

Vanier College Teachers' Association

NEWSLETTER

Vol 25 N°3
DEC. 2007

VCTA GENERAL ASSEMBLY

WEDNESDAY, DECEMBER 12TH
2:00 PM – 4:00 PM • STAFF CAFETERIA



HOLIDAY HAPPY HOUR

Wednesday, December 12th
4:30 PM – JAKE'S MALL

A FUNDRAISER FOR THE STUDENT EMERGENCY FUND

Sponsored by the VCTA, the other College Unions and the College Administration.



"We would like to take this opportunity to wish everyone a happy and safe holiday!"

- Ganesh, Janice, Eric, Stephen and Susan

The Teaching Profession

At the General Assembly on Dec. 12, we will be talking about how well the document on the teaching profession represents what we do as teachers. It is very important to get your feedback before the document is finalized in the new year.

What About Special Needs Students?

One teacher who read the document has noticed that it does not talk about the very significant rise in workload when we have special needs students in our classes. Since there are more and more special needs students at Vanier, many of us have an increase in our workload that is nowhere taken into account. This example shows how important it is for FAC to get feedback from all of us. Please come to the General Assembly on Dec. 12 and give us your feedback.

CALLING ALL RUNAWAY COFFEE CUPS!!!!!!!!!!!!!!

If some of the cups from the VCTA office have been hiding in YOUR office, could you please shepherd them back down to C101? Thanks.

Calling All New Teachers!! Join the union

Vanier College works under the Rand Formula which says that anyone working as a teacher for Vanier College has to pay union dues because they benefit from any gains that the union wins. However, no-one is automatically a union member. To become a union member, you have to pay a \$2 fee and join the union. You can do this by going to see Susan in the VCTA office in C101. The VCTA has to protect all teachers' rights whether they are members or not. However, in order to have a voice in what we collectively decide to do as a local union, you have to be a member. This gives you the right to attend and vote at all VCTA meetings.

Deadline for Submissions to the next issue is January 24, 2008

Send contributions to Janice Paquette: paquettj@vaniercollege.qc.ca

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Janice Paquette is the Editor.

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Technical assistance by **Jason Leonard**

TO CALL VCTA EXECUTIVE MEMBERS

Ganesh: 7413

Janice: 7416

Eric: 7415

Stephen: 7414

VCTA Office: C101
Telephone Extensions:
7053 / 7054

VCTA Executive 2007-2008

President: Ganesh Harilal
 Vice-President/Info: Janice Paquette
 Vice-President/External: Eric Durling
 Secretary/Treasurer: Stephen Block
 VCTA Secretary: Susan Panneton

Executive Office Hours A07:

Mon. Ganesh Harilal
 11:30 A.M. – 2:15 P.M.
 Tues. Eric Durling
 1:00 P.M. – 4:00 P.M.
 Wed. Ganesh Harilal
 3:00 P.M. – 4:30 P.M.
 Thu. Janice Paquette
 9:00 A.M. – 12:00 Noon
 Friday Stephen Block
 9:30 A.M. – 12:30 P.M.

Secretary's hours

Susan Panneton
 8:30 A.M. – 4:30 P.M.
 Monday to Friday
 Closed for lunch from Noon – 1:00 P.M. (approximately)

VCTA website
now under
construction ...

Fighting Law 43

Last semester, the FAC CI (Council intersyndical) passed a motion asking all FAC locals to go to their Boards of Directors to ask for support in trying to get the repressive measures in Law 42 taken out of the law. The VCTA will be taking this matter to the first Board of Directors meeting next year and we are asking the other Vanier Associations to support us.

Law 43: Repressive Legislation

When Bill 142 was passed Thursday, December 15, 2005, it forced a contract until 2010 on public workers. Among others things, the bill imposes the following:

- A thirty-three (33) month wage freeze retroactive to June 30, 2003. The last four years of the enforced contract gives us an annual wage increase of 2%. You may want to know that Quebec's inflation rate for the last five (5) years has been 2%!
- Brings to an abrupt end the re-appraisal of wage scales to end gender discrimination.
- Abolishes minimum employment thresholds in the education sector, reduces the portion of union leaves (liberation syndicales) and forced those who are on disability to return to work early.
- Until March 31, 2010, any public-sector employee involved in a work stoppage faces the loss of two days' pay for every day off the job and fines of up to \$500. Union officials face fines of \$7,000 to \$35,000 per day and union bodies \$25,000 to \$125,000.
- Every person who helps or, by encouragement, advice, consent, authorization or command, induces another person to commit an offence under any provision of this law (sec. 22, 23, 24, 27, 28 or 29) is guilty of an offence. (Section 42)

On March 29, 2007, the ILO International Labour Organization) condemned Law 43. We reproduce the FAC response after the ILO decision:

Decision rendered by the International Labour Office (ILO) on Law 43

The government of Quebec must now negotiate

Following the adoption of Law 43 in December 2005, FAC as well as several other labour organizations had filed for recourse against the government with the International Labour Office (ILO), specifically pointing out the government's refusal to bargain in good faith. In its decision rendered on March 29, 2007, the ILO condemns the decree which imposed working conditions on all public sector workers in Quebec.

In its conclusions, the ILO specifically reiterates that the right to negotiate working conditions freely with the employer is a fundamental element of freedom of association and that unions' right to negotiate improved working conditions on behalf of the members they represent must be upheld either through collective bargaining or any other legal means. According to the ILO, public officials are not entitled to partake in any form of intervention which would result in limiting or interfering with this right.

After having examined the evidence submitted to it, the ILO moreover raised questions as to the circumstances surrounding the adoption of the decree. "Law 43 would appear to have been adopted as part of undemocratic deliberations, in the absence of a parliamentary commission or public consultations and in a precipitous manner, during an extraordinary session of the National Assembly despite no apparent urgency. It would even seem that certain amendments were added after the law had been sanctioned," states the committee responsible for the matter in paragraph 568 of its conclusions.

The International Labour Office not only concludes that the Charest government lacks the will to negotiate, but it also condemns the excessive sanctions imposed on workers by Law 43 and urges the Quebec Government to modify the results of the decree as well as revise its bargaining procedure, namely by providing for arbitration and conciliation mechanisms. Marie-Andrée Bousquet (FAC)

Good News from Last Year: A Reminder

Last year the VCTA negotiated changes in the availability policy for teachers. Because of the changes, teachers no longer have to provide a transfer of availability for the working days between Dec. 25 and Jan. 1. We also have a section in the transfer of availability policy that permits teachers to do humanitarian work, on a volunteer basis, outside of the term without having to do a transfer of availability.

Both of these can be accessed by going to the Vanier Web page, click on Quick Links, Administration//Human Resources Policies, Transfers of Availability, Numbers 6 and 8.

How Schooling Affects Your Salary

Eric Durling

Our pay scales were changed in August 2005. This has led to some confusion, particularly with respect to the correlation between experience and schooling. The steps in the new scales pertain only to experience. In order to establish the step at which a teacher will be paid, the College begins by calculating the teacher's pertinent professional and/or teaching experience as per section 6-2.00 of the collective agreement. Once the experience is established, we refer to the salary scales in Table A of Appendix VI-1 to determine the appropriate step for the teacher. Lastly, by taking into account the years of schooling of the teacher (see footnote 1 to Table A), the step may be increased.

All evaluations of years of schooling are based on Quebec standards. For example, a bachelor's degree is normally evaluated at 16 years. This corresponds to Secondary Five, two years of a DEC, and three years of university. Those who have studied outside of Quebec can expect to be credited fewer years. For degrees outside of Canada or the United States, the disparity may be even greater.

A master's degree is normally evaluated at 17-15/30 years. However, a Master of Business Administration degree completed in Quebec may be evaluated at 18 years if all the studies have been done in Quebec. For all levels of university study, thirty credits are generally counted as one year of schooling.

All newly hired teachers are obliged to provide all documents relevant to their years of schooling (degrees, diplomas, certificates, official transcripts) within thirty days of their date of hiring. A teacher who is already employed by the College may request the evaluation of additional years of schooling, or additional credits, upon completion of further studies in a recognized institution. Official transcripts and all pertinent documents should be submitted upon completion. This process is outlined in Articles 6-3.00 or 6-1.06 of our collective agreement.

Provisional classification is based on the documents received within these thirty days (6-3.02). The college works in collaboration with 'La Fédération des cégeps' and the 'Service de la classification du personnel enseignant' in the process of issuing an official schooling attestation for teachers. All classifications are based on the ministry's 'Manuel d'évaluation de la scolarité.'

One may increase his or her level of schooling by registering in a program in their discipline, at a Bachelor's, Master's, (including the Master Teacher's Program), or Ph.D. level, and completing thirty credits. It is important to remember that, when either a program or thirty credits in it have been completed, the paperwork for reclassification must be submitted before March 31. Please note that the studies must have been completed before the end of the eleventh pay of the contract year. If this is done, the teacher will be paid retroactively in accordance with the reclassification at the beginning of the twelfth pay period of the contract year (6-1.06). It should be noted that, after receiving an official attestation and asking

for any necessary clarification from our Human Resources Department, teachers who believe that their schooling was improperly evaluated may file a complaint with the Provincial Professional Relations Committee within sixty days of receiving the attestation (Article 6-3.09). The forms are available in the Human Resources Department or the VCTA office.

Eric Durling has been teaching English at Vanier for 7 years and is the Vice-President/External of the VCTA. Thanks to **Johanna Cosentino** and **Angie Alberico** for their technical help with this article.

Teaching Contracts

Many teachers phone the VCTA office to ask for explanations about their teaching contracts. Below you will find part of the contract that we get the most questions about.

2. FOR: Full-time teacher
 available post
 charge : clause 5-1.03
 charge : replacement
 Part-time teacher
 Hourly teacher
Course #

3. WORKLOAD:
a) Discipline:
b) Part-time professor's teaching load:

Box number 2 shows the type of contract that you have.

1. Full-time

a) available post: A post is created when a tenured teacher leaves the job or there is an increase in students, creating another full-time, full-year workload. You must be in a post to get tenure.

b) charge: clause 5-1:03: If you have a teaching load of .5 plus .5, you become full-time. If you reach 80 units of CI (individual workload), you can also become full-time. A part-time teacher, who has an individual workload of at least 60 units in the regular program, can receive a full-time contract by completing a CI of 80 units in cont ed or summer school or with substitute teaching. In none of these instances is there an available post.

c). charge: replacement: This means that you have a contract where you have a full-time, full-year contract as a replacement.

2. Part-Time Teacher

If you are a part-time teacher, you should pay close attention to #3(b). This tells you how many units of CI (individual workload) that you will be paid for. Human Resources estimates the workload at the beginning of the semester and then adjusts it after course validation is finished. However, even if you are teaching full-time in the first semester, you are not a full-time teacher until you get a full-time load in the second semester.

Givat Haviva

On October 17, **Reuven Shultz** visited Vanier to inform teachers about the Centre of Jewish Arab dialogue at **Givat Haviva**, an informal education institute in Israel and its program "Face to Face", which promotes such dialogue. Face to Face is a programme which organizes high schools to bring together Jewish-Israeli students and Palestinian-Israeli students for a few days to get to know and learn something about each other. The long-term goal is to make young people aware of the prejudices they have internalized as a consequence of decades of conflict and social separation. Here is Reuven's resume of the workshop.

Bringing kids together for social meetings is no great feat, one might presume. But given the present circumstances of ongoing conflict and the accompanying bitterness, suspicions, hostility, antipathy and national insecurities, there is plenty of encouragement for one group not to have anything to do with the other.

Located in rural Israel in the midst of both Jewish and Arab communities, **Givat Haviva** strives to bring the people in these communities together, encouraging partnership, mutual understanding and respect.

Givat Haviva's Mission Statement underlines the desire "to create true equality amongst all the citizens of the State", functioning "within the spirit of humanism and in the belief that all human beings are equal in both dignity and worth".

In 2001 **UNESCO** recognized the group for its efforts by awarding it the Prize for Peace Education.

"Through Other's Eyes" was a photography project wherein students from Jewish and Arab villages worked together on a photo exhibit which explored each other's existence. Vanier was host to a part of this project before it had a formal exhibit at the **Saidye Bronfman Arts Centre**.

Another venture, "The Women's Project" brings women into rural towns and villages to teach leadership skills, assertiveness training and community involvement. The facilitators are

Compassionate Leave

As more and more teachers have elders or sick family members to look after, there is a crying need for leaves to address this issue. Although we have no clause in our Collective Agreement, there is a part of the Employment Insurance Act which gives benefits for compassionate care, but unfortunately only at the palliative care stage. These benefits can be paid for no more than 6 weeks to a person who is absent from work to give care to a family member who is seriously ill and "at risk of dying within 26 weeks." In order to have this compassionate care benefit, you would have to take a personal leave from Vanier and apply for the compassionate leave benefits from the Employment Insurance Program. All of the information on this program is available on the federal government website.

integrated teams of Arab and Jewish women, and through their example demonstrate common challenges, and the advantages of working together with neighbouring communities. It must be pointed out, that it is quite typical for different ethnic communities not to be involved, or know anything about the other.

"Face to Face" mentioned earlier, is a programme that brings together students from the Palestinian-Israeli and Jewish-Israeli sectors. In order to proceed, months of separate preparation in the individual high schools must be made. This requires the various schools being committed to the programmes. Trained facilitators are introduced to work with the students, to help the students examine their unquestioned attitudes and prejudices. Even so, once the encounters between the students take place, the most pronounced suspicions and antipathies are likely to surface. But they surface in an atmosphere where prejudicial views are challenged and can be changed.

Building understanding and compassion as a result of these meetings is the modest goal of the **Givat Haviva** programs.

Support for peace education is a natural outlet for educators concerned about the hatred and conflict that is poisoning our world. **Givat Haviva** represents one modest effort where hopefully the resources and insights of teachers can make a lasting difference.

Despite the benefits of dialogue, **Givat Haviva** is not a solution to the Israeli-Arab conflict. It represents one of many initiatives at improving relations between small groups of people, in the hope that education for peace can eventually be more persuasive in effecting positive change than nurturing hostility and facilitating feuds.

Reuven Shultz is a Montrealer who is interested in peace issues and devoted to expanding peace education. He is a tireless volunteer who organizes activities with and for the elderly.

FAC Goes Green

At the Federative Assembly in November, delegates voted to change the paper used to print the **FACTUEL**. From now on, the paper will not only be 100% recycled but carry a certificate from the Forest Stewardship Council (FSC) Canada. This certificate ensures that a set of strict environmental and social standards are maintained.

Vanier Social Justice Committee

Stand Up! Speak Out! Against Poverty



On October 18, the **International Day for the Eradication of Poverty**, the Vanier Social Justice Committee helped to set a new Guinness World Record for the largest number of people to stand up and speak out against poverty. Kudos to **Barb Armstrong** in Student Services for bringing this event to Vanier. Way to go, Barb!!!

Students, teachers, professionals and support staff met in the "marketplace" to join hands and stand up against poverty. Eric Lamoureux, history teacher and co-coordinator of the VSJ committee explained why the event was being held.

"...We are standing now with millions around the world on this symbolic day, the **International Day for the Eradication of Poverty**, to show our commitment to the fight against extreme poverty and inequality. We are standing because we refuse to accept more excuses in a world where 50,000 people die every day as a result of extreme poverty and the gap between rich and poor is getting wider. We are standing because we want our leaders to honour their promises to meet the Millennium Development Goals – and we ask them to exceed these goals.

We join in solidarity with people from over 100 countries to say: To the leaders of the wealthy countries – We urge you to keep your promises on poverty. Cancel the debts of the Third World. Give the aid you KNOW you can afford. When you force countries to accept our trade, be sure to accept theirs too. Place people ahead of profits – especially women, who bear so much of the burden of poverty.

To the leaders of ALL countries – Make it your first responsibility to save the lives of your poorest citizens. We ask you to tackle inequality, to be accountable to your people, to govern fairly and justly for ALL your people, to fight corruption and to fulfill human rights.



History teacher and member of the VSJ Committee, Eric Lamoureux, speaks to the crowd about poverty in Canada and around the world.

Today, and every day, we will stand up and speak out against poverty. We will continue the fight against poverty and inequality and hold our leaders to their promises. We are asking not for charity but for justice. We are millions of voices standing in solidarity to say, no more excuses - END POVERTY NOW. "

The Social Justice Committee of Montreal, a local international solidarity NGO is seeking a volunteer to do bookkeeping tasks oneafternoon a week. Please contact Eric Lamoureux (phone: 7430, lamouree@vaniercollege.qc.ca)

AIDS in Africa Project: SJC Event in the Cafeteria



Doug Miller, Lyne Marie Laroque and Sonali Srivastava at the SJC event.



Educating the community about AIDS in Africa

Prosecution Seeks Minimum 12 Years of Federal Penitentiary Time:

If Convicted, Mohawk Shawn Brant Faces Serious Jail Time

(October 16, 2007) On Friday, October 12th, Mohawk spokesperson Shawn Brant of Tyendinaga appeared in court to finalize the details of his impending trial.

Released on bail after spending two months in pre-trial custody, Shawn is currently facing a total of 9 charges in relation to two blockades, one in April 2007, and the other as part of the Aboriginal National Day of Action on June 29, 2007. Included in these charges are 6 "mischief" charges, which the Crown has elected to proceed on by indictment.

The Ottawa-based Crown, Robert Morrison, has indicated that he intends to seek a minimum of 2 years imprisonment per charge, for a minimum sentence of 12 years in a federal penitentiary.

Shawn's trial has been set for January 2009. He will continue to live under bail conditions that include a curfew, inability to leave the Province of Ontario, and a ban from attending any protest of any kind.

In the meantime, the reclamation of the quarry and the fight for the return of the Culbertson Tract to Mohawks of Tyendinaga - the land that lies at the heart of the recent blockades and actions - continues to hold strong. Tyendinaga Mohawks have long established a permanent presence on the former quarry site, with dozens of trailers and families living on the land on a fulltime basis. People are currently making preparations for the winter.

The severity of the prison time openly being sought by the Crown indicates the punishment the Canadian state is prepared to inflict on First Nations people who struggle for their land and their communities.

Clearly, the gravity of this possible sentence is proof that Shawn is being singled out, in an effort by the colonial authorities to crush First Nations' resistance. The community of Tyendinaga has, through working to re-establish a longhouse, self-governance, and economic self-sufficiency, long been a thorn in the side of the Canadian state, and its project of oppression and genocide of First Nations peoples.

Asking for twelve years prison time is not about the blockades of this summer. It is about sending a loud message to First Nations people who are not interested in submitting to the exploitation of their lands and resources, nor the continued denigration and suffering of their communities.

Shawn is being made an example of, in a state response of fear and concern that First Nations resistance will continue, and will succeed in forcing the rest of this country's population to realize that long-standing crimes against the Mohawk community of Tyendinaga, and all other First Nations communities, must be righted.

WHAT YOU CAN DO:

1. CALL/FAX/EMAIL:

In September of this year, the international community adopted the United Nations Declaration on the Rights of Indigenous Peoples, despite high-profile opposition from Canada and three other settler states - New Zealand, the United States and Australia. Article 26 of the UN declaration states: "Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired."

By voting against the Declaration, Canada clearly belies its ongoing contempt, racism, and lack of will to negotiate in good faith with or atone for the genocidal crimes committed against the First Nations peoples of this land. Colonialism continues.

The criminalization and persecution of Shawn Brant, a Mohawk who has made great sacrifices to stand up for his community, his people, and his land, serves as a sharp and unacceptable example of this very colonial agenda.

Seeking to send Shawn to jail for the acts of resistance taken by his community is unacceptable. In turn, return of the Culbertson Tract to the Mohawks of Tyendinaga is a crucial step in building a new relationship between First Nations peoples and the rest of Canada.

Write or call the Attorney General of Ontario, the Minister of Indian Affairs, and the Head Office of CN Rail, to call for the following:

We demand that:

1. Michael Bryant, Attorney General of Ontario drop the charges against Shawn Brant, who, if convicted, could face serious time in a federal penitentiary.
2. CN Rail abandon its multi-million dollar lawsuits against Shawn Brant, Jason Maracle, and Tara Green.
3. The Provincial and Federal governments return all lands that rightfully belong to the Mohawks of the Bay of Quinte and immediately cease exploitation of resources on those lands, thereby committing to negotiating land claims issues in good faith, and to honest governance for all Ontarians.
4. The Provincial and Federal Governments engage in meaningful dialogue to end the exploitation of First Nation lands and resources.

ADDRESS YOUR DEMANDS TO THE FOLLOWING:

Michael Bryant,
Attorney General of Ontario
Ministry of the Attorney General
720 Bay St, 11th Flr
Toronto ON M5G 2K1
Tel : 416-326-4000
Fax : 416-326-4016
mbryant.mpp@liberal.ola.org

Chuck Strahl,
Minister of Indian Affairs and Northern Development and
Federal
Interlocutor for Métis and Non-Status Indians
House of Commons
Ottawa, ON K1A 0A6
Phone: (613) 992-2940
Fax: (613) 944-9376
ottawa@chuckstrahl.com

Canadian National Railway Company
935 de La Gauchetière Street West
Montreal, Quebec
H3B 2M9
Phone: 1-888-888-5909
contact@cn.ca

2. MAKE A DONATION:

.....To cover the legal costs and to contribute to the winterization of the quarry site the Tyendinaga Support Committee has set a target of \$40,000 for the Tyendinaga Legal Defence Fund. The money collected will be divided between legal costs incurred by Shawn Brant's counsel, and funds needed to winterize the quarry site in Tyendinaga Mohawk Territory.

All donations are valued and appreciated.

CHEQUES PAYABLE TO:
Tyendinaga Legal Defence Fund
c/o 10 Britain Street
Toronto, ON
M5A 1R6

For More Information, contact:

Tyendinaga Support Committee:
<http://www.ocap.ca/supporttmt.html>
support.tmt@gmail.com

six_nations_info mailing list
six_nations_info@masses.tao.ca
https://masses.tao.ca/lists/listinfo/six_nations_info

IPSM-I mailing list
IPSM-I@lists.resist.ca
<https://lists.resist.ca/cgi-bin/mailman/listinfo/ipsm-i>

Submitted by Angelika Maeser-Lemieux

Communiqué

Hausse des droits de scolarité La FAC réitère son appui aux étudiants

Montréal, 22 novembre 2007 — À l'occasion de la manifestation organisée à Montréal par la Coalition des forces étudiantes, la Fédération autonome du collégial (FAC) réaffirme son appui à la lutte des étudiantes et étudiants contre la hausse des droits de scolarité. La FAC considère que la hausse décrétée par le gouvernement Charest met en péril les principes d'accessibilité et de démocratisation de l'enseignement supérieur. Pour son président, Jean-Claude Drapeau : « comment peut-on prétendre que cette hausse n'aura pas de répercussion sur la fréquentation des institutions d'enseignement supérieur? Le gouvernement a-t-il déjà oublié qu'encore récemment, il plaidait pour une hausse des tarifs d'électricité pour en faire diminuer la consommation! Manifestement, la hausse des droits de scolarité limitera l'accessibilité et ce sont encore une fois les moins bien nantis qui en feront les frais. »

La FAC écarte catégoriquement les arguments selon lesquels les étudiantes et étudiants doivent contribuer davantage et s'interroge sur la justesse de l'effort exigé. « À travers ce discours, on occulte le fait que les étudiantes et étudiants font déjà des efforts considérables sur le plan financier. Les conséquences néfastes d'une hausse des droits, aussi minime que l'on souhaite nous le faire croire, sont majeures pour de nombreux jeunes », d'ajouter le président de la fédération syndicale.

Pour la FAC, le mouvement amorcé par les étudiantes et étudiants doit permettre la tenue d'un véritable débat de société sur le système éducatif que le Québec souhaite pour l'avenir.

Selon Jean-Claude Drapeau : « non seulement le dégel des droits de scolarité est une mesure inadéquate, mais elle tend à camoufler que la clé du problème de financement dans les universités et dans les cégeps est le désengagement de l'État envers l'enseignement postsecondaire. » La FAC se rallie à la position de la Coalition des forces étudiantes et réclame la tenue d'un véritable débat public sur l'accessibilité et le financement des études postsecondaires.

La Fédération autonome du collégial est une organisation syndicale qui représente quelque 4 000 enseignantes et enseignants de cégep répartis sur l'ensemble du territoire québécois. Depuis déjà vingt ans, elle s'emploie, jour après jour, à défendre les meilleures conditions d'enseignement pour ses membres, tout en développant une réflexion pédagogique novatrice centrée sur la réussite des étudiantes et étudiants et sur l'accessibilité aux études collégiales pour l'ensemble des Québécoises et des Québécois. (www.lafac.qc.ca)

Information : Jean-Claude Drapeau, président, 514 943-0329
Source : Guy Desmarais, vice-président aux communications, 514 943-9561

Who is a department member?

According to Clause 4-1:05 of our collective decree, "A department shall consist of all the regular professors in one or more disciplines at a college or campus." A "regular professor" is employed by the College to teach in the regular program or to teach courses leading to a DEC to students enrolled in cont ed. All of these teachers have a right to vote in department matters.

VANIER

AIDS Action in Africa - Update

We have raised over \$7,500 in donations, selling The Bay vouchers, raffle tickets, wine and Cheese tickets and of course from the Silent Auction.

The first AIDS Conference at Vanier College was a great success with approximately 500 people in attendance in the auditorium throughout the day. There was also an information kiosk set-up by a local Montreal organisation called GAP-VIES, whose mission is to spread HIV/AIDS education as well as uphold the rights for people living with HIV. The sessions were taped and will be available to borrow from Vanier's Library.

The highlights of the Conference was when Gabrielle Martineau spoke of her personal experience and explained how she contracted the virus and what repercussions it has had on her life.

We would once again like to warmly thank all of our speakers who were: Gabrielle Martineau, Genevieve Nemouthe, Gilbert Heroux, Laura Bisailon, Nancy Wargny, and Doug Miller.

Sonali Srivastava
International Projects Officer



2006/2007 Report of the Human Rights Coordinator at Vanier

Under the Quebec Charter of Human Rights and Freedoms and the Act Respecting Labour Standards, the administration of Vanier College is responsible for keeping the College free from discrimination and harassment and having a policy in place to deal with any complaints in these matters. You can access the Human Rights Policy at the Vanier website by going to the Human Rights Office new webpage, Quick Links/Human Rights Office. This policy is administered by the Human Rights Office.

Marilyn More is the Coordinator of the Human Rights office at Vanier College, appointed by and responsible to the Director General. She has half-time release from her job in Academic Advising to serve as Human Rights Coordinator. The Coordinator works with members of the Vanier community to promote a learning and working environment free from discrimination and harassment. The Human Rights Office provides workshops to promote awareness of human rights issues. The Coordinator can assist parties involved in a human rights complaint with clarifying perceptions, raising the awareness of the impact of certain conduct, reconciling differences or sorting out misunderstandings. "The Coordinator is an advocate for the policy and never advocates for one party or the other."

Her office publishes an annual report to the community, detailing all contacts with the office, even contacts where the complainant chooses not to make an official complaint. From July 2006 - June 2007, there were 37 consultations with the office.

Below are some excerpts from her report.

Table 2 - Distribution of Complainants

	2005-06	2006-07
Students	20	21
Professionals	0	0
Management	0	1
Support	11	9
Faculty	18	10
Unknown	1	0
Total	50	41

Table 3 - Distribution of Respondents

	2005-06	2006-07
Students	6	10
Professionals	0	0
Management	2	0
Support	24	15
Faculty	6	8
Unknown	6	4
Total	47	38

Table 4 - Distribution of Complainants and Respondents by Gender

	Complainants		Respondents	
	2005-06	2006-07	2005-06	2006-07
Females	37	29	10	7
Male	12	12	30	27
Unkown	1	0	7	4

Females used the office more frequently than males. Males were named more frequently as respondents. This is a trend that appears across most university and college campuses. Where males did come forward, it was generally with regard to psychological harassment.

Table 5 - Distribution of Consultations According to the Type of Harassment

	2005-06	2006-07
Article 4.01 Discrimination	1	2
Article 4.02 Harassment	1	0
Article 4.03 Psychological Harassment	30	20
Article 4.04 Sexual Harassment	5	7
Outside the policy jurisdiction	8	8

Table 6 - Complaint Resolution Procedure

	2005-06	2006-07
Consultation Only	16	13
Informal Procedure	25	21
Mediation	0	0
Formal Investigation	2	1
Outside the procedures (Grievance or another college procedure)	2	2

Complainants have a number of options available to them once they have consulted the Office:

- seek advice from the office on the options available to them through the college policy
- seek advice on how to handle the situation through some direct personal action

- proceed to informal resolution
- proceed to mediation
- proceed to the formal investigation
- pursue any other course of action available through the legal system, under a collective agreement or other college policies and procedures
- take no further action

Filing a complaint is a difficult and emotionally draining experience. The respondents find the experience equally difficult. It often robs both parties of valuable time and energy. There is also considerable concern about confidentiality and damage to reputations.....

After consulting the office some complainants chose to speak directly to the alleged harasser or to write a letter outlining the offensive behaviour and requesting that it stop. Many chose to take no further action. The fear of retaliation continues to be a major barrier to confronting the perceived harassment. Students fear a potentially negative impact on their grades and on their relationship with their classmates. Many students choose to drop a course or even withdraw from the college. Staff members are worried if they report a situation they will be considered to be trouble-makers or that the situation will become worse.

Increase in Informal Intervention

Over the years there has been a significant increase in requests for informal intervention by the Office. The number of requests dropped only slightly this year. This informal process offers several advantages. It is aimed at stopping the behaviour, rather than determining guilt or intent. It is less stressful and less adversarial than a formal investigation and confidentiality is easier to maintain. The complainant can take an active role in resolving the situation and the process may be educational for the respondent. The alleged harasser is often not aware that his/her behaviour is perceived to be offensive and is

surprised at the impact of the behaviour on the complainant. This process also allows for a range of remedies which might not be available in a formal investigation. A simple apology by the alleged harasser and a commitment not to repeat the behaviour, is often satisfactory to the complainant.

The number of individuals requesting a formal investigation as the mechanism for resolution of a complaint is very low compared to the total number of harassment situations presented to the Office. One complaint resulted in a formal investigation and two complaints were handled under the College's Zero Tolerance Policy.

Formal investigations are stressful and time consuming for both parties as well as the administrators involved as members of the formal hearing panel. Complainants are generally strongly encouraged to try informal resolution or mediation before proceeding to a formal investigation.

The complainants may decide to bypass the college's internal formal procedures and use external resources, like the legal system, by filing a complaint with the police. This becomes more likely if sexual assault on minors is alleged.

CONCLUSION

The Office continues to work with individuals who believe they are targets of harassment, particularly psychological harassment. Defining and understanding psychological harassment is extremely complex. Not every exchange of harsh words, disrespectful situation, workplace conflict or "temporary lapses in civility", constitute harassment. A significant amount of the Coordinator's time is spent helping individuals clarify their concerns and redirecting them to appropriate areas to resolve these concerns. It is essential that the College's management staff respond quickly to conflict situations. Issues that are ignored tend to escalate and rarely go away.

Déclaration de la Coalition-cégeps

Le sous-financement a assez duré

Investissons dans le réseau des cégeps

Parce que l'éducation n'est pas un privilège mais un droit, et qu'à ce titre, l'État se doit de tout mettre en oeuvre pour promouvoir l'enseignement supérieur ;

parce que le réseau des cégeps joue un rôle essentiel dans la concrétisation d'idéaux tels l'universalité, la gratuité et l'accessibilité à l'enseignement supérieur, et que ces idéaux sont l'objet d'un vaste consensus maintes fois exprimé par la population québécoise ;

parce que le fait que les cégeps soient organisés en réseau permet d'assurer une qualité équivalente de formation polyvalente et transférable sur tout le territoire ;

parce que la qualité de la formation des étudiantes et des étudiants de cégep, largement reconnue tant par les employeurs que par les universités, est menacée par le sous-financement ;

parce que le réseau des cégeps participe pleinement, de manière significative, au développement social, culturel et économique du Québec en formant des citoyennes et des citoyens outillés pour bâtir une meilleure société ;

parce que le réseau des cégeps contribue au développement d'une société démocratique, dynamique, ouverte et capable de faire face aux nombreux défis contemporains ;

parce que le réseau des cégeps souffre depuis trop longtemps d'un sous-financement chronique qui menace sa mission et la survie de plusieurs établissements ;

parce que le sous-financement accentue la concurrence entre les cégeps, les éloignant de leur mission première; parce que le financement actuel du réseau des cégeps est inéquitable et accentue le clivage entre les régions où les cégeps constituent un pôle de développement irremplaçable; **Continued on pg. 12**

New Federal Money: Use it for Teaching!

Letter from the Presidents of the 3 CEGEP teachers' unions

PAR COURRIEL

Montréal, 6 novembre 2007
Madame Michelle Courchesne
Ministre de l'Éducation, du Loisir et du Sport
1035, rue De La Chevrotière, 16e étage
Québec (Québec) G1R 5A5

Madame la Ministre,
Nous avons appris, au cours d'une rencontre avec la Fédération des cégeps, que la réflexion du gouvernement et de votre ministère au sujet des orientations concernant les transferts fédéraux destinés à l'enseignement supérieur privilégiait un financement dédié.

Pour nous, il est essentiel que la reconnaissance du rôle des enseignantes et enseignants soit en première place dans les décisions envisagées. Comme vous le savez sans doute, les trois fédérations syndicales enseignantes du collégial, dont les présidences signent la présente lettre, ont entrepris, dans le cadre d'un comité paritaire impliquant le Ministère et la Fédération des cégeps, un travail important sur la profession enseignante actuelle au collégial. Le premier résultat de ces travaux consiste en un portrait actualisé de la profession, qui circule actuellement dans les collèges aux fins de validation. Ce portrait constitue en lui-même un témoignage éloquent dont nous espérons, entre autres, qu'il contribuera à combattre les préjugés entourant l'enseignement collégial.

Nous souscrivons à plusieurs des priorités du Ministère et, en particulier, depuis toujours, à l'objectif d'améliorer la réussite. Mais ces priorités, qu'il s'agisse de la réussite, des services adaptés ou de la recherche appliquée et technologique, du développement économique des régions ou de toutes les nouvelles exigences liées à l'évolution de la société et du marché du travail, comme les révisions de programme par

exemple, interpellent au premier chef le travail enseignant et, partant, la tâche quotidienne du personnel enseignant. Ce dernier a un rôle déterminant à jouer sur le plan de la réussite. La chose n'est pas inutile à rappeler, à un moment où les élèves de la réforme atteindront bientôt les portes des cégeps, avec des acquis dont tout donne à penser qu'ils seront plus fragiles.

L'aboutissement des dernières négociations, qui se sont conclues sans reconnaissance de l'alourdissement de la tâche enseignante, a laissé un souvenir très amer et encore très présent chez nos membres. Dans un tel contexte, refuser d'établir un lien concret entre un réinvestissement en enseignement collégial et le travail accompli par toutes les enseignantes et tous les enseignants du réseau nous apparaîtrait fort difficile à concevoir.

Nous comprendrions fort mal que les sommes nouvelles qui permettront de donner un peu d'oxygène au réseau collégial ne soient pas l'occasion de soutenir directement le travail de celles et de ceux qui permettent aux collèges de s'acquitter d'une mission de plus en plus importante et de plus en plus complexe.

Nous demandons par la présente une rencontre pour discuter directement avec vous de ces questions avant que le processus décisionnel ne soit trop avancé. Dans l'attente d'une réponse positive de votre part, nous vous prions d'agréer, Madame la Ministre, l'expression de notre considération distinguée.

Jean-Claude Drapeau, président
Mario Beauchemin, président
Ronald Cameron, président
CC Tamara Davis, attachée politique de la Ministre

Déclaration de la Coalition-cégeps

Continued from pg 11

et accentue le clivage entre les régions où les cégeps constituent un pôle de développement irremplaçable;

parce que le sous-financement favorise le financement privé du réseau des cégeps introduisant une ingérence indue de la gestion des programmes,

Nous, membres de la Coalition-cégeps, réclamons:

que le gouvernement québécois s'engage à réinvestir dans le réseau des cégeps à la hauteur de ses besoins réels afin de permettre son plein développement;

que ce réinvestissement garantisse pleinement le financement du réseau favorisant la coopération entre les cégeps mettant ainsi fin à la concurrence entre ceux-ci;

que ce réinvestissement public assure le plein financement de toutes les activités d'enseignement et complémentaires à

l'enseignement ainsi que la gratuité scolaire ;

que ce réinvestissement public permette le développement du réseau des cégeps dans toute son intégrité en fonction des besoins des étudiantes et des étudiants, incluant les besoins d'encadrement particuliers ainsi que de ceux de la société québécoise en valorisant l'éducation citoyenne;

qu'au-delà des mesures ponctuelles, ce réinvestissement assure le renforcement durable des services directs offerts aux étudiantes et aux étudiants prioritairement par l'ajout de personnel professionnel et de soutien ainsi que d'enseignantes et d'enseignants;

que ce réinvestissement garantisse le maintien intégral de la formation générale, le développement et l'accès à des programmes nationaux diversifiés sur tout le territoire et plus particulièrement pour les cégeps de régions éloignées des grands centres urbains afin de permettre le maintien de la qualité de l'enseignement et des services offerts.