



A scene from the 2015 strike

Savouring the Democratic (Bitter) Sweetness of Strikes

Roy Fu, President, Humanities/Philosophy/Religion

Conventional wisdom often evokes the metaphor of bitter medicine as a way of describing strikes: they are something we undertake that causes some short-term discomfort, in the form of lost wages and social disruption; however, when properly exercised, strikes can deliver longer-term benefits, in the form of better wages and benefits, the resolution of long-standing workplace grievances, and in the case of public-sector negotiations, an improved public service.

While this metaphor is an apt description in many respects, it inadequately acknowledges the important positive attributes that are inherent to the very act of striking, its *sweetness*, if you will. The act of going on strike in fact entails a real exercise of democratic power: In a system where workers are afforded limited political and economic power, strikes serve as a mean by which workers assert

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Opinion:

Preparing Ourselves to Return to in-person Teaching

Maria Mastorakos, Secretary, Physics

When classes start in Fall 2021, we will hopefully be in a different reality than the one we have known for the past year. With mass vaccination of the public underway, the government hopes that all adults who want a vaccine will be fully vaccinated by September.

When classes start next year, there will likely be a higher proportion of in-person learning. We may even be back fully in-person or be transitioning from remote learning to fully in-person during the semester. What can we do to minimize our risks of transmitting the virus in our new possible reality for the next academic year?

First, those of us who are medically capable must be vaccinated as soon as it is available to us. As of the writing of this article, millions of people have received the newly developed COVID-19 vaccines and there have been minimal serious side effects reported. Even when there are worrisome side effects reported in the media, for instance the possibility of blood clots with the Astra Zeneca vaccine, we must take these reports in context. 7 million people in the EU and 11 million people in the UK have received the Astra Zeneca vaccine with 37 cases of blood clots reported. For comparison, 3000 cases of blood clots are reported in UK (population 66 million) every month. A study done by researchers at UC San Diego published in the Lancet found that 20% of

patients with COVID-19 developed blood clots. The reality is, you are much more likely to have serious health issues from contracting COVID-19 than receiving a vaccine (research shows that 50%- 80% of people who contract COVID-19 still have bothersome symptoms three months post-infection). Some are hesitant to get the vaccine because of how quickly it was developed, but years of previous scientific research into mRNA vaccines along with the enormous financial resources given to vaccine development enabled scientists to develop vaccines at breakneck pace.

The COVID-19 vaccine does not stop us from getting the virus but makes it so that if we do get infected, we are more likely to be asymptomatic and reduces (and some cases shown to eliminate) transmissibility. Since transmissibility is not necessarily eradicated, we can expect many of the current health protocols to stay in place for some time to come. Regardless of whether we are fully in-person when classes begin in August, we can expect to have to wear masks for much of the school year since many of our first-year students may not be vaccinated (only the Pfizer vaccine is currently approved for people over 16, all others are approved for those over 18).

Covid-19 spreads via aerosol, making mask wearing and good ventilation two of the most important things to prevent spread and keep staff and students safe. It will also be important for students and staff to stay home

when they are ill. For teachers, we will have to be more flexible than we might be in a regular year if students are ill and cannot come to class. It will also be important for teachers to stay home if we ourselves are exhibiting COVID-19 symptoms.

Unfortunately, many of the government protocols neglect the reality of how COVID-19 spreads (for example - when gyms opened earlier this month, masks were not required while people used cardio equipment) and the Legault government seems to set its health protocols based on public opinion rather than science. Thus, it will be important for John Abbott to set its own, more stringent protocols to ensure the safety of staff and students. If we are fully in-person with no social distancing but requiring mask wearing, the College community will have to come up with solutions to many logistical problems. One large logistical problem is where will students eat? If students are on campus all day, they will need to eat lunch and eating requires removal of masks. Transmission of the variants have been shown to happen with as low as 1 minute of exposure without masks. And unlike elementary and high school students, we do not have the possibility of creating class bubbles (these students currently eat in their classrooms with their bubbles). In the early parts of the Fall semester, students can eat outside, but as the weather gets colder, how will the college ensure students can eat inside safely without causing outbreaks? There are also many other questions:

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Savouring the Democratic (Bitter) Sweetness of Strikes

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themselves in the determination of working conditions. This process is inherently democratic because it entails people (Greek: *demos*) collectively engaging within the political sphere in a significant and meaningful way.

Given how the power structures—laws, the political system—are grossly tilted against workers, strikes don't always achieve their stated objectives. However, the democratic power of strikes is real and tangible; when planned and executed properly, they can be effective. Participation in strikes is made sweeter by the contrasting fact that we live in an age where democratic participation for most ordinary people has been reduced to casting a ballot every four years or so. In most spheres of people's lives, the economic and political system grants us few opportunities for meaningful, democratic participation.

During JACFA's strike in 2015, this democratic sweetness was in plain display, in the level and tenor of participation: the festive atmosphere on the picket line, the rousing general assemblies, the collective singing and drumming, JACFA's massive participation in the downtown rallies with tens of thousands of other workers and their families, the inter and intra-syndical camaraderie between teachers and other John Abbott workers. This sweetness manifested itself in the moment of the strike, independent of the eventual bargaining outcome; at the same time,



Teachers marching on campus during the 2015 strike

it effected consequences that extended beyond signing of the collective agreement. An important legacy from 2015 has been greater collaboration between the three unions on campus. Evidenced in the subsequent years by the level of member engagement, the 2015 strike also played an important role in renewing our members' faith in our union and the union movement.

The democratic sweetness of strikes does not take away from the fact that they are difficult affairs. Workers put their own livelihoods on the line; they face pressure from society for causing social disruption; they are usually pushing back against employers who have the government in their corner (in our case, our employer is effectively the government!); their interests and positions are often poorly or misrepresent-

ed by the media; and of course, the outcome is never guaranteed. In this current round of bargaining, the challenge of strikes is exacerbated by constraints of the pandemic. Indeed, strikes are a bittersweet thing. But they represent the only meaningful power we have as workers. When it does come time to exercise it, we should make sure to savour its democratic sweetness. As for achieving our objectives, if we keep our eyes on the (very reasonable) prize and stick together, we will go far!



Undocumented People Working during COVID-19: A Human, Labour and Public Health Concern that Affects Us All

Tanya Rowell-Katzemba*, VP External, HEPS

After over one year of living with the challenges presented by the COVID-19 pandemic, numerous socio-economic problems which were previously obscured from the mainstream have made their way to the forefront of public attention. The pandemic has shed more light than ever before on the ways in which systemic discrimination literally threatens the lives of racialized people, Indigenous people, poor people, women, migrant workers, and other marginalized members of our communities.

Over the last year, the COVID-19 pandemic has shown many Canadians that much of the labour involved in delivering our health and social services is performed by racialized immigrant and migrant workers, with a large proportion of the latter group living in Canada with precarious or no immigration status, or awaiting permanent residency while they toil in our CHSLDs, hospitals, schools and in other public services. While much fanfare accompanied the Legault government's promise of permanent residency for asylum-seekers working in the health sector, the actual results of this regularization program have been very limited and thousands of workers are estimated by community groups to have been excluded, still living and

working without regular immigration status despite government promises. Mamadou Konaté, an asylum-seeker from Côte-d'Ivoire who contracted COVID-19 while working as a janitor in three different CHSLDs during the first wave of the pandemic, is now threatened with deportation because the Canadian government has deemed him inadmissible for permanent residency.¹ The Quebec and Canadian governments continue to ignore the plight of Mr. Konaté and thousands of others living and working in our communities with precarious immigration status or who are undocumented, while at the same time continuing to sing the praises of so-called "guardian angels" whose work is keeping our health and social services afloat.



Mamadou Konaté. Photo: Josie Desmarais

Undocumented people are among the most vulnerable in this COVID-19 pandemic, precisely due to their precarious status. They do not have sick leave, emergency benefits, or job security, yet they are forced to work to survive, both despite *and* because of

the precarity imposed by their status. Undocumented workers very often work in industries that expose them to COVID-19 at a higher rate than, say, CEGEP teachers. Most CEGEP teachers in Montreal have been working remotely since the beginning of the pandemic. While many of us miss being in the classroom, we cannot deny that we have been privileged with an extra layer of protection from the virus due to online teaching. This is also the case for workers in other privileged sectors. Not only do workers at places such as Dollarama, meat-packing plants, and CHSLDs not have the ability to work remotely, but their workplaces present a much higher risk for workers to contract COVID-19. In addition to being health- and life-threatening, these jobs are low-pay, even more so for undocumented workers who are employed through predatory employment agencies that take a cut of the minimum wage provided by the actual employer. When undocumented workers do contract the virus, as so many precarious, low-paid and essential workers have due to the very conditions imposed by their jobs, they are usually sent home without a safety net. This precarity is dangerous, not only for workers involved, but indeed for the society at large, which has been waging a war to contain the spread of the virus for over one year now. It is in light of this danger that migrant rights and social justice organizations have been de-

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* Tanya Rowell-Katzemba is a member of Solidarity Across Borders

manding that the provincial and federal governments immediately take meaningful steps to regularize precarious and non-status members of our communities. Whether or not we are “guardian angels” according to our government, every member of our society is essential and has a right to health and safety. This pandemic has demonstrated how far we are from meaningfully protecting that right for all. It has also demonstrated that migrant rights, labour rights, and public health are inextricably linked to one another.

There are currently several migrant rights and social justice organizations that are campaigning to demand Status for All, one of the most vocal being Solidarity Across Borders (SAB), a Montreal-based grassroots network of non-status migrants and allies. SAB and allied organizations—such as the Immigrant Workers’ Center, the pan-Canadian Migrants’ Rights Network, the Conseil Central du Montréal–Métropolitain–CSN, and dozens of others—have staged marches, demonstrations and press conferences to draw attention to the precarity and insecurity created by our current immigration system. Solidarity Across Border is planning a historic march to Ottawa this July, to de-



Photo: Graham Hughes—La Press Canadienne

posit a symbolic humanitarian request to the federal Ministry of Immigration, Refugees and Citizenship to demand a comprehensive regularization program guaranteeing status for all.² More Canadians are beginning to understand that status for all is a necessary step in the flight against COVID-19 and in the longer-term will make our society safer and more equitable, for all members of our communities.

- 1 Verity Stevenson, “After toiling in Quebec’s long-term care homes, a migrant from Ivory Coast faces deportation,” *CBC News* Nov.25, 2020, <https://www.cbc.ca/news/canada/montreal/mamadou-konate-chsld-covid-deportation-1.5810686>
- 2 La Press Canadienne, « Des migrants marcheront pendant sept jours de Montréal vers Ottawa, » *Le Devoir*, March 27, 2021, <https://www.ledevoir.com/societe/597767/des-migrants-marcheront-pendant-sept-jours-de-montreal-vers-ottawa>.

Preparing Ourselves to Return to In-person Teaching

how will we ensure proper ventilation in older buildings and classrooms? What happens if a student refuses to wear a mask and how will it affect our classroom management? What happens if a student in our class came to a lecture while infected?

All these questions and more will

need to be answered with clear protocols put in place before the start of the next school year. Ideally the college administration will consult with staff over the next few months to identify the areas of concern and use the summer months to plan and install any infrastructure requirements. Many staff and students are restless to be back on campus but the transition

back to on campus learning must be done as safely as is possible. Safely transitioning back to campus is possible, but consultation and proper implementation will be crucial in lessening any anxiety related to the return of in-person learning.



Lessons from History that Help Us Face Challenges in Bargaining During COVID

Paul Jones, former JACFA member, Humanities teacher

When asked to relate some of the basics I've learned about collective bargaining from my 40 years as an active member of JACFA and second Vice President of FNEEQ, even when retired, I could not refuse my union's demand for action. Certainly, public-sector bargaining during the current pandemic poses important questions about the place of strikes and other strategies we should undertake to defend and improve our working conditions. However, I would submit that the similarities with the past far outnumber what is unique in this round. Of course, I want you to know that these thoughts are humbly submitted knowing full well that I am now far from living the day-to-day challenges and teaching dilemmas that you all must be facing.

Rarely a "Right" Moment to Negotiate (and Government to Finance Our Demands)

As far as the government is concerned, there never seems to be a favourable or "right" time to negotiate. They always manage to find some "context" to justify slowing down the process and denying us the resources that we seek. In recent rounds it has been the need for so-called "Austerity". Another standard trick in its bottom-

less bag of negotiation hard lines is of course the deficit and **debt**. Oh the almighty debt and deficit game. But when it comes to helping the corporate sector (REM, Bombardier amongst others), fiscal constraints never seem to be an issue. With COVID, they couldn't be more lucky.

Another strategy the government employs is the manipulation of the timeline. They will wait for us to commit to our demands and then set the bargaining calendar to fit their strategy and timing, often by not responding for months. The goal is usually to put us at a bargaining and mobilization disadvantage. Working around school calendars is a classic tool they use.

The point here is that if you wait for the 'best' or ideal time to act, it rarely exists. The best timing is usually elusive because we rarely control the negotiation calendar. Put bluntly, the "best time" is simply when we're ready to back our demands with action. It has always been that simple.

Working with Public Opinion

In the evaluation and strategizing about strike action, winning public support has always been an important concern, and rightfully so. Certainly, during this pandemic, public opinion should be given particular consideration, given how taxing COVID-19's social and economic impacts have been on the public psyche.



Paul Jones

First of all, some basic dynamics of public opinion still hold true during the pandemic. When it comes to public sector negotiations, the 'public' (far from a homogeneous reality) shares one understandable concern: it wants continued and uninterrupted quality services from their schools, hospitals, social services. With the threat that they may be interrupted, it's no surprise the population doesn't want us to strike and if we do strike, they want it to end quickly. Surely, isn't that the point of our work stoppage, to interfere with the status quo and raise public concern? This aspect of "public opinion" puts pressure on both public sector workers and the government to come to a settlement. If we can demonstrate that our demands are just and that they will improve the quantity and quality of services to the public, the pressure to settle will be felt more by the government. That must be the understanding and place of our information and publicity strategies.

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We, however, should not overestimate the power of public opinion alone in helping the union cause. I doubt that anyone would question the general public support and sympathy for the work done by nurses. In spite of this, nurses have often been forced to use job action and strikes to make the government move at the table. This underscores the importance of using public opinion campaigns in conjunction with strikes (and not as an alternative) to force the hand of government.

My experience has been that the connection between bargaining with the threat of disruption of services forces the employer to get down to the essentials. Literally, when strike action is in the air, the negotiators' faces actually change at the bargaining table! It's at this point that serious and mandated government voices get involved in the process. And why? The government doesn't want disruption of services in the schools/hospitals at all levels. They were elected to provide these services and they sense the public pressure. "I don't want my kid missing school!". Clearly, this pressure grows when members in their general assemblies vote with strong mandates for job action. The connection is so embedded in my limited but direct experience of negotiations at all levels that I believe the seri-

ous threat of strike action almost qualifies as a prerequisite for success. The argument I'm making about public opinion therefore is that our bargaining leverage grows with the threat and exercise of action plans and strike mandates. It doesn't diminish!

The Importance of Strong Strike Mandates

Strong strike mandates are also a means of communicating both to the public and government our support and belief in the legitimacy of our demands. With bargaining at all levels, the employer inevitably challenges the support of the membership for the demands we put forward. But they know full well that strong strike mandates are a clear and undeniable sign of strong membership participation and support. They know that as professionals, we don't want to strike. We want to teach! As such, our debates in large assemblies about action mandates are far from taken lightly by the employer.

So Where's the Money Coming from?

Just a word about financing post-pandemic economic recovery. Governments at all levels are deciding how much deficit spending will be needed. So we should not accept the usual excuse that "we just don't have the revenues to meet your demands in this crisis". The real question is WHERE is it going to spend? We must insist that the public sector is not the antithesis of post-COVID economic recovery. It is as important to the 'kick start' as bridges, roads, and airlines. As well, let us never forget that most of these services

(health, education, welfare) are provided by women in Quebec. We must insist that the opportunity to redress gender inequality should be central in the government's choice of its path to economic recovery.

I'll end with some labour history. What would you expect from a labour historian? (Editor's note: Paul taught courses for many years on the history of work and the labour movement in Humanities.) Workers standing up and striking for their basic rights to decent work conditions and salaries is the often forgotten legacy of collective bargaining efforts in Canada. Workers throughout history have acted on the justice of their demands in spite of difficult situations and context. East coast miners stood up to government's use of the military against them. In the midst of the Great Depression, working women in the clothing industry in Montreal (les *Midinettes*) unionized and won wage increases with a strike. Canada-wide labour organizations negotiated fundamental organizing and bargaining rights for all unions in the midst of the 2nd World War. Postal workers challenged threats of job loss and repression and won collective bargaining rights for most government employees in Canada. This is not the first difficult negotiation conjuncture and it won't be the last.

The road to unacceptable compromise is often paved when just and clearly defensible demands are dropped because we're not able to build the necessary rapport de force to back them up. Good luck in your endeavours. Solidarity with you all no matter what choices you make.



Paul at a JACFA Corn Roast event



External Briefs:

CSN Congress Makes Important Changes to Strike Pay Rules

After being delayed from 2020 by pandemic restrictions, the CSN Congress took place online this past January. Due to the limitations of the online format, the agenda for the triennial, week-long event was much more restrained than previous in-person meetings. Nonetheless there were a couple of decisions worthy of note.

First of all, the Congress changed the qualifying rules related to support from the CSN's Professional Defense Fund (PDF) in the event that a union goes on strike. Previously, the PDF would contribute strike pay to all CSN

striking workers (including JACFA members) after the 8th day of strike, at roughly the rate of \$50 per day, for an unlimited number of days. After the rule change, the PDF strike fund now kicks in after the third day of strike. Moreover, under the new rules, workers earning other employment income during the strike will qualify for the CSN strike pay, where under the old regime, they were disqualified.

Because the PDF strike fund is designed to help local unions manage their strike funds, the \$50 is not added on top of whatever strike pay a

union decides to pay members during a given strike; it is instead used to offset the strike pay costs for the local union, thereby extending the number of days a union can go on strike using the same local strike fund.

The other event of note was the election of the CSN Executive. There was significant turnover on the new executive due to a number of retirements. Details of the executive membership can be found at the [CSN web-site](#).

The next CSN Congress is scheduled for May 2023.

FNEEQ Congress to Take Place June 2021

FNEEQ is also slated to hold its Congress from June 1 to June 4, 2021. Similar to the CSN Congress, it is a multi-day event that elects its executive and various other federal committees, and sets its political direction for the following three years. Unlike the CSN Congress, which alternates between Montreal and Quebec, the FNEEQ Congress usually takes place in regional Quebec, "hosted" by a local CEGEP union.

Beyond the formal business, FNEEQ Congresses are filled with social and cultural events that foster much needed and appreciated inter-syndical camaraderie.

This year, unfortunately, the Congress will be online. One benefit of this format is that it will allow for easier attendance by anyone interested in checking out the meeting, without the commitment of driving

out to the regions. Any teacher who is interested in attending as a non-voting "fraternal" delegate, please contact JACFA. Although the agenda has yet to be finalized, one confirmed topic of discussion will be the intersection of academic freedom and systemic discrimination, triggered by the recent Ottawa U controversy.



Teachers Can Insist That Students Turn On Cameras

Maria Mastorakos, Secretary, Physics

In the context of online teaching, the use of students' cameras, whether they are on or off, have posed a particularly difficult problem for teachers: How do we balance the pedagogical need of having students' cameras on, with their rights to privacy?

At the beginning of remote learning, since we had all transitioned to the online format unexpectedly, it seemed reasonable to be flexible with students having their cameras turned off. Our students had to make the same transition as we did and many were not properly equipped for an online learning setup where their cameras had to be turned on.

As we moved into the current academic year, the context changed as everyone was aware that much of the school year would be done remotely. The college administration informed us at the beginning of the school year that students could not be required to have their cameras on unless deemed pedagogically necessary (oral exams/ evaluations, tests). Initially, these guidelines concurred with those from the Fédération des CEGEPs. As the semester progressed, throughout the college network, teachers were reporting that having cameras turned off was, in general, less than ideal. It created an atmosphere of complete disengagement on the part of students. As a result of the Fall 2020 semester experience, in January, the Fédération des CEGEPs along with FNEEQ, FEC (the other CEGEP-teacher union federation) and the

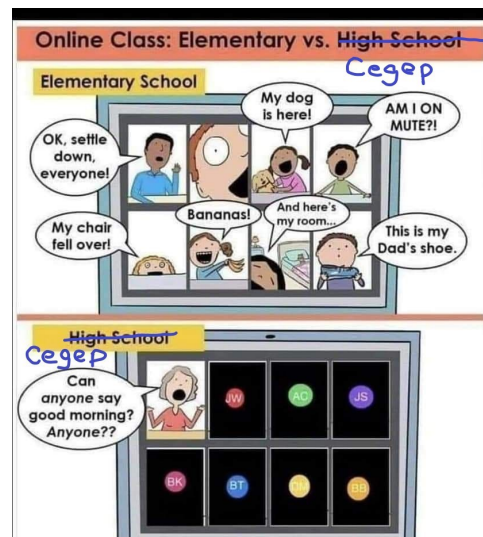
Fédération Etudiante Collégiale du Québec released a joint declaration asking all students to turn on their cameras during courses, with exceptions for students with poor internet connections and/or privacy issues. Students with poor internet/ privacy issues were encouraged to connect to their courses from their colleges if available, while adhering to the public health guidelines.

In addition to the joint statement, in February, FNEEQ released a report from the legal department of the CSN outlining the legal arguments that teachers could require cameras be turned on during synchronous learning. The Judicial advice responded to the following questions:

1. What are the legal bases upon which teachers can demand that the cameras be turned on?
2. Does the requirement to turn on cameras infringe upon the privacy of students in all circumstances?
3. Does online education have consequences for the fundamental rights of teachers?

Using the legal frameworks of the Quebec Charter of Human Rights, the Civil Code of Quebec, the Act Respecting Occupational Health and Safety, and the concept of academic freedom, CSN came to the conclusion that cameras can be required during synchronous learning as long as:

- teachers allowed for digital backgrounds to obscure students' surroundings.



- Students wear headphones if they are not in a quiet space.

Having cameras on not only allows teachers to be able to identify their students, but it also facilitates student/teacher interaction during synchronous class time. The use of a digital background allows for students to keep the privacy of their surroundings intact while still engaging with their remote class to the best of their abilities. Students being visible on camera with their private surroundings obscured with a digital background was deemed no more an infringement on privacy than having to sit in a classroom during a lecture. That being said, students' privacy is deemed to be infringed, if the class is recorded and they are required to keep their cameras on. Thus, when lectures are recorded, students have the right to turn off their cameras as they have the right to refuse being recorded.

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Teachers Can Insist That Students Turn On Cameras

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In the case of students having poor Wi-Fi connections and/or computer equipment, Colleges should be offering safe, quiet spaces on campus in order to allow for students to participate in their remote classrooms as fully (i.e. with cameras on) as possible.

Although students have a right to privacy, teachers also need reasonable working conditions which are not detrimental to their mental health. Most instructors who have taught during the pandemic will know how demoralizing it can be to teach to black boxes on screen instead of students' faces. Thus, as long as teachers allow for digital backgrounds and the use of head-

phones, they are legally allowed to require cameras be turned on during their synchronous lectures.

Letter to editor:

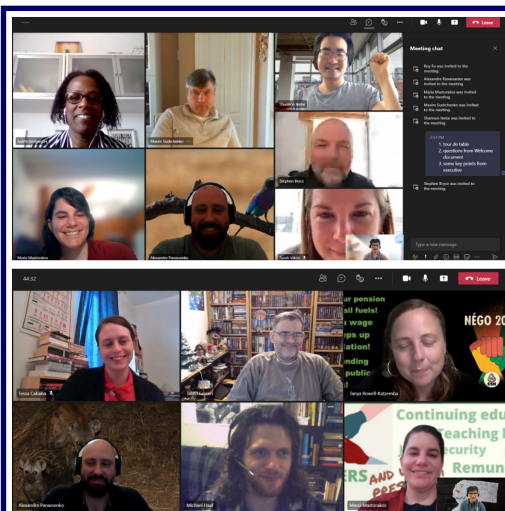
Dear Editor,

I just wanted to take a minute and thank you for sharing your story in the *Advocate* ("Saying the N-word in Class" December, 2020 Issue). I know it may not seem obvious to some, but being of mixed heritage I have often been subjected to racially insensitive remarks throughout childhood, adolescence and even as an adult.

Your words mirror my sentiments on this matter and how disappointed I was to hear the response from government officials, other teachers and even some peers who don't seem to get what the deal is. I hope your narrative resonates with others and allows them to reflect on their own behaviours and assumptions about the N-word, or for that matter other words that belittle or dehumanize others.

Sean Hughes

Chemistry Department



JACFA New-Teacher Orientation

Like most things at work these days, the JACFA new teacher orientation was moved on-line. Participation however did not appear to be dampened by the new format. We welcomed seven new(er) teachers to two 30- minute sessions.

Picture 1— (clockwise from top left): Judith Bridgwater (Nursing), Maxim Sushchenko (Computer Science) Shannon Ikebe (HPR), Stephen Bryce, Sarah Valois (Nursing), Roy Fu, Alexandre Panassenko, Maria Mastorakos

Picture 2— (clockwise from top left): Tessa Cabana (French), Talib Hussein (Computer Science), Tanya Rowell-Katzemba, Maria Mastorakos, Roy Fu, Michael Haaf (Computer Science) Alexandre Panassenko

Welcome! Thank you!

The JACFA Executive would like to welcome all of our new colleagues who joined the faculty recently, and to thank retirees for their many years of service.

Newly hired:

- Farheen Zulfiqar Ali, Dental Hygiene
- Holly Ann Bombardier, Nursing
- Johnafel Callueng, Nursing
- Paul Andre Dalay, Police Tech
- Acacia French, Nursing
- Catherine Henderson, ILT
- Talib Hussein, Computer Science
- Shannon Ikebe, H/P/R
- Sebrina Jones, Graphics and Web Design
- Tessa Cabana, French

- Michael Neemcharan, Nursing
- Melissa Maria Peritz, Nursing
- Maxim Sushchenko, Computer Science
- Sarah Valois, Nursing
- Tania Louisa Zampini, Italian

Retirees:

- Liliane Bohbot, Graphics and Web Design
- Terry Donald, Theatre
- Jane Hannah, Graphics and Web Design
- Francis Lepage, Theatre
- David Lubell, Visual Arts

Congratulations

There is more to life than teaching!
Recent additions to the JACFA family:
clockwise from top left:
Catherine Humes (HEPS) and her daughter Hazel,
Niusha Zohoorian (ILT) and her son Adrian,
Ethan Mombourquette (Math) and his daughter Willow.





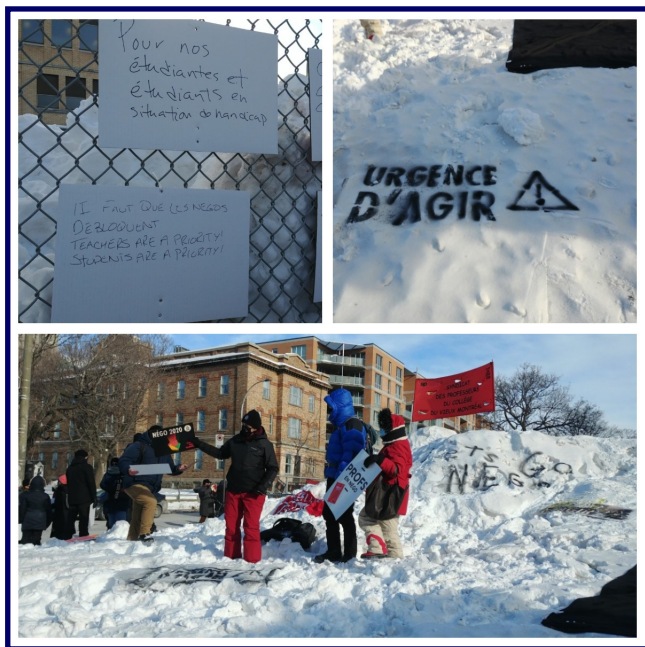
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FNEEQ 45 Days of Mobilization for 45 CEGEPs



Photos from FNEEQ rally in front of Fédération des CEGEPs on February 11.



Photos from JACFA's "our demands are no joke" rally on campus on February 24.



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