

# LOCAL LINES

## Milking the Cash Cow: The Real Business Strategy of Ontario Colleges

Martin Lee, Local 415 Secretary

In July of 2019, the College Employer Council hired a new Chief Executive Officer: Graham Lloyd. Despite not having any previous experience managing in a unionized environment, Lloyd rose through the ranks of the Dairy Farmers of Ontario, and was their General Manager during the re-negotiation of the North American Free Trade Agreement. Of course, we all saw how successful that was: the Dairy Farmers of Ontario was front line news for the poor deal they managed to achieve. Ontario Colleges knew of Lloyd's dubious record but somehow felt that this was the man to give them the leadership they wanted.



In a seemingly unrelated piece of news, Algonquin College announced their new [Private College Partnership Program \(PCPP\) with CDI College](#) in Ontario (based in Toronto/Mississauga) on February 28th, 2022. The first Algonquin programs to be sold off to this partnership are Business Management, International Business Management, Computer Programming, Accounting, and Project Management. The program was announced with a custom-ready website, advertising campaign, and marketing for the international student market.

With this move, Algonquin College has now joined the ranks of Ontario Colleges which will be formally outsourcing work done by hard working faculty to third-party strip-mall colleges. The students who study in these programs will never set foot in an Algonquin College classroom, will never see an Algonquin College library, will never visit an Algonquin College counsellor, BUT will see material developed by Algonquin College faculty and will graduate with Algonquin College diplomas.

In the announcement press release, Senior VP of CDI College, Yul Kim, said, "Students from both institutions will have the opportunity to gain a richer educational experience by connecting on campus and outside of the classroom." One wonders how this will work, given that the outsourced students will have some 450 km of road travel between the nearest Algonquin campus and their classroom.

PCPPs have been rapidly spreading in Ontario [with dubious thanks to the Ford Government](#). Unfortunately, efforts to challenge PCPPs legally have been unsuccessful. This trend may well continue if there is no political movement in the provincial government. In 2017, [a report known as "the Trick Report"](#) raised serious concerns with PCPPs, noting the unscrupulous recruitment efforts of colleges (see ["Something You Can Sell on a Billboard"](#) from the September 2021 edition of *Local Lines*), a lack of financial accountability, a lack of quality control, and a lack of emotional and mental supports for students in these PCPPs. In short, these concerns provide a bleak outlook for the future of post-secondary education.

Which brings me back to why all of this is happening. Why would Algonquin College put its learners in a position of being at risk from non-professional teachers delivering material they didn't prepare to a group of students that will not ever attend the college from which they will graduate? The answer is obvious once you see who the target students will be: International Students.

Algonquin College has revealed their disingenuous plan via the PCPPs. They're taking tips from a failed former Dairy CEO and are formalizing their arrangements to milk international students and join in the commodification of education. I don't recall that being in the core values of the college.

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## EDITORIAL:

### MORE MIXED MESSAGING

**Jordan Berard, Local Lines Editor**  
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### Exhibit A: "Message from the President"—Twitter—April 6, 2022:



**Algonquin College** @AlgonquinColleg · Apr 6

Please see the latest message from the President in regards to COVID-19 regulations on-campus.

As of May 1, screening for COVID-19 + proof of vaccination will no longer be required, masking will be optional, among other updates to the policy.

Physical distancing of 2 metres will be encouraged, but no longer be mandated on our campuses.

The College's Leadership Team is closely monitoring relevant reported COVID-19 statistics, regularly consulting with local public health officials and evaluating transmission risks.

### Exhibit B: Elsewhere on Twitter that SAME DAY—April 6, 2022:



**Ottawa Public Health** @OttawaHealth

COVID levels are still very high.

Please be mindful of how many people you come into close contact with.

With higher COVID-19 trends, it's important to know what you need to do in case you are exposed to COVID or have symptoms.

Learn more:  
[OttawaPublicHealth.ca/Covid19Instruc... \(2/5\)](https://OttawaPublicHealth.ca/Covid19Instruc...)  
10:06 a.m. · 06 Apr. 22 · Twitter Web App



**CTV Kitchener** @CTVKitchener

Conestoga College will continue with its vaccine and mask requirement for the Spring semester.



kitchener.ctvnews.ca  
Conestoga College keeping mask and vaccine rules for Spring semester

4:00 p.m. · 06 Apr. 22 · True Anthem



**Ottawa Public Health** @OttawaHealth

Lastly, we highly recommend you wear a mask when indoors.

It's a simple thing we can all do to help protect those around us, especially those at higher risk.

With levels this high, it's vital to use your layers of protection.  
[OttawaPublicHealth.ca/RiskReduction](https://OttawaPublicHealth.ca/RiskReduction)

Take care, Ottawa. (5/5)  
10:06 a.m. · 06 Apr. 22 · Twitter Web App



**Steven Murphy** @DrStevenMurphy

We @ontariotech\_u will continue to mask until it is safe to go without. We must be guided by science and common sense to keep our community safe. Mandatory masking keeps everyone safer. I'm proud of how our community leads by example.

5:03 p.m. · 06 Apr. 22 · Twitter for iPhone

# Hmmm.... Take care, Algonquin.



## A WORD FROM ANNETTE...

### Annette Bouzi, Local 415 President

**M**arch 18 was a good day for the Ontario college system! I will always remember the joy I felt after hearing that our looming strike had been averted. It was such a relief knowing that faculty and students would be exactly where they needed to be on Friday and in the coming weeks.

Our entire union leadership team is proud of the resolve that our members demonstrated, particularly during this difficult round of bargaining in a pandemic. We know that we asked a lot of you. The work-to-rule job action was hard. Thank you for digging deep and not breaking solidarity when that is exactly what management wanted us to do.

However, I am disappointed in our employer. The Union had been asking for binding interest arbitration since November—before any job action, before the employer's imposition of terms and conditions, and before further escalating to setting a strike deadline. Had our employer agreed then, we could have arrived at the point of referring issues to arbitration months ago. We could have avoided the efforts and pain it took to get there March 17 late into the evening. This is the second time in the college system's history that the employer opted to use the rare and hostile bargaining tool of imposing terms and conditions. As on the last occasion, the decision to take this action was a harmful act that has caused damage. We are on the other side of two years of extreme sacrifice and supporting students through some of the hardest conditions ever—we will not easily forget our employer's harsh position.

There is always hope that future rounds of bargaining will be more constructive. I also hope that we can work with the college to repair the harm that has been caused by this aggressive round of bargaining. I have always been of the view that healthy dialogue with our employer and resolving matters proactively, without the need for escalation, is the best way to have harmonious labour relations.

I am also aware of global economics and changing currents in higher education. More relevantly, I am realistic. We have seen the direction in which our college system is headed. We have seen our employer's increased appetite for privatization, for prioritizing profit over pedagogy, for increasing precarious work and eroding our working conditions, and for addressing systemic flaws with performative language. Faculty continue to toil with our students in mind—it's what we do. Whether we are assisting students in times of stress, assisting them in finding the resources they need to succeed, or leading them through their educational journey, faculty are driven by our students. This is the passion and dedication that binds us all together. We care.

We need to remain strong and united—always. There is strength in our union and strength in our numbers. Keep reaching out to us with your stories and experiences. We will continue to provide you with support.

## Planning For Our Financial Future

### Shawn Pentecost, Local 415 Treasurer

**T**he past two years have taken a toll on all of us. As a community, the pandemic has affected our physical, emotional, and financial well-being. For many, the losses have been devastating. As restrictions are being lifted, there is hope that better days are ahead.

As a local executive, we have been reflecting on the past two years and planning for our future. As Treasurer, my role is to plan for our financial future.

In order to plan for our financial future, we need to look to the past. After the 2006 faculty strike, the members of Local 415 voted to create a work stoppage contingency fund. Over the 11 years between the 2006 strike and the 2017 strike, the Local was able to put aside enough money to provide top-up to OPSEU strike pay for members performing strike duties over the 5-week strike in F'17. Following the strike, members voted to increase our work stoppage from \$5.00 per pay to \$10.00 per pay to replenish the work stoppage contingency fund and to ensure its financial health on a go-forward basis.

The Local is in a strong financial position going forward. At the February GMM, I presented the 2022 Local budget for approval. That budget included upgrades for the office and equipment. It also contained a new line for evergreening. Putting money aside each year will off-set future office and equipment costs. The proposed budget also included a decrease in revenue to the work stoppage contingency fund. I explained to the members present that I am confident that with the level of reserve we currently have in the fund we can reduce the work stoppage contingency fund back to \$5.00 per pay beginning with our first pay in September 2022. Contributing \$5.00 per pay to the work stoppage contingency fund will ensure that we are prepared for future rounds of bargaining.

I will be moving a motion at our next GMM to reduce our work stoppage contingency funds from \$10.00 per pay to \$5.00 per pay. It will require a 2/3 majority to carry.

The Local will provide information on the motion two weeks prior to the meeting as per our by-laws. I hope to see as many of you there as possible and I encourage you to support the motion when it is brought to the floor.



## Local 415 at the 2022 OPSEU / SEFPO Convention

Annette Bouzi, Local 415 President

As you have likely heard by now, we had an eventful 2022 OPSEU/SEFPO Convention! Colette Garvin, Tara Ettinger, Judy Puritt, Tracy Henderson, Shawn Pentecost, Martin Lee, and I travelled to Toronto for the Convention from April 6th to 9th, while Landyn Blais and Ala' Qadi attended virtually.

JP Hornick, who we all know from her previous role as the Chair of our Bargaining Team, was elected President. There were four candidates competing for the presidency and JP was elected on the first ballot, indicating our membership's strong desire for renewal and change. I was very honoured to be JP Hornick's nominator and deliver a speech to convention delegates supporting her candidacy.

We also elected a new 1st Vice-President/Treasurer, Laurie Nancekivell. Laurie has served on the board for several years and ran on a campaign of financial integrity and transparency.

If you missed it, JP Hornick's inspirational Presidential candidacy speech [can be found on YouTube](#).

Here are some photos capturing Local 415 in action! (© Jennifer Rowsom Photography)



## Work and Workload: Travelling Back Through Time

Judy Puritt, Local 415 First Vice-President



Guidelines can be funny things. In Ontario colleges, managers regularly assign weekly workloads that reach up to 44 hours to full-time faculty, 35 hours to counsellors and librarians, and anywhere between 7–12 hours to partial-load faculty. On the surface, this might not sound unreasonable. The reality, however, is that the current arrangement is anything but reasonable. The way that academic workload is assigned in Ontario colleges in 2022 is badly broken, based on a formula designed last century, in desperate need of an update, and a key concern for Arbitrator Kaplan’s review.

The challenge of using outdated guidelines is quickly apparent in many industries. Imagine using guidelines from before 1985 to regulate mobile phone use or to access computers. What about using a 1985 college report to understand education-related technology priorities or trying to find 1985 guidelines to address current use of the learning management system (LMS)? It would be outdated at best, and largely futile, as corporate historic posts only go back 20 years. We have faculty, counsellors, and librarians who have been at the college for one, two, three, and more decades, and we also have those who were only in elementary school or not even born back in the mid-80s.

### Origins of the Workload Formula: 1985!

Our workload formula is ancient (coming up on four decades of existence). In itself, age is not a reason for discarding something that still works. For example, numerous people live in buildings that are more than a few decades old. If the bones or structure is good, maybe just some amenities or functional requirements need to be updated.

In Ontario colleges, the workload arrangement used for full-time academic staff came about after the 1984 strike and an extensive investigative 1985 report which considered workload. The colleges were required to hire 1100 new full-time faculty to cover all the extra work that faculty had been buckling under prior to the strike, report, and ruling.

The standard workload formula (SWF) implemented a maximum 44-hour week and instituted class size and section number limits. Full-time faculty now had preparation and evaluation factors as part of the workload calculation. These needed and welcome measures made no mention about technology use, changing modalities, or using an LMS—all part of today’s reality. The factors have not changed since 1985.

### AC History – By The Reports

If you were to try to develop an overview picture of Algonquin in the Ontario college setting, you could [review various reports](#). Starting with [Corporate Reports](#), you will see that the oldest annual report posted publicly is 2002. Below is a high level selective scan examining Algonquin’s progress in the past two decades.

The [2002 Annual Report](#) was a mere 12 pages long, pictures were grainy, and the mouse pointers used to highlight imagined drop-down menus were highly pixelated. We offered 4 applied degrees, 1 joint degree/diploma with UOttawa, 4 collaborative programs, and only 20 articulations with universities. Bragging rights went to the successful implementation of 150 hybrid courses to over 5000 students. Also, as of the Fall of 2002, the Advanced Technology Centre (ATC or T-building) had opened, full-time post-secondary enrollment was at 11,049 learners, international numbers totaled just over 800 students, and apprenticeship had a count of 438 students.

[By 2003](#), the college was adjusting student support systems. Why? Because Ontario had officially adopted the 4-year high school program, and we were seeing younger students at the college needing more support in study skills, stress management, and time management. In addition, the college started to provide online counselling for prospective students in this year.

*Continued on next page...*

If we skip ahead a few years, the [2007 Annual Report](#) had expanded to fill 30 pages and Algonquin was celebrating its 40th anniversary. On campus, 841 new lab computers were installed, and 2500 computers were upgraded. Across the province, the client service program “Here 2 Help,” using a customer-focus approach to student engagement, was launched. While supporting student opportunities with new bursaries, the college boasted about its caring, respectful culture.

Although IT policies were in place as of the early 2000s, Algonquin’s dedicated [LMS policy AA42](#) was first created in 2011. With the growing use and normalization of technology, printing and paper use diminished. Faculty were required to post contact information, the course outline, the course section information, and grades on the LMS. Simultaneously, faculty were encouraged to follow “effective practices... to support and personalize the student learning experience.” Suggested practices included “making regular announcements, populating the calendar tool with course-related deadlines, and using the discussion board to foster discussions amongst students.” These requirements, suggestions, and further advised practices, such as incorporating content and evaluative activities, remain in place still now.

The [2012-2013 Annual Report](#) showed the college’s new logo on the cover and spanned 48 pages. The mission was to transform hopes and dreams into skills and knowledge, leading to lifelong career success. The four core values were established as caring, learning, integrity, and respect. The college now offered 271 programs resulting in various certificates, diplomas, graduate certificates, advanced diplomas, and eight collaborative and applied degrees. The count for full-time students was 19,517 and for international students, 1,152. Interestingly, of the 1,265 full-time employees, 580 were faculty as compared to the part-time employees where 1,343 were faculty. New buildings included the Pembroke Waterfront campus and in Ottawa the Student Commons. The pilot project shift to eTextbooks was touted as a significant cost savings for students that would ensure greater access to texts. Meanwhile, the mobile learning initiative meant 70 programs were shifted to mobile offering and students were able to learn using their choice of mobile devices. The college now offered learning opportunities internationally in China, India, and Montenegro, and opened the controversial and ultimately multi-million-dollar loss known as the Jazan Campus in Saudi Arabia.

Before COVID, the [2019-2020 Annual Report](#) showed the college had up to 357 programs, the majority of which result in certificates and diplomas, with 16 bachelor and collaborative degrees. Whereas full-time students totaled 19,957, international students equaled 3,959. The faculty split, however, had become even more extreme, with 607 full-time and 2,073 part-time. Eight strategic goals narrowed in with heavy requirements for faculty as the first required learner-driven, personalized programming and the second aspired to have Algonquin lead the colleges in co-op and experiential learning.

## So, What Now?

You can go back and re-read any of these lofty and proud publications. You can compare them to your experience. You know how much your work, effort, and time has shifted to support students in today’s highly competitive world. You know that the calculations on workload do not align with what is expected of us.

It’s time for the College Employer Council to recognize the central role academic employees provide in college success. The preceding overview skims the surface, highlighting only a few details. It does not include COVID-era work during which everyone has had to make even more adjustments and pivot numerous times to continue meeting learner needs.

In short, with all the facts before Arbitrator Kaplan, hopefully, a better, more realistic, and fairer approach to workload calculation will be introduced into our new Collective Agreement. We can always hope.

{ Editor’s Thanks }

The editor would like to acknowledge the writing and proofreading assistance of:

- Annette Bouzi
- Wayne Hawthorne
- Martin Lee
- Shawn Pentecost
- Judy Puritt
- Rebecca Wakelin
- Jack Wilson

# A Timeline of Key College Events Related to Academic Employees and Workload / Bargaining

Created by Judy Puritt, Local 415 First Vice-President

This timeline provides an overview of the workload issues that have plagued the Ontario college system since its inception in the mid-1960s. More extensive details can be found in [A Short History of Bargaining](#) by Ron Golemba, former Local 558 Chief Steward (Centennial College) and member of the 1987, 1989, and 1991 bargaining teams.



# The Educational Developers' Corner: A New Word Appears in the Strategic Plan



Rebecca Wakelin, Local 415 Steward

I have an interesting hobby—whenever a new strategic plan is released, or I am looking at another institution's strategic plan, I search for one word: “teaching.” Using the CTRL + F search function on the PDF before me, I eagerly await what high-level plans the institution has to promote, prioritize and ultimately improve teaching. Amidst all the other competing priorities within a large institution, I look for evidence that the very core service we provide—education—and the vehicle through which education is executed—teaching—is at the heart of strategic plans. I assume that all other priorities will be wrapped around teaching in a symbiotic relationship. If we have good teaching, all the other things we do should align well with what we are doing in the classroom. Ideally, when I perform my search, the “find” box on my screen should light up with 10, 20 or even 50 search returns.

This has not been the case in the last few strategic plans that Algonquin College has released. Other priorities crowd out the space and there is little mention of teaching as a core priority, often just as an indirect reference. This is evident in the [previous 2017-2022 Strategic Plan](#), if you'd like to do your own search.

Other institutions do things differently. Many institutions, like Humber College, have [complementary academic plans](#) that are released in tandem with their strategic plans. Some institutions have explicit teaching and learning strategies that outline tangible, attainable goals to foster teaching excellence through targeting funding of teaching and learning centres, grants to encourage faculty to pursue Scholarship of Teaching

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*“The language...lumps teaching in with ‘teaching and learning,’ as if they are things that just occur naturally together, instead of one well-planned, purposeful action (teaching) causing the other (learning) to occur when done properly.”*

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and Learning projects and more. McMaster University in Hamilton, for example, released a comprehensive, multi-year [Teaching & Learning Strategy](#) that outlines four key areas of focus, along with an implementation plan that empowers faculty from across the disciplines to achieve the goals laid out in the strategy. Some institutions have teaching embedded so deeply into their strategic plans that they do not need a separate teaching plan—their strategic plan is their teaching plan. [The University of Waterloo is a great example of this](#). Try using CTRL + F to search for the word “teaching” in their plan. Can you see how teaching is interwoven into all other priorities?

Many forces within the Ontario college system work to diminish the importance of teaching. Much of the [quality assurance language](#) we follow uses the term “program delivery” to describe teaching. Describing teaching this way is problematic because it removes the teacher from the act of teaching. Moreover, the language also lumps teaching in with ‘teaching and learning,’ as if they are things that just occur naturally together, instead of one well-planned, purposeful action (teaching) causing the other to occur (learning) when done properly.

However, I was hopeful with the release of the college's new [2022-2025 Strategic Plan](#), especially Goal 2 which states that a desired outcome of this goal is: “a culture of collaboration, continuous learning and improvement that promotes excellence in teaching and learning, and learner support (p. 18).” In addition to this deliberate mention of teaching, there is also talk of the creation of a complementary academic plan. The plan is new, so it will take time to see how this desired outcome is rolled out and visible through action, policy and intention. A good place to start might be to assess the current state of teaching at Algonquin College. After all, that which gets measured gets done. Possible questions include:

- What are teachers doing in their classes?
- What are they struggling with?
- What are the knowledge gaps in teaching?

Next, students could be asked:

- What helps them learn?
- What hinders their learning?

Finally, we could look to educational research to explain the responses:

- What is good teaching now?
- What kinds of teaching results in higher achievement of course learning outcomes, and how do we promote more of that?

Then, the path forward could be built. We could make data-driven decisions around what professional development to fund, what policies are helping or hindering good teaching and what knowledge needs to be shared among teachers. Armed with this information, we could even develop a Teaching & Learning Strategy that focuses on key areas, like at McMaster, then build programming in each school to realize the teaching goals in the strategy. I would even hypothesize that if the college took a real, pragmatic interest in what faculty are doing every day and gave that priority, many of the tensions between faculty and management could be mitigated.

So, I wait with anticipation to see what happens in the next few months around the promotion, prioritization and ultimately the improvement of teaching. Of course, any related documents that are released will be subjected to the CTRL + F “teaching” search.

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## Thoughts on Retirement

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Jack Wilson, Longtime Local 415 Steward and Executive Officer

**T**he fourth anniversary of my retirement from the college is approaching, and I was asked by a member of the local if I had any thoughts to share with those who are contemplating retirement in the next few years.

My primary consideration when I made the decision to retire was my health. I knew if wanted to enjoy retirement it had to be while I was still relatively healthy. I had seen too many of my colleagues either retire due to ill-health or become seriously ill not long after retirement. Since retiring, I sleep much better, and my stress levels are much reduced.

As well, three years after retirement I elected to take out a membership at a higher-end gym. Now, being the thrifty soul that I am, I balked initially at the annual cost, but wanting to get my money's worth has been a great motivator to work out daily which I have done faithfully (except for the last provincial lockdown), and I feel the benefits.



*“I had had 34 years in the classroom as well as over 30 years of involvement in the union, both of which gave me great personal satisfaction. I appreciated the many interactions with students and colleagues and fellow union activists. Knowing that all would come to an abrupt end was admittedly a bit disconcerting.”*

The second consideration is time versus money. Admittedly, I could have stayed on longer at the college and earned a bigger pension. But I simply could not earn more time. So having the opportunity to travel, to volunteer, and to spend more time with friends and family – for me, all of these were of more consequence than having a bigger pension cheque.

That being said, it is important to know what your retirement income will be compared to your expected expenses. The pension presentations given by CAAT Pension are highly recommended, even if you are not contemplating immediate retirement. As well, the folks at CAAT Pension have in the past provided (on request) pension estimates based on different potential retirement dates. These were very helpful too, I found.

You should also verify that the college has sent accurate records of your annual income to CAAT. Just last month, I was having coffee with another retiree who told me he suspected his pension was less than he expected, and upon further investigation he found out the college had under-reported the income in one of his last five years to CAAT Pension. Fortunately, it was resolved, but it required his diligence in reviewing his past contributions to set things straight.

Another consideration is whether to maintain Sun Life benefits. In my case, I chose not to because my spouse has a good plan with the federal government at a much lower cost than Sun Life. If I did not have my spouse's plan, I would likely have opted for the basic health coverage but not the dental unless I was anticipating a lot of costly dental work. (I am fortunate to have had good dental health for the past 35 years ever since I took the advice of my dentist and started brushing with baking soda with a drop or two of hydrogen peroxide).

Finally, the other consideration was whether I needed to work at the college for a sense of fulfillment. I had had 34 years in the classroom as well as over 30 years of involvement in the union, both of which gave me great personal satisfaction. I appreciated the many interactions with students and colleagues and fellow union activists. Knowing that all would come to an abrupt end was admittedly a bit disconcerting. However, I also had any number of interests outside of the college that I either wanted to explore or expand upon, so I was not fearful of being at a loss for things to do. I did, however, take a pause from taking on any new commitments the first year of retirement so as to get a measure of how I was settling into post-work life.

I remain very grateful that I am the recipient of a well-run defined benefit pension plan. And I hope everyone will some day be able to enjoy a retirement on their terms, in good health doing the things that make them happy and fulfilled.

## Get To Know Your Steward: Wayne Hawthorne

Interviewed by Jordan Berard



**W**ayne Hawthorne is a professor in Algonquin's Music Industry Arts program. As a graduate of the Electrical Engineering program at Ryerson, and a licensed P.Eng, Wayne has worked in the engineering industry developing embedded firmware for acoustic projects. On the audio production front, Wayne has provided live-to-air concert and broadcast audio for content producers such as CBC, Live Nation, Rogers Television, CTV, Astral Radio, Sirius Radio, the National Arts Centre, and PBS. He has also provided both 5.1 and Stereo audio mixes for national broadcasts such as the Canada Day festivities on Parliament Hill, Winterlude, and the Governor General's Performing Arts Awards.

I recently caught up with Wayne to find out how his first year as a steward has been.

### ***You are a steward with Local 415—what made you step up to this role?***

I have to admit...I was somewhat hesitant when approached to be a steward. Between school and family obligations, I felt my plate was a bit full and was nervous about not being able to fulfill any union-related obligations that might be required. However, there are many good people involved with the union who assured me and comforted my concerns.

As well, we are in a time of change and it is important that voices like mine are in a place to be heard. I thought the direction the union was taking is a positive one and that it would be important to add my voice.

### ***How long have you been at the college?***

I started in the college as a part-time teacher with the Music Industry Arts program in 2010, and was hired full-time in 2014.

### ***Since becoming a steward, how have you become more active?***

My activities with the union have been primarily through attendance and passing information on as needed to members in my area, particularly during the leadup to the strike activities.

### ***What has been your biggest discovery since becoming a steward?***

I'm encouraged by the positive direction the union is taking at not only speaking about inclusivity, but actively working towards it. Many diverse voices being heard leads to better conditions for us all.

### ***Do you have any suggestions for anyone considering becoming more active in Local 415?***

Joining the union will open your eyes to the inner workings of the college. Becoming more active means your voice will be heard and you can speak up for yourself and your co-workers!

### **Local Lines: New Look, Same Great Content!**

You may have noticed that we've re-designed some aspects of *Local Lines* in order to make it easier to read on tablets and phones! This re-design gives *Local Lines* a more modern look, while also acknowledging the long history of the newsletter by retaining some of the stylistic elements of past issues (fonts, drop caps, etc.). This re-design is a work-in-progress, and we would love to hear your feedback: [editor@opseulocal415.org](mailto:editor@opseulocal415.org)