



JOHN
ABBOTT
COLLEGE
FACULTY
ASSOCIATION

SYNDICAT
DES PROFESSEURS
DU COLLEGE
JOHN ABBOTT
A MEMBER OF FNEEQ AND CSN

**JACFA GENERAL ASSEMBLY
WEDNESDAY FEBRUARY 26, 2014
5:30, P-204
APPROVED MINUTES**

JACFA By-Elections 5:30 - Elections Officer: David Desjardins

Roy Fu was acclaimed as President; Sharon Rozen Aspler was elected as director.

01. **Adoption of Agenda (60 members in attendance after election)**
Faye Trecartin moved that Peer Tutoring be moved to Item #3. Ed Osowski seconded. Carried.
 02. **Adoption of Minutes (December 18, 2013)**
Jim Vanstone moved; Ed Holland seconded. Carried.
 03. **Announcements**
Next GAs: 3/20 & 5/14; JACFA BBQ: 5/15; Next Regroupement: 3/6 & 3/7. Roy encouraged members to consider attending as fraternal members.
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1. **Motion - Financial**

Athletics Department / CCAA Basketball National Championships - \$400.

Motion: Be it resolved that JACFA support the upcoming CCAA Basketball National Championships, to be held on March 1 to 2, 2014 at John Abbott College, by contributing \$400 towards tournament costs. In return, faculty will be allowed free entry to all games

- Moved by June Beverly, Seconded by Alex

Panassenko

Ed Osowski: Doesn't the College support the costs of the tournament?

June Beverly: The College doesn't provide much financial support.

Frank LoVasco called the question.

Carried.

2. **Motion – JACFA Release**

Whereas we recognize and support the important role of JACFA on campus;

Whereas JACFA participates in the provincial negotiation of our collective agreement;

Whereas JACFA must ensure that the collective agreement is applied at JAC;

Whereas JACFA provides support to departments and individual members in terms of interpreting the collective agreement and assisting in negotiations with the administration.

Whereas JACFA must assist faculty with our insurance plan, create pension simulations, negotiate the allocation project, etc.;

Be it resolved that the general assembly request that the administration agree to reinstate JACFA's release to 2.75 FTEs (full-time equivalent teachers) by supplementing the 1 FTE guaranteed by the collective agreement with 1.75 FTEs from Volet 1 teaching resources.

- Moved by Faye Trecartin, Seconded by Christine

Jacobs

Faye Trecartin: Other options that I would not support would be raising union dues, but 90% (I think she said 80%) of the dues would go to FNEEQ, and purchasing our release, which would deplete our strike fund (approximately \$230,000). For me, this is the only way to go to support the work of the JACFA executive.

Christine Jacobs: Speaking from the perspective of a department chairperson, I also support this motion given the amount of work the JACFA executive does for all of us.

Alex Panassenko: Actually, the information about the amount of money transferred to FNEEQ is inaccurate. This amount is not tied to union dues but instead based upon the number of teachers and their salaries (*masse salariale*).

Manijeh Ali: I would like to speak against the motion. To do so would be a conflict of interest whereby the union executive would receive compensation at the expense of teacher's salaries.

Paul Jones: The idea that this motion is self-interested is unfair. Motion does not come from any current executive member. If we follow this logic, any release given from Allocation could be argued to take away from teachers' salaries. 2.75 FTEs would be paid back many times over from the battles fought on our behalf by our collective membership in JACFA. Short-term pain pays for long-term gains.

Frank LoVasco calls the question; seconded by Thierry Neubert.

Carried.

Motion carries.

3. **Peer Tutoring Centers**

Update

Roy gave a brief report (Powerpoint) on the state of Peer Tutoring at the College.

Draft proposal from the deans came last Friday 21 February, which includes:

- Moving away from funding existing Peer Tutoring Centres with 5.2 release.
- Stop paying peer tutors with TEPA funding (approximately \$30,000)
- Hiring an administrator to coordinate with departments and Tutoring Centres

JACFA executive position:

- We believe 5.2 release should continue to support Peer Tutoring at JAC. It's stable, not over-allocated, disbursed by a transparent process involving an Administration-JACFA parity committee annually.

CONTEXT

* The major concerns at present are not technical, but rather the Administration seems unwilling to listen to what our members and the coordinators of Peer Tutoring Centre are presenting them.

* Further, given last spring's Volet II debacle and imposition of the Allocation project without an agreement (which reduced JACFA executive's release to 2.0 FTEs) left the union weakened.

* JACFA executive suggests that a political solution (some kind of job action) might be the best way forward. We want to hear from members what kinds of solutions they may wish to propose.

Faye Trecartin: I don't believe there's a political issue here. The Collective Agreement guarantees my right as a teacher not to have to mentor/guide other departments' students. We want a permanent solution based upon a workload calculation using the Collective Agreement's Annex 1.8. A political solution is temporary.

Marie-Claire Rioux: IT seemed the JACFA exec's position with respect to support for Peer Tutoring under 5.2 is inconsistent.

Ed Holland: Some worthy initiatives were brought forward in 5.2 that were not funded because resources were already allocated to ongoing projects and initiatives such as Tutoring Centres.

Alan Weiss: I am an HPR teacher but I and my students benefit from the Writing Centre.

Stephen Bryce: I have been on the 5.2 negotiation committee (two years or more ago); the Administration was trying to cut resources to Tutoring Centres then, too. That being said, 5.2 resources are limited resources. Tutoring Centres are proven centres that works well and need to be supported.

Linda Gelston: What are the issues about drawing resources from Volet II to support the Writing Centre, a college-wide centre that benefits all of our students?

Alex Panassenko: If we were to allocate from Volet II, which would mean over-allocating from the surplus, which ultimately means taking resources away from somewhere else. We call it 5.2 (Column D), but we could also simply call it 5.7, for example, and draw from somewhere else.

Mark Beers: What is the objection to using INCA funds to fund Peer Tutoring Centres?

Roy: Alex will speak to this, but INCA fund is continuously being allocated for various initiatives in Volet I (teaching); and the INCA fund is not growing as much as it used to be because enrollment by international students is declining.

Thierry: If peer tutors are not paid, then will the students simply volunteer as tutors?

Roxane Millette: I want to support paying peer tutors. In Biology, if I don't pay them \$15/hour, then I won't have the same level of service from students.

Mark McGuire: Admin wants to give Student Involvement Recognition on students' transcripts as a way to reward student volunteers;

Faye Trecartin: SIR requires 60 hours/semester, but that's not realistic for all students who have to work part-time in addition to their studies and volunteering.

Wendy Hadd: Asking people to do work for free is part of the broader culture of unpaid internships where only affluent students can get these opportunities because they don't have to work part-time while studying. This creates a class divide in higher education and the workforce, whereby working class students who cannot do this unpaid work do not have access to the same credentials and therefore social mobility.

Kevin Davis: I think we can agree that putting the money into the hands of bureaucrats instead of our students isn't a good idea.

Roy Fu: Do members see a political role for JACFA members in this negotiation process?

Roxane Millette: SIR is good for pre-university students, but less so in technical programs where I teach.

Ed Holland: It's not only political. Our interest is syndical and academic. Tutoring is worthwhile, we seem to agree that peer teachers should be paid. We should be supporting this on the basis of delivering a high quality education.

Paul Jones: Role of the union is to defend the interests of its members. Work of the Peer Tutoring Centres benefits us all, so we need to support them. I also have concerns about free internships that are essentially a way for employers to exploit free labor of students.

Linda Gelston: I am hearing a consensus that we do not wish to see a decrease in the amount of support (release and TEPA salary) for Tutoring Centres.

Kevin: If the Admin reallocates resources from paying peer tutors or releasing faculty and instead hires a new bureaucrat, then we can simply shut down the Tutoring Centres.

Roy: We can be proactive and pass a motion that would, for example, demand that the Admin seeks approval from all departments before proposal for Peer Tutoring comes forward. The earlier you bring these kinds of levers out, the impact could be potentially greater.

Susanne: I have difficulty seeing everything in terms of a fight or a battle. Instead, we could mobilize in a positive way by contacting all of the deans and informing them of the benefits we all receive from Peer Tutoring.

Draft motion was presented:

Faye Trecartin: Admin cannot simply take away our release. We have rights in the Collective Agreement. If the release is withdrawn from 5.2, it has to come from somewhere. I agree with Suzanne that we should move forward in a positive way.

Paul Jones: Are you saying that all we have to do is go to CRT and say, "Respect the Collective Agreement," and they have to do it?

Faye Trecartin: Yes. I spoke with Erich and Roger and they said they have no intention of contravening the Collective Agreement. You cannot make me run the Writing Centre without release—that's clear.

4. **SIPD/INCA fund**

Discussion

Alex Pannasenko gave a brief presentation on the INCA surplus fund and where it comes from. The INCA surplus comes essentially from a formula (Periode-Étudiant-Semaine = PES), thus

$PES \times 0.001193 = \# \text{ FTE (full time equivalent teacher)}$

This calculation enables us to determine how much to allocate to the surplus.

PES Fall =	1698
PES Winter =	790
Total PES=	2488
$2488 \times 0.001193=$	2.968184 FTE
INCA sections allocated=	2.767857 FTE
Difference=	0.200327 FTE
Average Salary=	\$70500
Surplus=	\$14.123

Amount added to the surplus in recent years is much smaller than in years past, primarily because of a change in laws in Germany that makes it no longer possible for German students to enroll in CEGEP in Quebec. From 2001-2006 we put a lot of money into the surplus; 2006-7 the amount went down because we began allocating INCA sections to draw down the surplus. We've allocated more aggressively at the same time that the overall enrollment of INCA students has been declining; for this reason, the INCA surplus is declining quickly.

Negotiations with the Admin to allocate the INCA surplus are not going well. Admin has suggested, i.e.:" to use it for renovations" or "support development of international program". JACFA executive does not agree with these proposals. There is a fundamental disagreement about what this surplus (\$966,892) should be used for.

Board Motion:

Whereas John Abbott College and the John Abbott College Faculty Association concluded an agreement to recognize additional faculty allocation for non-credit foreign students enrolled at John Abbott College, effective from the 2001-2002 academic year;

Whereas the College's financial statements for the year ending June 30, 2013 show an unappropriated accumulated surplus of \$3,038,535;

Whereas the Executive Committee is recommending that the Board of Governors appropriate \$14,123 from the College's unappropriated accumulated surplus account, to be used to augment the teaching resources at John Abbott College;

[Be it resolved] that the Board of Governors authorize the appropriation of \$14,123 from the College's unappropriated accumulated surplus account, to be added to the \$952,859 previously approved, for a total of \$966,982, said funds to be held in a segregated account and to be used to

augment the teaching resources at John Abbott College, thus bringing the College's unappropriated accumulated surplus to \$3,024,412

At the most recent meeting we had with the Admin, their new proposal was to invest this money into the International Studies office. They want to give release to teachers to work on projects for the International Studies office. JACFA executive does not agree with this proposal.

International Program from Board of Governors Financial Statement has just under \$1,800,000 in revenue. From that amount there is \$300,000 that goes to teaching allocation as per our agreement; \$240,000 was allocated into the Allocation project. The International Studies program has a significant surplus (\$475,000). If they wish to invest in their programs, they should use their own revenue.

Wendy Hadd: What is the "various expenditures" in the amount of \$1,000,000? I'm appalled.

Alex: Salary and fringe benefits. Materials and supplies account for \$300,000; service contracts.

Roy: We're coming back to the General Assembly for a kind of reset of our plans and priorities for how to negotiate an agreement to disburse the INCA surplus. Previously members expressed a strong desire for SIPD II whereby members receive a lump sum of \$1200 to spend for various teaching materials (computers, books, professional development expenses, etc.).

Paul: It's our money. Seems like a no-brainer that it's teacher allocation money.

Alex: That's our position. But Gary and Erich and Ginette don't seem to get it. There's a clear formula that shows how the money was generated in the first place (teacher's work). But the Admin wants us to "share" our portion of the fund in a "collective" way? But the Admin is not willing to share some of their portion. It looks like the Admin really just wants to grab that money from us. Based upon the surveys we did on INCA surplus, the vast majority of teachers want either another SIPD agreement or to use it for teacher allocation.

Alan Weiss: This money belongs to teachers, it shouldn't go anywhere else. If it's not possible for it to go to professional development like with SIPD; otherwise for teacher's income that will be taxable.

Michael Nafi: I have a problem with the lack of transparency about how this fund was generated and that international students in my classes have to pay a lot more money to be there than my Canadian students. There are so many things about the International Program that are not transparent. We don't know how much is spent, what they're spending—it's preposterous.

Roger McLean: I went to Monterrey Technical University to open up the relationship between this institution and JAC. Other CEGEPS get money from the ACCC (Association of Canadian Community Colleges); JAC has not pursued this funding; instead, JAC International Office makes teachers do the grunt work. I'd like to see the return for dollar spent from international studies office and have them justify their activities.

Faye Trecartin: Here's where I think we should get political. The collective agreement does not say we have to teach these INCA students. We can refuse to do so.

Cindy Edwards: I agree with the previous two speakers. INCA students are a lot more work. What if the Admin contributed some of their INCA surplus money and we contributed some of ours to support the Writing Centre?

Stephen Bryce: These funds are essentially unallocated Volet I teaching resources. We should try to distribute them as broadly as possible, either in allocation to teachers and departments who've taught INCA students, or for teaching allocation more generally. I don't think it should be used for release time. There are resources for teacher release in the Allocation project.

Alan Weiss: It used to be that German students were very strong academically; but over time their performance has dropped significantly. And with the Mexican students, it's dropped even lower.

5. **FNEEQ Report:**

Update

I. **History Course**

Julien gave an update on the status of the new Quebec History course. On February 12 we finally got the real plans to add two units of History and remove two units of Complementary courses. What happens now? Part of the problem FNEEQ faces is that, according to the CEGEP Act, the minister of education has discretionary power to impose this new course. It doesn't require approval at the National Assembly, only the minister's signature. At the local level, Julien has created a petition which he has shared with Geoffrey Kelly (our MNA) for his comment and approval.

II. Negotiation of Collective Agreement

Julien sent out a call for two members to participate as liaisons to assist in communication and mobilization as we enter into the next round of negotiations for a new collective agreement. FNEEQ will put out a call to ask us what we want to see in the new Collective Agreement. FNEEQ representatives will be at our March 20 General Assembly to solicit our ideas and demands. Next June 2014 our sectoral demands should be finalized and voted upon by the Regroupement. October through December, negotiations will continue with the goal of having a new collective agreement for 2015-2020.

Precairy of teachers, both non-permanent teachers and Cont Ed teachers are a central concern for the next round of negotiations.

Next "Mobilization Café" will be on Wednesday 12 March 11h-13h in Lounge.

III. Salary Structure

Good news: Disruption 21 campaign was a very successful mobilization campaign.

Treasury Board has now put us as echelons 22 and now wants to speak about recognition and salary premium for masters and PhD degrees.

FNEEQ Motion on national "study day" and/or one-day strike.

Voici la recommandation telle qu'elle a été adoptée à la FNEEQ:

Advenant un blocage ou un recul sur l'évaluation de notre catégorie d'emploi ou des discussions sur les échelons de maîtrise et du doctorat, que le regroupement cégep mette en place un plan d'action en gradation, notamment par les moyens d'action suivants :

- Piquetage symbolique
- Journée d'étude nationale dans les syndicats sans perturbation
- Manifestation nationale

Que le regroupement cégep mandate la coordination du regroupement d'entamer un processus de consultations des assemblées générales sur une journée de grève.

Que la coordination du regroupement cégep fournisse des informations quant à la façon d'évaluer notre catégorie d'emploi incluant le pointage des niveaux par sous facteurs.

Que la prochaine revue Perspectives CSN inclut un article d'information et de sensibilisation sur le dossier de notre structure salariale.

Que, advenant qu'il y ait recul ou blocage de la part du Conseil du trésor dans les discussions concernant notre structure salariale, les syndicats locaux négocient avec le Collège un réaménagement du calendrier scolaire afin de permettre aux professeurs de participer à une journée d'étude nationale portant sur les enjeux relatifs à notre structure salariale.

Que le regroupement cégep donne mandat à ses représentantes et à ses représentants d'ajouter l'utilisation des médias sociaux dans les moyens de communication et de mobilisation pour faire valoir nos revendications avec le CT sur la relativité salariale.

Pay equity process continues. One of the issues is that there is no deadline to come to an agreement. If talks stall or break down, we'll come back with a new action plan.

6. **Notice of motion**

Be it resolved that if no agreement is reached for the 2014-2015 allocation project, JACFA will organize a study day to coincide with the Fall 2014 Welcome Back Breakfast.

Motion to adjourn by Ed Holland, seconded by Frank LoVasco.

Meeting adjourned.