

COLLOQUIUM

Volume 9, Issue 1 , 2018

Newsletter of the Academic Union, Local 352
Editors: Liz Mathewson & George Fogarasi

BURSTING AT THE SEAMS

President Tilly's email outlines four challenges. The first is growth, enrollment and student withdrawals. With 6,700 full-time students including 600 unexpected students, Fleming is bursting at the seams. As Tony notes, this is unsustainable.

Faculty are directed to accommodate all students regardless of the impact on learning or availability of equipment. The cost of lurching over-capacity will be paid for a long time. Putting students four to a room in a motel won't play well on social media. Fleming's reputation—to say nothing of the stress to students, faculty and support staff—are some of the costs of the decision to allow for this over-enrollment.

Tony addressed student withdrawals due to the strike, stating "We need to increase efforts to overcome a negative strike impact on current and future students." He notes the net loss of students due to the strike is *estimated* at 450. What's missing is any indication if this is an unusually high number of students not moving from fall to winter semester. Did some take the tuition reimbursement, re-applying in the winter? The strike could have been avoided or shorter if the employer had engaged. They needlessly prolonged it for 2 weeks. Yet some are left with the impression that faculty hold sole responsibility for withdrawals resulting from the strike?

At the start of the semester, the union met with the college to provide examples of the enrollment impacts on faculty, students and the learning environment. The college appeared interested in forming a committee to work cooperatively with faculty to find solutions. Unfortunately, this has not happened. Faculty are faced with no clear direction other than "you must accept all students into your classroom." In the face of impossible workload demands, use your Collective Agreement, stewards and union to exercise the rights and protections we negotiated to ensure a safe workplace, quality education and a manageable and reasonable workload.



What Faculty Can Do

There is mounting stress and legitimate anger about over-enrollment, limited consultation and practical direction from management to faculty. If we do not submit concerns through the appropriate means outlined in the CA, we can't make changes. The union can ask for workloads to be reviewed; however, multiple complaints to chairs which then go to WMG are much more effective (the union continues to advocate for partial load faculty who can't go to WMG).

Full - time Faculty Workloads

Our CA allows us to address these issues through the Workload Monitoring Group (WMG). We need to use this right. Full-time faculty can bring unreasonable workloads to WMG as well as issues where the number of students in class and the size and amenity of teaching facilities impact the ability to teach. If enough people bring their workloads to WMG, we will be able to prove that these issues impact faculty across programs, schools and the college. Determining class size is a management right, but faculty can use WMG when these decisions impact our ability to teach.

Too Many Students; Not Enough Seats

The VPA has directed deans and chairs that faculty must accept all students into our classes. We need to use WMG to advise the college why this decision is not the solution to the problem. When labs do not have enough equipment for the number of students registered, learning is impacted for all students. Over-enrollment may lead to students not having the means to meet outcomes. The college decided to increase enrollment but is not providing faculty with direction on how to manage the impact. Impacted faculty should send an email to their chair stating that they have more students than equipment/workstations and request the chair correct the problem. If the chair does not provide a satisfactory response, faculty can then proceed to WMG (see p. 22 of the CA).

Additional Hours and Overtime

Faculty note that some students do not meet entrance requirements for a college program. Again, faculty need to send an email to their chair outlining the concerns and the impact on their ability to teach and the ability for the students to learn. **Article 11.01G2 states that where atypical circumstances affect workload, additional hours shall be attributed.** Faculty need to advise their chairs that they need additional hours put on their SWF to allow additional out-of-class support to students who need extra help as a result of not meeting entry requirements.

Faculty should use the SWF calculator to determine, based on the class roster, if extra students put them into overtime. If so, faculty can decide if they want overtime or, if the overtime is greater than 47 hours, the college must correct the workload. Faculty should notify their chair if they are in overtime and ask for their workload to go to WMG if they are not in agreement with the overtime or if it's over 47 hours. When faculty email chairs, copy their steward and/or Liz.

Instead of meeting and sharing our concerns, our energies are best focused on leveraging the tools we have in the CA to make positive changes. Tony, Judith and Sonia heard a clear message at PAC last week about faculty concerns. Faculty issues are known by the union and senior management. The next crucial step is to take action using the steps available to us in the CA.

Why Volunteer Your Labour ? (Lieu Time = Air)

Have you been asked to volunteer for Open House or other events? We were on strike for 5 weeks: we want to have all of our work acknowledged. We lost considerable wages and were out for longer than necessary because the employer played games with us, and the college is still asking some faculty to volunteer to work? **Honour our work. Put it on a SWF.**

Lieu time is not a solution.

I used to have lieu time in another job. It was in the collective agreement. My workload would be reduced, and I would get time off. It worked. *It doesn't work at Fleming.* **Lieu time, in effect, is air. There is no such thing. It's not in the Collective Agreement.** If only the union got lieu time for the time we spend talking about lieu time with management at AUCC and WMG!

Article 11.02 A2 states: "The SWF shall include all details of the total workload including teaching contact hours, accumulated contact days, accumulated contact hours, number of sections type and number of preparations, type of evaluation/feedback required by the curriculum, class size, attributed hours, contact days, language of instruction and complementary functions."

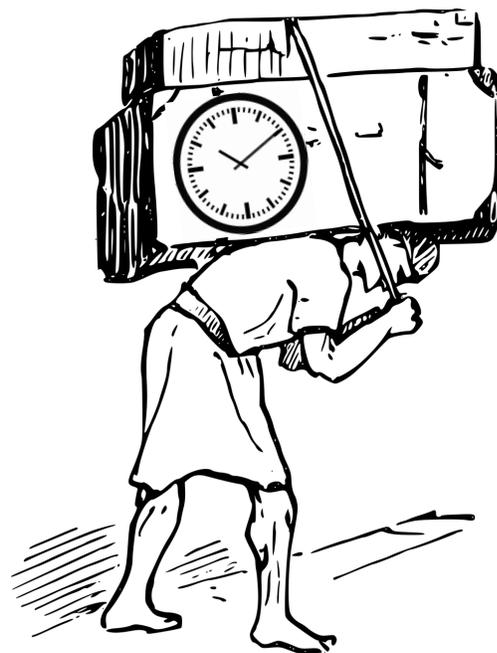
Work is recorded either on a SWF or under Article 11.08 (mutually agreed to work). The only other compensation is vacation, sick time or unpaid leave. Faculty are not in a position to benefit from "lieu time" unless the SWF is adjusted.

Faculty unscheduled time during the week when they do not have classes. This is not "free" time. Time that is not timetabled is work time. It is time on the SWF. Faculty work five full days. Where can they take lieu time?

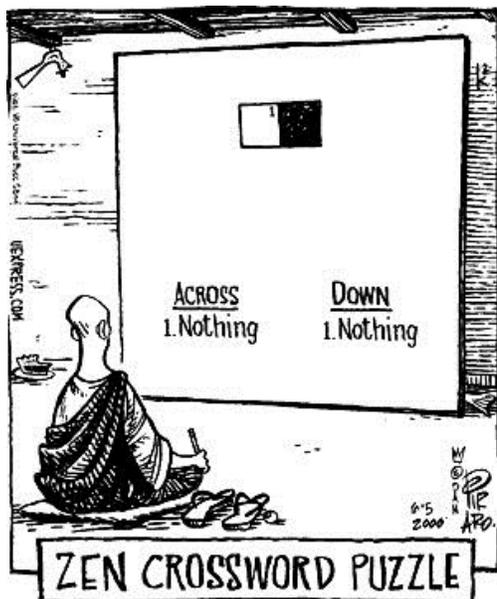
If you are given 4 hours of lieu time for working on Saturday, when would you take it? If you take in on Thursday when you have a timetable free day, when will you do your prep, evaluate and respond to email? Lieu time is air unless the SWF is reduced and work removed. Lieu time has to be swapped out with work.

Lieu time is not the solution. Putting all of our work on a SWF is. Offering lieu time can be seen as the college negotiating compensation with faculty outside of the CA.

Please contact a steward with questions if you are offered lieu time.



Mindfulness and Solidarity



Om, om, om, oh, the lineup to the cafeteria is long (breathe in, breathe out). There are a lot of students here, way more than usual (breathe in, breathe out). Must be the construction (breathe in, breathe out). No wait they are in my classes too some of them have difficulty writing sentences this is supposed to be mindfulness meditation it's not working no wait it's okay just observe your mind om om om om om om (breathe in, breathe out). I don't have time for this (breathe in, breathe out). I have to mark more papers there's so much more feedback and plagiarism takes time and there's all this work to document for WMG (breathe in faster, breathe out faster, get up and reach for asthma puffer).

I like mindfulness meditation. But it's fascinating to look at the bigger picture, not individual synapses or health benefits but the social consequences of being mindful.

Corporations love mindfulness: it reduces health costs. But what does it do for solidarity? Mindfulness accentuates *my* experience, not *our* experience. The emphasis is on observing and accepting whatever is going on. *Oh, I'm stressed.* The mindful response is what's that *feel* like? *It's just a feeling. Feelings come and go. Stay with that feeling.*

No thank you. It's no surprise that corporations pile on workplace stress and then encourage people to cope with it. But humans can do better than merely cope with a crappy situation: we can come together and change it. [Laura Marsh's "The Coping Economy"](#) is an excellent examination of the downside of corporate mindfulness.

Surprise! The Rich are Richer

[Oxfam's annual report on wealth disparity](#) ("Reward Work, not Wealth") notes that 82 per cent of the money generated in the global economy last year went to the wealthiest one per cent. The bottom half of the world's population received nothing. The new wealth accumulated in 2017 could have ended global poverty. Seven times over! [This video](#) is an eye-opening comparison between the perception and reality of income inequality. And its enormously skewed stats are even worse today.

