, and Library Services. It was noted by Anita O'Keefe in her work with the Human Services students that many students are required to take course which touch on topics about domestic violence, childhood sexual abuse, and sexual assault. Counsellors often see students in crisis after they have been "triggered" by this information. Anita has connected with professors in this area to offer students sessions on "self-care" and trauma awareness.

#### **Shine the Light On Woman Abuse**

This is a community project spearheaded by the London Abused Women's Centre ([www.lawc.ca](http://www.lawc.ca)). Businesses, organizations, corporations, offices, schools, and other groups are invited to participate by turning London purple during the month of November. Candice has offered to be one of the contacts to collect t-shirt orders. T-shirts come in both men's and women's styles and sizes, at a cost of \$15 each. Fac-

ulty interested in purchasing shirts may send in their t-shirt request, including number and size(s) to the Faculty Union Office, D2018. Please have your completed orders in by no later than November 1<sup>st</sup>. November 15<sup>th</sup> is "wear purple day".

#### **December 6<sup>th</sup> Memorial to honour the 14 Women massacred at Montreal's L'École Polytechnique on Dec 6, 1989**

A group of interested faculty and students will be meeting on Monday, October 4<sup>th</sup> at 3:00 p.m. in A2008 to begin planning for this event. For more information, please contact Mary Ann Smith, Extension 2057.

#### **Other ideas currently being discussed and developed**

An art and poster contest for students, more Public Service Announcements on student radio and television, continuing RAD self-defense workshops, and a wallet-sized safety card, which will be translated into a number of other languages including Korean, Spanish, Arabic, and Chinese.

In September, Anita O'Keefe and I discussed the idea of passing the organization of this group to Nikki Vanleeuwen in light of the fact that this is a safety issue. Thankfully, Nikki has agreed and we look forward to remaining an integral part of this group in our capacities as counsellors.

We invite any interested faculty who wish to participate in this grassroots initiative to attend our next meeting on Friday, October 8<sup>th</sup>, in F2005 at 3:00 p.m. ☪

## Article 27.12 Rationale Meetings: Call for Attendees

At the start of every new term the College releases the personnel lists of new hires. After these lists come out, the College is required to provide the rationale for the hiring of all part-time, partial load and sessional professors. This rationale is only provided by the College verbally. The union needs to capture this rationale and requires volunteers to attend, ask questions and take notes at these meetings. It is desirable to have more than one person attend, especially members of that particular school or faculty.

If you are interested in volunteering, please drop by the Union office at D2018 and sign up. The dates are as follows:

Faculty or School	Date/Time
<b>Business</b>	Oct. 28 9:30-11:00 am
<b>Health Science</b>	Oct. 27 1:00 –2:30 pm
<b>Technology</b>	Oct. 21 10:30 -12:00 noon
<b>Continuing Education</b>	Oct. 28 1:00—2:30 pm
<b>Language and Liberal Studies</b>	Oct. 21 1:00—2:00 pm
<b>Contemporary Media</b>	Oct. 22 9:00-10:00 am
<b>Design</b>	Oct. 21 2:00-3:00pm

## Important Dates

### October 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13 ★	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

October 1: Sexual Assault Awareness Talk  
NOON M2017

October 1: Deadline to register for Oct 23-24  
OPSEU educational

October 4: Meeting to organize the Dec. 6  
*L'École Polytechnique* Memorial 3:00 pm, A2008  
(contact M.A. Smith, ext. 2057)

October 8: next meeting of grassroots Sexual  
Violence education initiative 3:00 pm, F2005 (all  
faculty welcome)

**October 13: General Membership meeting  
5:00 pm D1032 (wage freeze)**

October 23-24 Region 1 Educational weekend

October 25-29 Fair Employment Week (to sup-  
port non-FT faculty)