



JOHN  
ABBOTT  
COLLEGE  
FACULTY  
ASSOCIATION

SYNDICAT  
DES PROFESSEURS  
DU COLLEGE  
JOHN ABBOTT

A MEMBER OF FNEEQ AND CSN

**Approved Minutes  
JACFA General Assembly  
Thursday April 24, 2014  
5:30-8:00 -Stewart Hall Cafeteria  
Recorder: Mark McGuire**

**01. Adoption of Agenda**

Amended by Yves St-Pierre to include item #5 below.

Seconded by Cindy Edwards.

Carried.

**02. Adoption of Minutes (25 March 2014)**

Amended minutes moved by Stephen Bryce,  
seconded by Roxanne Millette.

Carried.

**03. Announcements**

Next GA will be 14 May, elections to follow; BBQ on 15 May.

**04. Collective Agreement Consultation**

We were joined by two FNEEQ delegates Francois-Oliver Chenier (St-Hyacinthe) and Peter Varfalvy (St Champlain) to animate a consultation process. We began with a Power-Point presentation outlining the structural framework for how the negotiations will proceed.

What we will deliberate on at our local General Assembly:

- list of demands
- action plans
- possible strike mandates
- The Agreement in principle (l'entente de principe)
- Any other issues judged pertinent by the members

All demands from various colleges and sectors must be submitted by March 31, 2015. If we miss the deadline, the current collective agreement will simply be extended for another five years.

Issues for Upcoming Negotiations

- \* **Place of CEGEPS within QC Education System** (we are part of higher education)
- \* **Professional autonomy:** academic freedom, departmental autonomy; no autocracy
- \* **Precarity** (non-permanent status); better integration of Cont Ed and RAC
- \* **Teaching workload** (recognition of its evolution and complexity)
- \* **Funding and resources** (better funding and more transparency)

**Marcia Kovitz:** How do we share our specific issues and demands? To whom do we communicate them?

**Peter Varfalvy (FNEEQ):** You can share them with us this evening. You and other colleagues who could not attend this evening can submit your demands anytime from now until May 15 directly to your local JACFA executive, who will then transmit them to us at the FNEEQ negotiating team.

Their presentation was followed by roundtable discussions by members and a follow-up plenary session summarizing the key issues, concerns and questions raised.

#### *Continuing Education*

**Marie-Claire Rioux (Biology):** "The Biology department would like to suggest that we have the same hiring committee for Cont Ed and Day division."

**James Kane (Business Administration):** "Conted should have different hiring criteria to permit them to hire for their specialized needs. They offer specialized courses that are not offered during the day division (as part of our regular programs, such as insurance) but are supposed to hire following our criteria. In some cases it's not always appropriate."

**Derek Maisonville (HPR):** We pay a lot of money for substandard health care. On top of that I am paying at a higher rate of taxation than the income I actually see. I think our employer ought to make a more significant contribution to our health care.

**Francois-Olivier Chenier (FNEEQ):** It used to be our employer did contribute but it was a ridiculously small amount. If we do go toward an employer contribution again, it should be more significant.

**Paul Jones (HPR):** I am concerned about office space and materials available for Cont Ed teachers. They ought to have the same access Day time teachers have.

**Daniel Gosselin (French) and Candis Steenberg (HPR):** Spoke about "inter-college job security." It should be easier for non-permanents who are teaching at several colleges to have their seniority recognized within the réseau rather than having to accumulate seniority at two or more different institutions.

#### *Autonomy, RAC & Quality Assurance*

Tanya Rowell-Katzemba (HEPS): We spoke about a recent FNEEQ request to college general assemblies to take a position on "assurance qualité" (or quality control); do we want to accept it? Do we want to resist it (dissociate from it) and determine our own methods for ensuring quality education. The issue of RAC also came up and we spoke about the importance of departmental autonomy and transparency. Departments should have a role in determining who is serving as "content specialists" and what kind of assessment tools they are using. This affects daytime allocation of sections because students can effectively bypass their General Education requirements and obtain a DEC through RACs.

**Peter Varfalvy (FNEEQ):** At Champlain-St Lambert we are the "wild west" of RAC; the college has taken out ads in local newspapers in French encouraging students to pursue RACs instead of DEC in the daytime. As for "assurance qualité", we are calling for colleges to opt out of this process being imposed upon us by administrators. Fine to give course outlines, but once administrators start asking for examples of course assignments, students' work, activities and so on, that smacks of an auditing process and we should refuse it.

**Jean-Marc Beausoleil (French):** How do we know that the auditing process is underway, that we are subject to it at our college?

**Peter Varfalvy (FNEEQ):** Submitting your course outlines to admin is not auditing—that’s fine, but once administrators start asking for examples of course assignments, students’ work, activities and so on, that smacks of an auditing process and we should refuse it.

**Julien Charest (HEPS):** If we were subject to an audit, we would know about it because the Administration would have to inform us that the CEEC was coming. JAC is not part of the first wave of “assurance qualité”.

**Alex Pannasenko (Math):** Erich Schmedt (academic dean) dropped the words “assurance qualité” at the “Getting the Bus Started” meeting for Academic Council. We are keeping an eye on this and will stay in touch with our members. The comments I made were not about what took place during the “getting the bus started” but instead on executive committee meeting.

#### *Workload/Remuneration*

**Christine Jacobs (ILT):** Workloads are increasing, in large part to increased course sizes and rapidity of technological changes; and yet our remuneration has not increased. Further, administrative support is being reduced; this creates more workload for teachers. Some courses such Integrating Activities (CALL), ISS (Methods) may have small enrollment but the amount of work asked of students creates an enormous amount of work for teachers, too, because of the number of assessments and the short turnaround time.

“We lack resources to properly implement our program.” DELETE part about “work-life balance.”

**Cindy Edwards (English):** With increase in use of technology, it seems like we are available 24 hours a day/7 days a week. This intrudes into our personal and family lives; seems like we never have time off from working.

#### *Retirement/Pension*

**Patricia Gordon (English):** I have circulated a letter about my concerns regarding the precarity of teachers who entered the workforce when they were older and who, because of pension restrictions, may not accumulate further years to their pensions after the age of 71. My colleagues added two suggestions that I wish to include: this situation constitutes discrimination on the basis of age and education (time spent pursuing higher education is time away from working and contributing to pensions).

**Roy Fu (HPR):** We must prepare to defend ourselves from attacks on our pensions during the next round of negotiations.

**Francois-Olivier (FNEEQ):** We expect attacks on our pensions and are strategizing ways to defend them.

**Peter Varfalvy (FNEEQ):** We must be aware of a new beast on the horizon called “prestations ciblé” which sounds like a good thing but is actually terrible. This is opposed to the “benefits defined” pension that we want to support.

**Daniel Gosselin (French):** I’m surprised no one has spoken about raises. It’s been thirty years since we had a decent raise.

**Stephen Bryce (Geography):** I agree. Quebec has fallen behind all of the other provinces in terms of salary. I wonder if we are getting the best value for our negotiating dollars by negotiating on a common front with all public services workers; might it be the case that we could do better if we went only with CEGEP teachers.

**Paul Jones (HPR):** If we do want to pursue a raise in salary, we have to have a sufficient rapport de force among our members and be ready to mobilize. "I want to see the same access to these rights as day-time teachers for Cont Ed."

**Peter Varfalvy (FNEEQ):** Salary demands are at the top of our priority list. We cannot tell you yet the exact level because we haven't spoken to all our members. Once we have, we will share those with all local unions. We also want to try to reduce the gap between our highest and lowest paid members.

**Mark McGuire (HPR):** I help teachers with parental rights and have had two members this year approach me with their plans to become foster parents ("*famille d'accueil*") with the aim of adopting the children. In Quebec the policy has become "foster to adopt" whereby the legal adoption does not occur some time after the family welcomes the child into their homes. Our current collective agreement does not recognize or grant the same rights to foster parents as adoptive parents but I believe it should because when the child first comes into the home is the most intense time when you need support such as parental leave. The Quebec Parental Plan does recognize foster to adopt parents in the same way as adoptive parents; so should our new Collective Agreement.

**Francois-Olivier Chenier (FNEEQ):** The second part of our mandate is mobilization. As your colleague Paul Jones spoke about earlier, we will need to know how far are you willing to go to achieve the goals you have set with respect to negotiations.

REMINDER: If you or any of your colleagues have any further demands you would like to share with us during the negotiations process, please forward them to your JACFA representatives and they will make sure we hear them.

#### **05. GEN ED Flash Mob scheduled for Monday 28 April**

**Cindy Edwards (English):** We have some real concerns about this impromptu volunteer tutoring session announced by the Gen Ed dean's secretary with less than one weeks' notice. This came out during a time when Peer Tutoring has been under question and Gen Ed is being assessed. We in the English department feel strongly that we should boycott this event; there was no mention of it at the Gen Ed program committee.

**Roy Fu (HPR):** The memo is calling for teachers to volunteer during their office hours to help students who are not their own, which according to the collective agreement, do not fall under their responsibilities in Volet 1.

Stephen Bryce (Geography): I move that we adjourn the meeting.

Carried.

Meeting adjourned at 8pm.