

FACULTY MATTERS

Views and News of Douglas College Faculty Association Members
Number 11, Spring 2018

Bargaining 2019: Tilting the Table

BY STEPHEN CROZIER, VP NEGOTIATIONS

When a Federation of Post-Secondary Educators (FPSE) bargaining conference is called Mobilizing Our Power, it would seem there is an expectation for there to be more at the next bargaining table than proposals to improve collective agreements. Add to this the fact that FPSE offered to sponsor a member from each of our locals to attend the BC Federation of Labour (BCFED) Basics of Organizing course (six of us took advantage) and that the FPSE AGM last May was entitled Building High Participation Unions, and one might see a common theme.



A Friend in Need 1903 C.M.Coolidge'

Participate! Organize! Mobilize! These are just slogans to be slapped on placards, marched down a street somewhere in protest, and then discarded so we can all go for coffee in peace, right?

We might ask what mobilizing our power through organizing to build high participation unions has to do with our lives as instructors. After all, we are professional teachers educating students in a post-secondary setting. That's our job. The union's job is to protect us so we can maintain our professional standards and our standard of living.

Cliché as it is, what comes to mind is: How's that working for you? Are you dealing with any extra pressures in your courses due to low language ability or students who don't seem prepared for studying at a post-secondary level for one reason

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DOUGLAS COLLEGE
FACULTY ASSOCIATION

FACULTY MATTERS

Number 11, Spring 2018

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or another? Do you feel pressure to lower your standards? Also, is your personal budget just a little tighter than it used to be? When was the last time the cost of living went up? When was the last time we got a pay raise to keep pace with it?

Mandates

For the last rounds of bargaining, the government has had a mandate in public sector bargaining that has kept a stranglehold on any cost items including salaries. Public sector unions have failed to break this mandate. What are we missing?

The NDP is supposed to be a labour party. Teachers are labourers and a labour party should recognize that it is labour that delivers services such as education. The Liberal government mandate was definitely about savings. Will the NDP government mandate be about service? We certainly shouldn't count on this.

The recent budget was mum on post-secondary. Funding announced last summer of free tuition for Adult Basic Education (ABE), English Language Learning (ELL), things FPSE prioritized, along with waiving fees for people formerly in government care, might have taken a substantial chunk of the post-secondary slice of the pie. Add to that the \$2.6 billion capital plan for building student residences and the NDP and the Greens might think we shouldn't be hungry. Will instructors be left with the crumbs?

The Issues

Bargaining issues aren't particularly difficult to identify. We live them every day. They are largely symptoms of an underlying shift in the perception of what education is. From being understood as a public good, education is now seen more and more as a commodity like any other in the marketplace. The neoliberal ideal of the market deciding continues to permeate the education sector. The story of the student as customer and teachers fitting into a corporate style of management is becoming old. Education was never ideal, but there was a time when it was at least held up as one.

One of the issue categories that instructors identified at the *FPSE Bargaining Conference: Mobilizing Our Power* was problems in governance—administration increasingly intruding on educational decisions and on the lives of instructors.

From the Editor

BY ELIZABETH HICKS, COMMERCE & BUSINESS

Here it is, spring already. Winter Semester is almost over and Summer about to start. Time flies when you're having fun!

Seriously, our latest edition of Faculty Matters (FacMat) is here for your perusal, both in print and on line. Again, we think we have a great selection of articles on a wide range of topics, but that will up to you to decide. My hard-working FacMat committee: Graham Rodwell (H&SS), Sam Otim (CSIS), Charles Odoom (ECON) and especially Steve Crozier (DCFA VP Negotiations), have spent countless hours working on this edition. Our thanks also to all the contributors - as you know, without you there wouldn't be a FacMat!

And of course, despite the fact that opinions expressed by the contributors are their own, please let us know if you have any comments.

Also, visit us online at <https://dcfa.ca/facultymatters/> and subscribe for updates on views and news that matter to you.

Cheers
Liz

Financial considerations are trumping educational ones and instructors fear reprisals (e.g. unwanted schedules, problems with PD activities) if they oppose the administration. This is unsurprising as corporate management is hierarchical in nature.

The DCFA does have a role to play in assuring that instructors feel protected in participating in co-governance as established in the College and Institute Act. Our first purpose in our Constitution and Bylaws is “to promote, maintain, and defend independence of thought and teaching; and to promote the welfare and professional interests of its members.” Bargaining to strengthen the powers of faculty-driven committees such as faculty education committees (FECs) or to make work assignments more transparent and faculty controlled are well within the DCFA purview. Another ongoing mission is incorporating academic freedom into our collective agreement (CA). These are no-cost matters that would strengthen instructors in their roles as educators and, therefore, improve the education we offer at our college.

Over the last year and a half, several other issues have arisen that instructors would like to have addressed through bargaining. Among these are adequate office space, better protection from harassment and bullying, onsite subsidized daycare and free tuition for spouses and children. Again these measures could have either minimal or no costs attached.

And then, of course, there is equity, particularly for sessionals, another major topic of discussion at the FPSE bargaining conference. A couple of no-cost changes that would give more job security to our contract instructors would be to guarantee their right of first refusal for two years regardless of whether they turn down work during that time and to reduce the number of evaluations they must go through. At present, they can be evaluated every semester. Also increasing their personal PD funds would be a minor

cost. Currently, Finance only disburses two-thirds of the amount per FTE to contract instructors that is expended for regular instructors, arguing that full-time contract instructors are only accountable to the college for eight of twelve months per FTE each year. Finally, consideration must be given to putting contract instructors on the same pay scale as regular instructors. Some colleges are already doing this and it's under review in other institutions. Not only is it difficult for instructors to maintain a decent standard of living in the Vancouver area with such meagre wages, but it is getting increasingly difficult to attract instructors to Douglas since they are paid more elsewhere. This situation is destined to get worse if steps are not taken to deal with it.

Of course, there are many more concerns that must be addressed, but adequate compensation for our work is always close to the top. Presently, our benefits do not cover dental implants, only partly fund the high price of hearing aids, and minimally cover fees for services such as massage therapy, physiotherapy, chiropractic, etc. Also, at \$600 annually, PD funds are insufficient to cover the cost of attending a conference or purchasing computers to aid in our work unless we save from year to year. Finally, we have lost buying power over the last rounds of bargaining since salary increases have not kept pace with inflation, particularly when it comes to the exorbitant rise in the cost of housing in the Lower Mainland.

No doubt, attaining adequate compensation will be ... a challenge. It always is. First, the perception is that college instructors are relatively well off, but in reality the comparison should be made with those who have similar qualifications and do similar work carrying similar responsibilities. What is their compensation? We know, for instance, that instructors in other provinces where the cost of living is lower than in BC are making higher wages. Secondly, the argument is made that increasing teacher salaries

will result in increased tuition fees for students. This is not at all true. Domestic student tuition has gone up by 2% per year for years now and international student tuition increased over 9% just in this past year. Yet there has been no corresponding increase in instructor salaries. Instead, as tuition fees have now surpassed government funding of post-secondary institutions, Douglas College has been accumulating surpluses. In fact, it is forecasted that Douglas will see an average surplus of \$12 million per year over the next three years. Those are surplus earned through the work that we do. We provide the education that produces those surpluses.

Somehow, bargaining for increases in salaries has been equated with greed and selfishness, not fairness and sustainability. The more we get, the more we want. Yet asking for salary increases to keep pace with inflation is not asking for more; it's asking for the same. Surely that is the minimum of what fairness demands.

And, yes, we can be considered privileged if you like, but with that privilege comes a responsibility. We have a duty to protect the quality of education and within this duty lies the responsibility to maintain the quality of our profession, not just the quality of our professionalism. We need teaching to remain attractive for future generations. This is not a selfish goal. We have an obligation to make post-secondary education and our vital role as instructors within it sustainable. We have a worthy profession, contributing to the public good, and we need to pave the way for those who would follow this path. We want the youth to follow in our footsteps rather than lining up at stock exchanges and financial institutions to make money out of money or having their choices limited to flipping houses or flipping burgers because those are considered more attractive than teaching.

Issues may not be difficult to identify but they are not always easy to tackle successfully.

The Strategy

Jennifer Whiteside, Secretary-Business Manager of the Hospital Employee's Union (HEU) participated in a discussion panel at the *FPSE Bargaining Conference: Mobilizing Our Power*. One thing she emphasized was the importance of connecting any mission to broader values. One such value for the HEU was people having a living wage. Broader values for our mission would more likely be maintaining the quality of post-secondary education and serving our community by educating others to be productive members of society and valuable citizens.

Glen Hansman, President of the BC Teachers' Federation (BCTF) and Alison Hearn, Past-President of the University of Western Ontario Faculty Association, were part of the same panel. Glen attributed a lot of the success of the BCTF to having a contact system for members so that all could participate, and Alison stressed the importance of

instructors recognizing that maintaining our professional values and doing our best job is supported by our participation in our unions.

Of course, we need principled positions and specific proposals based on the broader values of our mission, and our best strategy to achieve these is to participate, organize and mobilize.

In Conclusion

Let's face it; bargaining, like life, is a gamble. The more you risk the more you might lose or gain. It is a poker game where some hidden hand seems to tilt the table back and forth as winning streaks pass from one player to another. Yet odds become apparent over time to the skilled observer. You can bluff or cheat and you might even win sometimes, but nothing beats a strong hand.

The strength of our hand is our solidarity. There are not just four or five people on the union side at the bargaining table; through participating, organizing

and mobilizing, there are hundreds. If those hundreds are active, that is when the table tilts. That is when the odds shift more in our favour. With principled proposals in the service of defending and improving post-secondary education and our profession, as well as the courage and energy to stand up for these initiatives, we can succeed.

In the end, it's a numbers game. We've got them. Let's use them. 

For further discussion, questions, comments or suggestions, contact VP Negotiations Stephen Crozier at croziers@douglascollege.ca.

1 Cassius Marcellus Coolidge (https://commons.wikimedia.org/wiki/File:A_Friend_in_Need_1903_C.M.Coolidge.jpg), „A Friend in Need 1903 C.M.Coolidge“, marked as public domain, more details on Wikimedia Commons: <https://commons.wikimedia.org/wiki/Template:PD-1923>

The Transformation of Post-Secondary Education in Canada

BY GRAHAM RODWELL, SOCIAL SCIENCE

Post-secondary education in Canada is undergoing a major transformation in which public post-secondary institutions are changing in a fundamental way. The main features of this metamorphosis are reflected in the changing identity of Douglas College.

The last major transformation was the growth of mass post-secondary education. From 1950 to 2017 the proportion of young Canadians who completed a post-secondary program rose from under 10% to over 60%. Founded in 1970, Douglas College was a part of this extraordinary change. Following public policy, its core mandate was to increase access, particularly for students who faced educational barriers and whose parents had not taken post-secondary programs. Douglas College expanded educational opportunities in local communities.

Douglas College Yearly Revenue (\$m)	2016/17 Actual	2017/18 Projected	2018/19 Budget	2019/20 Plan	2020/21 Plan
Ministry	57.1	58.5	59.9	60.5	60.5
Total Tuition	51.7	64.7	73.3	78.5	84.5
International Tuition	27.7	40.5	48.9	53.5	58.8
Domestic Tuition	24.0	24.2	24.4	25.0	25.7
Contracts and Other	27.7	27.3	28.2	29.0	29.4
Total Revenue	136.5	150.5	161.4	168.0	174.4
Yearly Surplus	5	12.2	12.1	10.9	13.1
Accumulated Surplus	78.5	90.6	102.7	113.6	126.7

The new transformation is very different. Across Canada, a growing proportion of 'public' post-secondary institutions are reforming themselves as

market oriented organizations. The distinction between private and public organizations is steadily disappearing. Although still operating under varying

levels of government control and still dependent on government funding, 'public' post-secondary organizations are increasingly focussed on selling products in both domestic and global educational markets.

A key factor driving this change is the declining proportion of government funding for 'public' post-secondary education.

Although government expenditures have risen slowly, at both federal and provincial level, they are a declining proportion of organizational revenue. Across Canada, under half of the revenues of 'public' post-secondary organizations now come from governments. Those 'public' organizations that are growing are funding this growth primarily from revenues obtained in educational markets, especially international educational markets.

Some post-secondary organizations, like Douglas College, are in the middle of a dramatic shift from public to market funding. Ministry funding has already dropped to under 40% of total revenue and is projected to fall to around 35% by 2020/21 as international tuition revenue doubles.

Although some post-secondary institutions are being pushed reluctantly by financial problems into becoming market oriented, other organizations are gleefully embracing the opportunity to make money. Expanded market revenues allow them greater autonomy to set some of their own strategic goals without relying on uncertain government funding. Like any business, some of these market oriented organizations are able to make 'profits' and invest them in capital to generate future revenue. Douglas College, for example, is planning to make average profits of over \$12m per year for the next four years, leading to an accumulated surplus of over \$120m. With the relaxation of government restrictions on borrowing, Douglas College will be able to use some of this surplus, with additional capital, to build student housing. The housing would generate revenue and

be intended to improve the position of the college in competitive international markets.

The willingness and ability of post-secondary institutions to become market oriented organizations has depended partly on the growing predominance of business ideology within these organizations. For some time, a significant proportion of organizational board members has been drawn from business and tend, naturally, to view the world through a business lens. Even those from backgrounds in not-for-profit organizations and crown corporations tend to share a similar perspective these days. Inside organizations, market oriented ideologies and practices have gradually spread. Marketing and brand management have largely displaced prior ideas of communication. Business intelligence is replacing traditional forms of institutional research. Methods of financial management that are characteristic of profit making corporations are gradually being introduced. The presidents of the future will likely be those who can demonstrate an ability to run a market oriented organization.

From the ideological perspective of market orientation, post-secondary organizations need to be managed as independent, competitive and effective businesses. The key questions are the same as any other business. How can the organization attract and retain paying customers? How can it compete in educational markets? How can institutional costs and effectiveness be monitored so that resources can be distributed quickly to profitable areas? How can employees be managed to get them to enthusiastically support, or at least comply with, this dramatic organizational shift?

In these emerging market oriented organizations, the students, and sometimes their parents, are 'customers.' This is no longer a metaphor. Their purchasing decisions determine what is of value and what is not. Other concepts of value are gradually eclipsed. Ideas about what kinds of learning are important or what kinds of education

are needed in the modern world are only significant, in the end, if the students buy the products in increasing numbers. Programs are increasingly shaped by market requirements rather than educational considerations. Even the idea of 'learning' is gradually overshadowed by the nebulous concept of educational 'experiences.' If students will buy experiences and packaged credentials, then this is what market oriented organizations will sell them.

Because they are becoming 'customers,' and they are being treated like customers, it is not surprising that students are increasingly adopting a customer mentality. The traditional roles and relationships between professors, or instructors, and learners are being eroded by a completely different set of roles and expectations derived from market transactions.

The transformation of public post-secondary institutions into market oriented organizations is a risky business. Markets can change suddenly. Competition can increase. Competitive advantage can rapidly disappear. The reliance on revenue from international markets is particularly perilous. It is not at all clear that many Canadian post-secondary organizations are able to understand and anticipate market shifts in countries like China, India and Vietnam. It is quite plausible that some of these organizations will find themselves in financial crisis at some future point. Some may even 'fail,' and governments may be faced with the political question of whether to rescue them or let them die.

What about Douglas College? It is very difficult to predict whether the current windfall revenues will continue to grow more than a few years into the future. What can be anticipated, however, is that the shift from being a value-based access institution to becoming a market oriented business is likely to lead to a widespread crisis of identity and a sense of alienation among many faculty members. 

A Matter of Access: An Examination of the Effects of International Students on the Availability of Courses for Domestic Students in the Faculty of Commerce & Business Administration at Douglas College

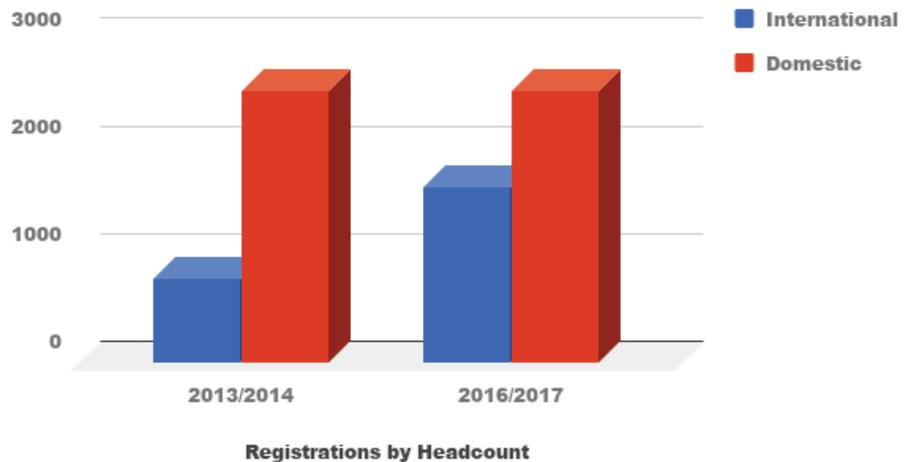
BY LES MARSHALL, COMMERCE AND BUSINESS ADMINISTRATION

The recent issue of Faculty Matters summarized a four part series published in the Vancouver Sun that examined international students in the B.C. post secondary education system. One issue that was identified was whether international students are crowding domestic students out of classes. This issue has been raised and addressed by UBC Okanagan Associate Professor Peter Wylie in a paper entitled “British Columbia’s International Education Strategy: Implications for Post Secondary Education”. Looking at the effect of increased international enrollment at UBC, Wylie concluded that there is evidence to suggest that international students are displacing domestic students taking a BA in Economics or a Bachelor of Commerce degree. The purpose of this report is to examine whether the increased enrollment of international students at Douglas College is having a similar impact on domestic students in the Faculty of Commerce and Business Administration (C&BA).

International Student Enrollment at Douglas College

Along with other post secondary institutions in B.C., Douglas College has witnessed significant growth in international student enrollment. For instance, in the 2014/15 academic year there were 2,149 international students enrolled at Douglas College. In the 2016/17 academic year, on the other hand, there were 3,036 international students enrolled at Douglas College. This represents an increase of 887 students. Over this 3 year period, therefore, international student enrollment increased by 41.3%. It is expected that we will also observe

Student Registrations in C&BA



significant growth in international student enrollment in the 2017/18 academic year. International students now represent slightly more than 20% of all students at Douglas College as measured by headcount and 26% of all students as measured by course registration.

International students enrolled at Douglas College are not evenly dispersed among the 6 faculties at Douglas College. In fact, 51% of international students at Douglas College are enrolled in the Faculty of C&BA. These students currently (Winter 2018) represent 40% of all students enrolled in the Faculty of C&BA as measured by headcount and 48% of all students as measured by course registration.

Between the 2013/14 and 2016/17 academic years, the number of international students registered in the Faculty of C&BA has increased from 780 to 1642 as measured by headcount. This increase of 862 students represents a 110% increase in the number of international students

enrolled in the Faculty of C&BA over this 4 year period. On the other hand, enrollment of domestic students in the Faculty of C&BA over this same period has remained relatively flat with the number of domestic students enrolled falling from 2535 to 2528. Furthermore, in the 2013/14 academic year international students represented 23.5% of all students enrolled in the Faculty of C&BA while in 2016/17 international students represented 39.4% of all students as measured by headcount.

Measuring the Impact of International Students on Domestic Student Registration in the Faculty of C&BA

One way to look at this issue is to examine whether the increase in international students has been matched by an appropriate increase in the number of sections of instruction offered. Earlier in this report it was noted that between the 2013/14 and 2016/17 academic years there was an increase of 862 international students enrolled in the Faculty of C&BA.

Course registrations in the Faculty of C&BA by international students has increased over this time period from 5,814 to 10,650 – an increase of 4,836 course registrations or an 83.2% increase in course registrations. If we assume there are 35 students registered per section and we divide the 4,836 by 35 that would suggest there should have been an increase of 138 sections of instruction to accommodate the additional students enrolled in the Faculty of C&BA. If we assume a fill rate of 88% in each course, this would imply an increase of 157 sections to accommodate the international growth.

Over this time period there has been an increased number of sections of instruction offered by the Faculty of C&BA. In fact, there has been an increase of 204 sections of instruction. By this metric, it appears that Douglas College has done a good job in managing the impact of increased international student enrollment on domestic students. However, a closer examination of the growth of sections of instruction offered by course is warranted to determine whether the appropriate courses have been offered to meet this demand to ensure no negative outcomes for domestic students.

Bottlenecks can emerge. For instance, the BUSN 1210 sections offered in New Westminster in Winter 2018 have international students representing 85% of all registrants. For Summer 2018, six sections of BUSN 1210 are planned representing 210 seats. International Education has already reserved 169 of these seats for new international students leaving only 31 seats for domestic and returning students. It appears that another section of this course may be added to ensure more seats are offered to domestic and returning students. Two sections of BUSN 3600 are planned for Summer 2018. International Education has reserved 59 of these seats leaving only 11 available for domestic and returning students. These examples beg a question: Have domestic students been

crowded out of these courses? How can foreign students represent 48% of course registrations in the Faculty of C&BA overall but 85% of registrations in some courses like BUSN 1210 and 3600? Are there other courses in the Faculty of C&BA facing similar bottlenecks? These issues are all tied to another important issue. The priority registration system currently in place at Douglas College

The current system in place gives international students, with a 1.5 GPA or higher, priority registration over domestic students. Registration priority, therefore, is determined on the basis of country of origin. Being first in line for registration in C&BA courses gives international students priority access to courses with the most popular instructors and offered at the most desirable time. Therefore, even if domestic students are able to enroll in the courses they want, they may not get the instructor they want or the time period they want. They get what's left over. Furthermore, there may be some domestic students who decide to register in a different course altogether if they cannot get the instructor or time period that they want. There may also be the possibility that students look to another institution to get the course they want in a time period that works for them.

Another implication of priority registration based upon country of origin is that it could distort the decision to add demand sections of courses if these sections are to be offered on a cost recovery basis. For instance, if our current registration system results in 10 domestic students on a course wait list, the tuition they would pay would not cover the cost of offering the section. Now suppose there is no priority registration on the basis of country of origin and instead we use GPA to determine priority in registration. If the 10 students on the waiting list are now international students, who pay significantly higher tuition fees, there would be enough tuition collected to offer the course. This begs another question: Are we offering too few

demand sections of instruction because of our priority registration system?

Concluding Comments

In looking at the data provided by Institutional Research¹ and others at Douglas College, it appears on the surface that Douglas College has done an adequate job in ensuring that the growth of international students has been accompanied by an appropriate increase in the number of sections of instruction offered by the Faculty of C&BA. However, the data also indicates that some bottlenecks exist. With international student enrollment representing 85% of registrants in some courses suggests we have not allocated enough sections of instruction in these courses. Furthermore, giving international students priority registration over domestic students is objectionable. When you think that the taxpayers of British Columbia have invested hundreds of millions of dollars in land, buildings and capital equipment to create Douglas College it seems inappropriate that the institution would give international students priority over domestic students in registration. It is unfair to domestic students and the taxpayers of British Columbia that a 4.0 GPA domestic student has to wait to register until a 1.5 GPA foreign student has registered for their courses. Fairness to all students suggests they should be treated equally with GPA being the determining factor in establishing priority in registration. If this means that additional sections of instruction need to be offered to ensure that all international students gain access to all the courses they need then the College should take some of the revenue they earn from international student tuition and provide the courses.

¹ Thanks to Keith Ellis at Institutional Research for helping me access and interpret the data contained in this report. He is not responsible for any of the conclusions reached in interpreting this data however. 

The Psychology Department Position on the Course Evaluation Initiative (CEI)

BY DR JEREMY JACKSON, PHD, PSYCHOMETRICS

“If there is any one secret of success, it lies in the ability to get the other person’s point of view and see things from that person’s angle as well as from your own.” Henry Ford

On January 15th this year, the Department of Psychology unanimously endorsed a white paper developed by members of the department in which it states:

- 1) There is no technical justification for the claim that the Course Evaluation Survey is a measure of course quality.
- 2) Since designing, developing and delivering courses is what individual faculty do, an evaluation of individual courses is an evaluation of individual faculty.
- 3) The methodology of the CEI allows for the assessment of individual faculty in every course by every student in the course. It follows from the choice of this methodology that the CEI can be used as an evaluation of the performance of individual faculty.
- 4) The Department of Psychology views this practice as contrary to both the spirit and principles of our Collective Agreement.

Since the release of this document, it has been presented at two DCFA meetings and distributed to a number of administrators and faculty within Douglas College. In the presentations of the document made thus far, the overwhelming majority of faculty have indicated strong agreement with the position taken by the Department of Psychology. Although representatives of the Department of Psychology have requested public, specific, critical feedback on this document, none has been received from faculty, administration or the DCFA.

The following is a series of important sections taken from the Department of Psychology document. Some minor revisions appropriate to the “Faculty Matters” format and audience have been made. Any significant sections below not contained in the original document are italicized.

Is The CEI a Course Evaluation?

The core Course Evaluation Survey (CES) consists of 13 items to be administered to all students in all courses at Douglas College. Nine of the items are quantitative, substantive items, three are demographic items and one is an open-ended item.

Technically, the validity of surveys as measures of constructs (i.e., the validity of the CES as a measure of course quality) is given by empirical evidence or content validity evidence. The CES has not been empirically validated in any form and, therefore, there is no empirical evidence for the claim that the CES is a measure of course quality.

In order for the content validity of the CES to be assessed, there must exist an agreed upon definition of course quality. No definition of course quality has been given and, therefore, it is not possible to assess the content validity of the CES as a measure of course quality.

It follows from the above that there is no technical justification for calling this survey a course evaluation survey. Put another way, it is a misuse of language to use the phrase “Course Evaluation Initiative” to denote this initiative.

The final form of validity on which a set of survey items can be assessed is called face validity. The face validity of a set of items, as a measure of a construct, is generally viewed as a technically unsophisticated and

untrustworthy form of validity. Having said this, an analysis of the face validity of the items on the CES reveals that many are instructor evaluation items, none are course evaluation items and three of the items do not denote either the instructor or the course.

Some examples of items that denote the instructor are:

Item 1: “The course materials (e.g., textbooks, readings, handouts, websites, videos, etc.) helped me understand the topics covered in the course.” Since instructors are entirely responsible for the choosing of course materials, this is conceptually an instructor evaluation item. It is roughly the question: “Did the instructor choose helpful materials?”

Item 6: “I was able to use feedback on completed course work (e.g., tests, assignments, etc.) to improve my performance in this course.” Since feedback is given by instructors, this is an instructor evaluation item. It is roughly the question: “Did the instructor’s feedback help me improve?”

Item 7: “I think the sequencing of the course material and activities (e.g., lectures, tutorials, in-class and/or online discussions, labs, etc.) supported my understanding of the course content.” Since it is instructors that are entirely responsible for the sequencing of course material, this is an instructor evaluation item. It is roughly the question: “Did the instructor sequence the materials well?”

Item 8: “I think the course content reflected the learning outcomes, as stated in the course outline.” Since instructors are *entirely* responsible for course content and learning outcomes

stated in the course outline, this is an instructor evaluation item. It is roughly the question: "Did the instructor align the course content with the course outline?"

Some examples of items that do not denote either the instructor or the course are:

Item 4: "I was able to understand complex course content." Since this item denotes the ability of a student (their ability to understand something) this is neither a course or instructor evaluation item.

Item 5: "I was comfortable sharing my ideas and knowledge in this course." Since this item denotes the dispositional state of the student (whether they were comfortable or not), it is conceptually neither a course nor an instructor evaluation item.

It follows from the above that since most of the items denote the instructor, this is largely an instructor evaluation survey.

Methodological Flaws

There are two main methodological concerns about the proposed CEI.

First, it is methodologically aberrant to sample all members of a population in order to assess the quality of the population. Statistically, an assessment of the quality of a product does not require the assessment of every instance of the product. (e.g., no factory assesses the tolerances of every widget it produces and no well managed company assesses the opinions of every customer of every product sold by the company). The purpose of statistics is to allow for an efficient assessment of the quality of a product by sampling only a small number of instances of the product. This militates against the problem of **over surveying**. Since sampling based methods are an efficient and widely used methodology in customer and product evaluation, and since the Douglas College course evaluation initiative ignores this practice, it appears that there might be

some ulterior motive to the sampling of every course taught by every instructor (i.e., the entire population). Since assessment of every course taught by every instructor allows for the evaluations of the performance of individual instructors by management, we justifiably feel that the actual motivation behind this initiative may well involve faculty evaluation.

Second, the APA "Standards for Educational and Psychological Testing" strongly warn against the use of a test in an applied setting when the test has not been empirically validated. It would be a serious breach of accepted psychometric practice to assess course quality using the CES because the CES has not been empirically validated.

The Student as Customer Analogy

Perhaps the most serious problem confronting us in post-secondary institutions today is the misapplication of the "student as customer" analogy. We believe that adherence to this false analogy by post-secondary administrations has caused massive grade inflation and simplification of courses over the last 60 years. We believe it is important to hold administration accountable for the role their conceptualization of students has played in the lowering of standards and inflation of grades. From our point of view, it is the job of faculty to produce strong, articulate, thoughtful, disciplined professionals who behave in a manner that elevates not only themselves, but the people around them, the institutions in which they work, and the societies within which they live, not satisfied customers.

Conclusion

We are concerned that the CEI will further instantiate popularity and "customer" satisfaction as the basis upon which our teaching is evaluated. While we acknowledge that popularity and customer satisfaction have a great deal to do with the objectives of business, they have much less to do with good teaching. Although popularity

and student satisfaction are not bad things in teaching, they are not the goal. Making them a goal has, we believe, been partly responsible for a dramatic reduction in educational standards and hence, the quality of student we are producing. We urge administration to reflect on this and take responsibility for the role they have played in the reduction of academic standards that has taken place over the last few generations.

The Department of Psychology would greatly appreciate specific, written questions about, or critical evaluations of the arguments made in this document. We wish to engage this discussion in the spirit of collaborative feedback upon which any healthy organizational program is based. 

ⁱ *It is important to note that individual items may simultaneously have face validity as a measure of multiple different constructs (this is one important reason to empirically validate items before using them in an applied setting). For instance, it is perfectly acceptable to argue that some of the items on the CES have face validity as a measure of both the course and the instructor of the course. For instance, when the teacher of the course is not responsible for some aspects of the course design, an evaluation of those aspects of the course is not an evaluation of the instructor of the course. In most high school settings, for example, the content and design of a course are not determined by the instructor of the course, and so the course is, in such cases, conceptually distinguishable from the instructor of the course. However, given that in most academic, post-secondary environments, most courses are entirely designed, developed and delivered by faculty, an evaluation of any element of a course is also an evaluation of the faculty responsible for designing, developing and delivering the course. Since, in such cases, the course is conceptually subordinate to its designer, developer and deliverer, a course evaluation item is a faculty evaluation item.*

The Art of Spin and the Permanent Closure of the Dental Assisting Certificate Program

BY LYNETTE CRAMEN, HEALTH SCIENCES

The Dental Assisting Certificate Program has provided community care dental clinics since 1980. The program has received the highest level of accreditation (7 years) repeatedly from the Commission on Dental Accreditation of Canada. To ensure public safety during the community care clinics as mandated by the College of Dental Surgeons of BC (CDSBC), the legal licensing body, our faculty to student ratio is 1:10 in the dental clinic. Along with the costs of dental equipment, dental supplies, and instructional requirements, the program is expensive, but considering the public service value, should it be deemed by the College Board to be too expensive to support? The dental clinic space is regarded as “prime real estate” by senior management. Apparently, the college vision is profit before training licensed professionals to meet the supply/demand needs of the community.

Unfortunately, there were many inaccuracies in what senior management expressed to the Douglas College Board on January 25 of this year. On behalf of the dental assisting faculty, I submitted a 10 page document addressing these. In addition, I supplied letters of support from dentists in the community and former Douglas College graduates. On March 15, 2018, the DC Board decided to ignore the information submitted and permanently closed the program. The decision to permanently close the program was made in haste due in part to the momentum and advocacy from stakeholders in the community, Ministry of Advanced Education, and other dental assisting programs in the province.

To put these concerns in context, below are some of the excerpts from my letter to the Douglas College Board.



1. We do not believe due process was followed.

For example, The VP Academic was not on the agenda for Education Council meeting at 9:00 am on November 20, 2017, regarding the suspension of the program for a curriculum review. The program faculty were informed of the program suspension for a curriculum review on the same day through an email at 8:01 am from our Dean. It was presented to us as a forgone conclusion as our website reflected the “change” and our 27 potential students for the 2018/2019 academic year were refunded their application fees. Please note our current students were informed of the suspension of the Dental Assisting Certificate Program at the Registrar’s office on November 17, 2017, as they attempted to register for winter semester 2018. The potential closure of the 10-month dental assisting certificate

program has impacted the students emotionally, spiritually, and physically.

2. On December 18, 2017 the suspension of the CDA program was changed to permanent closure at Education Council meeting. On January 25, 2018, the board members were informed that the department was not taking the situation seriously.

This statement is false. The faculty, staff and students of the CDA program took the situation VERY seriously. A few of the things to show how seriously we took it are: reaching out to other dental assisting programs in BC so we could address any problems Douglas saw in our program, contacting the articulation committee, the program advisory committee, CDSBC, BC Dental Association, the Advanced Education Minister - Honourable Melanie Mark, speaking with other program co-ordinators, Camosun College coordinator eliciting the support of

her Dean for our program, speaking with past graduates and current students, and making plans for how to address the concerns raised about the department. We couldn't have taken it MORE seriously! It has greatly impacted the lives of many faculty and staff that rely on their employment at Douglas College. We have experienced sleepless nights, increased stress and worry that has affected our families and work environment.

We respectfully request that the Board review and support Education Council's recommendation to keep the Dental Assisting Certificate Program which was presented at the January 25, 2018 meeting.

3. I believe the Board was not provided with the correspondence from CDSBC (Registrar/CEO, Mr. Jerome Marburg), BC Dental Association and PAC Chair presentation documents.

I have provided email documentation in support of preserving our program commencing November 23, 2017. Ms. Leslie Riva, Senior Manager, CDA Certification and Quality Assurance, reported to me that the proposed closure of our program had been added to the CDSBC Board Meeting agenda under new business for the November 25, 2017 meeting. I was informed by Ms. Riva on December 1, 2017, that the CDSBC Board voted unanimously to support our program. At the direction of the CDSBC Board, Mr. Jerome Marburg, Registrar/CEO was to write a letter to the DC Board

in support of our program. Please note that the Board minutes have not been posted on the CDSBC website as their recent meeting was held on February 24, 2018.

4. Board informed by the President that our program did not provide community care clinics. That statement is false

No consultation with dental and public communities prior to the decision to close the program. Consultation was initiated by letters to CDSBC, BC Dental Association and other dental assisting programs within BC

a. Preventative services have been provided from our clinic since 1980 to the underprivileged and the elementary school École Qayqayt (John Robson Elementary School prior).

b. The children we provide services for include: dental examination, radiographs if prescribed by the DDS, nutritional guidance, oral hygiene education (tooth brushing and flossing) polish, fluoride, pit and fissure sealants, and referrals for additional dental care - low cost options. I have seen the joy from the children who visit our clinic. I have also seen the evidence of neglect - dental disease with teeth rotted off at the gum line, gross decay, lesions in the mouth, tooth abscesses.

c. Low socio-economic adults also receive affordable preventive care.

d. The DC Community Preventive

Care Clinic charges on \$25.00 for all preventive services provided. The École Qayqayt children receive free/no fee care. If a person is unable to pay the \$25.00 we do not insist on payment.

5. Our program was compared to VCC regarding number of students in the program and attrition rates. In actuality our numbers are similar - however, the Board members were misinformed again! In the fall of 2017, VCC registered 86 students and our program registered 28 students. At VCC, 66 students remained in their program while 24 students continued in ours. Therefore, the attrition rate for this year at VCC is 23% whereas ours is 14%.

Our hope is that other programs within Douglas College do not suffer the same outcome. We needed your support! I suspect many of you were not aware of the incredible stress we were under during this process. Janice Van Veen, Jessica Lancaster and Audrey Vandervelden are to be commended for their dedication to ensure the last graduating dental assisting certificate program students have the best experience during the last two months.

Respectfully submitted, 

Lynette Cramen

Lynette Cramen, G.D.H., R.D.H., MA

Faculty of Health Sciences

Dental Assisting Certificate Program

Program Coordinator

Program Operations, Learning Strategy, Curriculum and Quality

Didactic and Clinical Instructor

The Shameful Situation of Sessional Instructors: A Challenge to the Bargainers of the Next Round

BY CHRIS MAGUIRE, ENGLISH LANGUAGE LEARNING AND ACQUISITION

There is a huge problem in the post-secondary educational workplace today. The problem involves pay equity -- equal pay for equal work. Inequity

between regular and sessional (non-regular or contract) instructors remains the single most egregious injustice in our workplace today. The sad truth is

that non-regular faculty members earn a little more than half the pay that regular instructors do, despite doing almost exactly the same job.

The story of our precarious, underpaid colleagues has recently made it to the public through media sources, but this has initiated little to no change on the part of the faculty associations. Once the sacred cow of labour unionists, the ideal of pay equity has been neglected in North American colleges and universities. Sadly, trade unionism all over seems to be shifting from its activism for social justice towards appeasement of select groups that exist to protect their own privileges and position. This even seems to be true in the Federation of Post-Secondary Educators (FPSE).

Contract after contract, decade after decade, the Federation has allowed this awful unfairness to worsen. We have always negotiated in a one-size-fits-all manner, and any single-tiered strategy in bargaining serves only to widen any existing gap, as those earning double naturally get double the raise. They may voice the rhetoric of egalitarianism, may make token gestures toward equity, but since they fail to act to correct the inequity, their words sound like mere lip service. A few years ago, FPSE came up with the slogan:

“If you do the same work, you should have the same rights. It’s not complicated.”

Indeed, the concept is stunningly simple. I ask now only that we match word to deed. When that slogan was coined, we had just finished negotiating a round in which we once again widened the gap between regulars and non-regulars. For me, the slogan rings out in a tinny clang of Newspeak since no action plan to date embodies the problem at the core of that catchphrase.

Why do I, as a regularized instructor, earn double what my non-regular colleague earns, anyway? We do almost exactly the same work. The sole reason that I earn so much more is that I have what we call “accountable time” duties to perform. This work that so distinguishes regular from non-regular faculty members is nebulously referenced in Art. 8.01 e. of our Collective Agreement:

e. There is an inherent assumption that the duties of regular faculty members involve responsibilities beyond those expected of contract faculty members.

While these responsibilities include counselling students, writing reference letters, departmental meetings, and committee service, classroom instruction constitutes almost all the real work I do in any given year. Teaching is what I am being paid to do.

To fight for the underdog is to fight for us all. The reason we must not lose any

ground as we strive for equity for the untenured is that failing to fight for real gains for all employees leads to losses for everyone. As long as any union or federation contains employees who do the same work for vastly different pay, fewer benefits and less job security, the economic logic will always tend toward the lowest common denominator. This is painfully obvious, but we ignore it.

Meanwhile, Canadian universities and colleges increase their proportion of contract academic staff. As long as low-paid sessional teachers and part-time faculty exist and their existence is, de facto, tolerated by their unions and full time colleagues, they become a point of comparison for administrators, and of course for the Public Service Employers’ Council, those political bullies who strive to keep our wages below those of the rest of Canada.

I challenge FPSE and its 20 plus affiliates to make this round of negotiations one in which we try to right this imbalance. We should negotiate with a two-tiered bargaining approach, one that seeks greater increases for the non-regulars than for regulars. Only then can we begin the process of correcting this growing injustice. To continue to ignore this inequality would be to perpetuate a shameful and unjust trend. [fm](#)

Planet of the Psychopaths

BY DON VALERI, BUSINESS

Most movie watchers who saw the original Planet of the Apes (1968) can remember Charlton Heston’s anguished cry at the very end of the movie: “You finally did it. You maniacs! You blew it up....damn you all to hell!” Substitute “psychopath” for “maniac,” and you have a more accurate term and a more realistic explanation for how all life on this planet can be extinguished.



What is a psychopath, you ask? The term has become ubiquitous and common place now. Most people think of a dangerous mass murderer or rapist as the prototypical psychopath. They comprise on average 15% of the male and female prison population, but are responsible for 50% of the most serious crimes committed, according to Dr. Robert Hare, UBC professor emeritus, a highly regarded expert on psychopathy. According to Hare, some of the characteristics of a psychopath include:

glib and superficial; egocentric and grandiose; lack of empathy; deceitful and manipulative; impulsive; poor behavioural controls; need for excitement; lack of responsibility; early behavior problems; adult anti-social behavior; lack of remorse or guilt; parasitic lifestyle.

It may seem unbelievable that such people could be walking the halls of our college, amongst our students, faculty, or administrators. But they do! A very conservative estimate is that 1% of the human population fits the description. There are very good reasons to believe that the real numbers are notably higher once you factor in the more hidden and undiscovered psychopaths who are better known as 'high functioning' psychopaths. And around them gather the 'almost psychopaths' who enable and support them. What is truly scary is that so many of these high functioning types make their way into positions of power and authority as CEOs, politicians, lawyers, bankers, stock brokers, movie producers, media personalities, sales people, and religious persons.

Sadly, quite often even our organizational structures in business and elsewhere are created to reflect and justify the psychopathic personality. The corporation itself is one such example. Watch the documentary "The Corporation" if you need convincing of that.

Here is how Paul Babiak and Mary Ellen O'Toole describe the corporate psychopath:

Once inside the organization, corporate psychopaths capitalize on others' expectations of a commendable employee. Coworkers and managers may misread superficial charm as charisma, a desirable leadership trait. A psychopath's grandiose talk can resemble self-confidence, while subtle conning and manipulation often suggest influence and persuasion skills. Sometimes psychopaths' thrill-seeking behavior and impulsivity are mistaken for high energy and enthusiasm, action orientation, and the ability to multitask. To the organization, these individuals' irresponsibility may give the appearance of a risk-taking and entrepreneurial spirit - highly prized in today's fast-paced business environment. Lack of realistic goal setting combined with grandiose statements can be misinterpreted as visionary and strategic thinking ability; both are rare and sought after by senior management. An inability to feel emotions may be disguised as the capability to make tough decisions and stay calm in the heat of battle.

Now try to imagine an organization comprised of a collection of such personalities at the top of the pyramid. Do you understand now how these individuals can make it into the Cabinet, the board room or the Oval Office? If 1% of the entire human population of seven billion are psychopaths, that means there are 70 million of them roaming the planet right now!

Acting together in clusters they constitute a horrific menace, particularly when they have taken over elite positions and control and direct our economy, politics, social, scientific, and spiritual lives. Arguably they are the single greatest threat to the human race's survival. Neither rationalizing them away nor pretending that they

do not exist solves this existential crisis. Just because you would never do or act like them and commit the unspeakable, does not mean they won't. They are predators and have no conscience.

There is, according to Thomas Sheridan, a psychopathic hunger to pen humans in, make them slaves for their utopian, grand megalomaniacal visions. If millions are displaced, impoverished or murdered by them for this to happen, then so be it. The end justifies the means. If people's psychological well being, emotional richness, creative awareness and individuality can be turned off by a centrally controlled computer, then better still.

What then can we do to face this crisis? There may be more than we think and here are a few suggestions:

- 1) Educate ourselves and others as to the nature and characteristics of a psychopath. While they are not easy to recognize given their ability to lie, pretend, deceive, con, manipulate and charm others, we can still be able to spot one, once we learn more about their nature.
- 2) Once we educate ourselves and also draw upon the experience of interacting with a psychopath, we will know and recognize the telltale signs.
- 3) Refrain from ever interacting with a psychopath alone, unless we cannot help it. We could find allies and associates with whom to resist their manipulation and enticing influences. Think of the modus operandi of harassers in the work place. They never do their harassing in front of a lot of people as that would be career suicide. They do it one-on-one, so it ends up being the targeted person's word against theirs. There is always safety in numbers.
- 4) Support in every possible way the democratization of our society, including our workplaces,

associations, community organizations, local, provincial, and federal governments. Psychopaths are attracted to authoritarian and centralized systems, not decentralized ones where power is widely dispersed. They are usually appointed, not elected, which means there is no term limit and they can get away with unaccountable behavior. Most of the time, it's easier to con a committee than a large group of people. Once entrenched,

all the psychopath has to do is con those above him, who are much fewer in number than the many below him who have to suffer.

5) When it comes to leadership, be very wary of ego-driven, power-loving, charismatic, amoral leaders. The kind of leaders we want to follow and support are those who have a conscience, can feel empathy and who focus on helping and lifting up their followers, not using them to complete their agenda.

In the meantime, are we getting the kind of leaders we deserve?

In conclusion, the words of Edmund Burke are compelling: "All that is necessary for the triumph of evil is for good men to do nothing." He also said, "Nobody made a greater mistake than he who did nothing because he could only do a little." 

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Mindfulness in Education

BY STEPHEN CROZIER, VP NEGOTIATIONS

Mind your manners! Mind what you say! Mind what is happening! Mind the gap! Be mindful of others!

We might be bored hearing what has become rather trite expressions, but it turns out there may be more wisdom in those words than we often credit them with. That's the talk. Where's the walk?

Perhaps many of us felt that we at least learned to crawl one afternoon in early December last year when Ross Laird made a return appearance at The Gathering Place. Mindfulness in Education ... could that work?

Ross began by defining mindfulness as awareness combined with attention. For example, when we are checking our phone, we would be aware of this and attentive to the task; we would not be on automatic. If we are mindful, we will notice a gap between emotion (I'm anxious, bored, feeling vulnerable or out of place) and action (I pick up my phone.), and this awareness and attention leads to self-regulation. In this gap, we might just be able to consider whether or not we really have to look at that phone. Perhaps students could do the same. In that gap is our opportunity to self-regulate and, apparently, this correlates with life satisfaction more than any other factor, including intelligence and financial success. I guess "mind the gap" doesn't just apply to getting on and off trains.

In the gap between "That's a nice phone," and "Please take my money so that I can support the growth of multinational corporations which are exploiting workers in the third world, concentrating wealth increasingly in the hands of fewer and fewer people and contributing to mountains of toxic electronic waste," I might be able to make a decision. And it might feel good.

Mindfulness leads to self-awareness, which in turn leads to empathy. Perhaps this connection is that if we are mindful, we become aware of our vulnerabilities and our interdependence as human beings, as well as our existence as rather tiny, though numerous, creatures on this planet. Perhaps we see that others are more or less like us.

Unfortunately, studies over the last 10 years which Laird referred to show that empathy is going down and narcissism is going up, and that social media is one of the culprits. We are fish caught in the inter-net. We are not connected; we are literally being "channeled" and disengaged. At least with a TV, we can change channels or hit the off button. When we are the channel, where's the button? It turns out, it might be in us. Mind the "default" button!

Ross spoke of a "default mode," a time when we are not doing anything. In order to reset the nervous system, we need to not do anything for 10-15 minutes three times a day. Having such

times in the past was common, but not so these days. Being in default mode does not mean spacing out or allowing discursive thoughts to entertain us. This would be doing something. Instead, let stillness be. Stillness leads to reflection, which leads to wonder. "Seek wonder" is a tenet of Dzogchen, a form of Tibetan Buddhism.

That might be helpful in an educational context, for us and our students. Ross suggested we make times in our class, perhaps just half a minute to a minute, for what he called "intentionality," a kind of stopping of the clock and becoming aware of our surroundings. He also suggested a social time for the last few minutes of class, when students can leave when they want. His experience is that when provided with this time, students tend to stay together after the class has actually ended. The clock doesn't stop, but they do.

In summary, Laird offered suggestions for instructors to practice. First is self-regulation. The correlation with life satisfaction doesn't mean causation, but it just might be worth a try anyway. The second practice, which he said is most important, is self-awareness. Thirdly, cultivate empathy. Fourthly, maintain stillness in the classroom. Next, be alert yourself when you are preparing your classes. Finally, notice new things.

Cultivating these practices with our students is important. After all, if our

students aren't noticing new things, they aren't getting an education. 

A video recording of Ross Laird's presentation is on DC Connect. Even so, it can be found. Mind the link: <http://admin.video.ubc.ca/tiny/822t3>. Thanks to

Dwayne Thornhill for recording editing and posting this.

For further exploration, Ross suggested searching Helen Liang on YouTube for videos of tai chi. Also, he recommended the following books: *The Corrosion*

of Character by Richard Sennett, *The Organized Mind* by Daniel Levitin, and *Wildness: Relations of People and Place* edited by Gavin Van Horn and John Hausdoerffer.

Blurred Lines: Rethinking Sex, Power & Consent on Campus

by Vanessa Grigoriadis Boston MA 2017

BY DAVID MOULTON, MARKETING

The good news for post-secondary institutions like Douglas College is that we are less at risk when it comes to sexual assaults than are other colleges and universities. Three of the risk factors – on-campus residences, fraternities and high-powered (financed) sports programmes are not part of our make-up. Nevertheless, as the sub-title proclaims, this book provides an in-depth look at the issues of sex, power and consent on campuses.

The author has visited a number of American campuses and recounts in some detail various examples of sexual assaults that have occurred over the past number of years. The book opens with the case of Mattress Girl: Emma Sulkowicz was a student at Columbia University and she had faced a situation where she claimed that a fellow male student had sex with her without her consent. She felt her complaints to the university administration were dealt with unsatisfactory, so she began a protest by lugging a mattress around campus as a visible protest symbol. The male student denied that the sex was without consent so you can see where the title comes from – the word of

one person against another leads to the 'she said, he said' conundrum, and thus the blurred lines.

When I was attending university in the late 60s and early 70s, it was not uncommon for one of your professors to have an intimate relationship with one of your fellow students. Most of the time it was male academics and female undergrads, but I was aware of a couple of exceptions to that rule. Fortunately, this practice has been highly discouraged and it has declined dramatically over the past couple of decades. However, the role of power (largely male) and consent (largely female) has not diminished on campus as undergraduates are, after all, still human beings with hormones and desires. The problem is compounded by the inability of the legal system – either on campus or off – to provide a satisfactory forum for determining the 'truth' and then dealing with the consequences.

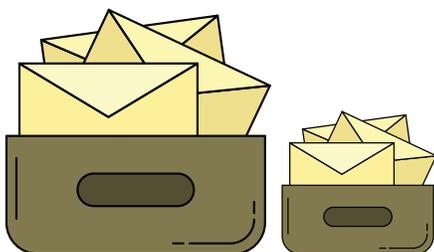
There was one particularly troubling chapter simply called 'Phoebe.' It is the story of a young woman who ends up being raped under conditions of bondage, and yet she decides not to report the male who assaulted her. She provides a

variety of reasons for not doing so but it is clear, at least to this reader, that she had not consented on numerous occasions before the rape. However she does meet up with her attacker and after a lot of back and forth about the evening, she receives an apology. The author comments: "...this might have made her feel better than taking him to court or writing his name on a bathroom wall..." (228)

There are no simple answers to the issues of sex, power and consent on campus. The author recounts numerous stories of various assaults that occurred and yet the only ones that seem to result in any consequences for the perpetrators are those with either witnesses and/or video. The author talks of the 'red zone' – your first year at college is the most dangerous because everything is so new. And, in her appendix, she has some sage advice for students, parents and administrators for taking proactive steps to minimize the problem of sexual assault.

Even in the age of 'Me Too,' we have a ways to go to achieve proper consent and use of power. 

Ask Lenny



Dear Lenny,

I was recently hired as a regular faculty member. I have enough education and teaching experience to place me at step 1 of the salary scale, but I was placed at Step 4. I am aware that the Collective Agreement specifies Step 4 as the maximum starting Step, but I am

also aware that most post-secondary institutions in BC do not have a bar to starting at a higher Step on the scale.

In the three years it will take me to advance to Step 1, I will have earned the equivalent of about \$33,000 less than if I had started on Step 1. Considering that the Collective Agreement does not

seem to be violated, I don't expect that anything can be done about the "lost" income, but considering that other Colleges do not seem to have a similar starting bar on the salary scale, I would like to know if there is any justification for the bar on the salary scale.

Thanks,

Sore Loser.

Dear Sore Loser,

Thanks for the question. I agree that \$33,000 is a significant amount of money to "lose", even in Canadian dollars. I will provide you with a bit of history which I hope will clarify the origin of the bar.

Prior to 1992, Douglas College, had a relatively large proportion of work done by Contract faculty. About 30% of all faculty work was being done by Contract faculty, and most of those faculty had no prospect of achieving regular status. Contract faculty were, and still are, paid about 60% of what regular faculty are paid for similar work, had fewer benefits, and had virtually no

job security. The "poster-child" of that era was a Contract instructor who had 16 years of FTE service, but no regular position. In most rounds of Collective Bargaining from the late 1970's to 1992, including negotiations in 1989 that resulted in an extended faculty strike, a major issue in negotiations was the plight of Contract faculty.

In 1992, the DCFA and the College agreed to a new definition and approach to assigning regular work based on the predicted amount of work available annually in each Department. The new approach was to have planned half-time or more work in at least two of the three semesters assigned to regular instructors, even if the work was not expected to be ongoing. The move to the new work assignment model resulted in extensive regularization of work that was previously assigned to Contract instructors. The proportion of work done by Contract faculty decreased from more than 30% to approximately 12%.

Now to the point of how this relates to your question of fairness. The

regularization of a large number of faculty members meant a large and sudden increase in cost to the College. In order to make the new model affordable, the DCFA and the College agreed that newly hired faculty would start near the bottom of the pay scale. In subsequent bargaining rounds the bar was raised to Step 4.

The newly bargained regularization of work meant that new faculty were placed at a lower Step on the salary scale, but it also meant that many faculty who might otherwise have languished indefinitely as Contract faculty, were hired as regular faculty. Although not an ideal solution to the problem of overuse of Contract faculty, many faculty have benefitted significantly from the regularization process. I will leave it to you to consider whether or not the 1992 introduction of a bar on scale as a trade-off for improved regularization language was in your best interest. 

Sincerely,

Lenny

MARK YOUR CALENDARS!

DCFA Annual General meeting

Date: Tuesday, May 1, 2018

Place: Upper Cafeteria—New Westminster campus

Breakfast: 8:30AM

Sign-in & receive ballots: 8:45 am

AGM: 9:30 am - 12:15 pm

Lunch: 12:30 - 2:00 pm