

Your Turn To Set the Table: 2017 Is a Bargaining Year



Think of the last few years. Has the quality of education changed; has your workload changed? What can *you* do to make things better?

Strong unions improve their workplace through collective bargaining, a complex and sometimes stressful process. However, a strong negotiated collective agreement is the most powerful tool faculty have to support quality education and create a better workplace.

Don't let others define your work experience. Get involved. Make a difference.

The collective agreement between the College Employer Council and OPSEU CAAT-A expires on September 30th 2017. In the fall of 2016 the bargaining cycle begins with the election of the CAAT-A provincial bargaining team. In the new year, faculty will meet at our college and submit local demands to the bargaining team. The bargaining team will then consolidate the province-wide demands into a package that will be presented to the employer at the bargaining table. The employer will present the academic bargaining team with their proposed changes to the collective agreement.

It is the union's desire that with membership support, a new collective agreement will be negotiated in 2017. *What do you want set on the table?*



Welcome Back!

While not all programs at Fleming begin in September, the day after Labour Day does launch the start of the 2016-17 academic year. For some faculty this will be your first academic year at Fleming and your union, **Local 352**, welcomes you. For new and returning employees, September is the time for fresh starts, new experiences and celebration. **Local 352** wishes everyone a great start up for the semester and academic year.

Local Executive Committee (LEC)

In June, 2016 the membership of Local 352 elected the 2016-18 stewards and executive. Local 352 now has 17 stewards supporting full time and partial load faculty and counsellors at Fleming. The LEC meets monthly to discuss issues and concerns brought forward by members and ensure that the local is addressing the needs of the membership. If you have an item that you feel should be on the LEC agenda, please email or contact your steward.

Local 352 Calendars

Local 352 calendars were placed in full-time faculty mailboxes last week. Partial load faculty will find them in their mailboxes following the first week of classes.

Celebrations: Welding Professors Support Student Gold!

Darryl Madussi

Celebrations is a new section of the newsletter where the union will profile the work of Fleming faculty as they continue to support student success. In this issue, the union recognizes faculty and students in the Welding and Fabrication Technician (WFT) program.



Miranda Philips, Prof. Darryl Madussi and Roland Timleck

2016 saw the first graduating class of the Welding and Fabrication Technician program. Under the expertise and tremendous support of Professors Darryl Madusi, Valentin Bolsterli, Cody Simpson and Gary Hoadley, WFT students competed for the first time in the 2016 Ontario Technological Skills Competition (OTSC).

As noted on the [OTSC website](#), *"Skills Ontario is a not-for-profit organization dedicated to promoting the skilled trades and technologies. Since 1989, we've accomplished this through a number of initiatives, including our Young Women's Initiatives, our Aboriginal Initiatives, our In-School Presentations, our Skills Work[®] Summer Camp Programs, our Cardboard Boat Races and Video Challenges, and our Ontario Technological Skills Competition: Canada's largest skilled trades and technology competition."*

Competitors came from two and three year programs as well as from apprenticeships. The road to the competition involved many hours of hard work and volunteer hours from faculty. Fleming hosted an internal competition where faculty volunteered to design and draft a set of competition blue prints, create a rubric for evaluating participants, prepare all materials for the competition, and grade all the projects individually. At the end of the competition, two students--Roland Timleck and Miranda Phillips—were declared the winners. Faculty then spent many volunteer hours preparing and training the students for the next competition in Waterloo.

In Waterloo, Roland Timleck won 1st place and earned his spot on Team Ontario and Miranda Phillips placed 4th (notably only beaten by her classmate Roland and 2 apprentice welders).



Welding Professors Support Student Gold! (Continued)

Darryl Madussi



With Roland moving on to the national competition, more practice lab time was required following graduation.

Roland delayed taking a job until the competition was over.

Roland and Professor Darryl Madussi travelled to Moncton NB as part of team Ontario, where Roland placed 7th in Canada.

Roland received \$500 at the Ontario competition from Miller Electric and received another \$1000 in Moncton from the Canadian Welding Association.

Fulltime and contract faculty in the welding program volunteered a considerable amount of time coaching and preparing the candidates to compete in these competitions.

“Although it was a lot of work, the chance to see the students compete at a provincial level made all of the effort worth it. Placing 1st at our first competition just shows the level of program that the faculty at Fleming have created and the teaching skillset, coupled with great students was for this year the best in Ontario. Winning Gold in Ontario with students in a brand new program on our first year competing will forever be a highlight in my career as a teacher.”

—Professor Darryl Madussi



Prof. Val Balsterli, Prof. Darryl Madussi, Roland Timleck

Strike Out H8: Mental Illness & Stigma

Audrey Healy

Stigma is a type of hate. Stigma is one of the most challenging barriers students with mental health disabilities face. It can cause them to feel like their mental health disability is their fault and can prevent them from seeking the help they need. As faculty, teaching in an Ontario college in 2016, it is our duty to strike out stigma.

Take time to learn about mental health. You can take the Mental Health First Aid training offered every year at the college. Our colleagues from the Northern colleges put together a very handy primer called [Quick Facts About Mental Health and Mental Illness](http://www.bridgingthedistance.com/docs/QuickFacts-Staff.pdf) (available at <http://www.bridgingthedistance.com/docs/QuickFacts-Staff.pdf>).

Be conscious of your language. Some sayings have crept into everyday use: “Don’t be so paranoid”; “I am OCD about cleaning the kitchen”; “I wish I could have anorexia for a week so I can look good for the party”; “that’s so crazy!” Over the past couple of decades, we have made great strides in removing hateful words like racial slurs or homophobic slang from professional discourse. We have more work to do when it comes to misuse of psychiatric terms in everyday language.

Check your own use of these sayings. Make a conscious choice about whether you want to hurt people who are actually living with these conditions. Consider your role as a teacher and challenge your students when they use language that conveys stereotypes and misconceptions about mental illness.

Talk openly about mental health. Some students experience a mental health condition for the first time while at college. In most cases of undiagnosed mental health conditions it can take months before a diagnosis is made. However, even without the diagnosis, the student has a need to access disability accommodations in order to maximize their potential for academic success.

By talking openly about mental health or by including statements in your course outline that encourages all students with disabilities, including mental health disabilities, to register with Accessible Education Services, students who are struggling may feel more open to reaching out to you. This doesn’t make it your responsibility. You are their teacher, not their therapist. It just gives you the chance to refer them to Counselling or resources in the community.

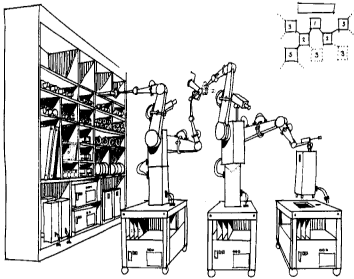
Check if your course policies support parity between physical illness and mental illness. Do you let students with physical health problems make up missed evaluations but not students with mental health problems? Do you have different standards for the types of documentation you would accept (e.g., doctor’s note versus psychiatrist’s note)? Does your course outline make it clear that you will treat absences due to mental illness the same way you treat absences due to physical illness?

Use person-first language. Take care not to describe people by their illness – *she is bipolar, he is OCD*. As with any disability, use language like “a student with bipolar disorder” or “a man with obsessive-compulsive disorder.” We don’t want students to have to remind us, “I am not my illness” so let’s not use language that makes them think that is how we think of them.

Resist De-Skilling

Management circulated a draft document at Frost summarizing role differentiation, the responsibilities of professors, technologists and technicians (what support staff can and can't do). It maps the de-skilling of our profession so work can be done at a lower cost (the cost to student learning cannot be calculated).

"Support staff CANNOT do" states they can't "deliver or introduce new course content." Ka-ching! Smell the savings: all those hybrid courses created to be accessible, modern and jiggy with digital youth? Course content *introduced* by a professor now taught by a professor, but given the logic of this document, labs and seminars might be done by others at a savings. Professors *introduce* the material by putting it online; others can take it from there...



The document notes that support staff cannot "teach theory, but can explain theory as it has been presented by a faculty member." Huh? Theory canned online in D2L (if we choose to create such courses), technically introduced by full-time faculty, then "explained" by someone else.

Your local executive has been advised by some faculty that they have been asked to provide their supervisor with a description of their duties. These duties have then been translated into support staff PDF's. It is the college's responsibility to create job descriptions so in this case, the union believes supervisors are asking faculty to do management work which results in the creation of a support staff job and a loss of faculty work. Does this sound familiar to faculty who are used to having time on their SWF for student placements but now only "liaise" with support staff now doing this work? How about faculty who used to "teach" students in the lab or field settings? Is a support staff doing that work now?

It is the union's belief that the college has pulled phrases out of context from a variety of support staff PDF's and is using this language to imply support staff can do faculty work. As services to students have evolved, the language for new roles required new language within the context of a *specific* support staff role. This cannot be decontextualized later for other purposes (i.e. creating a position to replace faculty).

A key component allocating the right work to the right job description missing from the document is the allocation of work on the SWF (or additional time on a faculty contract) for the preparation and evaluation of the curriculum during the time the college proposes a support staff be assigned to the "classroom." All learning has measurable learning outcomes evaluated by faculty. Faculty determine the activities and outcomes for a lab or field trip and the mechanism for evaluation. Preparation, delivery and evaluation are faculty work but the document doesn't outline how faculty responsibilities will be captured on the SWF.

Support quality education: resist the erosion of our work. Course outlines and in-class activities must show faculty led knowledge transfer at all times. Otherwise, our work may be split apart, parcelled off and assigned away. Talk to your union steward if you see any sign of this.

Support staff are colleagues, friends and union brothers and sisters. This issue is not "us vs. them." Look at the rise in contract faculty. There is clearly enough work to go around. Let's make sure the college follows collective agreements and allocates work fairly.

September 28, 2016: Day of Action

“Faculty working conditions = student learning conditions”

On September 28, 2016 show your support for fairness for contract faculty by participating in the Day of Action.

The Day of Action brings attention to the fact that contract faculty jobs are precarious and insecure. Contract faculty do not receive pay and working conditions equal to their full time counterparts even though they teach the same courses and have the same qualifications.

Are you aware that an estimated **70% of college faculty are contract teachers?**

To provide quality education, all faculty jobs need to be good, secure jobs.

What can you do on September 28?

Faculty are asked to send a photo with a message of support to info@contractfacultyforward.ca

Wear a “Fairness for Contract Faculty” button on September 28

Go to www.contractfacultyforward.ca and sign up for the contract faculty campaign. and learn more about the fight for fairness for contract faculty.



Chief Steward's Report

Audrey Healy

During the 2015-16 academic year, there were 6 grievances processed. Five of these were filed by individual members. The annual numbers are included in the table below:

Annual Stats (Sept 1 – August 31)

Year	Individual	Union	Total
2015/16	5	1	6
2014/15	4	8	12
2013/14	3	3	6
2012/13	2	4	6
2011/12	2	1	3
2010/11	3		3

The union grievance was filed in August and we have since withdrawn it. It relates to the job postings for technologists in the Sustainable Agriculture and Forestry programs. The union's objection was to the language in the postings and PDFs for these two jobs on the basis that substantial parts of the job are faculty work. The union withdrew the grievance to allow for a problem-solving meeting with HR and the hiring manager, Karen Maki. We are awaiting a response from management – if it is unsatisfactory, we will proceed with a grievance.

One theme I have noticed in talking with faculty who have consulted us regarding grievances is a sense of the “last straw.” Faculty mentioned that they had tolerated unfair or unsustainable practices for a long time because they felt it was best for their students and because they felt their sacrifices were appreciated by their supervisors. And then a decision was made by the supervisor that was seen by the faculty as unjust or too burdensome on them. They reported discussing the issue with their chair only to be met with resistance and a sense of fighting a losing battle – the chair's decision was final. With that kind of brick wall, faculty who don't normally engage with the union are reaching out to Liz Mathewson and me to discuss their options.

Therefore, the message I want to leave you with is, if you feel you have hit a brick wall, if you feel that your workload is unmanageable, if you feel your autonomy as a professional is being undermined, please talk with Liz or me so we can understand what you are facing and maybe even find a solution. The biggest advantage of working in a unionized environment, from my perspective, is you are never alone, you never have to fight for what's right without a steward or the resources of your union behind you.

From The Harvard Business Review: ["Let Them Eat MOOCs"](#)

Review by George Fogarasi

You don't often skim the Harvard Business Review for insights into teaching. However, it does have its finger on the pulse of power and economic trends. It's good to step outside of our disciplinary focus and see the forest for the trees. "Let them Eat MOOCs" by Gianpiero Petriglieri vividly contextualizes the trees and digital forests of the floundering MOOC industry.

A MOOC is a Massive Online Open Course. They are touted as the future of learning, an online revolution making education instantly accessible. Petriglieri counters that while most MOOC supporters mean well, such courses are used by administrators to cut faculty. Furthermore, far from creating educational accessibility, they worsen inequality by providing empty credentials (creating, in effect, a two-tier education system).

"The techno-democratization of education looks like a cover story for its aristocratization. MOOCs aren't digital keys to great classrooms' doors. At best, they are infomercials for those classrooms. At worst, they are digital postcards from gated communities." -Gianpiero Petriglieri

Far from making a revolution, MOOCs are another form of colonialism, power "extending its control over weaker people or areas." The elite will send their kids to fancy institutions (say, Harvard Business School) and most everyone else will access a MOOC.

Privileged students sitting together in classrooms will have the luxury of sharing and creating knowledge and culture (to say nothing of making invaluable social connections). The rest can MOOC it out with "the cult of technology as a surrogate for leadership, and the exchange of digital convenience for personal privacy."

Patregileri is scathing: "The idea that we should have access to anything wherever and however we want it for free, in exchange for the provider's opportunity to use and sell our online footprint to advertisers or employers is the essence of digital consumerism. This is the culture that MOOCs are borne of and reinforce in turn." *Continued on next page*



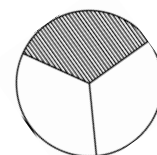
Review of “[Let Them Eat MOOCs](#)” Continued

It's plug-and-play education without personal relationships. Digitally mediated multiple choice tests and crowd-sourced peer evaluation with a certificate at the end ("just in time delivery" of skills employers ostensibly covet) are no substitute for the rich tapestry that unfolds in an engaged classroom.

None of this, of course, comes from the technology. The technology is neutral. What happens all depends on how the courses are developed and taught. And this depends on who is in control of these courses.*

Teaching and learning is irreducibly social, a complex dance between teachers and students who learn with and from each other. However, when knowledge becomes a digital commodity, this relationship is diluted or crushed, “no longer a common good but a leisurely privilege.”

We need to know what the boardroom is thinking if we are to stop it from trumping the classroom. Petriglieri's “Let them Eat MOOCs” is a timely look at why managers like MOOCs and put so many resources into online learning (ever think about that?).



With a manager for every three college faculty in Ontario, it's vital to have insight into corporate culture if we are to stop it from trumping (or eliminating) the classroom.

*Who Controls Courses...

[Hacker You](#) is a for-profit school. Its website asserts “No grades, just results” (no-profs-just-profits?).

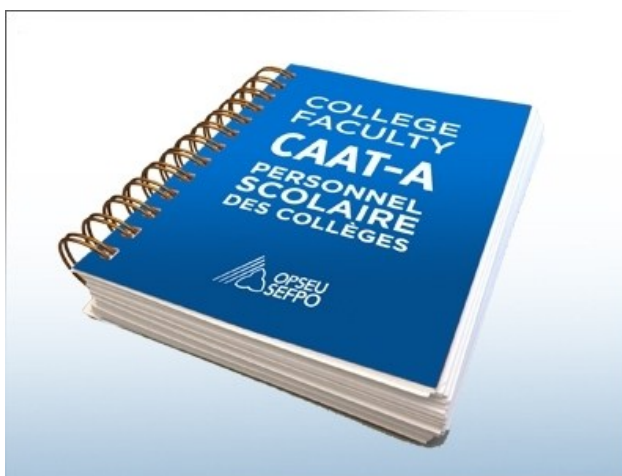
Nick Steele worked for such a company. He warns students to “RUN FAR AWAY... they want your money, that's it. The company I worked for even used terminology that is derogatory toward their students; they would send out mailings to large companies and call them ‘cash cows’ because a single class that I would teach would rake in \$100k and I would only get paid a few percent of that.”

“\$7k to \$9k per class for approximately 2 months is just plain disgusting. You better have a superstar at that price, and bitmaker and HackerYou have nothing of the sort; just average coders and designers. Both sites will place at least 10 students in your class. That means these regular, average web designers are bringing in, or at least plan to bring in, half a million dollars per teacher per year using their business model....you could learn the same thing watching good structured videos in your underpants.”

Or you could buy some pants and go to a public college (while they still exist).

Partial-load faculty, did you know...

- During your contract, you have extended health benefits - **100% employer paid**. Be sure to sign up for these even if you have benefits somewhere else; you can coordinate the two plans and end up with more coverage. **In order to sign up, you have to fill out the benefits form attached to your contract.**
- You can get additional group benefits at your own cost.
- You can join the CAAT pension plan **immediately** when hired and have your contributions matched dollar-for-dollar by the college.
- Like full-time faculty, you can take Ministry-approved courses at Fleming College for \$20.
- When permanent positions are posted, partial-load faculty - who have taught within 4 months of the posting - qualify as internal candidates and must be considered first.
- As a partial-load faculty member with a certain amount of teaching experience at Fleming, you may have **priority in hiring** for future contracts. Contact your steward or call ext 1634 (Liz) for more information.
- At the end of your contract, be sure to get a **Record of Employment** from the Department of Human Resources so that you can apply for **Employment Insurance** benefits between contracts.
- Contact the union office to have your **initial salary step placement** checked for accuracy and to verify that you are progressing correctly through the salary grid.
- For more information or for any other questions, contact your steward or call extension 1634 for more information.



I (Don't?) See Race

George Fogarasi

Have you heard the phrase “I don’t see race”? It infers “I don’t judge by race.” The subtext is that noting race is automatically racist, so let’s ignore it. Yet ironically, banishing race can be discriminatory.

“I don’t see race” said by a white male turns everyone into Fred Flintstone. Presto, everyone has identical opportunities. Certainly, a shared humanity anchors an ethical society. Ask Nelson Mandela. But shared humanity does not mean shared experience. “I don’t see race” erases the struggles and cultures of people outside the dominant culture.

When I teach...



- A) I don’t see race
- B) I do see race
- C) I’m not sure



To make a just world, we must tackle systemic racism, the unconscious stuff we are all raised with that privileges some experiences as normal while ignoring others. We must look within ourselves. This is tough: much easier to ignore a system doling out harm *and privilege* based on race with “I don’t see race.” It is hard to look into ingrained systems of privilege and exclusion that some of us benefit from.

For example, does the word “tolerance” make you wince? It denotes “acceptance,” something public service ads and governments encourage. But think of the connotation. What do you *tolerate*: humidity, mosquitoes? Is this the best we can do, tolerate difference? That mere “tolerance” is a virtue reflects a structural racism deep in our culture and language.



Racism boils the world down to easy answers. Those fighting hate should avoid easy answers. Reflect. Go deeper. Take chances. Think. Maybe “I don’t see race” and “tolerance” are simply words. Maybe. But think about it. Consider the implications of erasing somebody’s race.

I don’t know what it’s like to drive a car as a black man, *but I know it’s not my experience*. But if “I don’t see race,” I erase this experience to flash my badge of tolerance. How can we tackle racism if we deny its existence? “I don’t see race” is ultimately a self-congratulatory phrase. It hides messy things to whitewash the world.

Acknowledging race need not be racial profiling. It’s complicated to realize racism is not a mere lifestyle choice. **It’s structural and doesn’t only disadvantage some people, it advantages others.** It’s hard to note this, to admit limits to what we know, to step back and not speak for others’ experiences. It’s easier to say “I don’t see race.” But remember, some of us have the privilege to ignore race. Some of us do not.

Corporate College

Kevin MacKay's parsing of the [new corporate college](#) notes how billions cut from Ontario's public sector shift the cost of college education "from tax revenue paid by the wealthiest Canadians and by corporations, to tuition fees paid by students." Read it and weep (or organize and resist):

- "From 1988-89 to 2004-05, full-time student enrolment in the colleges increased 53 per cent, while the number of full-time faculty decreased by 22 per cent."
- "In the colleges today, managers are increasingly changing faculty grades, imposing textbooks, mandating publisher-developed "courses in a can" for faculty to teach, determining course evaluation methods, and dictating course delivery methods..... with no academic freedom, faculty have no grounds to contest the appropriation and sale of their intellectual property. Faculty-developed online courses become the exclusive property of the college. Faculty curriculum can be sold to private institutions, who deliver courses and programs in direct competition with the faculty who first designed them. With no academic freedom, college faculty are essentially being directed to work themselves right out of a job."



Tax cuts for the rich have razed government revenues. Social infrastructure falters; privatization is heralded as a fix for a broken system. Decent jobs are destroyed and, as MacKay notes, "the public good of education—long a source of critical reflection and progressive change—instead becomes a mere credential mill, and a lucrative source of 'knowledge capital.' This is the logic we are now facing, and this is the future that awaits us should the corporate mandate prevail."

Death and taxes. Poutine and cat videos. You'd think, despite growing inequality and an ever-fragmented, digitally mediated world, there would still be some common human experiences. Managers at Ryerson, however, have managed to introduce inequality in what was once a shared human experience.

One ply or two? The Toronto Star explores this in "[Ryerson's Two-Tier Toilet Paper System Exposed.](#)"



Finally...

The California Federation of Teachers has [a brilliant video voiced by Ed Asner](#) that explains attempts to vilify, destroy and privatize public services (that's us).

It's a timely reminder about what it really means when people say "We Can't Afford This."



Editorial Policy

Colloquium explores issues of interest to members of OPSEU Local 352. As individuals, we share different beliefs, backgrounds and values. As a local, we embrace this diversity to come together and build a safe, fair and equitable workplace. Any signed article or letter to the editor that contributes to this project is welcome. We reserve the right to edit for language, length, clarity and tone: speaking truth to power is good, but libel is not.

Opinions reflected in articles do not necessarily reflect the views of the editors or leadership of the local.

Colloquium originally meant, in Latin, a conversation or dialogue: this newsletter belongs to you, members of OPSEU Local 352, and is (like the local itself) what you make it.

2016-2018 Stewards List

Amanda Mushynski

Professor, School of Health & Wellness

Amanda Rochon

Professor, School of Health & Wellness

Audrey Healy

Counselling / AES/LDST, Brealey

Blair Brown

Professor, School of Trades and Technology

Brian Gerry

Professor, School of Environmental & Natural Resource Sciences

Charlie McGee

Professor, School of Business

Nancy Rishor

Professor, School of General Arts & Sciences

Kirstin Parry (Sabbatical)

Professor, School of Justice & Community Development

George Fogarasi

Professor, School of General Arts & Sciences

Karen Bateman

Professor, School of Justice & Community Development

Kari Draker-Fortis

Professor, School of General Arts & Sciences

Liz Mathewson

Professor, School of Health & Wellness

Mary Lou Lummis (Sabbatical)

Professor, School of Justice & Community Development

Stuart Keenan

Professor, School of General Arts & Sciences

Suzanne Hooke

Professor, School of General Arts & Sciences

Thom Luloff

Professor, School of Environmental & Natural Resource Sciences

Victoria Maystruk

Professor, School of General

