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What the Board Of Governors (BOG) will never know—and why



Questions I am frequently asked by faculty are "Why doesn't the BOG do something? How does the BOG feel about that? When is the BOG going to take action?" And these questions are related to many internal concerns.

The BOG may never take action because they are generally unaware of your concerns. The governance model used by the BOG protects them from hearing the issues that are of concern to employees. Another more fundamental question may be this: where is the balance between what a BOG should get involved with, what should be left as operational?

These are the questions that you have asked:

Budget — Faculty are being asked to look for more and more efficiencies within their programs. They are concerned about the impact of budget cuts on students. They are also aware there is an 11 million dollar operating surplus. The question asked is whether the board is aware of the impact of not spending the money. Yes, they are. However, there is a projected deficit for the next few years and a financial plan was presented where the operating surplus is diverted to compensate for the deficit.

CTO — Do board members question the Contribution To Overhead (CTO) per program? Are they concerned that some programs contribute as much as 87% to overhead? Do they question the optics of

only 13% of the cost going into the student's program? Do they ask questions in cases such as, are

students getting value for their education dollar? A document obtained by Local 110 through an Access to Information Request verifies the CTO per program. Board members do not receive contribution to overhead per program data.

Student success — Are board members concerned about Student Success? Do they realize that class sizes have increased, 62% of faculty are now part-time, timetables are problematic? Do they understand the implications of student retention with on-line delivery, are they aware of the need for increased student services as the student population increases, especially for international students? The answer is yes. The Board of Governors are concerned about Student Success. However, they are not aware of these specific concerns because this type of information is not part of the reports received.

Values — Are board members concerned about the recent values survey, where employees highlighted their perception of the values held by Fanshawe? Bureaucracy, Cost Reduction, Control, Hierarchy, Confusion and Silo Mentality flagged as core values should be of concern. Board members have not seen

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Board of Governors' Report, *continued*

(Continued from page 1)

this report, and I am not sure they will. They did see the 2010 employee survey where employees raised concerns about the culture of the college. While the surveys are different, they both raise important concerns. The two surveys highlight the need for improvement in the way employees are valued, listened to and supported. Details of these reports will be seen as operational—and therefore left to management to address.

Increased Managers — Another question is do board members get information on the number of new management positions, e.g. program managers? No, this will be viewed as operational and therefore they will not know these details.

Board Responsibilities — Does the board “rubber stamp” what administration wants?

Is the governance model an extension of management? The model of governance used

(Carver model) certainly relies on reports given to the board by the administration. The board responds to the content of the reports presented. They rely on the integrity of management to present well-balanced reports.

There is a task force of the BOG that is reviewing the governance model with a mandate “to develop an inventory of issues and questions regarding the board’s approach to governance and determine the best process for addressing those needs.” According to the Carver model, board meetings must be the board’s meetings, and not management’s meeting. This is an important distinction that at times seems blurred.

I wish you and your family all the best of the season. ☺

Kay Wigle

kwigle@fanshawec.ca

Happy Holidays from Local 110!



Art by Alice Tams, from birdsinhats.blogspot.ca

President's Message by Darryl Bedford

Answering the Call

Dear Faculty Colleagues,

I'm reminded of a famous commercial for a U.S. wireless provider. A technician in uniform and hardhat would crisscross the country with a cell phone to demonstrate the superior network coverage and repeatedly ask the question, "Can you hear me now?"

Your Local officers have heard from members throughout the College. We're proud of your dedication and professionalism. You tell us that you love working with students. There are few careers more satisfying than Professor, Librarian, or Counsellor. You are the experts in student success and you prove it every day.

But there are problems. When it comes to being a good employer, Fanshawe College has work to do. The Employee Opinion Survey (EOS) of 2010 confirmed what you have been telling us.

Almost all of you responded that your work gives you a feeling of personal accomplishment and that the work you do contributes to the success of the College.

Many of you responded that your opinions and input are not valued.

Many more of you responded that you do not receive praise and recognition when you do a good job.

Upon learning of the EOS results, your Local expressed concern and prepared a "white paper" with suggestions for college management. Later on, we were able to meet with the Academic Leadership Team (ALT) headed up by Dr. Lane Trotter.

A subcommittee on faculty-administration communication was formed with Chief Steward Darren Chapman, Dean Gary Lima, Dean David Belford and me. It is early days. We've started with the topic of School meetings. But there is so much more to do to have your concerns addressed.

"Can you hear me now?"

Following the support staff strike, Locals 109 and 110 attempted to meet with the Fanshawe Board of Governors to put worker concerns on their radar screen. Over 400 of you signed a petition. The Board didn't want to receive it or address it. The Board wasn't interested in hearing from workers.

"Can you hear me now?"

In preparation for collective bargaining, we heard your concerns through surveys, conversations, and meetings. Money was not the big concern. It was how people are being treated. Partial load faculty needed something, anything, to improve their precarious situation. Coordinators were not being given clear direction.

Our bargaining team listened and managed to make some improvements in a very tough economic and labour environment.

There will still be hard work for us ahead. We need to ensure our employer is adhering to the new Partial Load and Coordinator language in the Collective Agreement.

"Can you hear me now?"

Workload Monitoring Group (WMG) has been one of the few effective joint committees at the College. It is where your workload concerns are heard. For over two decades it has been one of the few places where the parties improved the process.

In 1987, managers had to review each and every faculty SWF at the committee table. Over the years the task of reviewing faculty workload has become far more efficient. The process was working. Again exhibiting a top-down unilateral approach so typical of Human Resources, Fanshawe College management is attempting to gut the committee. The manager members of WMG have imposed a schedule of just two meetings per semester, when previously we met every two weeks.



How will your workload concerns be addressed?

(See the article by Abe Kelledjian in this issue for more details about the Workload Monitoring Group.)

"Can you hear me now?"

Recently, Fanshawe College conducted a survey asking you what your personal values are, what values you felt Fanshawe should aspire to, and the values the organization currently exhibits.

Your perception of the current day-to-day work environment included bureaucracy, cost reduction, control, hierarchy, silo mentality, and confusion.

"Can you hear me now?"

Regardless of whether or not you feel there are administrators doing a good job, it is time for a change. We need a plan. We need real leadership.

Board of Governors, the President, Senior Administration: Your employees are calling. They want you to work with their union. They want collegiality and better problem solving in the workplace. This call is for you.

It's time to answer. ☎

Darryl



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Book Review by Frank Green

Out of the Blue: A Memoir of Workplace Depression, Recovery, Redemption and, Yes, Happiness by Jan Wong



Readers who remember the *Lunch with Jan Wong* column in the *Globe and Mail* would not think of her as a likely candidate for depression.

A longtime *Globe and Mail* reporter, author of three books on China and *Maid for a Month*, her best niche for me was proprietor of the Lunch column. There Wong exchanged jabs with famous lunch mates like Margaret Atwood, Mordecai Richler and Pamela Wallin. Annoyed at her hints that he was a heavy drinker, Richler ended the interview by suggesting that they could go somewhere and “shoot up drugs.” Stung when the account of her lunch was published, Ms. Wallin called Wong the “Hannibal Lecter of the lunch set.”

Wong freely admitted, “I don’t do subtle,” as she rode high in what she considered to be the perfect job for her.

All of this would change in September, 2006 when her bosses at the *Globe and Mail* assigned Ms. Wong to go to Montreal to cover the shooting of 20 people at Dawson College by 25 year-old Kimveer Gill. She was a natural choice for the job since she had been born and brought up in Montreal and because her sister taught at that CEGEP.

Arriving in Montreal 24 hours after the bloodbath and under a tight

deadline, Wong investigated the shooting and wrote a 3000 word article in a single day. Her editors had requested that she include analysis so the article included the following:

“What many outsiders don’t realize is how alienating the decades-long linguistic struggle has been in the once-cosmopolitan city. It hasn’t just taken a toll on long-time anglophones; it’s affected immigrants, too.

“To be sure, the shootings in all three cases were carried out by mentally disturbed individuals. But what is also true is that in all three cases, the perpetrator was not pure laine, the argot for a ‘pure’ francophone. Elsewhere, to talk of racial “purity” is repugnant. Not in Quebec.

“To be sure, Mr. Lepine hated women, Mr. Fabrikant hated his engineering colleagues and Mr. Gill hated everyone. But all of them had been marginalized, in a society that valued pure laine.”

These paragraphs ignited a firestorm of criticism in Quebec and the rest of the country. Quebec politicians and the Parliament of Canada unanimously condemned Wong. Individual and media critics hurled ridicule and racist and sexist taunts at her. She received death threats. There was a boycott of her father’s restaurant in Montreal (which would eventually lead to its closing).

But what got to Wong was the fact that her employer, the *Globe and Mail*, did not support her.

The editor-in-chief, Edward Greenspon, who had read and approved the story before it was published, wrote a column saying that Wong had erred.

More plainly, he threw her to the wolves.

Wong, who had been fearless over a 30 year career and previously endured many threats and dangers without flinching, fell into a severe depression which lasted more than two years. She was fortunate that her family doctor correctly diagnosed her depression and told her to take time off work. When she did so, a lengthy battle began with the *Globe and Mail* and its insurance company, Manulife, which did not believe that Wong was really sick. Eventually the *Globe* fired her.

In this book Wong leads the reader into the emotional and sometimes suicidal hell of clinical depression, describing her every mood, nuance and stage, relapses and eventual recovery with the honesty and precision that is her trademark as a journalist. She outlines the history of the illness and explains current theories on the causes of depression. She cites famous sufferers like Darwin, Tolstoy and Styron.

Probably the most crucial element in Wong’s recovery was the steadfast support of her family.

She dedicates the book to her sister, Gigi, from whom she was estranged after the death of their mother (who had also suffered from depression), but who rallied fiercely to her aid. Her aged father and husband stood by and her two teenaged sons displayed an understanding and level of support well beyond their years.

Wong received substantial help from her family doctor and a psychiatrist. One of her doctor’s suggested cures was that she remain active and that she travel to

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take her mind off the depression. This geographical cure helped her feel better but also further convinced her employer that there really was nothing wrong with her.

Wong found that listening to music and playing flute in a couple of groups helped her feel better. She goes into some detail to describe the various drugs that she took under medical direction, how they helped her and some unfortunate side effects.

Even in the worst of times, Wong did not lose her sense of humour. When she met with two Globe officials to be fired, they objected to the presence of her sister Gigi, who refused to leave.

Jan Wong thought: "Two Wongs do make it right."

With the assistance of her family, union and lawyers, Wong eventually won total victory in her battle with her employer and its insurance company. She refused to accept the Globe's attempt to

gag her as a condition for a financial settlement. She received a large cheque and remained free to divulge every aspect of her fight with the employer



except the amount of the payout.

When all the legal clearances on the manuscript had been received, Doubleday, the publisher of her previous books, decided not to publish the book after all, so Wong chose to publish the book herself. (She must be laughing all the way to the bank now, since Out of

the Blue made the best seller list of, ironically, the Globe and Mail.)

No longer a reporter, Wong moved on to become a professor of journalism at St. Thomas University in Fredericton, NB. She allowed herself a few moments of Schadenfreude on seeing her former editor-in-chief fired by the Globe. She feels she has returned to full health and productivity.

After reading the book, an American friend of mine commented that anyone who has ever been depressed should read Out of the Blue.

To that I add that for everyone who works for a large corporation or workplace, Wong's book should be required reading. ☹

Frank Green is a retired faculty member of Fanshawe College.

If you would like to write a review of a book that would be of interest to our members, please email union@opseu110.ca

Beautiful painting by Fanshawe Student holds pride of place in D2018



Apulia by Rochelle Mills, 2012

Local 110 recently commissioned a painting from a talented Fanshawe College Third Year Fine Arts student named Rochelle Mills.

There was a large space available on the wall just inside the door of D2018. After being contacted, Rochelle promptly came by, measured the space, and disappeared for a few weeks.

We were delighted when Rochelle returned with "Apulia," which was created using gel medium and ink on canvas. It measures a substantial 122cm x 183 cm.

The colours are intense. The painting is beautiful. Everyone who looks at it sees something for themselves.

We are absolutely delighted, and pleased to have an early piece by a talented artist.

Please drop by and see it for yourself. ☹

Chief Steward's Report by Darren Chapman

Are Values Just Words?



Are values just words?

On September 28th President Rundle released the results of the Values Survey, which was conducted in June 2012. It's not a flattering result for the College by any means—in fact, it's a confirmation that the personal values we hold as individuals are not associated with the values the College embodies. It is therefore no surprise there is tension, mistrust, control and bullying in parts of the college. On first glance the email sent to employees regarding the survey results does not cause concern; however, when viewed with a critical eye, it is revealing and shocking. A week ago your union officers discussed the results—and here's what we noticed.

First, it was reported that over 500 responses were received, or about 20% of College employees. There are about 1200-1300 full and part-time faculty (~50%), 700-800 support staff (~30%) and about 400-500 managers/administration (~20%). The results suggest that employees are aligned—in other words, values of faculty are consistent with other employee groups.

The outcome of that values survey demonstrated that the highest rated values for individuals were honesty, respect,

accountability, caring, humour/fun, positive attitude, integrity, balance and fairness. What we collectively believe we have (and remember, perception is the reality) is bureaucracy, student success, community engagement, cost reduction, control, hierarchy, silo mentality, student-focused, health and safety, and confusion. What we desire as a group are accountability, employee and community engagement, open communication, student-focus, collaboration, respect, adaptability, integrity, transparency, trust, caring and leadership.

On the basis of that survey, in late October, President Rundle invited a cross-section of employees to take part in a one-day values workshop. Darryl Bedford, who attended, reports that a draft core and aspirational values document will be released to employees. Employees will be asked whether the draft reflects their values. The process has begun.

The bottom line is that change needs to come, and should come. Fanshawe College is not a happy or respectful place of employment right now. There is literally no correlation between what we value as individuals and what presently exists in the workplace. In other words, we desire something that simply does not exist. What we have is a controlling and hierarchical environment when what we desire is a healthy workplace. This is not hyperbole—it is fact, based on what the College's value survey revealed and what our everyday experiences and anecdotal evidence tell us. Fanshawe: we have a problem.

This is not a healthy institution. Whether we fix this problem together, or we mask it with a Band-Aid remains to be seen.

I believe that a modern professional union should be responsible and respectful

so that the issues of our members and the community are addressed. There have been some improvements in relations between management and the local, but not enough. Some managers have been receptive, but we have also experienced deliberate pushback.

Over the past two years the union local has made a conscious effort to be professional with management at Fanshawe, and smart in our approach to grievances and arbitrations. While our new approach is respectful, I remain unsure that it is effective. The College's preference is to forego Step 1 and Step 2 meetings, where open dialogue is used in hopes of finding common ground and settlements. Instead, management prefers formal legal proceedings, which are incredibly expensive for each party. Remember, college costs are funded by students and taxpayers.

This approach to labour relations is evidence of the bureaucratic, controlling, hierarchical and silo mentality that employees identified in the values survey. Sometimes I'm convinced that my headaches are not migraines, but are caused by my hitting my head against the wall!

With all due respect to our senior administration, perhaps they are stuck in labour relations practice from years ago. Modern labour practices recognize there are alternatives to dealing with issues other than through conflict—it's just sound business practice.

Perhaps this "values" process will present an opportunity for change and *real* dialogue, but I'm not holding my breath—because in the end, values are just words, not actions. ☹

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Profile by Paul Evans

Meet Mike Boisvert: 2nd Vice President of Local 110

Mike Boisvert, a two-year steward of Local 110, was elected Second Vice President at the General Membership Meeting in April 2012. We'd like to introduce him to our members.

In 2006, Mike received his PhD in Psychology from Western University. He discovered during his grad school days that he loved to teach; after he was done, he looked for a position that had a focus on teaching. He received two offers upon graduation: one at Fanshawe and one at Franklin and Marshall, a Liberal Arts College in Lanchester, Pennsylvania. He accepted the Fanshawe offer for the fall term of 2006.

Since coming to Fanshawe, Mike has taught twelve different psychology courses. Lately, he has been teaching introductory psychology courses for the Human Services Department, though he is located in the School of Language and Liberal Studies. He teaches nursing and police foundation students. Also, he teaches a General Education course on time perception (more on that later).

Mike first became involved in the union in 2008 when he started zone

inspections for the Joint Health and Safety Committee. In 2010 he became a Union Steward representing Language and Liberal Studies. As 2nd Vice-President of Local 110, he believes that he can use his research skills to help Local 110 and his fellow members.

Mike's duties as 2nd Vice-President are varied. He is helping Jennifer Boswell revamp the newsletter, the Educator. Also, he is pitching in on communications. In addition to this, he is doing research on online learning and getting background on issues that might come up in the next bargaining round, such as academic freedom.

Mike says that the biggest challenge facing members is to get a good collective agreement in the next bargaining round, in this "age of austerity." Another pressing issue is that of academic freedom, particularly now when we're seeing explosive growth in online learning. The rights and protections faculty have over their academic product is of vital importance.

As his colleagues in Language and Liberal Arts know, Mike is a bit of a 'neat'



freak. He has, by far, the cleanest desk in the department (do you detect any sarcasm here?) He says he likes to have everything at his fingertips (and, it seems, up to his ankles too).

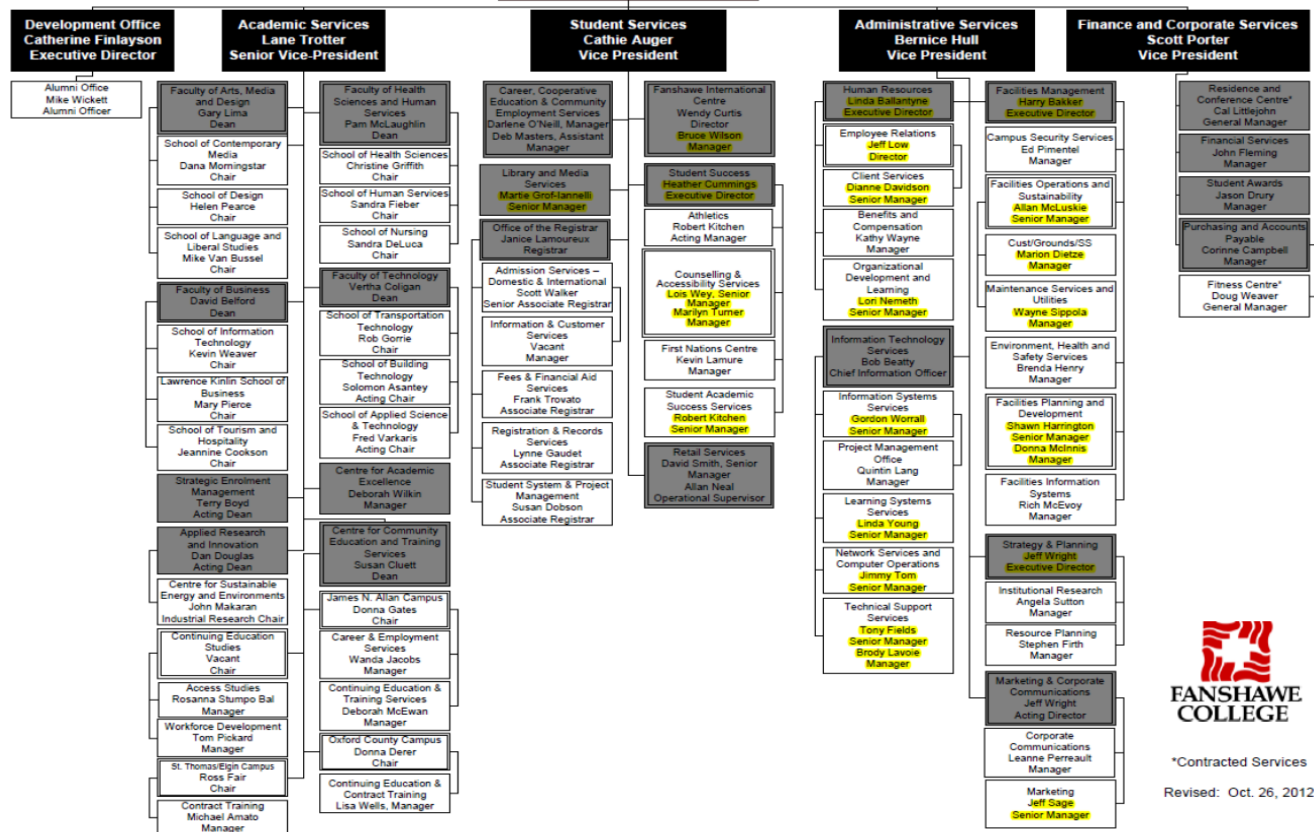
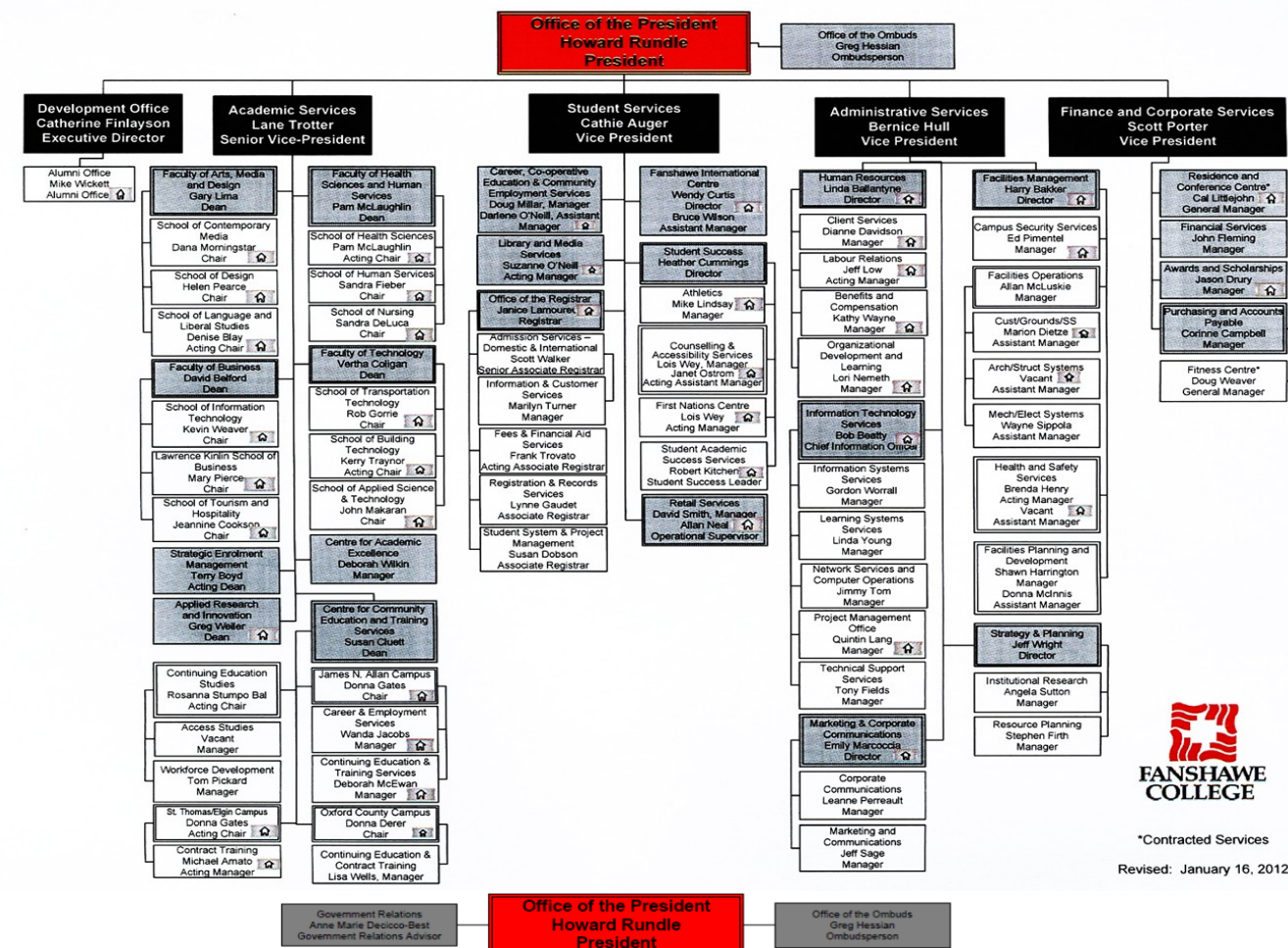
Mike's interests outside of the college include cycling and hiking. He likes to garden all year round and build greenhouses. He claims that he is basically a boring guy. But kidding aside, all his coworkers and friends know that Mike is first and foremost, a person devoted to his family.

For those who are interested, his PhD is on bumblebee time perception. It is not a bestseller as yet. ☞☞



Mike was snapped by lurking paparazzi when escorting Justin Bieber and Selena Gomez on a whale-watching trip in Quebec.





Organization Charts, Past and Present

Earlier this year the Ontario provincial government instituted a wage freeze for all public sector employees. They enacted legislation to ensure this happened.

This made bargaining difficult. However, your CAAT-A bargaining team was able to reach a settlement with the colleges. Faculty, librarians and counsellors were very reasonable throughout the bargaining process. The negotiated collective agreement that members accepted included a two-year wage freeze.

On October 26th, 2012, Fanshawe College posted a revised organizational chart to the MyFanshawe portal (see opposite page). From January to October 2012, nearly half of the management titles under VPs Bernice Hull and Cathie Auger have been changed—and improved. For example, Directors have become Executive Directors; Managers have become Senior

Managers.

There was no notice or explanation provided for these changes. Given current economic and political pressures, the optics of these title enhancements are terrible.

Local 109 President Wil Sorrell and Local 110 President Darryl Bedford requested an urgent meeting with President Howard Rundle on Friday, November 16 to ask for explanations for the changes. Also in question was why the changes had been made without notice or announcement.

The meeting request was referred to VP Bernice Hull. The meeting has not been scheduled.

The presidents of the two locals then wrote to the members of the Board of Governors to ask why these changes were made during a period of restraint and wage freezes.

On Monday, November 19th Local 109 had a regularly scheduled Union/

College Committee meeting. VP Hull explained that the changes were a cleanup of titles to match the existing pay grids. She also asserted that there were no wage increases, now or in the future, planned as a result of these title changes.

Local 109 asked the College for a copy of the management pay grid (minus individual identifying information) so that the public and the college community could confirm that freezes were still in effect. A response from the employer is pending.

Your locals believe in accountability and transparency. That is why we have raised the issue with management and asked the Board to follow through on their fiduciary responsibilities. ☐

It is imperative that the College use its 11 million dollar operating surplus and savings from the freeze to deliver quality education to students. ☹

THE PUBLIC DEMANDS ACCOUNTABILITY & TRANSPARENCY



John Henderson in the spotlight. The writing's on the wall, John—and on your forehead, neck, torso... John is a faculty member in the School of Language and Liberal Studies and teaches WRIT and COMM.

Around the College—Doing What We Do Best!

The students were quiet, obedient, and quickly seated. It must be test time! Leslie Martin delivers a test to her students. She teaches health and pharmacology courses in the Developmental Services Worker Program. Leslie has been at the college for 30 years.





John Conley

Introducing the Hardship Committee

OPSEU Local 110 created a Hardship Committee in the General membership meeting last April to deal with financial assistance for its Members in crisis.

The Hardship Committee was formed to make emergency funds available to Local Members who have experienced adversity due in part to acts of nature, disability, death or loss of employment. They no longer have to wait for a General Membership meeting to approve financial aid.

The Hardship Committee will make recommendations to the Local for the dispersal of funds to members who are experiencing unexpected financial difficulty due to crisis.

When the Local receives information of a crisis through an alert or member application, the committee convenes to examine the situation.

The requirements for dispersal of funds are relatively simple:

- a) verbal communication with the Member experiencing crisis, when possible; or
- b) application by the Member.

The application can be a simple email stating reasons for hardship. No dollar amount is required. The committee can request a Member application.

The award is a grant and not a loan. There are guidelines and caps for available funds. It is the intention that the committee can react much faster than seeking General Membership approval to help relieve the pain of the emergency financial difficulty.

This new committee was elected by the April 2012 General Membership

meeting. It consists of John Conley (chair), David Dwyer, Leslie Martin and Mary Ann Smith with one outstanding seat for an alternate being available at this time.

Recently the committee convened to provide some interim funds for a member who had a devastating home fire.

This committee, along with others formed by the Union, show the compassion and true caring your Local has for its individual Members.

OPSEU Local 110 Hardship Procedures

1. Purpose

- 1.1 To provide financial assistance for members in good standing who find themselves in dire circumstances.
- 1.2 These procedures do not apply during a strike. A separate Strike Hardship Committee is established in the event of a strike.

2. Local Hardship Committee

- 2.1 The Local Hardship Committee shall consist of four members to be elected at the same time as the elections for Local Officers (every 2 years). Two of the members should be stewards (from different schools/departments) and two members shall not be stewards or trustees. An alternate steward and an alternate non-steward will also be elected.
- 2.2 Confidentiality of member information will be maintained at all times during the process. Information and records are stored in the Local Office with members of the Hardship Committee and the Local Officers having access to the information. The applicant may give permission for information to be shared with others or allow inquiries to be made (e.g. the Joint Insurance Committee) where it may assist the application.

3. Source of Funds

- 3.1 The Contingency Fund will be used as the source for hardship funds. A budget line for Hardship will be included under the Contingency Fund

section of the Local Budget to be approved by the General Membership.

- 3.2 Since the Contingency Fund is invested in longer-term instruments, in practice the cheque would be written from the Local's operating account. The transaction would be shown in the books as a pending transfer from the Contingency Fund back to the Operating Fund.
- 3.3 It is up to the General Membership to determine the amount allocated for the Hardship Committee's use. Unused amounts are carried over to the next budget year unless directed otherwise by the General Membership.

4. Access to Funds

- 4.1 The Committee members are responsible for establishing and amending the criteria for access to hardship funds. The criteria must then be approved by the LEC (Local Stewards) prior to the consideration of any applications.
- 4.2 Decisions made by the committee shall be by majority. If required, the Local President can make a decision in the event of a tie. The Committee shall inform the Local Officers and the Applicant of their decision in writing. Only the Local Treasurer and one other signing officer (President or First Vice President) are able to disburse the funds.
- 4.3 No decision by the Committee shall result in the Hardship budget line being exceeded. Where funds are insufficient, requests for funds must be made to the LEC and/or General Membership as required by OPSEU policy.

5. Member Access to Hardship

- 5.1 Access to hardship funds will be through an application or recommendation process. Written applications or recommendations will be reviewed by the Local Hardship Committee to determine eligibility for

(Continued on page 11)

Your Workload by Abe Kelledjian, Union Co-Chair of WMG

Introduction to Workload Monitoring Group

My name is Abe Kelledjian, union co-chair of the Workload Monitoring Group (WMG). In this article I'll talk about issues that have recently come up at the WMG.

Workload Monitoring Group is a joint union-management committee whose duties are laid out in Article 11 of the Collective Agreement. The union side of the WMG reviews all SWFs in the college, every term, and both sides monitor and deal with workload concerns as they occur. One important task that the group does together is solving workload referrals.

At the start of this academic year, September 4, 2012, Management at our college initiated an 80% reduction in complementary hours for all three members currently serving on the Workload Monitoring Group. This reduction of complementary hours was a unilateral decision by Management without consultation with the Union. This is of particular concern since the WMG is a joint union-management committee. Unfortunately, Fanshawe College management has a recent history of unilateral decisions involving joint committees – the Joint Health and Safety Committee being another. The members of WMG are currently in the process of referring their workloads to an arbitrator as Management refuses to negotiate with the Committee an acceptable allowance of time for the members of the Committee to perform their duties.

As a result, it is even more important now for faculty to understand and review

their SWF's prior to signing them. Here are some key points to consider when it's time to sign and agree to your workload:

Take the time and read Article 11 in the Collective Agreement. This is the article which deals directly with our workload. It is the largest article in the collective agreement, and it has a direct bearing on your workload term to term, obviously!

Double check the course Evaluation Factors on your SWF. We have received reports that some schools have changed this factor without advising Faculty.

Compare your Evaluation Factor on your SWF with the Method of Evaluation in your CIS's. If they don't match, bring it up during your discussion with your Chair. Here's a refresher on Evaluation Factors:

EP – Essay/Project – used for grading essays, essay type assignments or tests, projects, or student performance based on behavioural assessments compiled by the teacher outside teaching contact hours.

A 100% EP factor amounts to 5.4 minutes of marking per student, per week, if your course is offered 3 hours a week. This amounts to 1.8 minutes per student, per teaching contact hour, per week for evaluation. Not much time! And this is the highest evaluation factor.

RA – Routine or Assisted – used for grading by the teacher outside teaching contact hours of short answer tests or *other evaluative tools where mechanical marking assistance or marking assistants are provided (i.e. Scantron, Quizzes where the answer is the same, etc.)*.

the Committee. When a request does not fall within the criteria for assistance the Committee will notify the Applicant in writing. If the member qualifies for assistance the Committee will next determine the amount to be given based on the need and budget. In making its decision the Committee will take into consideration the type of hardship and the duration of the hardship. ☹



A 100% RA factor amounts to 2.7 minutes per week per student if you have 3 teaching contact hours. Per teaching contact hour, it's only 0.9 minutes per week.

IP – In Process – used for grading within the teaching contact hour. Note however that if the student is graded in class, but there is a take-away component where a form is filled out and uploaded to FOL at a later date, this method of evaluation is no longer IP but RA. A true in-process evaluation would be tasting a cake and judging it immediately 'acceptable,' or a checklist on a clipboard that can be immediately checked off to evaluate student work.

A 100% IP factor equals 1.5 minutes per week per student for 3 teaching contact hours, or just 0.5 minutes per week per teaching hour. That's 30 seconds to evaluate, or give a mark!

Atypical – You should know that if your course or its evaluation does not fit easily into these evaluation descriptions or anywhere else in Article 11, Workload, there is provision for a course to be judged atypical, and additional hours of work will be attributed on an hour for hour basis.

Should you have any questions or concerns regarding your workload, please contact your steward or a member of WMG. ☹

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Abe Kelledjian

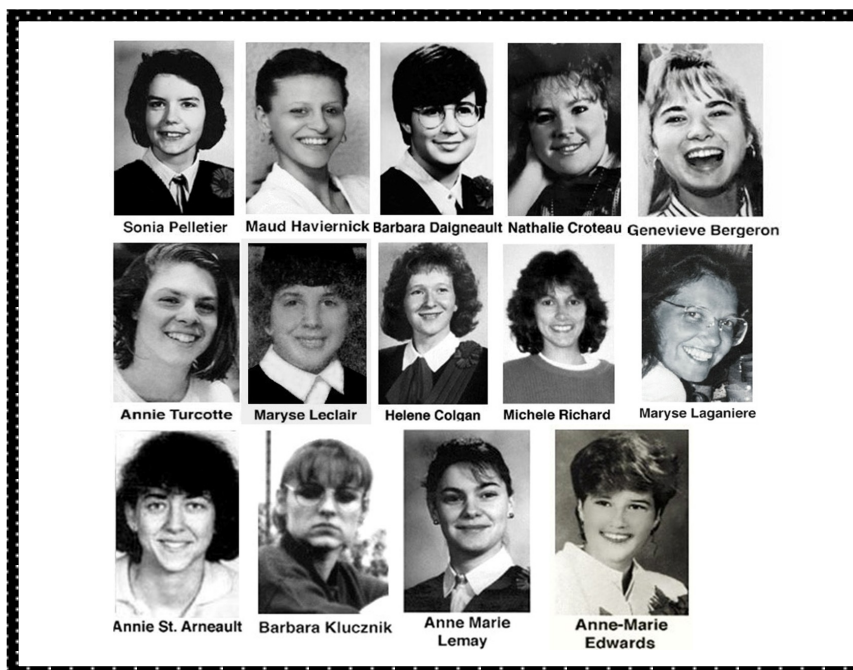
1972shadow@gmail.com

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assistance under the stated criteria and the amount to be granted.

- 5.2 Where it may be helpful in making a decision, receipts, invoices or proof of need should accompany the application.
- 5.3 Each request for assistance is measured against the criteria set by

NATIONAL DAY OF REMEMBRANCE AND ACTION ON VIOLENCE AGAINST WOMEN – DECEMBER 6, 2012



December 6 is the National Day of Remembrance and Action on Violence Against Women in Canada. Established in 1991 by the Parliament of Canada, this day marks the anniversary of the murders in 1989 of 14 young women at l'École Polytechnique de Montréal. They died because they were women.

As well as commemorating the 14 young women whose lives ended in an act of gender-based violence that shocked the nation, December 6 represents an opportunity for Canadians to reflect on the phenomenon of violence against women in our society. It is also an opportunity to consider the women and girls for whom violence is a daily reality, and to remember those who have died as a result of gender-based violence. And finally, it is a day on which communities can consider concrete actions to eliminate all forms of violence against women and girls in Canada.

~directly from the Government of Canada Status of Women website, <http://www.swc-cfc.gc.ca>

Fanshawe College Remembrance Ceremony

Alumni Lounge, Student Union Building

12 noon December 6, 2012

Speaker: Megan Walker, Executive Director of

London Abused Women's Centre

All are welcome.

Every day do something that will inch you closer to a better tomorrow.
~Doug Firebaugh