



JACFA

JOHN
ABBOTT
COLLEGE
FACULTY
ASSOCIATION

SYNDICAT
DES PROFESSEURS
DU COLLEGE
JOHN ABBOTT

A MEMBER OF FNEEQ AND CSN

**MINUTES JACFA General Assembly
18 December 2013**

01. Adoption of Agenda

Julien Charest suggested the agenda be amended to include an item on Mobilization (#7); Paul Jones asked that RAC (Recognition of Acquired Competencies) be added as an information item (#8).

Ed Holland moves; Terry Berghello seconds. Carried.

02. Adoption of Minutes

Andy Cuk moves; Alice McLeod seconds. Carried.

03. Announcements

Sustainability committee seeks nominations to replace Jessica Burpee (on leave winter 2013). Candidates should put their name forward.

INCA Surplus: Admin has cancelled three consecutive appointments to discuss this dossier this semester; we are currently at a standstill.

JACFA News: Executive welcomes member contributions.

Mobilization campaign for negotiating our new Collective Agreement: We are seeking members to participate in this process in the new year. An emphasis will be upon using social media.

1. Financial Motions, Alex Panassenko (on behalf of Treasurer setting up Xmas lunch)

Xmas Baskets

Be it resolved that JACFA donate \$300 to the annual CSN Xmas basket campaign.

Passed unanimously; one abstention

Student Assistance Fund Xmas Campaign

Be it resolved that JACFA donate \$400 to the Student Assistance Xmas Campaign in honour of Kevin Paige.

Moved by Thierry Neubert; seconded by Frank Lo Vasco. Carried.

2. Charter Motion, Julien

FNEEQ Motion on Charter passed at Conseil Federal in Quebec on 14 November.

Considérant nos positions antérieures et l'état actuel du débat;

Considérant que la FNEEQ appuie une Charte de la laïcité faisant la promotion de la laïcité et de la neutralité religieuse de l'État;

Considérant que la FNEEQ doit prendre position dans les débats de société qui touchent ses membres ou des enjeux de société;

Considérant que la FNEEQ est une organisation syndicale qui vise à défendre les droits collectifs et individuels de tous ses membres;

Considérant le caractère démocratique, inclusif et pluraliste de la société québécoise;

Considérant que la FNEEQ croit davantage dans l'éducation et la sensibilisation que dans les mesures coercitives;

Considérant que l'adoption du projet tel que proposé risque d'entraîner des procédures judiciaires longues, coûteuses et inutiles;

Il est proposé :

- 1 que la FNEEQ fasse la promotion de l'inclusion, notamment, par l'intégration culturelle, professionnelle, économique et linguistique;
- 2 que la FNEEQ dénonce les enjeux électoralistes entourant cet important débat;
- 3 que la FNEEQ poursuive le débat lors d'une prochaine instance fédérale.

Dans le contexte du dépôt du projet de loi no 60, que la FNEEQ se prononce généralement :

- a. en faveur de la neutralité de l'État;
- b. en faveur de l'égalité des hommes et des femmes;
- c. en faveur de l'encadrement des demandes d'accommodement qui viendraient introduire des facteurs de discrimination fondée sur le genre;
- d. en faveur de l'obligation d'être à visage découvert comme la situation l'exige dans l'ensemble des interactions entre les citoyens et les représentants de l'État lors de l'offre ou de la réception des services publics;
- e. en faveur de l'interdiction du port de signes religieux pour les personnes qui représentent le pouvoir et l'autorité coercitive de l'État dans les fonctions suivantes : les magistrats, les procureurs de la Couronne, les policiers, les gardiens de prison et le président et le vice- président de l'Assemblée nationale;
- f. contre le port du voile intégral dans les institutions d'enseignement puisqu'il nuit aux relations humaines et particulièrement aux relations d'apprentissage;
- g. que la FNEEQ dénonce l'incohérence du projet de loi 60 qui ne remet pas en question les subventions et les avantages fiscaux aux groupes religieux, le financement public des écoles à vocation religieuse, le maintien du crucifix à l'Assemblée nationale et la prière dans les conseils municipaux, et qui va à l'encontre de l'égalité hommes- femmes;
- h. que la FNEEQ s'oppose à la modification unilatérale des clauses de non-discrimination de nos conventions collectives, telle que proposée par l'article 13 du projet de loi 60.

Julien and Roy gave some context for how the debate and motion came together;

JAC Board of Governors' Motion passed last week.

December 9 - JAC Board of Governors:

Be it resolved:

THAT the Board of Governors request that the Québec Government respect our collective values in the adoption of any law or regulation, including, as the case may be, the Charter of Values; and THAT the Board of Governors object to the restrictions on the right to wear religious symbols, as described in the draft legislation, which run contrary to the College's mission and values.

Tia Nymark: Could a potential ban on “ostentatious religious symbols” apply to our students?

Mark McGuire: Yes, because the clause regarding receiving public services with one's face uncovered could be interpreted to mean students receiving an education as a public service.

Manijeh Ali: In a province of 7 million people, there are 14 individuals who wear a niqab (“voile intégrale”).

3. **Derangement 21**

Julien thanked all members who came out to support the Derangement 21 soup rally on 21 November. Julien also noted that the campaign among colleagues in the reseau has been effective. On 10 January there will be another regroupement meeting to discuss further ideas for mobilization and pressure tactics. On 26 January there will be another negotiation meeting with the Treasury Board. A motion has been passed at the JAC Board of Governors supporting faculty with respect to the recognition of us as part of higher education and to recognize our master's and doctorates.

Motion from

JAC BOG on D21

December 9 - JAC Board of Governors:

Be it resolved:

THAT the Board of Governors recommends that:

- I. the Treasury Board take into account and recognize that college teachers belong to the higher education network;
- II. the Treasury Board maintain the recognition of teachers who hold Masters or Doctorate level degrees; and
- III. the Treasury Board, in its evaluation process, take into account and recognize all aspects of college level teaching, including the collective dimensions of a teacher's work.

Sandra Stephenson: Is it required to have a master's degree to teach at CEGEP?

Julien Charest: It varies widely between the urban and rural CEGEPs; urban CEGEPs, on the whole, require master's degrees; rural CEGEPs have more teachers with bachelor degrees only.

Stephen Bryce: I would exercise caution with respect to calling for boycotts of participating in activities like Academic Council meetings, as that is an important venue for us to advocate for our rights and work conditions.

Paul Jones: I attended the Derangement 21 rally at CEGEP Maisonneuve last Friday 12 December. It was cold but a wonderful experience. Great dancing!

4. Constitutional Working Group Report

See Power point presentation on JACFA website.

<http://www2.johnabbott.qc.ca/~jacfa/constitution/constitution.htm>

Mark McGuire and Julien Charest gave a summary of the activities of the Constitutional Working Group contained within a Power point presentation along with questions, concerns and actions that arose from the process.

Julien Charest: Four core principles we focused upon were as follows:

- A. Representation
- B. Participation
- C. Transparency and communication
- D. Accountability

Mark McGuire: To address them, we could bring an integrated approach that blends constitutional revision, best practices, by-laws and the creation of a future syndical council.

Sandra Stephenson: Any discussion about orientation towards administration? Conflictual versus consensus based?

Roger Haughey: expresses concern about creating Syndical Council in terms of another challenge of member participation.

Peter **Solonysznyj**: suggests notion of ‘effectiveness’ should be of primary concern in evaluating syndical work.

Paul Jones: Raises the role of trust, and faith. Volet 2 process is reflection of our mechanism working. Paul suggests that membership of working group might need to be closed at some point.

Christine Jacobs: Problems of awareness of what the function of the union. Department involvement might be taxing for smaller departments

Manijeh Ali: How can we promote JACFA solidarity?

Roy Fu: Discussion at working group could be read as redefining “effectiveness”; Discussion of syndical council in group has been largely limited to creating a consultative body as opposed to a separate decisional one.

Eric Laferriere: is question of common meeting time in the works?

Daniel Gosselin: Sometimes common times are not so because Admin and departments schedule all meetings during that time, so it turns out to be counter-productive.

Robyn Sellers: centralized scheduling is often part of common meeting time.

Lori Webber: We would also have to figure out where 6000 students would go during the common hour; what would they do?

5. Tutoring

A questionnaire has been circulated by Administration to gather information from Tutoring Centres with respect to how they facilitate them. Take the

Roger McLean: The questionnaire is biased; whoever designed it was not a professional, but there should have been a professional involved in creating it. The way it is presented it appears there are a number of pre-determined results they are seeking.

Ute Beffert: We encourage faculty to cc JACFA when they submit their questionnaires to the admin because it appears as though JACFA executive is being left out of the consultation process. For that matter, also include any feedback you may have about the creation of the questionnaire itself.

Roger Haughey: The college's research specialist has been on sick leave, so it's possible the Admin was unable to have that consultation and feedback before sending it off.

Christine Jacobs: There are additional flaws including the omission of key questions and the audience. Why is this distributed to the chairs only but not to the major stakeholders? Also, the deadline is too tight for us to meet with our colleagues to gather this information.

Ed Holland: I have a concern about the shift from teachers being the masters of education to the "Learning Center" and then "Student Success." This opens the teachers' pay envelope to pay these educational specialists; it's connected to the Treasurer Board's classification and downgrade of our responsibilities and salaries.

Roy Fu: The impetus from the Admin is to "streamline" resources given to the Tutoring Centres; JACFA has a limited voice in determining the allocation of resources to support Tutoring Centres through 5.2, but there are additional resources such as TEPPA which we have no say in allocating. Roy also encouraged all members to fill out the questionnaire and participate in the consultation meeting.

Roxane Millette: I would like the JACFA executive to contact all our members that this questionnaire and consultation process is ongoing; in Biology we have ongoing concerns about the relationship to the Learning Center and I would like to be involved in this process. If I hadn't come to this meeting I would not have known about it.

Stephen Bryce: Part of the rationale for this survey is for the Admin to see where there might be cuts to resources for Tutoring Centres in department. I also want to know what is the role of the JACFA executive in this process.

Ute Beffert: Roy and I are mandated by the executive to meet with the Admin in overseeing the surveys and analyzing the information gathered from them. But now we have had that opportunity taken away from us.

Alice McLeod: Can you please forward the date/time/location of the meetings and clarify who can participate?

Ute Beffert: JACFA Executive will send that information.

Roger Haughey: Apparently not all chairs (myself included).

Gloria Jaramillo: Given that we have only just learned about this questionnaire and we acknowledge the importance of doing a good job completing it, is it possible to postpone the deadline until we have had time to do so?

Ute Beffert: We will make that request and encourage all members to similarly do this so that the deans know that we would like to have more time. You can send your requests to Gary Johnson.

Tia Nymark: We should also cc our program deans, the Academic Dean and Director General so they are also aware of our concerns.

Ed Holland: In order for this survey process to be meaningful, we will need the tabulated data and not simply the dean's interpretation or report about it. I agree the Writing Centre is wonderful, but it should not come from 5.2 release; those resources should be kept for new initiatives rather than established ones like the Writing Centre.

Roy Fu: I would like to propose a motion that we request the Administration to postpone the deadline for submitting the questionnaire. Seconded by Tia Nymark.

Eric Laferriere calls the question; carries.

Motion:

Be it resolved that the JACFA General Assembly request that the deadline for the Tutoring Centres questionnaire be extended to 17 January. BIFRT that the Administration make the raw data from the questionnaires be made available to the JACFA executive.

Carried. One abstention.

Caroline Viger: Can I request that the JACFA executive email all faculty to tell them not to appear for the 6 January consultation meeting?

6. History Course

The working group on course has filed its report as of yesterday 17 December. It appears that a complementary course will be cut because no new allocation units will be added to accommodate the new course. Each college has until 21 February to express its views on the matter.

Alex Limoges: Will it be a multidisciplinary course?

Julien Charest: We don't know yet.

Roger Haughey: I received a report from our department's representative on the provincial committee that it is currently conceived as a multidisciplinary course.

Suzanne Black: Is this being scheduled for fall 2014? If the consultation process begins in February and allocation begins in March, can it be scheduled for the fall?

Manijeh Ali: Do we have a motion on the course?

Julien Charest: yes.

Motion

Whereas the National History of Contemporary Quebec course was neither derived from any ministerial or collegial pedagogical needs assessment, nor evaluated through a proper pilot study,

Whereas the precipitous implementation of this mandatory course would:

- reduce student choice,
- reduce complementary course offerings, which give students access to diverse forms of knowledge,
- compromise the ability of JACFA to respect its mandate related to job security
- undermine the ability of John Abbott College to respect its mission, values, and student success goals, and
- undermine the legitimate process of program revision, design, and evaluation,

Be it resolved that JACFA protests the implementation of the National History of Contemporary Quebec Course at John Abbott College.

Moved by Manijeh Ali, seconded by Wendy Hadd.

This course violates JACFA's mandate to protect integrity of education and teacher's jobs.

Carl Rudsepp: I support the motion, and believe it could be stronger. I suggest you revise "implementation" to "imposition."

Sandra Stephenson: I call the question.

Motion to call the question seconded by Ed Holland.
Carried.

Motion on the Quebec History Course carries.

Carries. 4 abstentions, 4 opposed.

Ute Beffert moved that we table remaining agenda items and move toward the election.

Seconded by Mark McGuire.
Carried.

BY-ELECTION for JACFA executive director.

Election officer David Desjardins officiates.

Patrick Lavalier (Police Technology) withdraws his candidature.

Jeffery Brown is acclaimed as director of JACFA executive.

Election adjourned.

Eric Laferriere: Can we return to the tabled agenda items?

Ute Beffert: Yes.

7. Mobilization, Information

Julien Charest: JACFA executive is seeking three members to assist with disseminating information and mobilizing members as we head into the next round of negotiations. Please let us know if you are interested by responding to the call for candidates coming in January.

Roy Fu: explained that the idea for mobilization campaign is to have more grass-roots participation to bring forward more ideas (content of what we are seeking) from a broader range of perspectives.

8. RAC

Reconnaissance des acquis et des compétences (Recognition of Acquired Competencies).

RAC is coming to JAC in a significant way in the New Year. CEGEP credit will be given for life experiences of students so they can opt out of taking day courses. In principle, an interesting idea; in implementation, there are many problems that can potentially undermine our core services as teachers.

Roy Fu: gave an overview of the role of the paid "content specialist" appointed by Cont Ed to give credit. Entire DEC's can be given through RAC's there is no provision in Collective Agreement about this and no department oversight. It can take away allocation because courses will not be required to receive approval from departments.

9. Food Policy

Mark McGuire: Gave background on food policy and reported that the college's exclusive contracts with Sodexo and Coke will expire in June 2014. The Directors will therefore solicit proposals for new service providers. This is an important opening and opportunity for all college employees and students to participate in a Town Hall Meeting in January.

Violaine Ares: Can we encourage our decision-makers to act ethically with respect to decisions regarding food and so on.

David Desjardins: Food on campus has not changed in thirty years; same as when I was a student. Food services on campus are atrocious. Little choice, but to have our money taken from us.

Ed Holland: How open is admin to input from town hall meeting? Mark: not sure.

Steve Bryce: asked JACFA to work with other unions and request Board of Governors to approve it.

Frank Lo Vasco moved that the meeting be adjourned. Seconded by Stephen Bryce.

Meeting adjourned.