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## Introducing Our New President: Peter Devlin

*by Kay Wigle*

After a Canada-wide search, Fanshawe College Board of Governors selected Peter Devlin as the college's new president,

replacing Dr. Howard Rundle. The extensive search included interviews with candidates, following which the decision to hire Peter was unanimous.

The president is the board's only employee, so board members spent much time to ensure they hired the right person. The criteria for hiring

came from several sources, both internal and external. Internally, members stated this was a time for change and wanted the new president to be an outside person who clearly understood the importance of teamwork and who valued everyone's opinion. It was determined Peter was the best fit to move Fanshawe forward. He has demonstrated exceptional leadership abilities.

Peter recently retired as Commander of the Canadian Army and he explained how the college system is a good transition for him. In his previous position in the armed forces he dealt with young people in all aspects of their lives, including education.

His philosophy of education in the army was to "impact understanding, foster team spirit and instill a desire to succeed."



**Canada**  
**Fanshawe College**

Peter understands how to work successfully in a large system. He clearly has the skills needed and is a quick study so he will be able to understand the complexity of the college system. He believes teamwork and collaboration are important elements of good decision-making.

Peter has

demonstrated unshakeable ethics, a clear sense of direction and a good sense of humour.

Scott Player, incoming Chair of the Board of Governors for 2013/14 said:

*In order to build on the established success of the college, the board recognized that certain key attributes would be required by any successor to President Rundle—attributes which would provide the college with its highest probability of success for dealing with the challenges as well as opportunities which would be facing our organization over the next decade.*



Ontario's union  
Le syndicat de l'Ontario

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## Our New President, *continued*

(Continued from page 1)

*The entire board was unanimous in its selection of Peter Devlin as the next president of Fanshawe College.*

*In order to be successful with the new strategic framework and vision for the college, during a period of what can only be described as challenging, in terms of both funding and competition, it will be critical that the voices and creativity of all employees be heard. We believe that Peter Devlin's inclusive and open style of leadership is most*

*conducive to fostering and capturing that level of employee involvement. And with all employees working together, we shall not fail to unlock the potential of our students, employees, and community.*

Peter also has personal connections with Fanshawe. His wife, Judy, worked in the registrar's office and his father worked in the manufacturing and engineering department. Peter and Judy have three sons and a daughter.

Please welcome Peter as we start a new era at Fanshawe College. ☙



Picture from Metronews.ca

*Welcome*

President's Message by Darryl Bedford

## A New Era

So much has changed since our last issue of The Educator. You could say that with the retirement of President Rundle we are in a new Fanshawe era.

I, along with my colleagues would like to congratulate Dr. Rundle on his long years of service to this college. He has surely guided Fanshawe College through some challenging times and exciting changes. The college underwent substantial transformation in the time he was here and we have weathered many storms together. Budget cutbacks and layoffs under Premier Harris, Superbuild, double cohort, growth in student numbers—we could go on. We wish President Rundle the best in his well-earned retirement.

On behalf of all of the members of Local 110, we would like to welcome President Peter Devlin to our college.

Local 110 is optimistic that we will be able to work with President Devlin to address issues facing our members, our support staff colleagues, and our students. Our faculty members have performed well in the face of challenges such as growing class sizes and rapidly evolving technology. (see the Online Learning Committee article on page 10 for a new initiative). We have been committed to providing quality education for our students and we shall continue this important mission.

For the past few years, the officers and stewards of Local 110 have consistently sought to resolve the concerns of our members through

collaboration and a professional approach with senior college administrators. We believe that we have made inroads, but there is more work to be done. We remain committed to this path.

With President Devlin we hope to continue building a positive, collaborative environment where people are valued and recognized for their efforts. The value of a Fanshawe education is found in the interactions students have with our faculty and support staff.

On the back page of the March 2013 issue, we wrote about the labour relations improvements needed at the college.

Looking forward, we would like to develop a rapport with President Devlin and his management team with the goal of achieving the following:

**Improvement of labour relations with both locals.** We're looking forward to a more collaborative approach.

**Facilitating adherence to the terms of the collective agreement.** They're not guidelines; they are the rules both the employer and employees have agreed to and must follow. Not only should everyone know the rules, it is helpful to know why they are there and how they are to be applied.

**Respectful treatment of people.** It sounds simple, but it's absolutely necessary.

**Placing proper value on employees' loyalty and hard work.** This means employees of all



classifications, including part-time. No person should be treated as disposable.

**Improving two-way communication and being responsive to employee input.** We must all be prepared to listen.

**Collaborating with the locals to resolve problems early, without resorting to costly arbitration.** An in-house, negotiated outcome for member-related issues is much preferred by both locals. Arbitration escalates and alienates both sides, creating a win-lose mentality. In the end, no one wins but the lawyers.

**Developing and implementing practices that are transparent and accountable to employees.** Vital areas for openness include budgeting and the job posting process.

This new climate can be achieved with strong leadership and a commitment to people.

President Peter Devlin will need support and input from the faculty. He can count on us.

The future is what we make it—  
together. \$

*Darryl*



Book Review by Whitney Hoth

## The Trouble with Billionaires by Linda McQuaig and Neil Brooks



Toronto: Penguin Group, 2010

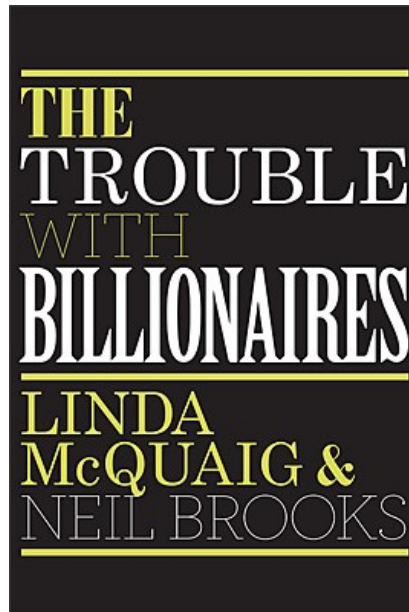
Linda McQuaig was in town on March 20, 2013 at Wolfe Recital Hall to talk about her book *The Trouble With Billionaires*, co-authored with Neil Brooks. I had heard McQuaig speak at Fanshawe College several years ago. Her talk on that occasion was wandering and anodyne, and I expected little from her. Something was different this time. Perhaps the audience of university professors, social sector workers, assorted aging hippies from Old South, and a smattering of baby boomers from Fanshawe College was home court for McQuaig. She gave a surprisingly rousing talk about the evils of income disparity and our pervasive culture of greed.

### What can we do about greed and disparity?

I was especially impressed by her response to a question from the audience: "what can we do about it?" After listening to more than two hours of dire statistics on tax evasion and quasi-criminal schemes for making

money out of misery, everyone in the audience had the same question. McQuaig paused, looked off in the wings, looked back, braced herself on the podium, and answered with a note of challenge, "the least we can do is express our contempt." That moment was electric. 'Yes,' I thought, 'that is what we can do and should do. We can find the strength to express our disapproval of

conduct that is manifestly loathsome and cruel – not indulge ourselves in mere complaints or ironical laments."



The audience of decorous and polite Canadians heard McQuaig's challenge with some discomfort, but murmured their assent anyway. I decided right then to buy the book.

### Necessary simplifications

*The Trouble with Billionaires* is a better book than I expected. It's one of

the best of the many exposes of the recent economic crash. I would put it in the same class as Michael J. Sandel's excellent *What Money Can't Buy: The Moral Limit of Markets* (Farrar, Straus and Giroux, 2012), another fine examination that invokes moral ideas as meaningful.

McQuaig and Brooks provide a useful simplification of the causes and consequences of income inequity. It is customary to dismiss popular and accessible books like *The Trouble with Billionaires* as simplistic. That charge has been leveled against McQuaig's reportage repeatedly, and she is open to it. In this case, simplification is unavoidable if citizens are to understand anything about the enormously complex systems that dominate their lives. Our economic systems have become perniciously complex and defeat ordinary comprehension. Not so much because they are designed to be obscure, although that is also sometimes the case, but because they have grown beyond the control of the individuals who create them.

John Kenneth Galbraith described this phenomenon as 'the undesigned dynamic of great organization.' In essence, we can only see such systems from some limited perspective. McQuaig and Brooks provide one. Their vantage point is admittedly selective, but it brings the incomprehensible machine back to human scale.

Contemporary market capitalism is itself a simplification, although it is less honest than McQuaig and Brooks about its ideological roots. Following the 2008 debacle, can anyone still

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(Continued from page 4)

claim that the Randian nonsense of charlatans like Alan Greenspan was economic science, that his ludicrous assertions about 'the end of the business cycle' were any less simplistic than, say, Marx? Capitalism is not science; it's a pyroclastic flow of unintended consequences pushed along by the self-interested choices of particular individuals at particular times, and *The Trouble with Billionaires* catches a few of these characters in the act.

### Friedman's fallacy

Milton Friedman's infamous dictum that the only obligation of economic agents is to obey the law in their otherwise single-minded pursuit of profits is an impudent fallacy. McQuaig and Brooks convincingly demonstrate that the elaborate speculative schemes of such Wall Street con-artists as billionaire John Paulson are simply *out ahead of the law*, activities that will probably become illegal once the law figures out what they are and how they work.

Friedman's economic agents without a moral compass, obedient only to

statute law, create the kind of havoc and waste that law then tries to put in order after the fact. One of the reasons it took so long to catch Bernie Madoff is

***"McQuaig and Brooks show us instead a gang of mean-spirited poltroons in love with themselves, nasty little men with hearts of tin; rich as Midas and just as pitiable and noxious."***

his pyramid schemes are asymptotically related to legitimate business practice. Where one draws the line is almost, if not entirely, arbitrary. Distinguishing between clever Paulson and criminal Madoff is difficult. One is in prison; the other is fabulously wealthy and at large. Both are thoroughly despicable.

### The regulatory leash

Thugs like these are sometimes

lionized in the press as clever Machiavellians seeing the main chance and taking it, wise guys with free-market verve and nerve 'putting one over' on the other guy. McQuaig and Brooks show us instead a gang of mean-spirited poltroons in love with themselves, nasty little men with hearts of tin; rich as Midas and just as pitiable and noxious. We see their dodges and manipulations, their readiness to wrench advantage from misfortune, and their perfect indifference to anything other than profit, however sordidly derived.

Contemptible indeed. The least we can do is see it for what it is. McQuaig and Brooks provide the moral indictment these men deserve, and we can only hope legal regulation is soon restored to keep them, and others like them, on a shorter leash. Thanks to McQuaig and Brooks for getting their machinations down on paper, and to McQuaig *solus* for taking this message on the road. ☙

*Whitney Hoth is a faculty member in the School of Language and Liberal Studies*

## **WANTED: HARD DATA ON COLLEGE TEACHING** **SEEKING VOLUNTEERS TO LOG THEIR TIME THIS FALL**

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See page 11 for more details

***In appreciation for your time, an honorarium will be provided***

Report Summary by Jennifer Boswell: Part Two of Two

## An Analysis of Counselling Services in Ontario Colleges

by Jim Lees, Confederation College and Peter Dietsche, OISE/U of T

### PART 2—THE CHANGING NATURE OF COUNSELLING

The March 2013 issue of the *Educator* contained [Part One](#) of the summary of *An Analysis of Counselling Services in Ontario Colleges* by Jim Lees and Peter Dietsche. Their report integrated information gathered through questionnaires and interviews involving counsellors at all 24 colleges in Ontario. Questionnaires were filled out by 172 counsellors, and 120

participated in focus groups. Abridged in that first part was an overview of college system growth in Ontario, the more diverse student body, and the increasing complexity of their mental health issues.

Correspondingly increased burdens on counsellors have resulted from these changes. Also reviewed were delivery modes for counselling services.

Part Two covers the changes over time that counsellors have seen in the job they do ([read Part One here, on pages 8-9](#)). The support that counsellors feel they receive is also reviewed. Finally, counsellors rate their job satisfaction and effectiveness.

#### CHANGES OVER TIME TO COUNSELLING PRACTICE

##### **Holistic nature of the practice**

It is a truism that change is the only constant. The report outlines, in detail, the changing nature of college counselling practice and the new issues that have arisen due to these changes.

As noted in Part One, counsellors' jobs used to include academic and career counselling, along with personal counselling. These aspects were dealt with together, with one counsellor, in a

holistic way. This is increasingly no longer the case.

Picture an extremely common scenario: a student comes in and says "I'm having trouble in school." Okay, it seems that this person needs academic or skills counselling. Not necessarily. Statements such as this often lead to revelations of personal trauma, or mental illness, or intense outside pressures. Extensive personal counselling is necessary as a result (p.



72). Counsellors are facing the loss of their holistic method of practice because academic advising and career counselling have been offloaded to advisors, leaving counsellors to focus on and specialize in personal counselling and crisis situations.

This new model which redirects academic and career counselling to advisors forces students to deal with more people, and threatens holistic counselling practice, traditionally best and most effective, which looks at the student as a whole (p. 120). Some counsellors voice concern over this loss, and others are resigned. This new process makes it less likely that students will get all the help they need. Using multiple advisors, coaches and counsellors also creates redundancies

and inefficiencies.

##### **New advisor roles and positions**

As mentioned, the counsellor role has narrowed. Colleges have seen a great increase in advisors, with an abundance of advisor titles (28 were cited by counsellors in this report) and duties. These new positions sometimes overlap counselling roles, but often increased collaboration results as all work together on behalf of students.

There is an urgent need to additionally clarify the counsellor's role because of the many pathways of support available to students with the increase in advisors and because of the impending regulation of psychotherapy in Ontario.

Noted in the comments is the concern about some colleges that have added significant

numbers of advisors relative to increases in counsellors. Lees and Dietsche cite comments that reflect "a natural fear and skepticism that the use of advisors is a way to hire fewer counsellors who are more extensively trained and command faculty salaries" (p. 119).

One of the final conclusions of the report notes that different service delivery models have been adopted by the colleges, but there is no way to identify whether these models are efficient, or which ones are best. Outcome measures should be considered and put in place.

##### **Risk assessment**

Because colleges have to ensure safety on campus for all, risk assessments are done to reduce

liability and to try to ensure as safe an environment as possible. Increased student mental health issues and crises have produced a greater demand for risk assessment (p. 40). Over 25% of counsellors now perform risk assessments. They voiced worries about missing something, and a resultant student tragedy. Lees and Dietsche gathered comments that referred the “liability and accountability issues in terms of risk assessments for harm to self/others and safety planning” (p. 41). Counsellors’ expertise is increasingly used to help ensure safety on campus.

### **Crisis orientation**

A crisis situation is when a person poses a threat to themselves and/or others, and immediate intervention is required. The intervention could be taking a student to the hospital, calling police and/or security, or being asked to assess risk (p. 105).

Many counsellors commented in the questionnaires about the increasing crisis orientation of their departments, and their jobs. The increased complexity and volume of mental health issues within the student population has led to more crises; these realities are time consuming and there is a lack of resources to be able to fully deal with them. There is also a lack of community resources to refer students to (p. 40).

One of the conclusions of the report is that increased referrals of people with mental health issues to college necessarily requires more liaison between college counselling departments and outside mental health agencies (p. 126).

### **Mental health centers**

The changing nature of the job means that counselling departments are becoming more like crisis or mental health centers. Lees and Dietsche collated the gathered comments as follows: “it is as if they need to function more like a mental health facility,

without the infrastructure, support and resourcing that community agencies are structured to have” (p. 76).

One counsellor wrote, rather poignantly, “I constantly have to keep reminding myself that I am not working in a mental health agency and set limits on myself” (p. 41).

Some believed the focus on prevention is gone because of the necessity to deal with crisis situations.

***“I constantly have to keep reminding myself that I am not working in a mental health agency and set limits on myself.”***

The stance is now reactive rather than proactive; coupled with the loss of a holistic approach, higher enrollment numbers and increased pressures, one can detect stress and anxiety in the counsellors’ comments. Counsellors and their departments have less time and resources to emphasize prevention.

### **SUPPORT FOR COUNSELLORS & COUNSELLING SERVICES**

The support that counsellors receive in delivering their services is an important part of whether they can perform at full potential. When asked about the levels of support they received from their managers, counsellors at large colleges reacted quite positively: 64% said they received “very much” and “quite a lot” of support from their managers, while 36% said they were “somewhat” or “not at all” supported.

The responses are more negative when asked about the perceived support for the counselling role from senior administration: 30% of large college respondents said they felt they

received “very much” or “quite a lot” of support, while 70% said they were “somewhat” or “not at all” supported (p. 54).

A pattern emerged which showed that large colleges were seen as offering the lowest levels of support across the board, at the college, manager, and senior administration levels. Support across all three categories dropped as college size increased, with one exception for senior administration support at medium sized colleges (p. 55). Counsellors at small colleges received the most perceived support overall.

The larger colleges seem to be struggling in this area. As John Conley, member of the Joint Health and Safety Committee once told The Educator, Fanshawe College is a small city, with all its attendant opportunities and dangers. Can counselling departments at large colleges offer all the help and/or services required of a small city? With 43,000 full and part-time students at Fanshawe, our counsellors certainly have their work cut out for them.

When asked in focus groups about how to improve the counselling department’s ability to meet student needs, participant answers tended to focus on the fact that senior management is needed to help implement needed changes (p. 70).

### **COUNSELLORS RATE THEMSELVES**

The questionnaire asked a question about job satisfaction, with 1 being “very low satisfaction” and 10 “very high satisfaction.” The mean score was high at 7.8, with responses ranging from 2 to 10 (p. 55). When asked about how effectively counsellors were meeting the needs of students, with 1 representing “very poorly” and 10 “very well”, the responses resulted (again) in a mean of 7.8 (p. 55). For this question, responses varied from 4 to 10. There is quite a wide variability

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across colleges in Ontario with respect to job satisfaction and how well counsellors believe they are meeting students' needs.

One comment was "we meet the needs of the students we see" (p. 69), which reveals that there is uncertainty around how many students weren't seen and perhaps would have benefited from seeing a counsellor.

### MOVING FORWARD

Counsellors were asked to list best practices. While 258 total practices were submitted, those most frequent could be summarized as the following:

- Collaborative practices among peers, faculty, staff
- Effective walk-in/triage systems ensuring prompt service
- High quality of counselling offered; clinical competencies.

This comprehensive report by Jim Lees and Peter Dietsche is a snapshot of counselling practice as it exists today, with appropriate historical context and questions about how to move forward into the future. Some necessary tasks discussed in *The Educator's* summaries include clarifying the role of the counsellors; increasing supports for their practice given the pressures of increased student numbers, diversity, and complexity of students' mental health issues; striving to maintain or strengthen a preventive focus; and carefully considering and implementing delivery models that will work in the years to come, given the new realities. ☙

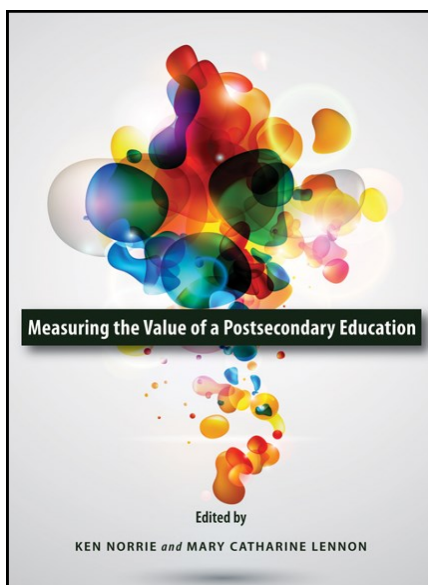
Book Review by Frank Green

## Measuring the Value of a Postsecondary Education

*Edited by Ken Norrie and Mary Catherine Lennon*

*Kingston: Queen's Policy Studies Series, McGill-Queen's University Press. 2013*

Written in the dry and astringent jargon of higher-education speak, this book is not an easy or exciting read. It is as full of suspense as a sleepy



afternoon spent watching plastic pipes to see if they will rust. A speech by former goaltender and politician Ken Dryden, well known for his somnolent style, is the lively part.

Even so, the slim volume, which in 194 pages presents nine papers and one speech delivered by an international group of researchers at a conference in Toronto during May, 2011, serves an invaluable purpose. The conference was sponsored by the Higher Education Quality Council of Ontario (HEQCO), the group charged by law to "provide advice to the provincial government to improve the accessibility, quality and accountability of Ontario's public postsecondary system."

### **Difficult path from college to university**

The book reminds us of a key problem that has bedeviled the Ontario community college system since sainted William Granville Davis, then Education Minister of the province, acted as midwife to the new system in 1965.

The problem is the lack of integration between the college and university systems and clear, predictable articulation for college graduates who wish to continue their education by getting a university degree.

In Ontario, a student who successfully completes a college diploma of two or more years, (with very few exceptions) knows only that he/she *may* be given some credit towards an Ontario university degree. This uncertainty and unpredictability frequently cause students great frustration, duplication of courses, wasted time and added, unnecessary expense. Whatever happened to the idea of encouraging life-long learning?

At a time of fierce global competition, a serious shortage of highly skilled workers, looming deficits and program cuts, this muddle also adds to the woes of the Ontario economy. Of course, just like the students, taxpayers pay for the waste. Accountability, anyone?

It does not have to be this way. In the United States, for example, a student who passes a two year

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college program knows, in advance, that it will give him/her an associate degree, worth two years credit towards a full university degree. In British Columbia, Alberta and Quebec, with local variations in detail, it is possible for many two-year college or CEGEP programs to be credited towards a university degree.

### **Silos in Ontario's post-secondary education sector**

The problem began in Ontario back in 1965. Although Mr. Davis recommended that a committee be established to determine procedures and conditions for college graduates to proceed to university, the committee never saw the light of day. As a result, two very high silos were erected in Ontario's public postsecondary education sector, the college and university systems. (See the excellent article by Wendy Stanyon, *College Quarterly*, Fall, 2003. Vol. 6, No. 1).

With very few and minor exceptions, the chasm between the two systems has not been breached since, in spite of a plethora of studies, meetings, committees, papers and agreements.

### **The 'Faint Hope' Accord**

For example, one such agreement, the Port Hope Accord, was signed in 1999 between the Council of Ontario Universities and the Association of Colleges of Applied Arts and Technology of Ontario. It was announced with great fanfare and promise of impending progress on articulation arrangements at a joint meeting of the Boards of the University of Western Ontario and Fanshawe College that summer. Immediately, a Western VP addressed the meeting and quickly cataloged a long list of obstacles the university saw to any progress in the foreseeable future.

As the oxygen and optimism drained from the room, a deflated Fanshawe Board Member suggested that the new agreement should more accurately be dubbed "The Faint Hope Accord."

### **Improved articulation and clear equivalencies needed**

But back to the book at hand. The papers contained in it describe studies and projects in Canada, the U.S., Europe and Australia which attempt to determine the quality of educational programs, advance a learning-outcomes-based approach and establish the equivalence of

various levels of diplomas and degrees across countries.

The President and CEO of HEQCO, Harvey Weingarten, expresses the hope that these studies will encourage progress to "a more robust transfer of credit system," in Ontario's public postsecondary sector.

With all due respect to Mr. Weingarten, this observer is less sanguine. After almost fifty years with very little progress towards making university reasonably accessible to community college graduates, more studies and projects are unlikely to make a difference.

What is needed is for the Ontario government to exercise strong persuasion with the public universities of the province. The fact that since Mr. Davis' great community college initiative in 1965, no government, of any stripe, has had the *cojones* to do so does not bode well for rapid progress.

Let us hope that the solution to the problem will come closer to the colleges' golden anniversary than to the centenary of Mr. Davis' historic enterprise. ☙

*Frank Green is a retired Fanshawe College faculty member*



Chief Steward Report by Darren Chapman

## Online Learning Committee



In the spring of 2013 your union struck an ad hoc committee on issues pertaining to online learning. Clearly, this is the one area that will affect members the most in the next few years.

### **Online delivery is here to stay**

First off, let us be very clear – your union and local executive are NOT adverse to the concept of online learning and we understand that this new process of delivery is today's reality. We do, however, have significant concerns of how online teaching policies are being developed and how the policies affect the terms and rights of our collective agreement. We have felt that it is better to address the issues upfront as the policies develop, rather than through a reactionary process that leads to conflict and grievances.

### **Piecemeal policies, differing approaches**

Many schools have taken the lead in defining what online learning is and how it will affect faculty without referring to the collective agreement. Chairs have justified this position by saying they have consulted faculty in

developing policies; however, the individuals who make up these online committees within schools have not had union, or other schools/ departments' concerns in mind. They likely do not know or appreciate how the decisions they are making in these committees affect the rest of the faculty across the college.

Decisions are being made about changing the delivery models with little concern about the short and long term effects of these decisions. There is little evidence of reference to published studies or research when making these decisions. For all these reasons, we felt it necessary to form an Online Committee, a group that will address online education issues from a union and cross-college perspective.

### **Issues raised at the inaugural online committee meeting**

The committee first met in May 2013 and identified central issues which we felt needed to be researched and addressed. They are as follows:

**Workload:** development, delivery, and proper credit for work time on the SWF. Faculty are not getting time for the extra work required to prepare for online delivery.

**Health and safety:** hours/ ergonomic considerations for both on-site and off-site work.

**Training & accreditation of online teachers:** standards and recognition. How do we determine if someone is ably trained to develop online content? ION (Illinois Online Network) training courses are not being credited. No time is being given on the SWF to take the courses. The ION Certificate is not being recognized as a

(salary) step. Is in-house training equivalent to ION?

**Student success:** completion rates for online versus F2F (face-to-face) and blended delivery; qualitative experiences; counsellor's issues for special students.

**Academic freedom:** with online delivery, this may be even more difficult to achieve or maintain for college faculty.

**Intellectual property:** what is captured, stored and re-recorded; faculty's own work as it is incorporated into online delivery; privacy issues

**Replacement:** certain courses being delivered online on a permanent or temporary basis. Common curriculum issues and sharing of that content across the Ontario college system as a whole.

**Who teaches online:** delivery of online courses by full and partial-load faculty, or by 'facilitators,' support staff, part-time and sessional instructors. how different course deliverers would affect our ability to negotiate future collective agreements.

These categories are wide-ranging and of great importance to all faculty across Ontario colleges.

### **White paper to be published**

The committee's aim is to publish a white paper for publication and distribution across the wider post-secondary system. As far as we can ascertain, there is no current document that addresses the issues from a faculty association or union perspective. Given that the vast majority of faculty across

North America work under some form of collective agreement, there should be a perspective that at least raises and addresses issues from the faculty stakeholders. The goal is to publish this white paper in the spring of 2014.

#### **Get involved**

Obviously, there is much to learn. For these reasons the committee is seeking representation from a broad spectrum of faculty within the College – full and part-time; those who have online teaching experience and those who don't; those working in different schools; those working with different levels of students; those who embrace technology and online delivery and those who haven't. The bottom line is that we need input from a wide variety of faculty to ensure that we have a well thought out model that is successful and sustainable for both faculty and students going forward.

While we have struck the committee and there are already members who have come forward to assist, we would welcome more participants. If you feel you have something to offer to the committee and to your fellow faculty colleagues, please contact the office at D2018.

#### **Transformative times in teaching and learning**

Local 110 continues to be a voice for quality education. We have formed this committee to discover and explore a variety of issues that affect our ability to deliver a superior course to our students while being respectful of our collective agreement. Whether you want to participate in the committee or provide constructive feedback, this is THE issue that will define our contracts going forward. We need to hear from you, and we need your support. ☛

*You can reach Darren via Twitter*

**@DCChiefOPSEU110**

*Or email [chiefsteward@opseu110.ca](mailto:chiefsteward@opseu110.ca)*

## **WANTED:**

### **HARD DATA ON COLLEGE TEACHING**

### **SEEKING VOLUNTEERS TO LOG THEIR TIME THIS FALL**

We are gathering data on—

- *Curriculum development*
- *Online course development and delivery*
- *Hybrid course development and delivery*
- *Face-to-face course development and delivery*

We will provide a paper journal or a smart phone app to help you record your details and time

Please call ext. 4205 or 519-452-4205

or email [union@opseu110.ca](mailto:union@opseu110.ca)

or visit D2018 for details and help

Time data does not have to be collected for the entire term—a few weeks will provide a good snapshot.

***In appreciation for your time,  
an honorarium will be provided.***

## NEW FACULTY SURVIVAL TIPS:

# The ABC's of survival: The first weeks in the classroom

(from our friends at the OSSTF, Ontario Secondary School Teachers' Federation; with some alterations for Fanshawe College)

### Attendance

Find out your department/schools' policy. Establish expectations early.

### Be prepared

Have extra assignments ready for unforeseen circumstances. Always have a digital backup of your PowerPoints and materials somewhere, such as in the FOL locker.

### Course Information Sheets / Coordinator

Get these in advance. Check often with others teaching the same course and with your Coordinator.

### Discipline

Be realistic, reasonable and consistent. Check out the [Student Code of Conduct](#), or go to *MyFanshawe/ Documents / Policies / Academic Policies / Student Rights & Responsibilities, 2-G-01*.

### Expectations

Tell your students right away what you expect regarding assignments, emails, marks and so on.

### Flexibility

Something is bound to foul up in the first few weeks. Try to laugh. It's not the end of the world.

### Games students play

Be prepared for students to try to "get" the rookie.

### Honesty

Students have really good baloney detectors. Be honest, and be yourself.

### Illness

Know the procedure for calling in sick.

### Journal

Keep a journal of reflective practices. Write down what you will do differently next time, or what you will do more of.

### Keep track

Use colour-coded folders for each class: marking, attendance and materials.

### Literacy skills

All teachers teach literacy skills.

### Mentor

Choose a person you can trust to help you and build your confidence.

### Names

Institute a method to learn names; students respect teachers who learn their names quickly.

### OPSEU Local 110

Your OPSEU representative is there to help you; don't hesitate to ask. Dial ext. 4205 (or 519-452-4205) or drop by D2018.

### Preload phone number

Preload the Fanshawe Facilities Number on your cell phone. Use this number for routine enquiries, lost and found, and for Computer HelpDesk: **519-452-4400**.

### Questions

Don't be afraid to ask—we were all beginners once.

### Relax

Build in time for family, friends, leisure and exercise.

### Sense of humour

Don't leave home without it.

### Tour the college

Learn the layout; find your rooms before term starts.

### Unwritten rules exist

Find out what they are for your school/department.

### Visual aids

Find out how to run the equipment.

### Who's really in charge

Get to know the very helpful support staff. Treat them well!

### Xerox

The photocopier is a useful tool. Learn where it is and how to use it.

### Your collective agreement

Get a copy and read it. See 'O' above.

### Zeal

Enthusiasm is contagious!

When nothing is sure, everything is possible.  
~ Margaret Drabble