

## **PART TIME CAMPAIGN IN FULL SWING**



"Just a friendly card game."

**General Membership Meeting  
Tuesday January 8 2008 4pm  
Room D1052**



## President's Message

Dear Colleagues,

Let us all hope that 2008 holds much for quality of education.

We are awaiting the report of the Whitaker Commission on changes to the Colleges Collective Bargaining Act and hopeful that the changes will create a college system that promotes quality in education and harmony in labour relations. What we know at this point is that the legislative exclusion of part-timers and sessionals from collective bargaining will be removed. That accomplishment comes after decades of advocating for these colleagues and we are delighted.

We are hopeful that after two years of being identified as a high risk employer in the educational sector that Fanshawe will reduce the number of days lost due to workplace injury and illness. Next issue we will have a column on Health and Safety in the newsletter.

The union is submitting its critique of the 2009-2014 Academic Plan to the Academic V-P and the hope is that the process of creating the final plan will become collegial. 2007 did not have any signs of a collegial approach but perhaps 2008 will bring something fresh.

In 2008 the union will be developing a brief on the disengagement of management from the workforce.

I am hoping that every faculty member takes a minute and starts the new year by making a part-timers feel welcome and inviting them to sign a union card. The table on page 3

shows that being unionized makes a difference. It does not tell the tale about benefits, job security and so many other ways that the gap is even greater.

All the officers join me in wishing you the best in 2008.

In Solidarity,



### Local 110 Officers:

**President:** Paddy Musson  
**Chief Steward:** Gary Fordyce  
**1st V.P.:** Kathryn Tamasi  
**2nd V.P.:** Darryl Bedford  
**Treasurer:** Carol Toop  
**Secretary:** Catherine Hagerty-Mwangi

**Reach Local 110 at:**  
**Fanshawe College (Room D2018)**  
**P.O. Box 7005, 1460 Oxford St. E.**  
**London, Ontario N5Y 5R6**  
**Ph. (519) 452-4205**  
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### Available on [www.opseu110.ca](http://www.opseu110.ca):

Remembering the Fleck Strike  
FOI request - Downtown London Hotel

### Approved for distribution:

Paddy Musson, President OPSEU 110

# Part Time Campaign

## Questions and Answers

**Q1:** As a full-time member why should I encourage Part-timers to sign a union card to become an OPSEU member?

**A:** Because it will bring fairness to colleagues who have borne the greatest price for government under-funding. Because it increases your job security. In '95 and '96, 30% of faculty jobs disappeared while the numbers of students increased and while the numbers of contingent faculty increased. That will continue to happen as long as there are teachers who are being paid significantly less than we are paid. Do it because it is right and do it because it is right for you!

**Q2:** As a Partial Load faculty why would I encourage Part-timers to join OPSEU?

**A:** Because you have a decent hourly rate that the union negotiated for you as well as benefits and other rights and they don't and that is unfair. The V-P Academic has advised chairs to hire PT over PL and so it is job security for you.

**Q3:** Why should Part Time or Sessional sign a union card?

**A:** Unionized workers make an average of 26% more than workers without a union.

The gap is even greater in colleges for academics. A similar gap exists for benefits and for job security. If you want fair treatment then Union is the way to go.

**Q4:** Part Time faculty are often worried that if they sign a card the college will not give them any more work, is there any way to keep the information from the college?

**A:** The law requires that all cards are handled as if they were medical information. They are confidential. They are not shared with the employer by the union or by the Ontario Labour Relations Board, the body appointed by the government to oversee union certification.

**Q5:** I hate to encourage a Part Time faculty who makes so little to join a union and pay dues when they won't see the results immediately. What do you say about that concern?

**A:** You may be worried about them paying union dues before you see any improvements. It is OPSEU policy that dues are not charged until workers have a ratified collective agreement. They don't pay until the union delivers. ■

## How joining a union benefits you

No Union  
Part Time Faculty

avg \$40.19 / hr

OPSEU  
Partial Load Faculty

\$71.53 to \$124.10 / hr + **benefits**

Source: 2007 CRCIS Staffing Survey submitted by Fanshawe HR, Collective Agreement

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# Part Time Campaign

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## Voices: The Part Time Experience

*An open letter by Rick Jolliffe  
Steward, Language and Liberal Studies*

Some faculty may not have been as involved in the Part Time Campaign as others. I understand. The realities of part-time teaching are remote from most of us. Please continue reading. Maybe you will want to become a bit more involved.

Recently, I saw two young teachers I knew as part timers, working together submitting their final grades. This was the first semester for both of them and the grading process confused them a bit. I offered to help. They got the grades submitted.

As we talked I was reminded of some of the realities of part time work:

They needed to print a copy of the grades since they had been asked to give a paper copy in to the School office. They were not allowed to print from the computer. We had to get the technologist to change the settings so that they could print two sets of grades.

Since they were paid for each hour taught they were not really being paid for submitting their grades. They had decided to drive to the College together but the parking card had expired the day before. When they went to the Parking Office to explain and ask for permission to park while they entered their grades, permission was denied. They had to pay for parking for the privilege of submitting grades. When I suggested that I might have left my grades in the Parking Office

and gone home, they said, "But the students might not get their grades."

Both taught courses which were new to them. They estimate they were paid less than \$10 per hour after preparation and evaluation were factored in. Remember, they were teaching courses for which a full-timer would receive the SWF requirements related to class size, prep and evaluation time. If they were to come back next semester, in all likelihood they would have new courses yet again.

Neither of them will be back next semester. One decided, "Enough is enough." The other has been told that there is no work available. Both were asked by students what courses they would be teaching next semester. The students wanted to enrol in whatever courses they might be teaching.

Both are signing Union cards.

Most of us have been here for a few years. Some of us have been here for a lot of years. Let's all work toward getting Fairness for Part-Timers.



Get involved in the campaign to sign them up.■

# How to sign an OPSEU union card by FAX

For Ontario community college part-timers and sessionals

1. Print out this page.
2. Complete the form below and provide all information where requested **in bold**. Make sure you sign and date the form. Do not sign and date where it says "Signature of recruiter".
3. Fax the completed page to the OPSEU college organizing office at (416) 448-7453.
4. An OPSEU organizer will call you to verify your information and confirm (i.e., witness) that you really did sign the card.

Please note that Ontario law protects the confidentiality of union members. A union may not disclose any information relating to your membership.



## Application for Membership

Ontario Public Service Employees Union, 100 Lesmill Road, Toronto, ON M3B 3P8

I hereby apply for and accept membership in, and authorize OPSEU, its agents or representatives, to act for me as my exclusive representative in collective bargaining, in respect to all the terms and conditions of my employment and to negotiate contracts with my employer covering all such matters.

X \_\_\_\_\_ Date \_\_\_\_\_  
(Signature of applicant)

On behalf of the above organization, I hereby accept this application.

X \_\_\_\_\_ Date \_\_\_\_\_  
(Signature of recruiter)

Last name (please print) \_\_\_\_\_

First name (please print) \_\_\_\_\_

Address \_\_\_\_\_ Apt. # \_\_\_\_\_

City \_\_\_\_\_ Prov. \_\_\_\_\_ Postal code \_\_\_\_\_

Phone (home) \_\_\_\_\_ Phone (work) \_\_\_\_\_

Employed by (name of College) \_\_\_\_\_

Campus \_\_\_\_\_ Department \_\_\_\_\_

- Faculty: Part-time     Faculty: Sessional     Support: Part-time     Support: Non-recurring project

Home or secure e-mail address \_\_\_\_\_

# BREAKING NEWS: Pay Cut for Fanshawe Part Time Faculty

The 2007 Staffing Survey results are in. If you consider that 2 to 3 hours could be spent outside the classroom for every hour spent inside, many faculty are being paid less than \$10 per hour.■

\$40.25 / hour October 2006	→	\$40.19 / hour October 2007
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## Local 110 News

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### Benefit Information

For more information on benefits, login to Fanshawe Online, look under Employee Links on the left, click Human Resources to go to the HR portal, click Benefits at a Glance, or Benefit Premiums. In the HR portal, you can also go to “Your Entitlements” in the menu and click on “Sick Day Balance” to retrieve the number of days in your sick day bank.

### Harry Crowe Conference

Paddy Musson attended Harry Crowe Conference November 2 to 4 2007 presented by CAUT on Protecting the Integrity of Academic work.

Among the speakers was **Rosemary Deem**, Professor of Education and Research Director, Faculty of Social Sciences and Law, University of Bristol. She is the co-author of *Knowledge, Higher Education and the New Managerialism: The Changing Management of UK Universities* (2007). Her insights are very relevant to our experiences here at Fanshawe.



### John VanderSteen on Sea to Sea Bike Tour

John VanderSteen will be riding his bike across North America with the “Sea to Sea 2008 Bike Tour.” It begins June in Seattle and ends August 30 in Jersey City for a distance of about 3,700 miles or 6,000km. The Christian Reform Church is undertaking the tour to raise awareness of the needs of the poor. To make a donation, you can call John 519-453-8213 or go to the web site [www.SeaToSea.org](http://www.SeaToSea.org).



# The Watchdog

This may seem like an odd time to print this information, but you can never know enough about your SWF! If you have any concerns about your workload call 4205 and we will set up an appointment with one of the union members of the Workload Monitoring Group: Gary For-dyce, Darryl Bedford and Pat Hague.

## SWF Meetings with your manager

A minimum of six weeks prior to the beginning of a teaching assignment, your supervisor is required to meet with you to discuss your proposed workload. Article 11 of the Collective Agreement provides the details for your workload assignment. The factors set out in Article 11 for evaluation/feedback and preparation are the minimal amount of time that can be credited for those tasks. These factors can always be negotiated upwards if the existing factor is insufficient to cover the work (11.01 G 2). This is your opportunity to discuss these matters with your manager.

## Preparation Factor

Make sure the factor attributed to each of your assigned courses or course sections is accurate. If it is a new course that you have never taught before or you are teaching for the first time since a major revision, the factor should be 1.1 hours for each teaching contact hour. If you are not sure whether the factor given is the correct one, refer to Article 11.01 D of the Collective Agreement.

## Evaluation Factor

This factor seems to be where most errors occur. The evaluation factor attributed to a course must be consistent with the course outline and consistent with the method of evaluation method you will actually use in the course. The course outline should set out how the students are to be evaluated. The factor on your SWF must reflect that evaluation method. For example, if essays are the method of evaluation then essay project marking with a factor of .030 must be credited on the SWF.

Reference	Collective Agreement - Article 11.01									
	B&C	D	D	D	D	D	E	E	E	E
CRSE100101	6.0	1	EB	0.60	3.6		44	OT	0.027	7.1
CRSE100102	2.0	1	RB	0.35	0.7		22	OT	0.027	
CRSE100103	2.0	1	RB	0.35	0.7		22	OT	0.027	1.2
CRSE200101	3.0	1	N	1.10	3.3		17	EP	0.300	15.3
Wkly Total	13.0				8.3					24.8

Evaluation factors must be the same for all sections of the same course

Preparation Hrs/Subject = Factor x Tch Contact Hrs  
 Eval Feedback Hrs/Subject = Factor x Tch Contact Hrs x Class Size

Evaluation Factor Calculations for 'OT' Courses									
	Ty	Fctr	Per	Ty	Fctr	Per	Ty	Fctr	Per
CRSE1001	EP	0.030	0.8	RA	0.0150	0.2	IP	0.0150	

Breakdown must match method of evaluation in your course outline

Other types of evaluation are covered in Article 11.01 E of the Collective Agreement. Make sure they are correctly recorded on your SWF and they properly reflect what you will be doing.

### Number of Sections and Class Size

Make sure the number of sections is accurately counted on the SWF. Each line on your SWF under course/subject identification should be counted as a different section.

Class size is initially determined by the College but it must be monitored by you. Four weeks into any assignment or term the number of students assigned on your SWF must accurately reflect the number of students in your class. If the student numbers in your class exceed the number allocated on your SWF, your SWF must be revised. You must ask your supervisor to make the revision.

### Complementary Functions

Every professor is assigned six hours for unscheduled activities (four hours for out-of-class assistance to students and two hours for administrative functions). Other complementary functions that you are assigned must be on the SWF, setting out the time allocated for each function. For divisional meetings, a weekly attributed factor is used even though the meetings may only occur once a month. The total monthly attribution must accurately reflect the time spent in that

monthly meeting. Other assigned complementary functions will be attributed in a similar fashion, but regardless of whether you spend the time on a weekly basis or monthly, it must accurately account for the time spent doing that task. If the hours spent do not match your SWF, then you must have it corrected. It is imperative that you are properly credited on your SWF for all of the work you are doing.

### Total Teaching Weeks

Any week that you have assigned teaching hours must be credited as a teaching contact week. Even if there was only one hour in that week, it is credited as a teaching contact week. Exam invigilation is also credited as teaching. Any week you are assigned to invigilate exams will also be credited as a teaching contact week. Remember that your yearly total cannot exceed 36 teaching contact weeks if you are teaching in a post secondary program or 38 teaching contact weeks in a non-post secondary program.

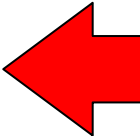
### General Check

Make sure the dates for your SWF meetings with your supervisor are properly recorded and that your supervisor has signed the SWF. Check the addition of the totals on your SWF. We have sometimes found errors in addition especially in the Accumulated Totals section.

Note: If not in agreement with the total workload, the faculty member must so indicate in writing within three (3) days from the date of receipt of the S.W.F. and return a copy to the Supervisor

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

- Mutual Agreement of Assigned Workload
- Proposed Workload referred to College Workload Monitoring Group
- Proposed Workload referred to Workload Resolution Arbitrator



It is very important that you **sign** your SWF, **tick the appropriate box** and **return your SWF within 3 days of your last SWF meeting.**



If you find any errors or if you disagree with the workload on your SWF, you must check off that you wish the SWF to be referred to the WMG. Make sure you fill in the section Faculty Member's Comments setting out the problems with the SWF. Then sign and date the SWF and hand it back to your supervisor within three days from the day you received it.

Your supervisor may wish to resolve the matter without having to go to the WMG. That's ok, but make sure all of your issues are addressed properly. If they are not, then proceed with your complaint to the WMG for resolution. If you refer your SWF, you will be contacted by the WMG Secretary (a member of the support staff) for further information. The current Secretary is **Laurie Marshall** of the Institutional Research and Planning (IRP) department.

If you have any questions regarding your SWF or the WMG process, please contact your divisional steward or any member of the WMG.

WMG Members:

**Gary Fordyce, Chief Steward**

**Darryl Bedford, Information Technology**

**Pat Hague, General Studies**

### **Timetables**

You must have your timetables two weeks prior to the start of classes. The time you end each day cannot be more than 8 hours after your start time. For example, 8am to 4pm is acceptable but 8am to 5pm would be a violation. You cannot start a day less than 12 hours after the end of the previous day. For example, if you end at 9pm on Monday you cannot start teaching 8am on Tuesday.

### **A Final Thought**

If every professor at Fanshawe College were to allow two hours of work per week to go uncredited, it would amount to (350 x 2) 700 hours of work. If you divide the 700 hours by 44 hours (the maximum number of hours a faculty member can be assigned without overtime), it would equate to 16 fewer full time teaching positions at the College. ■

***There is a faculty opening on the Workload Monitoring Group. If you are interested, please contact the union office D2018 extension 4205.***

### **Fanshawe Factoid**

Faculty have often asked about the value of the dollars spent on international partnerships. Their questions frequently contain the word "junket." Compliments of an Access to Information request, we provide the following information for your enlightenment.

#### **International Partnerships**

#### **Statement of Expenditure**

**for the period ending March 31, 2007**

Salary Costs	379,158
Other Supplies and Expense	37,936
Postage and Courier	51,766
Promotion/Public Relations	164,932
Professional Development	53
Travel	126,058
Memberships & Dues	2,575
Other Resources Chargeback	(1,856)
Contract Services - Other	251,659
Maintenance Equipment	270
Telecommunications	4,069
Non-Instructional Computers	1,065
<b>Total Expenditure</b>	<b>1,017,684</b>

## What if Fanshawe had a Second Life?

*no name newsletter staff with files from CAW/CALM*

The website SecondLife.com provides an online three-dimensional virtual environment called the Metaverse. The Metaverse is populated by avatars, animated characters created and controlled by users. Second Life is clearly inspired by Neal Stephenson's novel [\*Snow Crash\*](#) which introduced the terms *Metaverse* and *avatar* to popular culture. Stephenson constructs a fascinating tale of how events that transpire in the Metaverse affect the life and death of the real human beings behind the avatars.

Virtual goods and services in Second Life are purchased using Linden Dollars (L\$) which can be exchanged with real currency. Participants can buy land, build structures, or even buy virtual clothing. This gives the Metaverse an economy all its own with an impressive Gross National Product that rivals real nations.

Fanshawe College has purchased an island inside Second Life. At this time it is barren land with no structures. This article is highly speculative as any plans to use the island are surely in their infancy. However, there are educational institutions teaching courses inside Second Life today.

As with any form of e-learning, considerable planning and effort is required. There are a whole series of academic and practical issues. How do you know who the avatar really is? How do you evaluate avatars and protect against cheating? What if the avatar is wearing no clothing (a common sight in the Metaverse) or not behaving in an appropriate manner? Does the Student Code of Conduct apply? If the avatar completes a program, do you issue a real diploma or a virtual one?

Local 110 would be in favour of teaching inside Second Life if it enhanced quality education and if the teachers were fairly compensated. Students can succeed in an online environment when guided by a qualified teacher who has been given sufficient student-teacher contact time either in person or online. Teaching and curriculum development must be recorded appropriately on a SWF.

Since the island represents Fanshawe College property, the terms of the *Colleges of Applied Arts and Technology Act*, the *Colleges Collective Bargaining Act (CCBA)*, and our Collective Agreement would still apply.

This leads to some interesting "what if" scenarios. Members of the Italian union Rappresentanza Sindacale Unitaria (RSU) along with the Union Network International (UNI) have made history by staging the world's first virtual strike in the online world of Second Life. RSU members (in the real world) have been locked in a bitter contract dispute with IBM for months. Workers have refused to accept a wage concession proposal and decided to take their fight to the virtual streets surrounding IBM's Second Life presence. After setting up an avatar, participants were asked to attend UNI's virtual headquarters on Commonwealth Island, a virtual island inside Second Life, to receive their strike resource kit. One demonstration drew over 1,300 avatars representing participants from around the world.

It is entirely possible that one of our future contract disputes may include a similar "virtual strike." This led one of our members to compare it to 2006: "At least it would be a whole lot warmer!" ■

[www.uniglobalunion.org/SecondLife](http://www.uniglobalunion.org/SecondLife)

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# Are you a Troublemaker?

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By Gary Lawrence, Local 504  
From *The Rapaport Report*

Are you a Troublemaker? Well then ... *A Troublemaker's Handbook 2: How to FIGHTBACK Where You Work – and Win* (2005), is definitely for you and your local. For those of us who daily fight for worker's rights who would have thought there was an art and science to challenging the bosses. Published by *Labor Notes*, based in Detroit Michigan, the book and website (<http://www.troublemakershandbook.org>) is described by the authors as being:

*“designed for workers who feel the need to do something about conditions at work. By “troublemaker” we mean someone who dares to defend her or his rights and those of fellow workers. That often means making waves and making management uncomfortable—so management tends to call such brave souls “troublemakers.” Together, this site and the handbook are an organizing manual for workers who want justice from their employers and control over their lives at work.”*

The handbook has 25 topical chapters written by trade union activists from across the continent. It is packed with examples from contract to community to international campaigns complete with the necessary howto's and pitfalls. The first edition was published in 1991. OPSEU bought copies for all of our locals during the “Building Powerful Locals” campaign (at the time of the pre-Harris Ontario NDP government). It was a big learning period for OPSEU with the BPS growing, CAAT developing further and the OPS entering the right to strike regime. Our objective was to meet the challenge by following an organizing model of unionism which empowers our members through getting them actively involved in struggles. We have been held back by the status quo which follows the service model of unionism whereby our members are more passive and

less involved in their locals. This increases reliance on union staff and places unrealistic expectations on everybody.



The Troublemaker's Handbook is full of strategies in building local membership. It focuses on involvement and winning victories together. It describes some tools, skills, strategies and tactics which unionists need.

The magazine, *Labor Notes* (<http://www.labornotes.org>) is also a valuable resource for keeping workers up to date and informed of many union struggles. It is published monthly. It is now the largest circulation cross-union national publication remaining in the U.S. It advocates for the revitalization of the labour movement through social movement unionism and union democracy. It is valuable for learning about the struggles of American sisters and brothers, and of struggles in Canada and Latin America.

*The Troublemaker's Handbook* belongs in your local's library. ■

<http://www.labornotes.org>  
<http://www.troublemakershandbook.org>

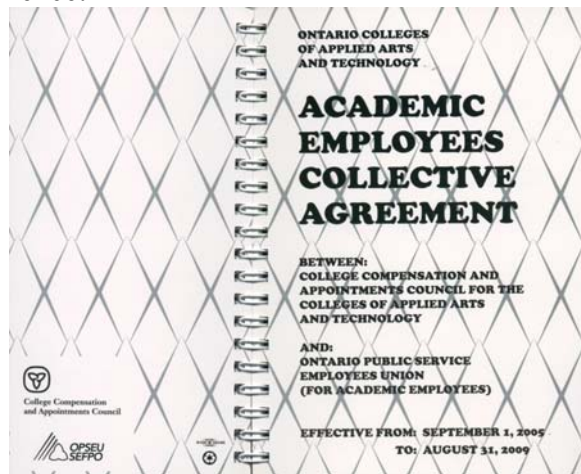
# They did WHAT?!™

Yes, this is the humour column of the newsletter.

## The last fence joke... we promise!

The hardcopies of the new Collective Agreement have finally arrived. Originally the cover was to be holographic and reflective meant to suggest diamonds. The “diamonds” theme follows a logical progression from past covers: gold and platinum. However, the printer could not reproduce the original vision.

The diamond pattern, as some members have told us, looks much like a chain link fence:



Think of it as a “virtual fence” of rights that protects our members. ■

## What the... Fanshawe?



Oct 24 2007 OPSEU 110 photo

From the message written on the new A-D corridor window, apparently someone else can't figure out the purpose of this project either. ■

## Fanshawe Policies™

On October 24 2007, Catherine M. Raso gave a training session in Policy Governance® to the Fanshawe Board of Governors. First the words “we do THAT™” are trademarked and now “Policy Governance®.” What's next™? How crazy can this get®?

Speaking of policies™, Fanshawe College™ will soon be applying for trademarks on the words “Policies We Need But Will Never Be Written™” and “Policies Devised Without Proper Consultation™.” ■

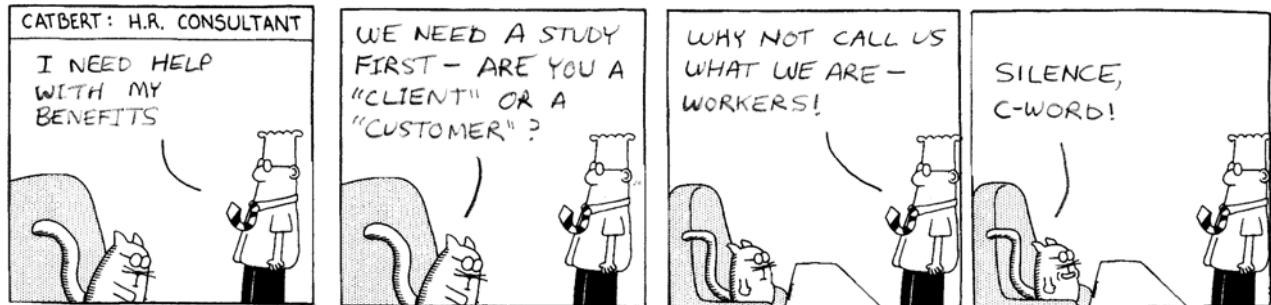


From the *Interrobang*. Reprinted with author's permission.

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# They did WHAT?!™

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## Helpful driver

Internet/CALM

A truck was stopped at a red light, and a car with Florida plates pulled up in the lane beside it. The man in the car waved to catch the truck driver's eye. The man lowered his window, leaned over and said, "Hi, you're losing some of your load."

The light changed and they continued down the street. When the truck stopped at the next red light, the man had caught up and, this time, he jumped out of the car, ran up and knocked on the truck driver's door.

The truck driver lowered his window. Thinking the truck driver hadn't heard him before, the man said brightly, "Hi, you're losing some of your load."

Shaking his head, the truck driver started up and continued down the street. Another red light and the same thing happened again. All out of breath, the man got out of the car, ran up, knocked on the truck door. The truck driver lowered his window. Shouting this time, the man repeated, "You're losing some of your load!"

The light suddenly turned green, the trucker revved up and raced to the next light. This time, he jumped out of his truck and ran back to the car.

He knocked on the car window and as it lowered, he said, "Hi, this is Canada, it is winter, and I'm driving the salt truck."■

## Hotel California: "You can check out but you can never leave."

With Howard confirming in the October 22<sup>nd</sup> issue of the London Free Press that Fanshawe has plans for "hotel training in the core," what should we call the hotel?

Given the huge expenses involved perhaps one suggestion is "Hôtel Fenron" along with this logo:





**General Membership Meeting  
Tuesday January 8 2008 4pm  
Room D1052**

**Agenda:**

1. Part Time Campaign
2. Pension Buyback
3. Preliminary Demand Setting