

newsletter

College Faculties Federation of B.C.

February 15, 1978

College Faculties Federation of B.C.

-- JOINT CONFERENCE WITH SOCIETY OF VOCATIONAL INSTRUCTORS
ANNUAL CFFBC CONFERENCE AND ANNUAL GENERAL MEETING
SET FOR MAY 10th to MAY 13th

Douglas Community College will host this year's Conference and Annual General Meeting.

The Society of Vocational Instructors will join with the CFFBC for the conference portions. Meetings will be held at the Richmond Campus of Douglas College, and at the Richmond Inn.

A questionnaire has been provided to each member association, for distribution to faculty, requesting faculty input into forming conference topics.

Members of locals of the British Columbia Government Employees' Union (BCGEU) will be invited to participate in the conference.

Three major committees have been struck to prepare position papers related to issues of major concern in the college system. They are: (1) labor relations, (2) a province-wide union, and (3) distance learning. The provincial government is expected to announce creation of a new provincial institute called the Distance Learning Institute within the next few months.

A joint CFFBC-SVIBC committee will be formed to look at professional development concerns and formulate conference topics and sessions in important areas.

Last year's joint conference attracted over 180 delegates, and a larger number is expected to respond this year. Many issues rising from the Colleges and Provincial Institutes Act will be discussed.

Conference organizer is Anne Frost of Douglas College. Queries can be directed to Anne at Douglas College, Box 2503, New Westminster, B.C. Telephone:: 521-4851.

Fred Smith, President of the CFFBC, has said he hopes all faculty who are able to attend will do so. Passage of the new Act has presented college faculty and the entire college system with new problems, and creation of a new system of governance is already having an effect on everyone in the system.

BCAC-CFFBC CONFERENCE POSTPONED

The Second Annual BCAC-CFFBC Conference, slated for mid-March, has been postponed at the request of the BCAC.

A new date for the conference will be set for early autumn.

The B.C. Council for Leadership in Education plans its annual general meeting in the same period. BCAC executives felt it would be too difficult for council members to attend two conferences in the same period.

"DIVISION TWO" COMMITTEE NOT REPRESENTATIVE CFFBC TELLS LRB AND PROVINCIAL GOVERNMENT

The CFFBC has informed the provincial government and the Labour Relations Board that it is very concerned about the formation of the Division Two Committee, which has a mandate to examine only one of the personnel relations options outlined in the new Act.

In letters to the Ministry of Labor and Education, and to the LRB, Fred Smith said:

"I have been asked to inform you that our member associations object to the haphazard method chosen to appoint people to that committee. College faculty object to the creation of a committee to examine only one of the choices created by the legislation.

continued

"It is our view that any committee of this kind should have representatives from all parts of the province, and should be given a mandate to research all of the choices.

"That this research should be done six months after the legislation has been enacted indicates to us that the inclusion of Division II in this legislation was premature.

"I have been asked to make it clear to the Ministry and other agencies involved that the conclusions of this committee do not represent an official position by any faculty association or by the CFFBC. The conclusions of the committee, in our view, are strictly personal."

Faculty throughout B.C. have expressed surprise and concern that the committee should be struck in such an unscholarly way--- to examine only Division II (The Fair Comparison Method). Directors to the CFFBC have been asked to inform any faculty member of their association who sits on the committee to make it clear their participation is not as an official representative and their conclusions will be personal judgements.

CFFBC JOINS IN CREATION OF UNITED SOCIETY FOR EDUCATION REVIEW IN B.C.

The CCCBC has become a member of a new organization, the United Society for Education Review.

It will be an umbrella agency representing educators, school trustees, parents, labor, and business, and it will undertake a thorough investigation of the B.C. public school system.

The new society's 11 members are all province-wide organizations with interests in education.

First officers of the society, elected at a founding meeting on January 19th, are: President: Ms. Hannah Polowy (Canadian Association for Young Children); Vice-President: Peter Minshull (BCTF); Secretary-Treasurer: Al Birchard (B.C. Chamber of Commerce).

The new society will begin planning its commission on education at its next meeting. It is expected to undertake research studies and to hold public hearings throughout the province in order to get widespread public input into its discussions.

The new society and its proposed commission spring from an initiative by the 30,000-member B.C. Teachers' Federation.

Member organizations are: B.C. Federation of Labour; B.C. Home and School Federation; B.C. School Trustees' Association; B.C. Teachers' Federation; Canadian Association for Young Children (B.C.); College Faculties Federation of B.C.; Faculty of Education, UBC; Faculty of Education, UVic.; Faculty of Education, SFU; Federation of Independent School Associations.

Also attending the founding meeting were representatives from the B.C. Youth Parliament, Vancouver Status of Women, B.C. Federation of Women, and B.C. Association of Colleges.

Contact: Peter Minshull 731-8121, Hannah Polowy 228-6328, or Roy Duggin 588-4411 (CFFBC representative).

COLLEGE FACULTY DISCUSS EFFECT OF LEGISLATION-- COMMITTEE CREATED TO COORDINATE DISCUSSION OF OPTIONS FACING COLLEGE FACULTY ASSOCIATIONS, BCGEU

Fraser Valley College Faculty Association sponsored a day-long discussion January 28th at Capilano College of the impact of the Colleges and Provincial Institutes Act.

Representatives from most college faculty associations, the BCGEU and other interested groups attended the meeting. A provincial coordinating committee has been struck to develop support for founding a province-wide union.

For Newsletter

Contact: Eric Green, DORAFO 324-5343, 738-2724 Mail: c/o VCC Langara, 100-49th Ave., Vancouver, B.C.

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College Faculties Federation of B.C.

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Newsletter

March 15, 1978

CFFBC PRESIDENT FRED SMITH:

Editorial

"COLLEGES AND PROVINCIAL INSTITUTES ACT FORCES IMPORTANT DECISION ON C.F.F.B.C. ANNUAL GENERAL MEETING"

I believe college faculty in B.C. are facing one of the most important decisions we have ever had to make since the College Faculties Federation was created eight years ago.

I am taking this opportunity to put my view before you because I believe there are increasing pressures, internally and externally, that make it vital that we assess the current circumstances accurately, think our way forward to a consensus, and bring our views formally to the annual general meeting in May.

In the past five years, and increasingly over the last three, there has been a growth in pressure on financing of post-secondary education all through North America. Governments at all levels are increasingly challenging education, as a system, to justify the steadily growing commitment of public funds that are needed to finance universities and colleges.

More specifically, all levels of government are red pencilling many expenditures that ten years ago would have been financed.

As faculty, we have an obvious and profound commitment to the processes of education. We work in a system that is dedicated to service to the public of all ages. We know we are important. The communities we serve know we are providing services they need. In B.C., the community college system has been an outstanding success since its inception, and we are the one sector of education experiencing steady increases in enrolments. This trend is likely to continue for a number of reasons.

Thus, at one level, we can rest assured that our jobs will be available because of sheer demand. We know, within our own minds, that education is our first concern. In a face-off, we would tend to choose our professional concerns over monetary ones. As well, as Canadians, we have committed ourselves to helping Canada in a time of economic crisis by accepting some constraints on growth of our income.

We have come, I believe, to a time when we must consider ways in which we can maintain what we have achieved in the community college system. As individual faculty and as members of institutions, we struggle for institutional goals. As private citizens, however, we face the same eternal difficulties that all Canadians do with meeting our family and personal obligations with a salary that is losing its buying power. We are also, I believe, being asked increasingly to endanger the cause of quality education by chipping away at working conditions we have won through free collective bargaining.

In the past several months you have received information from the CFFBC, through your Director, about increasing pressure from the AIB, from government agencies, from the College and Provincial Institutes Act, and from College Councils. These forces were not created by faculty; they are being generated externally in the political forum and in the communities we serve.

On every college campus where collective bargaining for faculty takes place, the character of the bargaining has changed dramatically.

I believe we have so far been able to hold our own against these forces, within the context of circumstances throughout Canada.

I have, however, been witness for the past two years of a steady trend to centralization of decision-making. Through the expected mandatory re-certification vote we are being asked to consider a hitherto unexplained system of bargaining for our rights with our employers. Another question follows: with the establishment of new provincial councils, and replacement of councils with boards, will we be bargaining with our true employer?

While it is obviously impossible to predict the intentions of the government or councils or boards, I think it is nevertheless possible to identify clearly strong forces acting against our interests as educators.

It is for these reasons, and because of others, that many college faculty feel it is time we considered an alternative organization to the loose confederation we created with the original constitution of the CFFBC.

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Faculty have already declared viewpoints covering the full spectrum of opinion from disbanding the CFFBC to creating a monolithic provincial union.

The Executive of the CFFBC last autumn decided it had a responsibility to generate debate on this issue on all campuses. We hope it was made clear to you in information we generated that the CFFBC has no official position on this question as yet. We feel we would be irresponsible not to inform you of the real external circumstances. The CFFBC was created to monitor issues and events that no faculty person alone could keep track of. Even individual associations have not been able, for a number of reasons, to afford time to 'take care of business' at the provincial and national level.

Organizations like the BCTF and the BCGEU, by contrast, have enormous resources available to them to deal with their problems.

As President of the CFFBC over the past year, and Director the year before from Okanagan Community College, I have watched the Executives of the CFFBC struggle with the inherent, constitutional problems of attempting to represent our collective concerns as faculty. In many cases we have achieved far more than I would have expected; in others we have, to be honest, achieved far less.

Some of these are simply managerial difficulties that can be solved readily. But many are a function of the vastly changed circumstances we now find ourselves facing.

When we discussed the coming annual general meeting at a recent Executive meeting, it became clear there are strong pressures in the system to turn that event into a founding convention for a provincial union. Whether that is the particular moment or not is unimportant. What is important is that the College and Provincial Institutes Act has the potential for weakening our capacity to deal with our academic concerns.

In my own view, the question of a reasonable salary and working conditions is not separate from our ability to serve as educators. I do not separate these issues. Thus, any deterioration in either area will be a blow to education.

The College and Provincial Institutes Act is being instituted piecemeal. It forces important decisions on the CFFBC annual general meeting.

The question of 'timing' has concerned me since we began to clearly apprehend the nature of the legislation, and to place its potential impact in the context of the broader events now conditioning us as educators.

Shall we wait until its potential is fully delivered?

Will we listen to the vague verbal assurances of some officials of the Ministry of Education that they believe in comprehensive community colleges?
Will we rely on the Council of College Principals, or the B.C. Association of Colleges to represent us vis-a-vis the Ministry and the new provincial councils?

As you are no doubt aware, these questions, and the real answers to them provided by a Ministry that has largely bypassed college faculty as it created the new Act, will affect our lives profoundly for years to come.

We are at crossroads in the history of community colleges. We have a vital role to play in defending all colleges and the system against disruption and even destruction.

As I indicated above, many faculty are of the view that the CFFBC is no longer able to do a job in defending us at that level. Others believe it already goes too far in speaking collectively for faculty.

What is your view?

We have attempted to raise the debate and to stimulate an interest in your attending the annual general meeting to put your views forward. I believe we must all take part in these deliberations.

We hope that each campus will undertake serious discussions, using resource material already provided or being prepared to make the discussions complete.

It is important, as well, that these discussions be held with BCGEU locals on those campuses where they exist. The government has clearly stated its intention of melding units where two exist.

I would like to be available as a resource person for these discussions, but my own teaching schedule makes it impossible for me to do so. I have asked other executive members and Eric Green, DORAFO, to be available in my place. The cross-fertilization of discussions can assist associations in seeing the system as a single whole, avoiding the parochialism we faculty sometimes develop on a local basis.

At our periodic Executive meetings, which in some ways seem to me like a mini House of Commons, we hear a spectrum of opinion about how urgent the issue of developing a stronger agency to represent us is.

The CFFBC is playing a more aggressive role on this point than it has vis-a-vis membership on other issues. There is a strong possibility that some college faculty associations will break away. They might try to create a new provincial union. They might join the BCGEU.

We have an opportunity to democratically resolve our problems. I expect the AGM will be the focus of the central decision-making process. I hope you will be there.

--FRED SMITH, President

In preparation for discussions at the Annual General Meeting and CFFBC/SVIBC Conference May 10-13 (Douglas College, Richmond Campus), a draft constitution of one possible model of a provincial organization has been prepared. The model is of a province-wide union with locals.

The following is a precis of the draft constitution, outlining the form of the constitution and commenting on the significant features of the model. THIS CONSTITUTION WAS PREPARED FOR DISCUSSION PURPOSES ONLY. The CFFBC has generated the model constitution as part of its efforts to stimulate discussion prior to and in preparation for the Conference and AGM.

This precis follows the constitution by Article No. and title. Copies of the complete draft constitution are available through each Director to the CFFBC.

ARTICLE No. 1: (NAME, OBJECTS AND JURISDICTION)

The name: The "UNION OF POST-SECONDARY EDUCATORS of B.C."

Headquarters would be located in the Greater Vancouver district. The organization would seek affiliation with other organizations or agencies promoting the interests of education and educators.

The union would be provincial with locals representing one or more community college or provincial institute.

It's purpose is to promote the professional development of its membership.

ARTICLE No. 2: (SEAL AND CREST)

ARTICLE No. 3: (PRINCIPLES AND STANDARDS OF CONDUCT)

This article asserts a first principle: full recognition of the autonomy of member locals in areas not specifically assigned as responsibilities of the Union.

It would be committed to organizing membership in all post-secondary institutions in B.C. It promotes desirable legislation and is committed to full and free collective bargaining; it provides a variety of services and is non-partisan and non-sectarian. (There are other functions listed in the draft.)

ARTICLE No. 4: (MEMBERSHIP)

The Union charters locals. By-laws of member locals must not contradict constitutional provisions of the Union. Initial membership will include member locals party to the foundation of the Union and those subsequently admitted. By-laws and amendments written by locals have no force until reviewed and approved by the Executive Board of the Union.

ARTICLE No. 5: (Membership)

Membership is restricted to those who meet eligibility requirements.

ARTICLE No. 6: (CONVENTIONS)

This section generally outlines provisions for conventions, whether general or special. Each member local shall have one delegate for the first fifty or less members, and one additional delegate for each additional fifty members or major fraction of fifty (more than thirty). Members of the Executive Board shall have full status as delegates.

This article outlines the rules of order of business governing conventions.

ARTICLE No. 7: (SPECIAL CONVENTIONS)

These may be called by direction of a regular convention, by order of the Executive Board, upon request of not less than four member locals or upon petition by a majority of the general membership.

ARTICLE No. 8: (OFFICERS)

There will be an Executive Board to operate as a governing body when regular or special conventions are not in session. The Board will comprise a President, Secretary-Treasurer and one Vice-President from each of the locals in which there are members of the Union. The Vice-Presidents are Presidents of locals.

This article details the system of election of officers to the Union and its locals. The Executive Board must meet at least six times a year. The Executive Board would strike a sub-committee to act as a personnel committee to manage activities of staff officers.

(cont.)

The Executive Board will be responsible for good management of the day-to-day operations of the Union.

ARTICLE No. 9: (DUTIES OF OFFICERS)

Duties of officers are outlined in this article.

ARTICLE No. 10: (REVENUE)

Revenue of the Union comes from monthly dues to be charged to members at a rate to be determined by convention. The Union receives dues directly.

ARTICLE No. 11: (LOCALS)

A local is defined as a group of members at one or more post-secondary educational institution. This article outlines the elected positions of locals. Locals are committed to working for coordinated bargaining. Collective agreements are negotiated by the locals.

ARTICLE No. 12: (AMENDMENTS)

Amendments may be made to the Union constitution by two-thirds vote at the annual convention or special convention.

ARTICLE No. 13: (RECALL OF OFFICERS, APPEAL OF ELECTIONS)

This article provides methods for recalling elected officials and for appealing elections.

ARTICLE No. 14: (RELEASE TIME)

The budget for the Union will pay for release time for educators who are members and elected as officers of the Union. (Note: It has been suggested that negotiators in locals also have release time purchased.)

ARTICLE No. 13: (APPEAL OF ELECTIONS) Addendum (see #13 above).

Provides for appeal of local elections and elections at annual or special conventions.

Comments:

This constitution establishes a provincial Union model with very strong locals that conduct their own collective bargaining with strong support by professional staff of the Union.

It provides a strong system for recall and appeal of officers if they fail to conduct the operations of the Union in ways reflecting convention policy.

It provides for funding through the central organization, which also charters locals, thus strengthening the central Executive Board's ability to manage the day-to-day affairs of the Union, and represent educators' interests on a province-wide basis. The rights of individual members and locals to express views contrary to the Union is established. By-laws and amendments have no force until reviewed and approved by the Executive Board.

The rules governing numbers of delegates to conventions may require examination. The newer colleges would have one official delegate, but most will have two; several would have four or more. This is close to the present CFFBC delegation arrangements to annual general meetings.

Fees would be set at the annual convention. Membership would be \$1.00 but fees would be set at a level to support central and local functions (as they are for the B.C. Teachers' Federation). The BCTF constitution has a similar arrangement, and the BCTF charters local associations.

The arrangements for voting, for management of conventions and for conducting the business of the Executive Board are very democratic.

The NEWSLETTER is an official publication of the College Faculties Federation of B.C. For input or further information: Attn. E.R. Green, DORAFO, c/o VCC Langara Faculty Association, 100 - 49th Avenue, Vancouver, B.C. Tel: 324-5343

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NEWSLETTER

April 15, 1978 78/4

LAB DEMOS., SUPERVISORS, TECHNICIANS CONCERNED ABOUT IMPACT OF BILL 82 LABOUR RELATIONS SECTION

Bill 82, the Colleges and Provincial Institutes Act, has raised some issues critical to laboratory demonstrators, supervisors and technicians.

Dave Smith of Okanagan College described the legislation as "vague," saying that both the legislation and the Labour Relations Board have created uncertainties about whether people working in these positions in the colleges will be classified as faculty or support staff.

A meeting is being established as part of the CFFBC/SVIBC annual conference and general meetings. Representatives from every college that has people in these positions are expected to attend to talk about their common problems. Part of the agenda for the meeting will be other professional development activities.

Dave Smith has pointed out that the Labour Relations Board has not been consistent in its decisions regarding which bargaining units people in these positions will be placed in. At Okanagan College they are part of the faculty bargaining unit. At other colleges, they have been placed in other support staff units.

The thrust of the Board's decision has been to define technicians as non-instructional. Most people working as laboratory demonstrators, supervisors or instructors do have teaching duties and wish to be part of the faculty units.

"They have a clear involvement in instructional functions," Smith stated.

The meeting planned for the annual conference (May 10-13th) will be included in the agendas available later this month through the CFFBC directors at each college.

For further information contact: Dave Smith, Okanagan College, 762-5445.

DIVISION II COMMITTEE DELIVERS REPORT TO MINISTRY OF EDUCATION -- CFFBC ASKS HARDWICK FOR DISCUSSIONS

The Division II Committee, struck by Dr. Walter Hardwick, Deputy Minister of Education, has concluded its meetings and delivered a report to the Ministry.

Copies of the report have not been made available by the Ministry. Fred Smith, President of the CFFBC, has requested meetings with the Deputy Minister to discuss issues related to the report.

Information gleaned from a variety of sources indicates, however, that the report recommends a committee structure as part of regulations established under Division II. The report mentions certification, but does not specify that certification would be under the Labour Code.

Information received indicates the committee intended the committee structure would be established in addition to retention of certification under the Code, but this is not made clear in the report. Presumably, the committees would have real authority to decide issues of academic and managerial importance to the operation of colleges and institutes.

A full report on the recommendations of the Committee will be released to all colleges as soon as it is made available.

CANADIAN COUNCIL ON SOCIAL DEVELOPMENT MEETS IN VANCOUVER IN JUNE

Faculty in the social sciences may be interested to know that the Canadian Council on Social Development will hold its annual meeting in Vancouver June 18-22. Theme of the 1978 conference is "Commitment to Human Welfare."

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Major topics will deal with the tax structure, income redistribution, employment, children, the media, service delivery, human rights, aging and the family. The Conference Hotel is the Hyatt Regency in Vancouver.

For further information write: Mrs. Yolande Lachapelle, 1978 Conference Coordinator, The Canadian Council on Social Development, Box 3305, Station C, Ottawa, Ontario (613) 728-1865.

ASSOCIATION FOR INSTITUTIONAL RESEARCH MEETS May 21-25.

The Association for Institutional Research will hold its annual meeting May 21-25 in Houston Texas. The association has more than 1300 members located at over 800 institutions in the United States, Canada and a dozen other countries. The association holds conferences and sponsors special seminars on topics related to institutional research and planning techniques, strategies, and methodologies. Membership is restricted to individuals, especially those engaged in work in these areas. For further information contact: Mr. William Tetlow, Director of Institutional Analysis and Planning, University of B.C., Vancouver, B.C.

MINISTRY OF EDUCATION PREPARES TWENTY-ONE POINT SYSTEM FOR PROGRAM APPROVAL

The Ministry of Education's program planning division has prepared a plan for program approvals.

Copies of the plan will be available through the CFFBC directors as soon as they are made available by the Department.

MINISTER OUTLINES VIEW OF POST-SECONDARY EDUCATION AND DISTANCE LEARNING INSTITUTE TO COUNCIL MEMBERS AND PRINCIPALS -- March 18th

Dr. Pat McGeer, Minister of Education, met with council-members and principals on March 18th to outline his view "of the post-secondary system, the structure of the system, the role of the governing bodies in the colleges and provincial institutes and clarification of the confusion surrounding the Open Learning Institute."

A copy of extensive notes taken at that meeting is being mailed to all CFFBC directors, Presidents of Faculty Associations, etcetera. Several comments made are as below:

"What is happening now at the primary and secondary level is just around the corner for the colleges and universities. We are a growing province relative to others in Canada. It is likely we will continue to be a growth province as a result of immigration but it is unlikely that immigration will be of sufficient magnitude to compensate for the decline in the number of children per family. Our institutions must plan accordingly. They will certainly level off in sizes, many of them may suffer declines and once they do, the problem of confidence becomes a major factor. We have to plan, knowing that down the road three or four years adjustments are going to be made and some of those adjustments may be painful. For the moment we are still in a growth phase and finances will reflect that."

"The same course materials that are available to the Open Learning Institute will be available to the colleges and institutes which choose to make use of them. The delivery of such materials to people who are prevented from attending Monday-Friday lecture presentations and have to master the subject matter at home requires tutors. The people that tutor, the places where, from time to time, face-to-face encounter takes place between the course instructor and students are all part of the service obtained through existing institutions."

... "I don't think that the same people would be taking a course at a college as those who would be taking it in their home. If you decide to take it in your home then there will be a tutoring service set up. I would think that the tutors would come from the existing colleges."

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College Faculties Federation of B.C.

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NEWSLETTER

April 27, 1978

CONFERENCE AND AGM PLANNING SET FOR MAY 10-13th!

The annual CFFBC/SVIBC Conference and annual general meetings will be held May 10-13th at the Richmond Campus of Douglas College and Richmond Inn.

Chairperson of the Conference, Ann Frost, said the main thrust of several important plenary sessions for the conference will touch on issues vital to the future of the Federation.

"As well, the potential impact of distance learning and the Distance Learning Institute will be important elements in the Conference this year," she said.

Two sub-committees of the Conference planning committee have prepared intensive discussions of province-wide bargaining and related issues, and personnel relations in the community colleges.

Chairperson of the province-wide bargaining committee is Jan Cioe of the College of New Caledonia. Betsy Macdonald of the Vocational Instructors Association is chairing the plenary on personnel relations.

Ann Frost said:

"A series of events in the past eight months, including the passage of the College and Provincial Institutes Act, have forced college faculty throughout the college system to examine these issues and determine how our associations and the CFFBC can become more effective in pursuing educational and professional goals of each of us."

The conference has been designed, she stated, to inform faculty of these events and to continue the push by the CFFBC to raise discussion about these vital issues.

Dr. Ian Taylor of Athabasca University will be guest speaker in the major distance learning session. Sonja Sanguinetti of Capilano College will be a respondent.

Commenting on the distance learning issue, Ann Frost said plans for the Distance Learning Institute will have an impact on teaching in the colleges. Dr. Pat McGeer has stated he expects college faculty will be used as tutors for the outreach programs of the institute.

"This obviously has far-reaching significance for the development of colleges and we hope the issue will be fully explored at the conference."

The conference planners expect that discussions will result in resolutions that will go forward to the CFFBC AGM on Saturday, as well as to the SVIBC AGM.

CONFERENCE REMINDER:

Registrations must be received by May 8th latest to assist conference planners in making arrangements with the Richmond Inn. Please register EARLY!

The conference planners have arranged for a Banquet Only fee of \$12.50. Register for this must be done early as well.

A Friday Only Fee has been established for the many faculty who can only attend on that day (\$15.00). No food is provided as part of this fee.

An agenda is attached to this Newsletter.

GOOD NEWS! GOOD NEWS! GOOD NEWS!

The Camosun College Faculty Association voted to rejoin the Federation at their recent annual general meeting.

Gordon Alexander, incoming President, said the result of strong efforts by the CFFBC and the executive of the association resulted in a positive vote.

WELCOME TO CAMOSUN.

USER-B.C. LAUNCHES FUND-RAISING DRIVE

The United Society for Educational Review in B.C. has launched a drive to raise \$1,000,000 to fund its forthcoming investigation of the B.C. School system.

CFFBC is a member of the organization. Our representative to it is Roy Duggan, CFFBC Director from Douglas College (588-4411).

A three-member Commission of Education is expected to be named this spring. The commission will begin its year-long study in the fall.

The Society is a grouping of twelve provincial organizations interested in the future of B.C. education. The Ministry of Education is participating in an advisor/observer role at the present time.

The Society has received and will consider further applications for membership.

Member organizations are the first to be approached for contributions. The BCTF has pledged an initial \$40,000 to the Society and is "prepared to make substantial financial contribution" for the work of the commission. Other member organizations are being asked to consider contributions.

The Society is also approaching Canadian foundations with interests in education, and will approach the federal government.

The proposed commission on education is a response to a provincially perceived need for an examination of the state of the school system and for a consensus on its future directions.

This perception is strongly reinforced by a national evaluation by a team of five external examiners from the Organization for Economic Cooperation and Development. The OECD published a survey and analysis of Canadian school systems in 1975.

The OECD report stressed the need for widespread participation in the development of education policy. USER-B.C. hopes to achieve this kind of participation through involvement of its own broad membership base, other interested organizations and the general public.

The Society's commission is expected to hold public forums in about 50 B.C. centres initially, and to follow these with public discussion of its initial findings in a second series of about 10 regional forums.

The terms of reference of the proposed B.C. commission are sufficiently broad for the investigation to be seen, from the federal perspective, as a representative study in Canadian education.

The OECD team was struck by the anomaly that in Canada there is no official federal involvement in education policy in spite of the fact that education is a matter of national importance. The team considered that school standards and unity, philosophy and principles underlying the school system are clearly subjects that should engage national interest.

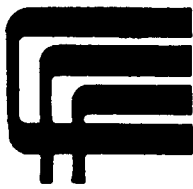
It found that "the lack of educational policies for the future is striking," and that Canada's lack of "future perspectives is.... reflected in the absence of clear, detailed statements of goals for the educational system."

Anyone interested in the work of USER-B.C. or the proposed commission should contact Roy Duggan-- Douglas College, Box 2503, New Westminster, B.C. (588-4411).

!! REMINDER !!

The annual Conference and AGM offers a balanced agenda of professional, educational and work-related workshops and seminars..... PARTICIPATE AND MAKE THIS CONFERENCE IS THE BEST EVER!

This Newsletter is a publication of the College Faculties Federation of B.C. For input or further information: Eric Green, DORAFO, c/o Langara Faculty Association (Vancouver Community College), 100 - 49th Ave., Vancouver, B.C. 324-5343.



NEWSLETTER

VOLUME 9, NUMBER 1, AUGUST, 1978

IT'S THAT TIME OF YEAR AGAIN....

- The time for Faculty or Staff Association General Meetings.
- For updating or finalizing course outlines.
- For browsing through all those colourful new texts in the Bookstore.
- For getting your Fall registration assignment.
- For catching up on everyone's summer activities.
- And, especially, for reminding you that the CFF is still here, ready and willing to represent your interests and to provide some positive information and direction during what promises to be a challenging year for Community Colleges in B.C.

INTRODUCTIONS FIRST

The new CFF Board of Directors and the Chairpersons of the various committees appear down the margin. The major committees are chaired ex officio by the table officers. Please channel your correspondence or queries through your local Director or the C.F.F. office through Val Rangeley, Secretary, c/o Langara Faculty Association, 100 West 49th Ave., Vancouver B.C. V5Y 2Z6 - Phone: 343-5343.

A WORD FROM THE PRESIDENT

I suppose there is no such thing as a non-busy year for the C.F.F. during its eight year existence, but three issues will undoubtedly consume much of our energy this year:

- our own structure; is a federation adequate, or do we need a provincial union? How to prevent a splitting of energy in this crucial year?
- designation under the new Act; the Division II enticement by the Minister and the whole question of collective bargaining under the new regime. Are trade unions and professionals incompatible?
- the Open Learning Institute; cooperate or compete with existing Colleges? What influence will College faculty, throughout the Province, have in curriculum design and offerings? Will we see a repeat of the labour strife at North Island College?

But also this year we must not lose sight of several other important areas: Professional Development - already we have contact in this area with Bruce Fraser from the Ministry; Educational Action - I hope our committee of faculty presidents can meet several times to discuss the question of College and Institute designation and the problems surrounding this; Pensions - we must deal with a new method of financing pension indexing for College personnel; and of course Communication - this newsletter will be our primary means of keeping the information moving. At least one issue per month is planned.

I wish to thank Fred Smith and last year's executive for the excellent job they did; I trust with your help that this year will be equally productive.

DAVE MITTON

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CFF CONVENTION ... SUMMER OF '78

- Sincere thanks to Ann Frost and her Committee from Douglas College who put together a very stimulating, productive, and well organized CFF Convention which was held this May at the Richmond Inn and the Richmond campus of Douglas College.
- As one might expect, the major sessions centered around the range of options available for provincial organization and the problems and prospects of distance learning.
- There were also some interesting workshops on topics such as: "Post-Controls Bargaining", "Management of a Faculty Association", "The Handicapped Student: Special Needs and Special Techniques" and "The Role of Part-time Faculty in B.C. Colleges".

A SUMMARY OF RESOLUTIONS OF THE CFF ANNUAL GENERAL MEETING

PROVINCIAL ORGANIZATION STUDY:

- To continue looking at alternative models for restructuring the CFF into a province-wide union. No decision made at the convention on this difficult question, but interest in continued study was expressed.
- A proposed constitution and merger agreement to be produced in cooperation with other College and Institute faculty.

RELEASE TIME FOR PRESIDENT:

- Position of Director of Research and Field Organizer (DORAFO) abolished in favour of $\frac{1}{2}$ time release for CFF President.
 - Consultants to be hired as required.
- (Thanks were extended to Eric Green for his contribution to the CFF over the past two years).

PART TIME FACULTY

- Recommended moving toward inclusion of part-time faculty in bargaining units, where this is not already the practice.
- To support negotiations to achieve equal institutional services, and equal pay and benefits for equivalent work for part-time faculty.
- To establish research committee to study status of part-time faculty.

NEW FEE SCHEDULE:

- Treasurer's proposed budget of \$72,400 adopted and fees set at \$60.00 per individual faculty member.
- (Membership strength is compiled on the basis of full-time equivalent instructor year).

A RETURN TO THE FOLD

Welcome to Camosun College which has returned to active membership in the C.F.F.

A REPORT FROM THE SALARY AND WORKING CONDITIONS COMMITTEE (SWCC)

The Salary and Working Conditions Committee of the CFF will be meeting early in the new term to consider the format for its operations over the coming year. The Vice-President of the CFF, Jan Cioe (College of New Caledonia), will chair this committee composed of the chairpersons of the local SWC committees. Since this year's bargaining will be the first post-AIB controls session, special concern must be paid to compensation rates and to negotiating strategies. In addition to the information sharing role of these provincial meetings, which bring the various associations up to date on local issues, these meetings will also provide an educational opportunity. Seminars and workshops will be organized to deal with some of the topics which are important to our labour relations with the Colleges and Institutes. Since a number of our members will not be negotiating new contracts this year, we will also be developing our skills in the area of contract management and enforcement, as well as assessing the impact of such developments as the Colleges and Provincial Institutes Act and the creation of the Open Learning Institute.

Jan Cioe
Chairperson.

"WE GET LETTERS" ... ???

Your Newsletter Editor would be very happy to hear from Faculty Associations concerning events taking place at their college, to receive copies of local publications from the various colleges, and, generally, to receive letters, articles, queries, flowers and brickbats from all and sundry, whenever and however the spirit moves you. In other words, to put it succinctly, HELP ! ! !

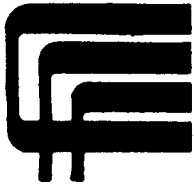
Please send all material to:

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IN THE NEXT ISSUE

- Watch for an interview with Dr. John Ellis, Principal of the new B.C. Open Learning Institute in our September issue.
- Report of meeting with Ministry officials on Division II report and designation.

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NEWSLETTER

VOLUME 9, NUMBER 2, SEPTEMBER, 1978

REPORT ON THE CFF/MINISTRY OF EDUCATION MEETING ABOUT DESIGNATION

By: Dave Mitton.

The meeting was held at the Ministry of Education, Lower Mainland Centre, Richmond, on August 30, 1978. Present were: Walter Hardwick, Andy E. Soles, Bruce Fraser (Ministry) and Dave Mitton, Fred Smith, Roy Duggan, Ross Fraser and Margo Hartley (CFF).

At a very relaxed, open and informative (if a trifle one - directional) meeting on August 30, Dr. Walter Hardwick spoke with CFF representatives in what is hoped will be the first in a more regular or formalized series of meetings with the Ministry (to be held every six weeks or so). Here are some of the highlights of that discussion:

1. Dr. Hardwick set out the sequence of events leading to designation:
 - a) An order-in-Council is already drafted to proclaim Sections 6,7,8 of Part III (See Act)
 - b) Orders-in-Council then would specify name of each College and the region it covers (School district or districts).
 - c) Board members would be appointed under Section 7.4 & 7.5
 - d) The objectives of each College would be registered (See Section 8).
2. A detailed timetable for the above is being worked out for each College; the WHOLE process will take place between the end of September 1978 and the end of January 1979. This Fall, the Minister, Deputy Minister and their assistants will be visiting each College (or Institute) to be designated; this should take place shortly after the Minister's return from holidays at the end of September.
3. Financing: The Minister is prepared to take to the Treasury Board a budget providing for 100% provincial financing for the 1979-80 fiscal year. This essentially adds \$25,000,000 to the current total budget for Colleges. This is a government decision, to find \$25,000,000 and remove the taxation burden from local property owners etc.
4. Personnel Relations: The Minister is recommending to Cabinet that only Section 36 (Division II: Fair Comparison Method) be proclaimed now. This provides for the legal right of an institution (Board & Employees) to try a new mode of personnel relations. It will not necessitate decertification of existing unions, since the other controversial sections of Part V (e.g. 33,35,37 etc) will not be proclaimed.

over....

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5. Division II: Fair Comparison, Ad Hoc Committee

See Report (July 1978) - Chair: Dale Michaels. Hardwick feels the report calls for continued debate and discussion, perhaps over a period of years, to move towards a new, more appropriate method of personnel relations. He also feels it is better to let the status quo stand, while encouraging a program of public education and moral persuasion towards changing the adversary approach.

Hardwick: "I believe strongly that we must develop new management/personnel relations within our Colleges or else there may be rough times after 1980 when growth stabilizes."

6. Program Advisory Committee (See Sections 13 (b) and 14):

It is meant to function somewhat like a University Senate. The name is perhaps unfortunate ("programs" are what faculty and students need input to, but not to broader fiscal or staffing questions).

The Ministry would ensure true faculty input by monitoring by-laws regarding composition/function of the PAC. This is perhaps the best area to explore provincially to ensure faculty, student participation in decision-making, a good "access point".

7. Continuing Education:

Hardwick gave a short description of attempts the Ministry is making to set "bench marks" or provincial standards here - perhaps a General Education diploma. Division of Continuing Education (Ministry) or B. Fraser's Division of Program Services is working on this. The funding will be totally under the Ministry.

General Impressions:

"It was clear we were witnessing a major change in the thrust of the Personnel section of the Act (Part V). We will not be legislated into decertification, as anticipated last year, but the option of the "Fair Comparison Method" will be there for those Colleges who may be interested.

The Division II Report (D. Michaels & Co.) will serve as a basis for discussion in the coming year towards modifying the traditional adversary approach to bargaining. I am optimistic that the door is open to persuade the public of the wisdom of a participatory style of College Administration under the Labour Code."

Dave Mitton
CFF President.

INTERVIEW WITH DR. JOHN ELLIS, PRINCIPAL
OF THE OPEN LEARNING INSTITUTE (AUG.16,1978)

By: Margo Hartley.

Present: Dave Mitton, President of CFF., Wanda Tilley, President of Capilano College Faculty Assoc., Margo Hartley, Newsletter Editor, CFF and....
Dr. John Ellis, Principal of OLI; Jack Patterson, Director of Information Services, OLI., and John Bottomley, Director of Institutional Planning and Research Analysis.

Introduction:

In March of this year a very charming representative from Britain's Open University, Dr. Jean Hilton-Birrell, spoke to the Faculty Association at Langara. Her soft-spoken, but very

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lucid and thorough presentation of the history, function and operating method of Britain's "University of the second chance" left me with a rather idyllic picture of teams of scholars working together to produce course packages and supporting radio and T.V. programming for thousands of homemakers, clerks, farm labourers etc., who previously lacked the opportunity, means or academic qualifications to continue their education. The whole system, of course, was made more attractive and feasible by the presence of numerous tutors and counsellors at various study centres who injected the human element into the system and kept in touch by phone, letter or in person with the students assigned to them. It all sounded wonderful. Those study centres could be our Community Colleges, Universities, and High Schools - and the tutors could be found among local part-time or regular faculty wanting extra work or varied experience.

It was with this vision in mind that I arrived on August 16, at the old PEMC building on Juneau Street with Dave Mitton, and Wanda Tilley, expecting to find a mini British Open University; in short, a fait accompli, albeit B.C. style. I had, of course, failed to take into account the fact that the Open Learning Institute of B.C. had only been designated on June 1st and Dr. John Ellis appointed Principal on June 5th. Thus, making allowance for holidays etc., Dr. Ellis and his associates, Jack Patterson and John Bottomley, had only been here, in operation, one month. The Open Learning Institute on August 16 thus consisted of an appointed Board of Directors, Dr. Ellis, Jack Patterson, John Bottomley, a Bursar hired the day before, a stenographer-receptionist hired 3 weeks earlier, and a cablevision consultant.

All the specific questions that Dave, Wanda and I wanted to ask Dr. Ellis, thus, largely went unanswered - not because he didn't care to communicate but because he simply didn't have the answers yet. Just as the fabric-covered room dividers were piled up at one end of the huge office waiting to be placed so that the room could take form; so, too, the sheets of brown paper (no blackboards yet, either !) taped to the walls of the Conference Room were waiting to be filled (organizational structure, priorities, objectives etc.) so that the Open Learning Institute could begin to take shape.

We did, however, manage to glean the following bits of information about the Open Learning Institute (OLI) in its present form (as of August 16, 1978):

1. Board of Directors:

James S. Pritchard, Prince George (Partner in Kellett, Pritchard & Sabiston, Chartered Accountants),
Chairperson:
 J. Fred Weber, Terrace (President of TK. Cablevision);
 Lloyd J. Hoole, Cranbrook (President, CKEK Radio);
 Dr. Dugald MacGregor, Summerland Research Station;
 Terry G. Ryan, Courtenay (Crown Counsel for Ministry of the Attorney - General);
 Dr. Bryon P. Beirne, Coquitlam, (Professor, SFU);
 Dr. Sam L. Macey, Victoria, (Associate Dean of Graduate Studies, University of Victoria);
 Mrs. Betsy McDonald, Vancouver (Vancouver Community College, former School Trustee and Goard Commission);
 Basil Stuart-Stubbs, Vancouver (Head Librarian, UBC)

2. Missions of the OLI

The "missions" of the Open Learning Institute are seen as being:

1. to engage in teaching distance learners in all areas of interest to adults.

2. to manage items of "common concern" to all the provincial educational community, as, for example:

- a) the Union Catalogue project, which is of interest to all B.C. Colleges, Universities etc., and which has been given here, in the OLI building, an "administrative home". Dr. Ellis is to recommend to the Board of Directors at their September meeting whether or not to continue to administer the Union Catalogue project.

(Editor: They did decide to continue to administer the project at the September 15th meeting).

- b) the Anik B satellite project -

they have asked the Minister for clarification of what their role in this project will be. If the Board agrees, the OLI may manage this project, which involves programing 18 hours a week for 2 years.

- c) management of an educational television channel.
- d) to consider microwave possibilities.

3. MANDATE

Thus, Dr. Ellis sees their mandate as being "to reach out and teach at a distance" and to do this with a minimum of overlapping with other institutions and courses. He, hence, emphasizes "co-ordination" and sees the OLI as operating within the provincial educational system, and equal to existing institutions such as UBC, Simon Fraser, etc.

4. FIRST TASK: A BUDGET -

Their first task will be to devise a budget for this year and next, to establish program priorities (cost centres) and then to determine the fiscal consequences of this. At the Board of Directors meeting, thus, on September 15th, they will be prepared to present this budget and a gestalt of what the organization should look like.

5. NO PROGRAM PRIORITIES AS YET ! (as of Aug. 16th)

Ellis said that they have established no priorities yet as to what programs they will begin with (whether academic, vocational, career etc.), but the discussion seemed to centre on academic programs, and the nature of an undergraduate degree, rather than on vocational or career programs.

(Postscript): A phone call to John Bottomley on Wednesday, September 20, resulted in the information that the Board decided at the meeting on September 15, to begin developing programs in all four areas:

1. Career/Vocational/Technical.
2. Academic or University
3. Adult basic education and
4. Community or Continuing Education.)

6. BASIC ADULT EDUCATION:

As the Ministry's Basic Adult Education program, Correspondence Division, and the OLI perform complementary functions, Dr. Ellis suggested that it would be natural for them to co-operate. The OLI might re-write some of their programs for adult learners, perhaps using a variety of media formats, and could provide student support services for the more than 13,000 B.A.E. Correspondence students.

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7. EXISTING CORRESPONDENCE COURSES IN COMMUNITY COLLEGES:

Existing courses will continue as is, at least for the next few years, while the OLI is still in the planning stages. Presumably, the Academic or Universities Council will eventually have to establish a set of guidelines as to who offers what and where in order to avoid duplication and constant adjudication.

8. POSSIBLE OPERATING METHODS: NO DECISIONS MADE YET:

a) Open University material:

There is presently a mound of materials from Britain's Open University, which have been purchased by the Ministry, stored somewhere in Richmond, waiting for evaluation.

("Is it what we want and is it in as appropriate a form as possible?").

- As an aside here, I would mention that Ellis said that he does not feel bound (as he is not "an agent of the Ministry") by all the statements Dr. McGeer made about the OLI "while he was trying to sell the idea politically." Thus there may be much less of a tie with the British Open University than we were originally led to expect.

b) Permanent core plus contract work:

There will be an effort made to centralize the system ("not too many separate agreements") with the establishment of a permanent core of staff at the Institute and then courses may be developed on a contract basis or by seconding personnel from existing institutions.

c) Tutorials:

As our geographical distances are so much greater than Britain's, we will probably have to rely less on face-to-face tutoring and more on the telephone and tapes. They may also consider having full-time tutors who travel or regional master tutors.

9. ELLIS STRESSES ADVANTAGES OF CO-OPERATING WITH OLI:

Finally, Ellis reiterated his belief that the advent of the OLI will have a beneficial effect on the province-wide educational community and will ultimately increase the market and the pool of students, rather than decrease them. (As an example, he suggested that offering the third year of a program in Cranbrook would strengthen the enrollment in the first two years of that program at the near-by Community College). He stressed that it will be advantageous to work with them and suggested Langara's and B.C.I.T.'s Small Business programs and Capilano's Legal Assistant program as areas where co-operation and co-ordination would be beneficial.

PERSONAL CONCLUSIONS:

The enormity of the task in front of Dr. Ellis continues to awe me; the infinite array of alternatives possible at the moment intrigues me; and the impulse to butt in and help create something out of nothing is well nigh irresistible. However, the chances of influencing the process, of helping to shape the priorities and policies seem pretty slim for Community College personnel. It seems that we will have little, if any, input into the acquisition and development of course material. John Ellis and his associates were pleasant, but removed; willing to communicate their present position in a general way, but not much interested in CFF input or involvement in that planning.

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They were anxious to assure us of their good-will and their belief that all provincial educational institutes and colleges would eventually benefit from the emergence of the Open Learning Institute, but it was hard not to continue to see the OLI, at least at the beginning, as being in competition with the Colleges and Universities for the same students. For, as John Ellis said, "we must start with programs assured of clientele and then reach out." It seems evident that at least part of that initial clientele must presently or would potentially be ours.

We, thus, remain... interested... but, as Wanda Tilley concluded, "a bit cynical" as to the outcome. Or, as Dave Mitton said, "cautiously optimistic" that ultimately the OLI will generate new students and teaching methods for all, and that it will turn out to be a positive force in the academic community. In any event, Ellis assured us that the OLI will continue to keep us informed. We can but wait and see and hope.

Margo Hartley.

CAMPUS NEWS

1. CAPILANO COLLEGE

Ed Lavalley reports the good news that the increase in CFF fees was passed by the Faculty Association at Capilano.

2. CARIBOO COLLEGE

Cariboo College Council and CUPE representatives have been meeting in Vancouver this week (September 19) with the Assistant Deputy Minister of Labour, Frank Rhodes, to try and reach some solution to the month long labour dispute which finally led to the College Council closing Cariboo College for a week beginning Monday, September 18th. (No official word yet as of Wednesday afternoon, September 20th)

This closure occurred after the Cariboo College Faculty Association voted to withhold their services if the College and its locked-out non-teaching staff did not agree to seek binding arbitration - seemingly, a reasonable way of resolving the issue, at that point.

Telegrams were sent by the CFF executive to all the College faculty associations apprising them of the situation and asking them, in turn, to send telegrams of support to the Cariboo College Faculty Association and expressions of concern to the Cariboo College Council and to the Ministries of Education and Labour.

Faculty Association Presidents were also asked to ensure that CFF Directors attending the Board Meeting in Vancouver on Saturday, September 23, had been instructed as to the measure of support that Cariboo College could count on from their association.

3. OKANAGAN COLLEGE

Faculty Association President, Douglas Cole, passed along the following news items:

1. the Labour Relations Board has dismissed the Okanagan College Faculty Association's application for a variance of its Certification in order to allow the Audio-Visual Coordinator to become a member of the bargaining unit. The panel decided that he was not "engaged in a substantial way in teaching functions" and hence "that it would be inappropriate for collective bargaining purposes to make the variance requested." Cole comments: "Needless to say, our view is that his work is integral to the teaching function.

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Whether an appeal will be launched depends in part on the outcome of the application for certification by Okanagan College Administrators."

2. The Okanagan College Association of Administrators, which is the vehicle for negotiations with College Council, has decided that their interests would be better served by obtaining certification under the Labour Code. The Faculty Association has chosen not to intervene in this application.
3. Principal, Ron Jeffels, has been appointed to the Human Rights Commission, which "augurs well for the future", Cole says.

4. MALASPINA COLLEGE

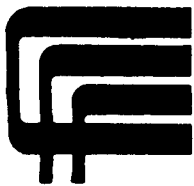
Jim Slater reports that the four short-listed candidates for the position of Principal (or President, as he is called at Malaspina) have been rejected by the Faculty Association (a resolution was passed to that effect), mainly because of the manner in which the four came to the College to meet the Faculty - apparently a rush job, a real "steam-roller" session.

In the next issue, watch for the first in a series of profiles of B.C. Community Colleges: Douglas College.

Final date for submissions to the next Newsletter is
OCTOBER 10th, 1978.

Please send all material to:

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NEWSLETTER

VOLUME 9, NUMBER 3, OCTOBER, 1978

A PROVINCIAL UNION OR NOT?

At a meeting held on Saturday, September 30, 1978, the Education Action Committee (EAC) of the CFF, acting under the mandate provided by Resolution #36 of the last CFF AGM, drew up a schedule for promoting discussion and debate on the question of a provincial union for B.C. Colleges and Institutes. The whole process is to culminate in a provincial referendum next Spring, well before the 1979 AGM.

Provided there is sufficient interest and support shown, the discussions will follow this sequence:

1. November 17, 18 and 19 - a mini-conference will be held at Capilano College to prepare draft proposals for a range of views on provincial union (pro and con).
2. November 1978 to February 1979 - this will be a period for the circulation of documents and for local debate.
3. End of February, 1979 - a meeting will be held to draft a final proposal on merger, structure, constitution and affiliation.
4. March 1979 - there will be a referendum at all participating colleges and institutes on the draft proposals for provincial union.
5. April, 1979 - if sufficient faculty associations/unions ratify the proposals, an authorization and signing meeting of merger will occur.
6. May, 1979 - if ratification has occurred, the founding Convention of the new Provincial Union will be held (along with a final AGM to wind up the affairs of the CFF).

Thus, the first step of the time plan is the Mini-Conference to be held at CAPILANO COLLEGE on November 17, 18, and 19. At this meeting, the question of a Provincial Union will be debated by all Faculty Association Presidents, CFF Directors, representatives from non-CFF unions which represent faculty and instructional personnel in Colleges and Institutes, and any other members interested in attending.

Wanda Tilley, President of the Capilano College Faculty Association, is organizing the Conference. Billets can be arranged as long as you contact her by November 1st. (office: 986-1911, local 322 and home: 926-1842). In addition, rooms are available at the Coach House in North Vancouver (single rooms, approximately \$28.00 and doubles, approx. \$34.00).

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Ed Lavalley is planning the program for the Conference and sends along the following information:

- On the Friday evening, November 17, there will be a combined CFF Directors and EAC meeting.
- On Saturday, November 18, the following workshops on Provincial Union are planned:
 1. merger agreements and certification issues.
 2. finances, staff and services.
 3. affiliation.
 4. constitution and structure.
 5. bargaining issues.
- These discussions will continue on Sunday, November 19.

Since all these workshops are pro-provincial union, Ed Lavalley suggests that those CFF Directors, Faculty Association Presidents, or other individuals, wishing to present other points of view (so that all positions on provincial union are represented), contact him at work: 986-1911, local 334 or at home: 987-7949 as soon as possible.

In the meantime, the draft proposals for and against Provincial Union (for example, The Provincial Organizing Committee (POC) proposal and the Dave Reiter Position Paper and ???) should be circulated to all the various Faculty Association members, as these papers will become the basic documents of the workshops.

In short, become informed about the issues and then let your Faculty Association President and your CFF Director know where you stand on the question of a Provincial Union.

Margo Hartley
Editor.

MORE NEWS ABOUT THE OLI

The latest word is that the Open Learning Institute intends to operate, for first few years, at both ends of the academic spectrum, concentrating on Adult Basic Education Courses in co-operation with the Ministry's Correspondence Division, and on third and fourth year university or academic programs. The rationale is that these are the areas of greatest need and of least competition to the colleges.

The OLI hopes to have some co-operative programming in the area of Adult Basic Education ready by September 1979 and to have two university or academic programs (consisting of third and fourth year courses) ready by January 1980, and ten such academic programs by January 1981. (There may be a pilot program ready for September 1979).

Also, the CFF and the Confederation of University Faculty Associations of B.C. (CUFA) have established a liaison committee to monitor and to share information on developments concerning the Open Learning Institute. Dr. Larry Thomas will represent CUFA and Dave Mitton and Wanda Tilley will represent the CFF. A CFF position paper will be drafted soon.

A REACTION TO THE DISTANCE

EDUCATION SYMPOSIUM AT S.F.U. ON SEPT. 5 & 6

Editor: Since distance learning is a CFF priority this year, we are reprinting an article by Richard Hopkins from the last Langara Faculty Affairs publication. The papers that Richard refers to in his article are available in the CFF office at Langara. Those "at a distance" may call or drop a note to the Newsletter Editor, and we'll be glad to send along mimeographed copies of these papers to each college. You might find a "Summary of the Criteria for Constructing a Distance Education System" particularly useful.

FEELING DISTANT AT THE S.F.U. DISTANCE

EDUCATION SYMPOSIUM (SEPT. 5&6, 1978).

By: Richard Hopkins.

At any Distance Education conference, sooner or later someone will comment ironically upon the sight of devout educators at a distance sitting together for five hours at a stretch on hard wooden seats in a bleak auditorium to listen to a series of lectures. The irony has some point and it was particularly sharp at S.F.U.'s recent (Sept. 5&6) symposium since the organizers very thoughtfully printed and distributed the papers that were to be delivered. So why didn't we stay at home and read them in comfort? Well, the answer is that we would have missed making some interesting observations. At these affairs it's not just the papers that are important but the response to them as well. The pecking order among the speakers can be interesting, and what is not said can be as significant as what is. And so it was at S.F.U.

The papers, delivered in part, with modification and audio-visual backup in most cases, were all valuable it seemed to me. The first half day was devoted to two theoreticians. Charles Wedemeyer of the University of Wisconsin, one of the most influential distance educators in the world, presented thirty six "Criteria for Constructing a Distance Education System" derived from an analysis of about a hundred different systems around the world. Borje Holmberg from the Fernuniversität at Hagen in West Germany, also an educator with an international reputation, offered a "Conceptual Framework for Practice in Distance Education".

The next morning it was the turn of the practical men and we heard Dr. James Leslie, Director of Correspondence Programs at Waterloo, describe his university's "Model for Distance Education". After that Dr. Dennis Gooler of Syracuse University discussed the problems of evaluating distance education programs. I won't try to summarize the papers as it would take too long and anyway numbers of copies of the papers must be floating around the province and should be available to eager seekers. (Ed: Try the CFF office - we've got them).

Instead, I'd rather turn to the politics of the scene. The split between the theoreticians and the practical men was more than temporal - day one/day two. Leslie and Gooler both began their presentations with swipes at their elders and (I would say) betters. In a lengthy preamble, Dr. Leslie disavowed any theoretical underpinnings for his Waterloo system. He took, he said, the Common Sense approach (one could hear the capitals) and let theory fly out the window. Dr. Gooler, at the beginning of his talk, shed his jacket rather aggressively, and said that he wasn't going to do the academic bit by citing a lot of references (as Holmberg had done). Of course, he slipped in a few here and there. In fairness, I should say that both men presented information of considerable interest. Dr. Gooler's material on evaluation was mostly new to me, at least in the highly organized and coherent way he presented it, and I found it of particular value. But my sympathies were with the theoreticians (who in fact are also eminently practical - Wedemeyer set up Wisconsin's telephone outreach system and Holmberg has produced a handbook for distance education course authors). The practical men had somewhat hectoring styles - they rather pointedly dispensed with microphones and raised their voices instead. Dr. Leslie began and ended his presentation with a joke. Neither was new, although the ending one was funny, and the device seemed contrived. Although both Leslie and Gooler cracked jokes neither seemed to possess much real humour. Jokes were a way to get a point across. In contrast Wedemeyer and Holmberg, older men, were courteous and low keyed and seemed full of humour and good will. They came across as more humane and were urbane too - gentlemen in the old sense.

Perhaps these very qualities made them targets. Charles Wedemeyer in particular was sniped at from other directions too. The symposium adopted the device (not very effective I thought) of the respondent. Dr. John Ellis, Principal of the new Open Learning Institute, responded to Professor Wedemeyer and, after a few graceful introductory remarks, he lit into the thirty-six criteria, claiming that in fact they were not criteria at all for they did not possess the necessary validity. I think Dr. Ellis had a point but I also think he was avoiding a point or rather thirty-six points. It could have been perfectly possible to consider the criteria as, at the very least, guidelines and it would have been enlightening to find out which ones Dr. Ellis subscribed to and which ones he didn't. But he didn't refer to the content of the criteria and I wondered if he was arming himself against the possibility of later reproaches if in fact he does not adopt any or many of the criteria for the OLI. He spoke instead of having to deal with the "harsh" reality of politics and offered as an analogy to his own situation the plight of government officials who must choose a new plane for the Canadian Armed Forces. I didn't find either remark very encouraging. Military metaphors, however tempting, are rarely appropriately applied to education. The fault in Dr. Ellis's is that he is not required to buy his Open Learning Institute from Lockheed or McDonnell-Douglas or even the Open University. He can design and fly his own plane and might find Charles Wedemeyer's criteria a help. John Bottomley, Dr. Ellis's assistant at the OLI, joined the attack on Wedemeyer and I wondered what was going on. The attacks seemed gratuitous to me. I was sorry that the OLI representatives could not speak more enthusiastically about their task, that they did not feel able to invite the co-operation of the interested, and in many cases, very experienced distance educators sitting in the audience. Why did we all get together and sit for five hours at a stretch on hard wooden seats listening to lectures? Well, because we are interested in distance education and because we do want to continue to be involved in it. A few encouraging hints, a few words of reassurance would have been welcome.

I finally took away from the Symposium some useful new ideas and confirmation of some useful old ideas, but less pleasingly I also carried away some disquieting feelings about the direction distance education may be taking in the province. The OLI people may work openly and they may solicit the co-operation of others interested in distance education - I hope they will - but at S.F.U. they certainly missed the opportunity to let us know what they have in mind.

Richard Hopkins
English Dept.
V.C.C. - Langara

PART-TIME FACULTY:

A LOOK AT THE LANGARA TERM INSTRUCTORS' COMMITTEE

By: Mary Novik
Chairperson,
Term Instructors Committee
V.C.C. Langara.

When I skimmed through Earl Naismith's master's thesis on part-time faculty in B.C. colleges, I blushed at the accolades he gave the term instructors' committee at Langara. According to Earl, a Math instructor at Douglas, the "Recommendations of the Committee on Term Instructors" we drew up last Fall were a first for part-timers in the province. We began by tackling administrative attitudes towards term instructors at Langara. A little fact-gathering told us that the original faculty/administration agreement on faculty ratio--80% of sections to be taught by regular instructors, 20% by term instructors-- was no longer being adhered to. The percentage of sections taught by term instructors had been allowed to creep up. In addition, term instructors were normally restricted to 3/4 time work, and were usually hired only two terms out of three--making their salaries only 60% of what a regular instructor would earn in a year. Our recommendations suggested ways of improving the situation of term instructors at the college.

In all honesty, I must report that despite Earl's praise most of our first year's labour as a committee has been in the area of consciousness-raising. Few tangible benefits have resulted. My concern at the moment is that our recommendations, which started out as a response to the basic needs and insecurity of Langara's termies, have, as the bolus has passed through the system, become structured into a very few, very specific complaints. The response we'd hoped for from administration-- a better attitude towards Langara's 120 term instructors-- has not been forthcoming. Perhaps when we've all had a chance to regain our perspective, this will indeed be the case.

Still, as befits a college as old as VCC, Langara's part-timers are head and shoulders above part-timers in the rest of the province. We've been part of our faculty union since its inception, have full votes in association meetings, and can run for the board of directors. The negotiating team (which now includes a term instructor) has always worked in our best interests. Those of us who teach half-time or more are entitled to all the benefits in the current Collective Agreement. Term instructors are paid on the same salary scale as regular instructors, although only the 23 of us who are on one-year contracts receive paid professional development time like our regular colleagues.

For other part-timers, at other colleges, I can only hope that banding together, joining your faculty union (when the LRB will let you), and spreading the word that you, too, have a commitment to the college will result in positive gains. Co-operating with the CFF Committee on Part-Timers (a misnomer, because the important difference is length of contract not amount of work) is an important first step. Chuck Sigmund is our Langara liaison for that committee, and I'm sure he'll be happy to field any queries you have about our term instructors' committee at Langara.

Mary Novik.

CAMPUS NEWS

1. The V.I.A.

At a recent general meeting of the Vocational Instructors' Association, members voted against continuing their fee-for-service arrangement with the CFF. We hope the break is temporary.

2. Cariboo College

Ask your CFF Director for a copy of Dave Reiter's detailed summary (October 2, 1978) of the recent labour dispute at Cariboo College. It answers all the questions the newspaper accounts didn't and suggests why Dave Reiter feels so strongly that:

"Associations will have to recognize that, when a crisis develops and a college is faced with problems it must resolve and it makes a decision amongst its own Association to take a certain step, the other CFF Faculty Associations should have trust in that Association as having made the right decision and should support them on that decision." (From the Minutes of the CFF Directors' Meeting, Saturday, September 23, 1978).

Not all member associations responded to the telegram that the CFF sent to all Associations asking for their support of Cariboo College Faculty Association.

In any event, the discussion generated by the Cariboo College situation has resulted in the drafting of a CFF Dispute Policy paper which should be in the hands of your CFF Director and Association Executive now.

3. East Kootenay College

Anne Edwards writes that East Kootenay recently entertained members of the Academic Advisory Council, the Chairman and Executive-Director of the OLI, and Dr. Pat McGeer, Dr. Walter Hardwick and other members of the Ministry. Faculty questions directed to the representatives of the OLI and of the Ministry resulted in the information that:

- (a) No needs survey will be conducted as a basis for preparation of OLI offerings.
- (b) While Dr. Ellis feels the College may be asked to share some of the developmental costs for OLI courses, Dr. McGeer believes those costs should be covered by the OLI budget.
- (c) Faculty's contention that courses such as Sociology do not have an "international base" is not accepted by Dr. McGeer or Dr. Ellis. Dr. Hardwick accepts the premise but would respond by allowing for some modules of a course to be prepared regionally, not by asking for regional input into the original preparation, as requested by EKCC Faculty.

- (d) Faculty members belonging to an organization certified to bargain under the B.C. Labour Code will be considered by the Ministry not as professionals, but as union members. Definition of the latter two terms depends on the Ministry's view that only labour unions negotiate by confrontation.

4. MALASPINA COLLEGE

It is the view of the Malaspina College Faculty Association that " a thorough aggressive search in Canada" for a new President was not adequately carried out before the College Council decided to appoint Dr. J. Nutt, an American citizen.

The following excerpts from Ian Johnston's (faculty, Malaspina College) letter to the Manpower and Immigration Department sum up the feelings of the Faculty, and indeed of the CFF, beautifully:

- "The President of a College in a relatively small community should bring to the job a thorough awareness of the full culture tradition (political, educational, artistic, and so on) of the country, the province and the area his College serves. The President exercises enormous cultural power in the community, not only because his decisions and advice play a decisive role in shaping the major educational institutions of the region, but also because he symbolizes to the community and to the College the very nature of that institution".
- "In one way or another, the activities of the College President affect thousands of people in the community: the students, the teachers in all schools, cultural groups, theatre audiences, sport teams, unions, political groups, charities, and many others. It is surely vital that the President bring to the job not merely a familiarity with the facts of the Canadian scene, but a rich feeling for the cultural issues of the land he serves".

COMMENTS:

- We had planned a profile of Douglas College for this issue, but ran out of space. Look for the Douglas article next time. Sorry !
- FINAL date for submissions to the next Newsletter is NOVEMBER 7
- Please send all material to: Margo Hartley
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NEWSLETTER

VOLUME 9, NUMBER 4, NOVEMBER, 1978

IN THIS ISSUE:

- CFF/Ministry of Education Meeting, November 3, 1978
- Contract Settlement at Capilano
- Strike at Selkirk College
- Profile of Douglas College

A REPORT ON THE CFF/MINISTRY OF EDUCATION MEETING HELD IN VICTORIA ON FRIDAY, NOVEMBER 3, 1978.

BY: MARGO HARTLEY.

Present:

Ministry: Dr. Walter Hardwick, Andy Soles.

CFF: Dave Mitton, Hattie Bishop, Fred Smith,
Ross Fraser, Al Stusiak, Doug Hensby,
Eric Morse, Margo Hartley.

TOPICS DISCUSSED

1. Designation

- So far, Dr. McGeer, Dr. Hardwick et al have visited 6 campuses on their pre-designation progress around the province. They hope to visit 2 or 3 more the week of November 14th.
- They are still following the original time table for designation set out in our September Newsletter:
 1. Sections 6,7,8 of Part III have been proclaimed.
 2. The process of specifying the name of each College and the region it will cover is nearing completion.
 3. Board members have been, or are being, appointed.
 4. The objectives of each College have, or will, be registered.
- The Ministry still expects to complete the designation process at all Colleges by the end of January.
- At the moment, they are awaiting the Treasury Board's approval of their request for 100% provincial financing for 1978-79. As the Act allows for all or partial provincial funding, we may see the shared funding continue under the newly proclaimed Act, for the time being.

2. Crisis Politics, Collective Bargaining and the Ministry.

- With the recent labour disputes at Cariboo, Selkirk and Capilano College in mind, Dave Mitton asked for the Ministry's reaction to the damaging effect that these disputes were having on the educational environment.

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cont'd.

Crisis Politics... cont'd

- In his reply, Dr. Hardwick stressed that the Ministry of Education is responsible for the quality of educational programs and for capital borrowing, but is not responsible for the area of personnel relations. It is the Ministry of Labour's job to deal with such matters. Hence it would be inappropriate for the Ministry of Education to enter into the territory covered by another government department.
 - All telegrams and pleas for government intervention are passed on to the Minister of Labour, with expressions of deep concern, especially over the interruption of students' programs of study. This, Dr. Hardwick emphasized, is the only route his Ministry can take; the onus is on the Ministry of Labour to act to resolve the problem. If it fails to act, then the issue would go to Cabinet, not to the Department of Education, even then.
 - Dr. Hardwick was also concerned to point out that in these collective bargaining sessions, the Ministry of Education does not act as the employer. The "real" employer is each College Council. And, as the employer, each College Council has final authority. Nor, Dr. Hardwick continued, does the Ministry act as the third party or "ghost" at the table, as some College unions have charged. There is no actual intervention on the Ministry of Education's part into the bargaining process - except in the sense that such bargaining must take place within the financial constraints imposed by the slow growth of the provincial economy (5 to 8% in the last 3 years) and by each College's share of the public sector dollars allotted to the Ministry of Education.
 - Thus, both employers and employees must come to terms with the reality of what our economy can produce and somehow co-operate to share equitably the portion given to their College. Because, once this portion is gone, it's gone ! There is "no tap and no well." As Dr. Hardwick said, the Ministry will not, under any circumstances, bail out a College Council which overspends its budget.
3. Program Advisory Committee - Sections 13(b) and 14 of the Act.
- The Ministry and CFF see this as a fruitful area for further discussion and clarification, perhaps with BCAC, of the ways in which the P.A.C. could become an effective means of faculty and student input into College governance.
4. Criteria used to select/appoint College Principals need to be re-examined.
-
- Concern was expressed by the Ministry over the tendency of some College Councils to view a principal not as an educational leader but rather as a C.E.O., or Chief Executive Officer/Manager, and hence to stress his qualities as a manager, rather than as an educator.
 - The Ministry presently has veto power over the appointment of most superintendents, assistant superintendents, and directors of programs for schools. The question is whether this veto power should be extended to include Colleges and Institutes. Something to consider, in any event.

cont'd.

5. Province-wide Performance Data on Colleges to be compiled by MAC (Management Advisory Council) and published.)

- Although fiscal efficiency is not the measure of performance in education, there is a need, the Ministry feels, for comparative data on program costs, performance etc., from College to College. It would be expected and accepted that, generally, larger institutions would be more cost efficient per program than smaller ones, but questions could be asked if there were wide cost and performance discrepancies between similar sized Colleges etc. This does bring in an element of competition. Colleges and Institutes must manage themselves responsibly and be prepared to explain any wide variation from the provincial norm.
- The Educational Data Services will publish over-all averages for all the Colleges and Institutes (the provincial norms) without making public particular information about each College. A detailed break-down of data for each College and how it compares to the provincial norm will be, however, sent to the management of each institution who should, in turn, share that information with their faculty.

6. OLI

- Dr. Hardwick's prediction is that it will be too expensive to re-work programs purchased from the British Open University, Athabasca and other sources. Rather, these programs will be selected carefully on the basis of quality and then additional modules containing local or regional content will be added.
- New programs to be developed locally will be put together by search teams (similar to the Committee process by which B.C. curriculum is now developed) drawn from existing educational institutions. The involvement of college faculty in the acquisition, development and delivery of these programs, including third and fourth year courses, would, Andy Soles feels, compensate, in part, for the present diminution of second year offerings in Colleges and the present lack of mobility of faculty.

7. Provincial Union Premature

- Dr. Hardwick reiterated the Ministry's sincere committment to the development of a vigorous and effective post-secondary system.
- They would like to see the College system live with the new College Act for 5 years or so, exploring alternative ways of co-operative governance and participatory management by faculty and administration at the Colleges and Institutes, before any hard lines are drawn. Their hope is that, in the process, the Colleges etc. will develop new constructive forms of governance that will preclude the necessity to move in pre-emptive ways, such as forming a provincial union.
- The new Act is designed to promote greater Administrative-Faculty co-operation and collegiality, not to deepen the rift or to polarize the forces as Provincial Union might, by prompting the employers to form another bargaining unit through the BCAC.

Provincial Union... cont'd.

- In such an adversarial situation, the Ministry fears that it will be unable to help and stresses that the welfare of the educational system should come first, before political ideologies, whether of the "left" or "right".
- Their particular fear is a protracted general strike and its effect on students, faculty and administration. The question, "Who wins in such a strike?" ended the meeting on a sober note. (Dr. Hardwick also drew attention to the fact that, in the Act, all money saved by Management, as a result of strikes or lockouts, must revert to the public purse - so, no one gains there either).

Editorial Comment:

All in all, the CFF delegates came away from the meeting quite satisfied that they had both heard and been heard - that a real exchange of information and views had taken place between the Ministry and the CFF. We look forward to the continuance of these meetings on a regular basis.

Margo Hartley.

A PROFILE OF DOUGLAS COLLEGE

BY: JIM GUNSON
MATH DEPT.
DOUGLAS COLLEGE.

Douglas College is a multi-campus institution serving over one-half million people in the region to the south and east of Vancouver. The College has campuses in Richmond, Surrey, New Westminster, Coquitlam, Maple Ridge and Langley.

Prior to this semester, the College was centrally organized with faculty in like disciplines grouped under a director. This semester we have a new structure which is campus-based, but which retains certain college-wide functions. The duties of the various administrators are not precisely defined at this time.

1. Administrators Outside Faculty Association:

- a) College Principal - responsible for the whole College.
- b) Campus Principal - responsible for the operations of a campus. Sits on Management Committee.
- c) Campus Vice-Principal - responsible for the supervision of faculty.
- d) Dean of Educational Services - responsible for instruction and curriculum. Is advised by Curriculum Committee made up of elected faculty.
- e) Directors of Vocational Programs, and Continuing Education - responsible to the Dean of Educational Services.
- f) Dean of Student Services - supervises the Directors of Admissions, Counselling, and Libraries, and the Supervisor of Instructional Resources.

cont'd.

Douglas College cont'd2. Faculty Members who administrate

- a) Cluster Head - Each cluster (a group of disciplines) elects a head who serves on the Curriculum Committee and who has certain (or uncertain) college-wide responsibilities. Given one-quarter time release.
- b) Discipline convenor - co-ordinates a discipline and communicates discipline recommendations to administrators. Elected by the faculty in the discipline. Sometimes gets a one-quarter time release.

3. Committees

- a) The Principal is advised by the College Principal's Advisory Council, which is intended to be the committee required by "the Act". Made up of faculty, elected on a campus basis, staff and students.
- b) The Dean of Educational Services is advised by the Curriculum Committee which is made up of the Cluster heads.
- c) The Campus Principal is advised by the Campus Advisory Council, made up of elected faculty and staff and the campus Vice-Principal(s).

4. College Council

The Council has eight members from the school districts and seven government appointees. The Council meets twice monthly, with its sub-committees meeting on a regular basis as well. The sub-committees are Personnel, Finance, Sites and Planning, and Program Development. The Faculty Association regularly attends the two last mentioned committees and College Council meetings. The Association has no vote but may speak, and receives agendas and minutes. The Association has also attended the Personnel Committee meetings to address certain specific questions, or to represent the interests of faculty.

Council decisions are usually based on the recommendations of its sub-committees. Each sub-committee has a College Administrator as a "staff officer".

5. Continuing Education

Philosophically, C.E. is regarded as an integral part of the College operation. To this end, roughly a dozen faculty spend half, or the whole, of their time as "Community Consultants". These faculty are responsible for defining community needs in terms of college programs. However, C.E. activity is largely confined to these consultants so that, in reality, most faculty are not involved in this area. To reflect the new structure, some community consultants are campus-based, whilst others deal with a specific program area such as gerontology, womens' studies, the environment, human services, or the traditional academic areas. C.E. programs of long duration, which are offered regularly, tend to become part of the College's "regular" offerings. C.E. courses are generally short and offered on an ad hoc basis and taught by someone from outside the College. The C.E. instructors are not part of the Faculty Association.

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Douglas College cont'd6. Management

On a philosophical level, Douglas subscribes to a collegial model of administration. The College respects the right of faculty to discuss and make submissions pertaining to decisions. It does, however, reserve the ultimate authority to "appointed" administrators rather than to faculty. Thus, we have a political milieu in which force of faculty opinion may or may not be influential. As the structure has changed, and new committees have a large faculty component, it is hard to predict how influential faculty will be in future.

7. Faculty Association

The Douglas College Faculty Association is certified under the Labour Code and represents 160 regular and 200 sessional faculty. Payment of dues to the Association is a condition of employment for both regular and sessional faculty.

The Executive of the D.C.F.A. comprises a President, Vice-President, Secretary, Treasurer and CFF director (elected for two-year terms) one representative from each campus (elected yearly), and a director emeritus appointed by the Executive. The Association's Ombudsman is elected for a two-year term and attends all Executive meetings, but is not a voting member of the Executive.

The only standing committee of the D.C.F.A. is the Working Conditions Committee. This is chaired by the Vice-President and has as members campus representatives, one member from the executive and one sessional member. The Committee is responsible for drawing up proposals for negotiations. The negotiating team is drawn from this Committee.

The Association is not represented on internal College committees, except ad hoc committees set up to deal with specific problems - usually disputes between faculty and administrators. The Collective Agreement provides for college meetings to be open unless confidentiality is required. The Association, therefore, sends representatives to the various college committees and participates in a non-voting capacity, receiving agendas and minutes.

Those committees such as the Professional Development Committee and the Educational Leave Committee, which are comprised of faculty, have their membership elected by subject groups rather than through the Association. It has been the Association's practice to oversee or negotiate for such committees but not to participate in their operation.

8. New Directions

The re-organization means that tasks previously performed on a College-wide basis (usually by elected discipline convenors) are now performed by campus based administrators. Cross College co-ordination is still required, as faculty may teach on more than one campus, and curriculum matters are still a discipline responsibility. It is difficult, if not impossible, for the new administrators to effect this co-ordination. The College, however, takes the view that only appointed (anointed?) administrators can make decisions. The effectiveness of the new model will depend crucially on the wisdom of individual administrators in respecting the knowledge and opinions of the Disciplines.

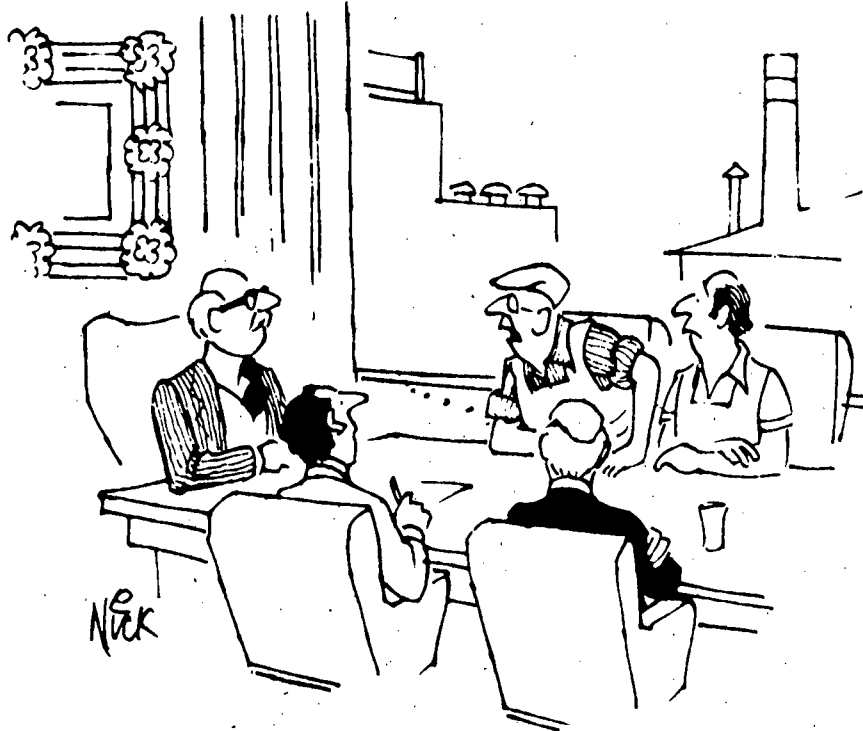
Jim Gunson.

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NOTICE OF SWCC MEETING

The first meeting of the CFF Salary and Working Conditions Committee 1978/79 will be held on Saturday and Sunday, November 25 & 26, 1978 from 9:30 a.m. - 5:00 p.m. in Room A.253 at the Langara Campus of V.C.C.

Further information can be obtained from the CFF office, Langara (324-5343) or from Jan Cioe, College of New Caledonia (562-2131).



"Aha! Trying to buy us off with huge salaries and
great working conditions, huh?"

CAMPUS NEWS

1. Capilano

Ed Lavalley reports that Capilano College has settled a two year contract (First year: February 1, 1978 - January 31, 1979 and Second Year: February 1, 1979 - January 31, 1980).

Compensation in the first year is the 4% permitted under the A.I.B., and out of that will come a small sum to increase the vacation period for Lab Supervisors to two months, as with the rest of faculty.

Compensation for the second year will consist of several elements:

- a) the regular faculty scale will be lifted by a percentage equal to the North Vancouver School Board arbitrated settlement, minus 1% (School Board settlements are running between 7.4 to 8.4%).
- b) the addition of a 13th step on the regular faculty scale, affecting 43 faculty, and the addition of a step 8 on the Lab Supervisors' scale, affecting 2 faculty.

cont'd.

Capilano cont'd

- c) temporary employees (term, sessionals) will have access to the regular scale after the completion of the equivalent of 4 semesters of full-time teaching (16 sections). This will improve the compensation of approximately 50 temporary employees.

Ed Lavalley estimates that "the two-year compensation impact will be as follows:

regular faculty on step 12 - 12½ to 13%;
 temporary employees above step 2 - 20% to 27%;
 lab supervisors on step 8 - 12½%;
 all other faculty approximately 11%."

He concludes: "We have also negotiated a satisfactory process for creating new regular jobs by a management-union regularization committee with disputes resolved through interest arbitration, and a sound technological change clause. In addition, there are some 40 other items ranging from increased union security through to improved working conditions. The Union failed to achieve preferential hiring of temporaries when regular positions are created, but all internal conditions (temporaries) must be short-listed right up to the point where the hiring decision is made. The negotiating team conceded this item on the basis that they would watch whether or not the short-listing provisions gave adequate consideration to temporaries."

2. Cariboo

Cariboo College is in the initial stages of searching for a new principal. The College Council has requested the names of faculty, student and staff representatives to serve on the search committee.

However, instead of allowing these 3 groups "to select their representatives in a manner acceptable to the particular group" ("a method which appears to have worked well in several other B.C. Colleges in the recent past"), the College Council has stipulated certain conditions to govern the choice of these faculty, student and staff representatives. Each group has been asked to forward 4 names, from which the Council will choose one, and the faculty have been told that the Council would prefer that their representative not come from the C.C.F.A. executive.

Dave Mitton, President of the CFF, in a letter to the Cariboo College Council (which we have quoted from above) has asked them to reconsider their position and to remove these restrictions from the faculty, student and staff representation on the search committee.

3. Douglas

We're happy to report that Douglas College Faculty Association has passed the 1978-79 increase in CFF membership fees.

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4. Selkirk

Dave Mitton, CFF President, visited Selkirk College on Friday, November 10, to investigate the situation caused by CUPE, local 1341's strike against the College and reports:

"Selkirk College Faculty Association are caught in the middle of a bitter dispute between several locals of CUPE (representing staff at 4 school districts as well as at the College) and the West Kootenay Educational Employers Association, (a consortium of School districts and the College Council). The Council is quite content with its submersion in this 'collective' negotiating structure (a B.C. School Trustees Association negotiator, Mr. Stewart, is their joint negotiator) whereas CUPE, local 1341, would like to bargain directly with its employer, the Council of Selkirk College.

The positions of the two sides seems quite fixed, and negotiations have broken off, (Mr. Stewart requested a meeting with Mr. Pyke, chief CUPE regional negotiator, on Thursday, November 9, but Mr. Pyke didn't show up, later citing the absence of any new offers as the reason.)

Faculty, having committed themselves to keep instructing, find themselves increasingly fractured and frustrated as to how to react/respond to some tangible effect. In my opinion, it is a completely natural result of an association of professionals, generally sanguine that something can be done to resolve the dispute, when perhaps the situation is totally out of their hands. (Council at one point told faculty to stop 'kibitzing from the sidelines and let us resolve this dispute in our own way')"

Dave Mitton concludes by recommending first that both parties resume discussions, even informally, to get people talking again. If this fails (and the Faculty Association's request to LRB to bring both sides back to the bargaining table is not acted upon), he then urges both sides to apply to the Labour Minister under Section 122 of the LRA to appoint an Industrial Inquiry Commission. The Commission would be asked "to recommend from outside a resolution of the dispute, and also to recommend changes in management procedures at the College to ensure the causes of seemingly legitimate frustration and irritation in the secretarial and custodial staff are eliminated, (as money is clearly not the only issue in this strike)."

Deadline for submissions to the next Newsletter: November 30/78.
To: Margo Hartley, c/o Vancouver Community College,
100 West 49th Ave., Vancouver B.C.