



# THE *Quality Times*

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Strike Bulletin of OPSEU Local 655  
Cambrian College Academic Personnel



## Negotiations Update

Go to the OPSEU website for the latest on bargaining.  
**WWW.OPSEU.ORG**

## Meeting/Social

A general meeting and social will be held this Friday, March 17.  
**Time:** 11:30 a.m.  
**Place:** Navy League Hall

It will start with a light lunch of sandwiches and coffee.

That will be followed by a general meeting. Then it will be time for a bit of fun.

Are you and your team working on a skit, song or whatever yet?

## 'Meaningless'

Students are calling a colleges' guarantee they won't lose their semester because of the professors' strike "meaningless," according to a Canadian Press story on the web.

The Canadian Federation of Students says such guarantees may look good on paper but are meaningless, especially given the lack of specifics.

Federation Ontario Chair Jesse Greener is quoted as saying he's concerned about the lack of detail, and called the want of action by the Ontario Colleges and Universities minister, Chris Bentley, "disgraceful."



**Visitors:** Region 6 OPSEU executive board members (from left) Peter Wall, Sue Brown and Richard Larcher join Local 655 President John Closs on the line in a show of support Tuesday.

### Won't lose year?

## Management promise doesn't fool students

**"I**t's a joke. A massive joke."

Students' reactions to management's guarantee that they will not lose their school year has been met with laughter, and skepticism. "My teachers have skills that it takes years to perfect." A flute major in the Music program at Cambrian College, this student, who did not wish to be identified by name, knows the quality of education that her professors bring to the table. "They spend their lifetime perfecting their talents. The Deans don't know which hole to blow in. It's like me going to a patient and saying "you have osteoporosis" when their leg is broken. "It's wrong."

Dr. Charlene Biggs, faculty in the Music program, agrees. "Music is something that you begin to study at the age of five, and in fact, you never stop learning."

"Our Deans have no basis for evaluation and no experience in our



**Dr. Charlene Biggs (left) with student.** field of study." Rob Baker, Professor in the Power Engineering Program is worried about the students' future. "Students receive qualifying experience from our classes that are recognized by the T.S.S.A. (Technical Standards and Safety Authority). You must be a power engineer or operating engineer to run the labs. This presents a dangerous and illegal situation."

"How can my Dean adequately teach me to perform high quality patient care?" asks a frustrated 4th year Bachelor of Science and Nursing Student. "I don't like the position the Dean has put us in. They've found someone inside to supervise placement, but I don't want to cross the picket lines. I support the strikers, and I shouldn't have to choose."

**Visit Local 655's Website for more information**  
**WWW.OPSEU655.CA**  
**Strike Headquarters Phone: 521-1530**

## Writing Letters

**Letters as faculty will make a difference. You may want to consider:**

☛ *quote event/media and then state your response*

### Event

i.e. Media

- Robert Gillet, President, Algonquin College advised that "with or without faculty back colleges will determine the essential level necessary to complete each course and management will teach the classes if required."

### Response

- rhetoric not conducive to the resumption of negotiations  
- appears retaliatory for union's decision to register complaint re: bad faith bargaining  
- insulting to the profession of teaching

☛ *state your views on what you see as quality education issues*

☛ *state resolution you are seeking*  
i.e. negotiation and back to work

☛ *generally*  
- stay under one page  
.stay focused  
- short paragraphs - one point per

It is a good idea to get our letters into the major local newspapers, namely The Sudbury Star and Northern Life.



Tworo



Bischoff



Sumner



Johnson



The Lamothe Street 'Advisory Group on Quality Education'

# Quality Education: How do YOU define quality?

The term “quality education” remains the hot button topic at the centre of our strike. Management defines it as upgraded facilities. Students equate quality education with the ability to secure employment in their field upon graduation. The media reports that quality education means getting students back into the classroom...no matter what.

When faculty on the picket lines were asked to define quality education, the answers included more details than have been previously reported...and more solutions.

**Christine Tworo**  
*Professor-Accounting*

“I am concerned about the evaluation factor.” Currently, Christine uses projects, essay questions, short answer questions and individual case studies to evaluate her students’ level of comprehension. She is concerned that if management decides to mandate multiple choice questions in order to free her up to teach more classes, that a fair number of her students will fail. “Not all students are good at multiple choice questions.”

**Frank Bischoff**  
*Part Time Professor-Early Childhood Education*

“Our kinds of students are bright. In some cases, they are the first in their families to pursue post-secondary education. A large percentage is mature students and up to one-third are single parents with additional responsibilities. They require extra time to meet.” Frank has been teaching for 30 years, and has recently returned to his profession of passion as a part-time professor. He has always tutored students, and recalls a time when 19 students were in his office at once, requiring additional support. “Once you get to know your students, you can determine what they need and offer them your support.” As little as 4 weeks ago, Frank took a student to the counselling office for help.

**Judy Sumner**  
*Professor-Chemical Engineering Technology*

“Quality education means more full-time faculty,” she states with conviction. “I spend more time training and following up on part-time faculty because they don’t have the time to spend with their students. When the part-time professors leave for the day and the students have a question, they come to me and this takes extra time. Management rewards part-time faculty by laying them off. The solution is to hire these part-time teachers as full

time.” Judy adds that she was a part-time professor from 1972 to 1989. “I teach math tutorials and have over 300 names to learn in each semester. Students expect that you will know them by name. They like that.”

**Bob Johnson**  
*Professor-Mining Engineering Technology*

“As students learn they need to have access to the resources that they need to solve the problem at hand. Part of these resources include guidance from someone who knows the solution to the problem. That’s teaching.” He adds that independent learners are frequently frustrated during the learning process, feeling that in a moment of uncertainty, they have no one to turn to.

**Lamothe Street ‘Advisory Group on Quality Education’**  
*Variety of Programs*

When asked to define quality education, an entire group of impassioned faculty members chimed in to add their responses to the chorus of solutions.

“It’s responding to individual needs. College is all practical application and larger classes make this difficult to achieve. In the fields of Social Services, it’s especially important that we know who we’re sending out there.”

“We need time to connect with students; to identify which ones are struggling and determine how we can help them to succeed.”

“We must establish learning styles and respond. This includes making sure that the students are getting what they paid for. Course content must be relevant and current.” One faculty member added that her courses are new preps every time she delivers them because of the need to remain at the cutting edge of materials, and to keep ideas and examples fresh.

“Groups of students are never the same. Students these days carry so much baggage with them. The students have changed over the years.”

“You need time to read their assignments in order to provide appropriate feedback to them. You can get into a rut of offering the same comment over and over again, but no one wants that.”

“You must establish relationships with your students. Relationships give you credibility. Your students need to trust you in order to trust others, and this starts with the teachers.”

“When students are in trouble, they come to you.”  
“College is practical. It’s the application of theoretical learning. Teachers model the behaviours expected in the workplace. What you see outside the classroom is quality education.”