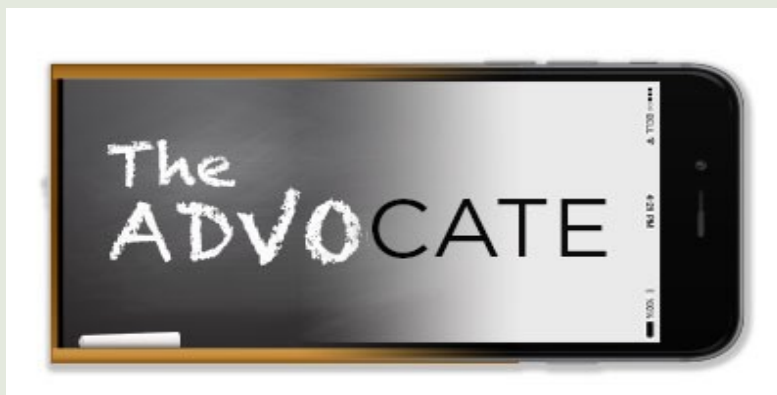


# John Abbott College Faculty Association Newsletter



December 2021



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## Nego 2020: A Look Back and a Look Ahead

Tanya Rowell –Katzemba, Vice –president external, History

The 2020-2023 round of collective bargaining is one that few public sector workers will likely forget for many years to come. FNEEQ unions began consulting their members back in 2018 about priorities for the new collective agreement, with the intention of engaging members in a more grassroots, consultative approach to negotiations than had been undertaken in past rounds. After a year and a half of consultations and prioritization of demands, our negotiation team had a bargaining project and had begun the early stages of negotiations with our employer. Then COVID-19 hit in March 2020. As teachers were tasked with adapting every aspects of our lives to this new reality, we quickly determined that the context was not well-suited for continuing with collective agreement negotiations. CSN, CSQ, FTQ and other union centrals asked the government to simply suspend negotiations and allow for the 2015-2020 agreement to carry over until 2022. The government

refused, telling us that they wanted to negotiate a new agreement quickly; so we capitulated.

It has been over a year and half since then and only now we do have an agreement in principle. Why did it take so long? While both sides early on engaged in a prioritization of demands in order to speed up the process, our employer did not appear to be in a hurry to move things along after that initial phase, dragging their feet and renegeing on previous verbal commitments throughout the process. The experience has left many teachers—and public sector workers more broadly—with a bitter taste in our mouths. The government forced us into a negotiation position that weakened us from the start: they told us they wanted to expedite the process when they clearly didn't; meanwhile, we were scrambling to do our jobs under the extremely difficult circumstances imposed by an unprecedented global pandemic; the typical tools that unions have at our disposal

to put pressure on our employer were significantly hampered by this very same context.

Our collective experience of the consistent bad faith shown by our employer has inevitably skewed the way many of us feel about the new collective agreement. However, all that aside, when we look at the actual content of the agreement, it bears noting that there are some significant gains here. Since the new collective agreement entails quite a few changes, including gains in several areas, I will highlight here those that have been of particular interest to John Abbott teachers.

The gains that have been made in Continuing Education are important; while we haven't achieved full regularization of Continuing Education teachers (i.e. that they get paid by CI, just like Regular Division teachers), there are new six salary scales that recognize both experience and

*(Continued on page 6)*

## Navigating Overtures and Resistance:

### An Account of JACFA's Recent Work with the College's Anti-Discrimination Initiatives

Roy Fu, President, Humanities/Philosophy/Religion

Systemic discrimination is insidiously tenacious because it involves the weaving of discriminatory practices and knowledge into an institution's fabric, rendering it part of an organization's norms and culture, its basis of functioning. The discrimination thus becomes at once invisible, and entrenched: invisible, because it gets integrated into institutional norms; entrenched, because rooting it out would require changing the basic functioning of the institution, and thus likely to meet resistance, particularly since the discrimination remains unacknowledged in the first place. In the latter instance, institutional power relations and bureaucratic inertia also become powerful forces that resist change.

Moreover, in the post-Charter-of-Rights era where discrimination is no longer officially accepted by mainstream society, systemic discrimination is often shrouded by institutional programs that project an illusion of equity and anti-discrimination, but in fact resist meaningful anti-discrimination work and change. A common manifestation of such program can be found in many "multicultural" and "diversity" initiatives that promote inter-cultural understanding, and at the same, actively resist any serious discussion and exposé of actual discrimination. Such programs are based on the erroneous assumption that discrimination mainly stems from individual ignorance of other peoples, and not based on the historical recognition that it, along with the consequent social inequality, is rooted in colonialism, in capitalism, and in the state-sanctioned disem-

powerment and marginalization of certain groups.

In spite of such entrenchment and resistance to social change, systemic discrimination is not unbeatable.

Sometimes, the institutional dynamics that maintain systemic discrimination is disrupted by precipitous historical events. We witnessed this a few years back in the arrest and conviction of Harvey Weinstein and the Me Too movement that ensued. The latter led to an outpouring of societal acknowledgement of workplace sexual violence in many sectors, which had, up to that point, remained largely invisible and unmentionable. While much work remains in exposing and rooting out sexual violence in the workplace, the Me Too movement managed to initiate important, long-lasting cultural and institutional shifts in how workplaces deal with sexual violence. At the college, we saw the implementation of a distinct policy on sexual violence that re-circumscribed the limits of sexual and romantic relationships between teacher and student. This new policy echoed the findings of a position report published by FNEEQ, our union federation. More recently, we saw a wave of attention directed towards systemic racism in policing and the health care sector, triggered by the tragic deaths of George Floyd in the U.S. and Joyce Echaquan, here in Quebec.

Often, however, the public attention generated by current events alone is not enough to kickstart meaningful institutional change. This is because existing power dynamics pre-

vent transformational knowledge from getting the requisite institutional foothold, and/or there are too few empowered actors to effectively dislodge entrenched practices and norms. In such cases, the institutional-political will generated by current events is insufficient in effecting change, even when those in positions of power make explicit public commitments and/or devote resources. For meaningful change to happen, a more concerted effort is needed. In particular, the organization needs to find ways to institutionally appropriate the requisite knowledge needed to properly identify systemic discrimination; it also needs to establish accountability mechanisms so that such knowledge can be used to hold the proverbial feet to the fire, of those in position of power.

In JACFA's recent engagement with anti-discrimination work at the College, we found ourselves immersed in this push-and-pull dynamic between overtures and resistance to change, particularly when it came to the formation of the College's EDI committee.

Informed by teachers' experiences and frustrations in anti-discrimination advocacy at the College, JACFA passed a resolution that urged the College, in its anti-discrimination work, to adopt mechanisms and knowledge frameworks that could be used to ensure accountability. In particular, it asked the College to set up an advisory committee consisting of representatives from marginalized groups and adopt an

*(Continued on page 4)*

*(Continued from page 3)*

anti-oppression framework in its travails.

On the College's end, it had committed to rooting out systemic discrimination in its 2020-2025 Strategic Plan, namely, to be "informed about and is resolving structural and systemic discrimination faced by minoritized students and staff at the College, and works to address systemic barriers". It subsequently proposed an Equity Diversity Inclusion committee to spearhead this work.

Although the College's plan and JACFA's proposal appeared similar in form—in the formation of a committee, from the onset, the executive had serious concerns about whether the College's starting proposal would actually deliver what we were seeking: the mechanisms and measure of accountability that would push forth meaningful institutional change. Accordingly, in our feedback to the College, we made suggestions in our three main areas:

- On the mandate of the committee, we asked for more explicit reference to accountability on the part of the College directors, in relation to the committee's recommendations. We also asked for the lightening of the committee's bureaucratic and/or operational responsibilities (such as communications), given committee members are not released from their regular work responsibilities to sit on the committee.
- On the composition of committee, we asked for explicit reference to committee representation from marginalized groups (originally, it was only stipulated for student representation). More importantly, we expressed our serious concern about the representational structure of the committee, namely its organizationally-heavy nature. That is to say, the committee is overly

constituted by representation of the College's various constituencies and departments. Such a representation structure greatly increases the likelihood that the committee would reproduce the existing power dynamics and institutional inertia that exists at the College, and thus reduce the likelihood that it would recommend the difficult recommendations that are sometimes necessary in combatting systemic discrimination. We subsequently suggested a committee composition that was closer to the College's ReconciliAction committee.

- On the workings of the committee, we proposed a particular orientation/launch process, through which the newly-constituted committee could acquire the requisite knowledge and tools to do its job. In particular, this process would introduce committee members to key knowledge and concepts in anti-discrimination work, and an action framework to effect meaningful institutional change.

Initially, the College administration was not overly receptive to many of our suggestions. In their subsequent re-drafting, they did incorporate some of our feedback but did not significantly amend parts related to the committee composition or process. Their reasoning was that they wanted the committee to set its own course and did not want to pre-empt that ability. Our concerns with that position was that if certain basic structural and procedural elements were not initially put in place, the committee would likely be prevented from pursuing certain directions deemed necessary by JACFA. Our doubts were such that we were reluctant to nominate teachers to the committee, fearful that they would end up spending time and energy in a bureaucratic exercise that led to nowhere.

The impasse on the EDI committee was eventually broken by the College's

"For meaningful change to happen, the organization needs to find ways to institutionally appropriate the requisite knowledge needed to properly identify systemic discrimination and establish accountability mechanism

revised proposal to engage a pre-committee process where stakeholders would work to agree on the committee mandate and committee launch-training process. At that point, even though not all our concerns had been addressed, the JACFA Executive judged that the conditions in the new proposal had significantly improved the chances of arriving at the outcome we sought: meaningful institutional change that address systemic discrimination. We thus decided to give it a shot and proceeded to nominate faculty representatives.

Since then, the pre-committee process has been soundly launched. The committee will have met twice by publication time. Thus far, the meeting exchanges have been constructive and receptive to divergent ideas. At the same time, the work ahead appears to be plodding, given the amount of work that remains to be done, and the constraints of a large committee to meet regularly and work effectively. As a member on the committee, I remain cautiously optimistic about the ability of the committee to fulfill its role to effect meaningful change. But based on our recent experiences, I am also preparing for a long and arduous journey, replete with moments of overture and resistance■



## Book Review: *The Equity Myth: Racialization and Indigeneity at Canadian Universities*

Sarwat Viqar, Humanities/Philosophy/Religion

*The Equity Myth*, published in 2017, is a timely critique of equity policies and initiatives relating to racial equity that have been undertaken at Canadian post-secondary institutions in the past few decades. The research presented in the book fills a major gap in scholarship on equity, where to date there is little comprehensive data, such as demographic profiles, or knowledge about the lived experiences of racialized and indigenous scholars within institutions.

Analyzing a variety of data, including institutional policies on equity everyday lived experiences of racialized and indigenous academics, institutional discourses of equity, and the barriers and obstacles that affect access and success, the book provides a comprehensive account of the successes and failures of equity policies in the Canadian education sector. In their analysis, the authors emphasize the progression of equity policies and discourses within the political and economic context of neo-liberalization. This includes the withdrawal of state support for most forms of anti-oppression work: anti-racism, social research and community engagement. The authors term this withdrawal as the “reduction, indeed the demonization, of the third sector” (p. 12) in which grassroots and nongovernmental organizations that engage with indigenous, environmentalist and social justice issues, have been defunded.

In addition to neoliberalism, they also present three other conceptual frameworks that are key towards developing a better understanding of the issues around equity in academic institutions: critical race theory, whiteness studies, and intersectionality. These critical frames draw attention to the ways in which racial inequity persists and becomes normalized in institutions.

Within the historical contextualization outlines above, the authors reveal

how approaches to the meaning of equity and how its application in academic institutions have evolved. For instance, the employment equity and affirmative action policies that were introduced in the 1990s were meant to address structural inequities and make systemic changes. The aim was to remove structural barrier and to improve the diversity of the professoriate. However, current evidence indicates that systemic bias and racism persists and remains unaddressed in most educational institutions in Canada. In addition, they emphasize that while other markers of social difference: gender, class, sexual orientation, disability have garnered attention and action, race remains the most invisible and neglected inequity. They attribute this fact the reluctance of senior administration in academic institutions to talk about race, which touch-

es on a deep-rooted societal denial of the realities of racism in Canada.

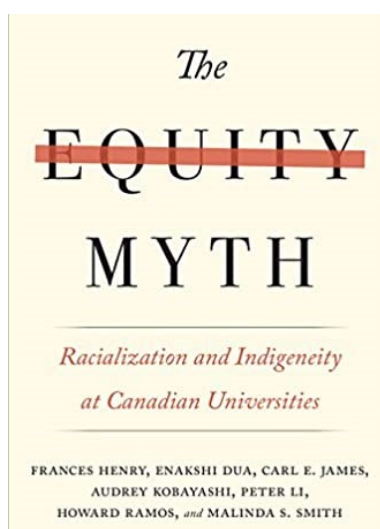
Moreover, the emergent context of neo-liberalization has precipitated a focus on ensuring equality based on the securing of individual rights with a view towards improving individual productivity in the workplace. This approach also relies on the implementation of increasingly intricate metrics of performance and what the authors term as an ‘audit culture’ (p.85). While this market-driven approach has encouraged the expansion of equity initiatives, as those are seen to improve competition and productivity, the authors argue that such initiatives “obscure the on-going racism in higher education” and “help to perpetuate the neoliberal university” (p.205).

Overall, the authors conclude that equity policies and procedures in Canadian universities have been strong on projecting a discourse of equity and diversity while falling short on substantive measures to make structural changes<sup>■</sup>

Full reference:

Henry Francis et al. *The Equity Myth: Racialization and Indigeneity at Canadian Universities*, UBC Press, 2017

Editor’s note: Sarwat is a teacher representative on the College’s Diversity, Equity Inclusion process





## Nego 2020:

*(Continued from page 2)*

scholarship, resulting in large pay increases for these teachers, especially on the lower end of the scale. There is also an agreement to strike a national “inter-round” committee, a committee that meets between rounds of negotiation, to discuss and find solutions to the inequities inherent to Continuing Education working conditions and compensation. What’s noteworthy here is that the Treasury Board— which controls the province’s purse strings— will have a seat on this committee, giving it a greater potential to effect meaningful changes to the way Continuing Education teachers are compensated for the next round of negotiations. It also bears mentioning that two teachers who were on our negotiation team for the 2020 round are on the negotiation team for the next round, for 2023. One of those members, Phil Lagogiannis, teaches exclusively in Cont.-Ed at Dawson College. This involvement will help build on the momentum for Continuing Education issues gained in this last round.

Also noteworthy is the fact that funding to support students with disabilities (or EESH in French: étudiants et

étudiantes en situation d’handicap) is finally stipulated to go towards teaching resources in the new collective agreement. Many of you will recall from the last round that this EESH money that we fought for ended up not being written into the collective agreement, but were rather dispersed through special budget envelopes, over which the union had little control. We have now put that funding (over \$11 million) under clauses 8-5.08 and 8-5.09, which means that at least 35% of this money must be injected into Volet 1 and 2 teaching resources, to be used for adapting pedagogy and supporting students with special needs *in the classroom*. In the past at John Abbott, such funding has almost exclusively gone towards special release projects. This is a very important gain for us locally; ever since the signing of the last collective agreement, the JACFA Executive has tried to negotiate that the EESH funding be directed towards Volet 1 and 2, as there has been a well-documented need place upon teachers to adapt to and support the increasing number of students with special needs; we asserted that this added work should be duly compensated. However, our efforts were consistently hampered by the ad-

ministration’s refusal, and by the fact that the collective agreement made no reference to this funding. We now finally have leverage in the collective agreement to ensure that these resources are directed towards the classroom.

Nursing departments across the network have also gained additional funding for the coordination of clinical internships (10 FTEs across the network). Many of you may remember the testimony from our Nursing colleagues Rosalind Belgrave and Tania Di Tota in the video from last spring, in which they detail the inadequate ratio of teachers to interns when teaching clinical and the strain that this puts on teachers. This new funding is meant to alleviate that pressure. There are also an additional 25 FTEs being injected into general program coordination across the network, for all programs.

New, trial-basis distance-learning initiatives put forward by college administrations now go through departments, Academic Council, and the Labour Relations Committee. There is some funding across the network for these projects, but this funding will be distributed to colleges according to the volume of distance learning they were engaged in

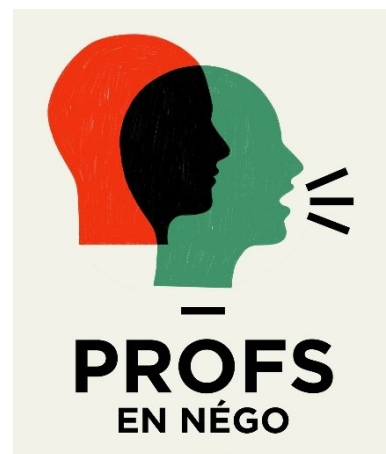


during the 2018-2019 academic year and not, significantly, the 2019-2020 academic year, when all colleges pivoted to distance learning when the COVID-19 pandemic hit. This measure is meant to act as a safeguard against a knee-jerk expansion of distance learning to seek new sources of funding. In the meantime, FNEEQ intends to advocate for distance learning with the requisite time and reflection required to address the myriad of implications this has for learning and working conditions, and the overall integrity of post-secondary education.

One issue that was brought up consistency by members and departments during the initial consultations was the fact that the CI formula is often a flawed way of calculating our workloads and does not reflect the realities of various programs and departments. We did not make significant gains in this area during this round of negotiations. What we have gained is that the *Comité consultatif sur la tâche* (CCT), which is a national parity committee at which FNEEQ has a seat, has the review of CI added to its mandate. This review will be carried out from hereon in, in preparation for the next round of negotiations (set to begin next year!).

Our salary increase (2% every year of the 2020-2023 collective agreement) are also modest, especially for workers at the higher end of the salary scale, considering current and projected inflation. We continue to lose purchasing power while on a societal level, wealth disparities continue widen. And while Continuing Education teachers have made significant gains in this round of negotiations, we must remember that what we set out for in the beginning was gaining complete equity in compensation and working conditions between Cont.-Ed and Regular teachers. Perhaps our momentum can push us further in attaining this goal for the 2023-2026 agreement.

AS always, we must remember that our gains are never made based on reason alone (as our JACFA president consistently reminds us!). When the pandemic hit in the spring of 2020, none of us could imagine how we were going to mobilize under the conditions in which we found ourselves. While our capacity was seriously limited, we still rose to the occasion. JACFA members voted overwhelmingly— I would argue courageously— last winter in favor of a five-day strike mandate. We did this because we know that in order to get



what we actually need, we have to fight for it, even under the worst of circumstances. Perhaps when we shortly return to the bargaining table for the next round, under less limiting conditions, we will remember what we have been capable of, and let that energize us for what is to come■





## JACFA Strike, Spring 2021





The ADVOCATE Volume 6, Issue 1





## Social Science Methods Allocation, with a storied past, about to enter a new chapter

Ethan Mombourquette, Director, Mathematics

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**In the Day Division at John Abbott, the courses we teach can be broadly placed into two categories: discipline courses, that can only be taught by teachers from a specific discipline, and multidisciplinary courses, which can be taught by teachers from several disciplines. The assignment of discipline courses is simple: They all go to the only discipline that can teach them. But for multidisciplinary courses, the problem of how many courses to assign to each eligible discipline has long been a difficult political and moral question, whose answer has changed a number of times over the years. And it is about to change again. In this article, I give a brief history of how we at John Abbott have chosen to assign the largest pool of multidisciplinary courses, and discuss how the new Collective Agreement will turn all of these past practices on their heads.**

**A**t John Abbott, by far the largest pool of multidisciplinary courses is the Social Science Methods pool, consisting of all sections of Quantitative Methods, Research Methods, and Integration of the Social Sciences. These resources provide a whopping 12.5 FTEs (the equivalent of 12.5 full-time teachers' worth of work) in the Social Sciences every year. The problem of how to assign these courses is as old as the courses themselves, and is made more complicated by the sheer number of disciplines that can teach them (between 8 and 10 per course, depending on how one counts), and the sheer number of teachers whose jobs depend on them.

The procedures we have historically used to assign Methods courses, can be broken into two major categories: discipline-focused procedures and individual-focused procedures. When focusing on disciplines, we have generally tried to assign the Methods courses relatively evenly across disciplines. But this creates a problem: it inevitably leads to some disciplines hiring to teach their Methods courses, while other disciplines find themselves not having enough work for their teachers (who could have taught the Methods courses for which the other discipline has to hire). Conversely, when focusing on the individual teachers and assigning Methods to minimize hiring, we oftentimes find Methods courses highly concentrated in a few disciplines, while others teach few or none. This can be cause for pedagogical concern, as it means that it is difficult to assign Methods courses to more senior teachers, and as it means some disciplines not having a voice in the overall pedagogy of Methods courses for years at a time. The opposing nature of these two strategies has caused a number of shifts in the allocation of Methods courses over the years.

Originally, between 1992, when the first two courses were introduced, and 1994, the College simply split methods allocation evenly amongst the eligible disciplines, assigning approximately 0.75 teachers worth of Methods to each discipline. This first discipline-focused approach led eventually to the problem of certain disciplines needing to hire to teach these courses, while teachers in other disciplines who were eligible to teach them went without any work at all, particularly after

the successive reductions in required hours in Humanities and Mathematics. To try to deal with this issue, the Union and the College began allocating methods ad hoc at spring CRT meetings in such a way as to ensure that most current teachers who could teach Methods courses were given work before teachers in other disciplines were hired. This was the practice from roughly 1994-2000, at which point a more systemic version of this method was introduced, relying on the "Methods Seniority List". Under this paradigm, a list of all non-permanent teachers eligible to teach Methods courses was created each year, and Methods were offered to each *teacher*, moving down the list in order of cross-discipline seniority, regardless of the disciplines to which the teachers belonged.

But predictably, the application of this individual-focused procedure for allocating Methods courses led to some dramatic imbalances in Methods allocation between disciplines, to the point where several disciplines found themselves completely shut out of teaching Methods for several years. This problem became so serious that, in 2015, the Social Science Program Committee struck a subcommittee to make a recommendation about how to fix it, and subsequently passed a motion recommending that the College move back to a discipline-focused approach, allocating 1FTE of methods to each Social Science discipline, so that the Methods courses would be distributed more equitably, so that each discipline could have a voice in the pedagogy of the Methods courses, and so

*(Continued on page 11)*



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that it was easier to safely assign Methods courses to more senior teachers who were interested in teaching them earlier in the scheduling process.

Three years later, the College announced its intention to adopt the social Science Program Committee's proposal. But by this point, the landscape had shifted. There had been a hiring blitz in many disciplines over the three intervening years, and those disciplines now found that the proposed changes would result in their teachers being out of work, while other disciplines would have to hire to cover their newly-allocated Methods courses. These disciplines began to speak out against the proposed changes, asking that their implementation be delayed or halted, while others continued to support them.

At this point, to try to address the concerns of both sides of the debate, JACFA and the College worked together to try to find a hybrid solution between the discipline-focused and individual-focused approaches. The result was the Methods Allocation Pilot Agreement, signed in 2019. The central idea of this agreement was that each discipline would be allocated 1 FTE of methods, *but would not be allowed to hire new teachers to teach those courses*. Instead, if a discipline could not cover its Methods courses with its current teachers, those Methods courses would be removed from the discipline's allocation and distrib-

uted instead via the Methods Seniority List. This agreement had the advantage of guaranteeing more work for teachers who had been working at the College for a longer period of time, but didn't address the issue of being able to easily assign Methods courses to more senior teachers. The College's intention was for procedure to last for a few years until the hiring situation had been rectified, at which point the College would move to permanently allocating the 1 FTE worth of Methods courses to each disciplines, even if hiring were required to cover those courses.

The Methods Allocation Agreement has been applied for the last 2 years, and is working as intended. However, that is about to change. The problem is that what had previously allowed *all* of the above procedures for allocating Methods courses to work was that, unlike discipline courses, multidisciplinary courses were not automatically used to generate *posts* (permanent teaching positions, in which a teacher can receive tenure). While this fact did make methods teachers' work more precarious, it allowed Methods courses to be allocated to one discipline one year, then removed from that discipline and allocated to another discipline the following year, since the teacher whose job depended on those Methods courses was a non-permanent teacher. But the new Collective Agreement will finally remove this flexibility. It adds a clause specifying that all courses *including multidisciplinary courses* must

be used to generate posts. The effect of this will be that, when we put enough methods courses into a discipline, they will need to stay there semi-permanently, as they will now be used to justify a teacher's tenure. If they were then removed from that discipline and added to a different discipline, they would also create a post in the second discipline. We would then have a situation where two teachers' tenure was predicted on one teacher's worth of work, which is untenable in the long term. This means that the idea of disciplines "giving back" unused methods courses would no longer be possible until after the post generation deadline (September 30 each year), or in subsequent years unless that discipline experienced retirements or an increase in other allocation. So our ability to ensure that teachers are protected in the order in which they were hired, even across disciplines, will be greatly diminished.

It is unclear at this point what this mean for the allocation of the Social Science Methods courses (and other multidisciplinary courses, such as the 502s, complementary courses, learning strategies, etc.) for 2022-2023 academic year. JACFA will be discussing this with the College at length after the signing of the new Collective Agreement. But one thing that is clear is that, whatever we decide to do, it won't be easy to change our minds after the allocation project is agreed to. The stakes for Methods have never been higher.



# 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.

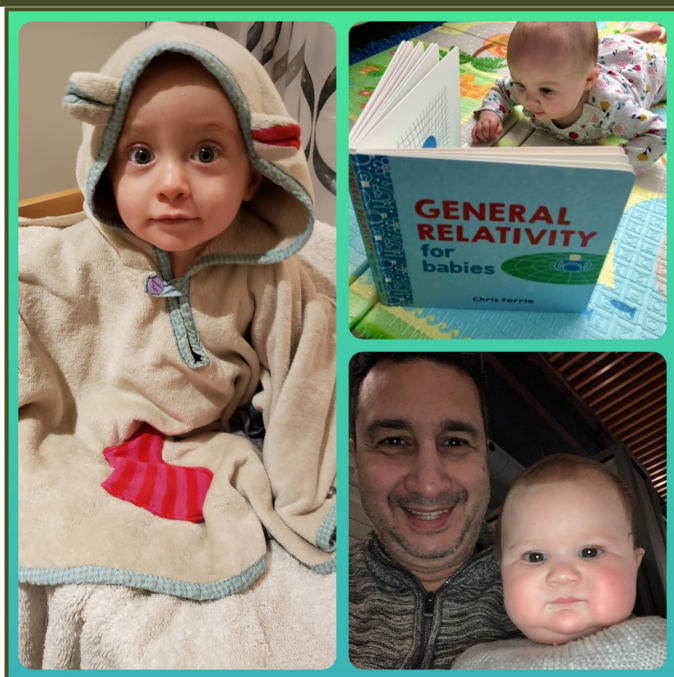
## Newly hired:

- Isabelle Amengoua, Cont.-Ed
- David Anderson, Cont.-Ed
- Marie-Eve Beaulieu, Correctional
- Carousel Calvo, English
- Nadia Fabrizi, Cont.-Ed
- Kevin Fauquembergue, Theatre
- Gustavo Felisberto-Valente, Mathematics
- Colby Gillette, English
- Palmira Granados, HPR
- Vincent Guérard, Correctional
- Amir Hosseinipour, Cont.-Ed
- Victoria Leduc, Cont.-Ed
- Colleen Leonard, Media Arts
- Melody Marton-Nikolits, Nursing
- Kaitlynn McCuaig, Cont.-Ed
- Omar Melhem, Physics
- Allison Moore, Media Arts

- Martin Namour, Cont.-Ed
- Meghan Price, Visual Arts
- Josef Slanik, Engineering Technologies
- Audrey Smith, Physics
- Pearl Weistche, Cont.-Ed
- Pavitra Wickramasinghe, Media Arts
- Sami Zenderoudi, Media Arts

## Retirees:

- Doug Anderson, Business Administration (Fall 2021)
- Dorian Braun, Engineering Technology
- Bob Collins, HPR
- Cindy Edwards, English
- Steve Lehman, English
- Michael Nafi, HPR (Fall 2021)
- Pierre Norman Valliancourt, German
- Maria Oabel, Nursing
- Miloud Rahmouni, BioPharma (Fall 2021)
- Cynthia Van Vliet, Nursing



## Recent additions to the JACFA family:

Top right: Nova; daughter of Kelly-Anne Foran and Michael Pagano (Physics)

Bottom right: Hannah and her dad Herman Tumurcouglu (Business)

Left: Victor ; son of Alexandre Limoges (French)

*Congratulations!*

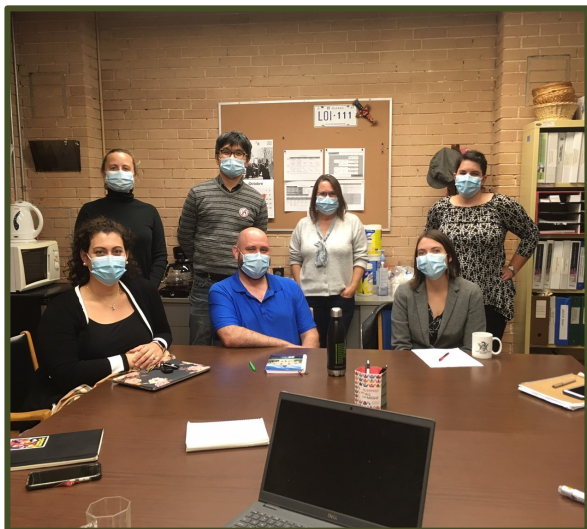


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### JACFA Executive Meet and Greet with New Teachers

Top from Left: Tanya Rowell-Katzemba (VP External), Roy Fu (President), Colleen Leonard (Media Arts), Maria Mastorakos (VP Internal)

Bottom from left: Nadia Fabrizi (Cont.-Ed), Alexandre Panassenko (Treasurer), Audrey Smith (Physics)

## Meet JACFA's New Executive: Adil D'Sousa

One of the things that I am realizing as I type this short piece for *Advocate* is how much I dislike writing about myself! It rivals how much I dislike being in photos, listening to high-pitched singing, having my knees touched—the list gets progressively personal...



Something I do like, however, is working on the JACFA Executive. The other Executive members and Katayon have been such competent and welcoming folks to work with! It has been just a few short weeks, but I feel like I have learned so much from them about the power of consensus decision-making, the importance of having group norms, and about navigating the various bodies that make the College chug along.

I became interested in the work of our union as a teacher in Continuing Education and then as a non-permanent teacher. The long period of job precarity can be pretty rotten, and ways to negotiate a better deal for bottom-of-the-listers is really important to me. Concretely, this might involve recognizing the experience of teachers in Cont.-Ed via a salary scale, which the new Collective Agreement would include for the first time, as well as a General Offer of Service so that non-perm teachers are automatically considered for any work that becomes available without having to apply each time.

This year, I am also the Health and Safety representative for JACFA. What does that involve? The role includes:

- Listening to the needs and preoccupations of members
- Determining risks and finding solutions to eliminate them
- Representing the union on the College Health and Safety parity Committee
- With the union Executive, developing a culture of prevention

When I am not doing union work, I am teaching classes in the English Department, learning to make cheese and grow mushrooms, or gardening at home. I look forward to meeting more of you, my colleagues, at GAs or in the union office.