

From Faye's Desk

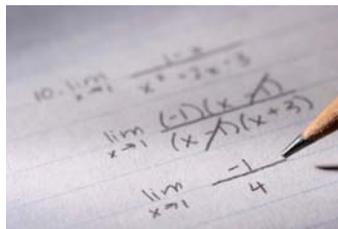
IN THIS ISSUE

Strategic Planning	2
Sexual Harassment	2
Masters' Degree Release	3
Psychological Harassment	3
Health & Safety Update	4
FNEEQ-Congress	5
Upcoming Negotiations	5
Open Letter to the Administration	6
How Things Work: Allocation	8
Dawson Affiliation Debate	9
JACFA Social Events Report	10
JACFA Social Survey Results	12
Dates to Remember	12

With the first signs of spring, comes yet another allocation project--though this year it may be a bit more complicated than usual because of a new information management system, Clara. In fact, it is conceivable that departmental scheduling may be completed before the CRT (Labour Relations Committee) has reached an agreement. For those who are new or newly near, allocation is the amount of yearly teaching resources that are given to each program and department. We have included an article about how these resources are generated and divvied up in our continuing series "How Things Work." If you have any concerns about your department's allocation or your individual workload, please drop by our office (P-105) or attend the open CRT meetings (a list of dates is included inside).

You may recall, that two issues ago, I spent some time bemoaning the fact that the College's administration had blocked the different associations on campus (support staff, professionals, students, as well as teachers) from participating on the Strategic Planning Steering Committee. Well, it appears that some of that complaining has paid off and I have to thank David Bourgeois and Stephen Bryce for their support as teacher representatives on the Board

of Governors. A sub-committee has been struck that includes a member of each association, as well as



the Director General and the Director of IDS. JACFA has brought forward a list of four main strategic directions based on the consultation day this past January and our own experience of the types of situations and problems that are brought to our attention by our members. A complete list of these strategic directions is included inside this issue, and if you really feel that something needs to be added to the list, let us know soon.

On the external front, the Dawson Teachers' Union (DTU) is currently debating whether to continue its affiliation with the *Fédération autonome du collégial* (FAC) or to rejoin the *Fédération nationale des enseignantes et enseignants du Québec* (FNEEQ), the CSN union federation to which JACFA belongs. We welcome this debate and hope that they rejoin

FNEEQ, as it will unite more cegep teachers as we head into the next round of negotiations when our contract expires in March 2010. While on the subject of negotiations, as part of the pressure we wish to apply to our employers, you will find a copy of an open letter sent to all director generals of cegeps about our continually increasing workloads. We have also included an article on the negotiations timeline. We will be devoting much of our time and space at future general assemblies and in the *JACFA News* to the negotiation process, so stay tuned, especially if the process is all new to you.

You will also find a series of reports from some very active committees: Sexual Harassment, Psychological Harassment, and Health and Safety. We have also had a very busy social season so far and more events are scheduled, such as Mark McGuire's screening on April 16, as well as a book launch for Lori Weber and Sarah Venart on April 29, and the sometimes smokey, but always well-attended, JACFA BBQ on May 19.





These directions are based on the raw data produced by the January strategic planning consultation and JACFA's real experience with faculty concerns and complaints

Strategic Planning

After a rocky start trying to get faculty representation on the Strategic Planning Steering Committee, the administration finally agreed to strike a sub-committee with representatives from all the associations on (teachers, support staff, professionals and last but not least, students) along with the Director General and the Director of IDS. The following strategic planning directions were submitted to the Strategic Planning Steering Sub-committee on March 26. JACFA hopes to have them incorporated into the 2009-2014 Strategic Plan. These directions are based on the raw data produced by the January strategic planning consultation and JACFA's real experience with faculty concerns and complaints. If you feel that anything must be added to the directions, please let us know.

Revitalize Human Resources

- Create a collaborative working environment by improving labour relations by holding monthly meetings between JACFA and the Director General and Human Resources;
- Support and train departments in their hiring of new faculty;
- Improve services such as issuing contracts, classifications for scholarship, etc.;
- Use surplus to support non-permanent teachers.

Improve Student Success

- Improve and ensure adequate support for students experiencing difficulties with the English language;
- IDO support to teachers and departments by supplying statistical data which can be used to improve student success.

Improve Learning Environment

- Clear consultation of faculty about the allocation and design of space in the renovated buildings;
- Eliminate the use of inadequate classrooms;
- Equip classrooms with their own IT equipment.

Healthy Work Environment

- Clean learning environment;
- More health conscious activities (more staff fitness, guest speakers, etc.);
- More defibrillators on campus.

Sexual Harassment Policy Revisions



This year the **Sexual Harassment Committee** has been working on revising the College policy. This is the first major review of the whole policy since 1996.

The main objective is to clarify the procedure and roles of different actors (resource persons, mediators, administrators) in the process, including the mandate of the committee itself, and to eliminate the pernicious exclusive use of the male pronoun. JACFA proposed making the complaint procedure simpler, as we believe that the trial-like "investigation" itself discourages people from making complaints. The other associations did not, however, agree with this different approach.

The proposed changes will instead bring the policy more in line with the Psychological Harassment Policy, adopted in 2005. You can access the proposed revised policy on the JACFA website.

Master's Degree Release

This year, three John Abbott teachers received release to complete their master's degrees in the PERFORMA program offered by the Université de Sherbrooke

Our collective agreement includes resources distributed at the provincial level for retraining. Most of these resources are used when teachers on availability (MED) need training to change disciplines, but since 2006, it has also been made available to teachers who do not have access to level 18 on the salary scale because they do not have a master's degree.

Priority is given to:

- those who in 2005-2006 were at level 17 on the salary scale with a scholarship of 19;
- those who are continuing projects where the release requested was previously denied;
- and then those ranked by seniority, experience and scholarship.

This year, three John Abbott teachers received release to complete their master's degrees in the PERFORMA program offered by the Université de Sherbrooke. The release is, however, open to any master's degree program in an area related to your teaching, as confirmed by the College.

We have received the application forms and guidelines from the provincial committee that distributes these resources, and they are available on the JACFA website (including an unofficial English-language translation by JACFA). The application forms and required supporting documents (*en français*) must be submitted to the John Abbott Human Resources department and then forwarded to Quebec **no later than May 15, 2009** in order to be considered. Contact the JACFA office if you need more information.

Psychological Harassment



IGNORING PSYCHOLOGICAL HARASSMENT WILL NOT HELP STOP IT.

Speak to a Psychological Harassment Resource Person:
 SU BARKER - ext 5312 (subaker@johnabbott.qc.ca)
 DAVID DITKOFISKY - ext 5542 (david@johnabbott.qc.ca)

Psychological Harassment

What your Committee has been up to ...

The Psychological Harassment Committee has been hard at work this year preparing a pamphlet on psychological harassment, which will be ready for the start of the new academic year. With the help of Liliane Bohbot and her PDHT students, we now have a series of posters that will appear campus-wide in the near future. JACFA found the students' work so good that we have decided to publish them as part of a series to raise awareness about psychological harassment and its consequences.

Sometimes those students are just so darn impressive!

JACFA Health and Safety Update

Fire Safety and Emergency Evacuation Procedures

The fire alarm on January 19 was not a drill. The College reports that the fire started because of a short circuit in one of the light bulbs in the Casgrain pool. The light fixtures have been inspected. According to our Director of Facilities, Steve Avram, they are not a danger to anyone. As the bulbs require replacing, they will be changed with ones that will not cause the same problem. The Health and Safety committee has not yet received an official report, but Steve Avram agreed to provide one at the next meeting.

There were still reports of bottlenecks at some exits during the evacuation. JACFA responded by sending out a reminder and asking all faculty to make sure that they and their students know which exit to use in the case of an evacuation. Everyone must exit the College during an alarm, even during a drill. To facilitate the evacuation, the College has asked for more volunteer fire marshals. As well, the theatre crash doors have new signs asking people to keep clear of them, in case of emergency.

Saving Lives: One Defibrillator at a Time!

Automatic External Defibrillators (AEDs) save lives. They can increase the chance of survival from sudden cardiac arrest by up to 75% or more over CPR alone. The Heart and Stroke Foundation of Canada recommends that any organization as large as John Abbott College, which has a commitment to employee and student health, should implement an AED program. (Please visit www.heartandstroke.ca for more details on the recommendations.)

At the last Health and Safety Committee meeting on February 24, ten defibrillators were requested by the JACFA Health and Safety representative, Ute Beffert. The AEDs would be beneficial in all buildings on campus but priority was requested for the following areas: Casgrain, Stewart Cafeteria, Herzberg main entrance, the Dental Clinic, campus vehicles (i.e. the bus that transports athletic teams).

After that meeting, it was brought to our attention through a reputable source that the College will invest in two AEDs, one for the Dental clinic and one for Casgrain...it's a start!

Bathroom Cleanliness

JACFA continues to receive numerous complaints about the cleanliness of the bathrooms throughout the College. Steve Avram, Director of Facilities maintains that there is no mold, but there are signs of wear and tear and agrees bathrooms and other facilities require renovating throughout the College. As well, Avram has reviewed the maintenance schedules for the bathrooms and feels they are at the optimum that can be provided at this time.

JACFA and Alison King from Student Health Services suggested a collaborative effort to improve the cleanliness of the bathrooms and they are designing posters to be placed in each bathroom on campus. The goal is to sensitize everyone to work together to keep the areas as clean as possible. As well, JACFA has suggested posting the telephone number to call, if you find dirty bathrooms or other hygiene issues that need to be addressed by Facilities. Keep your eyes open for the posters.

Smoking Outside the Main Doors of Casgrain

Despite the yellow line indicating where smokers must stand if they light up, our winters tend to encourage smokers to seek shelter near the Casgrain doors. The College is making some headway on this issue. Campus security has been issuing warnings and even had a government inspector give tickets to a few students. Once the word gets out that fines will have to be paid, JACFA hopes the problem will diminish. A collaborative effort is being made with Security, Facilities, JACFA, as well as the Physical Education department to stay on top of this issue. Stay tuned.

April 28 - International Commemoration Day for Dead or Injured Workers

Let's not forget those who have died or were injured because of work-related causes.

In memory of them, wear a black ribbon on April 28. Ribbons are available in the JACFA office.



FNEEQ's 40th Anniversary Congress in May

In the last week of May, the 40th anniversary FNEEQ congress will be held at Mont-Saint-Anne, not far from its 1969 birthplace at Lac Beauport. The congress is where FNEEQ adopts its main orientations and budget for the next three years.

Elections are also held, and interest in them picked up considerably three weeks ago when current FNEEQ President Ronald Cameron announced that he would not seek another term. Ronald, a Mechanical Engineering teacher from Cegep Saint-Laurent, has been president of FNEEQ since 2003 and a member of its Executive since 1999. Our best wishes to him and to his future ventures!

No one has announced his or her candidacy to succeed him so far, and the suspense is intense!

Trivia question:

Who is the only member of JACFA to have served on the FNEEQ Executive?

Trivia question:

Who is the only member of JACFA to have served on the FNEEQ Executive?

Upcoming Negotiations

JACFA is part of the *Fédération nationale des enseignantes et des enseignants du Québec* (FNEEQ), which is part of the *Confédération des syndicats nationaux* (CSN). We regularly meet with 36 other cegep teacher unions in a subgroup called the *Regroupement Cégep* and it is representatives from this group who negotiate our collective agreement.

The December 2005 decreed collective agreement imposed on us by the Quebec government comes to an end in March 2010. The FNEEQ negotiation committee is currently concluding a round of consultations with local unions, including JACFA at its April 7 general assembly.

The discussions are two-fold: one part looks at our central table negotiations and focuses on three areas -- salaries, parental rights, pensions; the second is about our sectoral table -- issues specific to cegep teachers. The negotiation committee has proposed that we focus on (1) adding more resources to teaching in order to lighten our workloads by improving the individual workload (CI) formula, and (2) increasing our salaries, by pursuing pay relativity negotiations with the government.

The proposed negotiation timeline:

On April 8, the CSN's Public Sector Coordination Committee will present their analysis of negotiation conditions to the public sector unions.

In August, proposed sectoral demands will be presented by the FNEEQ negotiation committee to the *Regroupement Cégep*.

In September, the sectoral demands will be debated and harmonized by the Regroupement Cégep and sent to the general assemblies (including JACFA) for consultation. Central table demands will also be presented, debated and adopted.

In October, our sectoral and central table demands will be adopted and deposited with the government. There will be a debate on negotiation strategy and the margin of manoeuvrability of the FNEEQ Negotiation Committee.

The goal is to have a new collective agreement in place when the decree expires in March 2010.

Trivia answer:

Paul Jones from the Humanities, Philosophy and Religion department served as a FNEEQ Vice-President from 1982 to 1988. We hope he will join us at the Congress to help celebrate FNEEQ's 40th anniversary!

The provincial parity committee that is discussing teacher workloads is deadlocked, as the employer's side has frustrated attempts to move forward. The JACFA Executive presented this letter to our new Director General on this issue. You can read the full text on our website.

AN OPEN LETTER TO THE COLLEGE ADMINISTRATION CEGEP TEACHER WORKLOADS: WHY ARE WE STUCK HERE?

Since the 1993 reforms, the workload of cegep teachers has increased continuously. And, since nothing has been done to lighten the load, our frustration level has also increased, fuelled by the systematic refusal of the Ministry of Education (MELS) and the Federation of Cegeps (the employer's group), who you represent, to acknowledge the problem and to bring forward concrete solutions.

The recent failure of the joint effort by unions and the government, undertaken following the publication of the *Teaching at the College Level: A Profile of the Profession* report, promises to seriously increase this level of frustration. Above all, we would like to refresh your memory of the sequence of events, particularly with regard to the work of the parity committee....

Review of the Work of the Parity Committee

During the last round of negotiations (2002-2005), all three union federations made improving teacher workloads their primary goal.... In the agreement in principle that the union federations were forced to accept under constraint, they obtained an agreement from MELS and the *Comité patronal de négociation des collèges* (CPNC) to set up a parity committee with the mandate to "analyse current teaching practices at the college level, in particular the parameters of the individual teaching load (CI).".... The parity committee released its final report in the spring of 2008. *Teaching at the College Level: A Profile of the Profession* is a "collaborative study...designed to fuel the reflection about the teaching profession, in all of its complexity, with its various characteristics and demands."

However, we must go deeper. It's clear that this exercise will have been futile if it does not lead to consequences, yet all of the signals sent by the employers' representatives point in this direction. Despite its undeniable quality, this report does not fulfill the committee's mandate, being more a description of the activities carried out by cegep teachers and of the CI (individual workload calculation), than an analysis of them. Since the spring of 2008, the three union federations have been asking to follow up on the work of the parity committee. At the start of the fall 2008 semester, MELS and the CPNC agreed to continue, giving the parity committee the mandate to do a comparison between the *Teaching at the College Level: A Profile of the Profession* report and the contents of the collective agreements, to make an inventory of the discrepancies, to examine the nature of these discrepancies and to determine their impact on cegep teaching.

The three union federations have taken up the task energetically and in good faith. There has been no progress, because despite their professed intentions, the employer's side has never really shown up.... We have come up against systematic obstruction by the representatives from the Federation of Cegeps. This exercise has been a failure, and this failure has been received very badly by the teachers of the cegep system, who were waiting for better results than this. In a recent letter addressed to the presidents of the union federations, the employer's side blames this failure on the fact that "*the nature of the topics discussed and the impact of the possible changes have created a context that requires a certain amount of prudence in the absence of orientations adopted and resources to agree on.*" If this was the case, we would have appreciated knowing it before we undertook such a demanding task!

We are forced to conclude that the Federation of Cegeps – after acting to ensure that pretty much all of the 290 FTEs (full-time equivalents) added across the cegep system in the last few years are excluded from actual teaching tasks (planning, preparing and offering courses, supporting and evaluating students) – has succeeded in aborting the work being done on teacher workloads that they had agreed to undertake.

We have been forced to produce our evidence on so many occasions in the past: during the last negotiations, at the parity committee, and before other tribunals. To read in the letter cited above that with regards to reducing teacher workloads "*the burden of proof is, in the first instance, on the union federations*" is astounding. Must we yet again demonstrate this directly, by refusing to carry out any tasks not specifically set out in our collective agreement?

We have the right to an explanation. We want to know what our administration's position is on this issue. We want to know clearly the position you take in your own Federation.

Cegep Teaching: New Realities and New Challenges

We could, armed with a vast array of supporting tables, analyse in detail data on cegep teacher workloads and all of the twists and turns of its relationship with the current financing formula. The three union federations have for a long time done this type of analysis

and are always available to do so again with our employers. But for a good understanding of the multiple facets of the practice of cegep teaching, it is not necessary to be an expert in program allocation and its factors, or the different financing annexes. You also don't need to know every last detail about the CI, the pesmin or the Ki. An honest synopsis of the past fifteen years is enough.

In 1993, Lucien Robillard, the Minister of Education, implemented a vast reform of cegep teaching...It was not simply the responsibilities of colleges that increased. The government stepped back and decentralized program management; it also imposed the program approach and the competency-based approach, as well as requiring from the colleges much more accountability. As the creation of the *Commission d'évaluation de l'enseignement collégial* (CEEC) showed, colleges were obliged to bring in a whole range of institutional policies (on the evaluation of student learning, of programs, and of human resources) and student success plans.

The impact of these changes has been enormous on the workload of teachers. In decentralizing program management, the government assigned to cegep teachers the responsibility to develop, implement, evaluate, revise and update programs. This responsibility was added to their essential task: teaching. At the same time, teachers also had to adjust their practice to the needs of the program approach and the competency-based approach: this required much greater long-term planning of courses, a considerable increase in the different number of course preparations, more sustained student support, the multiplication of formative assessments and meetings....This workload did not diminish once the major aspects of the reforms were put in place. The continuous updating of programs replaced their revision (expected every five or ten years), and the review of institutional policies has replaced their development. The numerous additional meetings remain and are added to an already important, heavy and complex workload.

The introduction of new information and communication technologies has also profoundly changed both the content and methods of teaching...Teachers must also deal with a student population which is becoming more and more diverse, with different needs and a greater requirement for support and follow-up. This is exactly what was described in the *Profile*.

It is obvious that to offer the same quality education today as before requires considerably more time from those who provide it.

Arguments that Are Borderline Ridiculous

Given these facts and despite the denials that followed, the attitude of the Federation of Cegeps representatives at the parity committee has been marked by a reserve that blocked any progress. Their refusal to accept any trace of an admission that there had been an increase in teacher workload in a joint report left them driving down the road of ridicule.

Here are some examples.

The need for increased coordination does not signify an increase in workload, according to our employers, because there is a "return on the collective investment (by programs and departments) that facilitates individual workloads, because it allows them to benefit from the expertise of their colleagues". As if it was not necessary to make required adjustments after these coordination meetings, and as if a group existed in the absence of the individuals that constitute it!

When we raise the issue of our student population, more diverse and with special needs, our employers reply that professionals have been hired to support us!

Regarding information technology and plagiarism, the "teacher can obtain help in countering plagiarism: there is training available for that"!

More globally, 90 days after beginning this work, our employers told us that they were reluctant "to make judgements" on the differences between the collective agreement and the *Profile* (although this was at the heart of the mandate of the committee!) because everything is a matter of perception.

What Kind of Negotiations to Come?

For the unions, the new realities of cegep teaching demand an updating of our collective agreement, an update that must maintain the essential gains that we have made, and that must be made real by a long overdue increase in teaching resources.

The work of the parity committee must prepare the way for the coming negotiations: you must understand that we are far from this at present. You must also recognize that the teachers of this college want to know where the administration stands on these issues that have a direct impact on the primary mission of our institution.

Our members await your response.

The JACFA Executive

How Things Work: Allocating Teaching Resources

Every year, the Labour Relations Committee (CRT) is convened during April to decide how many teachers should be allocated to each discipline for the following academic year.

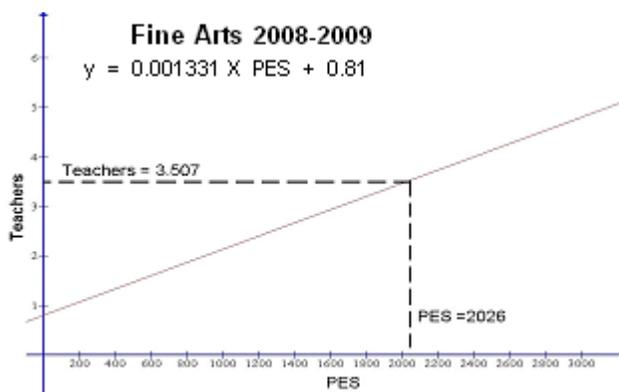
Generating Teaching Resources

Volet 1 resources are for teaching (preparing courses, teaching them, supporting our students outside class and evaluating them). Resources are generated for each program of study and general education by different linear equations. The slope of the line (how much more allocation is given for each additional student-hour (PES) of instruction) and the y-intercept are defined by the government. We multiply the slope by the total number of student-hours (the sum of all courses' hours of instruction multiplied by the total number of students in the course).

For example, take the Fine Arts program. The government's linear equation for it has a slope of 0.001331 and a y-intercept of 0.81, so its equation is y (teacher equivalents) = $0.001331 \times \text{PES} + 0.81$

To calculate the PES, we take each course and multiply its hours per week by the number of students enrolled in it. For example, 510-DCA-03 (2D Studio Foundation) is a three-hour course (1 hour theory plus two hours in the studio or "lab") which had 50 students enrolled in it in Fall 2008. This gives us a PES of 150. If we repeat this for all Fine Arts courses in 2008-2009, we get a total PES of 2026 for 2008-2009.

Allocation generated = 0.001331 (slope) \times 2026 (PES) + 0.810000 (y-intercept) = **3.5066 teachers**.



There is a separate formula for *stage* courses. In total for all of our programs in 2008-2009, we generated 335.2529 full-time equivalent (FTEs) teachers. To this, we add John Abbott's fixed allocation of 5.2000 more release (known as the 5.2 release) that we receive each year, making a grand total of 340.4529 teachers. We also add resources for teaching German students, as they are not included in the regular allocation (4-5 teachers). These are the teaching resources we distributed to our departments in 2008-2009.

Volet 2 resources are releases from teaching for collective responsibilities (department and program releases). Each year, we receive a fixed component of 7.000 teacher equivalents plus 1.000 more for every 19 teachers generated in volet 1. In 2008-2009, this worked out to 17.9186 plus 7.000 teachers, making a total of 24.9186 teachers to distribute among our departments and programs.

Volet 3 resources are for other purposes, including retraining, professional development, research and institutional development. We receive 1.010 teacher equivalents for these purposes.

Finally, the **Column D** resources of 5.2000 teacher equivalents are distributed to help implement the College's strategic plan, in particular for program activities, improving student success, professional development, organizing fieldwork and workshops, technology transfer, research and integrating new teachers. We received an additional 2.4400 teacher equivalents in resources from the federal government's transfer payments for post-secondary education in 2008-2009, and we expect about the same this year.

The Allocation Process

Around the beginning of April, the College prepares enrollment projections for the next year and proposes an allocation of the teaching resources they generate in all three volets plus column D (5.2), generally known as the "allocation project." We receive three documents: one that shows how resources are generated in each program (Annex 1), one which shows the distribution of volet 1 (teaching) resources to each discipline and department (Annex 2) and one which summarizes by department and discipline all three volets and the column D resources. You can see these documents for 2008-2009 on the [JACFA website](#) (under Allocation Project) and we will post the proposed documents for 2009-2010 as soon as we receive them.

There are weekly open CRT meetings during the month of April to discuss this proposed project where departments and interested faculty can come to make a case for more (or, more rarely, less) resources. In principle, programs should receive the resources that they generate, but some adjustments are always necessary to ensure that all have the resources needed to offer their programs.

Remember that allocation is a zero-sum exercise – if one program needs more than they generate, another must get less, which usually means they will have larger class sizes or more sections per teacher. **Similarly, to increase chair or program release in one area means taking resources away from another, unless overall numbers increase** – allocation is the art of the deal!

This project must be agreed to by both JACFA and the administration; if there is no CRT agreement, the College proceeds with its proposed project and JACFA may file a grievance if it believes that the College is breaching the provisions of the collective agreement. After the fall semester course drop deadline, CRT meets again to consider adjustments to the allocation project for the winter semester.

This year, allocation is being done for the first time using Clara, the College's new administrative software system. This will undoubtedly cause some confusion at first, but given all of the problems we had with the old SRIC system, we hope it will end up being an improvement. If you have any questions about allocation, please contact us at the JACFA office (P-105, ext. 5506 or jacfa@johnabbott.qc.ca). You can also consult section 8-5 of our collective agreement.

Here is this year's CRT allocation meeting schedule (all meetings are in the Stewart Boardroom SH-104):

Wednesday April 8, at 2:30 p.m.

Friday April 17, at 1 p.m.

Thursday April 23, at 3 p.m.

Wednesday April 29, at 2:30 p.m.

Dawson Affiliation Debate

The Dawson Teachers' Union (DTU) is currently undertaking a debate on whether to continue its affiliation with the *Fédération autonome du collégial* (FAC) or to rejoin the *Fédération Nationale des enseignantes et enseignants du Québec* (FNEEQ), the CSN union federation to which JACFA belongs.

In 1988, due to dissatisfaction with the way that FNEEQ and the CSN operated and made decisions at that time, fourteen unions disaffiliated from FNEEQ to form an independent federation. At that time, JACFA chose to remain in FNEEQ. Since then, FNEEQ has changed its structure to give more autonomy to each union group (including the *Regroupement Cégep* for teachers in the public cegep system). The CSN has also changed the way that public sector negotiations are handled and has distanced itself from the *Parti Québécois*. In the past two years, two FAC unions (Valleyfield and Lionel-Groulx) have voted to return to FNEEQ. There were various reasons for their decision, among them being that FAC waited two years longer than FNEEQ to sign on to the pay equity deal with the government that increased salaries for most teachers. FAC also waited until the fall of 2008 before signing the shot-gun agreement to avoid the full impact of

the 2005 decreed contract. This meant not only that their members did not have access to more money for professional development and more release time (the Column D "5.2 release"), but they also had reduced job security rights and received pay increases several months later than FNEEQ teachers.

In the past two years, two FAC unions (Valleyfield and Lionel-Groulx) have voted to return to FNEEQ

The JACFA Executive met with a DTU fact-finding committee last fall and sent a representative to meet with their Executive Council and general assembly in March. The DTU general assembly will soon be deciding whether or not to take a vote on their affiliation. The JACFA Executive welcomes this debate and hopes that they will come back to FNEEQ, an important step towards more unity among cegep teachers as we head into the next round of negotiations.

JACFA Social Report

Events So Far ...

Theatre Night in February



Tableau D'Hôte Theatre Productions and The Segal Center for the Performing Arts presented *Haunted House* by poet and playwright Endre Farkas, a recently retired John Abbott College faculty member and beloved member of the English department. JACFA was able to negotiate group rates for faculty interested in attending the play and it was much enjoyed by all who attended.

Steve Martin's Famous Faculty Breakfast



Despite the blue haze of cooking french toast, a sumptuous breakfast prepared by Steve Martin and helpers was a great success. Advertising was done by the aromas wafting throughout the college. A steady stream of faculty and guests meandered up to the counter in the Faculty Lounge. We even caught a glimpse of the Director General in our midst. Over 100 french toasts were served along with all the trimmings. It was a perfect opportunity to mingle and start the day with a great crowd. A heartfelt and huge THANK YOU to Steve Martin of Business Administration for all the hard work.

JACFA's Annual Theatre Night

On April 2, JACFA sponsored the presentation of the John Abbott College Theatre Workshop Production of DROOD. 54 tickets were sold to faculty at the reduced rate.

Don't Miss These Upcoming Social Events!

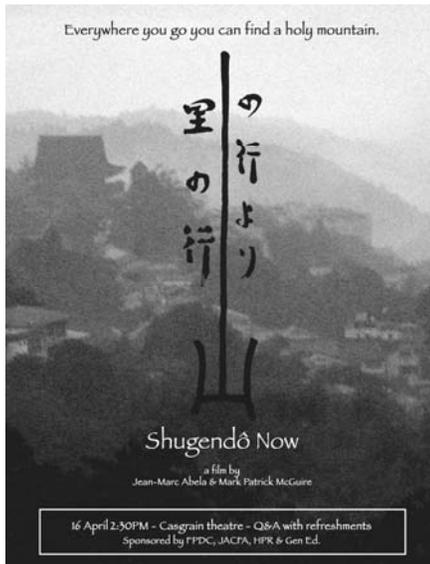
Thursday, April 16, JACFA is pleased to be co-sponsoring a free screening of Mark McGuire's film *Shugendō* Now on April 16 at 2:30 in the John Abbott Theatre (*see next page for details*).

Wednesday, April 29, at 2:30 p.m., the English Department and JACFA will be hosting, in the Faculty Lounge, a double book launch. Two teachers from that department, Sarah Venart and Lori Weber, will be presenting their most recently published books (*see next page for details*).

Tuesday, May 19 is the JACFA Annual Barbecue on the Casgrain Terrace. We will be sending an official invitation later this month. Don't miss it!



Shugendô Now - A film by Mark McGuire



Free screening of Mark McGuire's film *Shugendô Now* on April 16 at 2:30 in the John Abbott Theatre. Mark, a member of the Humanities, Philosophy and Religion department, will be on hand at the screening

How do mountain ascetic priests in remote communities attract and serve the needs of diverse, urban practitioners? In what ways have globally aware and locally grounded, charismatic individuals transcended boundaries of nation, gender, class, age and ethnicity to engage disaffected city dwellers? *Shugendô* practitioners perform ritual actions from shamanism, "Shintô," Daoism, and Tantric Buddhism. We represent their creative re-invention of hallmark practices, including the Lotus Ascent of Mount Ômine, Three Day Monk Camp, and Eco-pilgrimage. Taking seriously the teaching "From mountain austerities to urban austerities," we traverse mountain ascetic training grounds of Kumano and Yoshino and urban neighborhoods of Tokyo and Osaka. More poetic than analytical, our film observes practitioners performing austerities and represents the myriad ways mountain learning interacts with urban life. Might the two be seen as one?

- Mark McGuire

Shugendô Now - A film by Jean-Marc Abela & Mark Patrick McGuire, Japanese with English subtitles, 88 minutes.

Let's Celebrate The Accomplishments Of Our Colleagues!

Woodshedding - by Sarah Venart



S.E. Venart

S.E. Venart teaches in the English department. Her award-winning work has been published in *The New Quarterly*, *The Malahat Review*, *The Fiddlehead*, *Maisonneuve*, *This Magazine*, and *Prism International*. Her first chapbook, *Neither Apple Nor Pear*, *Weder Apfel Noch Birne* came out in 2003 (Junction Books). Her first full-length collection, *Woodshedding* (Brick) came out in the fall of 2007.



If You Live Like Me - by Lori Weber

Description

A city girl's concept of "home" is turned upside down when her father's anthropology research relocates them to St. John's, Newfoundland.

Before her plane even touches down in Newfoundland, Cheryl is already plotting her escape. She knows life on "the rock" will be no better than it was in the other places she's been forced to live ever since her parents launched their cross-Canada tour. The unwilling spectator of her father's morbid fascination with "dying cultures," Cheryl has seen more than her fair share of towns so depressing they could haunt your dreams. His need to study the defunct fishing industry in St. John's is Cheryl's breaking point – this city girl is more determined than ever to get back to the concrete, the buzz, and the bright lights of Montreal.

Will Cheryl's cold, goth exterior and her refusal to embrace a new life cut her off from those who love her? Lori Weber once again proves herself to be a masterful storyteller, this time challenging the idea of home, and what holds families and communities together. **If You Live Like Me** explores the bonds that form in strange and unexpected ways, and shows how letting go can lead to the strongest connections of all.



John Abbott College Faculty Association

Penfield 105

Phone: (514) 457-6610 ext. 5506

Fax: (514) 457-9799

E-mail: jacfa@johnabbott.qc.ca



Mark Down These Dates!

April 16:
Screening of Mark McGuire's film
Shugendô Now

April 29:
Book Launch for Sarah Venart and Lori
Weber from the English Department

May 13:
JACFA General Assembly and Elections

May 19:
JACFA Barbecue



JACFA Social Survey Results

Thank you to all who took the time to fill out the JACFA social survey. A whopping 149 of you let us know what you think. The results will be used to design new social activities that will promote a spirit of togetherness amongst faculty. Overall, faculty who responded to the survey expressed a satisfaction with the JACFA social events.

A summary of some of the results follows and they were discussed at the April 7 General Assembly.

Total respondents: 149

How important are the JACFA social events to you?

1. Not important **17** (11,4%)
 2. Slightly important **46** (30,9%)
 3. Important **67** (45,0%)
 4. Very important **19** (12,8%)
 5. No opinion **0** (0,0%)
- Total 149** (100,0%)

Overall what is your general level of satisfaction with JACFA social events?

1. Not satisfied **4** (2,7%)
 2. Slightly satisfied **8** (5,4%)
 3. Satisfied **76** (51,4%)
 4. Very satisfied **47** (31,8%)
 5. No opinion **13** (8,8%)
- Total 148** (100,0%)

Which of the following JACFA social events would you like to see continue?

1. Soup lunches **93**
2. Corn Roast **75**
3. Spring BBQ **108**
4. Theater Night (John Abbott Theater presentations) **70**
5. Christmas Lunch **100**
6. Afternoon tea **55**

