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JACFA (John Abbott College Faculty Association)

December 2016, Issue #1



Welcome to the first issue of JACFA's new inline/online newsletter: The Advocate!

Classes are done! If you are searching for some productive procrastination before you hit your grading, look no further! The inaugural issue of THE ADVOCATE embraces transition: to JACFA communications, the executive, the collective agreement, labour relations, teaching, and political life. The Advocate logo, above, captures one transition that many teachers are familiar with. In this issue, the exec offer an analysis of S024, updates on the CA and health & safety, and an addition to your syndical toolkit. We introduce a "meet your exec/meet your members" column and offer some reflections on syndical life from an exec newbie. Also, check out some pedagogical resources, like

the #StandingRockSyllabus and celebrate some of our members' milestones.

The Advocate hopes to introduce members to the advantages of this environmentally-friendly format. It is (or subsequent issues will be) media-rich, allowing for video and more; and ...fingers crossed... it should be tech-headache-lite: opening on any device, requiring no downloading or software. (If you are opening this newsletter on your iPad, you might have to click a link half way through the issue to "show more." Some people will need to "allow content" to see our graphics.) The inline format, which stacks articles atop one another, allows most readers to simply open their email and scroll. We are counting on you to help us develop the media-richness of future issues. Let us know what you think!

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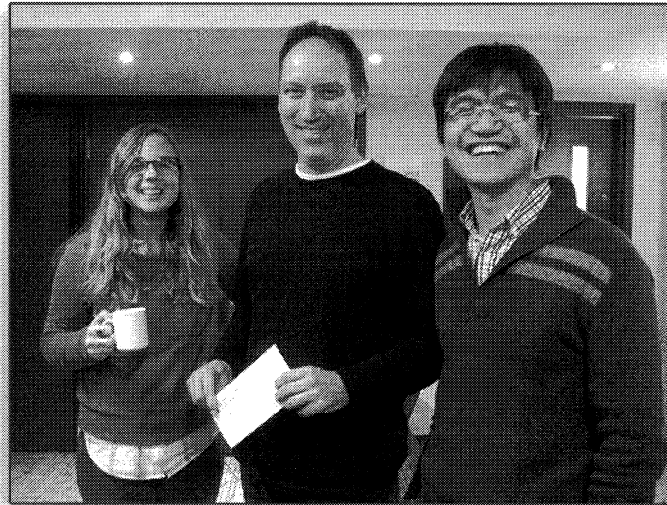
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JACFA reps present François Dallaire (center), Vice-president of the teachers union at CEGEP Lévis Lauzon, **a solidarity letter and a cheque for \$600 from the JACFA General Assembly**. Both are in support of the union's current struggle with its local administration for union autonomy.

Upcoming JACFA Events

- GA Dec 14
@9:30 P204
- Elections
@11:30
- Holiday lunch
@12 Chateau
Vaudreuil

Editorial

S024 Backgrounder: Special Needs, Specific Funds



Roy Fu

The S024 allocation project is turning out to be a labour-relations file with important implications for teachers' responsibilities. This backgrounder provides a more in-depth overview of the monies involved, the conditions attached to their allocation, and the surrounding legal and pedagogical context.

What is "S024"?

These funds derive from the recent round of Collective Agreement negotiations, during which the government agreed to provide an additional \$10 million dollars over four years, to support teachers' work with students with disabilities (SWD)/ students with special needs (SNS). This amounts to roughly \$333 000 for John Abbott College for the current year. (It should be noted that "S024" has been used as shorthand to refer to these monies — because it is defined in the governmental budget annex S024; the actual S024 Annex contains many additional funds aside from the \$10 million in question.)

How should these resources be used?

According to the directives spelled out in the most recent draft of the **S024 ministerial document**, under the section entitled ‘Soutien à la réussite scolaire des étudiants ayant des besoins particuliers et des étudiants en situation de handicap,’ lines 32-37, it states clearly that the funds should be used to ‘release’ (Fr. *libérer*) teachers to support academic success of *students with disabilities/special needs*:

“Les sommes octroyées à chaque cégep doivent exclusivement servir à libérer des enseignants de leur charge d’enseignement afin qu’ils puissent réaliser des activités qui auront pour objectif de soutenir la réussite scolaire des étudiants ayant des besoins particuliers et des étudiants en situation de handicap” (line 35, p.7) [emphasis added].

FNEEQ identifies a number of approaches to this release in its guide to unions on the subject. For instance, it can be used to support teachers with SWD/SNS in their classrooms, by lowering the teacher-student ratio of their class or their internships; or amongst other possibilities, it can be used for teachers to engage in pedagogical research and innovation related to SWD. A complete list of suggested allocation possibilities can be found in the appendix of the **FNEEQ guide** on SWD (pp. 47-48).

It should be noted that the College receives a separate allotment of funds to provide *support services* for students with disabilities, such as the John Abbott College Student Access Center. (In the ministerial document on S024, they are specifically referred to in lines 1-14, pp.1 -3)

Who are the targeted students?

The targeted beneficiaries of this money is the subject of current disagreement between the College and JACFA. According to the design of admin's proposed "S024" projects, the College appears to be operating with the understanding that this special funding is for special/particular student populations. However, the draft *ministerial* S024 annex clearly states in the section quoted above that *the money is to be spent on SWD/SNS*.

JACFA maintains that "special needs students" (SNS) essentially refers to the same population as "students with disabilities" (SWD). SNS was the former official designation, whereas SWD is the current term, as reflected in our former and current Collective Agreements, respectively. In the 2013 joint union-college-government report (Comité Nationale de Recontre, or CNR) that studied the impact of students with disabilities on College teaching, SNS was the term used.

According to 2013 statistics (FNEEQ guide p. 29), the composition of SWD in the Cegep system can be categorized as follows:

- 33% with a learning disability;
- 30.7% with ADD or ADHD;
- 10.2% with a mental health disorder;
- 4.7% with a pervasive developmental disorder (PDD);
- 8.3% with a neurological impairment other than a PDD;
- 13% with a hearing, visual, motor or organic impairment.

Of concern to many teachers teaching SWD/SNS is the fact that there are obstacles to getting documentation of learning and other disabilities. JACFA understands why uncoded SWD/SNS are deserving of targeted funding to address their needs. However, we believe that the concept of "special student populations" and SWD/SNS are not interchangeable terms. The college's proposed release projects, which includes, for example, "macroeconomics support," seem to hinge upon a slippage between the narrower terms SWD/SNS and the much broader umbrella term of "special student populations." At present, the ministerial document quoted above does not seem to support such usage.

How should students be identified?

The government tracks SWD in its own database, based upon medical/professional documentation provided by students. Because documentation in some cases is more difficult to obtain, colleges should develop ways to identify students with special needs who do not have official documentation. Moreover, we should avoid using a "low level" of student achievement as an informal way of identifying and targeting potential uncoded

SWD. According to a recent study of CEGEP student performance cited in the FNEEQ Guide:

Students with disabilities achieve a higher academic average (66.02%) in their first semester of college than do other students (62.34%). The graduation rate for SWDs enrolled in pre-university programs is 55%, compared to 54.5% for other students, while those in technical programs graduate in 53% of cases versus 51.7% for others (p.11).

What is the impetus for the funding?

Much of the impetus for this new funding stems from the findings of the aforementioned **2013 report**, which documented a substantial and growing presence of SWD in the Cegep network. From 2007-2012, the number of SWD grew by 385%, from 1542 to about 7500, or roughly by 12% of the entire student population. Moreover, the study reported a marked increase in teachers' workload in working with SWD, particularly in the areas of assessment and outside-class supervision (qtd in FNEEQ Guide, p.29).

What legal rights do SWS/SNS have?

The more foundational rationale for this funding stems from the legal principle/practice of equality and anti-discrimination. In a nutshell, students with disabilities have the same rights to College education as everyone else; and, it is the responsibility of the institution and the shared responsibilities of all the actors involved to provide the necessary accommodations to ensure that educational right can be realized. Over the past 20 years or so, the legal framework of "reasonable accommodation" has been instrumental in getting institutions to eliminate discriminatory policies and practices against this historically disadvantaged group. The \$10 million in question falls squarely within the moral and legal parameters of this historical project of equality and anti-discrimination for disabled students. For more details of this legal context, please refer to the **FNEEQ Guide** (pp. 8-14).

Teachers' shared responsibilities moving ahead

Union:

- negotiate a collaborative way forward with the College and ensure proper allocation of resources
- provide support to departments and individual teachers where needed

Departments:

- inform themselves of the current collective state of SWD/SNS in their respective disciplines, including the demographic composition, the pedagogical needs, and current accommodations undertaken by teachers
- develop and/or improve their departmental accommodation plan
- determine if additional resources are required to implement/sustain such a plan, and if so how much, and how resources can be used

Individual Teachers:

- get informed about the practical context of accommodation within their teaching disciplines, in terms of actual composition and needs of students, as well as by exploring possible accommodation practices
- use personal experiences and reflections to contribute to related departmental exercises

Syndical Tool Kit!



In this section we will be bringing you tidbits of syndical wisdom!

For now, check out our new Collective Agreement 2015-2020:

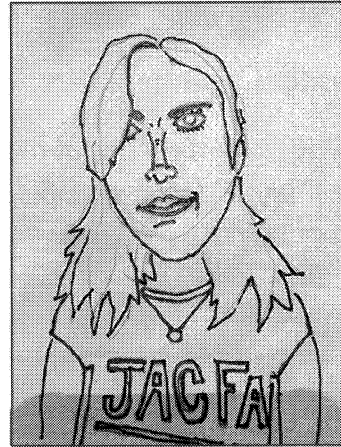
Meet Your Exec!

JACFA has seven executive members (three new, four returning) and one awesome assistant. We each have specific and overlapping responsibilities. (See who does what.) In this section of *The Advocate*, we will introduce JACFA exec and members. This month we are introducing a newbie: Debbie Lunny.

Meet Newbie Exec:

Debbie Lunny

JACFA Dossiers: academic,
social, communications



"My mom as a union advocate"

Taiyo, age 14

JACFA Job Application

Name: Debbie Lunny

Education:

Saint Paul's Elementary, Sacred Heart, Abbott/Dawson, McGill (BA Hons in East Asian Studies), Chicago (MA Japanese Lit), Concordia (PhD, Interdisciplinary)

Who taught you when you were a student at Abbott:

Jim Vanstone, Alan Weiss, Christine Starnes, Sharon-Rosen Aspler, Paul Meaney, Neil Cameron, Mia Gladstone

Research fields:

transnational feminisms, social movement learning, social justice pedagogies

Current research project:

something working through the tensions in decolonization, intersectionality, and transnational feminisms

Astrological sign:

Cancer

Teaching areas:

feminisms, anti-racisms, education, Japan, human rights

Teaching experience (Japan, Canada):

cegep, undergrad & graduate level, popular education, EFL (English as a foreign language)

Relevant experience:

JACFA MobCom, HPR co-chair, feminist activism, a misspent youth

Languages:

English, Japanese, French, and a series of mom looks that stop students cold

Syndical strengths:

time will tell

Weaknesses:

according to my son, my sense of humour is "cringe-y"

Q: So, what is it like to join the JACFA exec?

a. Busy!

- b. Ch-ch-challenging....
- c. Fun!
- d. Worthwhile!
- e. **All of the above**

As a teacher, I invoke my right to elaborate....

This semester I divided my energy between work, family, and worrying about the rise of fascism. My fall workload involved teaching one course on knowledge and power, participating in a released group on “decolonizing” pedagogies, and gathering ‘round the union table weekly to think through the complexities of syndical life, rights, and relationships.

Work-life balance? I spend my work hours ricocheting back and forth between close readings of texts and a learn-by-osmosis approach to the elusive John Abbott way, settler colonialism, the teenage mind, the CA, and the Franglais lexicon of syndical jargon. Then I go home to decipher a particular 14-year old mind and eat leftovers.

The good parts? Surprisingly, one of the most enjoyable parts of the exec experience has been the notoriously loooooong Wed afternoon meetings. We use a consensus model of decision-making. The teacher in me loves to see how different minds and personalities approach whatever issue is before us. The JACFA exec are diverse and complementary in our approaches. With three of us being newly socialised into syndical responsibilities it has been productively hectic. Fortunately, I have a high tolerance for discombobulation!

What’s next? More, more, more! More social events, including teach-ins on syndical issues, the CA; more outreach; more on social justice; increased teacher control of pedagogy; more contextual analysis of educational issues; and even revamping some of our communications...and all this despite being an aspiring cynic and a luddite with limited capacity for small talk!!! The new dossiers that I am most excited about are Nunavik Sivuniksavut and equity in hiring. Stay tuned for more about them at future JACFA lunches and GAs (general assemblies) or in upcoming issues of *JACFA Alerts* or *The Advocate*.

Update

New Collective Agreement—Noteworthy Changes

Tanya Rowell-
Katzemba

At long last the negotiations are behind us, the 2015-2020 Collective Agreement (CA) has been signed, and the English version of the CA is hot off the presses (see JACFA website). We would like to draw our membership's attention to a few noteworthy changes that have been made to the CA.

**1. General Offer of Service
(Clause 5-1.11)**

This is a new clause, and is locally negotiated at each college. This clause offers the college and JACFA the possibility to negotiate a mechanism for non-permanent teachers to make it known to the college that they want to be continuously considered for all "*charges*" (teaching loads) –for which they are eligible to apply. This general offer of service would be done at the beginning of each school year, so that non-permanent teachers wouldn't have to re-apply for every posting for a specified period of time (usually a year, but a multi-year option can be explored). There are both advantages and disadvantages to this system, which we will be researching and discussing with our membership.

**2. Grievance Prevention Committee
(Clause 9-3.00)**

This is a new clause, negotiated locally. The clause itself is rather vaguely written, requiring the college and JACFA to strike a committee for grievance prevention. The composition and procedures of the committee are negotiated between the college and JACFA.

3. Common hiring committee for Day Division and Cont Ed (Clause 8-7.03, modified)

This modification allows for JACFA and the administration to negotiate a local agreement which would allow departments to have a common hiring committee for Day Division and Continuing Education.

**4. Continuing Education "*charges*"
(Clause 8-7.08)**

This new clause states that, starting with the 2016-2017 academic year, the college has new *charges* (in this case, fulltime teaching

loads) at its disposal to apply in Continuing Education. The number of *charges* will vary for each college. This means that a certain number of Cont Ed teachers will be able to benefit from Day Division working conditions and benefits. It is JACFA's understanding that there are approximately 2 *charges* available at JAC for Cont Ed teachers.

As some of these new and modified clauses have to be negotiated locally, JACFA will be seeking input from members at future General Assemblies.

Update: Health & Safety

Jeff Brown

Crisis Management Training for All

It has been brought to our attention that the Crisis Management Plan is moving forward. **There will be training sessions on a number of emergency procedures for all faculty and staff in the week before classes start in January and during the Study Week in March.** Stay tuned to the Portal, MIO, and email for specific dates and times of these 90-minute information sessions.

Mandatory Accident Reporting

At one of the recent Health & Safety meetings, it was brought to the attention of the committee members that many staff members (faculty, support staff, etc.) who are witness to an accident or incident are not aware that they must fill in an Accident Report Form.

Even if injured person/student/teacher/staff member is taken in charge by Security, and/or is transferred to the Health and Wellness nurses, witnesses are still required to fill in and submit the accident form.

The form may be found on the **Faculty & Staff** community of the Portal, under **Forms & Templates**. It is a fillable Word document that should be submitted as soon as possible after the accident/incident. The completed

form can be sent to Nathalie Hallé (SH-162).

If the accident or incident is due to broken equipment, please advise the facilities department as soon as you can by calling x4444.

HazMat

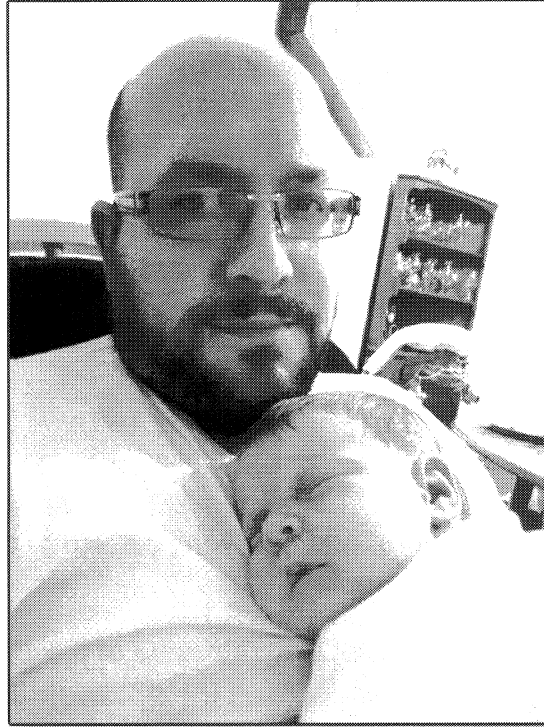
There will be a short update/presentation at Dawson College in January (in English) on the WHMIS/SIMDUT 2015 standard. Interested parties should contact their chair or the Health & Safety and Sustainability Manager, Josée Lanouette, for more information.

Pedagogical resources

The **public syllabus format** has emerged recently as a way for academics, activists, teachers, and everyday people to contribute to a collective understanding of complex issues.

- For those following the #noDAPL struggle of the Sioux Water Protectors in North Dakota, consult the **#StandingRockSyllabus**.
- For those grappling with teaching in post-factual times: check out the **Trump Syllabus 2.0**.

Welcome! Congratulations! Thank you!



Derek Maisonville and daughter Laura!

Newly hired:

Dalia Challita (Math), Gediminas Dainius Lerner (English), Adil D'Souza (English), Jinyoung Kim (Film), Marc Legault (PHEC), Randi Luxenburg (Dental Hygiene), Ernest Chun Chi Mak (Chemistry), Audrey Mallet (French), Mehdi Moodi (Math), Lisa Svabo-Jones (English), Esther Szeben (ILT), Niusa Zohoorian Fooladi (ILT)

Permanence:

Mathieu Bouchard (English), Fay Bouthillier (Nursing), Jesse Bouvier (English), Tracy Leigh Campbell (Prof. Theatre), Michael Casey (BioPharma), Anne Golden Film), Nancy Graham Lepine (Dental Hygiene), Melissa Hunn (Phys Ed), Phoebe Ann Jackson (Physics), Eileen Kerwin-Jones (HPR), Aimée Lévesque (French), Jane Pearsall (Nursing), Ivo Pendev (Math), Adriana Petruian (BioPharma), Miloud Rahmouni (BioPharma), Kellie-Rae Ryan (GWD), Rhoda Sollazzo (Math), Andrea Marie Spencer (Math), Rebecca Sultana (Eng)

Thank you for many years of service:

Lynda Gelston – Political Science
Cheryl Jenkins – Economics
Paul Jones – Humanities
Sandy Lapointe – Dental Hygiene
Margaret Miller – Business Administration
Homan Nasseri – Graphic & Web Design
George Ostijic – Physics
Judy Sabiston – Nursing
Denis Sevee – Mathematics
Bertram Somers – Economics

PhDs:

Dr. Sarwat Viqar (HPR)

Books, Films, Grants, & other exciting news:

Did we miss your good news? It is never too late to celebrate! Send us your good news and we will share it!

HAPPY HOLIDAYS!

Thanks to all of the employees of John Abbott College who show up every day and through their labour contribute to the education of our students!

Outro...

We hope that you enjoyed the inaugural issue of *The Advocate* and the new inline format! Props to my brother StevieSpin who provided free design labour and encouragement that even old school folks like myself can handle the transition to a more techy form of communication. Our next issues will bring you an interview with the soon-to-retire, but ever-syndical Paul Jones, as well as updates on union life, and more. Articles? Resources? Ideas? Send them along, with some gently-worded feedback.

In Solidarity,
Debbie "Luddite" Lunny

Connect!

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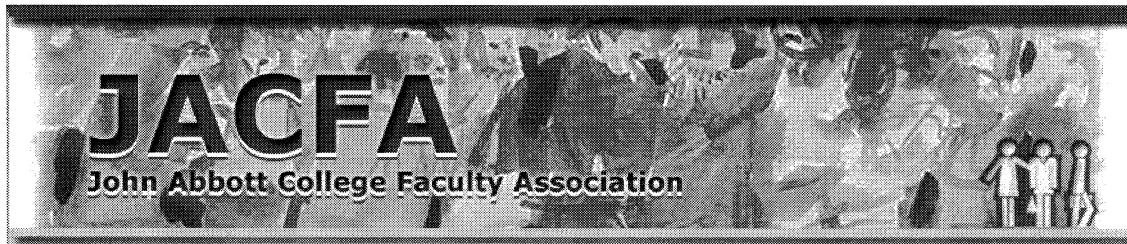
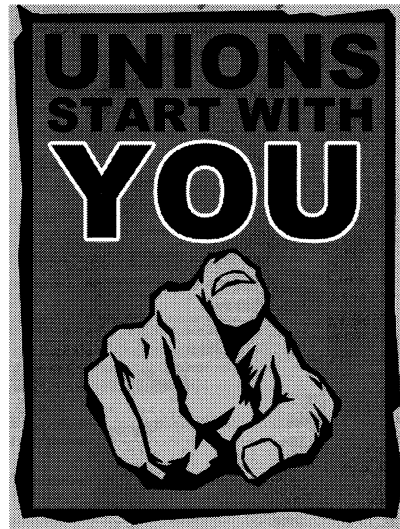
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