

FACULTY MATTERS

Views and News of Douglas College Faculty Association Members
Number 10, Winter 2018



International Students: Who Needs Who(m)?

BY STEPHEN CROZIER, ENGLISH LANGUAGE LEARNING AND ACQUISITION

You might have read the four-part series on international students written by Stuart Neatby and Bala Yogesh and published in the Vancouver Sun last October. Information below is from that series.

Of course, we are aware that international students pay at least three to five times what domestic students pay for courses and, because of the decrease in government funding for post-secondary education (a 20% decline after inflation is accounted for since 2001), this funding has become increasingly important for colleges and universities in BC and across Canada. In fact, information from Statistics Canada referred to in the articles states that one in five students (some 130,000) studying in BC are international students, with over half of these students enrolled in private ESL schools or colleges. Every year, they contribute over \$3.5 billion to the BC economy, out ranking money brought in from forestry, pulp and paper and fishing, and creating 29,300 jobs.

Associate VP, Institutional Effectiveness Keith Ellis stated that slightly more than 20% of students presently at Douglas College are from abroad, making up for more than 25% of registration. The slightly higher percentage of registration is due to international students needing to maintain full-time status, whereas many domestic students study part time.

According to UBC professor emeritus Donald Fisher, who wrote *The Development of Post-secondary Education Systems in Canada*, funding cuts began in the 1990s under the NDP government and continued with the Liberal government over the last decade and a half. Fisher says with the present “market-oriented policy toward higher education”, institutions are in competition with each other for students and funds.

CONTINUED ON PAGE 2

INSIDE

International Students:

Who Needs Who(m)?

Stephen Crozier

1

From the Editor

Elizabeth Hicks

2

Lessons from the Ontario College Strike

Graham Rodwell

4

The lowdown on Higher Ed

David Moulton

6

Space: The First Frontier

Stephen Crozier

7

Remembrance in Action

Arsineh Garabedian

9

Solitary Works

Stephen Crozier

9

The Future is Open

Debra Flewelling

10

Truth Hoping for Reconciliation: A Letter to Faculty

Peggy Wyatt

11

Ask Lenny

12

DOUGLAS COLLEGE
FACULTY ASSOCIATION
700 Royal Avenue
New Westminster, BC, V3M 5Z5
P: 604-527-5166
F: 604-520-1496
www.dcfca.ca/facultymatters

DCFA

DOUGLAS COLLEGE
FACULTY ASSOCIATION

FACULTY MATTERS
Number 10, Winter 2018

FACULTY MATTERS is the newsletter of the Douglas College Faculty Association.

FACULTY MATTERS COMMITTEE:

Bryan Nadeau
Stephen Crozier
Graham Rodwell
Sam Otim
Charles Odoom

FACULTY MATTERS EDITOR:
Elizabeth Hicks

LAYOUT & DESIGN:
Cody Klyne

The views expressed are those of the individual writers and do not necessarily reflect the position of the Association. Contributions are welcomed and can take almost any form: letters, reports, reviews, announcements, etc. All copy received will be edited for length, clarity, and/or stylistic conventions. Submissions should be sent electronically.

FACULTY MATTERS is published at least once a semester, and more, as needed.

FACULTY MATTERS is printed at Douglas College. FACULTY MATTERS thanks the entire printshop staff for their continued outstanding work.

© 2018 Faculty Matters
Printed on recycled paper.

CONTINUED FROM PAGE 1

UBC Provost Andrew Szeri maintains that schools are not trying to attract international students just for financial reasons. He says these students enrich schools with their diversity and different views; however, Federation of Post Secondary Educators (FPSE) President George Davison believes it's about paying the bills.

UBC's 2017/2018 Budget, tends to support Davison's claim. While the Sauder School of Business is flush with cash, having approximately 40% of their students from abroad, other faculties with lower international enrolment, like dentistry, law and medicine, struggle. The document states, "This complicates the path forward for these faculties because they do not have the same international revenue opportunities to offset the annual costs of merit and career progression that our direct-entry faculties have." Add to this, UBC Dean of Forestry Dr. John Innes's boast in a 2014 letter to then Minister of Advanced Education Amrik Virk about being so successful increasing international numbers to subsidize his department and one does wonder how much these students are valued for diversity as compared to dollars.

Furthermore, one of the some argue that international students are, in some cases, crowding domestic students out of classes even as international tuition is supposed be supporting them. Recently, UBC Okanagan Associate Professor Peter Wylie presented a paper about this at the BC Council of Admissions and Transfers Economics Articulation Committee.

It also appears that schools might be adjusting their standards to make it easier for international students to gain admission. For example, a recent Senate decision at UBC changed the admission requirement of international students from needing an "identical" GPA to domestic students' to requiring a "comparable" one. According to Wylie, "comparable" means a passing grade and this less precise standard means that many domestic students don't get in to courses because the spaces are taken by international students. But Szeri says this change was made because differences in grading systems in different countries make precise equivalencies impossible. Besides, it is the Ministry of Advanced Education, Skills and Training (AEST) that establishes the number of domestic students for postsecondary schools each year, not the institutions themselves.

Some say difficulties are arising with the increase of international students. Douglas Student Union (DSU) Membership Outreach Coordinator Tracy Ho points to a lack of services such as academic advising. Furthermore, international student Prabhjot Hundal says that there is a problem with segregation between domestic and international

From the Editor

BY ELIZABETH HICKS, COMMERCE & BUSINESS

Welcome back to the Winter Semester!

We at Faculty Matters hope that you all enjoyed a pleasant and restful Christmas break.

Here is the latest FacMat for your consideration. We think we have an eclectic assortment of thought-provoking articles for you. My hard-working FacMat committee, Graham Rodwell (H&SS), and especially Steve Crozier (DCFA VP Negotiations), have spent countless hours working on this edition. Furthermore, I'd like to thank Cody Klyne for his flexibility and flair in putting the magazine together. Our thanks also to all the contributors – as you know, without you there wouldn't be a FacMat!

Lastly, I'd like to take this opportunity to wish you and your family a very happy and healthy New Year.

Enjoy!

students particularly in first year. When she initially started at Douglas College, making friends was difficult. At the same time, Douglas College has received awards from Colleges and Institutes Canada and World Federation of Colleges and Polytechnics for its efforts in internationalization.

Pathways programs, such as Fraser International College (FIC) at SFU and Vantage One at UBC, have been established ostensibly to teach international students linguistic and educational skills as well as to help them adjust to Canadian culture, but some students feel they are just money makers. Tuition for one year at FIC for its university transfer program is \$24,360. At Vantage, annual fees can be as high as \$50,189. Successful students paying this price will be able to enter second year in engineering or science at UBC. Vantage is expected to make \$14 million this year.

Tuition for international students for a year at Douglas is \$17,400, but Hundal says international fees are expected to rise by 9.5% this semester after a 15% increase since 2011. In that same time period, international tuition at SFU and UBC has risen some 40%.

And then there is the recruitment of international students. In 2015-16, Douglas College paid agents over \$1.1 million in commissions, double the \$575,000 in the 2013-14 budget. In addition, Douglas International's budget for travel for went from \$122,000 in 2014 to \$300,000 in 2016. Of course, other colleges also use recruiting agents. In fact, a study by Bridge Education Group, a US-based language school, in 2016 reported that 41% of students from abroad studying in Canada come through agents.

A problem is the lack of regulations for these agents, combined with the fact that they are paid a commission of 10% to 40% of each student's first-year tuition. Douglas College does have a code of ethics that agents must sign in order to do business, but not all schools are as careful. One student, Elsa Lejar, presently studying at Douglas, began her education in Canada at Education First, a private language school with which Douglas College has a pathway

agreement. An agent charged both her and her sister \$15,000 each for visitor and study permits that would have cost \$150 and \$100 respectively had they got them directly from the Canadian government. This agent has since been arrested in Lejar's home country of Albania, but Lejar and her sister are still out their money.

In addition to some agents overcharging and defrauding students, they have also been caught falsifying documents. According to Aladi Arun, founder of AKC consultants based in India, Canada has no specific regulations that agents must follow, whereas countries like New Zealand have woken up to the fact that agents aren't always trustworthy and that country has taken steps to rein them in. In 2016, Immigration New Zealand accused over 300 agents working in India of submitting fraudulent documents. This resulted in the deportation of some 150 students. Also, in 2015 in Australia, investigative journalists revealed that falsifying documents and overcharging students were common practices among recruiters from China. Manitoba is the only province in Canada that has regulations in effect for international agents. These were put in place in 2013 in response to reports about the practices of recruiters.

Although in a survey done by the BC Council on Admissions and Transfer, 63% of international students said they wanted to stay in Canada after finishing their schooling, Statistics Canada has found that, in actual fact, only 25% of international students end up getting permanent residency. Furthermore, those who stay find themselves making a little better than half the income of their Canadian-born colleagues in the first year after becoming permanent residents.

The federal government is trying to make it easier for these graduates to gain permanent residency through its skilled worker immigration selection program, also called express entry, by doing such things as allowing some of the time spent studying in Canada to reduce the wait time required before applying for citizenship. However, often these rules, and changes to them, are not well known or understood by the students for whom they are

meant. Still, Kelly Toughill, a Halifax-based accredited immigration consultant, says things are getting better.

In BC, 227 private colleges, training and language institutes are listed as "designated learning institutions". International students studying in these schools can get study permits from the federal government; however, post-graduate work permits are not so easily attained. Many students graduate from these private institutions to discover that they do not qualify.

Plans around the country, including at Douglas College, are to increase the number of international students in the coming years. Considering the dependency on funds from these students is increasing in our schools, this is a good thing. In fact, our economy as a whole is becoming more dependent on these funds.

But do international students need us as much as we need them? Let's hope so. As long as our elected governments lean more and more toward saving money and cutting taxes rather than providing funds for public services such as education, postsecondary institutions such as Douglas College will increasing be dependent on private funds. Resorting to a consumer model of education—giving students what they want—might work in the short term, but in the long term this funding is only sustainable if international students in Canada get the education they need and deserve. *fm*

For links to the Stuart Neatby and Bala Yogesh articles listed below, published in the Vancouver Sun, from where the majority of this information comes, go to our online edition at <https://dcfa.ca/facultymatters/>:

Part 1: How international students are filling funding shortfalls

Part 2 High fees at the heart of international student controversies in BC

Part 3: BC students allege overcharging fraud by international recruiters

Part 4: Most international students leaving Canada after graduation



Lessons from the Ontario College Strike

BY GRAHAM RODWELL, SOCIAL SCIENCE

After five weeks on strike, Ontario college faculty were legislated back to work by the Liberal government of Ontario. The arbitration award, issued on 20th December 2017, made some progress in terms of salaries, academic freedom, and the treatment of part time faculty. The major issues concerning the proportion of full-time faculty and academic decision making were sent to a new task force to be established by the provincial government.

Before binding arbitration, the faculty union, OPSEU, reported that they had been close to an agreement on most of the main issues. They had still been very far apart, however, on the critical issue of decision making about the academic content of courses and programs.

Towards the end of the strike, the Ontario College Employer Council abandoned the bargaining process by using their legal right to force a vote on a 'final' offer

into which they had added a series of additional changes that undermined much of the progress towards an agreement. Unsurprisingly, 85% of college faculty voted to reject this poisoned proposal. It seemed as if it was a strategic ploy to gain public support and enable the government to legislate faculty back to work.

Before the strike, the situation in Ontario colleges was quite different from that in B.C. and varied substantially from the conditions at Douglas College. Ontario colleges have more categories of faculty and a complex workload formula. Like contract faculty at Douglas, part-time and sessional faculty in Ontario work from semester to semester without any guarantee of continued employment and on low rates of pay. Unlike Douglas, however, part-time and sessional faculty in Ontario constitute over two-thirds of all faculty. The whole college system in

Ontario is built on precarious work. Part-time and sessional faculty are still not in the bargaining unit and so the union has not been able to bargain directly on their behalf.

With one partial exception, Ontario colleges are all unicameral. The boards and administrators have the right to decide all academic issues including curriculum content, assessments and the method of course delivery. It is commonplace for faculty, in many colleges, to report that their advice on program and course development is often unsought and routinely ignored.

In general, Ontario colleges have been much more aggressive with online delivery. While a few of the 24 colleges have introduced online courses in a thoughtful way, many of the administrators and boards have been caught up in the fantasy of a future where new educational technologies provide both low-cost and

high-quality education by 'disrupting' academic traditions. Without faculty oversight, there are growing numbers of partnerships with private education companies and private colleges who treat knowledge and curricula as commodities to be bought and sold.

An additional factor in the Ontario situation is the passage of Bill 148, the 'Fair Workplaces, Better Jobs' Act. A key part of this legislation is the principle of equal pay for equal work. Taken at face value, this would require contract faculty to be paid at the same level as permanent faculty. The bill, however, has some exceptions to this principle and the college employers have been working hard to try to exploit these loopholes in the new contract. The new agreement contains a process for submitting future disputes to an arbitration board.

Fortunately, B.C. colleges, and Douglas College in particular, are in a better position on many of these issues. In 1995, the NDP government amended the College and Institutes Act to create Education Councils with the power to make decisions about evaluation, academic standards, grade appeals and curricula. Education Councils provide a basis for the kind of faculty involvement in educational decision making that most of the Ontario colleges refuse to accept. Although the College and Institutes Act is far from perfect, it does provide some protection for collegial academic decision making.

A second area where B.C. colleges are in a better position concerns the allocation of work and the regularization of contract faculty. As a result of a previous faculty strike, the collective agreement at Douglas College contains some of the best language around regularization. The pay of contract faculty is still unfairly low. But the proportion of contract faculty is much lower at Douglas College than in Ontario. The arbitration award in Ontario creates a path for contract faculty to be offered regular positions that is similar to the process that already exists here.

Finally, up to now, there has been a more realistic approach in most B.C. colleges to online education and the role

of educational technology. At present, there appears to be no real interest in technological fantasies either at the Ministry of Advanced Education, Skills and Training or in the Douglas Strategic Plan, and the focus has shifted to the more defensible idea of Open Educational Resources.

Without being at the bargaining table or a party to backroom discussions, it is very difficult to guess why the Ontario College Employer Council were so determined to retain control over academic decision making that they torpedoed the bargaining process. Ontario colleges are quite varied in their governance processes. Sheridan College, for example, has a 'senate', established through a board policy. Fleming College has elements of collegial decision making. But many Ontario colleges have an organizational structure based on the principles of 'managerialism'. They are committed to the idea that educational managers should retain control of all academic decisions. The Ontario College Employer Council welcomed the arbitration ruling on the grounds that it left academic decision making in the hands of administrators.

At the outset of the dispute, many neutral observers thought that it would be possible to reach a compromise on academic decision making. The union moved quite a long way from their initial proposal for senates and bicameral governance. But the Employer Council would not move at all. This raised some very practical concerns. What exactly are administrators intending to do that would be stopped by more collegial decision making?

Given the differences between Ontario colleges and Douglas College, what can we take from the Ontario strike? Five possible lessons come to mind.

Firstly, although the pay offer was not the main area of dispute in Ontario, we should take note of how far our pay scales have fallen behind. The top of our scale is already over \$15,000 below the top of the Ontario scale. Ontario faculty were awarded an additional 7.75% over 4 years. As is well known, the cost of living in Vancouver is among the highest in any Canadian city.

Secondly, we shouldn't take Education Councils and the regularization language in our contract for granted. They need to be defended when necessary and strengthened wherever possible. There are many ways to improve academic decision making, Education Council and the College and Institutes Act. But that is the topic for another article.

Thirdly, we need new employment legislation in B.C.. In Ontario, Bill 148 prohibits different rates of pay on the basis of employee status. This requirement will come into force in 2020. Without legislation of this kind it will be very difficult to bargain a fair settlement for contract faculty here.

Fourthly, we also need language around academic freedom in our collective agreement. As Ontario faculty recognized, it is not enough to have an academic policy that can be implemented and interpreted by administrators as they see fit outside of the employment contract.

Finally, we need to be constantly alert for the next wave of assault from those who believe that post-secondary education in general, and college education in particular, needs to be 'disrupted' by a new business model and by new 'employer-led' curriculum. There are many versions of this dystopia. Many of them involve some combination of new educational technologies and partnerships with private companies. Several Ontario Colleges recently licensed their curricula to private colleges and awarded their credentials to graduates taught in these colleges. The tech giants and the large publishing companies have all invested heavily in adaptive learning systems that are designed to potentially replace the instructional role of faculty. An initiative is gathering steam to introduce more 'skills-based' training, as defined by large corporations, throughout post-secondary education in Canada.

Although, at first sight, the situation at Douglas seems better than most Ontario colleges, the impact of this settlement and Bill 148 could leave us behind in many areas except regularization and academic decision making. *fm*

The lowdown on Higher Ed

BY DAVID MOULTON, MARKETING

"Campus Confidential: how college works, or doesn't, for professors, parents and students" by Jacques Berlinerblau
Brooklyn NY 2017

"The New Education: how to revolutionize the university to prepare students for a world in flux" by Cathy Davidson New York NY 2017

"Lower Ed: the troubling rise of for-profit colleges in the new economy" by Tressie McMillan Cottom New York NY 2017

The state of higher education, particularly south of the border, is dealing with a great deal of turmoil. Each of the three books I am reviewing here provides their own diagnosis of the situation as well as suggestions to rectify the problems they have identified.

In "Campus Confidential", the author argues that the focus of most universities and colleges is on research, not teaching. The chances that an undergraduate will actually be taught by a ranking professor, especially in the first two years of school, are slim to none. The tenured academics work to avoid classes so that they can devote their time to research because it is the real measure of success - publish or perish. The teaching role is being filled not only by graduate students but also by fully qualified PhDs who have not had the good fortune to make it onto the tenure track. These 'contingent' faculty live a precarious existence going from one semester to another with no job security or benefits. In 1975, 44% of employed faculty were 'contingent' and now it exceeds 70% (52). In the US the median pay for a three credit course for a non-tenured faculty is \$2700 and the estimate is that 25% of 'contingent' faculty require social assistance (58).

Another major complaint raised by Berlinerblau is that graduate students, the future teachers in post-secondary education, are not required to learn how to teach. They learn the skills of research and writing but there is no formal programme to instruct graduate students how to perform in the classroom. Unlike elementary or secondary schools, the instructors at post-secondary institutions have no need to learn how to impart their knowledge to undergraduates. Put this together with the precarity of work and add the fact that there are no real standards to measure the 'quality of education' being received, and you have a recipe for an unsatisfactory post-secondary experience for most undergraduates. The author argues that it's largely a 'crap shoot' when a high school graduate tries to determine where they might get a suitable education along with the credential.

There is also the issue of administration bloat. From 1985 - 2005 faculty numbers have increased by 50% and administrative positions by 240% (92).

While the author supports tenure "... if tenure disappears on Tuesday, then academic freedom vanishes on Wednesday"

(204), he argues that teaching must become a core skill that an academic must display if they are to receive this privilege.

Berlinerbrau writes in a breezy and irreverent style laced with the odd profanity. I am not sure this text would pass muster as a serious piece of work at his institution (Georgetown University) but it was refreshing to read an academic who was serious in his criticisms but lighthearted and entertaining in his writing.

In "The New Education", Cathy Davidson strongly suggests that the old Harvard University model developed by Charles Eliot over a century ago must be re-engineered if the college system is to remain relevant in the 21st century. Eliot created standards in his institution where none had existed before. He brought the established European approach to America. In the late 19th century he had a major battle with his medical school when he insisted on written examinations. The faculty were resistant because they believed they would lose enrolment and thus their jobs (see "The Great Influenza" by John M. Barry New York NY 2004 pages 32-33). Most post-secondary institutions today are structured around the Eliot model.

Davidson is a big fan of community colleges because their focus is on teaching and, in most cases, they have smaller class sizes. "The new...education makes the academic periphery the core, emphasizing not requirements to be checked off on the way to a major and a degree (the Eliot legacy) but an intellectual toolkit of ideas and tactics that are as interactive and dexterous as our post-Internet world demands...This necessitates a new kind of teaching, one that focuses on learning how to learn ... [this will equip] students to become independent and demanding researchers who can use an array of creative, critical, and computational methods to solve problems" (14-15).

Davidson offers some excellent examples of institutions in the US that have taken up this challenge. The focus is on 'student-centered learning', which involves more active participation of students in areas such as syllabus development and more collaborative activities. She looks at both technophobia and technophilia (a chapter is devoted to each topic) with a critical eye. Technology is a tool, not a savior nor a scourge.

Davidson also raises the issue of costs. She provides an example of a Yale student who in 1970 would need to work 4.8 hours per day to pay for tuition while in 2014 that has increased to 17 hours per day to pay the same bills (171). There is also the declining support that schools are receiving from their various state governments. One example is the University of Texas: in the 1980s nearly half the funding came from the state coffers, now it is down to 12% (176).

At the end of the book, Davidson offers ten tips for transforming any classroom for active, student-centred learning. There are some excellent suggestions with a lot of emphasis on collaborative activities. This was the most academic book of the three, which is not a criticism. Davidson writes well and with insight.

The third book explores that boom in the for-profit education sector in the US. The author was an 'Admissions Officer' (AO) for two such schools before she decided to return to academia to pursue her doctorate. Her discomfort with the recruiting and sales process was a major reason for her to return to school. This book is the culmination of her work on her dissertation.

There are two popular reasons given for the emergence of for-profit colleges – the first was a general awakening to the need to upgrade skills in order to pursue the American Dream, while the second argues that these schools did an excellent job of selling (or conning) people into going back to school. While there may be some truth in each one, Cottom offers a third answer to assess the phenomenon. "The growth and stability of Lower ED is an indication that the private sector has shifted the cost of job training to workers, and the public sector has not provided a social policy response" (181).

Cottom's book is the most troubling because the financial impact of this type of schooling can be staggering for the students. The levels of debt that these students accrue can easily be in the six figures. People are sold the dream of a higher education and the promise that it will bring when often times the students either don't finish their schooling (but keep the debt) or find that the promise was an illusion.

I have been puzzled why students would pay such a premium to attend school. One of the key points that Cottom makes is that the for-profit schools make it easy to apply and register. Their target market often do not have the skills (or a support network) necessary to understand what they need to do in order to get into school. The Admission Officers are salespeople who are rewarded for making sure they make it easy for potential students to enrol. Not-for-profit schools should review how easy or difficult it is for

prospective students to apply and register at their schools. The Lower Ed student market is not interested in slogging through a website or a bureaucracy – they want the process to be painless. The salespeople also work hard to arrange the funding through loan programmes.

For-profit educational institutions target the disadvantaged, who are more often women of colour. When she was doing her research, Cottom had no problem getting information from the various for-profit schools she approached as a prospective student. "As a black woman, I fit the likely student profile ... I doubt a white woman or man would have gotten the same data ... Is that gendered or racist? It depends on what you think those words mean" (187). In her opinion these schools are profiting from inequality, even when it is unrecognized.

Cottom is the author with the best stories about how Lower Ed has impacted people. Her book has a very personal tone but it is well-researched and well-written.

The authors confirm a great deal about the major issues we are facing in post-secondary education. But are we ready to deal with these issues? Are we willing to make sure we and our colleagues are effective teachers? Are we willing to redesign our institutions so that they are student-centred? Are we willing to make our schools more affordable? Are we willing to design our admissions so that it is easier to apply and register? And we have not talked about Virtual Reality (VR) or Artificial Intelligence (AI) and how they will likely transform our schools. Other industries have been disrupted by new business models and value propositions, so it will only be a matter of time before our bell tolls. Let's hope we are able to respond properly to these challenges.

All these books are available in the Douglas College Library. 

Space: The First Frontier

BY STEPHEN CROZIER, ENGLISH LANGUAGE LEARNING AND ACQUISITION

Feeling a little cramped lately? Do you frequently elbow an officemate accidentally when reaching for your coffee? Are you finding yourself apologizing to furniture more often than the average Canadian? If so, it's not surprising, but help is on the way ... maybe.

Over the last few years the population at Douglas College has grown very quickly, but like space in the Lower Mainland, hemmed in by mountains and ocean, we are restricted by walls. Space may be the final frontier for some, but it is an age-old problem for many. In our particular "enterprise", it seems the mission is to boldly fit where no one has fit before.

But help? Well, maybe. Next year for certain, floors in the Anvil Centre will be leased and the hope is to eventually construct a new building in the now vacant lot across from the New Westminster campus on Agnes Street. Of course, this latter project depends on the budget since substantial funds will be required. Let's start there.

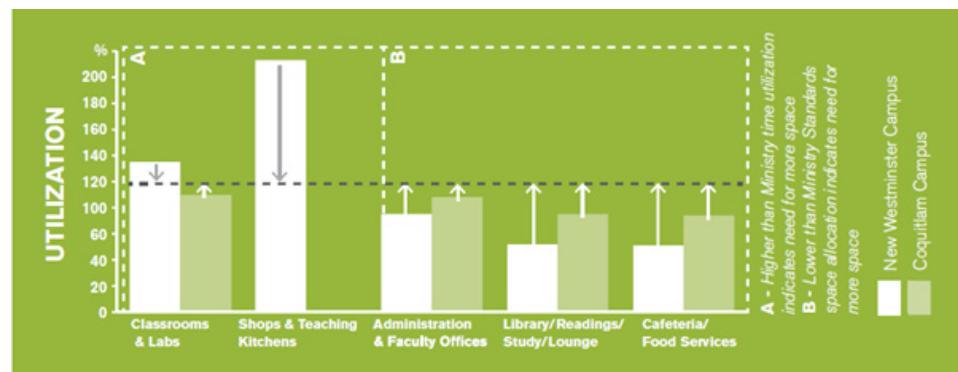
In 2016-17, there was an anticipated surplus of \$2.1M, but in reality this became \$5M, leaving the college with a capital reserve of \$40M after paying for the renovations at the New Westminster Campus this last year. The total cost of renovations was \$9.3M with \$1.5M coming from the provincial government. Although it was projected that these renovations would create adequate space for the three years following completion, it is now expected that the new space will be in full use this semester. This is because Douglas College is exceeding performance targets in terms of student enrolment, particularly when it comes to the enrolment of international students.

The ever increasing student population makes it necessary to use these capital funds to build. In fact, the college does not presently meet the Ministry of Advanced Education, Skills and Training (AEST) Standards and Guidelines when it comes to space. Another 31,000 ft² will bring Douglas College in reasonable range of these standards. Then 51,000 ft² more is required for the projected growth to 2025-26.

Perhaps most relevant to instructors is that the college has 25% less office space than is allowed by these standards at the

New Westminster campus; however, it is even shorter on space when it comes to academic support space (library, cafeteria,

study and lounge area). The college needs to double these facilities.

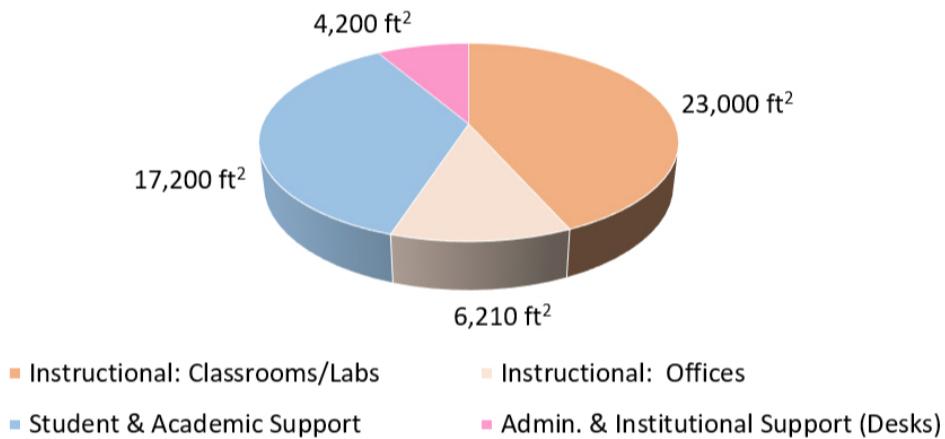


The green bar graph above illustrates the deficiencies in the different areas that AEST measures.

As you can see, this graph does not distinguish between administration and faculty offices.

Below is a pie chart showing how the 51,000 ft² required for expected growth will be divvied up.

Additional Space Required to Accommodate Growth to 2025/26 (~51,000 ft²)



The total estimated cost of the new building including per annum cost escalation, furniture and everything else necessary to get it operational is \$80,787,000. The request to the government is for a \$45.8M capital investment. In addition, fundraising through the Douglas College Foundation and sponsorship for the project, with associated “naming rights”, will be sought to offset some of the costs borne by the college.

For now, the building is being referred to as the Business and Collaborative Centre. That is because it is expected to house the expanding Faculty of Commerce and Business Administration (CBA), which has grown by 9% compounded annually over the last five years, while overall during the same time period, the total college FTE has grown

by 3.5% compounded annually. At present, CBA has about 23% of the college's student FTE, 2,280 in total. Other areas experiencing growth are science, engineering, health and human services. At the same time, there has been no increase in operational funds from AEST.

Meanwhile, in its space quest, the college will lease four floors of the Anvil Centre for a term of 10 years starting in the fall of 2018, with an option to terminate this agreement after seven years, and two 5-year renewal options. Next, plans are for the second floor of the south building at New Westminster campus to be renovated in the summer of 2019. Finally, it is hoped construction on the empty lot on Agnes Street will begin in 2020, to be completed in 2022 for occupancy

in September of that year. Renovations to the first floor of the north building will take place at the same time. In addition, plans are to investigate the feasibility of building a student residence on the Agnes site. It is anticipated that these changes will meet the needs of the college for the next 10 to 15 years, but it is important to keep in mind that the college can only proceed with the new buildings with government approval.

Preliminary plans are for the new building to be six stories (82,000 ft²) with the possibility of adding another three floors (43,355 ft²) in the future should it be necessary. The initial building will provide 135 faculty members with 90 ft² of office space each and 28 other employees with offices of 161 ft² each.

The estimated cost of adding three floors to this building, should the need arise, is \$25M. On these floors, 23,500 ft² are expected to be for classrooms, 7,000 ft² for student and academic support, including instructional offices, and 500 ft² for administrative and institutional support.

Half of the 3,990 FTE that will be provided in the new building are expected to be new. Furthermore, it is expected that a net increase of 1,800 new international students will be realized over the next 10 years.

Much of the information that came from a college-wide survey a couple of years ago has been incorporated into the planning process. The Campus Planning Committee, comprised of Directors appointed by the College Board, is providing oversight in this particular space exploration project.

The College Board Chair and College President and CEO are non-voting ex-officio members on this team. Also, the Director, Facilities and Ancillary Services and the Vice President Administrative Services & Chief Financial Officer are providing advice to

the committee. Finally, all significant capital projects, such as this one, require a detailed planning and consulting stage during which the entire college community, including faculty, are consulted. We can look to the future for this process.

Of course, if these plans don't get off the ground, it might be time to "Beam us up, Scotty." This college could become uninhabitable. **[fm]**

Thanks to VP Admin. Services & CFO Tracey Szirth and Associate VP, Institutional Effectiveness Keith Ellis for clarifying information for this article.

Remembrance in Action

BY ARSINEH GARABEDIAN, ACCOUNTING, DCFA STATUS OF WOMEN COMMITTEE CHAIR

To respect the National Day of Remembrance and Action on Violence Against Women, on November 30th faculty members from most disciplines across Douglas College gathered at a vigil in the concourse at New Westminster Campus to commemorate the 14 female students who were murdered at the École Polytechnique in Montreal on December 6, 1989 at the École Polytechnique in Montreal.

Faculty members play an instrumental role as educators, mentors and model citizens for our students. For this reason, this year the DCFA Status of Women Committee called on all men and women faculty to step up, and they did. Faculty gave out candles and memorial cards,

and requested students to write on white boards their suggestions on how we can end the violence against women.

Both male and female students, in groups and individually, stopped to read the boards, take photos and write their messages. The sharing of suggestions in public on such an uncomfortable topic brought the concourse to its feet. There was a sense of community, a strong human connection across cultures and genders. Faculty interacted with students from all walks of life and embraced the opportunity to share the wisdom to live and support others to live in dignity.

We may never know what lives we changed or what past wounds we helped to heal



Laurel Donaldson at the table while students write their comments.

on November 30th ... but the enormous student participation convinced us that together we did make a difference!

From the Status of Women Committee, our sincere thanks to all the participants! **[fm]**

Solidarity Works

BY STEPHEN CROZIER, VP NEGOTIATIONS

When our last issue went to press, CUPE 1816 members were still locked out at Pacific Blue Cross (PBC). Since the major barrier to an agreement was benefits for retired employees and PBC is a benefits company, and since a number of members of the PBC Board were union leaders or had been, this seemed somewhat surprising. Where was the solidarity?

Still, CUPE 1816 members stood their ground, and in mid-September they ratified a six-year agreement which kept the benefits and included annual wage increases of 1.5% retroactive for the first year, 1.75% for the next year, and 2% per

year for the remainder of the contract.

Further to this, PBC CEO Jan Grude retired a month later. At that time, CUPE BC President Paul Faoro expressed the need for a change in management and the board. On November 22nd, the New Westminster and District Labour Council (NWDLC), of which the DCFA is a member, passed a motion endorsing a slate of seven candidates running for the board, and on December 13 at the PBC Society AGM all seven were either acclaimed or elected as directors.

With principled arguments, patience and solidarity, change can happen. **[fm]**



On the line last July: (L-R) L to R - Strike Captain Ellie Lee, VP Neg. Stephen Crozier, HSS EC Rep Joey Moore, CUPE National Staff Rep James Richardson, CBA CC Rep David Moulton, CUPE 1816 President Beth Miller and with flag, CUPE 1816 VP Roger Pearce.



The banner illustration was created by Luke Surl. Luke has waived all copyright and related or neighboring rights under the CCo Public Domain Dedication.

BY DEBRA FLEWELLING, LIBRARIAN, RESEARCH SERVICES

This newsletter is called Faculty Matters and I'd like to talk to you about what matters to me. I'm the Open Education Librarian at Douglas College, but that wasn't always my title. I've been here for about 20 years but four years ago I started learning more about open educational resources (OER). OER is defined by the William & Flora Hewlett Foundation as "teaching, learning and research materials in any medium - digital or otherwise - that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."

One of my roles at Douglas College is to raise awareness through organizing events and supporting faculty in the use and adoption of OER. Of course, when it comes to OERs, the most obvious one that comes to mind are open textbooks. Many of you will be familiar with the BC Government initiative to launch the BC open textbook project in 2012, tasking BCcampus with creating the BCcampus OpenEd site which now has over 200 titles. I work closely with them to track our textbook adoptions here at Douglas College. We are actually in the top three Institutions in the province for open textbook adoptions.

Also, notable for Douglas College is that two of our faculty, Jennifer Kirkey and Jenn Barker, were appointed by BCcampus to be Faculty Fellows, working on advocacy and research in Open Education.

Both Jenn and Jennifer are members of a working group called Open Douglas that has 20 members from different faculties and areas of the College, including students from the Douglas Student Union (DSU). This group is a community of practice that advocates, promotes and supports the use of OERs and Open Educational practices.

Now, this brings us around to defining what Open Educational practices are. Ten years ago in Cape Town, people from around the world, all interested in furthering open resources, came together and wrote the Cape Town Open Education Declaration. The Declaration states that open education is "... not limited to just open educational resources. It also draws upon open technologies that facilitate collaborative, flexible learning and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues. It may also grow to include new approaches to assessment, accreditation and collaborative learning. Understanding and embracing innovations like these is critical to the long-term vision of this movement."

On the 10th anniversary celebration of the Cape Town Open Education Declaration, ten directions were laid out to move Open Education forward. These ten directions are Communicating Open, Empowering the Next Generation, Connecting with Other Open Movements, Open Education for Development, Open Pedagogy, Thinking Outside the Institution, Data and Analytics, Beyond the Textbook, Copyright Reform for Education, and Opening up Publicly Funded Resources.

There have been some very interesting developments this last year in B.C. with BCcampus announcing Zed Cred or Z-Degree grants which means that a credential can be obtained with a zero textbook cost through the use of OER and library material. Three Institutions received those grants: Kwantlen Polytechnic University with a Certificate in Arts, Thompson Rivers University with a Certificate in General Studies, and the Justice Institute of BC with a Law Enforcement Studies Diploma.

Here at Douglas College, we are very pleased to announce that the VP Academic and Provost, in partnership with the DSU, is offering a faculty incentive grant in the way of additional PD funds for the replacement of a commercial textbook with OER. Visit our Open Douglas site on DCconnect for more information. While I don't think faculty will start using an open educational resource just because of the incentive grant, I do think a lift in professional development funds will help faculty afford to attend events where they can connect with others in Open Education. One upcoming conference here in Vancouver is the Festival of Learning on May 28 - 30, 2018.

And speaking of the DSU, Open Douglas is extremely proud to collaborate with representatives of the DSU on various open educational initiatives, including its recent student email campaign called "Open Textbooks Now". Its goal is to respectfully notify faculty about the growing costs of traditional textbooks versus open textbooks.

You hear the term "movement" frequently when discussing Open Education, and the Cape Town Open Education Declaration begins by saying that "we are on the cusp of a global revolution in teaching and learning." In the beginning of my OER exploration, I was just looking out a very narrow window and wanted to reduce textbook costs for students. Gradually, my view has expanded and, while not diminishing the students' financial plight, I realized that this is about academic freedom and social justice. Once you immerse yourself in this movement, you will be convinced that change is coming. Though it sounds cliché, I am lucky enough to do what I love. I'm fortunate that in my work, I'm doing something I truly believe in and that I feel adds value to the educational sphere. My door is always



Back Row: Stephen Crozier, Rosario Passos, Debbie Schachter, Hope Miller, Jenn Barker, Erin Moulding

Front Row: Sarah Stevens, Shelley Waldie, Debra Flewelling, Jennifer Kirkey, Amanda Michelsen

open so please don't hesitate to contact me for any support I can provide. *fm*

For further reading go to <https://dcfa.ca/facultymatters> for links above and to the following:

Jhangiani, R. S. and Biswas-Diener, R. (2017). Open: The Philosophy and Practices that are Revolutionizing Education and Science. London: Ubiquity Press. License: CC-BY 4.0 BCcampus OpenEd

Cape Town Open Education Declaration
CPT + 10
Open Douglas
Festival of Learning, May 28 - 30th, 2018

Truth Hoping for Reconciliation: A Letter to Faculty

BY PEGGY WYATT, BSN NURSING

The Blanket Exercise

In a large hall, we gathered, not knowing that we would be doing The Blanket Exercise, dozens of us, standing on blankets that covered the floor, representing the regions of Turtle Island. One by one, government laws and actions were read, plainly and simply. One by one, at the touch of a hand on the shoulder, we sat down, each of us representing the death of countless Indigenous persons, entire communities. One by one, blankets were carefully folded, leaving the floor mostly empty. In the end, only a handful of participants remained standing. We then understood that the peoples of Turtle Island had been nearly completely devastated.

November 30th, 2017

Dear Colleagues,

I hope this letter finds all is well with you, that your work is going well and, of course, that your health is good. While too much time has gone by since this letter should have been written, it is now time that this story of mine be shared.

It was a bit over a year ago that I found myself in the meeting hall in Ottawa in the above story, overwhelmed and choking back tears. Among a crowd of several dozen, in the space of a couple of hours, I had learned enough about the Canadian policies and laws of the past couple of hundred years to literally render me speechless. I, among my union compatriots (many in tears as well), had been brought face-to-face with the bleak realities of Indigenous peoples resulting from ignorance and shameful racism at a national level. In solemn fashion, at this blanket exercise, I learned some simple truths of how European "discovery" of North America, then called European settlement, of this vast land has resulted in arguably the near eradication of Indigenous peoples, systematic heartbreakingly loss in what we now call Canada.

Even though in 1763, King George III in the Royal Proclamation made clear that Indigenous nations own their own land, how could it be

that today Indigenous persons have become the poorest in Canada? Actually a skeleton outline of how colonialism has unfolded, makes it clear to me that the current outcome for Indigenous persons could not have been any different.

Let me tell you, it was upsetting to learn that while I may think of myself as educated, that day in Ottawa made me realize that I have been lied to. At no point during my formal education was I made aware of the fact that the land I know as North America was inhabited by such large number of Indigenous peoples. I thought the population had been sparse. I had to go to Ottawa to a human rights conference to discover that long, long before Columbus sailed the ocean blue to "discover" America, there lived millions of Indigenous peoples with well structured societies, and cultures that included law, education, music, art, and government. What I understood as North America being virtually empty land up until white folks tamed the harsh geography was nothing but a lie. Oh, and as a nurse, the heartbreaking truth continued to unfold as I learned about how close to extinction Indigenous peoples came as a result of diseases (such as smallpox and tuberculosis) imported by colonials, in some cases deliberately.

During my formal education, back in undergraduate work, student nurses were introduced to sociology and anthropology. In those courses, I learned about how humans need to organize in groups of families, communities, and societies to survive. I remember learning that cultural aspects of being human such as kinship, language, and faith help humans to belong in societies and are essential for survival. Indians (Indigenous peoples) historically in Canada have been considered a 'problem' dealt with by imposing laws, policies and programs designed to eradicate all things 'Indian' from Canada. When I understood during the blanket exercise, what the British North America Act of 1867 and the Indian Act of 1876 were designed for, that being the elimination of every shred of Indigenous

culture, I could see how laws and policies led to death for countless Indigenous persons, families, and communities. I realized that Canada has created and has led a devastating program designed to systematically decimate Indigenous peoples.

Please understand, and those who are close to me know, that being Canadian and holding my Canadian passport is a source of pride for me. My immigration to Canada was a happy choice. Making my life and raising my sons here in Vancouver has been great. I will be the first among us to give thanks for my chosen nationality - Canadian. But, for all my gratitude to Canada for my blessed life, I also feel sorrow, sadness and regret for the destructive policies, laws and attitudes that have wrought such great hardship on Indigenous peoples.

And, then, there is the truth about the horrifying damage done by the residential school system, families in tremendous numbers dissolved or left violently fractured by the idea that the European, Christian culture should be considered superior and that by removing all things 'Indian' Canada would somehow be a better nation. Being displaced off the blanket in Ottawa on that rainy fall day, I realized with a lump in my throat, unable to speak, that serious wrongs have occurred and that I have been ignorant of it for a long time. I learned in the tears of the many people in that room, that I was not alone in my ignorance.

So now I know, a bit. I have been introduced to some of the atrocities endured by Indigenous peoples of the land I call Canada, but I still feel woefully ignorant. I may have a skeleton outline of the policies and laws that have wronged Indigenous persons, but never will I ever be able to really feel the tremendous losses that have been experienced over several hundred years. That is impossible. The blanket exercise taught me that.

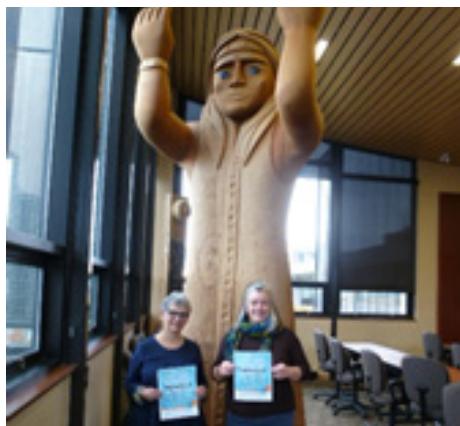
More questions than answers arise. As an educator, I now wonder what to do. Perhaps I have been enlightened with some truth, but what about reconciliation? What is my part? Is it even possible to ever reconcile what might

be described as heinous crimes at a national level?

To the Canadian Labour Congress, I say thank you for RiseUp! The organization of this conference empowers many to advocate for human rights for all. As a member of the Federation of Post Secondary Educators, I am grateful. I am thankful for being part of an organization that has forced me to wrestle with the question of how educators should respond to the Calls to Action of the Truth and Reconciliation Committee. I know many colleagues join me in searching for answers to what we can do to assist in reconciliation. What will be the most useful and positive contributions we can make as educators? Should we create more courses to teach Indigenous matters? Should we make room in current courses aimed at enlightening our students to Indigenous history, culture and concerns?

Looking around the college, there is activity toward reconciliation. There is hope. At Douglas College, groups such as the Indigenous Studies working group have organized and

Some participants in Walk for Reconciliation, September 24th, 2017



NW: (L-R) Wendy Parry and Joan Crisp.

are talking. Committees are forming in Health Sciences and other faculties. I believe where discussions are taking place, that bit by bit, history, true history, the ever present Indian Act, and the devastating impact this has caused Indigenous peoples is being made known.

Looking forward, I want to be involved and part of the discussion. My endeavour is to hopefully



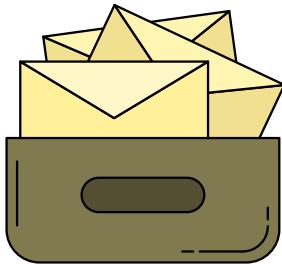
DL: (L-R) Tanya Joostema, Stephen Crozier, Fran Barlow, Peggy Wyatt, and Karly Adair.

contribute the right balance of humility, respect, knowledge and hope so that I can be a part of reconciliation, doing something positive to overcome our painful past. *fm*

With kind regards,

Peggy Wyatt
BSN Nursing

Ask Lenny



Dear Lenny,

I am a Coordinator in the Construction Management Program. In a discussion with my Dean, she informed me that a faculty member has complained about the quality and quantity of my work. The Dean would not tell me who complained, nor would she give me details about what my supposed work deficiencies were. I know that I work hard and I do good work. The Dean's comments left me frustrated and demoralized. Is this bullying, and what can I do about it?

Frustrated and Demoralized

Dear Frustrated and Demoralized,

This is not the first time that administrators and others (students, staff, faculty) have relayed critical comments that they have received "in

confidence" from other people. Anonymous or confidential comments delivered by a "third party" are problematic. Such comments are not only demoralizing, but may also do serious emotional harm to individuals, and may undermine otherwise respectful working relationships.

It is by no means a novel idea that if someone has concerns about a colleague's behavior or competence, the appropriate first step to take is to speak to the colleague directly. To illustrate the ubiquity of this concept, it is noteworthy that, when the College opened in 1970, the first Faculty Handbook provided to faculty by management included a 12 item "Code of Ethics" page in which the first item stated:

Faculty studiously avoid unfavourable criticism of an associate except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

From: Douglas College 1970-71 Faculty Handbook

You may wish to consider arranging a meeting with your Dean to inform her that you do not appreciate hearing hints about a complaint that you cannot respond to. You should also

point out that the Dean should have directed the complainant to you. You could also inform the Dean that you felt bullied by her action, and that you would like her to refrain from such behaviour in the future. You could also request, in writing, that the information that the Dean received, including the name of the complainant, be provided to you.

I am not sure that the Dean's behaviour would necessarily be bullying, but it is behaviour which is unprofessional and inappropriate. You may wish to review information about bullying that is available on DC Connect, which may be helpful if you feel it is appropriate to take action beyond what I have suggested above. The information on bullying is at:

<https://dcconnect.douglascollege.ca/aboutdouglas/administrative/ssrm/Pages/bullying-in-the-workplace.aspx>

The overall message that I am trying to convey here is that, if anyone has concerns about a student, a staff member, a faculty member, or an administrator, the first step to take is to raise those concerns directly with the person of concern. It is often a difficult thing to do, but an important, if not essential component of respectful behaviour. *fm*

Sincerely,

Lenny