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## CCFA Executive

[Kelly Pitman](#), President  
[Mark Kunen](#), Vice President  
[Paula Leweke](#), Secretary  
[Al Morrison](#), Treasurer  
[Debbie Gascoyne](#), Chair, CMC  
[Judith Hunt](#), Chair, CNC  
[Kathy Lokhorst](#), Chair, PDC

### Members at Large:

[Leelah Dawson](#)  
[Bronwen Welch](#)  
[Patricia Gaudreault](#)

### CCFA Office:

[Erin Waugh](#), Admin Assistant  
[Peg Ford](#), Clerical Assistant  
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## UPCOMING EVENTS:

**General Meeting**  
March 21, 2013  
3:30 - 4pm  
(Video Conference)

**Annual General Meeting:**  
May 13, 2013 Interurban.  
11am - 2:30 pm.  
(times are tentative )

## From the Executive

*Kelly Pitman, CCFA President*

Hello and happy spring.

Since I am reporting to you officially this month in preparation for the CCFA General Meeting, I won't fill up this space with duplicate information.

Instead, I have a question. In the last two issues of The Confluence, Mark Kunen, our vice-president, wrote a two-part piece on the new college slogan: "change everything." We're curious what you think. What would you change, and what would you not change, about Camosun College?

Looking forward to hearing your ideas. In the meantime, may your last weeks of the semester (or wrapping up of the quarter) go smoothly.

## CCFA Professional Development News

Kathy Lokhorst PD Committee Chair

February was a busy month in the world of professional development:

- ◇ Long-term PD applications were reviewed and approved
- ◇ Spring Conference for the Federation of Post Secondary Employees was held in Vancouver
- ◇ PD fund budget discussions
- ◇ More than 50 short-term PD applications submitted, reviewed and approved
- ◇ 20 short-term PD applications required resubmission directions



The committee received 13 professional development applications for long-term funding. While I could not attend the meetings because of conflict of interest – I had my own application in the mix – I can report that the committee deliberated for several hours before agreeing to approve all applications. Congratulations to all applicants!

The FPSE Spring Conference is essentially a series of concurrent committee meetings with a plenary session on the Saturday morning. The meeting of the Professional and Scholarly Development Committee (PSDC) was held on the Friday night and Saturday afternoon. At these meetings, we mainly discuss current issues that arise at each of the locals by presenting institutional reports. Because each institution and each local handle their professional development funds differently, different issues usually arise. You may be surprised to know that Camosun has one of the most supportive systems for faculty development.

The fact that we meet several times during each fiscal quarter is quite atypical. Many of the committees meet once per semester or even as few as once per year for all applications. Some of the committees limit the maximum amount of funding to as little as \$750/year, but these locals allow faculty to build up their funds over 2-4 years, so they can attend conferences. Some locals grant

the funds like an allowance to purchase anything at all that they might need. Others grant larger amounts but to fewer individuals.

The end of the fiscal year always triggers budget presentations and discussions and our PD Fund is no different. The PD Committee began budget discussions to review the division of our PD fund accounts into activity types and funding periods. As usual, the most applications are received for activities during the first and second fiscal

## Biking With Beaker



By Guest Columnist Beaker's Buddy Bunsen

Once again, we've got some tips from an avid cyclist in your midst:

- Don't ride when the temperature has been below freezing unless you like random wipeouts and strained ribcages. If you are too hard-core to stop, stay on major roads, as Victoria doesn't have enough salt trucks to keep black ice off the side streets. And wooden trestle bridges ice up more than regular roads.

- My take on rain gear: invest in a solid jacket and pants, but skip the fancy booties; they are too dorky, and it doesn't rain hard very often here. Spare socks in the office are key. And the best gloves have neoprene backs - check the kayaking section at MEC. Install fenders on your wheels.

- You really need bright colours, reflectors and lights. And a helmet. I know someone who got car-doored in Montreal once. She broke an arm, but it was her helmet that split like a melon, rather than her actual melon. I was an early helmet guy in Montreal, and I was mocked, but 20 years later I ride on.

- Urban cyclists are anomalies, traffic guerillas. We exist in a twilight zone between the traffic laws and the real world of deadly, oblivious cars and trucks. Sometimes you are justified in riding the sidewalk.

- Bike choice is very personal. I prefer a road bike with narrow handlebars so I can go fast and sneak between lanes when necessary. Single speeds are low-maintenance, fast and hip, but you must grind away in the wrong gear a lot. Fixies are only for maniacs like Ron Driedger. Mountain bikes are robust, have many gears and an upright riding position for good vision, but shock absorbers waste your energy. Recumbent bikes are excellent ice-breakers with middle-aged bike nerds, and Tim and Ross like them, but they are low and less visible to cars. Hybrids do a bit of everything. Unicycles are slow and wear funny holes in your pants - trust me, I know.

- Keep your tires firm and your chain oiled, or you will be slow and squeaky with wobbly rims.

periods (April-June and July-September). It is important that funds are reserved for the other fiscal periods to support faculty who have scheduled development time in the Fall and Winter terms; if funds remain after these periods, perhaps reallocation is required. That is the discussion we will have. My next article will focus on the budget options.

In the meantime, Happy Spring! It has definitely arrived!

### CCFA BIKE TO WORK TEAM SIGN UP.

Bike to Work Week is May 27 to June 2. Let [Erin](#) (your Bonne Capitaine) know if you'd like to join "Beaker's Bikers" this year. In your message let me know if you want a t-shirt and if you have any team-building ideas you'd like to see implemented.

## Your Turn

Dear Mark,

I appreciate your views on the current college brand slogan. They seem to represent a reasoned response of an experienced academic viewing it from an internal point of view. As vague as my understanding may be, my sense is that the slogan is intended as an external message. The few students I have heard comment on the slogan have mentioned that 'it is perfect'. It seems that the message the slogan can convey is one that instills confidence that change is feasible, even tangible. Indeed, it is. Of course, the slogan also carries the message that Camosun College is a first choice for post-secondary education. This is something often heard from past students who found Camosun provided them with their best educational experiences. Should someone move from a previous realm of employment to a new career path then it seems quite possible that their experience at the college is a major step towards a sense of 'changing everything'. I can imagine many people working at the college are able to look back at their education and careers and see turning points that have this same sort of sense to it."

- Your 5th Reader.

# Contract Management: Know Your Rights!

Debbie Gascoyne, Chair Contract Management Committee



## The Student Complaint Process

It's that time of year again - end of quarter, end of term - and students are getting restive. The committee has been asked to help with several complaints recently, none of which have been handled in what I would describe as a "textbook" fashion, so I thought I would try to clarify some of the issues in the complaint process and look at some of the places it can go wrong.

I don't think it's useful to summarize or paraphrase the process itself. It's quite well laid out, although hard to find, on the Camosun website. You can find it, and get a printable copy, here: <http://camosun.ca/about/student-complaint-process.html>.

So let's have a look at some of the fuzzy areas. In some cases, the union and the college have a difference of opinion - it is probably helpful for you to know the union's position.

1. Anonymous complaints. This is one of the areas where the college and the union disagree. The union has consistently taken the position that we don't accept them. Period. If a student is not prepared to be identified, as far as we are concerned the complaint does not exist. The college takes the position that "it depends on the circumstances," and tends to sympathize with some students' complaints that they are afraid of retribution, for example, or that they may fail or get a lower grade because the instructor is annoyed. We suggest that the student who is named can be protected, and if he or she feels that he or she has been wronged, can take the appropriate action.

2. Whether or not the student must see the instructor first. Step One is talk to the instructor. The guidelines read that only *if the circumstances of the complaint make it difficult or impossible to meet with the instructor*, can the student meet with the Chair first. However, lacking any other criteria, the policy leaves it to the student to determine what is difficult and what is not. And it is true that some instructors can be intimidating, even without meaning to be so, and that there is a power imbalance that we need to recognize. So the process allows the student to speak to the Chair without talking to the instructor first.

3. Whether or not the Chair speaks to the instructor. If the student goes to the Chair without talking to the instructor first, it is the Chair's duty to speak immediately and clearly to the instructor, with the name of the student and his/her specific complaint in hand. The Chair can and should make it clear to the student that there is little the Chair can do unless the student is willing to identify

him or herself to the instructor or be identified by the instructor to the Chair. The Chair may be able to make suggestions that will help resolve the complaint, but should still inform the instructor that this has taken place. The Chair may try to mediate; ideally the Chair can facilitate a meeting between the student and the instructor whereby the issue can be discussed openly and perhaps resolved. The Chair may also inform the student of the services of the ombudsman, or help the student to put his or her complaint in writing to the instructor. It is NOT the Chair's job to go immediately to the Dean, no matter how awful the complaints may seem to be. In fact, it is NEVER the Chair's job to go to the Dean: the student owns the process, not the Chair.

4. Going straight to Step 3. This happens a lot. I've seen cases where the student has gone to the VP or even the President first. We would like to think that Deans would always make sure the early stages had been completed, but sadly this is not always the case. If you receive word from your Dean that there is a complaint, and you do not feel that Steps One and Two (or at the very least a full and satisfactory Step Two) have been completed, let us know. You are within your rights to ask that the process be stopped and restarted, and to seek union advice in doing so. We will intervene on your behalf if necessary.

5. Group complaints. First of all, see Anonymous Complaints. But we have been getting more of these: a student coming forward "on behalf" of the class. Too often this kind of situation can be one where one strong-willed student persuades others to jump on board. Often these kinds of complaints are very vague and general and difficult for the instructor to address. The process is really designed for one student to express his or her direct experience with an instructor. So, we don't like group complaints, and we will always encourage at best one student/one complaint, and at the very least that all students in the complaint are named, and that each student be required to assert the nature of his or her own complaints, not just sign a litany of complaints that may or may not reflect his or her own experience. It should be noted that this is another area where the college's position differs, again suggesting that "it depends" on the nature of the complaints.

Student complaints are difficult and stressful enough on their own. The last thing you want is to be feeling that the process has not been followed correctly. If you have ANY questions or concerns, please don't hesitate to contact me or any member of CMC. That your inquiry is completely confidential goes without question.

# My Travels in Mozambique

by Kathy Lokhorst

I had intended to upload photos and write blog posts each day I was in Xai-Xai but we actually were too busy for me to be able to do so. Our typical day started with an early breakfast (well, early for me -- around 6am, and with the daylight hours so short, it felt much earlier), early pick-up for the 1/2-hour drive to the institute, long day of working on the day's tasks at the institute or around the town with only cookies and sweet coffee for sustenance until mid-afternoon, shopping for groceries, return to the hotel to do the work needed for the next day, then walk to the restaurant of choice by which time it was dark again and felt so very late, reading my e-book on my phone while it was plugged in until I fell asleep... I did manage one entry, though. Here's what I wrote about work:



## 1st Day of IICXX work

Okay, that's kind of a weird acronym, I know: IICXX is the abbreviation for the college or institute at which we are working here in Xai Xai: "Institute Industrial Commercial of Xai Xai 7th of September".

We were at work this morning, going through the list of items we are to cover this week. Seems like a poor use of 20% of our time...but I guess I, too, have to develop some sort of relationship with these people before we can get to work. Tomorrow we'll start at 7:30, with the meeting with the female Tech students at 8:00. Should be pretty normal. I am looking forward to it, a bit. I'll wear my blue dress tomorrow. :) Then we have a second meeting, with the teachers, to get their feedback on the curriculum.



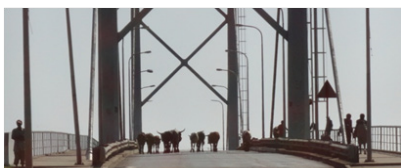
Sounds low key, eh? Those of you who know me know what I mean. I think the lack of balanced meals was depleting my energy, too. It was difficult to cook in our rooms, although we did have an almost full kitchen. Well, the fridge was in the living room, but we did have a gas stove and I washed everything really well. By the end of the week I was really craving fresh veggies. You see, I broke down and had a salad with my dinner. That's probably why I got so ill... fortunately, I had brought a Dukorol pill with me, and that helped my stomach recover.

Our meetings with the instructors and with the program Advisory Committees were all successful. They appreciated the guidance with policy development and consultation procedures. Discussions about supporting women in technology programs began the development of networks between students and with faculty. All very exciting progress...

I really started to understand my physical and emotional needs in Africa. That meeting with the female students was enlightening. As happened in Tanzania when I opened the floor to questions, the number one curiosity was whether any of us (the female faculty members in attendance) was married and had children. They wanted to know if being in Technology meant putting their own families on hold. I realized that although I had decided that I would delay starting my family until I had established myself as a professional engineer, I changed my mind when my priorities changed: when I realized I was in love, I also realized that my values and principles were more aligned with the betterment of family and society than of self and ambition.



These young African women already knew what they needed and wanted to do. They realized that the future of their society depended on their ability to be successful for their families and country. An education in technology helps their country to be more successful and empowers them to care for their own families.



I thrived in the open and caring attitudes of the African people with whom we interacted. Certainly, in some ways they are stuck in past behaviours but over all, they are very interested in learning how to move forward to make their world better. I loved being there and helping to make a difference. I offer my thanks to the Canadian International Development Agency for coordinating the project pairing and to Camosun for giving me the opportunity to participate.