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## From Faye's Desk

### New Professional Development Money for All!

It is always a heartening change to start with some good news about what has come to be known around our office as the JACFA economic stimulus package. As you probably know, JACFA has reached an agreement with the administration to set up individual professional development accounts from the German student surplus allocation. For example, this means you can access up to \$1,200 to buy books and computer software or hardware or to embark on a study trip related to your teaching. Make sure to check the agreement before making any purchases (see page 10). As the money is for professional development, you have to be working at the College to have an account, and if you are part-time, the money is proportional to your workload. In fact, if you are part-time and become full time in the next two years, you will then have access to the full \$1,200. So here's to a collective hoorah, dance moves in our hallowed halls, toast with the potent potable of your choice -- whatever moves your groove.

Other issues that have crossed our agenda recently are the increasing number of last minute changes to teach-

ers' courses and schedules during registration. So, we have included an article on the provisions in the collective agreement that protect your rights concerning your workload for course preparation. The so-called 45-day and 5-day letters are guarantees that all your course preparation work is not cast aside because registration is too close to the beginning of the semester, so please read on. And to further our interest in keeping our working environment as harmonious as possible, you will also find articles on avoiding workplace harassment and the pitfalls of John Abbott's strategic planning.

We have also started a series that will decipher some of the more mysterious bureaucratic goings-on at the College, beginning with our virtual pay cheque stubs—which can sometimes be confusing when you are not sure which total is your net pay and (sigh) which is the deductions. Some of these deductions are, of course, meant to ensure a worry-free retirement or even make the purchase of your first house easier. How? Well join us for our *FONDACTION* Day on February 10 in P-105 to find out. *FONDACTION* is a CSN labour-sponsored RRSP

that entitles you to an additional 30% tax credit on top of the 40% of other similar financial products (yup, that's a 70% tax credit). The fund invests ethically in Quebec businesses and the money can be withdrawn without tax penalty for the federal Home Buyers Plan. As with all financial products, though, there are risks and you need to read the prospectus. So read about it inside these pages and we hope to see you on the 10th!





*According to the policy, harassment is any vexatious conduct that affects an employee's dignity or psychological or physical integrity and that results in a harmful work environment.*

## **It's About Respect: Psychological Harassment, Abuse of Power, and Violence in the Workplace**

Several years ago, the Quebec government passed legislation on harassment in the work place. As employers are legally bound to recognize and prevent harassment, the College adopted Policy 11 *Concerning Psychological Harassment, Abuse of Power and Violence*. According to the policy, harassment is any vexatious conduct that affects an employee's dignity or psychological or physical integrity and that results in a harmful work environment. Even a single serious incident that has a lasting effect on an employee may be considered psychological harassment.

Here are some examples of what could be construed as harassment, abuse of power or violence:

### **Working Conditions:**

- exerting pressure on staff to waive rights (holidays, schedules, etc.)
- assigning tasks that are impossible to complete
- systematically contesting every decision that a staff member makes

### **Isolating and Refusing to Communicate:**

- communicating in writing only to a staff member
- refusing to talk to a fellow staff member
- ignoring the presence of a staff member

### **Attacking Dignity:**

- discrediting a member of the college community to administrators, staff or students
- discrediting a member of the college community by spreading rumours about him or her
- making fun of or caricaturing physical handicaps
- criticizing the private life of a member of the college community
- attacking the religious or political convictions of a member of the college community

### **Verbal, Physical or Sexual Violence:**

- threatening with physical violence
- physical violence
- invading someone's private life with phone calls, letters, etc.
- not taking into consideration an employee's health problem
- yelling or swearing
- sending flaming e-mails

## Spotlight on Workplace Harassment: Flaming E-mails

**What?:** Flaming is a term for venting or sending inflammatory messages in an e-mail.

**Why?:** Flaming is a matter of the reader's perception of the message. E-mails are linked to a diverse set of triggers, such as the informality of e-mails or the absence of a buffering "time lag" that might moderate response. E-mail also lacks non-verbal feedback that might moderate and augment the interpretation of the message, such as facial expressions, tone of voice, and gestures. Because of e-mail's "shoot from the hip" quality, people can fire off a message without thinking about the consequences.

### How to keep flaming under control:

- Before you send an e-mail, ask yourself, "Would I say this to this person's face?"
- Wait before responding to an offensive e-mail. Once you reply to the message, it is gone for good and you may regret it. Write a response to yourself or take a walk around campus for a bit of fresh air and perspective.
- Reread your message before sending it.
- Avoid messages in ALL CAPS.
- Avoid irony and sarcasm.
- Use emoticons and other graphical symbols only when appropriate.
- There are times when you need to take your discussion out of the virtual world and make a phone call or meet in person.



## JACFA Action List

As you have been informed via email (and at our last general assembly), JACFA regularly receives information inviting our members to take notice or action in different social and political causes, ranging anywhere from workers' rights in Mexico to campaigns against violence towards women or support for victims of legal abuse.

You can now be kept informed of these events by joining our new JACFA ACTION mailing list. Just send an email to [jacfa@johnabbott.qc.ca](mailto:jacfa@johnabbott.qc.ca) with "JOIN JACFA ACTION LIST" in the header.

It will always be possible to deregister from this list by replying "REMOVE ME FROM JACFA ACTION LIST" in the message header.

An example of one of our latest sent JACFA ACTION messages was a petition in support of the UN's Universal Declaration of Human Rights.

# How Things Work... Your Pay Stub!

In this issue we are starting a new series (blatantly copied from the Vanier College Teachers' Association Newsletter!) that will explain how some of the mysterious things around the college work.

### EARNINGS/BENEFITS

This may include your salary (Sal. reg.), pay for sick days (Sickbank), *Suppléance* (hourly-paid replacement teaching), or any other adjustments for the pay period.

### DEDUCTIONS

**Provincial and Federal taxes, employment insurance, the provincial pension plan (QPP) the Quebec Parental Insurance Plan, and union dues (1.6%)** are deducted from all pay cheques. If you are under 70 years of age or have less than 35 years of service, you must also contribute to the **RREGOP** pension plan (7.05%). Most teachers participate in the FNEEQ insurance plans – **basic health, basic life, and long term disability**. Other options include **additional life insurance**, the **dental plan**, charitable contributions (the **JAC Christmas fund, West Island Community Shares or Centraide**), **parking fees** (a JAC profit centre), **Fondaction** - the CSN's labour-sponsored RRSP fund. Group car or house insurance by payroll deduction appears as **Primm. ins. comp.**

### OTHERS

The mysteries of the sick bank were explained in the last JACFA News; but note that it is reported in **hours** not **days** (1 day = 6.5 hours). You can only be sick in whole days, not by the hour, but you can take half-days for parental responsibilities.

### JOBS

We are all enseignants (instructors). The "**rate**" is your contractual salary expressed as an hourly rate for the pay period.

### PERSONAL INFORMATION

Name:	
Employee number:	xxxxxx
S.I.N.:	xxx xxx xxx
Account no.:	
Federal exemption:	9800.00
Provincial exemption:	10215.00

### EARNINGS/BENEFITS

#### Description

Sal reg  
Sickbank

### DEDUCTIONS

#### Description

Provincial tax  
Federal tax  
Employment ins.  
Quebec ins. parental plan  
Q.p.p.  
Rregop  
Union dues  
Basic health  
Basic life  
Long term disability  
Dental plan  
Jacxf foundation  
Parking  
Fond  
Primm. ins. comp.

### OTHERS

#### Description

Current sickbank  
Accumulated sickbank

### JOB(S)

#### Description

Enseignant - ens. regulier

Long gone are the days when teachers received an actual pay cheque every two weeks, or even a statement printed on paper. You can access your last 52 pay stubs on My JAC Portal, and may select the option there to have it emailed to you every two weeks (usually two days prior to the Thursday pay day).

**STUB SUMMARY**

Stub No.:	004510
Earnings:	2695.92 \$
Deductions:	1113.98 \$
Net amount deposited:	1581.94 \$
Date of deposit:	2008-09-18

**Date (aka Pay period)**  
 We are paid every two weeks on Thursdays, 26 times per year. However, our salaries are annual. Since one year does not divide evenly into 52 weeks (there are one or two extra days per year), this creates a problem every six or seven years. In the past, the College delayed the first pay cheque by one week. In our last collective agreement, a clause was added which "solves" the problem by dividing these years into 53 rather than 52 pay periods. Stay tuned....

Date	Nb. hours	Hourly rate	Current	Annual total
2008-09-08 to 2008-09-19	65.00		2695.92	50112.73
				264.31
			<b>TOTAL EARNINGS: 2695.92</b>	<b>50377.04</b>

**Nb. hours**  
 Your availability to the College over two weeks (32.5 X 2 = 65 hours). If you are a part-time teacher, it is in proportion to the hours a full-time teacher is available (e.g. a 25% contract = (32.5 ÷ 4) X 2 weeks = 16.5 hours over two weeks).

	Current	Annual total
	293.88	5424.56
	241.53	4448.91
		671.29
	12.13	226.83
		2049.30
	171.29	3185.39
	43.13	806.03
	36.48	693.12
	21.85	322.43
	29.58	436.62
	14.83	281.77
	5.00	95.00
	41.25	123.75
	192.25	3652.75
	10.98	552.87
<b>TOTAL DEDUCTIONS:</b>	<b>1113.98</b>	<b>22870.42</b>
<b>NET AMOUNT DEPOSITED:</b>	<b>1581.94</b>	<b>27506.62</b>

**Current / Annual total**  
 The "Current" column shows your pay and deductions for the pay period. The "Annual total" is cumulative for the calendar year starting in January. As our contracts are by the academic year (starting in mid-August), your annual total salary may never be the same as the amount on your contract.

	Current	Annual total
		45.50
		103.15

Rate	Reg. hours
41.4757	65.00

## How Things Work....

### Your 45- and 5-Day Letters

#### 45-Day Letter

Some teachers have asked about the significance of the written notice they receive from the College about six weeks before the beginning of a new semester. This notice is sent to teachers in conformity with clause 8-6.04 of our collective agreement. It tells teachers the courses (not the number of sections) they will be teaching in the upcoming semester. Teachers should receive it at least 45 days before the semester starts (thus the name we have given it).

The purpose of the notice is to give teachers a reasonable period of time to do course preparation. A teacher cannot be forced by the College to teach courses that are not listed on the 45 day letter because he or she has not had a sufficient amount of time to prepare. In practice, JACFA has accepted that an individual teacher may agree to teach courses that are not listed on his or her 45-day letter if requested by the College to do so. To have the right to receive a 45-day letter, a teacher has to have a contract for the upcoming semester at least 45 days before the semester starts.

#### 5-Day Letter

Then, at least five working days before the start of the semester, according to clause 8-6.05 of our collective agreement, teachers receive a "5-day letter" informing them of their individual teaching schedules: that is the time and place for each section of the courses listed on the "45-day letter." After the 5-day letter, the College should not make changes to a teacher's schedule without his or her agreement. To have the right to a 5-day letter, a teacher must have a contract five working days before the semester starts.

#### Excerpts from the collective agreement:

##### **8-6.04**

*At least forty-five (45) days before the beginning of each regular semester, the College shall inform the professor in writing of the course or courses which he/she will have to teach, except in the case of a professor who has been placed on availability and not relocated elsewhere.*

##### **8-6.05**

*At least five (5) working days before the beginning of each semester, the professors' timetables shall be made available in an electronic format.*

*When the method of transmitting the timetable changes, the professor shall continue to receive it, upon written request, on paper.*

*If electronic transmission is already in application at the time this agreement takes effect, a professor who receives his/her timetable on paper shall continue to do so.*

##### **8-6.06**

*The information provided for in clauses 8-6.04 and 8-6.05 shall be forwarded to the Union.*

## Strategic Planning: Looking Backward and Forward

On Wednesday, January 14, turnout was low for the College's consultation with the internal community for its strategic plan – tables and chairs were set up for about twice the number actually in attendance, even though the start was delayed one hour from the announced 8 a.m.

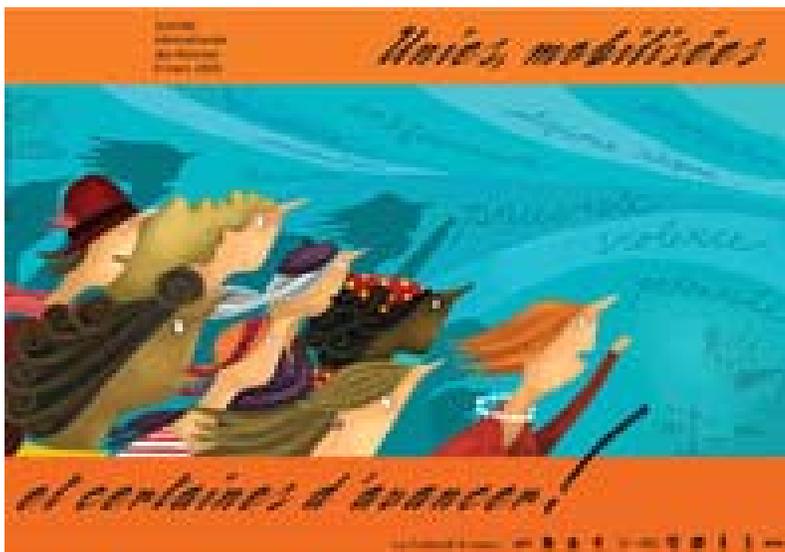
It's easy to understand why so many people passed up on the opportunity to give their input. Most of us have not thought about the 2005-2009 strategic plan since the last consultation before its adoption five years ago. Many teachers expressed the view to members of the JACFA Executive that the last experience had convinced them that this type of exercise (and strategic plans more generally) are simply a waste of time.

Although the College's own critical path called for an evaluation of the last plan to be completed by December, all that was available was a rather cryptic "Executive Summary" based on consultations last semester. It includes statements such as *"we can see that today: - We are a College centered on learners"* or *"we can say that the first three student success priorities were so effective that we now have to maintain standards that are even higher than before."*

Until we see the final report, one can only assume that these are faith-based assessments. At least there is the more realistic acknowledgement that *"We must still work harder to be an employer of choice"*!

The results of the January 14 consultation have been released and are available on-line on the JAC portal (in the Faculty and Staff section). It's an interesting and exhaustive document; we encourage everyone to take a look at it. It identifies what the College is perceived to be "good", "mediocre" and "poor" at doing.

According to the timeline, the draft strategic plan should be unveiled on March 27, 2009. We look forward to seeing how the College responds to the input it received and sets its priorities for the next five years.



**March 8**

## International Women's Day

**Come to the JACFA Office (P-105) on Monday, March 9 to get the official pin. Quantities limited - first come, first served!**

# Obtaining Permanence\*

At the beginning of every academic year, some teachers finally get what they've been waiting for: Permanence (tenure)! To get permanence, a teacher must obtain one, two or three contracts in a post. There are a number of ways to get there. The following table outlines them.

With permanence, a teacher acquires the rights to job security if he or she is placed on availability (MED). Additionally, the teacher's contract is renewed automatically from year to year.

A post is a full-time, full-year workload in one or more disciplines created by the faculty allocation process or by the resignation of a teacher in a post. Teachers who do not have contracts in a post have part-time, full-time or hourly-paid workload contracts.

	Years of Seniority or Contracts					
	1 year	2 years	3 years	4 years	5 years	6 years
Clause 5-2.02	2 consecutive contracts in a post		<u>Permanence</u> At the beginning of the third contract in a post			
Clause 5-2.02	2 consecutive contracts in a post		No contract in a post	<u>Permanence</u> At the beginning of the third contract in a post		
Clause 5-2.06	3 consecutive full-time contracts (of which at least 2 of these contracts are for teaching in the regular day program)			<u>Permanence</u> At the beginning of the first contract in a post		
Clause 5-2.06	3 consecutive full-time contracts (of which at least 2 of these contracts are for teaching in the regular day program)			No contract in a post	<u>Permanence</u> At the beginning of the first contract in a post	
Clause 5-2.07	At least 3 years of accumulated seniority			First contract in a post	<u>Permanence</u> At the beginning of the second consecutive contract in a post	
Clause 5-2.08	At least 5 years of accumulated seniority					<u>Permanence</u> At the beginning of the first contract in a post

Note that if you take a leave of absence, a parental leave or a sick leave for one semester or more, your acquisition of permanence may be affected. Verify with JACFA if it will delay your acquisition of permanence.

\* Source: modeled on an article in the SPCM Newsletter, No.1 2007-2008 (October 12, 2007)



**Tuesday, February 10 from 10:00 a.m. to 3:00 p.m.  
JACFA Office, Penfield - 105**

JACFA will hold a **FONDACTION** day on **Tuesday, February 10 in P-105**. From 10:00 a.m. to 3:00 p.m., Benoît Martin from **FONDACTION** will be in the JACFA office to answer your questions. A JACFA representative will also be present.

**FONDACTION** is an investment fund mainly intended to lend financial aid to small and medium-sized Quebec businesses in order to maintain or create jobs, to stimulate the economy, to contribute to the training of Quebec workers and to promote their participation in the development of their businesses. **FONDACTION** particularly supports emerging and established companies that address environmental issues and sustainable development.

As you may know, it is possible to contribute to **FONDACTION**'s RRSP through payroll deductions here at John Abbott. Payroll deductions give you **an immediate tax reduction of approximately 70%**. For example, should you wish to contribute \$2,500 to your RRSP per year, your net pay will be reduced by \$30.41. This calculation is based on a \$50,000 salary and 26 pay periods.

## **Why a 70% tax credit?**

Usually, you get roughly a 40% tax credit for regular types of RRSPs. **FONDACTION** (like the Fonds de Solidarité-FTQ) is a workers' fund and it offers an extra 30% in tax credits (15% from Quebec, 15% from Canada).

## **Some people say these RRSPs are locked in...**

**FONDACTION** RRSP redemption is more difficult than regular RRSPs. However, this is less true than before as many different criteria allow you to cash in: returning to full-time studies for you or your spouse, injecting capital in a newly started business, emigration, pressing need for cash, critical financial situation, the federal government's Home Buyer's Plan (HBP) and, of course, retirement or gradual retirement.

It is now RRSP season and it may be a good time to start your payroll deduction or contribute by a lump sum.

Please consult the *Fondaction's* prospectus, available at the *Fondaction's* offices or on the *Fondaction* web site [www.fondaction.com](http://www.fondaction.com) , [www.REERvert.com](http://www.REERvert.com) , or call 514-525-5505 or 1-800-253-6665.

Please note that an investment in *Fondaction* is not guaranteed. Its value fluctuates, and previous performance is not indicative of its future performance.

***See you on the 10th!***



## **Good News - Professional Development Accounts Agreement Signed**

Dear Colleagues,

The JACFA Executive is very pleased to inform JACFA members that it has successfully fulfilled the mandate it received at the November 18, 2008 JACFA General Assembly. The mandate was to negotiate and conclude an agreement with the John Abbott College Administration to establish Special Individual Professional Development Accounts for faculty from the surplus German student faculty allocation budget.

The Agreement provides \$1200 per full-time faculty and a proportional amount for part-time faculty to be spent on a broad range of professional development costs and fees. These costs and fees are much broader than those covered by the Faculty Professional Development Committee (FPDC). The special individual professional development accounts created by this agreement do not come under the jurisdiction of the FPDC. In addition, in the next three months, an individual faculty member may assign all or a portion of the \$1200 in their special individual professional development account to the College's new building fund or building renovation fund. You will be solicited by the College Foundation for this purpose.

Please read the text of the Agreement carefully. It specifies the professional development costs and fees which are eligible for reimbursement under this agreement. The Agreement establishes a simple procedure for reimbursement using a form provided by the Accounting Department. The Agreement is in effect as of January 30, 2009 and the deadline for submitting receipts for reimbursement is December 15, 2010 or on the date the teacher's employment with the College ends.

We look forward to the great surge of professional development that this Agreement will promote. Please contact the JACFA Office if you have any questions.

### **Agreement for the Creation of Special Individual Professional Development Accounts between John Abbott College and the John Abbott College Faculty Association**

John Abbott College and the John Abbott College Faculty Association agree that John Abbott College faculty members will have access to a special individual professional development account of up to \$1,200 (twelve hundred dollars) each in total, not annually. The purpose of this individual account is to provide financial access to a broad range of professional development activities and materials which are not paid for or have not been paid for by the Faculty Professional Development Fund.

An individual faculty member may assign a portion or all of the \$1,200 in his or her special individual professional development account to the College's new building fund or building renovation fund. The donations must be made within the first three months of this agreement. No income tax receipt can be issued. The funds will be recognized as part of the John Abbott College Foundation funding efforts for the expansion and renovation project.

**ELIGIBILITY** – Day division teachers during the 2008-2009 or 2009-2010 academic year who are full-time or part-time. Teachers who are only hourly paid are not eligible. Teachers on 100% leaves of absence are not eligible for reimbursement of costs and fees incurred during the period of the leave.

**AMOUNT OF THE INDIVIDUAL ACCOUNT** – Based on the contractual status of the teacher during the 2008-2009 or the 2009-2010 academic years whichever contractual status is greater, \$1,200 for the full-time teacher and a proportional amount of \$1,200 for the part-time teacher.

**ELIGIBLE PROFESSIONAL DEVELOPMENT COSTS AND FEES –**

The professional development costs and fees on the list below, incurred from the date of the signing of this agreement, are eligible for re-imbursement from the Special Individual Professional Development Account. They are considered non-taxable benefits as long as it can be shown that these expenditures were primarily (more than 50%) linked to the teaching, research and professional development activities of the teachers involved.

- Membership fees in a professional organization
- Licensing fees
- Journal and magazine subscriptions
- Books, art supplies.
- Fees for courses and degrees, including registration fees and dissertation fees
- The purchase of computer hardware and software for use off campus
- Internet access off campus
- Cost of study trips
- Conference costs

**RE-IMBURSEMENT PROCEDURE –** Teachers will complete the required form and submit original receipts to the College Accounting Department. Advances will not be given.

**EXPIRY –** Forms and receipts for re-imbursement must be received by the Accounting Department no later than December 15, 2010 or no later than the date the teacher's employment with the College ends if that date is before December 15, 2010.

**DISPUTE RESOLUTION MECHANISM –** The parties agree to appoint one representative each to seek resolution of disputes arising from this agreement.

**AGREEMENT –** The Agreement sets out the terms and provides clear directions with respect to deliverables by all parties involved. The Agreement ensures that both parties are aware of their rights and obligations and protects their interests, while contributing to the future development of our faculty members and John Abbott College.

The Agreement is entered into by and between the John Abbott College Faculty Association and John Abbott College.

The parties hereto have expressly requested that the Agreement and any other document relating hereto be drawn up in English.

Les parties aux présentes ont expressément exigé que la présente entente et tout autre document y afférent soient rédigés en langue anglaise.

Signed in Sainte-Anne-de-Bellevue, Québec (by both parties)

on this 30th day of January, 2009



## FNEEQ Regroupement Cegep Report

JACFA is part of the *Fédération nationale des enseignantes et des enseignants du Québec* (FNEEQ), which in turn is part of the *Confédération des syndicats nationaux* (CSN).

Here's a brief survey of what's going at FNEEQ, as we regularly meet with 36 other cegep unions in what is called *Regroupement cégep* meetings.

### Compensation for unpaid strike make-up days

On December 12, 2008, the Quebec Superior Court rejected Ahuntsic College's appeal of the arbitration decision requiring compensation for make-up teaching days following the 2005 legal strike. The college had 30 days to appeal this decision, but decided not to do so. The college must now calculate and pay the lost salary within normal delays (a few weeks) to every teacher who suffered the pay cut at the time. Unions at other FNEEQ cegeps will see if their administrations will agree to follow the Ahuntsic decision and pay teachers the make-up days imposed at their College. ***JACFA calls on our administration to accept this precedent and compensate teachers for the makeup days at John Abbott.***

To be continued...

### Negotiations

The December 2005 decreed collective agreement imposed on us by the Quebec government comes to an end in March 2010. The FNEEQ negotiation committee members were elected in December and have already begun their work. Consultations with local unions on FNEEQ's bargaining demands will begin this month (see Negotiation Timeline), in order to be in a position to start negotiations with the government prior to the expiry of the decree.

### Cegep Governance

The Minister of Education is expected to reintroduce the bill proposing changes to cegep governance (the original, Bill 110, died on the National Assembly order paper due to December's provincial election). In Bill 110, the Board of Governors of each college would go from 19 to 17 members, with eleven outside members (compared with the current five). There would be only one non-faculty staff member (instead of two) and the Academic Dean would no longer be a member of the Board. The purpose behind all these changes is to prevent another UQAM-style financial scandal. This logic fails to take into account that those sounding the alarm at UQAM were internal to the institution! Also, Board members would be paid and there must be an equal number of male and female members. The Board would have three required new committees, with only one internal member allowed on each one:

- A Governance and Ethics Committee
- An Audit Committee
- A Human Resources Committee

Bill 110 also proposed taking Academic Council out of the process of selecting the College's Director General. This proposed bill is ill-suited to the real problems of governing cegeps. It's hard to see how more external Board members means better governance. Both FNEEQ and the CSN are strongly opposed to and ready to fight these proposed changes.

### Websites.

For more info, the FNEEQ has a website, as does the CSN. Some of the text above has been taken from these sites. FNEEQ: <http://www.fneeq.qc.ca> CSN: <http://www.csn.qc.ca>

## Negotiations Timeline

At the last FNEEQ *Regroupement Cegep* meeting, the following timeline was adopted for the preparation for our next round of negotiations (our forced collective agreement expires March 31, 2010). Our negotiations take place at two tables – the *central table* where salaries, pensions etc. are negotiated for us by the CSN for all of its public sector unions, and the *sectoral table* where FNEEQ negotiates the provisions specific to the cegep teachers.

### WINTER 2009

- |                                |  |
|--------------------------------|--|
| <u>February 15 to March 31</u> | - Meetings with local unions   |
| <u>March 19-20</u>             | - <i>Regroupement</i> meeting<br>- Debate on the major issues of the negotiations<br>- Expected presentation of the CSN public sector unions coordination committee's analysis of negotiation conditions |
| <u>May 14-15</u>               | - <i>Regroupement</i> meeting<br>- Presentation of FNEEQ's sectoral analysis of negotiation conditions   |

### FALL 2009

- |                      |   |
|----------------------|---|
| <u>August 20-21</u>  | - <i>Regroupement</i> meeting<br>- Presentation of proposed sectoral demands  |
| <u>September 4</u>   | - <i>Regroupement</i> meeting<br>- Presentation of harmonized sectoral demands within FNEEQ<br>- Expected presentation of central table demands |
| <u>September</u>     | - Consultation with general assemblies  |
| <u>October 15-16</u> | - <i>Regroupement</i> meeting<br>- Results of general assembly consultation on central table and sectoral demands                               |
| <u>October 30</u>    | - Deposit of sectoral and central table demands with our employers  |

### Training session on negotiations for union delegates (at time of deposit)

- |   |  |
|---|--|
| <u>Fall <i>Regroupement</i> meeting</u> | - Debate on negotiation strategy and margin of manoeuvre with the strategy committee |
|---|--|

# JACFA's Social Page

## JACFA Christmas Lunch and Retirees Farewell:

Mother Nature was at her best on the morning of the JACFA December 17<sup>th</sup> general assembly and JACFA Christmas Lunch. Despite her best efforts, JACFA members were able to bid a lively farewell to the many retirees (24 were invited to attend the luncheon), devoted individuals who have graced the classrooms of John Abbott over the last 30 years or so. Many a word of wisdom was offered as a final note to those of us with some years to go.



### Here is the list of faculty members who retired in 2008:

Paul Anderson, Robert Bindon, Deborah Campbell, Elizabeth Carswell, Barbara DeLorenzi, Patricia Donnelly, Adrienne Elliott, Gordon Erskine, Endre Farkas, Bruce Gottlieb, Allin Gould, James Joyce, Francine Lanoix, Victor Levant, Chris Mong, Edward Palumbo, Trevor Payne, Tom Peters, Ken Radu, Rod Smith, Simon Sperber, Ernest Tucker, Larry Weller, Keith Wilkinson

From left to right: Ernest Tucker (Creative Arts), Simon Sperber (Energy Management), Larry Weller (English), Barbara De Lorenzi (Chemistry), Adrienne Elliott (English), Allin Gould (Physics), Ken Radu (English), Deborah Campbell (English), Gordon Erskine (Chemistry) and Faye Trecartin, President of JACFA.

## January 27 HOT SOUP Prescription:

Was it the bitter cold, the energy of the new semester, or just evidence of a great sense of camaraderie? Who can be sure? All that is certain is the JACFA soup lunch has become a victim of its own success. More than 100 bowls of soup were slurped down at this latest event. Attendance hit record numbers. It was a great time to exchange ideas, meet fellow teachers and kick back. Many new faces were seen. Just for fun, take a look and try to name them all. We promise there will be more soup next time!



## JACFA Social Activities Survey

Given that there are so many new faces among John Abbott faculty, it is no longer reasonable to suppose that people know each other when passing one another in the halls. In light of this new reality within our community, JACFA has decided to conduct a survey about the types of social events that would give teachers the opportunity to nourish that sense of community and fellowship that has always been present at the College.



### Calling on all members of JACFA

The JACFA Executive is always looking for events to encourage the John Abbott teacher community to continue to be such a sociable and collaborative group. We are interested in hearing from you regarding JACFA social events. We would like to hear what types of events you would like to see.

We are open to suggestions, comments, and, oh dear, must we say it, complaints.

Please let us know what you would like to see on the JACFA social calendar in the coming semesters.

This survey will be posted through Omnivox in the next little while. You are, of course, always welcome to submit your ideas directly to JACFA.

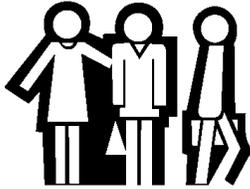
### Introducing Alexandre Panassenko, the newest member of the JACFA Executive

Family and friends were surprised that I ended up teaching at an English college; after all I grew up in Laval and went to French school. I graduated from Université de Montréal and got a master's degree in mathematics in 2000, and my intention had always been to go into teaching. I applied at almost every cegep in the province, but it had never occurred to me to apply to the English ones as well. However, I soon received an offer from the Cegep de la Gaspésie et des Îles in Gaspé to teach in their English section.



During my time there, I was involved in a number of things. I was a member of the union executive, chair of the math department and a member of CRT, as well as Academic Council. I was also on a few program committees, and involved in several student activities (such as *Science On Tourne*, cosom hockey, and as bartender in a few Student Association-sponsored parties).

Although I enjoyed my time in Gaspé, I was happy to come back in the Montréal area, and even happier to join John Abbott College.



**John Abbott College Faculty  
Association**

Penfield -105

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**Welcome New Teachers!**

**Mario Bellemare - Humanities/Philosophy/Religion**

**Sébastien Brisebois - Energy Management**

**Sergio Fratarcangeli - Mathematics**

**Sasan Ghinani - Physical Education**

**James Kane - Business Administration**

**Michael Nafi - Humanities/Philosophy/Religion**

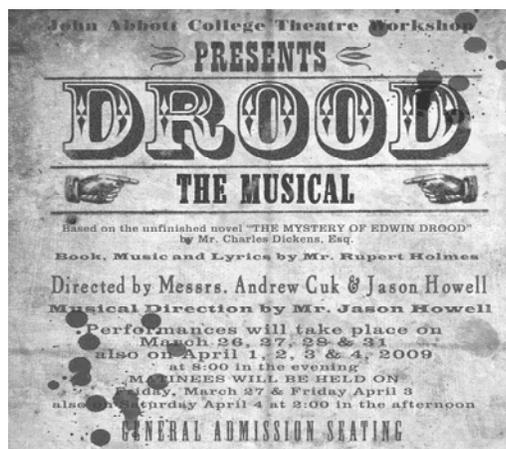
**Carla Salvati - Humanities/Philosophy/Religion**

**Candis Steenbergen - Humanities/Philosophy/Religion**

**Mark this date down!**

JACFA and the John Abbott College Theatre Workshop will present their  
**Annual Faculty Theatre Night** on Thursday, April 2. Stay tuned...

**ANNUAL FACULTY THEATER NIGHT**



**THURSDAY, APRIL 2, 2009  
8:00 P.M.**