

Union sees progress

CUEW commitment to issues continues to grow

Class size and the CUEW Collective Agreement/What it says and what all of us at York can do next/A proposal from the people who began the fight...

Okay. What is in our new Collective Agreement (two Units, two Agreements) on class size?

(1) Class Size Committee to complete its report, including data collection, by 1 March 1982 (that's the old committee);

(2) Postings on jobs and individual contracts to contain "projected enrolment" for the class for which one is hired. Effect: as postings for Autumn/Winter courses usually occur well in advance of the term, an early warning system regarding Administration plans for class

size in the upcoming year; (3) At least marker/grader assistance, according to a set formula, for all classes over 50. Effect: help for instructor who then has more time for students;

(4) Acknowledgement that different classes have different pedagogical purposes and that different class sizes are therefore appropriate; definition of three kinds of groups: (a) "normal tutorials" for discussion and textual analysis, (b) problem and question-answer sessions, (c) English as a Second Language groups. Effect: see below;

(5) A Committee (the Tutor 1 Committee) to study and recommend, by 1 March 1982, negotiations for the next Collective Agreement to begin 1 April 1982. Committee to

examine: what class size is appropriate for the various groups in (4) and other groups the committee may define; problem of "TA overwork" — in 270 hours a graduate student can only deal with a limited number of students adequately; question of workload for part-time faculty, never before examined; some other more technical aspects of our Agreements. Note: any teachers' contract (e.g., public schools) that speak of pupil/teacher ratio (i.e., class size) is by definition dealing with work loads. Effect: see below;

(6) Provision for marker/grader assistance where a Type (a) tutorial is over 32 for a one-hour group, 37 for a 1 1/2 - 2 hour group, a Type (b) group is over 60 and an ESL (c) group is over 15.

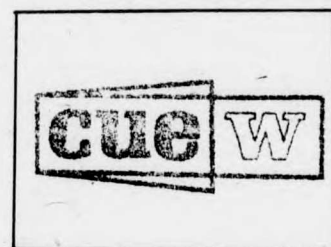
Effect: more time for students; (7) Acknowledgement that these numbers are *not* norms for such groups, except (c) which is to be the norm;

(8) That the University must endeavor to ensure that sufficient seats/writing/work surfaces exist in the room assigned to a class.

What did we have before? Nothing except a vague commitment to "pedagogically sound class size." What does YUFA have? Nothing at all!

Comments on (4), (5) and (7): In these three provisions lie the basis of the continuing fight on class size. Appropriate levels of enrolment must take into account the material on "pedagogically sound class size" in the Interim Class Size Committee report. If the

Administration wants to remain committed (renew its commitment? become committed for the first time?) to quality education at York (a challenge!), it should be easy to fix reasonable numbers to



each type of teaching group? Until then: we have provided relief from grading; i.e., more time for students (for example, in one course, our new contract will provide over 100 hours of marking to two TAs); we will use all in our power (grievance procedure, committee work, negotiations) to continue the fight for reasonable class size and quality education. We invite the rest of the York community, faculty, students, unions — yes, even the Administration to join us in the fight on all fronts.

Leslie Saunders is Chief Negotiator for CUEW, Local 3.

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