

College Plans, Cause for JACFA Concern

At the Labour Relations Committee (CRT) meeting last Thursday, October 27, the College presented JACFA its plans for two important ongoing projects: the revision of the College's Student Academic Complaints Process (SACP), and the allocation of teaching resources for students with disabilities (SWD), a special fund granted by the government during the last round of Collective Agreement negotiations, commonly referred to as "S024" (reference to a budget code).

Upon hearing the presentations, JACFA immediately expressed its concerns and objections about the direction of both projects.

SACP: Confusion of Roles means lack of Fairness for Teachers

JACFA's primary objection to the latest (according to the College, "final") revision of the SACP (document attached) was the lack of fairness for teachers. This lack of fairness manifests on two different fronts. First of all, the "ombudsperson", in spite of its "neutral" designation, is assigned, in certain instances, the role of student advocate (i.e. Step A, informal process). Moreover, the ombudsperson position is to be funded by SUJAC, the College's student association.

Secondly, there is a lack of clear procedural distinction between student complaints and disciplinary action against teachers, which falls under the jurisdiction of the Collective Agreement. The latter may, and sometimes does, arise out of a student complaint. JACFA's position is that in order for both processes to be fair and effective, they need to be investigated and decided by different bodies. This would help avoid confusion/conflict of interest when one process leads to the other. Under the proposed complaints process and current disciplinary practices, associate academic deans are in charge of investigation and decision in both processes. JACFA maintains that the process proposed by the May 20 JACFA General Assembly, which we have advocated from early on, is the fairest and most effective way to proceed. In it, student complaints are investigated and decided upon by a joint committee of students, teachers, and administration representatives.

While JACFA's feedback was noted at the CRT, it is unclear at this point as to whether the College will proceed on the General Assembly's request, or any of the other JACFA suggestions. The College did convey that it does not intend to seek input or approval from either the Board of Governors or Academic Council.

Teaching Resources for SWD: College excludes JACFA in allocation process, intends funds for other purposes

At the same meeting, the College indicated that it plans to proceed with the allocation of teaching resources for students with disabilities (SWD) for the Winter 2017 semester, **without** involving JACFA participation, with minimal consultation of teachers, and with a questionable extension of the funding beyond students with disabilities. In particular, the College intends to allocate roughly 1.5 Full-time Equivalent (FTE) worth of resources to special projects that it has apparently already chosen, through a special call for applications to teachers. When asked if JACFA could see a list of the projects prior to its

publication, the College said no. The College did give one example of a project that targets students at risk of failing a particular course in the Social Sciences.

In response, we strenuously objected to the fact that the College is excluding JACFA in the allocation of these teaching resources, a joint union-College responsibility prescribed under our Collective Agreement. We also raised concerns that the College appears to be foregoing its obligations to allocate the teaching resources to students with disabilities, by allocating them to a broader pool of student population.

On this file, the JACFA executive will be working on a more comprehensive action plan and providing more background information in the coming days. Stay tuned.

In solidarity,

The JACFA Executive