
◆ THE LOCAL ◆

OPSEU Local 560 at Seneca College

April, 2005

The Rae Review

Ted Montgomery, President, OPSEU Local 560

The Rae Report, **Ontario: A Leader in Learning**, released this February calls for a greater investment in higher education.

Once a mission is adopted for the province to become a leader in learning, it is important to be clear about the implications of this decision. It will cost money – and everyone will have to contribute. It will require greater accountability: there must be clear signs that the new money is being put to good use, that it is in fact making a direct contribution to improvements in access and quality.

Just to bring Ontario's colleges and universities to a per-student level of investment comparable to other provinces requires "at least \$1.5 billion in new revenues." The "stretch target" to bring per-student funding "up to the level of public institutions in peer North American jurisdictions," would require \$2.2 billion more than current revenues, according to Rae.

Rae recognizes that more money is needed but, along with that, so is greater accountability and transparency. He wants Ontario Colleges and Universities to improve results and to do so "without micro-managing." He notes: "academic freedom is also an important value." "Academic freedom and autonomy, both important principles, should not be challenged by transparency."

Rae goes on: "Freedom of information legislation should be extended in its application to all institutions. Similarly, the extension of the powers of the Auditor General to 'follow the money' will lead to greater accountability and more public discussion about the reasonableness of financial practices in the broader public sector." The accountability Rae calls for is not simply fiscal accountability but a value-for-dollar measure.

"The most common complaint from students, in addition to concerns about money and the affordability of their education, has to do with the quality of contact time with their professors and teachers," Rae writes. He observes quite accurately that, "colleges

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Workload Roundup

Workload Monitoring Group and Workload Arbitration

Larry Olivo, V.P. OPSEU Local 560 & Patricia Clark, Secretary, OPSEU Local 560

Increased Class Sizes Recognized by Workload Arbitrator

As many of you are aware, the number of teaching contact hours on SWFs has dropped from an average of 15 or 16 to 12 to 13. Does this mean the college is recognizing a need for quality education? Hardly. The college has recognized that, by increasing class sizes and reducing the number of sections, they can achieve “instructional efficiency” — i.e. save money.

Sometimes these maxi classes don't actually increase a professor's workload, particularly if the class is a lecture format with routine marking. The result for students, unfortunately, may be less personal contact with teachers inside and outside of class. Ultimately, this setup is not suitable for most of our classes which are designed for students to learn, practice, and demonstrate specific skills.

In those cases where the increased class size increases the professor's workload, does the college have to give extra “attributed hours” on the SWF? This was the case Prof. Steve Rakus brought to the WMG. The workload arbitrator recognized that the increased student numbers had required Professor Rakus to create multiple versions of labs and tests, alter his teaching techniques (adding Power Point presentations, in one instance), and to spend more

time in individual consultation with students. Consequently, Steve was awarded considerable overtime pay.

All faculty members may have similar claims and can dispute the accuracy their workload assignment. The WMG can consider the complexity of a course as a factor in deciding a workload complaint. This would be applicable, for example, to applied-degree versions of regular courses, as well as other similar situations.

When you receive your next SWF, you may foresee that your workload will increase beyond the hours assigned on the SWF because of management's various approaches to workload assignment, such as increased class sizes. If you feel this is so, check off the ‘*Proposed Workload referred to College Workload Monitoring Group*’ box on the SWF and return the signed SWF to your supervisor within three days of receiving it.

Furthermore, at any time during a semester, if you discover that your workload has surpassed the totals listed on your SWF, we encourage you to contact one of the union members of the WMG or a steward who can advise you.

“Repeat A” & “Repeat B”: There is a difference

You may not be aware of this important distinction between ‘Repeat A’ and ‘Repeat B’ sections. In Article 11.01 D 3 (v) [page 13], the Collective

Agreement states clearly:

“Repeat A” refers to another section which the teacher is teaching concurrently with the same course for which hours of preparation have been attributed under “New” or “Established”, but to students in a different program or year of study. (our emphasis)

Years ago, professors of English and Liberal Studies, who generally teach non-homogeneous groups, won their WMG claim for “Repeat A” designation in such situations. “Repeat A” allocates 0.45 hours of preparation per teaching hour, while “Repeat B” allocates 0.35 hours.

Nowadays, the college is offering more and more generic courses in a “common first year” to students who are enrolled in different programs. Because these student groups are not homogeneous, all repeat sections of such courses should be assigned a “Repeat A” designation” which recognizes the greater work involved.

This past term, the local was successful in challenging the Dean of Technology who chose to disregard her professors' extra work by designating their repeat sections in “common first year” courses as “Repeat B”. The Workload Arbitrator, once again, ruled that all subsequent sections of a course containing students

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Will You Survive a Heart Attack at Work?

Muriel McKenna, Health & Safety Officer, OPSEU Local 560

Up to 40,000 Canadians die from cardiac arrest every year. The key to survival with most heart attacks is early defibrillation of deadly arrhythmias.

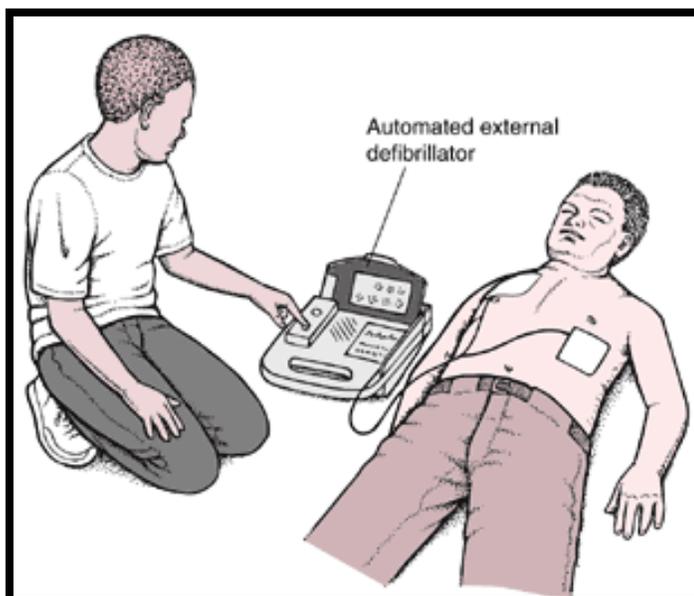
With early defibrillation, the more likely a victim will survive. This is why *we need defibrillators in the workplace*. Ready access to portable automatic external defibrillators is essential, since these devices provide electric stimulation to the heart of a victim of cardiac arrest, often restoring normal heart function.

The shorter the time from collapse to defibrillation, the better the chances of survival. For every minute that passes, chances of survival drop by 10%. The survival statistics are remarkable when an AED (Automatic External Defibrillator) is available.

With the development of these simple, easy-to-operate defibrillators, many rescue agen-

cies, businesses, and sports arenas are placing this life saving device next to the first aid kit where they are used regularly to save lives.

AEDs, just like the fire extinguishers in our workplace, can



be used by ordinary people. Studies have found that even people unfamiliar with the devices can use them and help people who have had a heart attack. AEDs are automated. Diagrams affixed to the devices (or screen messages), lighted buttons, and voice

prompts give step-by-step instructions to guide the rescuer. The AED analyses the heart and will deliver a shock only if required.

The time has come for Seneca College to demonstrate its commitment to ensuring a safe environment for employees by installing AEDs on campus. Your Local 560 and 561 Health and Safety representatives have been 'pushing' hard at the Central Health and Safety Committee for the college to acquire defibrillators.

The bottom line is we believe defibrillators on our college campuses will save lives, and we think we're worth it!

TAKE ACTION!

If you believe Seneca should provide a defibrillator at your campus, e-mail your concern to Muriel McKenna at:
muriel.mckennea@senecac.on.ca.



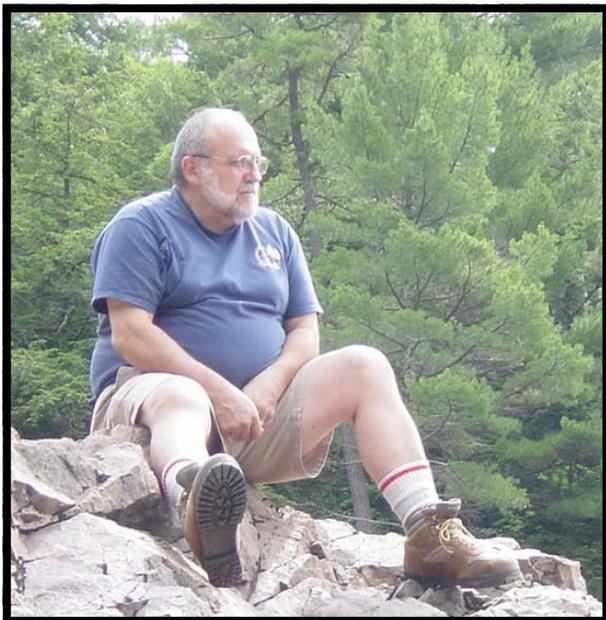
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We welcome submissions and correspondence, which should be sent to Patricia Clark, Secretary, OPSEU Local 560, at Newnham Campus or at 2942 Finch Avenue East, Suite 119, Scarborough, Ontario, M1W 2T4, or by fax to (416) 495-7573, or by e-mail to union@opseu560.org

Call us at (416) 495-1599 or visit the Local 560 Web Site at:
<http://opseu560.org>



We Miss You, Joe



Josef Stavroff

August 17, 1942 — January 19, 2005

On January 19, one heart stopped beating, and we lost a dear friend, colleague, and union brother. Josef Stavroff was teaching when he suffered the heart attack that signaled the close of a vocation of more than three decades as a professor and union activist — a commitment to education and justice that has left an indelible imprint on the lives of many.

Josef was equally dedicated to his family, and we extend our sympathy to his wife Sharon and their four children, Jason, Leslie-Anne, Daniel, and Aleksandra.

Family, friends, and colleagues in the hundreds gathered at the Senecentre on February 22 to celebrate Josef's life through speeches, poetry, and song. A display of photos and Josef's pottery served as a reminder of his wide range of interests and accomplishments.

Tributes from Seneca faculty and administrators reminded us of Josef's boundless good humour and warmth in all his relations at work.

Also in attendance at the memorial were the

(Continued on page 11)

For Joe

Joe's heart
burst
during
a moment
of doubt and shock.

he was
in the classroom like
most of us.

*At the top of my game
Right where I want to be*

And we are angry.
his memory lumbers
down
the hall
a great bear of a man
a man with a simple name
a friendly, welcoming name
an "Eat at Joe's"
kind of name
his voice lingers
in
the battles
for justice

but where is the justice for him?

his children
search
the emptiness
beside them,
his wife shivers
in the
cold
as more questions arise:
did he bathe
in the
shining
light of his heaven
— of his
god?

was he
wrapped
in the arms of
ancestors
in the comfort
of
a boyhood home?

he
was
in the classroom
where he wanted to be —
doing what he
loved to do, leaving
us
with questions for our-
selves

Terry Watada January, 2005

In Memoriam - Josef Stavroff

August 17, 1942 - January 19, 2005

Former Chief Steward for OPSEU Local 560

*A Tribute Delivered by Ted Montgomery at the Funeral of Josef Stavroff - Saturday January 22, 2005
by Ted Montgomery, President, OPSEU Local 560*

Josef was a great lover. It was plain to see the moment you got to know him – as obvious as his hearty laugh, his appetites for food, for fellowship, for family. When he smiled, he not only shared his joy, he raised yours.

I loved to eat with Joe, because he loved to eat...It wasn't that he ate too much, but that he so thoroughly enjoyed his food, enjoyed the variety, the experimentation, the flavours, the preparing, and most of all the sharing. Josef was a great sharer.

He was a great friend to his colleagues in teaching and in the union. He was a great friend to me. Let me share with you some things most of you probably don't know about our relationship. When I needed important advice, I always turned to Josef. He told me more than once that I was smarter than he was, and that he had great faith and trust in me. I knew that he had something in which I placed even more faith and trust. You see, I could figure things out. Josef knew **in his heart** what was right. His heart was his foundation. I have relied on it for over 25 years and he shared it with me freely, willingly, and gladly. I shall be eternally grateful.

There is a cliché at services like these that we should feel lucky to have spent what time we have had with the one we've lost. It is true, and I have focused on how truly lucky Seneca, the union, and I have been to have known Josef. And I also miss him terribly and, like you, am profoundly saddened to lose him.

Josef loved the fellowship of his colleagues. He knew how important it is to stand up for what is right, to stand up with and for teachers. That's why he joined the leadership of Local 560. He loved teaching, valued it, treasured and cherished it. He never let his students down and never let his colleagues down. He gave his best and remained true to his principles.

Josef poured his heart into everything he did.

Josef's heart was his foundation. He shared it with

so many of us. He gave his heart to his music, his pottery, his union, his teaching, his family. The biomechanics of his heart may have betrayed him this week - the spirit, and soul, and essence of it never did.

Josef loved his music -- his tastes were eclectic and as broad as his imagination would take him – from the Ukrainian dance troop of his younger days to the fm jazz and classics that accompanied him through his time at work, marking papers, preparing lessons, studying his Collective Agreement. The rhythm of his heart was echoed in the rhythms of that music.



That the Great Teacher Seminars which Josef loved and helped to organize were for teachers and teachers alone was special to Josef. He was not a teacher by happenstance, or because it was a way to earn a living, or to support a family. He was a teacher because he was made for it. Just ask his students. He knew how important learning was in their lives even when they didn't – and when they didn't, he

led them to discover and learn that truth.

There was a time when Josef devoted himself to photography. His subjects revealed themselves to him. His openness opened them to him and through him to the whole bright, full, beautiful, and splendid world.

Pottery -- Josef didn't make pots with his hands. He made them with his heart. You can see it in his creations. You could hear it in his voice when he talked of his pottery and the co-op. You could feel it, know it, and bask or even rejoice in sharing his joy.

And of all these cultural things – most of all – Josef loved words, written, spoken, prosaic or poetic, sung or whispered, he loved the language. He loved his books and his short stories. He loved the magic of a finely woven tale, the way the words could move you to laughter, tears, terror, or joy. He could **read**. I don't

(Continued on page 6)

(In Memoriam—Continued from page 5)

mean just integrate and analyze, parse and deconstruct. I mean he could appreciate the beauty of the art, as he became one with it. He could see that beauty in the language that surrounds us.

I used to test all my speeches by sharing them first with Joe. The hardest part of writing this speech for Josef was finding the humour that I know he would have insisted be included.

Each year, for some time now, Joseph and I have shared many long, sometimes nearly pee-your-pants kind of laughs over the entries for the Bulwer Lytton Awards. These go to putative opening lines of novels never written. Bulwer Lytton was the 19th Century author who began one work with ... "It was a dark and stormy night." Man – sometimes we would roar. I so loved sharing those times with Joe. He and I did not get to share those laughs this year. But I want to share with you a couple that we would have shared when we had the chance this year. I want to do that so that we all can hear, in our memories, his laughter once again:

I know Joe would have enjoyed these:

~ As Amy reached for the envelope her heart fluttered in anticipation like the wings of a fruit bat that has eaten a fermented peach, and even though she knew the statistic that you are more likely to be hit by a meteorite than to win the lottery, she was still quite surprised when opening the envelope to be hit by a meteorite.

~ She sipped her latte gracefully, unaware of the milk foam droplets building on her mustache, which was not the peachy-fine baby fuzz that Nordic girls might have, but a really dense, dark, hirsute lip-lining row of fur common to southern Mediterranean ladies nearing menopause, and winked at the obviously charmed Spaniard at the next table.

~ Stamp, stack, stamp, stack, stamp, stack, Rodney was going insane from the monotony of the job and the cruel irony of being guest of the New Hampshire penal system forced to read the words over and over: "Live Free or Die," "Live Free or Die," "Live Free or Die."

~ Her pendulous breasts swung first to the left, then to the right and finally in independent directions, much like semaphore signals, and although he couldn't understand semaphore, Kyle was sure they were saying, "Never ride the Tilt-A-Whirl with your grandma."

The union has lost a great champion. Josef and I fought many battles side by each other's side. I could have had no better ally. When he rose to the microphone at the OPSEU Convention, he always

had the rapt attention of his union brothers and sisters, because they knew, when they heard him say in that resonant and powerful voice... "Josef Stavroff, Local 560" ...that they were about to hear something important, something true, and something from a trade union heart. Josef was fearless when it came to the fight for college faculty. I was so proud to be his friend and union brother.

Like many of you, I delighted in watching Josef become a consummate family man. He shared his heart with all of us. He saved the best of it for, and gave the best of it to... his family. Josef loved nothing so much as his family.

No matter how much he gave you – You gave him more.

Sasha – Josef's precious jewel. You were a great joy to your Dad. There is so much of him in you. His innate sense of hospitality and caring for others. His determination and his unmatched integrity. You are like your Dad in more ways than I can count. And he loved you for those great qualities and for so much more. How proud he was of your efforts and your accomplishments. In his great heart, there was a special place for you Sasha. He cherished you so dearly and as you grow, those of us so lucky to know you will see your father in you, and will continue to love him and you.

Daniel. Your Dad was so enormously proud of your earnest and thoughtful nature. You too are like your father...you are his son. He would tell us of what you were doing, never in a boastful way, but in a way that we could see in his eyes you meant the world to him. We could see it in the way that told us he loved not only what you had been but even more what you were becoming. He was so thrilled to be a part of, and to be a guide to your becoming a toddler, then a boy, and now a young man. Your strength, your curiosity, the way you pour yourself into life is a credit not only to you but to your father as well. I know that one day you will wrap your arms around people and embrace them with that same warmth as did your Dad, sharing your strength, and kindness, and love for life just the way he did. You will fill the room with your presence as he did, not in a spotlight but in an incandescence that brightens everyone around you. You are his son. He was so proud of that fact. He was so proud to be your Dad.

Leslie-Anne. Josef saw in you the sweetness of your mother. He loved that side of her and he loved how it was further manifested, even magnified in you. He watched you grow, joining him for a time at Seneca as a student. He loved how you and your mother shared life's adventures. Josef and I often talked of daughters, my two being each a little older and a little

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Stavroff Education Trust Fund



Daniel
&
Aleksandra



A trust fund has been established by OPSEU Local 560 for the post-secondary education of Josef's youngest children, Daniel and Aleksandra. We thank the Senecans, friends, and OPSEU members from throughout the province who have already made generous contributions to the education fund.

Donations are still welcome and can be sent to the Local 560 Treasurer. Simply send your cheque via inter-office mail, addressed to Paul Matson at Newnham Campus, and the local will forward it to the Stavroff family.

Note: Please make your cheques payable to **Sharon Stavroff**.

(In Memoriam—Continued from page 6)

younger than you. The pleasure your dad took just in being your dad was palpable. He loved having a family more than anyone I know, and you were perfect for him, not that he was blind to your imperfections, simply that they were utterly unimportant. He held you so close in his heart not out of any fears or worries but just because he loved you so. He saw the sweetness in you and he adored you for that and for so much more.

Jason. Boy did we talk about you! When you sowed your wild oats a bit more broadly than most teenage boys, your Dad was there, reached out with his heart and embraced you to him. Most dads tolerate the rascals their teenage boys can be. Your dad didn't just tolerate, he accepted it. Accepted and loved you – not just some blind so-called unconditional love, but an understanding acceptance of what you were, what you are and what you could, and will, be. Your father never lost sight of the role he could play in your life and the role you played in his. You fulfilled him in so many ways, Jason; through thick and thin, through storms and bright sunshine, you enabled Josef to be a father and that was a role he was born for, that he treasured and loved with all of his splendid heart.

Josef and I used to talk of our enjoyment of Japanese cinema. In Kurosawa's **Dodeskaden**, a father of 8 or 9 children is asked by one – which of them he

loves best? He answers – whichever is nearest to him at that moment. Josef wanted each of you near to him all the time. His heart embraced you all.

Sharon . I knew Joe before he met you and after you married. In the film, **As Good As It Gets**, Jack Nicholson tells Helen Hunt: "You make me want to be a better man." Sharon – You made Josef a better man. It was a common event for us to be at a union meeting needing one more person to have the necessary quorum and knowing that Joe had told us he would be late. Now, Joe was not one of those people unable to be punctual – not at all. He always had some excuse to be late for our meetings. His wife was making him do something or other – just like she had him rub her feet every night. For some, "henpecked" might come to mind. NOPE – It was just love – Josef loved his wife and he loved his family and nothing, **nothing**, was ever more important than that. Josef's love for Sharon has been shining, bright, and uplifting – not to just them – but to all of us who saw it and shared it. His death will not end that love, it will last forever in Sharon and in their family. Sharon – thank you. You made Josef so happy in so many ways.

Goodbye my dear friend.

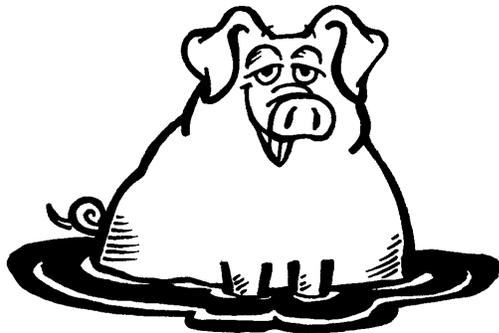
Ted Montgomery

Freedom of Information Requests... And Answers...

Larry Olivo, Vice-President, OPSEU Local 560

“Travel” on The Taxpayer’s Dollar

Over the past couple of years, we have reported on the cost of VP Wayne Norrison’s globe circling on behalf of the college, usually in the high \$20,000’s to low \$30,000’s. In the fiscal year 2003, it appears his wings were clipped, as he came in at a mere \$19,666.41.



But he isn’t the only globetrotter. When we asked for the travel expenses of the 21 managers at the rank of Dean and above, we discovered total expenditures of **\$158,230.68**. According to the college, travel includes: cell phones, phone charges, hotel accommodations, tips, parking, taxis, trains, airplanes, mileage, meals (related to travel), car allowances (for VPs and the Senior Advisor to the President), vaccinations for travel, and vehicle rentals.

Fortunately, not all managers are amassing scads of frequent-flyer points. The four lowest travel expense claims come from: Susie Vallance – no claim; Kavita Chhiba, \$93.96; Jocelyn Piercey, \$168.60; Andre Charron (the Super-Build coordinator), \$1134.70; and Eileen Burns, \$1,183.86.



And the frequent flyers....? Leading the pack is Chief Information Officer, Terry Verity at \$21,739.84, perhaps swanning about at the conferences that brought us Blackboard. If this is where it is going, our suggestion is stay home at let the hardware and software marketers come to him. Next is — no surprise — Wayne Norrison at \$19,666.41. Wayne is followed by VP Resources Development, Shirlene Courtis at \$18, 186.25, and in the number-four slot is the big guy himself, Rick Miner, at \$17,688.38.

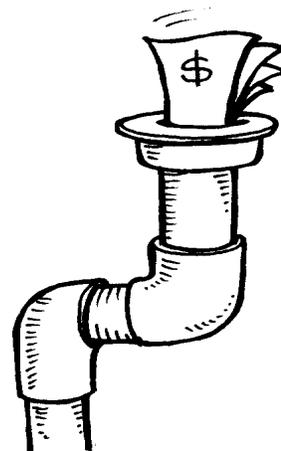
And Don’t Forget Your Fishnet Stockings....

In addition to receiving the data on travel expenses, we also obtained information on entertainment expenses. These are deemed by the college to include meals (at local conferences, promotion-committee meetings, staff meetings and social events, and local business meetings), flowers, gifts, office décor (picture frames, display cases, china), film processing and, apparently, costume rental. *Costume rentals?* Yep, and in that category, we saw an invoice for a Zoot suit, a boa, and fishnet stockings, all charged to the taxpayer.

Again, with regard to general expenses, Andre Charron, Kavita Chhiba, and Susie Vallance were relatively parsimonious with the taxpayer’s dollar, And they were joined on the low end by Katharine Janzen. The big spenders here were Judith Limkilde at \$4,735.25, Shirlene Courtis at \$3,288.66, Wayne Norrison at \$3,217.90, and Nimmi Pitt at \$2,309.10. Now do you wonder why the use of Partial-Load faculty has increased from 293 in 2003 to 401 in 2005, while the ratio of Full-Time faculty to students continues to deteriorate?

Got a question?

Want to get information from Seneca College records? It costs a mere \$5.00. Contact Jane Wilson, Seneca’s FOI Coordinator at Markham Campus for details.



(The Rae Review—Continued from page 1)

have been Ontario's 'poster child' for public efficiency gains during the past decade. Per-unit-costs of delivering services have been dramatically reduced. The reward for this achievement is a diminished ability to deliver the education services Ontario and Ontarians badly need."

So, where does all this leave us today? Negotiations for a renewed Collective Agreement have begun. Remarkably, college management has retableted all the various schemes and proposals that they have put forward over that same decade to further the "poster child for efficiency" agenda.

Rae's Report identifies the need to ensure that additional funding make a direct contribution to quality – that's an accountability imperative. The best measure of quality where it really counts is in teacher/student contact.

Colleges did not just become this poster child. They willingly took on the mantle. At Seneca College, management cut program hours, cut semester length, introduced the seven-one-seven system, made drastic cuts to the time available for faculty to do professional development and curriculum develop-

ment, and increased enormously the reliance on non-full-time teaching staff.

The student to full-time teacher ratio at Seneca has soared over the last 15 years. We now have over 400 partial-load teachers, and each year the union has to grieve to force the college to create and fill full-time positions.



"Congratulations, keep moving, please. Congratulations, keep moving, please. Congratulations, keep moving, please. Congratulations..."

The Rae Report:

"Teaching and learning are at the core of college and university missions. The degree of meaningful contact with faculty, the quality of teaching, mentoring, and academic counseling, and the attention to unique student needs, are all key factors that contribute to student satisfaction and success."

Whatever dollars are provided for funding the college system, it is clear that ensuring that money is spent on delivering quality in the core teaching and learning functions will be critical.

The first accountability measure will be in the measure of management's willingness to negotiate genuine improvements to workload and staffing issues – to reduce the ratio of students to full-time faculty, to give faculty the time, resources, and professional freedom to do the jobs I know they can do.

Stop fear-mongering on retirement

Michael Doucet, Toronto Star, March 21, 2005

Ocufa-ontarionews@list.web.net <http://list.web.net/lists/listinfo/ocufa-ontarionews>

With Canada's baby boomers set to start retiring this decade, Ontario's universities are staring a faculty shortage crisis square in the face.

If we don't do more to recruit new professors and keep the ones we have, we will be competing with universities in English-speaking nations working to avert similar shortages.

So you would think the University of Toronto's decision to end mandatory retirement would be welcome news to senior university administrators across Ontario who understand the benefits of planning ahead.

On the contrary, some have warned the end of mandatory retirement could block new academics from getting jobs or prevent universities from meeting equity requirements.

Such claims reflect fear-mongering at worst, outdated thinking at best.

A study published in the Canadian Journal of Economics last August demonstrated that eliminating mandatory retirement in Manitoba and Quebec had little impact on age of retirement.

In general, professors working in Canadian universities who don't have mandatory retirement tend to wrap things up around age 62 or 63.

In Quebec, where mandatory retirement was abolished in the mid-1980s, fewer than 2 per cent of professors are over the age of 65.

At Concordia University, only a dozen faculty out of 800 (1.5 per cent) are over 65. At l'Université du Québec à Montréal, there are only 13 faculty out of 934 (1.4 per cent) over the age of 65.

Clearly, the sky has not fallen on those jurisdictions.

In fact, the future looks quite bright for new faculty hoping to find jobs in Ontario universities.

Former Premier Bob Rae, in his recent report,

says they need to hire 11,000 new faculty by 2010.

Mandatory retirement can only worsen the critical shortage of faculty we are facing in Ontario.

Currently one-third of faculty members in Ontario are between the ages of 55 and 64; 30 per cent will retire within this decade.

The government predicts enrolment in Ontario universities will increase by 20 per cent over the same time frame.

The problem isn't that there are too many old professors blocking the way for young ones. It's

that there aren't enough young academics to fill the shortage gap. Rae says Ontario needs to double graduate enrolment to avert a faculty shortage crisis. We agree.

We need to keep senior faculty to mentor junior faculty and to supervise the swelling ranks of graduate students. Allowing professors to work past 65

draws on the best of both worlds.

To those senior administrators who suggest it will cost universities too much to keep older professors on, it's time to stop fear-mongering.

The recent settlement between the University of Toronto and its faculty association on mandatory retirement has made it clear the issue isn't about the cost of keeping faculty on past 65 - it's about the cost of losing good faculty in their prime.

The U of T settlement also lays to rest another red herring: the claim that universities will require a long implementation period when the Ontario government makes good on its promise to pass legislation ending mandatory retirement.



(Continued on page 12)

Grievance Update

Larry Olivo, V.P. OPSEU Local 560 & Patricia Clark, Secretary, OPSEU Local 560

Union Grievances: Abuse of Partial-Load Appointments

The union continues to grieve the unwarranted designation of teaching assignments as Partial-Load rather than Full-Time. In 2003, we launched 293 individual grievances, one for each Partial-Load position, arguing that these should be designated as Full-Time, and providing many of the Partial-Load employees with a real crack at full-time employment. Those grievances were referred to arbitration, and we reached a settlement in which we obtained nearly 30 Full-Time faculty positions.

It is clear, however, that the college still plans to continue exploiting Partial-Load faculty to save money. In 2004, we discovered there were 338 Partial-Load employees, up from 293 the previous year. This February, we discovered that Partial-Load faculty numbers had increased to 401 in the current academic year. The college continues to try to save money in the wrong way, at the wrong time, and in the wrong place. If management seriously wants to economize, it makes little sense

to do so with core functions. Instead, consider reversing the proliferation of Vice Presidents, with their inflated salaries and expense accounts, and refrain from expensive real-estate ventures, such as the Markham property whose co-tenants won't agree to the presence of students at this large new campus. While we await a sane turn in management's fiscal planning, the union will pursue its Partial-Load grievances for 2004 and 2005. We will continue to grieve annually until the college properly and regularly utilizes Full-Time faculty and stops its open and notorious abuse of Partial-Load faculty.

A Grievance Flood.... Faculty Of Business and Applied Arts, Newnham

We still get the occasional chair who manages to stir up a previously quiet faculty as a result of poor management style, thereby generating a flood of individual grievances, union grievances, and workload complaints. This happened last year at Newnham, with the happy result that both chairs have since moved on. We wish them well in their new careers.

Salary Classification Grievances

We always have a few of these on the go because, when faculty are hired, their qualifications are often assessed rather conservatively by the college with respect to both education and experience. This results in a lower initial placement on the salary grid, with dramatically lower career and pension earnings. Faculty can often correct these placement errors simply by requesting a review. In the absence of a satisfactory outcome, a grievance is always an option.

The College doesn't provide new faculty with a copy of the calculations used to determine their salary. However, you can always request a copy of your salary placement from the Local. The formula is also on our web site at:

<http://opseu560.org/salary-formula.htm>.

If you think your step placement is lower than it should be, we can help you take steps to correct it at any time. Contact Larry Olivo at Ext. 2814 or the union office at 416 495-1599.

(We Miss You, Joe—Continued from page 4)

seven members of OPSEU's current Colleges of Applied Arts and Technology-Academic bargaining team. As well, the chair of the CAAT-A Divisional Executive of OPSEU, Paddy Musson, travelled from London, Ontario, to speak of the impact Josef had at the provincial level of the union. For many years, Josef served as a union representative on the provincial In-Service Teacher-Training Program Committee. At OPSEU's annual conventions, the floor was always silent and attentive

when Josef rose to speak. His thoughtful and informed comments were frequently crucial in winning the support of a majority of delegates on important issues.

Few eyes remained dry by the end of the memorial. We cried in genuine sorrow for our loss of a good friend and colleague and for Josef's grieving family. But we also laughed heartily — as we recalled scenes from the life of that great, lumbering, gentle man, our friend "Josef bear".

(Workload—Continued from page 2)

in different programs required the higher "Repeat A" designation.

Therefore, if you teach multiple sections of a course in a common first-year, or any English or liberal studies course, or any course with "students in a different program or year of study" [Art. 11.01 D 3 (v)], carefully check your SWF — if repeat sections of this course are not designated as "Repeat A", contact your supervisor and/or a union member of the WMG to remedy the matter.

Square Pegs in Round Holes:

Sometimes an assignment does not really fit a SWF very well. The proper response, as soon as you are aware of the situation, is to ask your supervisor for extra attributed hours of preparation and/or evaluation, whichever is required.

This inequity arose recently with supervised field placement courses in Early Childhood Education. After some workload complaints based on the impact of increasing class sizes and travel time, the Workload Resolution Arbitrator mediated a settlement to increase the time allotted for meeting with

students and travelling, thereby helping ease the problem for faculty.

Equitable Treatment for Faculty in the English Language Institute:

While most faculty have been on a four-year rotation, with 28 weeks of teaching instead of 35 every 4th year, some areas had been left out. We were able to obtain equitable treatment for the Office Admin faculty by bringing them into the four-year rotation system, and obtaining for them the requisite number of 28-week academic assignments to compensate them for the ones they had been deprived of since 1996.

We also discovered that the English Language Institute had been left out of the loop. We were able to negotiate a four-year rotation for them, similar to that of other faculty. Unfortunately, the college decided to fight us on "retroactivity" — not wishing to grant the additional shorter rotations that would compensate the ELI faculty for rotations they had previously been denied. Despite the plain language of the agreement and the rulings of other arbitrators, the arbitrator decided she had

no jurisdiction to decide cases involving the equitable treatment of faculty on this issue. Management agreed.

The moral of this story, it would seem, is that the college will treat faculty equitably only when they are forced to by arbitration.



Got a workload question?

Contact one of the **SWF Doctors** — the union members of the Workload Monitoring Group:

- Cathy Joudrey (King Campus, Ext. 5314)
- Larry Olivo (Newnham, Ext. 2814),
- Daria Magas-Zamaria (Seneca @ York, Ext. 3281) and
- Paul Matson (Newnham, Ext. 2434)

(Stop fear-mongering on retirement — Continued from page 10)

In fact, the largest university in the country has rejected these arguments. It's obvious from the U of T agreement that, once legislation is passed, the parties involved are fully capable of working out any necessary adjustments.

It is long past time for the Ontario government to table legislation outlawing mandatory retirement. It's a win-win situation, for academics young and old.

As for senior university administrators, instead of fear-mongering on mandatory retirement why

don't we focus on the biggest obstacle to hiring new faculty - the lack of provincial government funding for education.

Rae says Queen's Park needs to increase provincial base spending by at least \$1.3 billion, starting with budget 2005. That is where our focus should be trained.

Michael Doucet is professor of geography at Ryerson University and is president of the Ontario Confederation of University Faculty Associations.

Campaign to Restore College des Grands Lacs Toronto's French-language College

OPSEU, March, 2005

Initially there were three French colleges in Ontario's community college system. Because of neglect by the Harris government, Collège des Grands Lacs, serving Toronto and central and south-west Ontario, never received adequate support and was subsequently allowed to be dismantled in 2001.

When Collège des Grands Lacs was closed, OPSEU faculty and support staff lost their employment. The union asked for a court injunction to stop the closing. Later, with community support, we [OPSEU] demanded a judicial review on the constitutional principle of minority rights as outlined in the Hôpital Montfort case. Although Collège des Grands Lacs was of comparatively recent vintage, it was still an essential element of the French language community. We argue that it was closed illegally and unconstitutionally.

When the Liberals were elected, we never suspected they would continue to support the Harris government's decision to close down CGL. Nor did we expect a Liberal government to chance being on the wrong side of a second landmark decision for francophone rights in Ontario, a second Montfort.

Toronto's francophone community is the most diverse and fastest growing in Ontario. Collège des Grands Lacs (CGL) served roughly 50-70 per cent students of colour. So we seek not only the rights of francophones, but also equity for francophone workers and students of colour.

In February 2005, a group of Toronto and Niagara Region francophones met to work towards the goal of a new college, perhaps with a new name, certainly with a new administration, run by and for the francophones of their region. OPSEU is actively working with this group.



Members of the francophone community met Feb. 12 to reestablish a college in the Toronto region. Darnace Tourou (l) and Mikhael Missakabo are on the "Notre College" organizing committee formed Feb. 12 from members of the francophone community in central and south-west Ontario. The aim is to re-establish a college run by and for francophones in the centre and south-west.

**Support Post-Secondary Education for
Ontario's Francophone Community
Please sign the on-line petition to restore
Collège des Grands Lacs
sponsored by the community group
"Notre Collège"**

<http://www.petitiononline.com/CGL2005/petition.html>

The Back Page

April 28 — National Day of Mourning for workers killed and injured on the job

Work shouldn't kill, maim, or cause injury or disease. But it does.

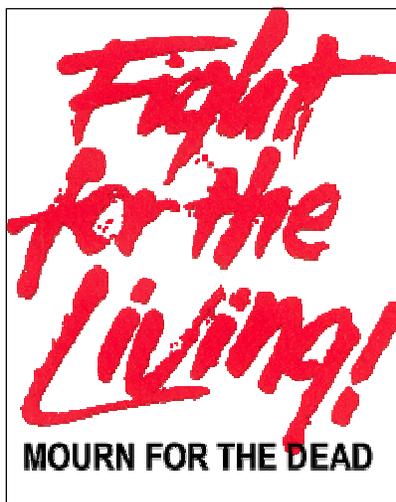
In Canada, more than 900 workers die from occupational illnesses and workplace accidents each year. In Ontario in 2002, the Workplace Safety and Insurance Board (WSIB) reported that almost 600 claims were made for workplace fatalities, although to date only 351 of those claims have been allowed by the Board and will be compensated. On average the WSIB allows only about 68% of claims made for workplace fatalities. The number of allowed claims, almost one workplace death a day, is in itself unacceptable. However, this number does not reflect the number of claims denied nor the claims never made because workers and their doctors often do not recognize that their illnesses are caused by work.

A recent study by the Centre for the Study of Living Standards using 1999 statistics found that Canada has one of the worst workplace safety records in the industrialized world. The odds of being killed in Canada at work are greater than in any of the other 16 OECD countries, except Italy.

In 1984, the Canadian Labour Congress established April 28 as a day to "mourn for the dead and fight for the living." In 1991, the day was recognized by the federal government. The Day of Mourning has since been recognized by over 100 countries. On this day, workers and their unions take the opportunity to remember the dead and injured and resolve to improve health

and safety in the workplace.

Every day, OPSEU members face danger on the job. Whether it's debilitating repetitive strain



injuries, each day facing the threat of physical attack, suffering from poor air quality, mould, asbestos or other toxins in the workplace, working alone or in the wilderness, in the air, in health care facilities, or on Ontario's highways, OPSEU members face every type of hazard. OPSEU would like to pay tribute to all OPSEU members who have suffered injuries and occupational diseases, and especially those who have paid the ultimate price—their life—because of unsafe conditions at their workplaces.

This year, OPSEU would like to make special mention of all those—including OPSEU members who worked during the SARS crisis—and risked their lives to control the SARS outbreak in Ontario's health care facilities. Thank you for the dan-

gerous work you do.

A brief snapshot of last year shows that WSIB allowed entitlement to a retired OPSEU member diagnosed with mesothelioma, a cancer caused by exposure to asbestos. This member worked as an inspector where he was exposed to asbestos fibres used in truck brake pads until the 1980s. WSIB is also considering the case of another OPSEU member who has developed thyroid cancer that may be a result of years of exposure as a health care worker to radiation from x-ray machines in the workplace. The families of the three OPSEU members who were killed in the 2002 helicopter crash still grieve as they await the final report from the Canadian Transportation Safety Board to help them understand what went wrong, and how future tragedies can be prevented. ~ *OPSEU Communications*

The tiny canary was once the only safeguard miners had against dangerous gas buildup. If the canary died, it was a signal to evacuate the mines... fast. For more information on workplace hazards, you can contact the **Inquiries Service at the Canadian Centre for Occupational Health and Safety** in Hamilton, Ontario, at 1-800-263-8466, by fax at (905) 572-4500, or via the internet at: www.ccohs.ca/ccohs/inquiries/inquiries_form.html



Contact your Local 560 Health & Safety reps with any concerns you may have regarding conditions in your workplace. Visit the Local's website for a list of your reps: www.opseu560.org