



# JACFA Guide for Departmental Rules, Policies and Procedures

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There are substantial changes in the new collective agreement involving department members, department meetings and the responsibilities of department chairs.

The changes seek to specify and clarify the functions of teachers and departments to invigorate their contributions to the pedagogical life of the colleges.

A summary of the changes from the May 2011 JACFA *News* can be found at the end of this document. Article 4-1.00 on departments from the collective agreement is also annexed.

**As part of their responsibility to define their internal rules of operation, all departments must establish clear written rules, policies and procedures.**

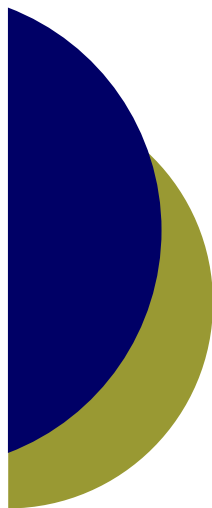


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## 1. Academic Departments

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Academic departments group together discipline specialists from one or more disciplines. They are responsible for coordinating the curriculum of the courses offered in their discipline(s) to assure the quality of education. Departments are working groups of colleagues who have a measure of collective and individual professional latitude in their work. The decision making body of a department is the department meeting.

All teachers under contract at the College in the day division, whether full-time, part-time or hourly paid, are members of an academic department. As equal members of a department, teachers<sup>1</sup>:

- Have an obligation to attend department meetings held during the hours of availability;
- Have a right to vote on the decisions made;
- Must participate in activities required to carry out departmental responsibilities.

Each department in department meetings:

- Must define its internal rules of operation and have a set of up-to-date internal rules, policies and procedures;
- Forms committees, as necessary, to help do its work (i.e. curriculum committees, etc.);
- Distributes the teaching workload to individuals;
- Defines the objectives, applies the teaching methods and establishes the means of evaluation for each course;
- Approves course outlines;
- Ensures professional assistance to new teachers;
- Participates in the development of the department's budget;
- Creates a Grade Review Committee to hear student appeals of final grades;
- Selects three faculty members to sit on the departmental hiring committees;
- Develops an annual work plan and writes an annual report;
- Elects one or more of its members as coordinator(s) or chairperson(s).


Department chairpersons are coordinators, not supervisors – they are teachers partly released from teaching to do their jobs. They act as the contact of the department with the College administration and coordinate departmental functions (department meetings, managing the departmental budget, scheduling classes, etc.).

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<sup>1</sup> Hourly paid teachers may opt to attend or not attend department meetings. It is not contractually required.

## 2. Departmental Rules, Policies and Procedures

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Few departments in the College have a comprehensive set of written rules, policies and procedures which have been adopted by departments in department meetings and kept up to date. As part of their responsibility to define their internal rules of operation, all departments must establish clear written rules, policies and procedures.


This will be particularly useful for the integration of new teachers who may find the internal workings of their department rather inexplicable.

Departments ***must*** adopt motions, rules, policies or procedures on the following matters:

- Department Meetings;
- Elections or selections of:
  - ◊ Chairperson(s);
  - ◊ Program Committees representatives;
  - ◊ Individuals for specific faculty release time allocated to the department;
  - ◊ Two members of the Grade Review Committee;
  - ◊ Three members of the Hiring Committee;
  - ◊ One member for the Continuing Education Hiring Committee;
  - ◊ Members of other departmental committees.
- Distribution of teaching workload;
- Scheduling of courses;
- Substitute teaching (*suppléance*);
- Student absence or attendance policy;
- Policy on student work submitted late;
- Approval and review of course outlines;
- Intersession courses (if applicable);
- Hiring for Continuing Education and Summer Courses;
- Procedures to amend the departmental rules, policies and procedures.

## 2. Departmental Rules, Policies and Procedures

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Departments ***may*** wish to adopt motions, rules, policies or procedures on the following matters:

- Department budget;
- Department files;
- Complaints received by the department chair;
- Responsibilities of department representatives;
- Hiring new teachers;
- Integrating new teachers;
- Availability to students including departmental learning centres;
- Allocation of office space;
- Media resources;
- Professional development;
- Guest lecturers, demonstrators, models, etc.;
- Laboratories;
- University student field workers (*stagiaires*) in teaching;
- Field work placement (*stage*);
- Course textbooks;
- Field trips.

**The written internal rules of the department should include the following:**

### **2.1 Department Meetings**

- The department chairperson organizes and calls department meetings;
- There should be a minimum of seven days' notice of the agenda. Emergency meetings could be held with a specified shorter notice in extraordinary circumstances;
- Procedures should specify how department members may add agenda items;
- Majority rules unless otherwise specified;
- Quorum should be at least 50% plus 1 person of the total number of full-time, part-time and hourly paid department members on active working status (excluding those on leave);
- Minutes of department meetings should be approved at the next meeting;
- It is suggested that Robert's Rules of Order be used for procedural matters.

## 2. Departmental Rules, Policies and Procedures

### 2.2. Elections and Selections

1. Procedures for the election of department chairperson(s)
  - Must be held before April 1 of each year;
  - The term of office is one year;
  - The election may be held at a department meeting or by a poll;
  - In both cases, a secret ballot should be used;
  - The announcement of the election and the procedures should be sent to all members of the department with reasonable notice (at least seven days) before the vote and the end of the nomination period;
  - Provisions should be made for a by-election or other procedure in case a chairperson cannot complete his or her term of office;
  - The procedures may include term limits (how many consecutive or non-consecutive years the chairperson may serve);
  - The division of chairperson release time should be explicit, if applicable.
  
2. There should also be procedures for the election or selection of:
  - Department representatives to the Program Committees (could be done at the same time and by the same method as the election of department chairperson). Alternates should be designated;
  - Individuals for specific departmental tasks for which faculty release time has been allocated to the department;
  - Two members of the Grade Review Committee<sup>2</sup>. Alternates should be designated in case a member cannot complete his or her term of office;
  - The three members of the Hiring Committee<sup>2</sup>. Alternates should be designated;
  - One member for the Departmental Continuing Education Hiring Committee. Procedures for the selection of the members of other departmental committees.


### 2.3 Distribution of Teaching Workload

Each semester, the department chairperson is responsible for preparing and submitting to a meeting of the department, a proposal for the distribution of teaching workload in accordance with the norms of the collective agreement and the College. When accepted by a department meeting, the distribution of teaching workload is submitted to the College for approval.

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<sup>2</sup>Or committees in case of multi-discipline departments.

## 2. Departmental Rules, Policies and Procedures



The teaching workload must be equitably distributed among the teachers in the department (collective agreement clause 8-6.03). The measure of equity is the *charge individuelle* or CI. The objective is for each full-time teacher to have around 80 CI in an academic year or 40 CI per semester. Teaching workloads are often not equal (number of hours, number of course preparations, and number of students), but they must be equitable. In some circumstances, a teacher may have up to 55 CI in one semester as long as the yearly total is not greater than 88.

The JACFA Executive gets complaints from individuals about their course assignments who have no idea how their departments distribute teaching workloads. **Departments must create clear written procedures for the distribution of teaching workloads as part of their responsibility to define their internal rules of operation.**

### **What does the JACFA Executive recommend for departmental procedures?**


**The JACFA Executive recommends** the following factors be taken into consideration (see ANNEX 2), when the department chairperson is preparing the proposal on the distribution of teaching workload to be submitted to a meeting of the department:

- Equity of workload;
- The teaching preference of each teacher;
- The “precarity” (uncertain status) of non-permanent teachers;
- Seniority.

The following is an example of a workload distribution procedure:

- The department chairperson advises each teacher in the department by MIO or email of the courses and the number of sections of each course the department has been allocated.
- By a specified deadline, each teacher (who is reasonably expected to have a workload) is asked to state, in order of preference, which courses and number of sections he or she wishes to teach. The department may wish to specify basic guidelines, for example, that all or most teachers must teach sections of the introductory course in the discipline or full-time teachers must have a least two course preparations. The chairperson tries to assure that the CI of non-permanent teachers matches their projected contractual status (full-time, half-time etc.). The chairperson assures equity of CI for all teachers.

## 2. Departmental Rules, Policies and Procedures

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- When the course preferences of teachers conflict, the teachers are asked to collegially discuss the matter with the chairperson to find an agreeable solution. If no agreement is found, the preference of the more senior teacher takes precedence.
  - The chairperson submits the proposed distribution of teaching workload by teacher to a department meeting which may amend it before approval. The object of the exercise is to maximize job satisfaction and thus promote quality education.

### ***Why is seniority a factor?***

Seniority is the basis for the job rehiring priority of non-permanent teachers and for the job security provisions, if a permanent teacher is declared surplus (MED, *mise-en-disponibilité*).

Seniority rights are a priority or precedence obtained as the result of a person's length of service. In unionized workplaces, seniority is often used as the basis on which individuals choose their work assignments, their work schedules and vacation dates. Seniority has the merit of being an impartial and unambiguous criterion. It is seen as protection against arbitrariness, discrimination and favouritism. Everyone is treated equally on a uniform, unbiased basis. The virtue of using seniority is that it is an objective method that has no clear, simple alternative.

Some John Abbott departments have procedures that allow faculty in order of seniority to choose what they want to teach each semester subject to various constraints such as the CI calculation. Some other departments use seniority as a secondary or tertiary factor.

Some alternatives and adjuncts to seniority are preference, experience, specialization, and rotation. Experience teaching a course could entitle a teacher to continue teaching the course but for how long? If specialization within the discipline is the method used to distribute teaching workload, how is specialization determined? Is it self-declared or do we examine each teacher's educational background to see what they studied? What if a department has multiple specialists in the same field? What if there are no courses that match a person's specialization? If course rotation is the method used, would teachers be content to change courses often?



## 2. Departmental Rules, Policies and Procedures

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### 2.4 Scheduling of Courses

Subject to scheduling constraints, **the JACFA Executive recommends** a procedure similar to the distribution of teaching workload be followed:

- Teachers should be asked by the department scheduler for their scheduling preferences in writing;
- The scheduler should consider the same factors as for the distribution of workload: preference, the “precarity” of non-permanent teachers, and seniority;
- Scheduling conflicts should be worked out by the teachers and the chairperson. If no agreement is found, the preference of the more senior teacher takes precedence.

The scheduler presents the proposed schedule to a department meeting at the same time as the proposed distribution of teaching workload by teacher.

Scheduling constraints include:

- The scheduling of discipline courses for other programs;
- Meeting times for teachers with release time;
- Avoiding scheduling the same discipline courses at the same time;
- Allowing a minimum of 30 minutes for lunch between 11:00 and 14:00;
- Respecting the provisions of the collective agreement (6.5 hours of availability per day);
- College scheduling rules;
- Also, clause 8-3.03c states, “When the available resources and the organization of teaching allow, the College shall foster schedules that facilitate work-family balance.” Requests based on family considerations must be taken into account by department schedulers. Clause 7-1.05 specifies “Upon request no later than sixty (60) days prior to the beginning of a semester, the College shall try to arrange the professor’s timetable so as to allow him/her to take courses or pursue professional development activities. The clause shall not have the effect of reducing the professor’s workload.” These requests also have to be taken into account.

## 2. Departmental Rules, Policies and Procedures

### 2.5 Substitute Teaching – Suppléance

Departments must specify how short-term substitution functions in their departments.

- In the case of absence for illness, the departmental rules can specify either a teacher can contact a discipline colleague to replace him or her (and inform the chairperson) or must contact the chairperson to arrange a substitute;
- For absences other than illness, replacement teachers will not be paid unless prior authorization has been received from Human Resources through the appropriate program dean;
- For absences over ten working days, the replacement job is posted on the John Abbott Career website. **Teachers with less than a full-time, full-year contract have hiring priority for posted replacement jobs, when they apply;**
- Departments may also accord a priority to teachers with less than a full-time, full-year contract for day-by-day substitution.

### 2.6 Student Absence or Attendance Policy

Section 7 of the College's revised Institutional Policy on the Evaluation of Student Achievement (IPESA) states:

*"It is essential that departments develop a policy for the specific attendance requirements for the disciplines and courses that it represents. This will enable the teachers to monitor and deal with attendance issues in a fair, equitable and consistent manner. These policies may not contravene the IPESA and must be approved by their Program Dean or the Director of the Centre for Continuing Education and included in the course outline."*

Departments must decide at what point a student's failure to attend class results in a failure in the course.


### 2.7 Policy on Student Work Submitted Late

According to section 9.2.10 of the revised IPESA, departments have the responsibility to adopt a policy that ensures equity of treatment of student work submitted late or student work re-submitted.

### 2.8 Approval and Review of Course Outlines

Section 4.1 of the revised IPESA specifies that after consultation with the program committee (where appropriate) course outlines for new courses must be approved, before the courses begin, by academic departments and by the Academic Council via appropriate sub-committees.

## 2. Departmental Rules, Policies and Procedures



Section 9.2.3 states that departments are responsible for establishing a mechanism for the collection, review and approval of course outlines and appropriate learning activities for each course prior to the start of each semester.

The review of course outlines can be done by a department curriculum committee or course committees that make recommendations to a meeting of the department.

### **2.9 Intersession Courses**

As the number of courses between the fall and winter semesters are quite limited, **the JACFA Executive recommends** that yearly rotation be used to select the teachers of intersession courses from among those who volunteer to teach intersession courses (calculated as part of the winter semester workload).

### **2.10 Hiring for Continuing Education and Summer Courses**

In situations where there are no internal candidates with hiring priority, the practice in the College has been to hire full-time teachers from the College to teach Continuing Education and summer courses. The College is supposed to hire individuals from outside the College who do not have full-time employment if there are no internal candidates with hiring priority. The collective agreement stipulates full-time teachers may be hired when there are recruitment difficulties. JACFA has taken a broad interpretation of “recruitment difficulties”. It has left it up to departments to decide if they wish to recommend candidates for hiring from outside the College or to recommend full-time teachers from the College when there are no internal candidates with hiring priority.

If full-time teachers from the College are recommended by the department for Continuing Education and summer courses, **the JACFA Executive recommends** a rotation by semester of those teachers who wish to teach these courses. Over time, all teachers in the department who are interested will have a chance to teach Continuing Education and summer courses.

### **2.11 Amendments to Internal Department Rules, Policies and Procedures**

Departments have to specify the procedure by which department meetings make amendments to the department’s internal operating rules, policies and procedures.

The procedure could be the same as any ordinary motion or amendments could require a more lengthy agenda notice period such as ten days and could require a qualified majority for approval (sixty percent or two-thirds or three-quarters of those voting).

## **ANNEX 1 - Edited extract from JACFA News May 2011**

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### **Major Changes to the Program Committees, Department Assemblies and Responsibilities of Chairs (Article 4-1.00)**

#### **Program Committees and Departments**

There are some substantial changes in the new collective agreement involving program committees, department assemblies and the responsibilities of department chairs. The changes seek to specify and clarify the functions of these groups and of chairs to revitalize their contributions to the pedagogical life of the College. An academic department is intended to be a working group, a professional collective that brings together education professionals in one or more disciplines in the College. Departments are at the heart of the collective professional autonomy of teachers.

#### **Program Committees**

Program Committees will now submit a work plan and an annual report to the College. There is the recognition of a General Education Committee whose coordinator has the same general responsibilities as program committee coordinators.

For the first time, five specific duties of program committee coordinators are listed:

- Organizing and holding committee meetings;
- Ensuring follow-up on the work of the committee and its sub-committees;
- Communicating with the College, departments and others to ensure that the committee's mandate is fulfilled;
- Participating, when required, in meetings of program committee coordinators; and
- Preparing a work plan and an annual report.

#### **Department Assemblies or Department Meetings**

Departmental assemblies are at the centre of the democratic life of departments. They provide the opportunity for all members of the department to partake in the management of the teaching of the discipline. The departmental structure establishes that college teachers are closer to the university model than the configuration of secondary education. Cegep departments are made up of peers who are intended to function in an atmosphere of collegiality.

#### **Department responsibilities include:**

- Define the internal rules of the department and form departmental committees;
- Distribute the teaching workload to department members in accordance with the allocated teaching resources;
- Approve course outlines prepared by the members of the department;
- Participate in the preparation of the budget estimates of the department;
- Put in place support strategies to improve student success;

## **ANNEX 1 - Edited extract from JACFA News May 2011**

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- Analyze the needs of the department and make recommendations on the hiring of support staff and the purchase of material; and
- Select fieldwork locations and organize them.

### **Department Members**

It is now specified that in addition to attending department meetings, all teachers have the obligation in *volet* 1 of the teaching workload to participate in activities required to fulfill departmental responsibilities.

### **Department Chairpersons**

Department chairs continue to be elected annually by their department colleagues to coordinate their departments. The previous collective agreement listed seven chair responsibilities. The new collective agreement adds 18 more.

#### **They are listed under six new headings:**

- Activities related to the internal functioning of the department;
- Activities related to pedagogy;
- Activities related to the relationship between peers;
- Activities related to the budget and material resources;
- Activities related to relations with support staff; and
- Activities related to relations with the college.

#### **Specific responsibilities include:**

- Ensure the coherence of department rules with institutional policies;
- Prepare and submit to the department assembly a proposal for the distribution of teaching workload in accordance with the norms of the collective agreement and the college;
- See to the approval of course outlines by the department assembly;
- Do the follow-up necessary to put in place support activities for student success within the frame work of professional services rendered;
- Facilitate the circulation of information and communication among members of the department;
- Do the follow-up necessary so the operations related to the teaching of courses, the modes of evaluation, the needs for space and equipment, the schedules and fieldwork can take place;
- Ensure that teachers who are experiencing difficulties receive assistance;
- Follow-up on renovation projects in accordance with department needs; and
- Participate in meetings of department chairpersons.

The long list in the collective agreement appears intimidating at first, but many of these responsibilities are already carried out by department chairpersons.

We recommend that all departments create a set of written rules on the functioning of their department.

## ANNEX 2 - Extract from JACFA News September 2004

### Seniority and Your Schedule

One question that JACFA Executive members are frequently asked, particularly when departments are assigning courses to instructors and wrestling with their schedules is, “do we have to go by seniority?” The simple answer is **NO**. But there is no clear and simple alternative either. There is nothing in our collective agreement that *requires* departments to use seniority as the method of assigning and scheduling workloads. Courses do not “belong” to individual instructors; they are allocated by agreement with the College to the department. It is the department’s job to divide them among its members and to assure the quality of education. The first step should be a discussion about how to go about doing this. There are at least four factors that departments should consider in dividing teaching resources.

The first factor is **equity**. Workloads should be divided as fairly as possible. The tool our contract provides for evaluating workload equity is the *charge individuelle* (CI). It considers the number of students and preparations in measuring workloads. A CI of 40 in each semester (80 for the year) is considered a full load, but up to 10% over can be added without creating an overload. The CI is an imperfect tool for measuring workload equity. Some courses demand more work than others, either because of their nature (e.g. production courses in Creative Arts) or their clientele (e.g. *mise-à-niveau* or *accueil* courses). This is not recognized by CI calculations (or often by our Administration).

The second factor is **preference**. What and when teachers want to teach should be considered in assigning and scheduling courses. There is no reason why any teacher or group of teachers should have an automatic “right” to teach certain courses, or conversely, that they should be systematically excluded from teaching courses for which they are qualified and would like to teach. Specialization and experience are important considerations in assigning courses, but it is always beneficial to have more than one teacher able to teach a course in case of planned or unexpected leaves of absence.

The third factor is **precarity**. It is inevitable that those on the very bottom of the seniority list will often end up taking whatever work becomes available the last minute due to sick leaves or other unforeseen circumstances. But this does not have to mean that most non-permanent teachers should routinely be given the courses and times of the day that no one else wants to teach. To add injury to insult, these teachers may also end up being paid less than a full *pro rata* salary for teaching workloads greater (as measured by CI) than their permanent colleagues. Given the projections of a growing need in the coming years to integrate and train new faculty, finding “normal” workloads for them may also be a deciding factor when good teachers have the option of staying at John Abbott or going to another college.

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## ANNEX 2 - Extract from JACFA News September 2004

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The fourth factor is *seniority/ status*. Departments must, of course, assure their permanent teachers full-time work before filling up the schedules of non-permanents.

There is also little point in forcing senior teachers approaching retirement to develop new courses simply to maintain a strict policy of course rotation. In those rare occasions where there is no possible compromise, it may be necessary to fall back on seniority as the deciding factor. But in most cases, it should be possible to work around this type of approach. There is no magic formula for determining how departments should assign and schedule courses. It is probably impossible to make all teachers happy all of the time with their schedules and work assignments. A fair and open method that does not simply say to new teacher “wait ten years and it will be your turn” should be sought. When departments fall back on seniority alone, it is usually a sign that there are serious divisions within the department, or that an open and full discussion has not taken place.

## **ANNEX 3 - Clause 4-1.00 from the 2010-2015 Collective Agreement**

### **Article 4-1.00 - Departmental Coordination and Program Committee**

#### **4-1.01**

All resources allocated for departmental coordination are set out in article 8-5.00.

#### **4-1.02 Program committee**

a) The Parties agree on the creation of a program committee for each of the programs of study leading to a DEC offered by the College. The committee shall include professors in subjects taught in the program. The committee may also include members from other categories of employment. Professors on the Committee shall be appointed by their department.

b) The mandate of the committee shall be:

- to define its internal regulations and to form such committees as are necessary;
- to ensure the quality and pedagogical harmonization of the program, the integration of learning and interdisciplinary consistency;
- to participate in the development, implementation and evaluation of the program;
- to make any recommendations that are likely to improve the quality of the program;
- to develop the comprehensive examination guidelines;
- to submit a working plan and file an annual report.

c) The Committee shall appoint a program committee coordinator. Generally speaking, this person shall be a professor and member of the committee. The College may remove the program committee coordinator from office, with just cause.

d) The program committee coordinator performs the following activities:

- to hold and facilitate meetings;
- to follow up on work performed by the committee and sub-committees;
- to maintain the communications required to fulfill the program committee's mandate, with the College and departments, and other bodies, individuals or groups outside the program;
- to participate, based on local practices, in the program coordinators meeting;
- to draft the work plan and annual report.

If applicable, the coordinator of the issue table (*Table de concertation*) or of the general education committee (*Comité de la formation générale*) shall perform the above-mentioned activities and shall make the necessary adjustments.



## **ANNEX 3 - Clause 4-1.00 from the 2010-2015 Collective Agreement**

The following provisions are part of a recommendation made by the provincial parties and shall be subject to the application of section 59 of *An Act respecting the process of negotiation of the collective agreements in the public and parapublic sectors*, if agreed upon and signed by the local parties.

### **4-1.03**

For the purposes of this collective agreement, a department shall consist of all regular professors in one or more subjects at a given college or campus.

### **4-1.04**

The criteria for creating departments and establishing their number shall be established by the College after consultation of the Commission pédagogique.

### **4-1.05**

The functions of a departmental assembly are performed based on the strategic development plan (which includes the success plan). The functions of a departmental assembly are as follows:

1. Those exercised jointly with the work of the program committees in which its discipline takes part:
  - 1.1 To advise program committees which its discipline contributes to or takes part in;
  - 1.2 to appoint professors to the program committees which its discipline contributes to or takes part in.

If applicable, the common general education professor, member of an issue table (*Table de concertation*) or of a general education committee (*Comité de la formation générale*) shall perform the above-mentioned activities and make the necessary adjustments.

2. Those arising from the learning management related to the teaching of its discipline:
  - 2.1 to define its internal rules of operation and to form such committees as are necessary;
  - 2.2 to distribute and weigh pedagogical activities, including teaching loads, based on the resources allocated and on the activities related to the recognition of time worked
  - 2.3 to appoint professors to the selection committee for regular education in accordance with article 4-4.00 and to appoint a professor to participate in the selection process for continuing education in accordance with article 8-7.00;
  - 2.4 to appoint professors to Ministère committees and to inform the College of these appointments;
  - 2.5 to recommend to the College choices for complementary courses to be offered;

## **ANNEX 3 - Clause 4-1.00 from the 2010-2015 Collective Agreement**

- 2.6 to recommend to the College, if applicable, any special conditions for admitting students within the framework of the general conditions established by the basic regulation;
- 2.7 to give advice on retraining projects in the case of retraining for a reserved position;
- 2.8 to make recommendations to the professional development committee regarding the requests made by the teaching personnel;
- 2.9 to analyze the human, material and technological resource requirements, and make recommendations regarding the hiring of support personnel (e.g. workshop technician and doorkeeper) or the purchase of material;
- 2.10 to participate in the development of the department's budget estimates;
- 2.11 to recommend a policy to the College with a view to enabling the region to benefit from departmental resources;
- 2.12 to develop an annual work plan, contribute to its implementation and write an annual report;
- 2.13 to define the objectives, apply the teaching methods and establish the means of evaluation for each course for which it is responsible, taking into account the College's policy on the evaluation of learning;
- 2.14 to adopt course plans prepared by the members of the department;
- 2.15 to make recommendations to the College and the Commission pédagogique that are likely to improve the quality of teaching;
- 2.16 to select internship sites, and jointly take on the practical organization of internships;
- 2.17 to seek and implement, with respect to the professional services rendered, support strategies in order to improve student success rates, taking into account the institutional success plan;
- 2.18 to ensure professional assistance to new professors.

### **4-1.06**

The department's professors, using their own procedures, shall appoint a department coordinator for the following teaching year no later than April 1. They may appoint, if applicable, other professors from the department to assume specific activities among those described in clause 4-1.10. In such a case, the department may apportion the leave provided for in clause 4-1.13 accordingly. The College is then informed of the name of the coordinator and, if applicable the names of the other professors.

## **ANNEX 3 - Clause 4-1.00 from the 2010-2015 Collective Agreement**

### **4-1.07**

Should the professors fail to appoint a coordinator, the College shall take responsibility for doing so and the provisions of clauses 8-5.04 and 4-1.13 shall not apply to this particular department. The College may remove a department coordinator from office for just cause. The College may also remove a department coordinator at the department's request.

The parties may agree to appoint a person to act as tutor. They shall then agree on the use of amounts allocated for departmental coordination.

### **4-1.08**

The department coordinator shall be a professor who, at the beginning of his/her term of office, is employed by the College.

However, the appointment of a professor on availability or of a non-tenured professor shall not result in any additional allocation of teaching resources to the department's subjects.

### **4-1.09**

The term of office of a department coordinator shall be one (1) year and shall be renewable.

### **4-1.10**

The department coordinator shall coordinate the department's activities as provided for in clause 4-1.05 and shall perform the administrative tasks inherent in his/her position. For these purposes, the department coordinator performs the following specific tasks:

#### ***As part of the internal governance activities:***

1. to ensure departmental meetings are held and facilitated;
2. to follow-up on departmental rules, taking into account institutional policies;
3. to prepare, and submit to the departmental assembly, a project for the distribution of teaching loads and activities with respect to the professional services rendered within the norms established by the collective agreement and the College;
4. to enable the flow of information and communication between members of the department;
5. to forward the department's requests to the various college bodies or outside organizations;
6. to follow-up on the various requests submitted to the department by students, individuals or outside organizations, based on the department's directions.

## **ANNEX 3 - Clause 4-1.00 from the 2010-2015 Collective Agreement**

### ***As part of the teaching activities:***

1. to carry out the necessary follow-up in order to implement activities related to the reception and integration of students with respect to the professional services rendered;
2. to make sure the course plans are adopted;
3. to carry out the necessary follow-up so that all the operations related to teaching classes, evaluation conditions, facilities and equipment requirements, schedules, and internships, can take place;
4. to carry out the necessary follow-up in order to implement success support activities with respect to the professional services rendered.

### ***As part of activities related to the budget and material resources:***

1. to take part in budget estimates;
2. to administer the department's operating and investment budgets;
3. to recommend the purchase of instructional and course material (books, magazines, DVDs, etc.) and, in the absence of technical staff, prepare purchase requisitions;
4. to follow up on retrofit projects, on determining the need for specialized facilities, or on the physical layout of the laboratories.

### ***As part of activities related to relationships with peers:***

1. to make sure support is provided to professors who are having difficulties;
2. to carry out the necessary follow-up to ensure professional assistance is provided to new professors.

### ***As part of the activities related to relationships with support personnel:***

1. to take part in the selection of laboratory support personnel (technician, stock keeper, door keeper);
2. to take part in planning the layout of laboratories with the laboratory support personnel (technician, stock keeper, doorkeeper).

### ***As part of activities related to relationships with the College:***

1. to participate, based on local practices, in the department coordinators meeting;
2. to follow up with the director of studies on the following departmental activities:
  - a) distributing and weighting teaching activities within the norms established by the collective agreement and by the College;

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- b) ensuring that objectives are defined, that teaching methods are applied and that means of evaluation are established for each course for which the department is responsible, taking into account the College's policy on the evaluation of learning;
- c) ensuring that all courses for which the department is responsible are given and to guarantee their quality and content;
- d) preparing the department's budget estimates;
- e) studying, establishing and maintaining, if applicable, appropriate relationships with institutions, organizations and companies, taking into account the means made available by the College;
- f) setting up a review committee made up of three (3) people, including the professor in question, and empowered to modify students' final marks, if applicable;
- g) preparing the department's annual work plan, ensuring its follow-up and preparing an annual report of its activities.

### **4-1.11**

The coordinator shall forward the department's annual work plan and report to the College. The information contained in these documents may not be used to evaluate professors.

The department's annual report sets out:

- the activities included in the work plan specifying the measures put in place for their implementation;
- the adjustments made during implementation;
- the relevant recommendations;
- the information included in paragraph d) of clause 8-4.03.

### **4-1.12**

Hospitals or clinics shall be selected in collaboration with the departments in question; the same shall apply to the organization of internships.

### **4-1.13**

- a) For the purposes of this article, the College shall release full-time professors or the equivalent resulting from the application of clause 8-5.04 to take on the duties of department coordinator and the coordination of departments dispensing vocational training in the form of internships or workshops, subject to clause 8-5.08.
- b) The College shall apportion the reduction in workload resulting from paragraph a) of this clause after submitting the matter to the Labour Relations Committee (LRC). This reduction may vary from one department to another.