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JACFA (John Abbott College Faculty Association)

April 2017 Issue #2

Spring is here at last! And we are thrilled to introduce you to our second issue of The Advocate!

And to get you through the end of the semester, here is a little fun for you, try this:

"Cluod you blveiee taht you can aulacly uesdnatnrd waht you are rdanieg? The phaonmneal pweor of the hmuan mnid! Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mttair in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig!"
(<https://www.clients-first.co.uk/>)

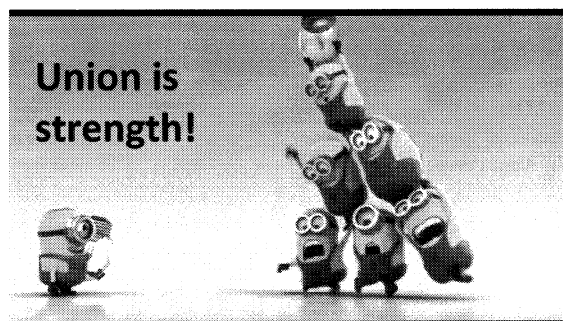
This is the spirit of our Union! Whether as teachers or union members, making sense is a big part of what we do!

This issue of The Advocate will clarify understandings of the teacher evaluation

revision issue, SO24, negotiation on local agreements. In addition, we provide an analysis and a pedagogical resource relating to the issue of islamophobia; an addition to your syndical tool kit when meeting with the Dean; and most of all, in the spirit of making sense, we pay our respects to our departed colleague Sylvain, whose disappearance has shaken our world. May he rest in peace!

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Labour relations updates

Roy Fu

College and JACFA to Work on Revision of Teacher Evaluation

The College recently informed JACFA of its intentions to revise the College Policy on the Evaluation of Teaching and Quality Assurance (Policy 12). Established in 2006, the policy sets the parameters for both formative and administrative evaluation of teachers at the College.

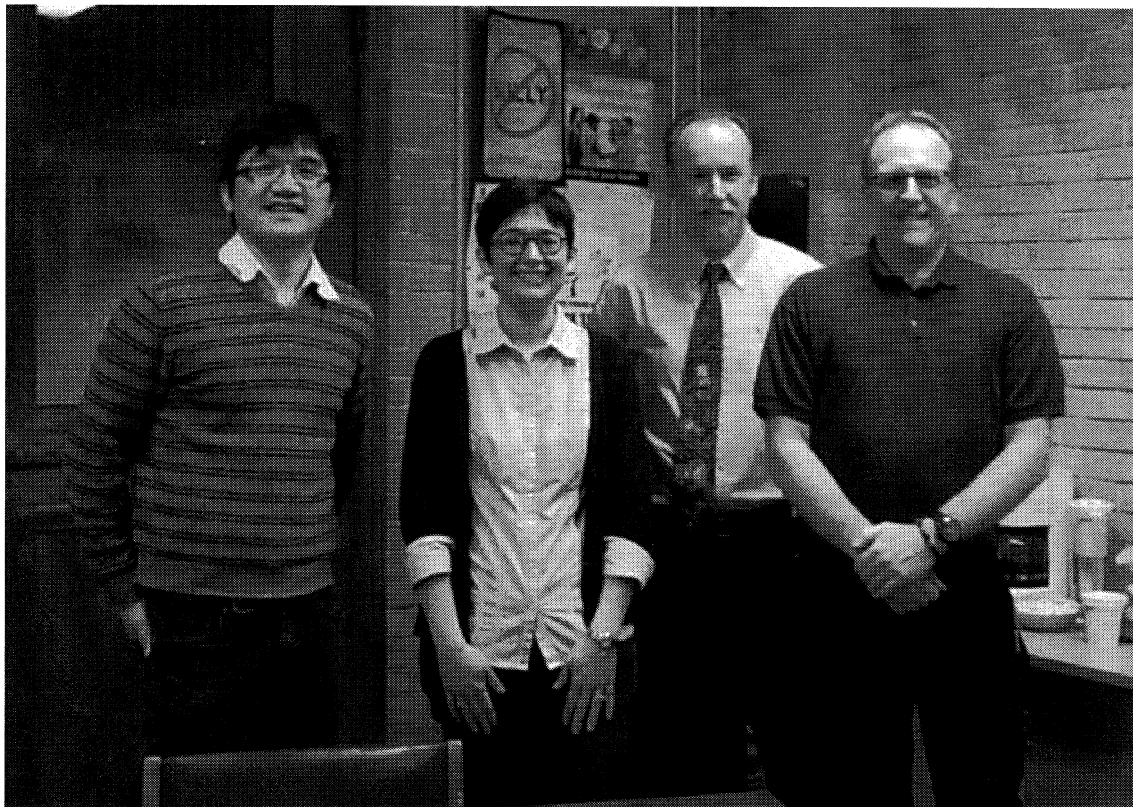
According to a recent John Abbott Board of Governors motion, the College is seeking revision recommendations relating to the “*facilitation*” of the student survey process, the

involvement of Program Deans in the first year of teaching, and the provision of “*clearer and stronger link between teacher evaluations and professional development*”.

In accordance with the process laid out in the current Policy 12, JACFA and the College will form a parity committee to make recommendations for revision. The College has requested the completion of those recommendations by the end of the Winter 2018 session. No clear set timetable has been established yet.

In order to ensure that the revisions reflect the professional needs and priorities of teachers, the JACFA Executive is planning to consult members on various occasions. To facilitate that process, it will be seeking the assistance of the recently-formed JACFA committee on Policy 12 consultation. The committee held its inaugural meeting on March 31. The mandate of the committee will be to advise and assist the executive on the consultation of teachers’ needs and priorities; and to clarify the definition of “*administrative evaluation*” in the Policy. (This committee is distinct from the parity committee. The latter’s mandate will be to make the actual recommendations, and will consist of JACFA Executive members and Program Deans.)

We hope that all teachers will take part in this important consultation process.



Policy 12 Revision JACFA Committee: Roy Fu (H/P/R), Caroline Viger (Physics),
Bruce Tracy (Physics), Martin Poirier (Pre-Hospital Emergency Care)

According to Policy 12, a formative evaluation is *“a collegial process, which fosters personal and professional growth and development..., but cannot lead to the removal of hiring priority and to disciplinary measures”*. New teachers are subject to one in the 1st, 2nd and 3rd semesters of their teaching career at the College. All other faculty undergo one once every 5 years.

An administrative evaluation on the other hand is a process that can lead to removal of priority and disciplinary measures. There is no set schedule for such an evaluation. According to the Policy, the evocation of this process is *“coordinated by a supervisor.”*

Allocation of So24 Teaching Resources Proceeding with JACFA at the Table

In response to JACFA's (GA motion) request, the College has agreed to involve JACFA in the allocation of teaching resources for Special Needs Students/Students with disabilities (So24 funds). The assignment of the allocation will happen in two stages: first with a call for project proposals to teachers and departments (Deadline was March 20). The second stage will involve a call for applications to teachers, for projects designed by the College's Student Access Center and agreed to by JACFA (Deadline TBA).

In order to encourage greater awareness and reflection on the pedagogical needs of SNS/SWD by teachers and departments, JACFA recently forwarded data pertaining to the presence of coded students (with disabilities/special needs) in the various programs, to program/departmental coordinators. The executive is also currently exploring the possibility of pedagogical development activities on this topic for the upcoming school year.

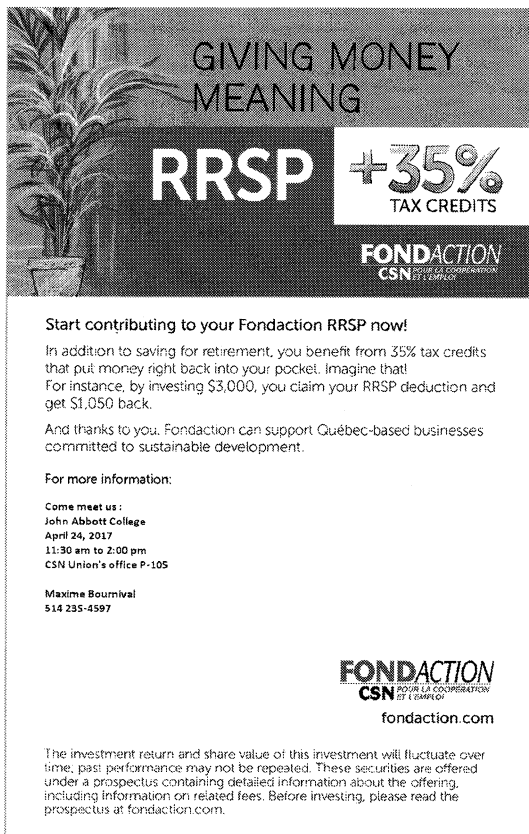
Negotiation of Two Local Agreements near Completion

Negotiations of local agreements linked to the most recent collective agreement have made significant progress. Two are near completion: One is on the creation of a

grievance prevention committee, mandated by article 9-3.00 of the Collective Agreement; the other is an agreement on the composition of a joint hiring committee for Day time and Continuing Education teachers, mandated by JACFA General Assembly motion dated May 13, 2015, and facilitated by article 8-7.03 of the collective agreement.

The executive is aiming to have one or both agreements ready for approval at the May 17 JACFA General Assembly.

Up coming syndical events

A promotional graphic for FondAction's RRSP program. It features a stylized plant on the left and the text 'GIVING MONEY MEANING' at the top. Below this, 'RRSP +35% TAX CREDITS' is prominently displayed. The FondAction logo is at the bottom right of the graphic.

GIVING MONEY MEANING

RRSP +35% TAX CREDITS

FONDATION CSN

Start contributing to your Fondaction RRSP now!

In addition to saving for retirement, you benefit from 35% tax credits that put money right back into your pocket. Imagine that! For instance, by investing \$3,000, you claim your RRSP deduction and get \$1,050 back.

And thanks to you, Fondaction can support Québec-based businesses committed to sustainable development.

For more information:

Come meet us:
John Abbott College
April 24, 2017
11:30 am to 2:00 pm
CSN Union's office P-105

Maxime Bournival
514 295-4597

FONDATION CSN
POUR LA COOPÉRATION ET L'ÉCHANGE
fondaction.com

The investment return and share value of this investment will fluctuate over time, past performance may not be repeated. These securities are offered under a prospectus containing detailed information about the offering, including information on related fees. Before investing, please read the prospectus at fondaction.com.

FondAction rep Maxime Bournival in
P-105 April 24th 11:30-2pm

We are thrilled to host a May 1st International Workers Day Coffee House in the Faculty Lounge from 12-1:30pm.

May 17th GA at 9:30
We will have an election at 11:30

A graphic for the JACFA Annual BBQ 2017. It features a cartoon character wearing sunglasses and a flower lei, floating in a cloud above a barbecue grill. The text 'JACFA ANNUAL BBQ 2017' is prominently displayed.

JACFA ANNUAL BBQ 2017

May 17th
Starting @12:00
Casgrain Terrace
Weather Permitting

And our end of semester BBQ will
start at 12 on the Casgrain Terrace

Other Unions will be joining us on this occasion.
Stay tuned for more info!

Editorial

The end of Islamophobia? If words were unionised

Debbie Lunny

A student-run panel on Islamophobia in the Agora held a few weeks after well-attended vigils for victims of the mosque shootings in Quebec, sought to build upon the solidarity shown at JAC and across Quebec. There is heartening evidence of a new willingness to think reflectively and critically about Islamophobia. As Couillard said, "words matter". The panel aimed to start a conversation between the JAC community and Muslim students who are affected so personally by the irrational fears and hatred that underlie Islamophobia. Panelists spoke movingly about their experiences of Islamophobia, from receiving dirty looks, to being asked to justify their presence in Canada, from being presumed a threat, to being asked to clarify random points of Islam.

The various understandings of Islamophobia set the stage for a dialogue, but the open mikes were rushed by a group of male students who recited or read prepared texts attacking Islam. Plus ça change, plus ça reste pareil. Uncannily, panelists were asked to defend various aspects of Islam; the presence of Muslims in Canada was called a threat to democracy; and Islam was singled out amongst religions for sexism, and homophobia, and so on. A panel on Islamophobia. Yet, no one asked what it felt like to be a Muslim in Quebec on the day after the mosque shooting, or any other day. No one asked how it was that Muslims in Quebec publically showed no anger or rage after such an atrocity? The Agora audience's uncomfortable reactions indicated that they understood that Islam, not Islamophobia, was being interrogated. Rather than participating in a conversation about Islamophobia, we were witnessing how Islamophobia plays out. Words matter.

If the word Islamophobia were unionised, it would have staggered over to the union office, collapsed in a chair, and poured his heart out: "As a teacher, I have tried to do my job, to name something clearly, to get on peoples' radar, to make them see the

uncomfortable truth of hatred and irrational fear. But I have been given all these extra tasks of late, my load is too great to bear.” And I, as a union rep, would listen and reassure the beleaguered word, the committed teacher: “Islamophobia, you did your job, you did what you were meant to do. I remember those early days, when you would show up in class, and help students to see more clearly. It is not your fault that people taxed you with too much hatred to explain, that they repurposed you. Your job description does not include serving as a justification for hatred.”

I would share some options with Islamophobia: workload reduction, grievance, retirement? Early retirement is not something we frown upon in the union office, it is a right we fight for. So, I would say to Islamophobia-the-word, that tired, over-extended teacher: “Islamophobia, when I heard the haters claim you proudly today, when I heard them present their alarmist fear of Muslims and Islam as rational, as something to be empathised with, I knew it was time for you to retire. It is not your fault. You, Islamophobia, did the solid pedagogical work of any teacher. As a word, a concept, a mini theory, you Islamophobia-the-word, helped so many people unlearn their hatred. Your pedagogical innovations will be remembered. I would smile gently, and share a memory: “Remember when you were team teaching with your friend, the upstart concept “racialisation of religion!” I remember thinking, “These two! Together they are unstoppable!” But, some hard working terms get too many meanings, are given too many jobs. There comes a time to throw a retirement party and let them live out their days in peace.

So, an adhoc hiring committee of sorts would be struck. An eager new applicant, Muslimophobia might seek to convince the hiring committee that we need to intervene in the idea that targeting Muslims is justified because Islam is bad: “We need to teach people to see how everyday Muslims bear the brunt of this hatred.” A compelling performance. But, at the end of the day, the hiring committee, well aware of how very much words matter, would be unanimous in their approval of Islamophobia’s replacement. The new hire is anti-Muslim racism. The word, not the phenomenon. Chosen for her clarity, her ability to shine the spotlight upon the racialization of religion, irrational hatred, and call a spade a spade, the term anti-Muslim racism, will take over the teaching load formerly assigned to Islamophobia. She does so respectfully and aspirationally because she knows as all good teachers do: Words matter.

For pedagogical tips on teaching and learning about anti-Muslim racism, check out the following link:

<https://islamophobiaaisracism.wordpress.com>

Syndical Tool Kit - Meeting with the Dean

Adriana Petrulian and Roy Fu



From time to time the JACFA executive hears about cases where a teacher meets with their program dean to discuss issues related to their professional conduct, without the accompaniment of a JACFA representative. In some instances, these meetings have resulted in serious consequences for the teacher involved, such as a letter of reprimand, or even the removal of hiring priority.

We want to ensure that all teachers understand their rights and responsibilities, should they be requested to meet with a Dean. In particular, we want to recommend the following steps:

1. Determine the reason for the meeting, so that you will arrive prepared. Before the meeting, collect as much information as possible related to the issue the Dean wants to discuss.
2. Before confirming your attendance, contact the JACFA office to see if accompaniment by a union representative is warranted. In cases where the teacher feels that their professional conduct will come under scrutiny and/or face possible disciplinary sanctions, we strongly recommend Union accompaniment.

3. Should you choose accompaniment, remember to confirm the availability of a JACFA representative before confirming the time of the meeting with the Dean.
4. Should a JACFA representative not be available during the times originally proposed, you have the right to request a different time.

In the event that a teacher finds her/himself in a situation where allegations of professional misconduct arise at a meeting unexpectedly and there is no union representative present, we recommend the following steps.

1. Take notes. Gather as many details as possible regarding the allegations.
2. Do not answer any of the allegations immediately; ask for time to prepare your answers and offer to present them at a later date.
3. Contact the union office immediately for guidance and support.

Upcoming CSN-FNEEQ events

Roy Fu

Invitation to Teachers to participate in CSN-FNEEQ Union and Education Activism in Spring 2017

Teachers will have a couple of opportunities to take part in activist activities organized by FNEEQ-CSN this coming spring, after the end of classes.

Forum on the future of post-secondary education, May 17-19

FNEEQ, our union federation, is organizing an “État Généraux” on the state/future of post-secondary education. Its purpose is to assemble various stakeholders: teachers, students, community groups, college/university administrators, government officials, and academics, to discuss key issues. The forum will be organized into various colloquiums and plenary sessions. Topics covered include:

- Colleges and University as a site of social intervention: sexual violence and mental health

- Popular education and life-long education
- Feminist perspectives on post-secondary education
- Commodification, competition, clientelism, and quality assurance

The État Généraux will take place at Laval University, in Quebec City, May 18-20. Registration is Free. Accommodations have been set aside at the university residence. Interested teachers may apply to the College's professional development fund (FPDC) for financial assistance. Please note that deadlines apply for such funding. For registration and more detailed information on the event, please consult the [FNEEQ web site](#) and/ or contact the JACFA Office.

CSN Congress will set syndical priorities for the next 3 years. June 5-9

CSN Congresses are triennial meetings where delegates from all member unions, from both the public and private sectors, gather to, amongst other tasks, set the political priorities for the next 3 years, elect the CSN executive, and update internal rules and regulations.

The bulk of the week-long congress will entail working assemblies where motions are debated and passed. Given CSN's size—hundreds of unions, with hundreds of thousands of rank-and-file members, the Congress is an impressive display of democratic participation and governance.

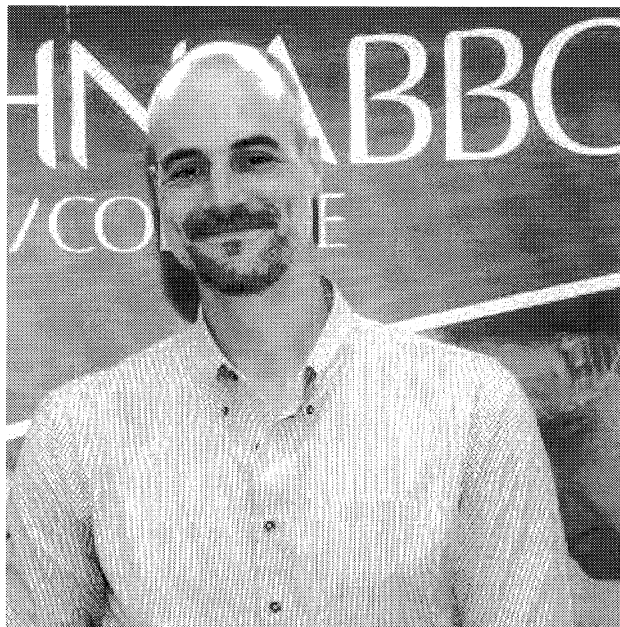
In certain instances, the Congress adopts important motions that have direct and demonstrable impact on local unions. A recent notable example can be found in the changes made to CSN strike pay rules at the last Congress in 2014. Prior to the changes, local unions had to wait 15 days before receiving financial help from CSN for strike pay. That period was shortened to 8 in 2014.

JACFA can send a delegation of 3 official (voting) and unlimited number of fraternal (observer) delegates to Congress. Teachers interested in attending, even if only for a portion of the 5-day event, should visit the [Congress website](#) for more details and contact the [JACFA office](#).

FNEEQ (Fédération nationale des enseignantes et des enseignants du Québec) is our union federation, aside from 45 other Cégep teacher unions, it is also comprised of teacher unions from private colleges in Quebec (Regroupement Privé) and sessional-teacher unions from Quebec universities (Regroupement Université). It is the body that JACFA has most frequent contact with: monthly Regroupement Cégep meetings, and once-a-semester Conseil Fédéral meetings, where all three Regroupements assemble to discuss Federation-wide issues.

CSN (Confédération des syndicats nationaux) is our union confederation. It is comprised of various federations from both the public sector, such as FNEEQ and the FSSS (Fédération de la santé et des services sociaux), and the private sector, such as the FIM (Fédération de l'industrie manufacturière). JACFA's direct participation at CSN confederal meetings is only once every three years, at the CSN Congress.

In Memoriam: Sylvain Duguay



Students' tributes to Sylvain

I remember my first day in Sylvain Duguay's Universe of the Arts II class.

We were all, I think, a little awed that he had music playing while we waited for class to start. Anyone who's been in HA-003 will remember that it is a dark and cozy room when the lights are out. Combine that with soft jazz and experimental music, and a class start time of 8:30am, and you get a group of sleepy students. However, there weren't any heads on desks while Monsieur Duguay spoke passionately about the cleverness of the Lumières, of Baroque painters, of Vermeer and Rembrandt, of the Romantic Poets, in that confident voice that let slip his French-Quebecker accent. "Ah, I thought, a fellow Comrade in English territory".

Sylvain's death has been like the felling of a great tree among our forest. We feel the loss of his supporting presence, since, as in gardening, every growing mind needs a good tutor.

I have lost a role model; a person I greatly admired for their selflessness, their dedication to their students and to their craft, their kindness and understanding when you went to their office nearly in tears because despite the deadline being that day you still weren't close to finishing that research paper, and (who could not mention it) their excellent posture.

I've felt the pull to push myself, to give my 100% in all things because we are alive. We have the power to change, to grow, and to give life to new things. I try putting more effort into my studies, taking the time to clean recyclable items before putting them in the bin, being present in case someone needs me, because that is how to be alive. Give your best, do your best, and help others do the same.

Thank you,

Anaïs Ranger

Arts, Literature and Communication Student

Universe of the Arts II class

Andean Forgotten

Dangling from superglued stones,
Trapped by this ancient prism.
Mist sifts into fog,
She's cloaked by savage grass.
One with the limestone, and rings of granite,
Hugging cloud forests full of rodents, parrots, and golden tamarins.
Muddy floods call for fiestas,
Rain is the bosom,
Mangos are her children.
Cross the sea of broken ankles, monkey bites, and malaria,
And maybe, in this feverish silence,
You'll feel a voice in the wind.

Here where mountain spirits lie,
Where Pacha Mama is at its holiest,
An elbow lays perched on my shoulder,
Reminding me of love, creation and originality. Risks and responsibility go hand in hand in art, but if one can imagine a canvas, fill it. No matter what.

Someone not afraid to breathe taught me that. Right now he's probably sipping sortilège,

painting melting clocks, while listening to a modernist play on Bach. I can see it. He's filled his canvas, and I know all look upon it as I do, 4000 miles away, in inspiration.

You were an amazing teacher and person Sylvain,

And I know for all that you lived for,

You've found peace.

Your student and friend,

Jonah Blander

Former Liberal Arts Student

Art and Knowledge class

Teachers' tribute to Sylvain



Sylvain with departmental colleagues at 2015 downtown strike rally.

(From left to right: Grace Lin, Meredith Browne, Sarwat Viqar, Sylvain Duguay, Debbie Lunny, Eileen Kerwin-Jones, Kelly McKinney, Sujata Ghosh, Alexa Leblanc)

Sylvain était un collègue, et c'était aussi un ami. Il a été une des premières personnes que j'ai rencontrées lorsque je suis arrivé au collège John Abbott.

Sa générosité était apparente dès que je l'ai rencontré. Il avait mis sur pied, de sa propre initiative, un groupe de rencontre pour parler de pédagogie et aider les nouveaux professeurs, comme moi, à s'intégrer.

Nous partagions le même bureau dans les trois dernières années et durant ce temps, j'ai pu observer comment Sylvain démontrait cette même générosité avec ses étudiants, il était soucieux que ses étudiants apprennent. Quand ils venaient le visiter au bureau, il prenait le temps de lire leur brouillon, et leur montrait comment l'améliorer. Avec 160 (cent soixante) étudiants, c'est quelque chose. Ça lui faisait plaisir quand ses étudiants venaient solliciter son aide.

Quand vous entrez dans notre bureau, si vous regardez derrière mon bureau ou celui de Grace, notre troisième coloc, vous allez voir un vieux calendrier, quelques dessins de nos enfants, des articles de journaux fixés au mur. Mais tournez la tête et vous apercevez l'installation personnalisée de Sylvain: des cartes postales; des livres; des bandes dessinées, un original en pluche, un original gonflable, une photographie d'un original qui sort de l'eau, et sur son mur derrière, le déroulement de son cours de cinéma, étalé, en diagramme, comme une toile d'araignée. Les choses qui le passionnaient sont visibles sur ses murs; son espace est chaleureux et accueillant; il éveille la curiosité autant chez ses étudiants que ses collègues.

Quand Sylvain arrivait quelque part, il laissait sa marque, que ce soit dans son bureau, auprès de ses étudiants, ou encore dans sa manière de s'impliquer dans la vie du collège. Son sens de l'organisation avait un effet transformateur, il était très apprécié dans les réunions, en fait partout au collège. Et le fait qu'il ait laissé sa marque de façon si forte partout, fait en sorte que son absence est remarquée, vivement ressentie. A tout moment, je me retrouve en face de quelque chose qui me rappelle Sylvain – à la piscine, quand je vais au cinéma, quand je cuisine avec mon crockpot, quand j'essuie le plancher là où la neige sur mes bottes a fondue. Maintenant c'est difficile. Mais dans les semaines et les mois qui viennent, je crois que la marque que Sylvain a laissée partout, deviendra une source de réconfort.

Marc McGuire
(H/P/R)



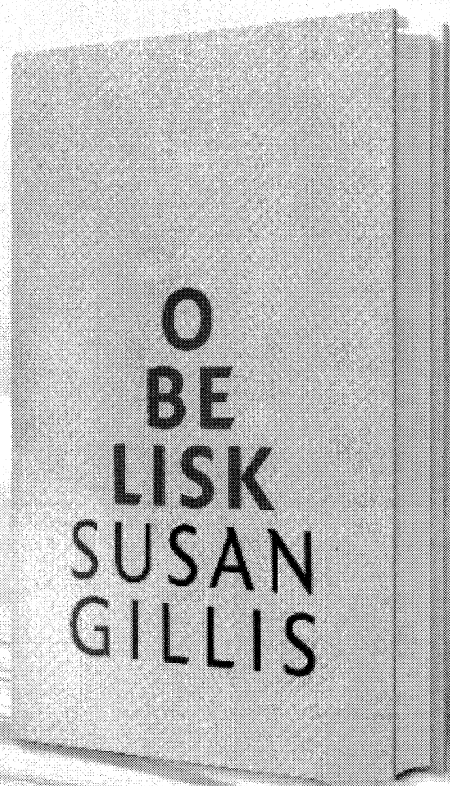
You will be remembered!

Up coming social events on campus

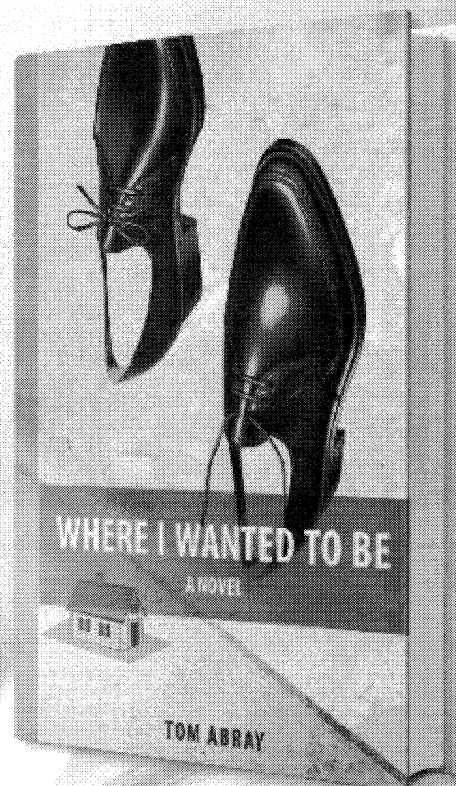
*The English Department
proudly presents a*

Double Book Launch

Thursday, April 27th 1:30 - 3:30
Faculty Lounge H-101



Obelisk
by Susan Gillis



**Where I
Wanted to Be**
by Tom Abray

We hope that you enjoyed this second issue as much as the first one! We do welcome feedback and suggestions for future issues.

I would like to personally say that being a member of the executive this past year has been a roller coaster like experience! But if you are like me, and you have a tendency to enjoy all things exciting and intense, then a roller coaster is a thrilling experience! Being at the executive table gives a chance to learn the ropes of college and faculty life on top of gaining a syndical experience. It allows you to approach your place and role as a teacher within the institution from a different perspective and makes you feel more as an integral part of its culture rather than just another number in line.

As I am on my way out of the executive, and on the road to new challenges, I would like to sincerely thank everyone who made this experience for me an opportunity for both personal and professional growth!

Et comme on dirait en bon français bien de chez nous, *Gardez la patate!!!!*

Sabrina Gloux



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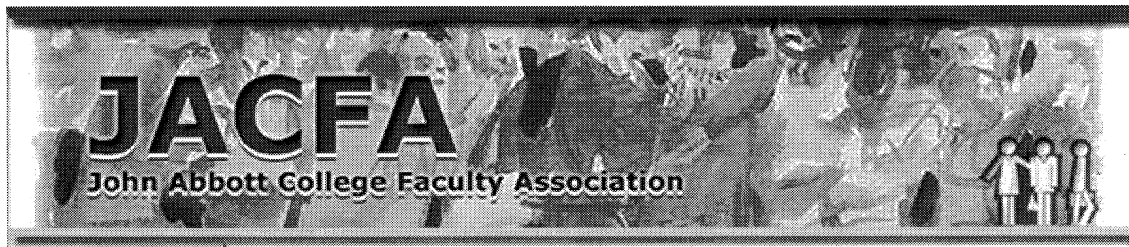
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