



JACFA NEWS

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Syndicat des Professeurs-res du Cégep John-Abbott College Faculty Association

JACFA needs you !

At the General Assembly last May, we were not able to elect the two additional alternate representatives from the faculty to Academic Council. In the event that one of our Councilors can no longer fulfill their responsibility, one of the elected alternates would assume their place on Academic Council for the remainder of their term. It is important, therefore, that all who are elected as alternates be able to attend Council meetings if called upon. These meetings are held on alternate Fridays from 1 p.m. onward.

The General Assembly has mandated the formation of a three-person Financial Review Committee to oversee the JACFA budget. This will normally involve meeting with the JACFA treasurer once each semester to look over the books. This will be done at a mutually agreed upon time. It is one of those rare and fortuitous situations where a vital service to the Faculty Association

involves a moderate time commitment.

At an upcoming General Assembly there will be a by-election for two Council alternates and the three members of the Financial Review Committee. If you are interested in either or both, make yourself known to a member of the JACFA Executive. Nomination forms will be distributed to all well before the General Assembly.

The College now has a committee to deal with campus parking. Should you have any issues related to parking, please contact Jim Leeke at local 5899.

And keep your agenda open on December 12! That's the day of our Christmas Luncheon at the Vieux Kitzbühel!

Nursing Teachers Being Shortchanged

For the academic year 2000-2001, the John Abbott Human Resources Department switched from paying part-time teachers by the number of course sections they taught to basing their pay on a calculation of their workload. The factors in this workload calculation are the number of teaching hours per week, the hours of preparation and the number of students. For many teachers, this switch has resulted in a lowering of their pay.

The workload calculation has been applied in accordance with the collective agreement for teachers who teach throughout the 15-week semester. However, a particular problem has arisen for part-time Nursing teachers who teach compressed courses, that is, more hours per week than the "ponderation" of the course

specifies. The course, therefore, is finished in less than fifteen weeks. These teachers are being short-changed by the Administration.

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The Administration refuses to recognize that, for example, a part-time Nursing teacher who teaches a 150-hour course over 15 weeks has to do the same amount of course preparation as a teacher who teaches the same 150-hour course in 10 weeks. The more compressed the course, the fewer the hours of preparation the teacher is given credit for by the Administration. Teachers know this makes no sense. Whether a course is compressed or not does nothing to change the hours of preparation required. Less credited for preparation means a lower result in the workload calculation and therefore less salary and seniority. Some Nursing teachers have lost up to 40% of their pay. This is a discriminatory practice by the Administration because teachers who have been giving courses in a compressed format in January before the beginning of the Winter semester are given full credit for their preparation hours.

Our attempts to get the Administration to credit part-time Nursing teachers with the correct number of hours of course preparation and therefore pay them properly have been rebuffed. We have had to file grievances on this matter and we await arbitration.

THE MYSTERIOUS CLAUSE 6-1.02

A recent decision of an arbitration tribunal that ruled against the Teachers' Union of the Cégep de Trois-Rivières on the question of the beginning of the semester falls most heavily on part-time teachers. In effect, the dispute is over the fourth paragraph of clause 6.1.02 of our Collective Agreement, which reads:

The workload of a part-time professor determined according to Appendix I-1 shall not result in a FTE being less than the workload set for him/her at the beginning of the semester unless a decrease in that course's student enrolment results in a reduction in the number of teaching hours (HC).

The point in dispute: what is the workload assigned to an instructor at the **beginning** of the semester? To a non-permanent teacher, the answer is obvious: it is determined by the number of courses, the number of hours, the number of preparations and, of course, the number of students! To prepare properly for the beginning of each semester, teachers consult the list of stu-

dents that they have been given and which represents (in principle) the number of students registered in each section. Then they prepare the number of copies required to distribute to each student since their duty and goal is for the success of all the students on the list. What the teachers may not realize is that this class list represents only a projection of the class' enrolment. The teachers' actual workload - the one for which they are paid -- only begins after September 20th (or February 15th, in the winter semester).

Let's look at a concrete example. The CRT agreement of the previous April determined that class X will have 34 students. Between that agreement and the month of August, the situation is in flux. The unofficial class list for course X which a teacher is given on day one of the semester contains 40 students. Two students never show up. Three others have different sorts of problems. The teacher tries to contact the students to discuss those problems with them, to meet with them individually, to tutor them, etc. Unfortunately, two of them drop the course anyway. On the 29th of September our conscientious teacher receives the official class list: 34 students remain after the drop date. This then is reckoned as that teacher's workload and the basis for his or her salary. Thirty-four students had been the projected class size. All that the teacher attempted with the other six students will never be recognized, let alone remunerated. This interpretation of the collective agreement sees the only real data that the College has to take into consideration as that of September 20th and February 15th, ignoring the reality of a non-permanent teacher's situation (since this fact does not *really affect* a tenured teacher 's workload).

Our Administration, if it wants to treat permanent and non-permanent teachers in a just and equitable manner, ought not use this method of calculating workload. The first list of students constitutes the real workload of a teacher at the beginning of a semester.



JACFA EXECUTIVE 2001-2002

INSTITUTIONAL EVALUATION BOYCOTT

Last spring, following approval by local general assemblies, FNEEQ Cegep unions launched a faculty boycott of institutional evaluation. This means that teachers are refusing to participate in the process currently underway whereby all Quebec colleges are supposed to evaluate all aspects of their functioning, under the auspices of the Evaluation Commission (CEEC).

What is the point of this boycott? We are not opposed as such to institutional evaluation. The problem rests in where this process is leading us. Ministry of Education regulations currently allow for the results of institutional evaluation to be used by the Minister to grant authorization for colleges to grant diplomas. This process, known as habilitation, creates a real threat to the Cegep system by fragmenting the process of granting diplomas, encouraging harmful competition between colleges, and putting under threat the existence of the Cegep system itself. Our boycott of institutional evaluation has a specific objective: to convince the Minister of Education to remove Article 32 of the college regulations in order to prevent the procedure of habilitation from coming into force.

What does this boycott imply? We are asking all faculty to refuse to perform work directly related to institutional evaluation. This **INCLUDES** participation in any ad hoc committees on institutional evaluation, performing tasks related to institutional evaluation on any current committees, completing questionnaires or providing data for this purpose. For example, **the recent memo of Keith W. Henderson, specifically mentions the kind of committees we are presently boycotting.** The boycott does **NOT INCLUDE** work being done on other college policies, program evaluation, revision, or implementation. It implies no violation of our normal contractual requirements. The unions affiliated with FAC (Dawson, Vanier, Heritage among English Cegeps) are also participating in this boycott, with the same objectives as FNEEQ.

The college is proceeding with various committees, and is seeking input on topics it has to cover on its institutional evaluation checklist. The college has acknowledged the boycott, but is proceeding without faculty participation. JACFA has indicated to the

College that when the boycott ends, faculty will be free to get involved.

Recently, discussions have taken place between FNEEQ and representatives of the Minister of Education. The FNEEQ Regroupement Cegep gave a mandate to explore the possibility of solving the habilitation issue in conjunction with the Minister's recent decision to abolish failure fees for students. We are awaiting the results of these discussions.

EMERGENCY? CALL 7777

In case of a health emergency on campus, dial local 7777 (or 398-7777 on a cell phone) to connect to Security. Someone from Campus Security will then rush to assess the situation and contact Urgences Santé through 911. Do not contact 911 on your own.

This procedure is the most efficient way to connect with Urgences Santé. Our Security staff is trained in first aid, knows what signs to look for and how best to communicate that information to the folks at 911. This is a huge campus and much time can be wasted when ambulances drive around looking for the building where the emergency has taken place. Our Security staff has worked out a protocol with Urgences Santé which enables them to link up with the person in distress in the briefest time.

You will shortly be receiving a sticker to affix to your new telephone giving the Campus Security emergency number. In addition, JACFA has asked Facilities to put a sign in each classroom indicating the number to be called in the event of a health emergency. The request has been taken "under advisement" by Steve Avram.

JACFA NEWS welcomes your contributions/questions on any collective matters.

Contact Barbara De Lorenzi at local 5505 for submissions. Deadline for the next issue is November 21.

COMING UP IN THE NEXT ISSUE:

Everything you want to know about pensions!

AEC PROGRAMS

What are AEC's? Who are the AEC's teachers?

Virtually all Cegeps offer programs that enable certain students to obtain certificates known as Attestation des études collégiales. These AECs are designed for students who already have a DEC, or who at least have their General Education (CORE) requirement. AECs certify that the student has completed a certain number of college-level courses in a program designed and approved by the College. Ever since 1995, a college no longer needs approval of the Ministry of Education to grant an AEC, although it must consult Academic Council before submitting the program for approval by its Board of Governors. Since funding for teaching AECs comes from sources other than regular financing (i.e., allocation), the college receives tuition fees and various subsidies (Emploi Quebec, Employment Canada, MEQ, etc) from which it pays the teachers and covers its costs. At the same time, it is important to note that colleges fully expect these programs to act as "profit centers", generating revenue for the college budget.

How can AECs be used as a source of revenue? By paying teachers by the hour, and pocketing the difference for the college coffers! This situation exists because, despite repeated attempts, the unions have not yet succeeded in convincing the colleges and the government that teachers in AEC programs should be treated as all other college teachers and be fully covered by the provisions of our collective agreement. Therefore, AEC teachers serve as a pool of cheap labour. It must be admitted that this method of payment respects the current collective agreement. However, the general working conditions (offices, technical aid, computer access, etc.) are well below what day division teachers have access to, and this is a choice our college has consciously made.

Last semester, FNEEQ conducted a survey of teachers in AEC programs, and the results are expected to be available soon. The goal of this study is to prepare our demands for the upcoming negotiations, so that we can take concrete steps to improve the lot of our members who teach in AEC programs. Members of the JACFA Executive met with the Dean of Continuing Education,

Lana Seabrooke, in September to raise some of our concerns, and we intend to continue working to improve the conditions of teachers in AEC programs.

JACFA WILL BE HOLDING AN INFORMATION MEETING FOR AEC TEACHERS IN THE JACFA OFFICE (PENFIELD 105) on Thursday November 1, between the hours of 4:00 and 6:00 pm.

WORK REDUCTION LEAVE REMINDER

The deadline for submitting a request for a leave under the Voluntary Program on Workload Reduction (Art. 5-14.00) is November 15 for the Winter semester. You can reduce your annual workload by up to 60%, while accumulating full credit for seniority, experience, and pension purposes. The program is available to all teachers having at least three years seniority. Non-permanent teachers are eligible if they have a full-time workload over the year. For further information, contact a member of the JACFA executive.

VARIA

Music with Kirk McGeahy and David Gossage: November 7th, Faculty Lounge at 5:30p.m. Smoked Meat will be served. Come and enjoy!

Insurance Survey deadline: October 31st.

A guide for non-permanent teachers is available on the Website.

Non-Permanent Week: Campus Equity Week (Oct 28-Nov 2). Check the Website for more information.

FECQ wins its battle! The Fédération Étudiante du Collégial succeeded in having Minister Legault to discard the much hated Failure Fees. This measure takes effect January 2002.

If you are interested in participating in a very important Forum (January 2002) that will address the future of Technical Programs, contact the JACFA office. This Forum is organized jointly by the Fédération des Cégeps and the different syndical organizations: FNEEQ, FAC, FECQ.