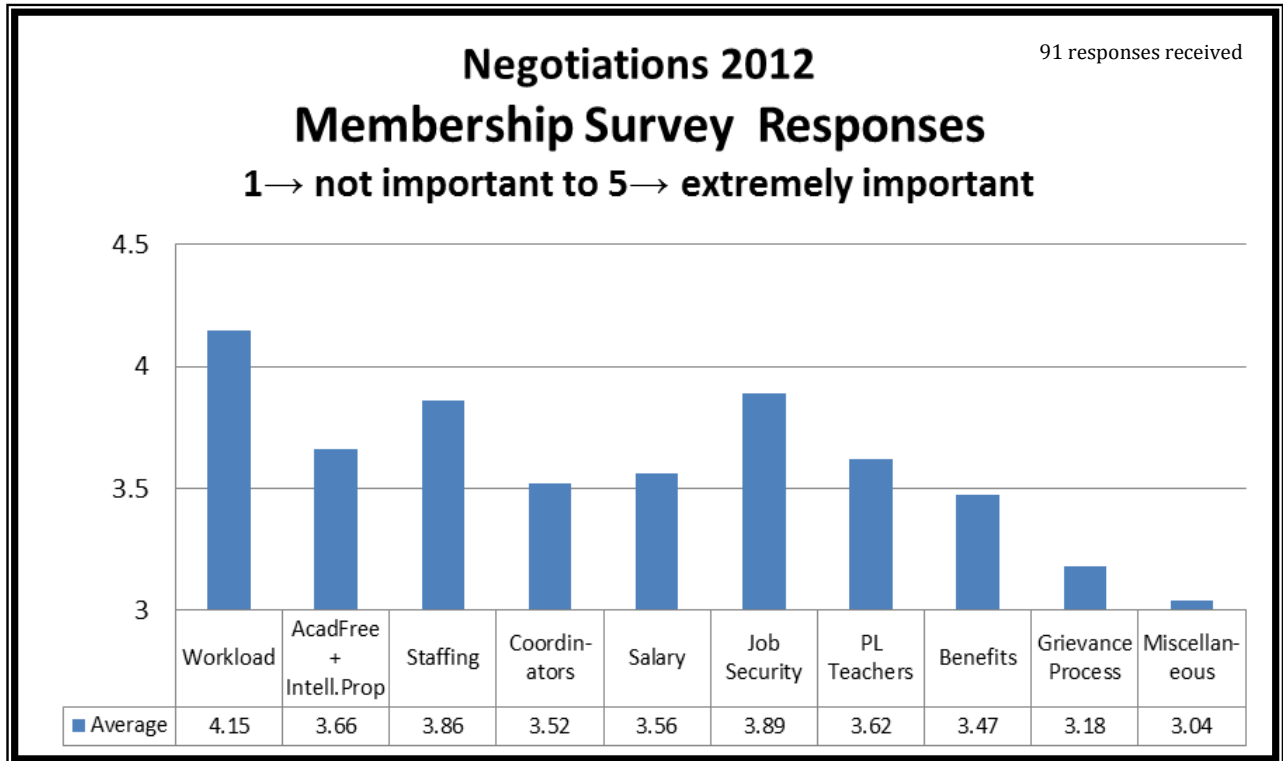


SPECIAL NEGOTIATING and DEMAND SET ISSUE



See page 2 for the survey categories and prompts. See pages 3 to 5 for quotes from members regarding the issues. Learn what your colleagues are concerned about.

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Survey Says...College Faculty Membership Survey

Repeated below are the categories and prompts given to you when filling out the survey. The chart tabulates the averages of the responses. Ninety-one surveys were filled out.

Workload

- Adequacy of the time credited for evaluation and feedback
- New forms of delivery including electronic, on-line
- Curriculum and course development
- Maintaining the intended "informality" of the workload complaint system
- Adequacy of time to deal with diverse student groups
- Counsellors' workloads
- Crediting all work including mentoring, email handling

Academic Freedom

- Teacher selection of materials, evaluation methods
- Copyright of materials produced by the teacher
- Teaching methodology chosen by the teaching faculty
- Course selection by teachers based on seniority

Staffing

- Improve language requiring preference for the creation of full-time positions
- Stronger language to convert partial-load and part-time to full-time positions
- Preference for partial-load over part-time positions
- Protection against the contracting out of faculty work
- Provide better information to union regarding staffing decisions

Coordinators

- Clarify duties of coordinators
- Establish criteria for steps and time allocations
- Full-time teachers only

Salary

- Improve starting salaries
- Broaden ability to move to top step
- Stay between high school and university maximums, moving closer to university levels
- Provide inflation protection
- Drop the bottom step and add a step to the top

Job Security

- Reduce probation
- Eliminate assigning of full-time non-teaching duties to partial-load and part-time
- Restrict use of non-academic bargaining unit employees to perform academic work
- Improve job security for partial-loads

Partial-load Teachers

- Provide measures of total workload [Standard Workload Forms]
- Provide a right of first refusal for partial-load positions based on seniority
- Access to the Workload Monitoring Group

Benefits

- Coverage for dental implants
- Improved orthodontics coverage
- Improved hearing and vision care
- Employer to pay for membership in any professional body where required of employee
- Some portion of retiree benefits paid by the employer

Grievance Process

- Reduce limitations on union grievances
- Allow the union to advance workload complaints

Miscellaneous

- Clarify and improve the rights of persons returning to work from disability leaves
- Sunset on disciplinary letters
- College to pay for In-service Teacher Training Program
- Specify a process for complaints about managers who act unfairly or inequitably

Survey says...*In your own words*

Written comments from our members on the Bargaining Survey and some responses, where appropriate, from Local 110 president Darryl Bedford.

SWF AND WORKLOAD ISSUES

Work outside of teaching: "There needs to be more balance in the workload assessment to consider all the other activities an employee/faculty is involved with when assigning teaching and evaluation hours. While the substantive job appears to be recognised, the significant hours required to properly participate in any number of sub-committees, student geared associations, open houses, graduations . . . as well as mentoring new staff through effective course delivery . . . are not sufficiently recognised. Most staff won't mind putting in 110% but it is not sustainable over a long run without burn-out. [This is] unfortunate as when one is beyond exhausted, it takes away the fundamental pleasure of doing a job that we love."

Online delivery: "The biggest issue for me is the determination of workload for new forms of delivery (on-line)." "The school is moving heavily in this direction and some of my courses are moving in this direction, yet there does not appear to be any distinction between workload for online versus traditional delivery. At the very least there should be an initiative undertaken to understand the differences in workload as they relate to online vs. traditional delivery."

More time needed for students with exceptionalities: "Additional SWF time . . . for the percentage of students in our classes with documented disabilities. Staff need training and compensation for the additional time demands associated with classroom/evaluation accommodations required for the ever increasing percentage of these students in our classes."

Counsellor-specific workload issues: "Workload formulas for Counsellors. This has been an issue of increasing importance

each year, as student mental health issues in the university/college populations across North America are becoming more complex and we are dealing with increasing numbers of high-risk students. This is well-documented in current research. Our counsellors are expected to spend 1 day/week doing same-day, drop-in service for 1/2 hour appointments. Most students accessing this service are coming in, in the middle of crises, and the stress on counsellors to help them within 20 minutes (as we are required to enter notes for each counselling contact, usually taking 10 minutes) is an impossible task, over time, and leads to increased 'compassion fatigue,' vicarious trauma and potential burnout."

Class sizes too big: "When calculating additional hours for professors with large class sizes, the multiplication factor needs to increase or the # of students needs to decrease. Our class sizes are getting too large." "Too many students per classroom (e.g. 50 students in one communications course)."

ACADEMIC FREEDOM

"Lack of academic freedom for teachers to design and implement their classes--too many dictates on number of assignments, when assignments must be distributed [and] how assignments must be administered."

PARTIAL LOAD AND FULL-TIME POSITIONS

Need more full time positions: "My biggest concern is having so many of the college courses being taught by partial load staff. We need more full time positions." "We shouldn't allow [the college] to replace a retired teacher with 4 part-time teachers, like is happening now...for every full time position ended, another full time position should be available!" "Improve language requiring preference for the creation of full-time positions." "Stronger language to convert partial-load and part-time to full-

time positions."

DB: We can grieve this today and we have had some success with 'failure to replace' grievances. We may have the information we need to file the grievance but we need members to give evidence at arbitration. However, some better CA language around vacancies may help.

Questioning the PT/PL categories: "Not sure why we have a 'partial load' category... I would like to see that category removed."

DB: Unfortunately the definition of the partial load category is controlled by the Colleges Collective Bargaining Act (CCBA) and we aren't able to change that definition during bargaining. We do negotiate at the bargaining table on behalf of partial load members.

Better work conditions, pay, and job security for PT/PL positions: "Partial-load professors are NOT paid reasonable living wages, despite often working full-time hours and having sacrificed financially by staying in school to obtain graduate degrees." "Change the maximum hours that a partial load instructor can work. Possibly up it to 20 hours per week." "The one major improvement that we could fight for relates to the NFT faculty. Somehow, we have to give them job security. If they want to work in the College system permanently as NFT, give them a way." "Provide a right of first refusal for partial-load positions based on seniority." "Insufficient notice for non-full-time instructors regarding course schedules, teaching loads, [and] contracts." "Preference for partial-load over part-time positions."

DB: Better protections for partial load faculty were identified at the pre-bargaining conference Oct. 2011. That may include provisions to post all job openings, service transfer, and right of

(Continued on page 4)

first refusal. Partial load provisions are found in CA Article 26.

For goodness sake, help PT/PLs: "It would be great if, for a change, we put our money where our mouth is and actually helped the PL folks get somewhere . . . If more people were aware of just what a two-tier system teaching is (everywhere, but especially in the college system), they might stop complaining about us 'fat cats.'" "More than 2/3 of our [faculty] are NFT, and we do not do enough for them . . . Article 2 should be strengthened considerably."

PL pensions: "Personally, I would like partial-load faculty to have quicker access to the pension."

DB: Pensions are excluded from collective bargaining under the Colleges Collective Bargaining Act (CCBA). The CAAT Pension Plan can be changed by the Board of Trustees and the Sponsors Committee. There is a focus on ensuring that non-FT faculty that are eligible to join the plan receive proper notification as required by plan rules.

COORDINATORS

Improve language in CA for coordinators: "Each coordinator position should be a 2-step position." "Most important to me: Job Description for Program Coordinators--specifically identifying hours in regards to number of students and number of programs tracked by Program Coordinators."

DB: Just FYI, about 27% of our full-time faculty are coordinators. Fanshawe College has over 130 full-time and apprenticeship programs.

WAGE STEPS & SALARY

Status Quo: "I would be willing to accept a salary freeze if it meant that more full-time faculty could be hired." "I would be happy if wages stayed the same."

Grid should be altered: "...drop the bottom step and add one at the top end." "Here's one idea that might make sense: Simplify the grid. Keep the bottom 3 steps as they are, but then have fewer, larger steps. Make it so that professors end up at

max salary sooner in their careers. Something like 12 or 15 years instead of 18 or 20." A top step should be added for PhD level instructors "as the points for education are maxed out for most who have earned a Master's degree."

Why change the grid?: "Broaden ability to move to top step -- you mean, let professors, who are not entitled to top step under current rules, go to top step anyway? Why? Then what would be the point of having additional qualifications?"

Salary: "We have a great contract, I'd be happy if we bargained for no changes and a matching of inflation (around 2%) in salary."

PhD ISSUES / PROFESSOR QUALIFICATIONS

Qualification inflation: "The other concern is the PhD requirement—which puts the partial load staff with Masters level education at a disadvantage—the full time faculty get financial help towards a PhD but partial load don't—yet if we want to be hired full time, we now need the PhD?!"

Compensation for upgrading

qualifications: "There is some pressure for faculty to obtain Masters and Doctorate degrees as the school looks to increase the number of degree programs that it offers. Incentives to pursue these advanced degrees (such as covering more of the costs) would be an important consideration." "I would . . . like to see the colleges offer release time for Masters or PhD studies and include some time in the SWF."

JOB SECURITY

"I would like to see the language defining the roles of counsellors and librarians strengthened (to prevent support staff overlap or replacement)"

"I would really like to see the language strengthened in the collective agreement to protect my job [Counsellor]."

BENEFITS

Possible improvements: "Benefits and pension should not be inflexible and have

a set termination date. They need to be reflective of our changing society." "Dental benefits (implants especially) are woefully out of date." "I enjoyed flexible benefits at my last employer. . . . This would be nice to see."

Professional memberships: There were two comments noting that it would be nice to have the union negotiate to get required professional dues paid for, and one comment that said this is not important.

Non-wage benefits: Suggestions for this area emphasized that in the current economic climate we should ask for non-cash benefits, such as free tuition for the children and/or immediate family members of faculty.

DB: We brought a proposal for child/dependent tuition to the Union-College Committee (UCC). Fanshawe was not interested. For this to happen here, it would have to be put on the bargaining table.

TIMETABLING

Earlier distribution of timetables: "I'm hearing many faculty, particularly faculty with young children, complain about timetabling. The biggest complaint seems to be that timetables for the next semester are given out at the 11th hour." "I would like the collective agreement to state that the College must provide Faculty with our timetables at least 6-8 weeks in advance."

Evening classes: "Structure for timetabling outside daytime hours; equity in assignment of evening class times."

Timetabling exceptions based on family status: "I would also like the collective agreement to make it clear that Faculty will have the opportunity to request scheduling exceptions based on Family status and childcare needs and that these exceptions be taken into consideration and granted when deemed appropriate." "Scheduling exceptions for class times related to family status and childcare requirements." "Consideration in timetabling for child care/family responsibility."

BULLYING AND HARASSMENT

"The current process [around complaints of bullying and psychological harassment] is highly flawed and really does not protect faculty, especially part time faculty."

DB: With the changes to Article 4 of the Collective Agreement, we have much better language around bullying and psychological harassment for our members. We can help you address behaviour that is contrary to the CA and we will advocate to strengthen the CA language.

NEED FOR CHANGE IN UNION

"In my opinion, our union needs a new approach and strategy. The changes to the collective agreement and the process have put the union at a severe disadvantage."

"As society changes and the work force ages our processes need to adjust to reflect changing concerns."

"Give up on 'informing the public' about the details of our situation... The only thing that matters to the public is whatever number is in the headline. So I urge the bargaining team to stop thinking about salary increases of 3% or 2% or even 1.5%."

"Union leaders and bargainers, get out of the old ways of thinking and acting, and modernize.... Be fair, and pay attention to those workers [part time and partial load] that are being terribly exploited."

DB: We agree that NFT are exploited. Significant improvements to the pay grid and benefits were bargained for partial load in 1989. The union has attempted to make further improvements since. Attempts to represent part-time and sessional faculty have been blocked by the colleges.

HEALTH AND SAFETY

"Terms of Reference (TOR) for Joint Health and Safety Committees (JHSC)."

DB: JHSC's are stipulated by the Occupational Health and Safety Act. The TOR would describe how the committee will operate. The Local has been attempting to restart negotiations with Fanshawe College on this important point. Health and Safety initiatives should not be unilateral. TOR should not be imposed. It might be time to bring this to the provincial bargaining table.

STUDENT SUCCESS

There were two comments that stressed student success and the members' focus on that. One mentioned that they hope SEM initiatives will support student success, but he/she is doubtful and worried about the amount of money being spent.

QUALITY TEACHING

"Generally I would like to have some method to eliminate the dead-wood in the system. By dead-wood, I mean faculty who are no longer making the effort, are poor performers or are just bad teachers." "We need to keep the quality of professionals not just quantity." "Union should support the administration in removing incompetent teachers—not support and keep them in place. Work with administrators to ensure that a fair process is applied, but do not hinder that process or hope to keep the staff on a 'technicality'."

DB: The job of a union is to ensure that the terms of the Collective Agreement are upheld. Management has the right under our CA to fire and discipline. Only then is the local involved. We are careful to advise members as to their rights and responsibilities. As noted, it is the union's duty to ensure that processes are fair for all faculty. Members should be cautious of making judgements of other members, as we can never be fully aware of how others do their jobs.

Our CA could benefit from language that specifies what should happen when the employer fails to follow the performance evaluation process for probationary and post-probationary faculty.

TEACHING SUPPORT

"Can you explore whether support staff (with available time) could be used for grading Scantrons and preparing class handouts." "Teaching is the most important this we do... yet we are given a lot of other stuff... investigate using part-time or partial load as TA's and markers as an orientation to college teaching..."

DB: Today's CA does allude to the use of marking assistants. The professor would be given an evaluation factor of RA to

liaise with a marking assistant.

Anecdotal reports would indicate that using markers does not relieve workload.

WORK OUTSIDE OF FULL-TIME TEACHING

"I would like to see the option for the employer to [offer] incentives [for] work done not related to teaching. They are currently not allowed to do so. I envision a system that would allow for a bonus for special achievements. They need to be transparent and open to everyone so it is a fair system of course. Both of these changes can be incorporated on SWF form."

"I am very concerned that it is not allowed for Fanshawe to hire full-time staff on a part-time basis during times we don't teach. This rule makes no sense to me."

DB: An employee can only have one employment relationship with the employer and ours is described by the CA. We can do work outside of teaching in accordance with Article 11 Workload. We may want to consider changes that clarify how non-teaching work is recorded and compensated.

RESEARCH

"I am concerned about the emphasis on research. I would like to see clarifications on the expectations related to faculty involvement in research projects." "What can we offer or what can we pledge to work on together with management that will make the pie bigger? Greater share of government research dollars? That is over \$7 billion."

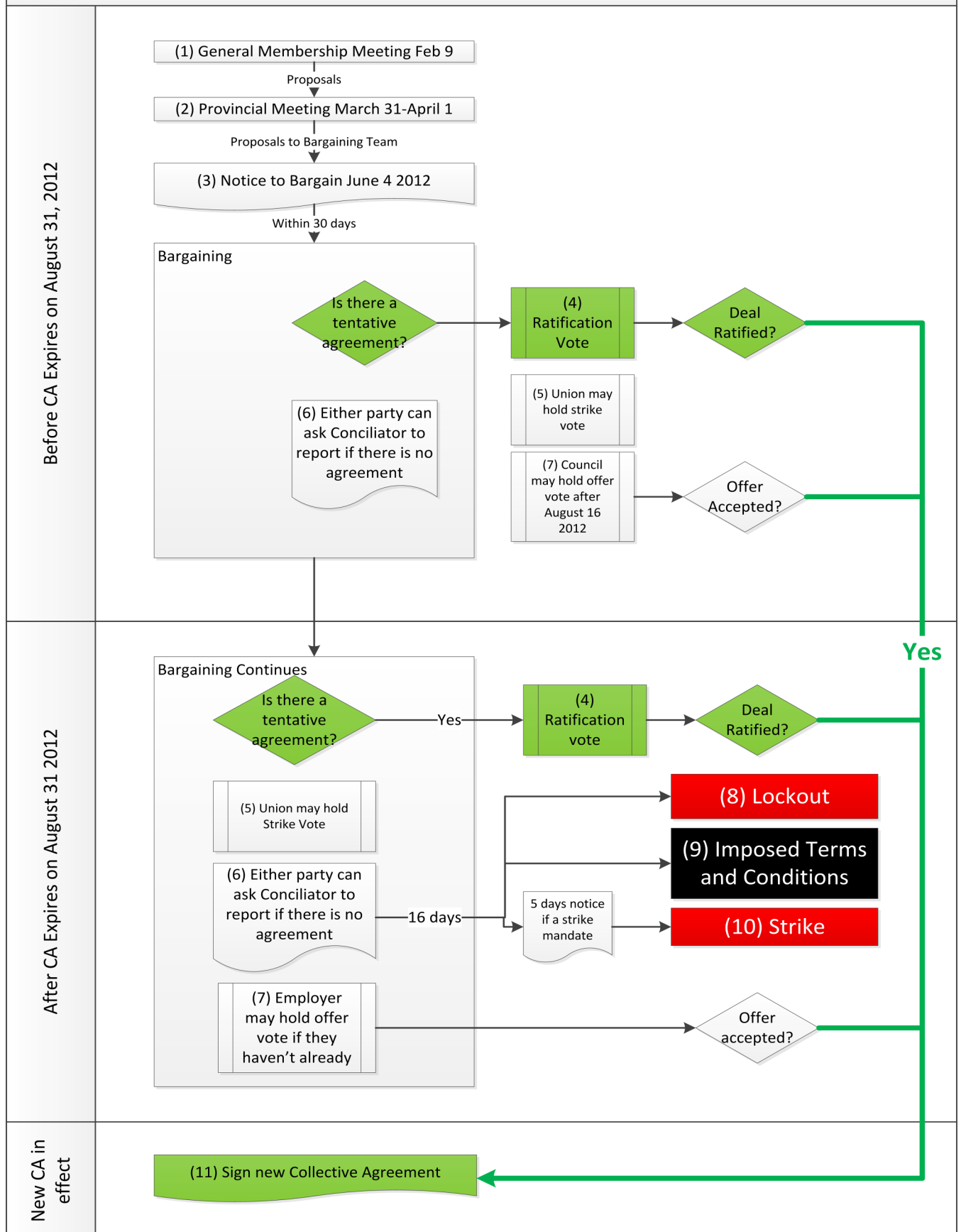
SATURDAYS / SUNDAYS

"Current agreement states that Saturday and Sunday are not normal working days yet we are being required to invigilate exams on the weekend. Clarification is needed here. It feels too open-ended."

HAPPY AS IS

"I would be happy to keep the agreement as is." ☺

Colleges Collective Bargaining Act



What are the steps in the bargaining / negotiating process? *Numbers from chart opposite*

GLOSSARY

CA= collective agreement

CAAT-A= Colleges of Applied Arts and Technology—Academic (teachers, librarians and counsellors)

The Council=The College Employer Council

1. This general membership meeting is where you, the members, let us know what is important to you. Members put forward and vote on bargaining proposals, or 'demands.' Motions are made and voted on.
2. Each local has delegates at the provincial demand set meeting, held March 31 and April 1, 2012 in Toronto. For our local, delegates are Darryl Bedford, Mike Boisvert, Jennifer Boswell, Darren Chapman and Kathryn Tamasi. Bargaining proposals that were passed at the general membership meeting on February 9 may be brought to the floor. Delegates at this meeting can choose to move/second a proposal, or skip over a proposal. Once a proposal is moved and seconded, delegates vote. Only demands that pass can be put on the bargaining table by the provincial bargaining team.
3. As early as June 4, 2012, formal bargaining may begin. Notice to bargain can be given as early as 90 days before expiry of the Collective Agreement (CA). June 4 is the

first working day of this period.

4. If the parties reach a tentative agreement, a ratification vote is held for members to accept or decline the agreement. The CAAT-A bargaining team would be recommending acceptance of the agreement. This vote can be at any time when requested by the CAAT-A bargaining team, and is scheduled by the Labour Board.
5. If the parties do not reach an agreement, the CAAT-A bargaining team (the Union) can call for a strike vote. This can happen either before or after the CA expires. The union can call multiple strike votes. A vote 'yes' to strike does not necessarily mean there will be a strike; a 'yes' vote increases the pressure on the parties to negotiate a settlement.
6. To assist with the bargaining process the Ministry of Labour can appoint a Conciliator, who is a person who confers with the parties to help them reach a collective agreement. The Conciliator may submit a report to the Minister of Labour. If either party asks for a conciliator report, this could be an indication that there are significant differences between the parties and that a lock-out or imposed terms or a strike are possible.
7. The employer, The Council, can bring their last offer directly to our members for a vote. This can happen only once and the

earliest it can happen is 15 days before the expiry of the CA, which would be August 16, 2012. The union cannot call an offer vote (ours is a ratification vote).

8. There has never been a lockout at Ontario colleges. This is when the employer prevents the employees from working to persuade them to enter into a new CA. Lockouts make employers look very bad to the public, as they have taken the hard line decision to suspend services.
9. The new CCBA (Colleges Collective Bargaining Act, 2008) allows the employer to impose terms and conditions of work where the CA has expired and there has been a report from the Conciliator to the Minister of Labour. The terms could be anything. This action bypasses the bargaining table.
10. Where there has been a 'yes' to a strike vote the union has the authority to set a strike deadline with 5 days' notice to the employer. A strike deadline does not necessarily mean there will be a strike or that it will happen that particular day. A strike deadline increases pressures on the parties to reach an agreement.
11. When the membership has voted to ratify a tentative agreement (reached through bargaining between the parties) or the membership has voted to accept the employer's offer, a new collective agreement is in place. ☪

Collective Bargaining Myths

Myth #1: I won't participate in the meeting because I don't support strikes

FACT: Some people automatically equate collective bargaining with strikes. Let's be clear: we are out to bargain a contract, not to go on a strike.

Demand setting happens prior to any collective bargaining. It is the 'setting of the agenda and priorities' and is a key and necessary step in collective bargaining. Your voice counts.

Myth #2: Students come first. I won't worry about the contract because I'm more concerned with my students

FACT: We agree! This 'myth' is true. This is exactly why faculty bargain for an improved collective agreement. A contract is the most tangible way of protecting the quality of education, through the provision of academic freedom, adequate preparation and evaluation time, and safe working conditions. Our belief in quality education

has been central to every round of bargaining. Remember, the collective agreement is your employment contract.

Myth #3: The agenda for bargaining is set by OPSEU head office

FACT: Demands come from the members. This forms the agenda for the negotiating team. Of course, the team must have some latitude to manage the ups and downs of negotiations, but the demands as they are prioritized form the agenda. Management presents their own demands, and these are considered by our team in light of the demands set by our members. Through the survey just sent and completed, and the meeting on February 9, 2012, you set the agenda. Your voice counts.

Myth #4: Bargaining is only about money and benefits

FACT: Compensation and benefits may be issues raised in demand setting. But professionals deserve professional

treatment. The quality of education can be improved by enhancing the professional respect for teachers, librarians and counsellors including academic freedom, compensation for expertise, employment stability and positive working conditions. The terms of the SWF formula are also a key part of bargaining.

The fact is, other demands can and will be presented. See pages 3 to 5 for the range of concerns your colleagues have brought forward.

Myth #5: There are no new issues — I'm doing alright

FACT: There are always new issues.

Consider the facts! Come to the demand setting meeting on Thursday February 9, 2012 at 4:00 pm in T1003.

Your attendance is necessary so that your concerns are heard and brought forward to the provincial demand set meeting on March 31, 2012 in Toronto. Your voice counts. ☪

General Membership Meeting

Bargaining/Negotiations 2012

Thursday, February 9, 2012

T1003

4:00 to 6:30 pm

Please plan to attend.
Your input is important!

The of Fanshawe

Why the "Heart of Fanshawe" campaign? Recent Fanshawe ads have a single, fleeting image of a teacher. We think that the core mission of our college—teaching and supporting students—takes a back seat at times. Fanshawe College is about people working together for student success. We're proud to work here, and proud of what we do for a living.

Teachers
Librarians
Counsellors



THE HEART OF FANSHAWE COLLEGE

