

# JACFA NEWS



Vol. 1 No 5

April 2002

Syndicat des Professeurs-res du Cégep John-Abbott College Faculty Association  
www.johnabbott.qc.ca/~jacfa

## *From Barbara's desk*

Around the JACFA office, spring is characterized by a proliferation of data, questions, calculations and negotiations related to the allocation project for next year. By the time you read this, the CRT will be in full swing once more. We will keep you informed of our efforts and we ask you to keep the CRT delegates - Jim, Peter, Steve, and Michel - informed of any problems you see with the project as it is presented by the Administration.

We invited the new academic dean, Allister Thorne, to a recent executive meeting for a friendly discussion of positions and perceptions about the role of JACFA in the functioning of the College. There was an interesting exchange on the nature of consultation. It appears Mr. Thorne shares the DG's perspective on management rights. The deep divide that separates faculty from Administration does not escape his notice. He hopes to begin to heal that divide with a more transparent style of communication. As my mom used to say, we shall see, we shall see.

Please take particular note of the piece on the Commission des droits de la personne's survey on access to equality which the College is legally required to distribute. There are reminders about the faculty lecture series, the latest on the pay equity negotiations, another Ask Stan column and so much more.

We are planning our election meeting and final General Assembly for the academic year on May 15. This is the day of the English exit exam and the day the College hosts a conference on violence in the schools, so we plan to hold the meeting in the Studio Theatre. We urge you to make every effort to attend.

If there is any aspect of the collective agreement or academic issue which you would like us to highlight in an upcoming edition of the JACFA News, we strongly encourage to let us know. The information on pensions and leaves of absence were well-received and we would like to continue providing that kind of informative service to our members.

So hang in there, gang, it's less than 6 weeks to the end of the semester. The light at the end of the tunnel may very well be the midnight oil we burn grading those final assignments, tests, papers - all that summative stuff... Yes, we will one day look back on the completion of another academic year with a sigh of relief and of accomplishment. Take care, all.

## ACCESS TO EQUALITY SURVEY

You have recently received a questionnaire labeled "Equal Access to Employment", mailed to you by the College. As indicated in the cover letter, this questionnaire is part of a workforce analysis the College is obliged to carry out under the provisions of a provincial law that came into force in 2001. The object of the law is to enforce equal access to employment in the provincial public sector. This process is independent of the unions, and at a recent regroupement cegep meeting where FNEEQ informed us of the contents of the questionnaire, the JACFA representative expressed certain concerns with the wording of the survey. Members of the JACFA Executive also met representatives of the College and raised the same issues.

While in agreement with the objective of equal access to employment, we continue to have problems with the process, the wording, and the possible implications of this survey. The JACFA executive will continue to keep track of this issue. We would also

like to inform our members that they are NOT legally obliged to complete the questionnaire. If you choose not to, we suggest that you still return the questionnaire, either blank, or with an indication of your reason for not participating. Returning the questionnaire may also avoid call-back reminders from the College.

## In this issue...

	Access to Equality Survey
Pay Equity	General Assembly Report
Faculty Assistance Program	Health and Safety
Social	Ask Stan

## PAY EQUITY

### Possible implication...

Recently, the JACFA General Assembly voted in favour of extending the collective agreement for one year. One of the main reasons for this is to enable the unions and the government to complete the process of negotiating pay equity adjustments for workers in the public sector in Quebec. Cegep teachers have been recognized as a distinct job category for purposes of pay equity, and we are also a group that does not have either a female or male predominance, according to the terms of the law. Therefore, we are not directly affected by the pay equity issue.

HOWEVER, we believe that we cannot escape possible implications of pay equity settlements that will be reached this year by primary and secondary teachers. Currently we have the same pay scales as they do. If, as seems likely, both the pay scales and the definition of working hours for primary and secondary teachers are modified, Cegep teachers will have to take a position on our own pay structure. The Quebec Treasury Board has already communicated its interest in discussing this question with FNEEQ. A position is being prepared by the FNEEQ Negotiating Committee, which will defend the principles currently in our collective agreement and which recognize the monetary value of both scholarship and experience.

During the course of the year, JACFA members will continue to receive regular information on this issue. It is important to remain aware of the possible implications, since the pay equity question is governed not by our collective agreement, but by legislation.

### A little history...

Here's an overview of the somewhat neverending story of pay equity in Quebec.

In **1989**, the government came up with a method of evaluation of salary structures - the pay relativity method. CSN has always opposed this method because it does not take gender discrimination fully into consideration.

In **November 1996**, the Pay Equity Law was adopted. Its goals (as we now know) are to correct salary differences based on gender discrimination. In accordance with this law, every employer needed to come with a formal program of pay equity before November 21, 2001. However, under this law, some employers (like the Treasury Board) are permitted an extension in order to reconcile the Pay Equity Law with pay relativity measures previously taken.

In **October 1998**, during a meeting with the Treasury Board, FNEEQ reaffirmed that any modifications of our salary structures that could result from the discussions on pay relativity with CEQ must be approved by the CSN. It was clearly noted that the value of the assigned CEGEP teacher's workload could not be less than that of primary and secondary teachers.

In **December 1999**, an agreement between the Treasury Board and CEQ was reached on the pay relativity question. It had the following implications on our pay structure:

1. integration of scales 16 and 17
2. salary adjustments for scale 17 and minor adjustments to scale 18

In **December 2000**, the Pay Equity Commission of the Treasury Board asked for modifications to its method of evaluating public sector salary levels and gave the Board until November 2001 to present its new method of evaluation.

In **April 2001**, the Treasury Board accepted, for the first time, to review its evaluation plan of 1989. Two inter-union committees were created: one that evaluates job categories and the other on a method of evaluating salary scales.

In **November 2001**, an agreement was made between the Treasury Board and the five Unions (CSN, CSQ, FIIQ, FTQ, SFPQ), with the exception of the two teachers' federations within CSQ (FEC and FSE), to extend the pay equity negotiations.

In **February 2002**, an agreement-in-principle was reached to extend the various contracts in the public sector. General Assemblies are still being consulted on this issue.

While the extensions of the different Collective

Agreements have a good chance of being adopted, we cannot neglect the possible implications of pay equity settlements on our pay structure. We must use this time to mobilize around a strategy that will make clear the value of the work done by CEGEP teachers. The recognition by the Treasury Board of our distinct category is giving us the space to elaborate proposals for a salary structure that corresponds to the real value of our work.

## GENERAL ASSEMBLY REPORT

On **Wednesday, March 20**, the General Assembly of JACFA voted by a substantial majority to **extend the current collective agreement for an additional year beginning June 30, 2002 with a salary increase of 2% that will be paid starting in August 2003**. The vote was taken to allow time for settlement of pay equity issues for public sector workers, a project that is expected to be completed by the end of December, 2002. There was lively debate and our ambivalence with respect to the percentage of salary increase and the potential political impact was duly noted. The extension of the collective agreement requires a double majority, i.e. a majority of FNEEQ unions and a majority of voting members in order to take effect. At the time of this writing, all the unions have not voted. When the results are in, we will inform you of them.

An additional motion was passed unanimously that urges FNEEQ to deposit our demands as early as possible in 2003 in order to get the ball rolling on negotiations.

**From now on, the Minutes of General Assemblies will be distributed to all members by e-mail.** Hard copies may be picked up from the JACFA office at the time the General Assembly agenda reminder is distributed. *If you would like a hard copy sent to you via the College mail, please notify Louise at local 5506 and you will continue to receive the Minutes as in the past.* Copies of the Minutes to be approved will continue to be available at General Assemblies.

JACFA NEWS  
welcomes your contributions on  
any collective matters

Contact Barbara DeLorenzi at local 5505 for submissions.  
Deadline for the next issue is April 30, 2002

## FACULTY ASSISTANCE PROGRAM

The JACFA Executive would like to remind faculty that our long-term disability insurance carrier (UNUM) provides a support program to our faculty members for a wide variety of problems.

The LifeBalance program offers telephone consultations, searches and referrals for specialized services (often at reduced rates) on issues ranging from legal and financial advice, avoiding burnout, dealing with relationships (partners, parents, children), addiction/recovery, retirement issues and work relationships... and the list continues.

The service is confidential and free of charge. The feedback we have from faculty members who have used the program has been very positive.

To contact this program, the telephone number is 1-877-630-6701. There are information pamphlets (English and French) available in the JACFA office (P-105).

## HEALTH AND SAFETY

As you may be aware, contractors are at work on our ventilation and electrical networks to prepare the way for the introduction of an air-cooling system. This involves cleaning fans and coils as well as repairing and replacing thermostats. The work may involve some temporary and localized increase in air-borne dust. If you are particularly sensitive to dust, it may be wise to take prophylactic medication. If you simply find it irritating, opening a window should alleviate your discomfort.

Any dust or debris arising from the work undertaken on the ventilation system is just that - dust. The insulating material you may find in the area where work is being done is essentially the same material you can see on the Agora ceiling. It is composed primarily of cellulose with some nonfibrous material. There is not even a trace of asbestos in the fireproofing used throughout the College plant. This has been stipulated to by the chemists of Inspec-Sol Inc. in the sampling they did last August. Neither should you be concerned

about mold forming within the ventilation ducts. The air circulated in the College has not been humidified, as hospital air, for example, must be. The College assures us that mold will not grow in such an environment.

The College is also re-evaluating its fire safety procedures. Please apprise yourself of the evacuation plan set out for each classroom, workshop, or laboratory in which you teach so that you may direct your students to the designated exit and avoid blockages in certain stairwells. It is also your responsibility to see that wheelchair-bound students in your class or lab are brought to the designated exit where they will be met by Security personnel who then escort those students to safety.

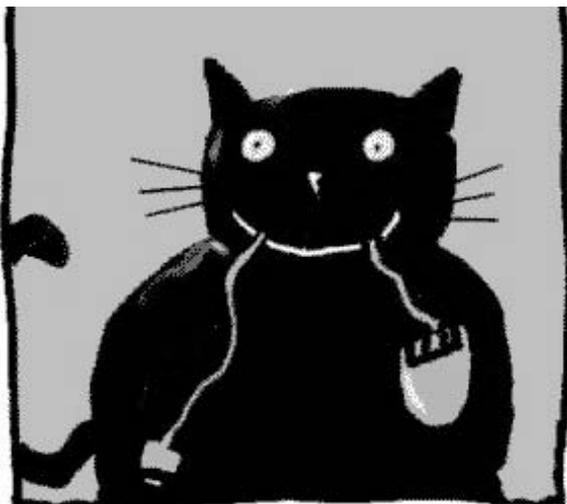
## SOCIAL

Open Mike Night has been cancelled. We'll try to stage it in the near future.

Fiona Tomaszewski will be launching her book, *A Great Russia: Russia and the TRIPLE ENTENTE (1905-1914)* in the Faculty Lounge on April 18th.

Cheryl Kies will exhibit her mixed-media art in the Faculty Lounge from April 29 - May 24.

Danielle Trudel has organized a show of art work that will be for sale from April 22 -26. The proceeds of the show will go to help Doris Miller take care of the campus cats.



## Ask Stan

### Professional advice for the collegially lost and the forlorn.

*By Stan Gendron academician, whistle blower and real "Fizz Head"*

Dear Stan,

**I have recently been reviewing a Quebec government report concerning students' success rates. Some of the information is appalling, and I quote:**

70% of high school students fail to pass the minimum mathematics requirement for acceptance into CEGEP.

And,

One out of every 3 students in the province of Quebec does not know who the Prime Minister of Canada is.

This is very distressing. What's to be done?

(signed) Blown Away

Dear Blown,

Indeed, this information is staggering. I first took your concerns to our Mathematics department. Although they too were astonished by the information, they approached it in a very positive and professional manner. They said,

A 70% failure rate is certainly not something to be proud of, but at least the other 40% are doing well and continuing with their education.

I then approached our History, Economics and Political Science department. The department was irate upon hearing the news regarding the second point. They immediately wrote to the Prime Minister's office:

Dear Mr. Diefenbaker,

We, as a department are outraged at this recent report. We demand more money, more teachers, better office space, more seniority, longer lunch hours, fewer students, fewer administrators and a better history.

As you can tell, we're doing all we can in every imaginable way possible.

In the mean time, no "lifters".