



**JACFA GENERAL ASSEMBLY**  
**Wednesday May 14, 2014 9:30 a.m., P-204**  
**Elections at 11:30**  
**Recorder: Mark McGuire**

### **01. Adoption of Agenda**

Ute Beffert moved; Rachid Jaman seconded.

Carried.

### **02. Adoption of Minutes (April 24, 2014)**

Amended minutes moved by Roxane Millette, seconded by Karl Raudsepp.  
Carried.

### **03. Announcements**

**Richard Masters:** BBQ is tomorrow (Thursday 15 May) starting at 11AM.

**Roy Fu:** People's Social Forum will take place in Ottawa on 21-24 August. This Forum is modeled on the World Social Forum, it's the Canadian version. FNEEQ will have its regroupement to coincide with the Forum.

## **1. Approval of Financial Statements 2012-2013, Richard Masters (See Appendix A)**

Richard gave an overview of revenues and expenses for 2012-2013. We took in just over \$500,000 from union dues. Approximately 78% of the money goes to CSN. He suggested that members may wish to revisit the amount given as student bursaries. The amount has not changed in decades; it may be time to consider an increase. We're up \$25,000 from this time last year (positive cash flow situation). Richard pointed out that JACFA has the lowest union dues (1.6%) of any college in the reseau. Richard thanked the financial review committee for their work.

**Paul Jones (HPR):** We're entering into a negotiations period. One of the tools in our arsenal is strike pay. Can you please tell us where we stand?

**Richard Masters:** We could comfortably pay for eight strike days (\$100 per full-time teacher/day).

**Kevin Davis (Math):** Are we still putting money from our surplus into the strike fund?

**Richard Masters:** We estimate that we put approximately \$40,000 next year from our surplus.

**Roy Fu:** Please remember that the CSN starts to give strike pay to members after twenty days.

Executive motion to approve the financial statements.

Carried.

### **Financial Motion**

*Be it resolved that JAFCA donate \$150.00 towards the 2014 Annual JAC Golf Tournament.*

Moved by Frank Lo Vasco

Seconded by Peggy Miller

**Frank LoVasco (Math):** On 19 June at the Île-Perot Golf Course we'll have our annual golf

tournament. Greens fees are paid by participants; this amount pays for door prizes.

**Ed Holland (Anthropology):** Made his annual plea to members to reconsider funding the golf tournament on social and ecological grounds.

**Alexa Leblanc (HPR):** I'm unsure why we are being asked to support this motion.

**Collective:** We fund the golf tournament every year. It's tradition.

Motion

Carried.

### 3. Recognition of Acquired Competencies (presentation/discussion), Roy Fu

Roy gave an overview of an article he wrote in JACFA News on RACS.

[http://www2.johnabbott.qc.ca/~jacfa/jacfaNews/pdf/JACFA\\_NEWS\\_%202014\\_04\\_14\\_V14N11a.m.pdf](http://www2.johnabbott.qc.ca/~jacfa/jacfaNews/pdf/JACFA_NEWS_%202014_04_14_V14N11a.m.pdf)

In principle, RACs are a good idea because they enable adult learners to have their work and life experiences recognized for competencies they would be required to acquire during a college degree. But in practice, there are significant problems that can arise, including daytime students bypassing their Gen Ed required courses. It is also possible for students to earn a "RAC DEC," (DEC composed entirely of RACs) at the cost of up to \$1300. Departments do not necessarily have a say in determining the competencies that "content specialists" establish to. We see this as a shortcut to a college education. People can get a degree (DEC) without ever having worked with a college teacher; instead they could work with a "content specialist" who does not consult with the department from which the competencies are granted.

There are workload implications as well: if students bypass daytime courses they reduce the overall number of courses allocated to departments, and therefore workload for teachers.

We on the JACFA executive believe that RACs ought to be supervised by departments and daytime teachers should serve as "content specialists" in consultation with the department assembly. We are looking to the next Collective Agreement for clarity on how RACs are granted to avoid the loss of department autonomy and workload.

Our Administration is aware of the problems just raised and has expressed a desire to bring RACs into the light of day and have departments involved at every step of the process. Meanwhile, the JACFA executive has asked teachers not to participate in the formal approval process of RACs at John Abbott until such time. The implications for General Education are some of the most serious because entire DEC's can be granted without students ever taking Gen Ed courses.

**Peggy Miller (Business Administration):** I agree that Gen Ed should be off the table as far as the granting of RACs. In Business Administration I have been asked to work with two individuals seeking recognition for work experience abroad and in Canada.

**Stephen Bryce (Geography):** Students have a right to have their prior learning recognized. It's therefore our responsibility to outline a clear policy for doing this that gives departments a strong role in the process. Gen Ed courses cannot simply be bypassed and credits granted automatically. The question of who serves as "content specialist" is also important. I believe this individual must be appointed by departments.

I don't think our Administration is opposed to this, at least not the Academic Dean.

**Ed Holland (Anthropology):** I reject the notion that Gen Ed courses should be off the table. Students can learn to think, read and write outside of a college education. If students can demonstrate that they have learned the competencies, they should be granted the course credits. At the City College in New York where I did my studies any student could have prior learning recognized if they could pass a comprehensive exam in the course of study.

**Christine Jacobs (ILT):** I support the idea of RACs, as does our professional association. We often have professionals who come, primarily from Europe, who can write exams and demonstrate the competences. But I do have a problem when our students get RACs for their Gen Ed requirements, such as we've seen with students getting RACs for French courses.

**Ute Beffert (Nursing):** Our administration is not opposed to coming to an agreement on RACs. This topic has come up at the executive meeting of Academic Council.

**Manijeh Ali (Nutrition):** Some of my concerns have been raised by two previous speakers. I also have issues with the "service delivery" notion of education at the college. Do we risk making ourselves ultimately irrelevant?

**Eileen Kerwin-Jones (HPR):** I have a student from Egypt in my class who is a dental surgeon from Egypt currently enrolled in a Dental Hygiene program. I share the concerns about the granting of RACs already discussed, but I also want to ask how we might help students such as this individual so that they can better integrate into Quebec society and have their professional experiences and expertise recognized.

**Roy Ru:** There is a structural issue that prevents us from taking control of the RAC process related to the funding formula.

**Candis Steenbergen (HPR):** I was approached by Cont Ed to be a content specialist for a daytime student and declined. Rather than being paid cash on top of our salaries, I believe the work we do as RAC content specialist should be counted toward our CI, as part of our daytime workload.

**Derek Maisonville (HPR):** I agree with a lot of what has been said; RACs have merit, but are problematic with respect to Gen Ed. Rigorous, transparent oversight is key. RACs should be clarified in the Collective Agreement. Paying someone, who may not be a teacher, an hourly wage for RACs granted, diverts workload from college teachers, many of whom are precarious workers.

**Paul Jones (HPR):** We should take care to distinguish RACs from granting equivalencies for individuals who've taken courses at other institutions—this has historically been done by a department chairperson with a mandate from the department assembly. Anything that devalues the classroom experience is problematic.

**Marie-Claire Rioux (Biology):** I have experience with RACs through Biology credits through the Pre-hospital emergency care program. I have concerns about the work of our teachers to help students earn missing competencies that does not earn seniority.

**Alice McLeod (Math):** I'm concerned about the process whereby once the RAC process begins, there is no possibility for the student to fail.

**Deb Lunny (HPR):** I have concerns about granting equivalences for credits received at international institutions and would like to suggest that we have a collective discussion about the institutional racism whereby such individuals have their education devalued. This also happens to teachers. I have colleagues whose degrees from international institutions are not accorded as many credits as Canadian educated teachers.

**Jim Vanstone (HEPS):** Do we know how many DEC's have been granted for RACs at JAC?

**Roy Fu (HPR):** We know that 25 students have received RACs but we don't know who has received a DEC and who has received a AEC (DEC without Gen Ed).

**Peggy Miller (Business Administration):** I'm surprised by the number of students who have received RACs; I also didn't know that students could fail the RAC process and exams. I was under the impression that if they did not succeed on the exam, they would have to take daytime courses to earn the credit. It makes sense that we establish a college committee to oversee the RAC process at John Abbott.

**Ed Holland (Anthropology):** Even within departments there should be clear rules about how we

proceed with RAC and who serves as content specialists under what conditions.

**Roy Fu:** We would also like to encourage departments to discuss RACs, inform each other, and begin to formulate a plan for how to deal with RACs at JAC.

**Marie-Claire Rioux:** In response to Alice McLeod's question about why students cannot fail the RAC process, I would say that it is based on the high school learning module process whereby, if you fail a module, you can retake it until you pass.

**Jim Vanstone (HEPS):** I think it's unacceptable that the current problematic process of granting RACs continues at the college while we begin working to establish a clear policy.

#### 4. Negotiation Update, Roy Fu

All monetary issues are dealt with at the central table (representing 500,000 public sector workers); all other issues are dealt with at the sectorial table (teachers). Central Table demands will be publicized today at 12pm at a press conference. Sectorial demands are still being formulated and will be brought forward during the fall semester consultations at various general assemblies. We anticipate a busy fall schedule with several General Assemblies to discuss our sectorial demands. Before a mandate is given, there will have to be General Assemblies and Regroupement meetings whereby motions are formulated and debated.

What are our salary demands? 4.5% per year over 3 years. The goal is parity with the public sector.

We should be ready to defend ourselves if the government tries to come after our pensions.

We have had reductions and privatizations of public services over the last 25 years in the name of "restructuring," and "austerity" measures. WE've had anti-union, anti-worker policies that have further eroded the middle class. For example, the government bailed out the auto industry for several billion dollars and the result was that secure, union jobs were

On a hopeful note, the 2012 student movement was a success in terms of direct success in bringing back the increases and grass-roots mobilization that galvanized groups across various shared concerns. The student movement is in some ways seen as a model for how to mobilize for the next round of negotiations.

Part of that strategy will be using departmental assemblies and social media to communicate and mobilize our members.

**Ed Holland (Anthropology):** It's significant that we now have a majority government (regardless of whether it's the PQ or Liberals) who can impose its will upon us.

**Derek Maisonville (HPR):** FNEEQ has established a private Facebook page for communications and mobilization. It's private because we want to prevent the media from leaking communications and plans. Once it goes live, we can invite all of our members to join and participate. We recognize that not everyone is on Facebook so we would appreciate suggestions for how to disseminate this information to all members, including those who are not on Facebook. Might it be good to designate one member of every department who will monitor the FB page and then share that information at department assemblies and by JAC email.

**Paul Jones (HPR):** We have to refuse at every turn any rhetoric of austerity from the government. I just read a report from the Canadian Centre for Policy Alternatives that provides evidence that there is sufficient resources and wealth to support public services. If we internalize the rhetoric of "we have to live within our means" then we will fail in this negotiations process.

The only way to achieve our goals is through action. This is how the student union was successful. We have to recognize our power as a "sleeping giant" and not bow to such pressure.

**Kevin Davis (Math):** Is it the case that we're asking for a three-year collective agreement?

**Roy Fu:** Yes.

**Alberto Sanchez (HPR):** Is there any way we can communicate to all faculty using our internal communications that is not corporate controlled.

**Stephen Bryce (Geography):** My preferred medium of communication is JAC email, not FB.

**Tanya Rowell-Katzemba (HEPS):** I would like to reiterate the importance of the general assembly. This is where a lot of the communications and strategizing for the student movement took place.

**Ed Holland (Anthropology):** There are other ways we can be disruptive other than strikes. We learned in previous strikes that courts can decree that we have to make up strike days. Ed discussed alternatives.

**Deb Lunny (HPR):** Could we have non consecutive strike days during which we have teach-ins with students and teachers around the issues and concerns that we have?

**Paul Jones (HPR):** I don't think we should be too concerned about making up strike days. In my forty years at the college, departments have had autonomy in deciding how they wish to make up the days, including having work days from their home offices.

**Roy Fu:** We need to think collectively about what our bottom line is in terms of what issues and concerns would compel us to go on an unlimited strike. Is it, for example, pension clawbacks?

**Peggy Miller (Business Administration):** At the local level, do you think a non-monetary demand would be more successful to create good will among the public than a salary demand? This could include quality education concerns such as reduced workload, class size, etc.

**Deb Lunny (HPR):** Designating a single department representative who will report to their colleagues and back to the general assembly will be key.

**Mark McGuire (HPR):** We're talking about a kind of ad hoc syndical council with two-way communication between departments and the general assembly.

**Stephen Bryce and Paul Jones:** Local actions on our campus are important. Administrators keep track of participation and report that to their counterparts at other colleges; this information then comes back to the central table to give a sense of the amount of mobilization.

**Pierre Normand Vallancourt:** I would not be in favor of a general strike. We've had negative consequences from previous experiences. I think we need to find more creative ways to mobilize.

**Doris Miller (HPR):** Press releases placed in local newspapers and then, on important issues, provincial newspapers, are a good vehicle to disseminate information to the public and mobilize members.

**Roy Fu:** In response to Peggy Miller's questions; median salary for public service workers is \$34,000. For that reason, we agreed to make salary demands a priority as a way to raise wages for all public service workers. In a sense, it's a gesture of solidarity with all public service workers.

### **Recognition and Gratitude to Three Outgoing Executive Members**

Julien Charest

Alex Panassenko

Ute Beffert

The assembly offered their appreciation and respect to our outgoing executive members for their years of dedicated service.

We also expressed our gratitude to Daniel Gosselin for service to the executive and French department

#### **ELECTIONS 2014**

11<sup>th</sup> hour nominations for the Sustainability Committee: Tanya Rowell-Katzemba, Ed Hudson, Mark McGuire. Acclaimed as members.

JACFA Financial Review Committee requires a third member: Christine Jacobs nominated by Frank LoVasco, seconded by Stephen Bryce. Nominations closed. Alex Panassenko.

#### **ELECTION RESULTS**

##### **College Sustainability Committee Representatives (3 members)**

1. Tanya Rowell-Katzemba
2. Mark McGuire
3. Ed Hudson

##### **JACFA Financial Review Committee Members (3 members)**

1. Alex Panassenko
2. Violaine Arès
3. Christine Jacobs

##### **Faculty Professional Development Committee Representatives (5 members)**

1. Pierre Dussol
2. Richard Masters
3. Alice McLeod
4. John Serrati
5. James Vanstone

##### **Academic Council Representatives (11 members)**

1. Violaine Arès
2. Ute Beffert
3. Jeffery Brown
4. Stephen Bryce
5. Alexandre Limoges
6. Debbie Lunny
7. Alex Panassenko
8. Marie Claire Rioux
9. Abe Sosnowicz
10. Lawrence Szigeti
11. James Vanstone

##### **Academic Council Permanent Substitute (4 members)**

1. Karl Raudsepp
2. Kevin Davis

3. Sharon Rozen Aspler
4. TBD in fall 2014

**Director of JACFA (the Executive) (6 members)**

1. Jean-Marc Beausoleil
2. Jeffery Brown
3. Richard Masters
4. Mark McGuire
5. Sharon Rozen Aspler
6. Luba Serge

**President of JACFA (1 member)**

1. Roy Fu

Thank you to David Desjardins for serving as election officer!

Richard Masters, Derek Maisonville served as election scrutineers. Thank you!

Stephen Bryce moved that we destroy the election ballots. Seconded by Daniel Gosselin. Carried.

Jeff Brown moved that we adjourn the meeting. Ute Beffert seconded.

Meeting adjourned at 12:50pm.

Attached – Appendix A

Appendix A

**JACFA Financial Statement**  
for the Period July 1, 2012 to June 30, 2013



	July 1, 2012 to June 30, 2013 <u>2012/2013</u>	July 1, 2011 to June 30, 2012 <u>2011/2012</u>
<b>RECEIPTS</b>		
Regular Union Dues	\$ 502,130.34	\$ 476,488.68
Reimbursement of Delegate Expenses	\$ 2,303.43	\$ 2,965.03
Union Membership Fees	\$ 60.00	\$ 12.00
FondAction	\$ -	\$ 54.00
Bank Interest	\$ 9.88	\$ 12.07
T-bill Interest	\$ 1,486.69	\$ 922.27
Other		
Faculty Theatre Night	\$ 81.00	\$ 99.00
Open Mic Night Reimbursements	\$ 1,800.76	\$ 2,196.66
Xmas Family Lunch Reimbursements	\$ 222.00	\$ 168.99
		\$ -
		\$ -
		\$ 171.88
	<u>\$ 2,103.76</u>	<u>\$ 2,636.53</u>
<b>TOTAL RECEIPTS</b>	<b>\$ 508,094.10</b>	<b>\$ 485,090.58</b>

<b>DISBURSEMENTS</b>		
- Dues paid to CSN	\$ 223,138.33	\$ 212,764.89
- Dues paid to the CSN Montreal Central Council	\$ 18,594.87	\$ 17,730.41
- Dues paid to FNEEQ	\$ 157,235.38	\$ 149,527.70
<b>External subtotal</b>	<b>\$ 398,968.58</b>	<b>\$ 380,023.00</b>
- Salaries, Remittances and Benefits (Adm.Asst.)	\$ 50,917.89	\$ 54,386.37
- Delegate Expenses	\$ 3,671.50	\$ 4,776.26
- Replacement	\$ 1,088.57	\$ 299.34
- Meeting Expenses	\$ 1,789.34	\$ 1,697.69
- Office Supplies, Services and Expenses	\$ 1,553.31	\$ 3,776.04
- Bank fees and Expenses	\$ 3.00	\$ 12.00
- Social	\$ 17,973.19	\$ 13,386.92
- Training Expenses	\$ 2,044.45	
<b>Internal subtotal</b>	<b>\$ 79,041.25</b>	<b>\$ 78,334.62</b>

**JACFA Financial Statement**  
for the Period July 1, 2012 to June 30, 2013



	July 1, 2012 to June 30, 2013 <u>2012/2013</u>	June 1, 2011 to June 30, 2012 <u>2011/2012</u>
- CSN Solidarity Campaigns	\$ 100.00	\$ 250.00
- GA Donations:		
CSN - Christmas Baskets	\$ 300.00	\$ 300.00
Foundation - Simon Kevan Lecture Series	\$ -	\$ 350.00
Women's and Gender Studies	\$ 500.00	\$ -
JAC Golf Tournament	\$ 150.00	\$ 500.00
Basketball Tournament	\$ 500.00	\$ 150.00
Theatre dept - Edinburgh	\$ -	\$ 500.00
- Other Donations:	\$ -	\$ 8.00
Comité quebécois haïtien - calendrier		
<b>SUBTOTAL DONATIONS</b>	<b>\$ 1,450.00</b>	<b>\$ 1,808.00</b>
- Bursaries/Scholarships:		
Student 1	\$ 500.00	\$ 500.00
Student 2	\$ 500.00	\$ 500.00
Student 3	\$ 500.00	\$ 500.00
Student 4	\$ 500.00	\$ 500.00
Student 5	\$ 500.00	\$ 500.00
Student 6	\$ 500.00	\$ 500.00
<b>SUBTOTAL BURSARIES</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>
<b>Donations Subtotal</b>	<b>\$ 4,550.00</b>	<b>\$ 5,058.00</b>
<b>TOTAL DISBURSEMENTS</b>	<b>\$ 482,559.83</b>	<b>\$ 463,415.62</b>
<b>Receipts - Disbursements</b>	<b>\$ 25,534.27</b>	<b>\$ 21,674.96</b>
<b>BALANCE IN EQUITY</b>		
1-Jul-2012	\$ 177,542.15	\$ 156,867.19
T-bill	\$ 179,736.45	118,249.76
B.of MtL	\$ 23,339.97	59,291.48
30-Jun-2013	\$ 203,076.42	Petty cash 0.91
<b>CHANGE IN EQUITY</b>	<b>\$ 25,534.27</b>	<b>\$ 177,542.15</b>
		<b>\$ 21,674.96</b>

Richard Masters, Treasurer  
April 25, 2014