

JACFA NEWS



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May 2003

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

Most of us are just too busy at this time of the semester to bother reading my introductory remarks and, I must admit, the improved weather is a more delightfully benign remedy for all the stresses of the waning academic year than anything that has crossed my desk of late. So I shall attempt to keep it brief and encourage one and all to open their windows (being careful to prop them up, lest they suddenly descend on the hands we will need for all that marking in front of us!), breathe deeply, and enjoy all the beauty there is around us on campus.

The ups and downs of the recent allocation process have been the chief occupation of the JACFA Executive lately. In that update, we include a list of posts, which have become available at the College – quite a change from a few years ago when we had to work so hard to minimize MEDs. Negotiations for a new contract are coming up and there is an article on salary issues to inform you on progress so far. There is also a note on the five-year limit on pension credits or buy-backs. Look for report on the Smoking Ballots survey that you received about a month ago and an update on departmental requests for funds from the student success budget. A couple of faculty members have been asked to debate the issue of the FTAA and we print that for your entertainment and interest. We also ask you to complete the ballot on FTAA negotiations included in that section. The JACFA Executive would also like to express its

solidarity with our FNEEQ members in the Association of Graduate Students at McGill (AGSEM-TA) who are currently on strike. Hope you find all these well worth reading.

Because the recent provincial elections destroyed plans to hold our annual election meeting and General Assembly on the study day that had been scheduled before exams begin, we have decided to hold our final **General Assembly at 5:30 p.m. in P-204 on Tuesday, May 13. There will be a light meal and, immediately thereafter, we will hold our elections.** Be there to cast your vote and determine your representatives on the JACFA Executive, Academic Council, and the Faculty Professional Development Committee for the next academic year. Do consider putting your name in for one of these important responsibilities. New faculty are especially welcome! Don't wait until the JACFA barbecue on May 21 to get together with your colleagues – be at the General Assembly to decide on matters affecting us all as John Abbott faculty!

Barbara A. Lorenzi

FTAA Consulta! Express your opinion! Fill out the ballot!

As expressed in the last JACFA News, the people at the World Social Forum in Porto Alegre have decided on a Popular Continental Referendum (Consulta Popular Continental), so that millions of men and women in the Americas can speak out about whether or not they want the FTAA. Hopes are that the opinions expressed in the referendum will be heard.

Read page 4 and 5 and cast your ballot.



In this Issue

allocation project, FTAA consulta, pension buy-backs, salary issues, McGill strike, student success, seniority, equity and workload

and more.....

TEACHER ALLOCATION AGREEMENT

The JACFA Labour Relations Committee representatives concluded a somewhat satisfactory agreement with the administration on April 23 on teacher allocation by discipline for 2003-2004.

One issue prevented it from being completely satisfactory. The teachers from a small number of disciplines will be required to increase the number of sections they teach over the year by one. This is occurring because the allocation to these disciplines that would be required to avoid this is more than the allocation that the disciplines justify under the PES financing formula. Based on the projected workload for next year, the administration calculated the individual workload (CI) for these teachers and insisted that they be required to teach additional course sections to handle their discipline's projected student enrollment. In the case of Film/PRT, we argued successfully that these disciplines should at least receive 100% of the allocation they generate under the PES formula. This reduced the number of proposed additional yearly sections per teacher from two to one.

Overall, the allocation agreement calls for the hiring of 348 full-time equivalent teachers. Thirty full-time, full-year teaching posts will be available for non-permanent teachers. These posts will be in the disciplines of Nursing, Mathematics, Chemistry, Physics, Aircraft Maintenance, Energy Tech., History, HPR, Business Administration, PDHT, Computer Science, History of Art, Film/PRT, French and English.

All academic job vacancies are expected to be advertised or posted on or about May 26. Non-permanent teachers who want to exercise their hiring priority must apply for these vacancies in writing within the ten-day posting period.

FNEEQ Congress in Rimouski

The 26th FNEEQ Congress will be held in Rimouski, May 27-31. Members of the JACFA executive will be at the Congress to debate and to vote on the federation's mandate for the next three years. We will also adopt the financial statement, express our solidarity with unions in conflict and other groups fighting for social rights. The election of the Federation's executive will also be held. The federation's statement for the last three years is accessible on our website.

FIVE-YEAR LIMIT ON PENSION CREDITS

According to fiscal legislation, there is a limit to the amount of five years you can buy back or receive in pension credits. For years after 1991, the maximum total allowed is five years (with an additional three years for parental leave). This means that if you took a large amount of time off since 1991, you may run into problems if you want to have these periods in order to have them recognized for pension purposes. With the growing popularity in recent years of leaves under article 5:14 of our collective agreement, it is important to be aware of this legal constraint. If you need further information on this question, please contact Human Resources.



SUGARING OFF 2003

SALARY ISSUES

The new salary structure for Cegep teachers that was ratified recently by FNEEQ will start being applied at the start of the fall semester. Implementation will be phased in over three years. For 2003-2004 and 2004-2005, there will be parallel pay scales for teachers at scholarship 17, 18 and 19 years. The first will represent the pay for teachers without a master's degree, and the second (17M, 18M, 19M) for those with a recognized master's degree. The 19+ scale will continue for holders of a Ph.D. In fall 2005, the new single-scale pay system will be implemented, with additional levels for holders of a master's degree (18) and a Ph.D (19, 20).

The new salary structure will mean a pay increase for a substantial number of John Abbott teachers. All teachers at current scholarship levels 17 and 18, and many at 19, will see their pay increased due to this new structure. The actual salary figures were distributed to all faculty earlier this semester in the JACFA News. In addition, the new contract to be negotiated (we hope) during the upcoming year, will include pay increases to be applied to ALL teachers, in the usual way, as a straight percentage.

Last year, FNEEQ members rejected the proposal for a one-year contract extension; therefore, the 2% pay increase that most of the public sector is receiving for 2003 is not being applied to us. However, FNEEQ is currently consulting local general assemblies on a motion to request this 2% salary increase for teachers in FNEEQ Cegeps, to be applied this fall. This demand is an attempt to ensure that we receive the same increase as the rest of the public sector. FNEEQ's understanding is that we will, in effect, have to ask for the same figure in the upcoming salary negotiations, and that it makes sense to attempt to settle this issue before the real negotiations begin this fall. The JACFA General Assembly will be considering this motion at our meeting on Tuesday, May 13.

GRAD STUDENTS STRIKE AT MCGILL!!!

On April 24, the Association of Graduate Students Employed at McGill (AGSEM-TA) went on a legal strike in support of their contract demands. The union, which is affiliated to FNEEQ-CSN, has been trying to reach an agreement with the University since talks began in December 2001. The main dispute is over pay. Whereas the national average for teaching assistants is \$24.42/hour, McGill only pays between \$14.50 and \$18.49/hour. The union is asking for \$22/ hour. On April 10, delegates from the Regroupement Cegep of FNEEQ joined the AGSEM picket line at the Roddick Gates of the "venerable" Montreal institution.

The JACFA Executive would like to express its full solidarity with our fellow FNEEQ members in their struggle for a fair wage. We encourage all members to show their support for our colleagues, and, in some cases, former students, by sending an e-mail to the union at agsem@web.net. You can also visit their website at <http://www.web.net/~agsem/>.

SMOKING BALLOTS THE RESULTS

When you look at archival photos depicting the classroom environment, you are surprised to see faculty lighting up cigarettes in classrooms, as did their students, too, once upon a time. Much has changed since then.

In 1992, JACFA conducted a survey to determine if the faculty were in favour of abolishing the few remaining smoking lounges and establishing a smoke-free environment within the college. The vote (75 to 59 in favour of a smoke-free environment) was ratified at a General Assembly on May 13, 1992. That became the Faculty Association's official position on that subject.



That was some time ago, so when the Health and Safety Committee agreed to poll constituencies around the college on the closing of the last remaining smoking area within the college's walls, the Oval, another survey was sent to all faculty. The results were clear: **the faculty voted 84 to 45 to eliminate the Oval as a smoking area, even though it is separately ventilated according to norms, and for the college to become entirely smoke-free.** A revisiting of the current position of JACFA on that subject does not appear to be warranted.

At the Health and Safety Committee meeting held on April 29 this year, the various constituencies reported their results. JACASPA, the support staff union, voted to eliminate the Oval and become smoke-free. SUJAC, the student union, voted to maintain the Oval for smokers. JACPA, the professionals union, had a tie vote. The cadre did not canvass their group, so the decision will be made at the next meeting in mid-May.

It is interesting to note that the possibility of establishing a smoke-free perimeter around the buildings was brought up. It is currently a practice in a number of high schools and in public buildings elsewhere in Montreal. No decision was made on this issue.



CONSULTA POPULAR

Question 1: Do you agree that the Canadian government should endorse the project of the Free Trade Area of the Americas (FTAA) as it is negotiated?

YES

NO

Question 2: Do you agree that the federal government should not sign any trade agreements in the Americas unless it implies:

- a) A transparent and democratic negotiation process;
- b) That local governments reserve the right to legislate on any issues of public interest or the environment;
- c) That individual and collective rights supersede commerce and profits;
- d) Equality between men and women.

YES

NO

The negotiations between the World Trade Organization (WTO) and the Americas are, in part, about the development of new trade sectors in the health, education and other public services. The education sector, when reduced to a market, is estimated at \$200 billion! Multinational companies such as Microsoft, Vivendi-Universal, are obviously very interested by this profitable opportunity. The commercialization of education will corrupt the mission of public institutions. The intrusion of private funds in education will seriously influence program learning objectives, as well as our jobs. Schools, colleges, and universities are also places where students should learn how to be better citizens and to experiment with democracy.

The Americas includes 34 countries (all except Cuba), with a population of 800 million and a combined Gross National Product (GNP) of \$11 trillion US. More than 900 trade negotiators produced the draft text of the FTAA. However, no government has made the draft public, though it is based on legal agreements that already exist, specifically NAFTA and WTO. It is negotiated behind closed doors.

We have asked our colleagues, **Brahm Canzer** from Business Administration and **Roger Haughey** from Humanities, to provide us with their views on globalization.

Could you please answer the following ballot and send it to JACFA office or simply drop by and cast it in JACFA's box before the May 21st BBQ.



"Freedom isn't free" The Real Cost of International Trade Agreements

by Roger Haughey

The goods available through global trade are generally cheaper than domestically produced items, but how much we pay for our consumer products is only part of the free trade story. The problem with so-called "free" trade is how expensive it is; the FTAA will serve to strengthen some of the most expensive, economically wasteful, and (in the case of life-saving pharmaceuticals) deadly forms of protectionism. By seeing human activity in terms of market relations, medical breakthroughs become patents, technology becomes intellectual property, and democracy becomes a trade barrier.

Free trade agreements encourage industrial monocropping - huge multinational enterprises whose survival is based on product export over local needs. Yet civil societies that use these same economies of scale to assert domestic priorities in public works, health, education and regional ecology are increasingly marginalized by national free trade negotiating teams. The structure and function of multinational free trade agreements benefit the existing economic elite at the expense of the average citizen by heaping commercial and legal powers on large corporations and by limiting the authority of local governments to regulate their activities.

Under Chapter 11 of the NAFTA, the blueprint for the FTAA, corporations have the same legal rights as municipalities and states when it comes to access to any sphere of economic activity, public or private. These corporations have the right to use court action to demand access to contracts for infrastructure, health, and education,

essentially removing local control over important public services. Now imagine extending this and other NAFTA provisions throughout the hemisphere and you can see why labor, environmental, and cultural organizations are adamantly opposed to the FTAA. Workers in the United States, Canada (including the CSN), and Mexico, have plenty of experience with NAFTA and know that it has reoriented economic priorities away from local concerns and toward the extension of export-oriented multinational corporations. In the United States, the main problem has been the loss of relatively better paying manufacturing jobs, and the downward pressure on wages as companies move or threaten to move south. Canada has also lost a good part of its manufacturing sector, particularly the unionized part, and income inequality has worsened significantly. In addition, Mexico has seen a decrease in purchasing power for its workers, as well as falling income for the selfemployed (a much larger part of the labor force than it is here).

In Latin America as a whole, the last two decades of "free trade" have been expensive indeed. Income per person has grown about 7 percent over the last 20 years, as compared with 75 percent in the previous two decades. The meltdown of the Argentine economy - a nation held up as a model of development in a world of free trade in currency, commodities, and international corporate investment - is the clearest proof available that the benefits of regional and global trade agreements flow to those who are already thriving, while the costs are paid by the people and their increasingly marginalized social and political institutions. Only sustained global resistance to the corporate model of globalization will give us the freedom to join our neighbors in agreements that share the benefits and the costs of prosperity in our ever shrinking world.



Why I Support Globalization in the Americas

by Brahm Canzer

I support the North American Free Trade Agreement (NAFTA) and the globalization movement because, in spite of any disadvantages, I truly believe the overall long-term advantage to everyone in North America is far greater. Given the limited space permitted, let me discuss just one reason for my support.

I believe that poor people living in countries, like Mexico, will never escape their poverty unless the opportunity to earn higher incomes is made available to them. That opportunity is totally dependent on the willingness of customers inside and out of Mexico to buy what Mexicans can offer for sale today. Many Canadians understand this and willingly help-out by vacationing at warm Mexican resorts each winter. Others seem to feel guilty if they buy any manufactured products at Future Shop with a "Made in Mexico" stamp on the box. Some people can rationalize vacationing at Mexican hotels, but claim that by buying from a HP computer assembly plant in Mexico, they are contributing to the exploitation of employees who may be paid lower incomes by Canadian standards. Either purchase will help Mexicans earn more income, while any refusal to vacation in Mexico or buy manufactured products will result in lost earnings. It's that simple. So pay a low income to that "exploited" worker or pay him absolutely nothing by not buying the product or service he or she can produce. You have only that choice.

The opportunity to earn higher incomes is dependent on the ability to sell a finished product or service to buyers who are able to pay market prices - Mexicans, Americans, Canadians - anyone for that matter. Imagine for a moment if Mexico did not allow Canadian or American tourists to visit those warm beaches. The result would be even lower earnings for employees restricted to serving only Mexican nationals who could afford to stay at vacation resorts. The size of the Mexican tourist industry would be a fraction of what it is today. There are other industries that Mexicans can compete in as well, but we have to be willing to buy their finished products; otherwise, their industries will remain smaller or nonexistent and their incomes lower.

The issue is really about seeking a formula for greater wealth generation and distribution to the masses, especially in places where the power to change conditions is so weak. This means helping yourself to lower priced products and thereby increasing the incomes of those who produce them. The door has finally been opened to Mexicans to make use of their primary competitive advantage - lower labour costs - in combination with advanced knowledge and technologies from the rest of the world to produce products for sale across North America. Without access to the 365 million willing North American customers, the investments that support their jobs and help redistribute wealth to them would not occur. In time, their incomes will rise just as the incomes of Canadian and Americans did, just as income rose in Japan and South Korea, and just as they eventually will everywhere. But that won't happen until we buy something from them.

FEC (CSQ) Signs a Salary Structure Agreement

The FEC local unions have agreed to a new salary structure that is nearly identical to ours. Their agreement does not specify professional services rendered but rather recognition of work time done. This is because FEC has been negotiating the new salary structure as a pay equity issue. The number of hours recognized for activities inherent to program and pedagogical activities is the same as us: 173 hours. Their agreement will be phased in differently because it comes into effect next fall (for us it is next winter). Another difference is that pedagogical activities will count for 80% of the hours and that they also include informational and promotional activi-

STUDENT SUCCESS FUNDS Teachers Need Not Apply

Annex F137 of college funding rules is about institutional student success plans. This annex defines the guidelines the college must adopt to develop, write and implement its student success plan. The last item outlines the allocation given to each college to implement its own success plan. At the December 11th JACFA General Assembly, a motion was passed calling for adequate funding of department and program student success plans out of the College's student success budget. In 2002-2003, the College received \$549,000 from the government to fund activities identified in its success plan; departmental and program activities received no funding whatsoever last year, and once again this year almost all of these funds have been allocated to the Learning Centre and its activities.

We have no problem with the Learning Centre being adequately funded. It does very good work. But since 2001-2002, student success funds have more than doubled. Some existing budgets have been folded into the success budget, but the net result is almost twice as much money as before.

Academic Council passed a motion in February calling on the College to allocate 50% of its success funds to program or departmental activities, with proposals being prioritized through the Student Success committee. Many departments (including Biology, Chemistry, Physics, Mathematics, English and Social Science Methods) sent in proposals to the Academic



Dean, Allister Thorne.

Since then, we have heard nothing. The Student Success committee (chaired by the Academic Dean) has not met since November. No departments have received responses to their proposals, and no activities funded from student success funds were included in the allocation project submitted by the College.

This is unfortunate. We continue to believe that addressing student success requires support for the type of teacher-led activities that requested funding. The College is happy to include these in its success plan and reports to the government, but when it comes to putting its money where its plan is, where's the beef?

It is clear that the College administration does not take us seriously on this issue. This story is to be continued...

Insurance Notes

1. If you are traveling this summer, it is a good idea to have a Travel Insurance card with you. Our policy covers a full range of expenses, including medical services, emergency transportation, return of dependent children and much more. Call Human Resources if you need a card.
2. If you are going on leave next semester and plan to travel for more than the 90 consecutive days that our policy covers, you may want to check the "top-up" travel insurance offered by PlanDirect. Our insurance broker, Guay Gravel and Associates, can help you to get a quote from them at 514-937-4188.
3. The results of the insurance survey should be available by the end of the semester. They will be presented at our last General Assembly (Tuesday, May 13, 2003) and will also be posted on the JACFA website. Thanks to everyone who took the time to fill out the survey.

SENIORITY, EQUITY AND WORKLOAD

One question that JACFA Executive members are frequently asked, particularly when departments are assigning courses to instructors and wrestling with their schedules is, “do we have to go by seniority?”

The simple answer is **NO**. But there is no clear and simple alternative either. There is nothing in our collective agreement that *requires* departments to use seniority as the method of assigning and scheduling workloads. Courses do not “belong” to individual instructors; they are allocated by agreement with the College to the department. It is the department’s job to divide them among its members and to assure the quality of education. The first step should be a discussion about how to go about doing this. There are at least four factors that departments should consider in dividing teaching resources.

The first factor is *equity*. Workloads should be divided as fairly as possible. The tool our contract provides for evaluating workload equity is the *charge individuelle* (CI). It considers the number of students and preparations in measuring workloads. A CI of 40 in each semester (80 for the year) is considered a full load, but up to 10% over can be added without creating an overload. The CI is an imperfect tool for measuring workload equity. Some courses



demand more work than others, either because of their nature (e.g. production courses in Creative Arts) or their clientele (e.g. *mise-à-niveau* or *accueil* courses). This is not recognized by CI calculations (or often our Administration).

The second factor is *preference*. What and when teachers want to teach should be considered in assigning and scheduling courses. There is no reason why any teacher or group of teachers should have an automatic “right” to teach cer-

tain courses, or conversely, that they should be systematically excluded from teaching courses for which they are qualified and would like to teach. Specialization and experience are important considerations in assigning courses, but it is always beneficial to have more than one teacher able to teach a course in case of planned or unexpected leaves of absence.

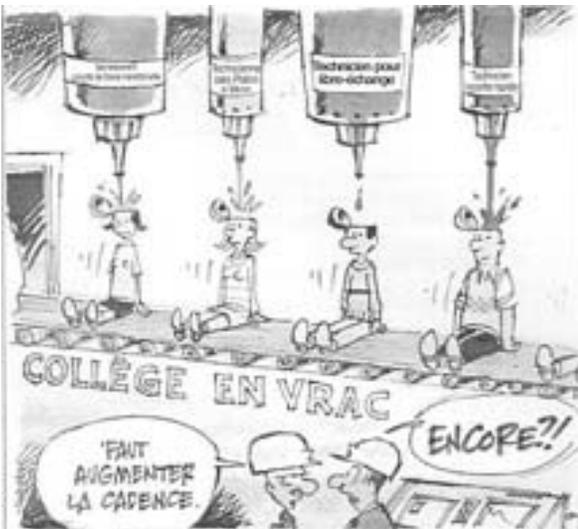
The third factor is *precarity*. It is inevitable that those on the very bottom of the seniority list will often end up taking whatever work becomes available the last minute due to sick leaves or other unforeseen circumstances. But this does not have to mean that most non-permanent teachers should routinely be given the courses and times of the day that no one else wants to teach. To add injury to insult, these teachers may also end up being paid less than a full *pro rata* salary for teaching workloads greater (as measured by CI) than their permanent colleagues. Given the projections of a growing need in the coming years to integrate and train new faculty, finding “normal” workloads for them may also be a deciding factor when good teachers have the option of staying at John Abbott or going to another college.

The fourth factor is *seniority/status*. Departments must, of course, assure their permanent teachers full-time work before filling up the schedules of non-permanents. There is also little point in forcing senior teachers approaching retirement to develop new courses simply to maintain a strict policy of course rotation. In those rare occasions where there is no possible compromise, it may be necessary to fall back on seniority as the deciding factor. But in most cases, it should be possible to work around this.

There is no magic formula for determining how departments should assign and schedule courses. It is probably impossible to make all teachers happy all of the time with their schedules and work assignments. A fair and open method that does not simply say to new teacher “wait ten years and it will be your turn” should be sought. When departments fall back on seniority alone, it is usually a sign that there are serious divisions within the department, or that an open and full discussion has not taken place.

Fédération des Cégeps: A New College Reform?

The Fédération des Cégeps has recently made public its development plan for the college system. It was well received by the three parties in the National Assembly, which is never really promising for us, to say the least! The document is divided in nine themes and sixty-six guidelines. Everything is in there: the place of general education in programs, pertinence of pre-university programs, technical programs' curriculum, etc. The document asserts that the college must be reformed significantly if it does not want to disappear. It is a development plan mostly inspired by neo-liberal and utilitarian views. It is a major departure from the humanist spirit that helped to create Cégeps in the Parent Report. The whole document is available on the Fédération's website (accessible from JACFA's). A hard copy may be picked up at the JACFA office.



Faculty Evaluation

It took Keith W. Henderson two years to call a third meeting on Faculty Evaluation. During the two meetings of winter 2001, the JACFA executive made the point that faculty evaluation must be: a) simple b) formative and c) non-discriminatory between permanent and non-permanent teachers. On April 2 2003, the DG deposited two fairly complicated drafts for two college policies: a formative one for all teachers, and a summative evaluation for *new full-time and part-time faculty*. The Executive will meet again with the DG and the Deans on May 14, 2003 at 1:30 p.m. in the Boardroom to discuss the issue further.

REMINDER

JACFA General Assembly: Tuesday May 13 at 5:30 p.m. in P204. A light dinner will be served.

If you are interested in becoming active in JACFA: Executive, Academic Council, the Research and Development Committee and/or the Faculty Professional Development Committee, your nominations must be received in writing by the **Elections officer, Daniel Gosselin (P-129), before May 12 at 3 p.m.** Please note that nominations can also be taken from the floor.

JACFA Annual B.B.Q. will be held **May 21 at NOON** on the Casgrain terrace. The B.B.Q. will be cancelled in case of rain (or snow?). Check the website or call the office if in doubt.

Do not forget to cast your vote about the **FTAA Consulta at the JACFA office.** Ballot on page 4.

FNEEQ Congress May 27-31, 2003, in Rimouski.

Last Day of our availability to the College:
Friday June 13, 2003.

First Day of our availability to the College:
Tuesday August 19, 2003.

Next Salary increase: ???

Deadline for Work-Reduction leave (5-14.00):
May 15.

JACFA NEWS
welcomes your contributions on
any collective matters

We will be back in September.