



# BARGAINING BITS

## In this issue:

- Bargaining Update
- Ratification Meetings
- Reprint of Secondary Scales Article by Bruce Northey

Members of the Contract Committee include:

Glenn Beach, Craig Hull, James Lovitt, John MacMillan, Jan Mastromatteo, Nicholette Prince, Marta Tejero, and Jessica Card (Chair).

Our spokesperson at the local table will be Zoe Towle, FPSE Staff Representative.

If you have any questions regarding contract negotiations, please contact a member of the contract committee.

## Bargaining Update

Thank you to all who completed the online Faculty Survey in October. We had 114 responses and received much feedback from you. The contract committee is reviewing the survey results and will use these to help form the union's bargaining proposals and determine bargaining priorities. In addition to the survey, members of the contract committee have met with various faculty. This consultation process is not over and we encourage faculty to continue to engage with the contract committee throughout the bargaining process. The better we understand the issues you face, the more able we are to bargain on your behalf.

Through the faculty survey and member consultations thus far, we have a clearer idea of bargaining issues that impact and are of importance to faculty. Many of these are predictable: we all want more money and better benefits. Others are ongoing battles we have presented in past bargaining rounds and hope to continue making strides towards in this round. Some are newer. Elimination of secondary scales continues to emerge as a high priority for faculty at CNC and provincially. During the last bargaining round, Bruce Northey wrote an informative article outlining the secondary scales issues and why they impact all faculty. This article is attached below. In summary, we have experienced over a decade of layoffs of full-time, regular faculty and a simultaneous increase of part-time and sessional faculty with lower wages and fewer employee rights and benefits. Part-time faculty currently outnumber full-time faculty at CNC. Some part-time faculty prefer to work part-time but many hope to become regular full-time faculty and deserve equal pay for equal work. While our regularization language has helped, the inequities and burn out for many part-timers and sessionals continue as does the lack of financial incentive for the employer to discontinue this inequitable hiring practise. Other changes at CNC over the past decade (i.e. new programs or program revisions, DDI and technological changes, increased student unpreparedness and plagiarism, decreased student services such as counselling and learning supports, etc.) have impacted faculty workloads inside and outside the classroom including office hours, coordinator duties/release time and curriculum development.

The contract committee is working on these and many other bargaining items. We will present items to be included in this round's bargaining proposals at the ratification meetings below. Please attend and vote.

## Ratification Dates

Regional Campuses:

- Dec 1: 1pm – 3pm (via videoconference) – details to follow

Prince George campus:

- Nov. 29: 4pm – 5pm, Room 2-108
- Nov. 30: 10am – 11am, Room 1-723
- Dec. 1: 10am – 11am, Room 1-306

If you have any questions contact us at [facnc\\_local3@telus.net](mailto:facnc_local3@telus.net)

**STAY TUNED**

## PART TIME TEACHING AT CNC

By *Bruce Northey*

There are probably many of us at CNC who have experienced part time teaching. Roughly 2/3's of FACNC's membership is now part time or sessional but what is more, many of our full time faculty likely began as part timers. What is the current reality of part time teaching at CNC?

*"Perhaps the most disturbing thing about part time work is that it is fast becoming the norm."*

That's not really an easy question to answer due to the diversity of experiences and institutional needs but thanks to the generosity of two of our part time instructors, I was able to get a sense of the nature of the job.

*-Bruce Northey*

Taking your first part time position at CNC is a moment imbued with excitement, possibility and hope. People are drawn here for a reason. There is the possibility of a door opening to a new career path. There is the opportunity of actually using all the skills and knowledge you have gained in your field. There is the excitement of teaching; engaging in meaningful discussion about issues and knowledge that inspire you. There is the privilege of introducing others to your passion.

How you get that first contract is a bit of a mystery. It might begin with a casual conversation at a gym or a dinner party. It just might happen that you have had a conversation with a full time faculty at CNC who makes note of the fact that you have the credentials and interests that CNC could use. Two weeks or 2 months or one year later you get a phone call. 'Would you be interested in teaching a section of ...?' is the question. You have to act quickly. Can you obtain release time from your current job? Can you fit it into your busy family life?

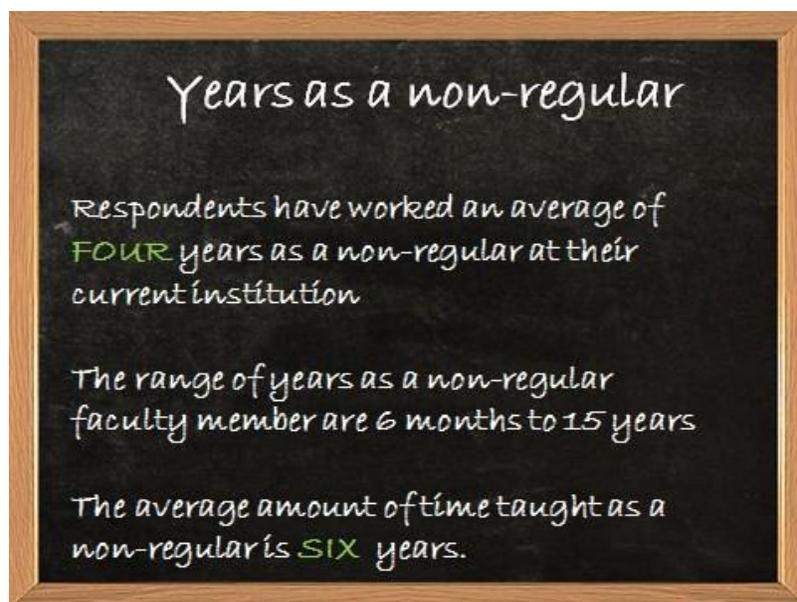
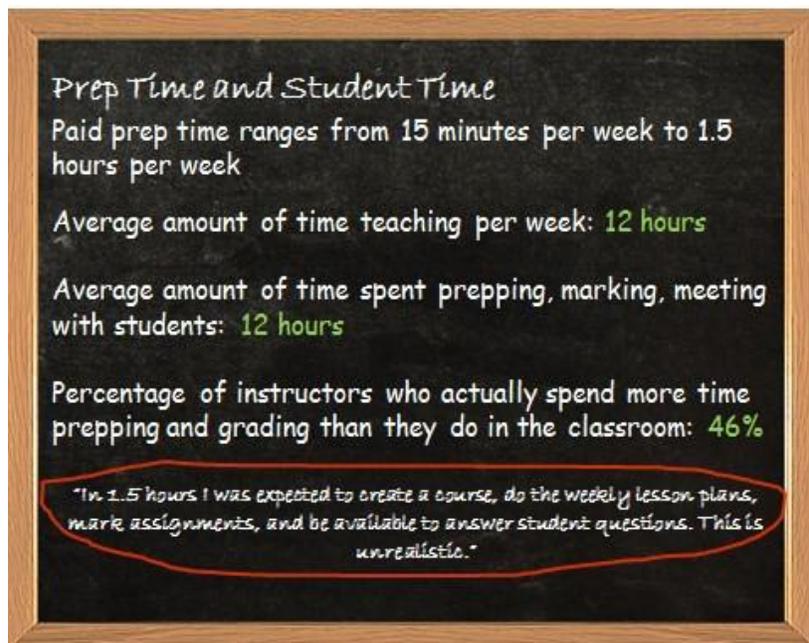
Another possibility is that you always knew you wanted to teach at CNC. You took the time and effort to get that CV prepared and then sought out the dean hoping that your interest and CNC's needs would mesh. You may have had a conversation with the dean at that time and left feeling optimistic. A year later, you get the call. 'Would you be interested- ed in teaching a section of...?'

There actually are postings for part time teaching which may or may not lead to a formal interview. Whatever the route to that first offer, it almost always requires flexibility and an ability to quickly reorganize your life to meet CNC's schedule. There's rarely time to dilly- dally or reflect on the consequences of taking on the teaching job. The people I spoke with would consider it a luxury to have more than a week's notice. They describe situations when they were called the day before and even the day of, a class starting. Negotiating a contract appears unheard of. If you say yes, you will shortly be handed a contract. It is 'take it or leave it'. CNC will not change its scheduling to accommodate your needs. If you are working elsewhere, it is up to the other employer to adjust their schedule to accommodate CNC's. People have had to turn down positions at CNC because of this.

So you've said yes to CNC and will begin teaching in a few days. Now what? If you're lucky, you could meet with someone from your department. You will get the course out- line, the text and quite often an invitation to use notes or power points. You will probably be invited to 'call if you need help' and to attend the department meetings. There is no formal mentoring process. You may never see any of your colleagues again. The term begins, everyone is on a different schedule and you are only at the college for your three hours of teaching each week. The deans and the other instructors are very hard to track down.



I was told that the administrative assistants have always been helpful. They have been the ones who try to get the questions answered and the supports you need. They are the ones who have taken the time to try to give you an orientation to the college. While this will help you to locate the library, the print room, the mail room and instructional media services, it appears that there is little orientation with respect to how to make use of students services like counselling, the Centre for Student Success, and First Nations Support and international student services.



As we have seen, lead time to teach a part time course can be virtually non-existent. What about preparation time? Part timers are allotted 2.25 hours of prep time for every 45 hour course. That's about enough time to read the course outline, the table of contents of the text, and maybe, the first chapter. If part time instructors were to live by the letter of their contract, their students would have to tell them what the text book says! But they'd never have a chance to ask their students, because the contract does not require or pay for any student contact time outside of the classroom. They are paid for 45 hours of instruction. That's it. The old joke about throwing student essays down a stairwell and assigning grades based on which step the paper lands on pretty well describes what part time instructors would have to do if they were only working their contract hours.

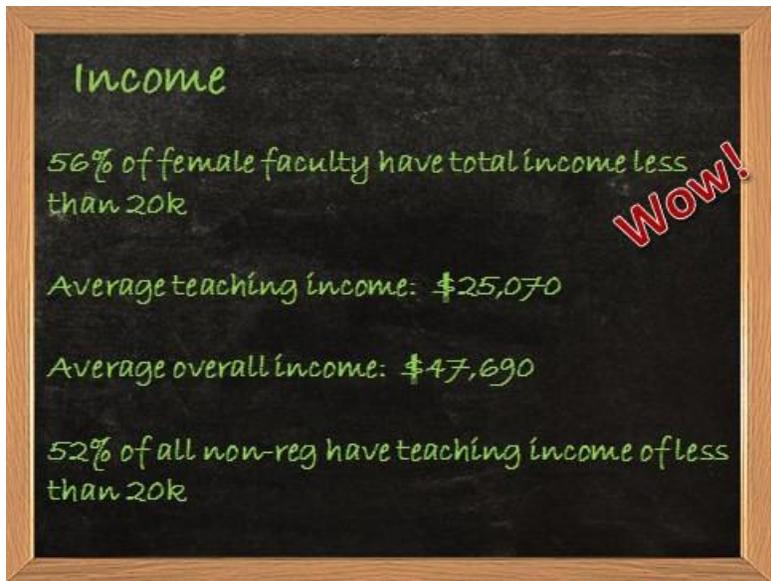
The typical contract for Type One positions offers 45 teaching hours and 2.25 preparation hours. That's 47.25 hours per course. The pay scale would offer you as much as \$3,450 (\$73.01 per hour) or as little as \$2,437.00 (\$51.58 per hour) per course. My informants were very clear. They want to do their best. Doing their best means that they will be well prepared, will provide office hours, and will grade assignments and exams with care. To achieve all this, they will be working more than three times as many hours as they are paid for. For example, if you averaged out grading and prep time to three hours a week each and threw in an office hour per course part-timers would actually be working 10 hours a week for 15 weeks. That's 150 hours per course, not 47.25 hours. The instructors I spoke with said that would be a reasonable reflection of the time they devote to a course. The reality for a conscientious part time instructor is that she or he would be working for \$16.25 per hour at the low end of scale or \$23.00 an hour at the upper end. Compare this to a full time CNC instructor at the top of the salary scale who earns between \$8,661.10 and \$10,826.40 to teach the very same course.

UNBC also hires part time instructors. The university pays \$6,600.00 for 39 hours of contact time (3 hours a week for 13 weeks). That would equate to \$169.23 an hour. If you were to use the 10 hour per week minimum for quality instruction, their part timers (referred to as sessionals) would be earning \$50.77 per hour. Though the university does not pay for preparation, grading time or office hours, their pay scale would allow their instructors to feel acknowledged for this 'extra' work. In short, the UNBC pay scale more fairly acknowledges the actual work required to do the job well.

COMPARISON OF PAY SCALES

Teaching role	Per course	Rate for required hours (3 hours per week)	Rate for actual hours. Estimated as 10 per week.
CNC part time. Top of scale	\$3,450.00	\$73.01	\$23.00
CNC part time. Bottom of scale	\$2,437.00	\$51.58	\$16.25
CNC full time top of scale	\$10,826.40 to \$8,661.10	N/A	N/A
UNBC part time (referred to as sessional)	\$6,600.00.  3 hrs per week for 13 weeks	\$169.23	\$50.77

Perhaps the most disturbing thing about part time work is that it is fast becoming the norm. This implies that CNC is moving towards a situation where under-paid instructors are doing much of the teaching. These instructors have a sense of being disconnected from the other instructors, the departments and the college itself. They have no time to become involved in committee work, community outreach or program development. It is difficult for them to feel they are a part of a team working together to provide program integrity. This sense of disaffection and disconnect is bad for the part time instructors, the students and the college itself. With part time instructors representing two thirds of the instructor roster, the college is at risk of losing the integrity and continuity of its programs.



FACNC believes that part time instructors need more financial compensation and better support and connectedness. We would like to see paid orientation time, office hour time and preparation and grading time. We want equity for part time faculty based on prorating their rate to that offered for full time faculty. At the very least, we would like to see a pay scale like UNBC's which compensates the instructor for the work done at a much more reasonable rate. If the pay rate for part time instructors more accurately reflected the extent of the work done, we might also place the college in a situation wherein they might curb the over-use of part time work and expand the utilization of more sessional and full time contracts.

Bruce Northey

SSWK Department

