



SEARCH FOR A DIRECTOR, CONTINUING EDUCATION

Proposal for renaming SEL “The Centre for Continuing Education”

Changes at the School of Extended Learning – The New Mandate

As we have reported to the membership, CUCEPTFU has spearheaded a number of initiatives which push for the growth of the Centre for Continuing Education. These initiatives have been proposed by your union in the light of the new mandate of SEL and the University’s decision to curtail complementary credit offerings. The new mandate of SEL reflects a return to Cont. Ed’s traditional mission at the University.

Specifically, the current SEL mandate states that:

Our mission is to be proactive in providing adult learners with a wide range of innovative professional development, personal development and second language courses, programs and training, leveraging the vast knowledge base and resources of Concordia University to provide a unique and stimulating experience for both local and international students.

Our modern and spacious classrooms, state-of-the-art computer labs, innovative approaches to teaching, and professional dedicated teaching staff will ensure that students receive a first-class educational experience.

The School (Continuing Education) supports the mission of Concordia University. It provides services and opportunities for students that are not provided within the academic Faculties. It increases the size and diversity of the Concordia student body. It enhances Concordia’s reputation and standing by demonstrating that Concordia contributes to the diversity of educational options in Montreal and is in tune with the outside world.

In May 2014, CUCEPTFU invited Dean Lewis to speak about the new mandate. At that meeting, Dean Lewis stated that he would be guided by this mandate going forward. In the intervening months, a lot has taken place. As we now look ahead, some things have been clarified.

- The School of Extended Learning Council has approved the renaming of the School as “The Centre for Continuing Education”.
- The Dean has asked that his mandate not be renewed; his term is completed at the end of June 2015.
- A new “Director of Continuing Education” will soon be hired.

New Director Position Posted

The posting for the new position of Director, Continuing Education, is as follows:

Reporting directly to the Provost, you will oversee all aspects of the Centre for Continuing Education, directing its daily operations and ensuring sound management for all of its human, physical and financial resources.

Primary responsibilities

- You will lead the development and implementation of a strategic plan that will put forth innovative and responsive non-credit continuing education programs and courses that support the overall mission of the University. You will also provide leadership in the evaluation and improvement of existing programs and courses, and in the development and execution of student recruitment strategies, both locally and internationally. You will liaise effectively with the senior leadership team,

faculty and other constituencies at Concordia, in order to ensure programming that complements Concordia's academic mission.

- You will be expected to seek out and develop strong collaborative partnerships with other institutions, professional orders and businesses in order to ensure the Centre's growth and market development. You will spearhead the further development of the Continuing Education Language Institute (CELI). You will also work collaboratively with e-Concordia / Knowledge One towards the development of online and blended Continuing Education courses and programs.
- In addition to diversifying and strengthening the Centre's course offerings, you will develop strategies for ensuring its financial viability in the short and long term.
- In your role as spokesperson for the Centre, your efforts will be focused on promoting and enhancing the reputation and image of the Centre and the University, both internally and externally, through marketing strategies, internal communications and other means of representation.

Requirements

- Master's degree or higher.
- Minimum five years' experience in leadership roles in the post-secondary Continuing Education sector.
- Proven expertise in educational needs assessment, program and curriculum development, and program evaluation.
- Deep understanding of teaching and learning innovations, including online learning.
- Understanding of the higher education landscape in Québec and beyond.
- Expertise and demonstrated track record in business development and successful marketing efforts/campaigns.
- Successful track record of human resources management, especially in a unionized environment.
- Capacity to communicate effectively with all levels of the University community (students, faculty and staff, members of the University's administration, external partners, etc.).
- Strong negotiation and consensus-building skills.
- Change implementation and management abilities.

A Search Committee has been established. Continuing Education faculty will have representation on this Search Committee. The faculty members of the Search Committee will be: Marylee Wholey (CUCEPTFU President), Carol Hawthorne, (representing the Language Institute), Adrienne Sklar, Continuing Education Teacher Consultant (representing the Career Professional Departments).

Going Forward!

The implementation of the new SEL mandate and the hiring of a new director are a step forward for all CUCEPTFU members and all Continuing Education departments.

Each department in Continuing Education has strengths and challenges. Based on submissions from departmental representatives as well as input from CUCEPTFU members who attended a meeting organized last June with Robert Soroka (tasked with preparing a marketing survey for Dean Lewis), these strengths and challenges are presented here. The common thread among departments is that, in order to realize its potential and fulfill its mission, Continuing Education needs the implementation of a comprehensive plan for marketing and recruitment. ●



DEPARTMENTAL STRENGTHS AND CHALLENGES
Professional Development and Career Training

Communications and Public Relations: There has been some important growth in the development of this department as seen in new course offerings in Creative Writing, Social Media Fundamentals and in Museum Guide Training for the Montreal Museum of Fine Arts. These course offerings underscore two directions that are important in the eyes of the department faculty: offering a distinctive product in the fields of creative writing and digital media and partnering with art and cultural institutions in Concordia and in Montreal. In addition, faculty members noted that there is a potential for new markets in the area of technical writing programs. In this area, faculty noted that some documented market research had already been done, which included a business case analysis of the viability of such offerings. Faculty in the department see having a strong profile of recognized work in the field and being linked to professional associations where such is possible as critical to their success. A strong and integrated marketing communications plan was noted as a necessity, in order to build on the work that has been done and that is being recommended.

The Computer Institute and Graphic Design: Faculty in this department point out that Concordia's Cont. Ed excels in a "hands-on" approach to teaching and learning, something that is in contrast to offerings at the undergraduate level. In one faculty member's words: "Our evening clientele is usually looking for hands-on approaches on very specific software." They come back for more instruction when they are satisfied with the level of instruction. The instructors' skills and practical experience, as well as their knowledge of the design community, are a plus-value for them. Students also appreciate the quality of the equipment (state of the art hardware and software), and they favour the fact that classes remain small with less than 20 stations.

Cont. Ed. also serves an older demographic in the day programs, many of whom are heading for a new career or trying to find a job in desktop publishing and graphic communication. The fact that these courses are offered in an intensive format of 20 or 40 hours appeals to students with a busy agenda. Many think the qualifications given at Concordia University, rather than at a CEGEP, will open doors in their field. Going forward, the department needs to focus on the special nature of its offerings; a hands-on approach with qualified teachers who are practitioners in the business and who know the requirements of the business community. Concordia Cont Ed is the only place where such well-targeted courses are given in English at university level in the Montreal area.

To maximize our potential, however, we must be more nimble. Investment in technology is critical. We must secure funding for updating the computer hardware in our labs. To take one example, Solid Words in addition to Auto Cad. In the area of marketing, search engine optimization is critical. According to one faculty member, our courses do not readily appear when prospective students are searching for offerings. Along similar lines, we offer courses that are recognized by the OIQ (Order of Quebec Engineers) and other professional orders; these orders could be targeted to help promote our offerings through the orders' rank and file. As well, we could look for ways to secure the 1% training allowance that companies must spend on professional development. Creative ways to identify and reach the decision makers must be devised.

Photography and Digital Arts: The department, though small, has established itself as a leader in the field. Word of mouth as to the quality of the instruction and the professionalism of the instructors has been critical to its success. As well, our unique pedagogy is a strength that should be promoted in our marketing. Cont. Ed is the only school in Canada that offers instruction in 10 levels of Photoshop. Again, investment in technology is critical. Although we have state of the art software and programming, the equipment is old and must be upgraded. Without this, the competitive edge we now enjoy is at risk.

Business Department: The Department will once again be offering non-credit courses. As this department is the "phoenix rising from the ashes", a marketing campaign that leverages the popularity that it enjoyed in the past among business professionals is a priority. These professionals do not need "credit" credentials but want their professionalism recognized with a non-credit certificate from Concordia University. We have received news that the newly introduced Diploma in Information Systems Auditing has received accreditation by ISACA, previously known as the Information Systems Audit and Control Association. ISACA is a prestigious international association that produces and promotes standards used for the governance of IT around the world. Professional partnerships of this caliber will enable the department to rebuild its brand. ●

Continuing Education Language Institute

French Department:

The Department has experienced significant growth of late. The recognition by the provincial government of our certificates for language proficiency has helped drive enrolment in our programs, both from within the University community and the Montreal community. The Department is presently conducting a survey of current students to ascertain preferences for course scheduling. The GradProSkills program, which had underwritten costs for qualified graduate students, has unfortunately seen its funding reduced in the wake of budget cuts. This may have an impact on the accelerated courses that the Department has offered but the final word on this has not been heard. Nonetheless, the Department is going ahead with a long-planned revamping of its in-course materials, which will go far to increase the already healthy numbers of re-registrants to the program. This revamping and the fuller integration of available technologies are seen as critical to the growth of this program.

English Department:

For the Intensive English for Academic Purposes (EAP) program, reputation and word-of-mouth advertising have been responsible for a consistent level of registrations over the years. Our niche in recent years has been primarily for students who are university bound. In the last year, due to the lack of a comprehensive recruitment strategy that would leverage its strengths with a broader approach toward maintaining a diverse student body, enrolment in

this critical financial foundation stone of Continuing Education has foundered. This problem must be addressed. The strengths of this program are that its pedagogic approach translates well for those who study language for professional purposes, as most of the academic skills translate into professional skills. It can be tailored for students who have various personal goals; for example, for students from a given country such as Japan, Mexico or Colombia who wish to take a semester from their degree studies to come and learn English in Montreal. While their goal is not to pursue university studies in Canada, their motivation includes a combination of academic, professional and personal goals. English will help them in their studies and in their career prospects. They want to be able to communicate easily when travelling for business or pleasure. Diversity is the key. A broadly diverse student population from different parts of the world makes the program much less vulnerable to external factors such as the vagaries of the market, or internal factors such as problematic institutional decisions regarding recruitment.

The pedagogical and methodological approach that underpins this program forms the cornerstone for special purpose courses, such as the highly successful Academic English for Graduate Business Students course launched this year. Finally, the Center is in the process of rebranding its part-time English courses to better appeal to an adult learner who is looking to upgrade language skills for professional purposes. ●

Marketing and Recruitment

A number of recommendations have been made, many repeatedly, as members of CUCEPTFU have reflected on the needs they have seen gone unaddressed over the past few years. These are:

In the Language Institute:

- Via our membership in Languages Canada, make use of the services offered through ICEF (International Consultants for Education and Fairs) to widen our outreach to international markets.
- Obtain CEA (Commission on English Accreditation) accreditation
- Earmark resources for immediate action:
 - Internet marketing – ideally our own social media, but immediately some search engine marketing such as Facebook ads
 - Ongoing outreach to embassies and consulates
 - Ongoing outreach to partners, for example universities in other countries
 - A multi-cultural student committee whose members will help us harness the power of a social media presence (Take a look at our A2 student on-line testimonials to get an idea what we mean)
 - Revamping of the website, including funding for webpage redesign, video content, student testimonials and instructor pieces such as spoken course descriptions
- Piggyback on the recruitment efforts of the University – this requires liaising with the International Recruitment Office.
- Strengthen our association with the Graduate Students Office to promote our language courses.

In the Career Professional Departments:

- Provide course completion documentation paperwork for individual courses to ease proof of completion submissions to professional organizations
- Increase advertising in various Quebec professional organizations; i.e., for engineers and architects, etc.

- Provide direct marketing for courses that satisfy updating skill training requirements for professional associations.
- Update and improve our web presence
- Increase use of Internet social media for student recruitment
- Outreach to governmental bodies that are looking for training for employment



Accessibility and flexibility are important drawing cards for the adult market and for the local and international market. The Centre offers short program certificates for which prerequisites are not required. Both evening and day schedules are available in many programs, a number of which can be offered on-line. Non-credit programming allows the Centre to respond in a flexible and dynamic way to the needs of its students and the ever-changing job and education markets. In addition, there is the advantage of the accessible, downtown location. Given the marketer's mantra of 'location, location, location', the importance of a central, storefront campus to a self-financing unit such as Continuing Education cannot be overestimated.

In summary, it is clear that the Centre has a solid foundation on which to build. With the recent revamping and the renewal of our mandate as the Centre for Continuing Education, we know that we have work to do. We have concrete suggestions for ways the structure of Continuing Education might evolve, and ideas for alternative course-content delivery modes, as well as new target markets and ways of reaching those markets. In all of these, we are mindful of the underpinning values of the Centre, and the ways in which it will deliver its programs and services as we move to implement the new mandate and, as ever, to continue to carry out our mission as a key member of our Concordia community. ●



CUCEPTFU STANDS UP FOR PENSION RIGHTS

Changes Looming: As we reported in last spring's Newsletter, CUCEPTFU, in concert with other unions and associations in the University, is preparing to address the challenge of impending changes to our Pension Plan. The University has said repeatedly that they are committed to keeping the status quo; that is our defined benefits plan. This is good news for the members of the plan because a defined benefits plan means that, on retirement, you will know the amount of pension you will receive each month. However, the Provincial Government is preparing pension legislation, tabled as Bill 15, that they have said will result in changes to the plans of the public bodies in the province and to the pension plans of the charter Universities, of which Concordia is one. At present the government has said that it would pass legislation before the end of the current legislative session which ends June 12. Concordia University has said that it foresees that some changes will have to be made in order for the plan to be in line with the provisions of the expected legislation and for the University to remain solvent going forward. The expected changes will most probably include:

- An end to non-contributory status for members of the plan
- An increase in the employee's share of the cost, which will be reflected in an increase in the weekly pension deduction
- An end to automatic indexation of pensions
- The establishment of a mandatory "sustainability fund"; an amount equal to 10% of the fund, the cost to be shared equally by employer and employee
- Sharing of the fund deficit

At the moment, we continue to discuss these issues in Inter-Union Council, with our CSN advisors and with the Administration. To date we have had three meetings of the Pension Sustainability Forum with the University Administrators to

- get information about the present status of the pension plan,
- hear what the University thinks the government's position on University pension plan funding is likely to look like,
- discuss a range of responses to these possible changes
- discuss strategies to preserve the University pension plan going forward

In February at the conclusion of these meetings, we heard that the working group of the Benefits Committee was preparing to put forward a list of recommendations to the full Benefits Committee and then on to the Pension Committee. Ultimately the Pension Committee makes its recommendations to the Board of Governors.

In response, because they do not have direct representation on the Benefits Committee, a number of the Concordia Unions, CUCEPTFU included, wrote to the Administration in support of two principles:

1. That no change be made to the pension plan in advance of knowing the provisions of the legislation passed in the National Assembly.
2. That we consider pension payments to be a part of our working conditions, much as are our salary rates and therefore are a matter to be discussed at the negotiating table.

In response to the letter the University met with the Unions. At this meeting the University stated that no changes to the plan would be made before the proposed legislation has become law so that there would be clarity as to what the law required. In addition, the Unions made it clear that a demand for pensions to be discussed as part of our collective agreements at the negotiating table did not constitute a shift from a unified plan for all employees at Concordia, but rather an interest at looking to see what could be done through common table discussions.

We anticipate that the issue of our Pension Plan will be front and centre for the rest of the academic year, especially given that we are about to go into negotiations for a renewal of our present Collective Agreement. ●

Letter of Agreement re Salary Scale

CUCEPTFU and the University have agreed to percentage increases in the salary rates for the academic years 2012, 2013 and 2014. A Letter of Agreement establishing these rates has been signed following the approval of the General Assembly. The new rates are as follows:

Unit	TAUX HORAIRE PAR ANNÉE ACADÉMIQUE							
	2007	2008	2009	2010	2011	2012	2013	2014
Cours intensifs d'anglais	83,90\$	85,58\$	87,29\$	87,73\$	88,39\$	90,16\$	91,96\$	93,80\$
Tout autre cours intensif	76,44\$	77,97\$	79,53\$	79,93\$	80,53\$	82,14\$	83,78\$	85,46\$
Tout cours non-intensif	70,15\$	71,55\$	72,98\$	73,34\$	73,89\$	75,37\$	76,88\$	78,42\$
Tâches connexes à l'enseignement	40,69\$	41,50\$	42,33\$	42,54\$	42,86\$	43,72\$	44,59\$	45,48\$

CELI INSTRUCTOR SHERRY BLOK AWARDED TESOL INTERNATIONAL TEACHER OF THE YEAR 2015

Newsletter: Congratulations on receiving the 2015 Teacher of the Year award from TESOL, the professional organization of English language teachers.

Sherry Blok: Thank you.

What do you like about teaching at Concordia's Continuing Education Language Institute?

I like the relationship that we form with our students. In the Intensive English language program, we are face to face in a small group setting with our students for either 16 or 10 hours per week over 10 weeks so we really get to know our students well, see them learn and progress and coach them through their acquisition of English and study skills. At the same time, we learn a lot about them, their ways of life, their cultures and their thinking. It's very enriching.

Something else that I like is the nature of our employ-

ment. I have had pretty much constant employment for the last 18 years. I have been able to concentrate my teaching efforts at the Continuing Education Language Institute. I have been able to make a contribution here. There have been many opportunities for me to get involved on different committees. For example, I have participated in the Strategic Planning Committee, the CELI Program Committee, the Curriculum Committee, and now I am managing the development of new examination material.

What do students take away from the experience of learning at CELI?

CELI is the students' first home at Concordia. Many international students are directed here before they start their credit programs at the university. This is a comfortable, warm and inviting environment for students before they take that big step and go across the street and start their

academic programs. At CELI we offer a holistic preparation for university. This is at an academic level, a language level, and also at a personal level. Our classes are relatively small and students establish lifelong friendships. We help the students acquire the language that they need to pursue their academic or professional goals, and the skills and strategies that they will need to participate in a variety of formal contexts.

How does CELI's integrated skills program prepare students for university?

CELI incorporates 21st century learning skills and strategies. We offer the students an opportunity to acquire the knowledge and language to prepare them to interact globally. Our thematic units tackle a wide variety of topics. Students learn to work in a team and to collaborate with their peers. They learn critical thinking, creative thinking and life skills as well, like being flexible, managing their time, taking initiative, being productive and also being leaders, both in the classroom and in their community, once they start at the university.

How do you see CELI implementing Concordia's mission?

We want to embrace and instill in our students the values of the university. We have a commitment to excellence in teaching and learning. Our goal is also to help our students become global citizens, to serve the world locally, nationally or when they go back to their own countries.

We have community partnerships, for example with Santropol Roulant. Of course, these allow the students to practise their English outside of the classroom but it goes beyond language. It means they develop self-awareness, make connections with others and feel good about these altruistic activities. This corresponds to Concordia's mission of transforming the individual and strengthening society. We also put these values into practice here.

What will the effect be on CELI of your receiving this award from TESOL?

I have already seen effects. I have been contacted by other language teachers and by people in the field who, along with their congratulations say 'hey, I really like the work you're doing'. What this award does is reinforces Concordia's Centre for Continuing Education Language Institute reputation for excellence. We are pioneers in the field of ESL, using authentic materials and a collaborative, student-centred approach to language learning. We are successful in helping students acquire language for their personal goals. This award will raise the visibility of CELI locally, nationally and internationally and highlight that we are a centre for excellence in teaching and learning.

However, we need to be aware that the Centre is facing challenges now. It is important for us to have an ongoing marketing and recruitment plan to make sure our program stays robust.

Could you describe and comment on the CELI approach to teaching/learning that has helped you develop as a teacher?

Being part of a centre for excellence in teaching and learning begins the moment you are hired. We have a rigorous program of probation over three sessions, during which you attend a variety of workshops with the teacher trainers. You are shadowed by a more seasoned teacher in the program and you are really supported within your community. We practise a common methodology and we have a common approach to language teaching so, even though a teacher may have her own spin on things, we still stay true to the practice.

After finishing my probation and after teaching for a while I decided to pursue my Master's degree, which answered a lot of my questions about the field. I like to get out and connect with people and to continue to learn and improve so I began attending the TESOL annual conference. There is an enormous community of ELT teachers and I was excited about interacting with this community of practice.

"I like to get out and connect with people and to continue to learn and improve."



You have initiated a very successful series of professional development workshops here at CELI. What lead you to do that?

The type of interaction that I experienced in my graduate program and at TESOL conferences should be ongoing because it is important to stay connected to each other and also to the field. That is why I committed to developing a program of professional development workshops. CELI teachers are creative and we love to be innovative so why not have our own in-house program? This is something I spearheaded in 1997 and it has been going strong ever since.

Tell us about your participation in the 2015 Teachers of English to Speakers of Other Languages conference in Toronto.

I'm making two presentations. As Teacher of the Year, I will be one of the keynote speakers. I will be presenting about global citizenship and transformative practices in ELT excellence. In a nutshell, my talk marries the concepts of global citizenship education, 21st century learning skills and best practices at CELI. I use the Oxfam 'learn – think – act' approach to global citizenship

education and I demonstrate our best practices through the topics we use to generate language and critical thinking, the skills and strategies that we teach and the different projects across our program. I try to demonstrate how these projects are transformative for students in their definition of what it means to be a global citizen. I look for evidence of students' transformation to a growing cross-cultural awareness and more interaction in their community as leaders.

I will also co-present with our colleague Dean Garlick about a very successful project at the Advanced 2 level called Reader Response Criticism. This is also tied to global citizenship education and how we use literature for cross-cultural awareness and self-awareness. I am looking forward to my participation as Teacher of the Year in the 2015 TESOL conference. ●

Student Information System Introduced

Concordia University has recently introduced a new Student Information System (SIS). This system supports virtually all of the operations of the university. The new system is based on software from Oracle called PeopleSoft Campus Solutions and replaces an out-of-date in-house system that no longer is viable. Continuing Education is better integrated with the rest of the university under this new system.

While the implementation of the new system is not 100% without glitches, help is on the way! If you have questions contact: sisproject@concordia.ca

or log in to: <https://cspace.concordia.ca/services/student-enrolment/sis-renewal-project.html>

Direct Billing of Disability Premiums

Extended short-term disability and long-term disability plans give income security to eligible CUCEPTFU members when benefits from the Concordia / Desjardins short-term disability plan run out. These plans are organized under the auspices of our union federation, FNEEQ-CSN, and the La Capitale insurance company. Coverage and premiums are based on the previous year's salary at the Centre for Continuing Education. To be eligible to participate in the plans in 2015, an instructor must have had a 2014 salary of \$15,750.

In order to simplify the remission of premiums, a CUCEPTFU Union Council of Tuesday, February 17th, 2014 recommended and a CUCEPTFU Special General Assembly of Wednesday, February 25 approved direct billing of eligible members by La Capitale. CUCEPTFU has signed a letter of agreement with Concordia University to formalize the university's responsibilities under the new arrangement.

Annual bills are scheduled for delivery in April. Instructors will receive the bill at their home address. The bill for the 2015 premium and any arrears from 2014 can be paid in one lump sum or spread out over four separate payments. Direct debit is also available. Amounts already paid in 2015 through deduction at source by Concordia Payroll will be deducted from the annual premium owed.

At present, participation in the long-term disability plan (coverage from 104 weeks to age 65, if required) is optional, but next year in 2016 long-term disability coverage will become mandatory. In the event of inability to work, when Concordia / Desjardins benefits are exhausted at a maximum of three semesters, eligible members receive 80% of their net salary (based on the previous year's salary) for another 74 weeks. If the eligible member participates in the long-term disability plan and is still unable to work after a total of 104 weeks, he or she is covered, if needed, at the same level of benefits until age 65. As employees pay the total cost of these plans, they are not a taxable benefit and thus any benefits are not subject to income tax.

If you have any questions about the extended short-term disability or the long-term disability plans, please contact a member of the CUCEPTFU Executive at 8639 or cucept@concordia.ca

Find your Record of Employment

In January at the start of 2015 winter session, a number of teachers informed the Union that HR had not issued ROEs for their fall contracts to Employment Canada at the end of November. As a result of this, they didn't receive their full benefits in December.

The University should transmit the ROEs automatically at the end of a session. After a number of enquiries at our Labour Relations Committee meeting the Administration suggested that individuals can verify that the University HR has submitted the ROE.

At the time you apply for benefits go onto the website:

<http://www.servicecanada.gc.ca/eng/home.shtml> and check to see that the ROE has been received.

Then, if it has not, you can address the problem to HR personnel in a timely manner. ●



Members Decide on G. A. Meeting Times

The union executive sent a survey to all of the membership in February to find out what time and day of the week the members would prefer for general assemblies (GAs) to be held, (both where elections were held and in which no elections were held) so that a maximum number of members could attend. The results of this most recent survey yielded similar results to a previous survey done in 2008, namely that a majority of members prefer a day during the week between 3:45pm and 6:30pm to other alternative times and days suggested. The results of the survey will be presented and discussed at the upcoming GA. See below for a detailed overview of the survey results.

PAGE 1: YOUR RESPONSE REQUIRED/ Times for CUCEPTFU General Assembly Meetings

Q1: Please indicate the time and day of the week you would prefer to attend a regular General Assembly meeting (in which elections are not being held.)

Answer Choices	Responses
Alternating Wednesdays and Thursdays from 3:45 p.m. to 6:30 p.m. (status quo)	82.14% (23)
Alternating Wednesdays and Thursdays from 7:30 p.m. to 10:15 p.m.	3.57% (1)
Sunday from 10 a.m. to 12:45 p.m.	3.57% (1)
Sunday from 1 p.m. to 3:45 p.m.	10.71% (3)
Total	28

Q2: Please indicate the time and day of the week you would prefer to attend a General Assembly meeting in which elections are being held.

Answer Choices	Responses
Alternating Wednesdays and Thursdays from 3:45 p.m. to 6:30 p.m. (status quo)	71.43% (20)
Alternating Wednesdays and Thursdays from 7:30 p.m. to 10:15 p.m.	0% (0)
Sunday from 10 a.m. to 12:45 p.m.	10.71% (3)
Sunday from 1 p.m. to 3:45 p.m.	17.86% (5)
Total	28

Collective Agreement Negotiations Upcoming

At our most recent Labour Relations meeting, the Administration made a request for the names of CUCEPTFU's negotiating team. Elections for the team will be held at the forthcoming Spring General Assembly. We hope to welcome **Marie-Hélène Bonin**, our new CSN advisor, to the negotiating team. Our current Collective Agreement expires in September 2015. ●

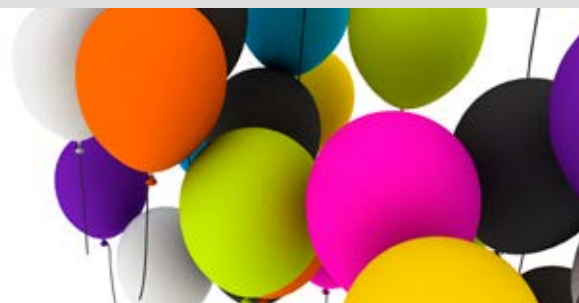
Best Wishes, Barbara!

In October 2014, the University announced that it would introduce a Voluntary Departure Program for staff and administrators. The aim of this program was to help the University meet its budget which had been, in the wake of Government cuts, reduced yet again. Barbara Kornas, one of Cont. Ed.'s long-serving staff members and executive assistant to John Dickson, Assistant Director of Continuing Education, decided to take advantage of this program and retired in November 2014. Barbara was with Continuing Education for more than thirty years. ●

'Thanks, Barbara, for your dedicated service to all of us at Continuing Education.'

Party

The date for this year's party will be set at the Spring General Assembly on April 23rd.



CUCEPTFU News
April 2015

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Contributions: Tanya Ullmann, Marylee Wholey and Perry Shearwood
Thanks to Nadia Henein, Rober Soroka, Joseph Hulet, Elizabeth Johnston, and Selvin Cortez.
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