

JACFA NEWS



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Syndicat des Professeur(e)s du Cégep John Abbott College Faculty Association
www.johnabbott.qc.ca/~jacfa

From Barbara's desk

It has hardly been the quiet semester that we, on the Executive, had anticipated. By now you have all received the latest seniority listing from the College. The increased number of faculty listed reflects the growth in the College's AEC programs. At the insistence of the Faculty Association, teachers in credit-bearing Continuing Education courses are now included along with the Day Division teachers in the seniority listing. Continuing Education teachers have long been treated rather like "faculty stepchildren," enjoying few of the necessities of teaching life - a desk, access to the Xerox room, credit for preparation time and for grading, etc. that we have come to expect. Read Myriam Chagal's article on the Coalition of Contingent Academic Labour's conference in October at Concordia University to learn of the specific concerns of our colleagues in Cont. Ed. The situation of part-time faculty will surely be addressed in our upcoming negotiations along with our other demands. Look for FNEEQ's proposed demands in this issue of the JACFA News and hold onto them. We will be voting on these demands at the October 30 General Assembly.

Also in this issue is an update on legal measures we are considering to deal with libelous accusations made about faculty, health

and safety matters, allocation and other CRT issues as well as so much more!

We are planning a meeting for new faculty on November 13 at 5 p.m. in P-176. If you are new to Abbott or know someone who is, please use this opportunity to learn about our contract, job security, insurance and other syndical issues. We will be serving pizza. If you get out of class at 5:30, join us as soon as you can. We look forward to meeting you!

SPECIAL EDITION

**CONTAINS SECTORIAL DEMANDS
FOR UPCOMING NEGOTIATIONS**



**Peace at John Abbott College
October 22, 2002**

No, this is not the latest move by our Administration to cutback on close personal relationships between faculty and students. At least we do not think it is!

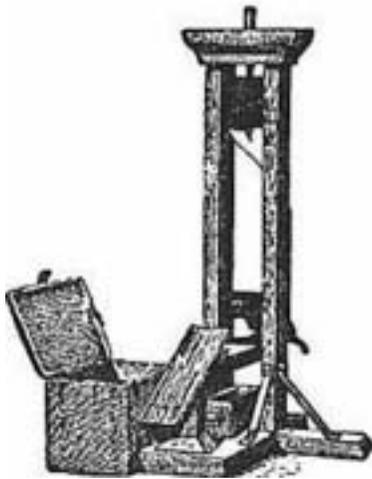
This is a serious warning to all faculty who, in response to the chill in the air, decide to close the outside window in their office or classroom...

Read complete story on page 2.

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CAMPUS GUILLOTINES



Beware all faculty who, in response to the chill in the air, decide to close the outside window in their office or classroom. If it is one of the brown aluminum windows that were installed during the renovation of the buildings on campus, you would be

wise to get some help before you undertake this apparently simple job.

Recently, at least two staff members have sustained considerable injury when the spring in the inner window suddenly broke and the weight of that inner window came crashing down on their unprotected hands. In the case of one faculty member, stitches were required and she is unable to correct her students' work.

Those aluminum windows are ageing and the spring balances that keep them up when raised eventually fatigue and snap. If you notice that a raised window in your office, classroom or lab is beginning to slip, IMMEDIATELY notify Facilities to request that the window be repaired before it slams down on someone's hands. The most efficient means of contacting Facilities is through e-mail workorders@johnabbott.qc.ca or by phone to Beverly Graham at extension 5221.

Since this danger is not always an observable phenomenon, it is prudent to enlist the assistance of a "spotter", i.e. a beefy colleague(s) or student(s) to hold the inner window up while you shut the outer one.

The Faculty Association is urging Facilities to make a routine maintenance check on all windows to determine if their spring balances are likely to give in the near future.

COCAL 5

An Apple for the Cont. Ed. Teacher: Try Peanuts!

*by Myriam Chagal
JAC continuing education teacher and
JACFA's continuing education representative at CRT*

Did you know that in many North American colleges and universities, the number of tenure-track positions is declining while the number of contract teaching appointments is on the rise? Are you aware of the fact that at many Quebec universities, contract faculty are responsible for over 50 percent of the undergraduate teaching load? This situation is typical on many North American campuses. It's high time for a new deal for continuing education teachers.



In an attempt to determine the best strategies to confront this disturbing trend and to improve the plight of continuing education faculty, Concordia University hosted the fifth annual **Coalition of Contingent Academic Labour** conference (**COCAL 5**) on **October 4 to 6, 2002**. Participants of this inter-union collective brought together approximately 40 university and college teacher organisations who represent part-time faculty from all over North America.

This was an important event for continuing education teachers in Quebec and it provided the opportunity to examine the growing trend toward casual labour in higher education and to help teachers better engage in the struggle for improved working conditions.

Experienced union representatives did an excellent job motivating representatives who began to view the struggle for better working conditions as an attainable goal rather than a far-fetched dream. The workshops treated specific issues, skills, and challenges: strategies for mobilisation, collective bargaining, distance education and intellectual property, integration and governance, benefits, academic freedom, job security and inter-union collective actions. The speakers represented a diversity of perspectives and regions throughout North America and their contribution was a reflection of the battles they have won on behalf of their own members.

Needless to say, continuing education teachers' working conditions leave much to be desired. A faculty member who teaches on a part-time basis should not be paid less for teaching time than another faculty member who

teaches the same course several times a week. The instructor's qualifications and the course content are the same, so why are the salaries different?

This situation also has a negative impact on the learning experience of the students in other ways: lack of office space and limited student contact; limited participation in extra-curricular activities or research; and the loss of highly skilled instructors to jobs outside the education sector. It is therefore not surprising that the continuing education teachers' turnover rate is high.

MEANWHILE BACK AT JAC ...

Continuing education departments in CEGEPs have thus far been officially mandated by the government and the colleges as profit centers that fund the day division. In essence, the labour of continuing education teachers greatly enhances the quality of education in the day division. The present FNEEQ collective agreement for CEGEPs covers both regular day division as well as continuing education teachers. Continuing education teachers pay the same union dues as the regular day division teachers do. However, there is much work required to ensure that their rights are on par with regular day division teachers.

At John Abbott College, many of the collective agreement clauses concerning continuing education teachers have not been respected. JACFA is prioritizing the issue this year in harmony with FNEEQ's agenda to renegotiate the continuing education section of the collective agreement.

DAY DIVISION TEACHERS UNITE ... WITH CONTINUING EDUCATION TEACHERS!

Perhaps most importantly, this is a collective issue. Students benefit from a unified, dynamic, and passionate faculty who are determined to see that all their colleagues are treated fairly and respectfully. And perhaps most alarmingly, if this trend continues and the percentage of part-time teachers increases, then greater the chance that the rights of day division teachers may be eroded.

INSURANCE FOR JACFA RETIREES

At the October 30th, 2002 General Assembly, we will be voting on a proposal to transfer all of our insurance coverage for present and future retirees to the FNEEQ plan and its carrier La Capitale. If we vote to do this, it will take effect with our policy renewal on February 1, 2003. Since we became aware that our retirees are eligible to join the FNEEQ plan, we have had very strong indications from most of our current and prospective retirees that they prefer it to our current coverage. For those who retired in August of this year and who had the open choice, all but one chose the FNEEQ plan. We asked La Capitale to allow us to give our plan members who retired before August the chance to join their plan. They agreed, but will only take the whole group - they will not allow us to give you as individuals the choice of the two plans that is better for you. As a result, the Executive has decided to hold a debate at our next General Assembly, before we negotiate our health insurance renewal with Maritime Life.

Plan Coverage Comparison				
	JACFA Plan (Maritime Life)		FNEEQ plan (La Capitale)	
	Under 65	Over 65	Under 65	Over 65
<i>Prescription drugs</i>	After deductible (\$50 for families, \$25 for single), 80% coverage of next \$3750 of eligible claims, 100% thereafter.	Optional at a cost of \$100 for single, \$200 for families.	75% coverage of first \$2500 of eligible claims, 100% thereafter.	Optional at a cost of \$97.91 for single, \$172.14 for families.
<i>Hospitalization</i>	Covers difference between ward and semi-private room in Canadian hospitals		Covers difference between ward and semi-private room in Canadian hospitals	
<i>Paramedical expenses</i>	80% of allowable expenses. For professional services there are annual maximums and per visit maximums (e.g. for physiotherapy \$75 per visit up to \$750 per year).		75% of allowable expenses. For professional services there are annual maximums and per visit maximums (e.g. for physiotherapy \$25 per visit up to \$400 per year).	
<i>Extended Travel Health coverage</i>	Not offered.		Included for trips up to 180 days.	
<i>Travel Cancellation Insurance</i>	Not offered.		Included up to \$5000 per insured trip (with standard allowable causes and limitations).	

We are proposing to do this for a variety of reasons. First of all, we believe that the FNEEQ plan offers a better overall package, in particular the inclusion of travel insurance for trips of up to six months and travel cancellation insurance. Second, for those over 65 it represents a considerable savings in the cost of the plan, while for most under 65 it is comparable or lower. Finally, the cost of providing coverage to retirees is becoming increasingly significant for a relatively small group such as ours.

There are many differences between the current JACFA plan and the FNEEQ one. The tables on the next two pages compare some of the different features. I am also posting on the JACFA website the insurance brochure that La Capitale has produced with more detailed information: <http://www.johnabbott.qc.ca/~jacfa/issues.htm> [then click on Insurance]

If you have any questions, please do not hesitate to contact me at the JACFA office (P-105), by telephone at 514-457-6610 x5506 or by e-mail at jacfa@johnabbott.qc.ca.

STOP THE DEPORTATIONS

As many of you might already know, approximately 1000 Algerians living in Canada are currently facing imminent deportation as a result of changes to federal government policy this past April 2002. These residents -- many of whom have lived, studied and worked in Canada for several years, and whose children were born here -- now live in fear of being forced to return to a country they fled due to a violent civil conflict that has taken at least 150,000 lives.



According to the most recent information from Immigration Canada, at least 23 people have already been deported. Hundreds more will be deported in the coming days, weeks and months.

Fortunately, members of Montreal's Algerian community, with their allies, have mobilized to try to change the government's policy and to end the inhumane deportations to Algeria. The *Comité d'action des sans-statut algériens* (The Action Committee for Non-Status Algerians) has existed for over a year, and has recently initiated a campaign to raise awareness about their situation and to organize an effective political and legal response.

The campaign is organized around three main demands:

1. An immediate end to all deportations;
2. A return to the moratorium on removals to Algeria;
3. The regularization of non-status Algerian residents in Canada.

The time to act is now! The deportations have already begun, and many more individuals and families will be forcibly removed to Algeria if we do not collectively organize an effective response.

We ask for your support, so that we can end the deportations and act in solidarity with the *Comité d'action des sans statut* and all immigrant and refugee communities under attack.

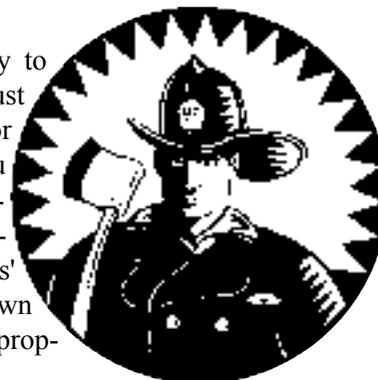
A petition has been launched, supporting the demands of the *Comité d'action*, that will eventually be presented to the House of Commons (no later than November). **You can sign the petition in JACFA office until the October 30** or contact the *Comité d'action* at 514-996-3819.

Text written by The Action Committee for Non-Status Algerians

FIRE DRILLS

In the event of a fire drill, faculty are required to direct their students to leave the classroom or laboratory immediately and head toward the nearest fire exit. "Immediately" means just that - even if you are in the middle of a test or an experiment! Fire marshals will then direct students and staff to the fire exits. Students in wheelchairs or whose mobility is challenged in other ways should be brought to the exit staircase where staff will come to assist them in leaving the building.

Make it your responsibility to know the fire exit you must use for each classroom or laboratory in which you teach. The maps in the hallways provide that information for you. Your students' safety as well as your own depends on your following proper procedures.



JACFA NEWS

welcomes your contributions on
any collective matters

Contact Barbara DeLorenzi at local 5505 for submissions. Deadline for the next issue is
November 29, 2002

PROPOSAL FOR CALCULATION OF SCHOLARITY

On several occasions, it has come to our attention that a problem exists in the current method of calculating a teacher's scholarship for purposes of establishing their annual salary. As things now stand, a determination is made by the college based on the number of recognized credits the teachers has accumulated in recognized educational activities. Thirty credits equals one year of scholarship, and the credits are tied to the number of hours spent in a classroom setting. This method is used throughout the school system in Quebec.

The JACFA Executive believes that this system causes two anomalies. First, a teacher with a Masters degree, or with a completed PhD, is often placed at a scholarship level that does not accurately reflect his or her qualifications. For example, many teachers with completed Masters are at the entry-level scale 17, as is a teacher with Bachelor's degree, or even less scholarship. The second problem arises with faculty who have degrees from educational institutions outside North America, where "credits" and "contact hours" do not necessarily play the same role in higher education. These teachers then see themselves penalized for having attended institutions such as Cambridge University, or the Sorbonne.

At the general assembly on October 30, the JACFA Executive is presenting a motion that, if adopted, our delegates will bring to FNEEQ as a proposal to integrate into the plan for a new salary structure for CEGEP teachers. The proposal would address the two problems identified in the previous paragraph by a) placing all teachers with a completed Masters degree at scholarship scale 18, and all teachers with a completed Ph.D. at salary scale 19+; b) doing the same for all teachers with degrees from recognized universities outside of North America. We believe that these two measures would go a long way towards ending the inequities that exist in the current system. They would also reflect the fact that CEGEPs provide post-secondary education, where university diplomas are valued. And, at a time when "globalization" is rapidly becoming a cliché, we would finally offer proper recognition to all valid degrees, obtained throughout the world.

We would like to emphasize that the proposed changes would not affect in any way the current system of calculating scholarship. They are meant as added guarantees, in two areas where we believe injustices have occurred. If we are making a case that CEGEP teachers form a job category distinct from primary and secondary school teachers, then perhaps our method of calculating scholarship should accurately reflect that reality. **We urge you to come to the next general assembly and participate in the discussion and vote on this important question.**

Class Action Law Suit Against the Alliance des professeurs

Last November, primary and secondary school teachers staged a three-day illegal strike related to the pay equity issue. The teachers, the parents' council and the CSDM came to an agreement to recuperate the lost classroom hours. Later, a parent went to the Superior Court to plead for the right to file a class law suit of \$3 million (3 days/\$100 per day for 100,000 pupils) against the Alliance for personal damages. The Superior Court granted the suit, so there will be a trial. We think that this will create a dangerous precedent as the claim for the suit rests on a highly exaggerated view of individual rights.

If you had a child or children enrolled at the CSDM last November and would like to opt out from the suit, you must sign a pre-addressed and pre-paid legal letter. **The letter is available at the JACFA office. Thanks for your comprehension and support.**



Peter explains salary structure during the last general assembly

ATTENTION ALL FACULTY!

Next week, four John Abbott teachers will be completing questionnaires to evaluate the work we do. The results will help the Treasury Board to develop a new salary structure for CEGEP teachers. (This study does not ask about the number of hours worked per week that we work; instead, it will evaluate the types of tasks we must perform to complete our teaching duties.) For more information, contact Peter Solonysznyj at 5102.

JACFA memories...

