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CCFA Executive

[Mark Kunen](#), President
[Paula Young](#), Vice President
[Brent Wassermann](#), Treasurer
[Blair Fisher](#), Secretary
[Debbie Gascoyne](#), Chair, CMC
[Judith Hunt](#), Chair, CNC
[Jacquie Conway](#), Chair, PDC
[Kelly Pitman](#), Member At Large (Past President)
[Tom Rippon](#), Member at Large
[Tanya Kirkland](#), Member at Large (Term Representative)

CCFA Office:

[Erin Waugh](#), Admin Assistant
[Peg Ford](#), Clerical Assistant
Web: www.camosunfaculty.ca

Would you like to be on the Executive?

Mark Kunen, CCFA President

Executive elections will take place on May 1st at the CCFA AGM. A call for nominations is included in this issue of the Confluence and will soon be distributed to all CCFA members via email. I urge everyone to consider standing for an executive position or nominating someone to fill one. The Executive provides a good forum for working with other faculty members to strengthen your union and, in consequence, to help keep the college a good place to teach, work, and learn.

No one owns an executive position. All positions have one-year terms. The idea of taking on an executive position may be intimidating. It was to me when I started. However, many of the skills that faculty members bring to their college assignments are transferable to union work: curiosity, attention to detail, the ability to work independently and in groups, the capacity to listen well and to learn quickly, and, most of all, the ability to think critically and to seek and find middle ground. Many if not most faculty members qualify. Of course, it helps to be interested in union matters.

The time demands of the member at large positions, the Secretary and Treasurer roles, and often even the VP position are not huge, and these roles provide good vantage points for considering other positions. Still, most if not all executive positions have at times been filled by people with no previous experience on the Executive. If you feel your union can benefit from your ideas and your energy, why not seek a position?

Here are some observations that may be useful for you to consider:

All executive positions require an understanding of the following:

- The Executive is the governing body of the union between general meetings in accordance with the CCFA Constitution and by-laws.
- The CCFA is an autonomous entity, not subject to the college's hierarchy. At times, the Executive may stand in opposition to the College administration.
- The Executive meets for two hours every two weeks. The meetings are NOT at 7a.m though at one time they were.
- Executive members bring ideas from their disciplines and departments but serve the membership as a whole.
- Executive meetings operate for the most part by consensus. All members have equal voice and voting rights (when votes do take place). The most important requirements are regular presence at meetings and an open mind. Dialogue often results in collective decisions that improve on what any individual member brings to the discussion.

Members at Large

No defined responsibilities are intrinsic to members-at-large positions except

for participation in executive meetings. These members may accept specific responsibilities, such as joining sub-committees or heading projects agreed to by the Executive. Key roles for members-at-large are to be known and visible to faculty members as members of the Executive and to contribute to decision making.

Release time: currently none

Treasurer and Secretary

The Treasurer is responsible for presenting an annual budget and regular financial reports to the membership at general meetings. The Secretary ensures that minutes are taken at Executive and General Meetings. In practice, minutes are usually taken by the Administrative Assistant who also tracks the flow of income and expenditures. Both of these positions include signing authority.

In practice, these positions are similar to the member at large roles.

Release time: currently none

PD Committee Chair

The Chair of the PD Committee oversees the PD program with the support of the CCFA office staff. Much of the work of the CCFA office is devoted to the administration of this program. The Chair's responsibilities include the following:

- Understand PD guidelines and procedures and discuss and explain to the PD Committee, the Executive, and the membership these guidelines and processes and possible changes to them;
- Chair PD Committee meetings, which occur every second Tuesday afternoon from 3:30 – 5:30;
- Explain to members the status of their PD applications, sometimes through difficult conversations;
- Understand Collective Agreement language relating to PD and its interconnections with SD and be familiar with relevant tax regulations.

Release time: currently 25%

Contract Management Committee Chair

The CMC Chair organizes the work of the Contract Management Committee, the main tasks of which are to monitor the application of the collective agreement, to challenge violations of the agreement by the administration, to take forward grievances when necessary, and to inform the membership of key elements of the collective agreement.

The responsibilities of the CMC Chair include the following:

- Chair bi-weekly meetings of the CMC;
- Become familiar with the Collective Agreement and labour law;
- Organize the duties of committee members;
- Consult as necessary with FPSE staff representatives and to participate in meetings of the FPSE Contract Administration and Review Committee (CARC);
- Contact with the administration on matters in dispute;
- Write or ensure the writing of grievances letters;
- Ensure the keeping of records of CMC work;
- Report regularly to the Executive and the membership.

Useful attributes for the CMC Chair include good writing and speaking abilities, patience, research capability, and the ability to stand firm combined with a willingness to compromise when necessary.

Release time: currently 100%

Contract Negotiating Committee Chair

The CNC Chair organizes the work of the Negotiating Committee and, in collaboration with the Committee and the membership, prepares negotiating positions during bargaining years.

If, as expected, the next three years are not negotiating years, the principal duties of the Chair may include the following:

- Chair meetings of the Negotiating Committee as necessary;
- Arrange training for current and future CNC members;
- In conjunction with FPSE, develop strategies for the 2019/2020 round of bargaining;
- Represent the CCFA at meetings of the FPSE Bargaining Review Committee and consult with FPSE staff representatives as necessary;
- Study other collective agreements and comparable bargaining settlements;
- Report regularly to the Executive and the membership.

Key attributes for this work include research capability, attention to detail, a keen interest in language and the precise meaning of words, assertiveness balanced with flexibility, and a creative approach to problem solving.

Release time: currently 100%. (It has been considerably less in non-bargaining years.)

Vice-president

The one specific duty of the Vice-president is to chair the Code of Ethics Committee. Recently, including this year, the VP has led that committee in review of the Code of Ethics with an eye to possible recommendations for changes. (The Committee plans to recommend Code changes to the Executive in the next few weeks.) The Vice-president has signing authority.

Beyond that, the Vice-president is responsible for assisting the President as necessary. A crucial element of the VP's role is to be willing and available to become President should the President leave or be unavailable.

Release time: currently none.

President

The specific duties of the President are as follows:

- Develop the agenda for Executive and General Meetings and chair those meetings;
- Represent the CCFA on Presidents' Council, the governing body of FPSE;
- Represent the CCFA to the College president, the Board, and the media;
- Ensure CCFA representation on appropriate Joint Committees;
- Report to and be available to the membership on a regular basis;
- Supervise office staff, as necessary;
- Act as an ex officio member of CCFA Standing Committees;
- Have signing authority
- Serve on the Labour Management Committee along with the CMC and CNC Chairs.

The President must do his or her best to speak to and for all members.

Release time: currently 75%.

In conclusion, a priority of this year's Executive is to broaden avenues of communication with the membership and to encourage members to participate in union activities. Whether or not you seek an executive role, please become familiar with the responsibilities and work of your Executive. A well-functioning union is one in which ideas and information flow freely between the Executive and the rest of the membership.

Please note that CCFA members are welcome to attend Executive Meetings as observers. The next meeting will be tomorrow, April 10th from 12:45 – 2:45 in WT 204.

Executive meeting notes are posted on the CCFA website.

Please let me or other Executive members know if you have questions.

Congratulations to Francis Yee!

The FPSE International Solidarity Fund Committee awarded \$4000 for a project proposed jointly by Francis and VIDEA (the Victoria International Development Education Association). The project, Equality for Growth (Tanzania), is intended to empower female workers in Tanzania through legal and human rights education, and advocacy to eradicate poverty and enable such women to work on an equal footing with men. The proposal was endorsed by the CCFA Executive. The project is a further expression of Francis's commitment to improving the lives of Africans. He and Francis Adu-Febiri have carried out many worthwhile projects through the African Awareness Committee.

Faculty Spotlight:

Kelly Pitman, Member at Large

Last week I had the pleasure of meeting and talking with Morgan Sargent. Morgan has been at Camosun College for six and a half years and teaches Aboriginal students at the Victoria Native Friendship Centre. Morgan has a research interest in the issue of educational success among boys and men, and we talked about this work.

Female graduates now far outnumber male graduates in Canadian universities and colleges, while men still outnumber women in the most prestigious and well-paid professions. That, Morgan says, demonstrates the patriarchy at work on both groups. Morgan tells me that his students at the Friendship Centre are only 25-30% male and that he loses more male than female students during the term. This, he says, is part of a larger problem for boys and men seeking to educate themselves and better their lives. In essence, he argues, "masculine identity affects the way that male students function in the education system" and "the more men identify with patriarchy, the more difficulty they have succeeding in school." Conversely, boys and men who identify with "more feminized values" do better in school and are more likely to complete their educations.

What are feminized values? In essence, Morgan says, the world in which we operate rewards people who are willing and able to ask for help, but male students raised to identify with dominant ideas of maleness are more likely to feel they have to "do it on their own." They hide weakness or difficulty with the material or the assignments and therefore are less likely to benefit from their teachers' or their colleagues' help.

I have to say, Morgan's insights ring true for me. I teach in a subject area in which dialogue and intellectual and emotional openness, a kind of double-barrelled vulnerability, are key to learning. While many of my top students, grade-wise, have been male, I have certainly experienced a greater reluctance to talk in class, to seek guidance, and to seek feedback among my male students. In fact, I have found the issue interesting enough to assign to my writing class an article on low male graduation rates in Alberta, which has the lowest overall participation rates in post-secondary education in Canada and particularly low rates among young men. Much of that is explained by the availability of ready money. That is, oil. Also, of course, so-called "unskilled" labour positions typically occupied by men (e.g. construction) are more

highly paid than those traditionally occupied by women (e.g. service). However, Janice Paskey, the author of "Where are the Boys?" also identifies some other potential causes, including teaching strategies, the negative feedback loop of poor performance, and a paucity of male teachers in the K-12 system. Morgan nods when I mention these problems.

In response, Morgan offers this insight. As we have worked on developing a gendered understanding of women, we have not kept pace in developing a gendered understanding of men. The gradual dismantling of the patriarchy leaves men who are struggling with gender identity few places to go. "Jails," Morgan says, "or so-called 'Men's Rights' groups," only make the problem worse by emphasizing rigid and outmoded ideas of masculinity that can trap men into working against their own interest in being healthier and more flexible human beings with sustaining and sustainable relationships.

I ask Morgan whether he finds that the performance of his male Aboriginal students differs from the trend. He replies that men (and women) with a "strong connection to community and to culture" are, in fact, less alone and thus more likely to succeed. But it's still an issue, and his goal is to increase the success rate of his male students. To that end, he brings discussions of gender expectations for both men and women into the classroom. He also feels that we need to address gender in a more thorough and nuanced way when we are training teachers. He is currently working on stimulating discussions among instructors as to the ways in which their own gender identities affect who they are in the classroom.

Morgan is also in the process of indigenizing not only curriculum but the classroom itself. To that end, he will be participating in a panel hosted by the CETL in June. Morgan is a passionate and articulate speaker and thinker—you'll want to see him in action. More details to follow.



As we prepare to go our separate ways toward the long weekend, I ask Morgan to tell me his favorite part about working at Camosun College. "I love teaching," he replies. Enough said. He has certainly taught me a few things in our short talk, and I imagine his students, male and female, go home each day thinking new thoughts.

With the tentative provincial settlement signed, we are now bargaining locally. The negotiating team (Mark Kunen, Randy Tonks, Kelly Pitman, Debbie Gascoyne, Leah Squance from FPSE, and me) met with the employer's side (two deans: Dominique Bergeron and Richard Stride; three people from HR: Bonnie Donnelly, Sonja Kennedy, and Barb Severyn; a representative from PSEA and a hired negotiator) on April 1 and 2. Both sides tabled all their proposals, explained the reasoning behind them, and asked questions to clarify the other side's proposals. Since then, we have caucused to discuss the ramifications of what the employer's side is proposing and to decide where we might be able to make some headway during the next negotiating meetings coming up in April and May. We are hoping to finish all the negotiations by the end of May and ratify the tentative agreement before the end of June.

If you have any questions, please contact me at huntj@camosun.bc.ca or speak to any of the members of the bargaining team.

Reflecting on Three Years

Debbie Gascoyne, CMC Chair

On May 1, when we elect the CCFA executive for the upcoming year, I will not be putting my name forward again to be Chair of Contract Management. I didn't make the decision lightly, and my reasons are, as is always the case in these decisions, complicated, but a significant factor is that I have been approved for long-term PD funding to finally finish a PhD that I had to abandon quite a number of years ago. So, I have a lot of regret at leaving a position that I've felt privileged to hold, but also a lot of excitement at this new opportunity. It seems, then, appropriate at this time to reflect a bit on what I have learned in the three and a half years I've been in this position.

Perhaps the greatest benefit has been the opportunity to meet and get to know people in all areas of the college. Not only do I meet faculty members from every school, but I have also developed relationships with all the deans, the deans' assistants, and other support staff, not to mention all the staff at all levels in HR. I think we overuse the term "silo"; there are, in fact, ample opportunities for people to meet and work with others outside your area if you want to. That said, working in Contract Management has brought me greater insight into both the similarities and the cultural differences between all the schools and departments, and I've met and talked to so many wonderful people of all ages and levels of experience at the college.

This job has given me the opportunity to learn about and to some extent participate in some of the key decision making processes at the college. Again, these opportunities are technically there for everyone, but I think being in a position like this helps both to make invitations to participate more likely and to provide the time for such participation.

I've learned that many of the problems you might be encountering in your department are probably shared by more other areas than you might suspect. Everyone feels over-worked. Everyone feels under-appreciated. There are great working relationships, but there is also, sadly, conflict. Where people are passionate about their work and their way of doing things, unfortunately the perception

can arise that someone else is "doing it wrong," and that is perhaps the single greatest source of inter-personal conflict in this college, no matter the department.

I have learned the workings of the complaint and grievance process, both of our local collective agreement and what happens at FPSE. I've learned a whole slew of FPSE acronyms: CARC (the Contract Administrators Review Committee) and GARC (the Grievance Arbitration Review Committee) and gotten to know the staff reps at FPSE and all the fellow "chief stewards" from other FPSE locals.

I've put in a lot of travel miles – too bad all the air miles go to FPSE! Back and forth to Vancouver for CARC meetings, if feels like more times than I can count; back and forth to Ottawa – twice – for the Senior Grievance Officers forum held by CAUT (the Canadian Association of University Teachers).

I have spent time with people sometimes when they are experiencing some of their worst work-related stress and anxiety. Probably the hardest single day for me in these past years was in April of 2012, where I was present at three meetings where many people were told that their jobs were being cut. It was my privilege then to be a witness for fellow faculty members facing that situation with dignity and strength.

On the other hand, it has also been a great pleasure to be able to be the messenger of good news. I'll never forget the day when we learned that we'd finally been successful in getting three of those laid-off faculty members reinstated. And there are the smaller (though not to the members concerned) and more frequent victories of getting people regularized, helping people through the maze of issues around sick leaves or returns to work or term contracts.

It's been a steep learning curve, and I still feel that I have a lot to learn. I've gained some – but by no means complete – knowledge of the collective agreement. I've learned



to be more diplomatic, though I know sometimes I'm still too outspoken. I've learned a bit more about when to speak and when to stay silent. I was already a good problem solver and a very good listener, and I think that those skills have stood me in good stead. I've taken a course in Stewardship from the Canadian Labour Congress Winter School, and two courses in conflict resolution from the Justice Institute, and would still like to learn more about labour law and labour relations issues. Along with the committee, I've seen members through two very different forms of mediation processes, investigations, job loss, early retirements, and budget cuts.

So what do I think are the most important qualities for the next person to hold this position? You need to be able to speak clearly, to argue cogently and to listen patiently. You need to be well organized and thorough and to be able and willing to spend long periods of time reading and discussing the finer points of the collective agreement along with the other members of the committee. Above all, you need to care about people and their problems, and to have a genuine wish to help.

This is not immediately good-bye, as I technically hold this position until the end of August and will be around in May and June to help train my successor. I do, however, want to take this opportunity to thank you all for the past three and a half years. It's been a privilege.

A Call to Arms

Judith Hunt, CNC Chair

If someone had told me five years ago that I would be chair of the committee negotiating the CCFA collective agreement, I would have said that they were crazy. I had no ambitions in that regard, and very little experience in anything to do with unions at that point. However, one thing led to another, and here I am in my third year in the position and well into my second round of bargaining.

In my case, as it is with many others', my relationship with the union started with my fragile position as a term person at the college. Having been hired into the English Department in Arts and Sciences in 2003, I found myself, along with several of my colleagues, being shifted into a different school in 2004 due to what was called "Access Renewal". Consequently, rather than being one of two term people hoping to be regularized in a department, I became one of six, and the prospect of a continuing position suddenly became considerably more distant.

In the five years that it took for me to become full-time continuing, I experienced various troubles, including not having my right of first refusal respected, not being given a permanent position despite having become a department chair, and having my benefits erroneously cut off (twice!). I fought administration, consulted with the union, and learned about my rights. Once I became a chair and gained some security, I started advocating for the rights of the term people subsequently hired into the department, knowing how important it was to ensure that they got what they were entitled to.

In January 2011, I stepped out of the department chair role. At that time, Kelly Pitman, then chair of the Contract Management Committee, asked if I would serve as a committee member. I agreed and thus spent the next year learning more about the collective agreement and the types of problems, both big and small, that faculty members were having getting their rights. I was happy to serve as a member of the committee and continue teaching full time,

but then suddenly in 2012 the province cut the college's budget and layoffs were in the offing. Of the six people on CMC, three of us had layoff notices. One of the people was me, and one was Darryl Ainsley, at that time chair of the Contract Negotiating Committee.



Luckily, I didn't lose my position, but Darryl did, and with other layoffs imminent in my department, it seemed that taking on his position as CNC chair might not only serve the union, but also help my colleagues. It was a scary move to make, especially since I had never been on the committee and we were going into a negotiating year. However, with the help of the more experienced members, I somehow managed to get through the first round and am now taking on a second one.

So, what's the point of me telling you all this? My main point is that I mostly learned how to do union work simply by doing it, along with being coached by my colleagues, by asking questions at FPSE meetings, and perhaps by having some blind faith that it would all work out. With a willingness to ask questions and learn, anybody can gain knowledge and experience. It doesn't take any special quality to do union work – I'm the proof of that – it just requires taking a first step and making a certain commitment.

I hope that some of you, through reading this, will consider doing just that. If you do, you will be rewarded with increased connections across the college and the province, a heightened awareness of how the college and government work, and a satisfying sense of helping to make lasting improvements for yourself and others. And if you need to ask a question or two or get some assistance while you're doing it, rest assured: there are many of us, myself included, who would be more than happy to help.

From the Executive

Presidential Search

The Executive met with the three short-listed candidates for the presidency of Camosun. We were allotted 45 minutes with each candidate. The condition was that we maintain confidentiality concerning the candidates' names and, of course, what they said. The Executive bore the heavy responsibility of representing the whole CCFA membership. I would have preferred that the short-listed candidates appear before the college community as a whole. After the discussions each Executive member was given a short electronic questionnaire to fill out in response to each candidate, and the Executive offered a collective response and recommendation (which must remain confidential).



The Executive asked each candidate these questions:

- How would you set the tone for union/management relations?
- What do you think is Camosun's most pressing problem?
- How would you ensure that you'd be president of the whole college, not president of the administration, in a way that would support diversity, inclusiveness, and community?
- How would you balance risks and benefits pertaining to international education?
- If you become president, how would you like to be remembered after you leave?

I realize that presenting the questions without regard to the answers is like giving only one team's score in a baseball game, but it's the best I can do given the requirement for confidentiality.

Many thanks to Nancy Sly for her work as liaison between the Board's Selection Committee and the Executive.

The Executive is continuing with discussions with Human Resources about a proposed Employee Engagement Survey to be administered in the fall. We're seeking changes to the survey to improve its connection to the nature of faculty work and to allow scope for employees to comment on the college as a whole, not just on their particular area of work.

Confluence breaks into poetry (sort of)!

Last night Judith and I were conferring by email about this issue of *The Confluence*. Judith mentioned that she was working on two articles. I replied that I was trying to do two too, and that it was fun to see those words together. Judith responded with this compelling jingle:

*To do two too
To do two too
To do
To do
To do two too*

Now that we've started, how about some more submissions of poetry?

From FPSE

Cindy Oliver announced at the Presidents' Council meeting in January that she will not run for the FPSE Presidency at this year's AGM. She is retiring. Cindy has been the President of FPSE for 14 years. She is a strong advocate for public post-secondary education, for the membership of FPSE, and for the labour movement as a whole. I am sure the AGM will feature a strong expression of gratitude to Cindy for her devotion. FPSE now approaches a period of transition.

The FPSE AGM will take place in Kelowna this year from May 12 – 15th. The CCFA is entitled to at least 10 delegates. Executive and CCFA Standing Committee members have priority, but there are likely to be spaces for other CCFA members to attend. The theme of this year's AGM is "Open to Learning". Please let me know if you're interested in attending. You can view the draft program at www.fpse.ca.

The Capilano University Faculty Association is on strike. Key issues include academic freedom and the democratization of the university. On behalf of the CCFA, I have sent a message of support to the president of the Capilano Faculty Association. The FPSE Defense fund will provide support to the people on strike. No one goes on strike lightly. The job action indicates a strong commitment to principles that are important not only at Capilano but throughout the provincial system. More information about the strike is available on the FPSE web site.

FPSE's Open the Doors campaign is underway. The campaign emanates from a decision at last year's FPSE AGM to allocate \$1 million to promote a vision of post-

secondary education that contrasts sharply with the government's funding and program initiatives. The campaign focuses on diminishing public funding for post-secondary education, program cuts, and burgeoning student debt. A strong theme challenges the myth of scarcity in regard to resources for education.

The idea is to build public support for restoring funding and a fuller range of program choices to the post-secondary education system. The campaign will depend on building and strengthening a network of supporters, largely through social media contacts. If you haven't done so yet, please take a look and consider offering your support. http://openthedoors.ca/?recruiter_id=38

Call for Nominations

For Elections at the CCFA Annual General Meeting: May 1, 2015

Each year at the Annual General Meeting, in accordance with the CCFA Constitution, elections are held for the following positions:

Executive Committee positions:

- President
- Vice President
- Secretary
- Treasurer
- Three Members at Large, one of whom shall be the past president
- Chair, Contract Management Committee
- Chair, Contract Negotiations Committee
- Chair, Professional Development Committee

All terms of office shall be for one year commencing September 1st following the AGM.

A list of nominations will be circulated to the Membership three (3) working days prior to the AGM (April 28, 2015) and therefore nominations must be received by the Nominations Committee no later than Monday April 27, 2015 at 4 pm to be included on this list.

A full description of Executive Committee positions and duties is available under Articles six (6) through eight (8) of the CCFA Bylaws can be found here: [BYLAWS](#) or by contacting the CCFA office at local 3655, or by email to waughe@camosun.bc.ca. A fuller description of what the Executive Committee does appears on page 1.

If you wish to nominate a colleague for any of the above positions, please complete the attached form and forward it to the Nominations Committee. The paper copy of this form must be signed by both the nominator and the candidate, and received by the Nominations Committee by April 27, 2015. Nominations will be accepted from the floor at the meeting on May 1.

If you have any questions, feel free to contact Nancy Sly at local 3019 or by email at sly@camosun.bc.ca, Patricia Gaudreault at local 4179 or by email at gaudreaultp@camosun.bc.ca or Erin Waugh in the CCFA office at waughe@camosun.bc.ca.



2015-2016 Executive Committee

NOMINATION FORM

PLEASE RETURN PAPER COPY OF THIS FORM TO

Nominations Committee

c/o Young 221, Lansdowne Campus

NO LATER THAN Monday, April 27, 2015, AT 4:00 P.M.

PLEASE NOTE: SIGNATURE OF NOMINEE IS REQUIRED

NAME OF NOMINEE (print): _____ Local _____

NOMINATED FOR CCFA POSITION OF _____

I CONSENT TO BEING NOMINATED FOR THIS POSITION:

NOMINEE'S SIGNATURE: _____

NAME OF NOMINATOR: _____

NOMINATOR'S SIGNATURE: _____