

## Fanshawe College Ignores Article 3 'No Reprisals' in Binding Return to Work Agreement

As you may know, five Fanshawe workers were fired during the support staff strike of September, 2011. There were several reasons why these workers made the decision not to cross the line: one worker had a family member on the line, and wanted to support him/her. Another worker had been part of the union for over 35 years and could not in good conscience cross the line of his/her fellow workers. Another worker had previously been a member of the support staff union for over a decade, and chose solidarity.

The decision of these five workers was not taken lightly. How often in life are we called upon to wrestle with an ethical crisis, when doing the right thing may result in harm to ourselves? We submit, not very often. We should laud their moral decision, and recognize that people of principal and conscience such as these five co-workers are the very people you would like

working beside you.

Instead, Fanshawe College sent out five termination letters during the second week of the strike.

The strike ended on September 19 with a Return to Work Agreement signed by both sides. Article 3, No Reprisals, states the following: "The Parties undertake and agree that there will be no discrimination, intimidation, interference, restraint, coercion, recrimination, grievances or reprisal action of any kind whatsoever by either of them or their respective officers, representatives, agents, or members in respect of any person in the employ of the college, **whether covered by the collective agreement of not, because of such person's participation or non-participation in the strike or his/her activity of lack of activity during the strike or his/her decision to work or not to work during the strike** and any employee contravening this paragraph shall

be subject to discipline up to and including dismissal."

Fanshawe College remains in clear contravention of the provisions of this article.

Next occurrence to watch for: what happens if, or when the fired workers reapply for their previous jobs? How could a LEGAL interview process result in someone else getting the job? How could Fanshawe claim that they hired the "best qualified worker for the job" and NOT hire the very people who have experience in the job, have good to excellent reviews on record, and the esteem of their coworkers?

Well, let's watch. If a reapplying fired worker does not get rehired, then Fanshawe will be flouting not just one legal agreement, but labour law also. If this happens, we will see Fanshawe ignoring legalities twice for ideological reasons.

Let's see what happens. Fanshawe, we hope you do the right thing. \$

 CHANGE

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## A note about Baka Wireless

A Local 110 member was surprised to find that there were several discrepancies in the bills she was receiving from Bell Mobility for her cell phone charges.

The member had signed up for the special OPSEU rate offered through BAKA, which offered very good rates with excellent features. The member was charged for texts when she should not have been, was charged for incoming calls from her own number, and had changes for mysterious calls to

other provinces.

The member was getting a completely different billing structure, and was overcharged quite substantially.

Please check the details of your cell phone bills to make sure you're getting the OPSEU plan you signed up for. ☹

### Shop OPSEU Enterprises

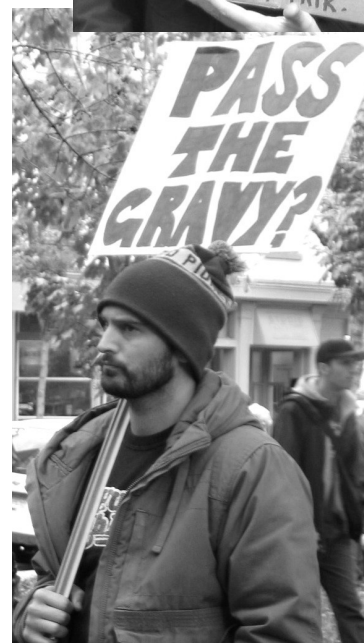
**BAKA Bell**

## Messages of Occupy Toronto were anything but unclear...



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## President's Message

# Human Capital



Having grown up in the 80's, I look back on it as being a very conservative period. Sure, there was a lot of 60's nostalgia but the 80's was the decade of "preppies," "yuppies," "trickle-down economics," "re-engineering," and "It's Morning in America." The mantra was that if people and corporations got to keep more of their own money, they would surely spend it. Up until not that long ago, I used to believe in that kind of thinking. Perhaps back then those economic policies may have worked.

Today is a different story. We see a widening gap between rich and poor. Creating jobs today is not as simple as just handing out tax breaks or random government grants.

Citizens are demanding job creation and the education sector must play a key role in that.

Consider our own "stimulus" situation at Fanshawe. Federal and provincial governments injected a cool \$31.6 million into the Centre for Applied Transportation Technology. Ooh, skylights with GPS tracking systems! But if you factor in one retiree who wasn't replaced and one new hire for Avionics, the net Fanshawe College job creation was nil. Can't we do better than that with taxpayer dollars? Capital investments are great, but what about "human capital?"

The new downtown campus presents challenges. It also presents opportunities. It's why I was present at the announcement. New full-time faculty jobs can be created downtown but that will only happen if we hold governments and our employer accountable.

Fred Varkaris has a great piece in this issue on Contribution to Overhead (CTO). Sure, we have a

more complex campus today than 20 or even 10 years ago. But the revenue pie is also bigger today. And an ever increasing slice of the pie is going to the non-academic side of the ledger. How do you think we're doing with respect to academic priorities?

Sometimes, it feels like we are a massive facility that just happens to have some teaching activity associated with it.

There will always be some diverging interests between management and union. But there are also some common interests. I believe that the next few months will be very telling; arguably the most important in this College's history. We know that there are managers willing to engage in meaningful dialogue and act on issues that matter to workers—they would see it as good management. Will they be given the flexibility and the authority? **CHANGE** at Fanshawe is possible.

We are not in this alone. Support staff are in this with us. The successful ratification of a new support staff collective agreement is a solid achievement. But there is much to be done to make this a better workplace for everyone. There is more that needs to be done to respond to the employee surveys. Differences of opinion must be respected. Together we are asking for **CHANGE** at Fanshawe College.

It's time to focus on human capital.

In solidarity,

*Dan*

**CHANGE**

## Attempts to Get Concerns About Fired Workers on Board of Governors' Agenda Blocked—Twice

Carrying petitions with a total of 467 signatures protesting the termination of five employees during the September 2011 strike, about 25 angry Fanshawe College employees wearing 'Change' buttons went to present their concerns to the Board of Governors' meeting the evening of September 22, 2011.

Two petitions of 467 signatures, collected in only 36 hours, called for Fanshawe to abide by the No Reprisals article and rehire the fired workers. Only about 12 of the Fanshawe employees were allowed in to the meeting room, with security guards keeping out the others due to "fire code regulations."

Both local presidents, Marg Rae and Darryl Bedford, were allowed in before the meeting started to talk to Britta Winther, the Chair of the Board of Governors. The petitions were, after some discussion, accepted by the Chair, but their content was never specified. The local presidents were not allowed to speak to the Board. Ms. Winther refused to put the deputation on the agenda, saying that the petitioners had not followed procedure, even though it is within her discretion to make last minute additions to the agenda, and there is precedent for her doing so.

What exactly is the Board of Governors? Why would Locals 109 and 110 take their concerns about the fired workers to them?

The mandate of the Board of Governors is "to be the primary force leading the College, to achieve appropriate results at appropriate costs, and avoid unacceptable activities, conditions and decisions." They are the body that oversees the significant investment of the hundreds of millions of taxpayer dollars that this college receives.

The Board's sole employee is, in effect, the college president, Howard Rundle. As the public board of a public institution, the Board of Governors is charged with overseeing the strategic directions, the academic mission of the college, and other governance matters. They are the body which is supposed to hold the president accountable for his actions on behalf of the college.

There are over 60 separate policy documents on the Fanshawe portal that outline the duties of the Board of Governors.

While Chair Winther could have added the September 22 deputation to the agenda, she did point out that there was a process that the petitioners should follow.

Two requests, one from each local president, were subsequently sent to Ms. Winther. The requests were to get the petitions dealing

with the five terminated employees on the October 26 agenda.

Both requests were turned down.

One of the requirements that must be filled before a request comes to the Board is that a person who believes that Board policy has been contravened has to, under Board Policy B-31, first review the issue with the president.

On September 23, two Local 110 officers met with Howard Rundle to discuss the bleak labour relations climate at the college. Even though the petitions were referred the night before to Howard Rundle in front of at least 30 witnesses, during this meeting he denied knowledge of what the petitions were about and professed not to know where they were. Local 110 offered to provide photocopies, which the president referred to Jeff Low, Acting Manager of Labour Relations, to deal with.

The requirements of policy B-31 were fulfilled, the meeting with the president, as well as policy B-30-05, requirements of the Board Process Committee. The attempt to get the matter of the fired workers on the BOG agenda referred to policy D-20 Interaction with Staff and the BOG Strategic Direction #4.

Chair Winther's response turning down the written requests to be added to the agenda cited 2 articles and 3

*continued on next page ...*

Board policies several times. The response was very legalistic.

The Chair offered to meet with Marg Rae and Darryl Bedford, offering three possible meeting dates. Ms. Winther needs more information to make her determination whether to place the concerns of over 400 employees on the November agenda.

Fanshawe College employees are trying to go through the correct channels to get a wrong put right, but are being thwarted by narrow, legalistic and labyrinthine rules and regulations.

Remember, the first in-person deputation on September 22 could have been given 2 minutes to speak to the Board. That's all that was required.

Attempts to get this issue before the Board of Governors continue. ☞

## Introducing... Your New Bargaining Team

### Prebargaining Begins

On Saturday, October 15, 2011, 65 delegates to the CAAT Academic Pre-Bargaining Conference unanimously supported a new team of members to lead the CAAT (A) Division into a new round of bargaining.

"The work starts on Monday, October 17," said Ted Montgomery and Carolyn Gaunt, elected as Co-Chairs of the CAAT Academic Bargaining Team. "Under the new legislation, actual bargaining cannot begin until three months before our current contract expires on August 31, 2012. However, our real work with the members begins now. We will engage directly with members every day between now and the time we sit down across the table with management."

The following CAAT Academic members were elected to the team:

Carolyn Gaunt, President, Local 655 at Cambrian College (Co-Chair)  
[cbgaunt@eastlink.ca](mailto:cbgaunt@eastlink.ca)

Ted Montgomery, Pres., Local 560 at Seneca College (Co-Chair)  
[ted@opseu560.org](mailto:ted@opseu560.org)

Rod Bain, LEC, Local 416 at Algonquin College  
[rodbainlocal415@gmail.com](mailto:rodbainlocal415@gmail.com)

Gary Bonczak, President, Local 352 at Fleming College  
[gbonczak@cogeco.ca](mailto:gbonczak@cogeco.ca)

Benoit Dupuis, President, Local 470 at Collège La Cité  
[bdupuic620@rogers.com](mailto:bdupuic620@rogers.com)

Lynn Dee Eason, 1st Vice-President, Local 613 at Sault College  
[ldason@shaw.ca](mailto:ldason@shaw.ca)

J.P. Hornick, LEC, Local 556 at George Brown College  
[jphornick@gmail.com](mailto:jphornick@gmail.com) ☞

~from OPSEU.org website

## NOTE: Homewood Employee Assistance Program (EAP)



It has recently come to Local 110's attention that non full-time employees are NOT covered by Fanshawe's employee assistance program, Homewood.

You may have seen Homewood's flyers around the workplace offering assistance for many issues. The flyer says "Need someone to talk to? Call your EAP." Homewood offers counseling and has operators on call 24 hours a day, 7 days a week. However, this service is only available for full-time employees.

If you are non full time and require assistance, please take note of the following. If you are Partial Load, and opted for benefits, you have \$1500 at 85% coverage for paramedical services such as counsellors, psychologists and the like. You *may* have to get referred by your family doctor first to make sure the claim is not rejected by SunLife. Please check the list on page 19 of the [CAAT coverage booklet for Partial Load Academic Employees](#) (at [www.opseu110.ca](http://www.opseu110.ca), Benefits) to see which services are covered without a doctor referral.

If you are part-time, and do not have coverage, please contact your family doctor for help.

Also, any faculty can drop by the Union Office at D2018 and we will assist in any way we can. We're here to help. ☞



## Chief Steward's Report

# Coordinator Clarity

Coordinators are faculty members, not management. Coordinator duties should be concerned with activities of **students** with regard to courses and programs. They have no authority to assign or evaluate the work of faculty members or hire, evaluate or terminate non-fulltime professors; these are the exclusive responsibilities of the Chair.

Article 14.03 A 3 of the current Collective Agreement states:

*Coordinators are teachers who in addition to their teaching responsibilities are required to provide academic leadership in the coordination of courses and/or programs. Coordinators report to the academic manager who assigns their specific duties. It is understood that coordinators do not have responsibility for the disciplining of teachers in the bargaining unit. It is not the intention of the Colleges to require employees to accept the designation of coordinator against their wishes.*

When the above is combined with the language in Article 6, which outlines Management functions, a Coordinator can act as a conduit for

information from the Chair to the faculty members and report faculty concerns to the Chair. This is where the Coordinator's responsibility and authority ends. A Coordinator can recommend work assignments based on consultation with the faculty members teaching courses in a program, but **they do not have the authority to assign work**. A Coordinator's responsibility is for academic leadership, with regard to courses and the overall program, in consultation with, and with direction from, the Chair. Coordinators are provided the tools and authority to respond to student concerns. This should be their main focus.

Too often have faculty members approached me about the behaviour of their program Coordinator. They indicate the Coordinator has attempted to give direction concerning the work a faculty member should perform or that the Coordinator has directly or indirectly commented on a faculty member's performance. Coordinators seeking clarification of their responsibility and authority have also approached me.

The Union representatives on WMG have questioned the amount of complementary time associated with Step 1 and Step 2

Coordinators. The Management representatives point to the language in the CA indicating the hours attributed are based on 'assigned duties'. I have reviewed SWFs with anywhere from 1 to 20 hours attributed to Step 1 Coordinators and a similar range for Step 2.

Currently there is neither an official nor an unofficial job description for Coordinators, but the authority and responsibility of this position can clearly be determined from the Collective Agreement. It was suggested at the pre-bargaining conference that clarification of coordinator duties in the CA is warranted.

As always, if you have concerns about the role of a Coordinator, or any other aspect of the Collective Agreement, please feel free to contact me. ☎

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## Salutin's Series on Public Education: An Overview

~by a Local 110 member

Recently, renowned Canadian journalist and author Rick Salutin wrote a five part series on public education which appeared in the Toronto Star. Local 110 members would be interested in his findings and conclusions.

In his series, Salutin stresses the importance of good teaching in a successful public education system. This seems obvious but is too often ignored when one examines successful education systems. Former deputy minister of education Charles Undergeider from British Columbia points out that "improvement in achievement comes from good instruction." Salutin states that it is the teacher that can "ignite" something positive in a student such as a love of reading which can have long term beneficial effects.

Salutin strongly suggests that the administration's role in education is to leave the teachers alone and let them do their job in the classroom. Salutin states that "what's striking about most current educational reforms is how they try to interfere with what teachers do when the door closes. The advocates don't say they are interfering, they just say they want to help teachers and add there is no one best way." Obviously there is a thin line between helping and interfering.

Salutin states that "I have some sympathy for the impulse to interfere. Leaving teachers on their own with your kids and their futures can be scary. It's like the trust you hand over to surgeons when they put you under. But teachers are professionals too, aren't they? That's the alternative attitude."

In his series, Salutin looks at

countries that have been doing very well in education. These days, Finland is attaining outstanding results in the area of public education. He makes the now obligatory trek to Finland to find the secrets to its success in public education.

First, Salutin points out that teaching is a prestigious profession in Finland. There are 10 applicants for every teaching program position, and applicants are subjected to "entrance exams and interviews, plus a 'teaching-like' activity in which they're observed to see if they have the right stuff."

Secondly, teaching is a socially prestigious profession in Finland. Salutin states that "when I clumsily asked some Finnish teachers if they felt highly regarded they laughed and said



no. But an hour later, at lunch, when I asked what they do in the case of a bad teacher, the answer was 'we have very good teachers.' It seemed almost cocky given the modest, reticent Finnish manner. I don't think that you'd hear that in Canada."

Finally, teachers in Finland are given a lot of autonomy and they treasure this. Finnish teachers responded in this way: "when asked what might make them leave the teaching profession, teachers told me that pay is not an issue--it is pretty much the national average and similar to other countries. But a loss of

autonomy would make them consider getting out. What matters is their sense of professional control and responsibility."

Finland's public education system seems to have lessons for Canada: recruit the best people available, treat them as professionals and leave them alone to do their job in the classroom. Give support when necessary but don't interfere. Above all, trust your teachers.

Finally, Salutin looks at the touchy issue of teachers' unions and their effect on public education. Salutin points out that in Finland most teachers (97%) voluntarily belong to a teachers' union. Salutin concludes that "Speaking of unions, they take a pasting in the U.S. but in most good public systems they act as partners. Former B.C. deputy minister of education Charles Ungerleider says "With some exceptions, virtually every improvement in public education has been due to teacher bargaining rather than the public sector." He has in mind services for kids with special needs, ESL programs, reductions in primary school class size and so on.

Salutin looks at other issues in his five part series. For example, he examines the latest educational fad of charter schools, the effectiveness of standardized tests in measuring student success and the efforts at creating more choice in the public education system.

The whole series is available on the Internet. Just Google "Rick Salutin education series." Local 110 members are invited to read the series and reach their own conclusions. ☪

# Liberal Class Dismissed:

## A review of Chris Hedges' *Death of the Liberal Class*

Reviewed by Jamie Austin

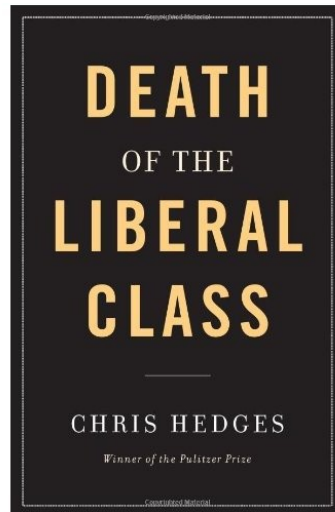
Chris Hedges, author of *Death of the Liberal Class* (2010), is certainly unpredictable. Making good use of his Harvard master's degree in Divinity, in 2007 Hedges wrote a bestseller that pilloried the Christian right. Even in recent photos of Hedges popping the collar on a cool jacket while he stands among the milling "Occupy Wall Street" demonstrators, he looks more than a little bit ascetic, uneasy in a crowd. One might guess him to be some intellectual owner of a small storefront chapel/ bookstore in a tough area of Boston. And this is exactly what Hedges became, right after graduation— before he turned into a celebrated foreign correspondent for *The New York Times*. For almost two decades Hedges witnessed and wrote about some of the globe's worst killing fields. He filed from battlefields in



*"The creed of 'impartiality' and 'objectivity' that has infected the liberal class teaches, ultimately, the importance of not offending the status quo. The 'professionalism' demanded in the classroom, in newsprint, in the arts of in political discourse is code for moral disengagement." ~p. 140*

the Balkans, Central America, Africa and the Middle East.

The year 2002 was a good one for Hedges. He won both the



Pulitzer Prize for coverage of global terrorism and an Amnesty International Global Award for Human Rights Journalism. However, just a few months later Hedges was booed from the Rockford College, Illinois stage before he could get more than a few minutes into his address to the graduating class.

*Death of the Liberal Class* is a powerful but disorderly screed. It takes the shotgun approach to the delivery of blistering cultural indictment. Hedges writes from a perspective that most observers would describe as the "hard left", and his targets are everything and everyone positioned to the right of that — so, pretty much everything and everyone. Hedges blasts away at them all, and then he goes back to make sure. Oprah? Blam! NAFTA? Blam! America's imperial hubris? Blam! The Internet? Blam! Christopher Hitchens? Blam! Celebrity culture? Blam! Cheney, Bush? Blamblam! Obama? Blam!

To borrow a slogan from Sarah Palin, who he deigns to blast only

twice in this massacre, Hedges doesn't retreat, he reloads. In its rapid and extremely broad field of fire, *Death of the Liberal Class* is very much of a piece with Hedges' earlier scathing (and bestselling) assaults on American society and culture.

Hedges argues that institutional liberalism in America, when it still functioned, consisted of five pillars: the press, liberal religious institutions, labour unions, universities and the Democratic Party. Hedges charges that every one of these pillars has failed; the class as a whole has collapsed. Liberal institutions, previously more concerned with justice and progress than with status and privilege, have all sold out their constituencies. Universities have struck a "Faustian bargain" with capitalists. College presidents are now judged almost entirely on their abilities to raise money. Unions have been reduced to meek supplicants for scraps. Their leaders have been co-opted into becoming junior partners of the corporate exploiters...and so on. The social structures that used to shelter liberal values have all been turned to rubble. Wandering among the ruined "pillars" are a few survivors—Noam Chomsky, Michael Moore, Ralph Nader, Denis Kucinich, Norman Finkelstein, some others— but they have been undermined and marginalized by both a triumphant right and the contemptible group of *poseurs* of today's craven "liberal class".

The latter are afraid to resist power

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in any meaningful way. Eager to check their liberal advocacy at the door, they have exchanged activism for the comfort of empty words and the safety of minor wealth. According to Hedges, this spectacle is not just disgusting. It's a true disaster for democracy. He reminds his readers that while a well-functioning liberal class serves as a state's conscience, consistently urging public virtue, it is also the force whereby moderate dissent and incremental change become



*"It [the liberal class] abetted the decline of the middle class—the very basis of democracy. It has permitted, in the name of progress, the dismantling of the manufacturing sector, leaving huge pockets of postindustrial despair and poverty behind." ~p. 142*

possible. Nurtured by a vigorous liberal class, reform can pre-empt revolution. A vital liberal class, then, preserves the integrity of the state. However, with the demise of the liberal class that force for moderation and inclusion disappears. There is no longer a crucial "safety valve" whereby radicalism can be tempered, brought into the fold of normal governance.

Hedges clearly believes that all virtues, or at least "public" virtues, emanate from the left. Values commonly emphasized by the right—self-reliance, work ethics, personal responsibility, initiative, and individualism—are not even mentioned in *Death of the Liberal*

*Class*. This omission is perhaps because Hedges views these as private values, principles that often impede public generosity and concern for the weak and oppressed.

According to Hedges, today's shell of a liberal class is impotent, counterfeit, and corrupt. It cannot help, and does not anymore even really seek to help, the underprivileged. Hedges asserts more than once that the liberal class has become useless even to the power elite. True liberals, liberals with guts, liberals ready to go to the barricades — these have all but vanished. Worse, warns Hedges, in the resultant vacuum lies a golden opportunity for proto-fascists.

This wasn't the case early in the past century, Hedges assures us. Given the typical views of the left, one might have expected him to trace the beginning of the end of liberalism to Ronald Reagan. Once again Hedges surprises: he reaches back to blame Woodrow Wilson. America's entry into WWI began the process of bringing the liberal class to its knees. Hedges quotes Chomsky's nostalgia for how humane and energetic liberalism used to be in the good old Thirties. Then, the true descendents of Hobbes, Locke, Spinoza, along with the not-yet-disillusioned students of Marx, knew implicitly that one must act out, not simply profess, one's liberalism. But even this survey of the history of better liberals goes on for far longer than it needs to. Here, as in the rest of this book, one gets his point a good deal before Hedges is finished giving it.

*Death of the Liberal Class* is incisive and well-expressed. Still, it

seems scattered in its focus, and in its desire to hammer its points ever-deeper, ultimately becomes redundant. For anyone not in the "choir", it's probably difficult to read the entire book. The problem isn't that the author runs out of fury. Hedges' anger and sense of betrayal is evident on every page. Paragraph after paragraph, for over 250 pages, this work shreds those pitiful creatures who would dare to pose as today's liberals. Overall, though, this book, perhaps precisely because it is a post-mortem and an expression of grief at institutional dismantling and ruination, never seems to "build".

Even if in the end one questions them, the points Hedges makes over and over are dignified by his obvious conviction. Nevertheless, one comes out of the final paragraphs of *Death of the Liberal Class* thinking that Hedges would have done better if he had tightened his outline before writing, and if he had perhaps concentrated on presenting fewer topics in greater detail, relying on intelligent readers to draw the necessary broader conclusions. ☪



Chris Hedges

# Is It Justifiable to Continually Increase Contribution to Overhead (CTO)?

By Fred Varkaris

I am neither a financial analyst nor an accountant. Prior to joining the College I spent many years working in the fields of engineering and science, so I consider myself a 'numbers' person.

In response to a freedom of information request, the Local recently received Fanshawe's 2010/2011 program review/cost summary. This document summarizes the annual revenue brought in by each program, school and faculty, as well as the cost of generating this revenue and the contribution to overhead.

As I reviewed this document, I saw a number of surprisingly high figures in the contribution to overhead column and puzzling costs associated with areas outside Academic Services. In an attempt to gain a better understanding of one aspect of Fanshawe College's financial picture, which receives millions of dollars in government funding and tuition, I looked back at the limited financial documents provided to the Local, or received in response to freedom of information requests.

## What is Contribution to Overhead (CTO)?

Academic Services, the administrative group which encompasses the four faculties and The Centre for Community Education and Training Services, is responsible for delivering education and is the primary source of the college's revenue. The costs associated with generating this revenue include the salaries and wages of fulltime and non-fulltime professors, chairs, deans, the VP academic and support staff for the schools as well as all supplies needed to support teaching. Thus the reported contribution to overhead (CTO) is revenue brought in

by Academic Services through tuition and grants, but is used to pay for services provided by the five other administrative groups in the college.

Academic Services at Fanshawe College generated a little over \$151.2 million in the 2010/11 academic year at a cost of a little over \$92.7 million, providing a contribution to overhead of about \$58.4 million, or around 39%. Some schools have a contribution to overhead of over 50%, with a few at the low end contributing 13-18%. Most are in the 40-45% range.

An examination of Fanshawe's historic budget documents in the Local's files revealed that the overall contribution to overhead by academic areas in 1990 was 18%. Over the last few years this CTO has increased to the current level of almost 39%. Some schools have increased their CTO substantially during this period; as an example, between 1990 and 2010 the CTO for the School of Business increased from 18% to 52%.

Table 1: Total Contributions to Overhead at Fanshawe College, 1990/91 to 2010/11

Year	C.T.O.
1990/01	18%
1995/96	18.5%
2000/01	27%
2005/06	29.5%
2010/11	38.6%

How this increase has been achieved is open to speculation. I intuit increased class sizes, increasing employment of non-fulltime professors, and greater fiscal restrictions in each school as contributing factors.

## Where does the considerable CTO go?

This brings me to the question: what factors underlie this need for progressively more money to be transferred out of Academic Services to fund other administrative groups? It is true that other college areas generate revenue, such as the residences, retail services and facilities management. But, the difference between the expenses of about \$114.7 million and the revenue of about \$57 million left a deficit of some \$57.6 million, an amount roughly equal to the CTO of Academic Services.

Faculty members who have a solid understanding of accounting practices may believe this represents a balanced budget, yet it seems odd that support expenses are \$22 million higher than academic delivery expenses.

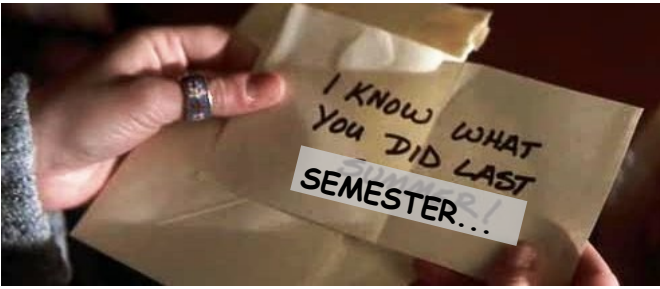
**Surprisingly, the cost of supporting education has become greater than the cost of delivering it.**

Looking back at Fanshawe's historic budget documents reveals that during the 2000/01 academic year, the cost to deliver education was about \$41 million, while the cost to support it was only about \$33.7 million. In comparison, in 2000/01 the support cost was about 80% of the delivery cost; in 2010/11 this figure has risen to 124%.

Year	Academic Services	Service/Support Areas
2000/01	\$41,000,000	\$33,700,000
2010/11	\$92,700,000	\$114,700,000

The need for the registrar, library and media services, counselling, student life and similar student services

(Continued on page 11)



## Technology: Now, With Even More Horrifying F/X!

In a previous issue of *The Educator*, we published an editorial titled "Technology: Oh, The Horror!" It was a humorous take on the use of technology in education. OPSEU has never been opposed to the use of technology; many of our members make use of a variety of technologies to support student learning.

However, the following is a situation that will serve as a cautionary tale.

Algonquin College recently purchased Camtasia Studio, a screen and video capture and editing program, which can record a defined screen area with voiceover and can include video. This new software technology has been marketed by the Learning and Teaching Services Department of Algonquin College as "an ideal retention aid" for students.

So what happened? A faculty member at Algonquin College bought

into the College's pitch for this software and proceeded to record all her classes for a particular course. Now this faculty member has been informed that she will no longer be SWFed to teach this course. A representative of the College has told her that the recorded classes will be made available to students enrolled in that course. This teacher has essentially been penalized for having provided her students with the best possible resources for their success.

This type of technology poses an enormous threat to job security. There are other concerns including privacy and surveillance. Does your employer own your image? Your voice? (*Your soul?*)

At the CAAT Academic Pre-Bargaining Conference which took place the weekend of October 15-16, 2011, union delegates from the 24 colleges discussed this issue, amongst others. The general feeling was that

newer teaching—and particularly recording—technologies would be an important priority during bargaining.

Local 110 inquired about Elluminate recordings at Union College Committee (UCC). The response was reassuring: recordings are not given to other professors or students and there were no immediate plans to do so. Although we do not feel an immediate threat here at Fanshawe, we must think about how we protect faculty who use the various tools available. Your feedback will be important as we put forward proposals for Collective Agreement language.

What do you think? How do you feel this issue should be addressed? ☹

~Darryl Bedford



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is understandable; however, expenditures such as \$2.9 million on marketing and corporate communications (about \$1 million more than the college spent on the library) and other expenses reported in this document are confounding.

### Are students the ones benefiting?

As we prepare for the next round of bargaining to achieve a new collective agreement, no doubt the colleges will insist they 'have no money' for such needs as more fulltime professors,

counsellors or librarians, yet an examination of the college's financial documents acquired by the Local suggests that the money is available. Fanshawe College simply chooses to spend less money providing education than supporting it.

If academic services are the primary source of revenue at this and other colleges, one might wonder if these monies are being used to fund such expenses as the College Employer Council offices at 20 Bay St. in Toronto, with its pleasant view of the lake, and high-priced lawyers from Hicks Morley

to ensure the current status quo is maintained. The answer to this is not readily apparent in the financial documents as presented to the Local.

I am sure the college can provide a reasonable rationale for its expenditure choices, yet it has been revealing to learn from available documentation how the contribution to overhead has doubled over the last 20 years.

In terms of student learning, do you believe this doubling is justifiable? ☹

# Faculty Safety Information

by Jennifer Boswell

A student who hasn't been attending regularly interrupts class, asking you to explain an assignment to him. You've already begun a lesson, so you ask the student to save his questions until the end. Disgruntled, the student sits down noisily and begins texting, not paying attention. Afterwards, the student asks questions that require your teaching two weeks of material, material missed without explanation. You spend about seven minutes doing your best, but then refer the student to posted materials. With an angry, raised voice the student accuses you of "blowing him off." Later that day you get an angry email with insults from this student you barely know, but were physically intimidated by earlier in the day. Your stomach is churning. To you, this student is unsettling, even threatening. What do you do?

Scenarios such as this one are not uncommon, at least in this writer's experience. What is your next step? What services are available if upsetting situations such as these happen to you here at Fanshawe?

One route is to go to your supervisor or manager. But they may not be there. Or they may be overloaded with work. They may suggest a course of action that doesn't make you feel any better or safer. It's best that all faculty know what actions they can take in various

situations. Two other avenues all faculty should know about are through the Student Code of Conduct and Security Services.

## CODE OF CONDUCT

All faculty should make themselves aware of prohibited behaviors under the Student Code of Conduct.

The Student Code of Conduct can be found at MyFanshawe > Documents > Policies > Academic Policies, G. Students Rights and Responsibilities, 2-G-01. Samples of prohibited conduct include, but are not limited to disruption of college activities such as instruction and misconduct, including assault, harassment, intimidation, threats, and bullying.

Disciplinary sanctions for Code violations are varied. The first one can be imposed by faculty themselves, but the rest require the participation of Security Services, the Code of Conduct administrator and management. Sanctions range from an oral warning right through to expulsion, with several steps in between.

## Oral Warning or Temporary Dismissal

Instructors have the ability to act themselves. If a student disrupts your class and you warn the student or ask him/her to leave, you can leave the action at the level of classroom management or you can formalize the warning or dismissal. There is an "Oral Warning or Temporary Dismissal Form" (MyFanshawe > Campus Life > Campus Security/

Documents tab) that you can download and fill out.

The form is sent to Campus Security in room E1004. The Code of Conduct Administrator also gets a copy. Your one form may be the end of the matter, but having the form on file is helpful in tracking a student's history in case there are other incidents.

## Code of Conduct Administrator

When the faculty member can no longer deal with student issues, it's time to get Security Services and/or the Code of Conduct administrator involved. Bob Clark, the Code of Conduct administrator, deals with students one-on-one, and works to "facilitate a resolution." Clark says he is trying to get away from the purely punitive, and often he refers students to get help. He tries to "empower the student to make better choices." However, the ultimate goal is always the safety of the staff and the students, and the college community as a whole.

Security and the Code of Conduct Administrator work together, often. However, a faculty member can approach Bob Clark first for advice, and use him as a sounding board. If a faculty member has Code questions, they are welcome to talk to Bob Clark at x4027 or bclark@fanshawec.ca.

## SECURITY SERVICES

Security's job is threefold: to provide security, to conduct investigations, and to render a "situational

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threat assessment". The resulting report goes to the faculty or staff member involved and administration. It is then administration's job to act on the details or recommendations of the report. Administration includes the Code of Conduct Administrator, and various managers or Chairs of departments.

I spoke to Bob Earle, Security Supervisor, about various levels of threat and the supports that are available and actions that can be taken.

### **Unspecified, or Potential Threat**

Most threats directed at faculty are not physical. An ugly email, or an angry interpersonal exchange are more common than a viable physical threat, which is rare. However, you should trust your gut. If you are upset by an open or implicit threat in an email, or a sexual advance, you should act. You have the right to a safe workplace without fear or intimidation. Faculty are commonly advised to go to a manager first, but you can also go to Campus Security Services directly. Constables are here on campus, 24 hours a day, 7 days a week.

As we all know, emails often present a grey area. Emails are open to various interpretations, and we may wonder if the content is bad enough to cause us concern. Bob Earle says if you are concerned, you should act. Contact your manager, the Code Administrator, or Security. All cases are individual and solutions are tailored to fit. What the faculty member needs to

feel supported is of utmost importance.

### **Escalating or Direct Physical Threat**

If you're in a classroom, and a situation is escalating, use the security icon on your computer task bar. The icon looks like a candle to some, a hydrant to others—in any case, it's yellow at the top and red on the bottom. When clicked, a window pops up allowing a typed message, if you are able. Students cannot see it projected on the overhead projector. In most cases, Security can be there in less than 2 minutes.

At the top level of immediate threat, faculty are advised to just get out of the situation. Get away, and at the first opportunity call x4242.

For your information, special constables on campus have police authority, and can lay criminal charges.

### **Other Security Safety Services**

Besides dealing with individual incidents, Security Services offer the *SafeWalk* program, the *Work Alone* program, and personal safety plans.

*SafeWalk* is a program that offers a security guard escort to wherever you need to go, on campus, day or night. The *Work Alone* program is for people who perhaps work odd hours or days, and end up in their workplace alone. You can call x4400 and security will call

intermittently and walk by to check on your welfare.

*Personal safety plans* may be set in place if warranted. These plans work to separate "the threatened from the threat," says Earle. They can take several forms: a change in scheduling, a uniformed escort, scheduled security walkbys of the problem classroom, and maybe even plainclothes officers monitoring tense situations. If a faculty member is worried about being approached in a parking lot, or about vandalism, there is a safe parking lot covered by a camera outside the Security entrance that can be used for a time. If the threat can continue off campus, London Police would be called in.

Some of these measures sound pretty serious. Bob Earle repeats that actual physical threats are rare. In his opinion, Earle finds that much of the behaviour that we may find threatening comes from young people who just don't know any better, young people who have little knowledge of professional conduct or communication. But don't try to explain away threatening behaviour, Earle hastens to add. Access the supports and safeguards that are available to ensure a safe workplace for you, and for us all. ☪





# Reflections on the Support Staff Strike of 2011

We here at the Local 110 office, and all faculty are so glad to have the support staff back! We certainly missed you, and now the college is running smoothly once again.

Now that everyone has settled back into their jobs (well, except five people), let's look back on the strike.

We talked to some faculty members about their experiences. They supported the staff strike; on the line were our friends, co-workers and even former students. Many faculty brought coffee and goodies to the line which were appreciated (despite the wasps).

One faculty member filed a complaint with the Independent Police Review Director because on one occasion three officers moved the picketers aside, ushering the vehicles through the entrance, acting in effect as strike-breakers. Three seemed excessive.

Talking to support staff elicits very strong responses. Many were upset by how aggressive College administration was during the strike. Local 109 members were twice invited to cross their own picket line. However, great solidarity was demonstrated.

Support staff were also angered by Howard Rundle's comments in the LFP saying staff absences were not as

sorely felt as faculty absences would be. He noted that the strike was not seriously affecting the running of the college. We on the inside beg to differ. There was little or no technical support, students were not enrolled in FOL, student timetables had some 'TBA' classrooms, teachers hired near to September 1 were not enrolled in FOL and did not have swipe cards, rooms could not be booked for any reason, line-ups were huge, and on and on.

One thing was sure: the students received highly paid front line help. Various managers got a front-line crash course in how the college really operated: Vice-Presidents, Deans, Acting Deans, Chairs and even a former prominent London politician filled in. Through the grapevine we heard that managers found their 12 to 15 hour days very hard—yet they were chastised for not doing a better job! How arrogant to think that just anyone could parachute in and do the skilled work of running the college with just binders for help.

Furthermore, Howard Rundle stated that most of the trouble on the picket lines came from other unions. He stated that there were "other un-

ions there, not quite sure how it works." However, when Fanshawe administration brings in dozens of replacement workers and asks members of Local 109 to cross their own picket lines, it's no wonder other unions were there. It's called solidarity.

Reactions by students ranged from support to apathy to actual aggression. A few picketers were bumped by cars; thankfully, none were badly hurt. Some of the hired security at the entrances helped maintain safety on the lines. Charges were laid against some students. Many students don't understand that union actions are good for their futures also.

To sum up, it's clear that support staff bore the brunt of the hardline labour relations approach at Fanshawe College. Outside security hired. Workers fired. Very few other colleges operate the same way.

We believe that many employees want a college that is more collegial and less confrontational.

Keep in mind the words of Tommy Douglas: "Courage my friends; tis not too late to build a better world." Support staff, under intense pressure, took us one step closer. ☪

