

CUCEPTFU News

Spring 2016



REBIRTH OF THE CCE HEADING INTO THE FUTURE WITH A NEW DIRECTOR

The Centre for Continuing Education is heading into the future with the leadership of a new director, Isabel Dunnigan. Reporting directly to Interim Provost Graham Carr, the director is responsible for all aspects of the Centre, guiding its daily operations and managing its human, physical and financial resources.

Ms. Dunnigan brings a wealth of experience to the position. She was formerly director of development for Continuing Education at the Université de Sherbrooke. Here at Concordia, she plans to work closely with business, professional orders and other institutions in order to mount a program of seminars and targeted training, in both French and English, taking place at both the Loyola and Sir George Williams campuses. Current CCE instructors are eligible to make proposals for this program.

In addition to these innovations, Ms. Dunnigan plans to build on the past strengths of CCE. The director has obtained the University's approval to establish relationships with reputable agents who specialize in providing information and assistance to students looking to study English in our Intensive Program as well as for other CCE programs. These agents contract with the university. Final arrangements are underway towards concluding these agreements.

The new director is also charged with ensuring the financial viability of the Centre. To this end, all courses and programs are being reviewed prior to an administrative restructuring of the Centre.

Members of the CUCEPTFU Executive meet regularly with the new director and this kind of collaboration bodes well for our members in the future.

INVITATION TO THE MEET AND GREET WITH ISABEL DUNNIGAN, DIRECTOR OF THE CCE

You are cordially invited to a Meet and Greet with
Ms. Isabel Dunnigan, Director of the CCE



On Tuesday May 31st

From 4pm to 6pm

In CL 214

Hosted by CUCEPTFU Executive and Union Council

Light refreshments will follow a Discussion Session

RSVP:

Please confirm your attendance by May 19

at cuceptfu@concordia.ca

NEGOTIATIONS 2016

On February 4th we began our negotiations for the 6th renewal of our Collective Agreement. At this point we find ourselves faced with a completely changed landscape. First the bad news. Despite the efforts to make a going concern of the School for Extended Learning and the numerous questions, warnings and concerns voiced over the years, the Centre finds itself facing serious financial challenges. This situation is certainly concerning for our members. However there is cause for optimism. The Centre for Continuing Education, with its departments and faculty, now finds itself as an independent entity with a Director within the University under the direct authority of the Provost, Academic. The Director is committed to turning Continuing Education around. In sum, we undertake these negotiations within the following context:

On the one hand, we have continued to work on innovating our programs and our offerings as we maintain our tradition of academic excellence as can be testified to in the following list of achievements:

Commitment to an interest-based bargaining (IBB) approach to negotiations.

In the past year alone we note with pride the following Accomplishments of our members:

- Recipient of the President's Excellence in Teaching Award Medal of Honour: Santo Romano
- International TESOL Teacher of 2015: Sherry Blok

Creation of new programs and courses:

- Academic English to Graduate Business Students
- Web Design/language training to Jazan University
- Photoshop to Tech de Monterrey University
- Concordia HR training
- Social Media Courses
- Montreal Museum of Fine Arts Docent training

Recognition of the standards of our offerings:

- Quebec Ministry recognition of CELI French Program
- Re-certification of our IELP by Languages Canada
- Approval of our CEA application for the IELP
- Business Programs launched with Professional Recognition

Contributions to the marketing and recruitment efforts of the CCE:

- Support for ICEF recruitment fair
- Social Media; Course finder, CELI promotional video, Website testimonials

Consideration of a shorter term to the renewal of our collective agreement than has been, heretofore, the practice.

Commitment to equity with other groups in the University

Those achievements have been made possible thanks to the collaboration between our Administration and our members ---- achievements made even in the face of budgetary constraints both at the Centre and at the University.

On the other hand, we look to find effective ways to strengthen, renew or where possible incorporate tools we have for working to assist the Administration to best serve our students. We will work to continue the delivery of community-oriented, cutting edge instruction and in our commitment to the standard of academic excellence that is the life of the Center.

In these negotiations, we wish to signal the following imperatives:

- Commitment to an interest-based bargaining (IBB) approach to negotiations
- Commitment to equity with other groups in the University,
- Consideration of a shorter term to the renewal of our collective agreement than has been, heretofore, the practice.

So now that the status of the Centre, its mandate and its mission have been reconfigured, with the renewal of this collective agreement we are looking forward to strengthening the structures for participation in the life of the Centre and continuing to play a positive role in the regensis of the Center for Continuing Education, le Centre de Formation Continue.

Our list of subjects include:

Updates to the Collective Agreement /Technical - "Housekeeping" Issues

Facilities/Health, Safety and Sustainability

Participation and Integration of Instructors

Academic Support and Quality

Communication

Expansion of employment opportunities for members

Compensation/Benefits

Pension

Remuneration

Union Rights

Miscellaneous

To date we have begun discussions on topics included under the heading of the first three subjects and expect to continue these discussions with dates scheduled for the spring, summer and the fall.

SPOTLIGHT ON CELI'S FRENCH DEPARTMENT

INTRODUCTION

Enrolment in the French department program at the CCE has been expanding. Indeed, since 2012, the number of students, especially in the French conversation program, has exploded. This has had obvious positive consequences for the program, namely more job security for existing staff and the hiring of new teachers. In order to highlight and inform all our members of these many positive changes we took this opportunity to speak to key players involved in the administration of the French conversation program in the CCE. We first talked to Maureen Habib who, in her capacity as the administrator of the CCE, explained the history of the French conversation program and the evolution of its clientele. We also talked to Brenda Grant, who from her perspective as administrator of curriculum development has had to implement a restructuring of the program in order to better serve the needs of this new student body. Finally we talked with Bernard Levesque, the French teacher consultant who, from his perspective as teacher consultant to teachers on probation, explained his role in this new reality and offered some of his observations on the great success the French department is experiencing.

The French Conversation course is a six-level, 40-hour per level non-intensive program in the CCE, offered on Tuesday and Thursday evenings every session and on Saturday in the Spring, Summer and Fall sessions. Because of its great success in the last few years an accelerated session of 4 weeks has been added this summer, running from Monday to Thursday afternoons. In fact, the success of the French program has led to a renewal in what is taught.

MAUREEN HABIB – Administrator of the CCE

HISTORY AND STUDENT PROFILE

In 1996 we undertook a review of the programs in the French department so that they would be more in line with the CELI philosophy. This was a successful first restructuring of the program. New materials were created by our faculty to reflect the communicative nature of our program.

So from 2000 to 2008 we experienced a quite successful period. We were offering courses in a lot of different time slots. The communicative approach really seemed to have taken off. People were really enjoying it. The student profile at the time was that of a member of Anglophone or Allophone community who already had had some exposure to French.

However from 2009 to 2011 the program started to experience a downturn and the reasons for this are still a bit of a mystery. It could very possibly be because of a rise in competition. As you can well imagine it is very easy to find FLS programs everywhere in Montreal.

“The important message is that the French conversation program is doing very well.”

We are also an English university so a lot of potential students that might have been our clients were probably choosing a French milieu to learn French. On the up side, we had and still have many former Concordia graduates who would come to us rather than go to a CEGEP or another university.

2011 GPS

Still it was rocky for a while. But, in late 2011 one thing that helped us was the arrangement that we deliver courses for the Grad Pro Skills (GPS) program. Grad Pro skills is an interesting program here at the university that helps prepare Concordia graduate students for a transition into the workforce. GPS had funding from the government to put towards French courses. We were very pleased that the University chose us as a provider until 2014. These courses introduced graduate students to our program. Still the two language programs operated separately. Regular conversation courses were still being offered to the community and in parallel GPS courses were also being made available free of charge to Concordia graduate students.

PERMANENT RESIDENCY

Sometime in 2012, the Government introduced new permanent residency programs. One of these was the Programme de l'Experience Québécoise (PEQ) whose objective was to attract international graduate students interested in making their lives here. The philosophy was that these students who had been living here for some time would be already acculturated, were involved in higher education and would therefore make a real contribution as citizens. As part of the new programs toward citizenship, immigrants needed to have proof of having attained some knowledge of French. To achieve this, a person can take different international tests or there are courses through which you can be certified. To our great pleasure, our courses in the conversation program were recognized by the ministry. Initially, the requirements were a little bit vague but February 2014, level 6 of our conversation program was recognized as a proficiency level. This means that succeeding at this level is recognized by the Quebec government as indicating that the prospective immigrant to Quebec has an appropriate level of French.

THE PROGRAM TAKES OFF

The combination of GPS and PEQ courses meant that our program really took off.

SPOTLIGHT ON CELI'S FRENCH DEPARTMENT

"I am happy to officially announce that we are going to offer two time slots this summer."

STUDENT PROFILE

A typical student these days is a graduate student not originally from Canada who is learning French in order to live here. As well, there are some non-Canadian faculty members here at Concordia University, who are also taking courses for their permanent residency. When they come up to decisions about tenure they can be viewed as being able to stay in Canada.

CHALLENGES

The challenges of this growth have been, of course, the normal ones: space and teachers appropriately trained in our methodology. We have been offering 12 sections in 2 different time slots. This means you need 12 people available for teaching at the same time. We have been very fortunate to increase our cadre of faculty members with some very interesting new people who have joined us in the last couple of years.

NEW SUMMER COURSE – History and present day

And it all seems to be going quite well. We seem to be at a comfortable level right now. I am not expecting anything particularly different in terms of enrolment for the summer. I am happy to officially announce that we are going to offer 2 time slots this summer: First, we will be offering a classic evening course from 6-8 pm (which we brought in a couple of years ago in the summer).

This year we are offering something new: in addition to our regular 8-week evening courses, we are officially offering a 4-week accelerated program in the summer. The dates are June 20th to July 14th, Mondays to Thursdays from 1:30 to 4:00 in the afternoons. We are very happy about where we are at this juncture.

BRENDA GRANT – Administrator of Curriculum Development
RESTRUCTURING OF THE PROGRAM IN THE FRENCH DEPARTMENT
GENERAL INFORMATION – AT THIS JUNCTURE

We offer a conversation program with 6 levels, from beginners to low advanced. However as we work on the restructuring of the curriculum we are finding that the 6 levels are going to look a little different. We have determined that beginners to intermediate was a more reasonable and realistic progression, given the number of hours of instruction in each of the courses. We have been offering every level in every session for the last three years. The French conversation program has a focus on oral communication with listening and reading and some grammar and pronunciation.

RESTRUCTURING SO FAR-REVIEW OF THE PROGRAM

We started a review of the program to better serve our students. We, of course didn't want to do anything that would bring up any administrative snags or difficulties or would disrupt the program and compromise its success. So far, we have found that we can keep our 6-level program, with level 6 being sufficient to meet the requirements of the government, but with different content; the final level landing at the intermediate level of proficiency. The purpose of this was to restructure in order to better serve the students by making the learning objectives and learning outcomes more explicit and better organized. All of this is necessary to make sure the program remains viable. It was not necessary to add any levels in the end but rather to look at our program in light of our philosophy, methodology and curriculum and the Échelle Québécoise and the ministry requirements to see what we really need. We are thrilled that a lot of new faculty was hired and that the program has grown so much. In fact, new teachers now make up half of the seniority list!

We see this program growing and improving. We very much want to ensure program stability into the future. An important objective for the restructuring was to adjust to the new student demographic. We wanted to be proactive about that and get something appropriate in place.

BEYOND CONVERSATION – NEW ADVANCED PROFESSIONAL COMMUNICATION CERTIFICATES IN FRENCH AND ENGLISH

Aside from the conversation program we are also working on higher level programs. We are looking at the establishment of another program level above the conversation as one of the possibilities. There is some need to serve our traditional clientele, which has always been the Montreal Anglophone and Allophone communities. We don't necessarily have to have all sections open for this program to run.

This program would be available in both English and French departments with a certificate in professional French and English as the outcome. There would be one high intermediate level, focusing on oral communication to bolster the ability of students to converse with more confidence in the workplace, and another course in more formal workplace communication, at both a high intermediate and advanced level.

BERNARD LEVESQUE – Teacher Consultant for the French program
WORK HISTORY

I was hired as a teacher in 1999 and in 2003 I took over the position of teacher consultant for probationary teachers. I came back in 2012 and have been doing this job ever since. In addition, I have recently been working on a revision and restructuring of the French conversation program, which will eventually lead to a revision of existing materials.

PROBATION

There haven't been any significant changes for probation. New teachers are still asked to satisfy certain requirements before getting on the seniority list. For the first probation they prepare a self-reflection on their videotaped lesson. For the second probation, a self reflection on the video is followed by a question about a specific activity and how the teacher would modify or supplement it using the CELI approach. Finally, in the third probation, a paper positioning oneself in relation to a well-known writer on second language acquisition and relating it to the CELI philosophy is required. These requirements have allowed me to see if the probationary teacher has a good understanding of the CELI philosophy as well as an ability to self-reflect.

"We are thrilled that a lot of new instructors have been hired and that the program has grown so much."

CHALLENGES

Time management is a big problem. Once, we ended up having to train 9 new teachers in one session. As you can imagine this was challenging in terms of booking appointments. And of the 20 originally hired, only 10 stayed on to make it onto the list. Unfortunately, there is of course always the risk of people leaving for better opportunities elsewhere in a part-time program like ours. The biggest challenge for me by far has been to provide the same support and quality of training I offered when I only had, say, one or two teachers to train.

The important message, however, is that the French conversation program is doing very well and doesn't seem to be losing any steam.

NEW TEACHERS

Staff turnover is an issue. There are many teachers that we retain but unfortunately many that go. At the moment we have four probationary teachers on staff and in the summer session it is very likely that more new teachers will be hired and in need of my supervision. This is a new generation of teachers who come from all over, and are at ease with new technologies, new approaches and working methods.

NEW STUDENTS

One of the most important challenges to manage is the change in clientele here at the French department of the CCE. It is a younger, more culturally diverse, international student population. This is a generational change that Quebec is presently experiencing in terms of its ethnic and cultural diversity. This has an effect on teaching content, so one of the challenges as teachers of French as a second language is to adjust teaching materials and attitudes to this new reality.

CUCEPTFU

Elected Positions for 2016-2018

EXECUTIVE OFFICERS

President- Marylee Wholey
Vice-President CA- Perry Shearwood
VP Information- Tanya Ullmann
Treasurer- Nadia Henein
Secretary- Kirsten Stolberg

UNION COUNCIL OFFICERS

Business- Robert Soroka
Communications Department- Maya Merrick
Computer Institute- Joseph Hulet
English Department-
Beverley LeBlanc
Adina Pirtea
Lisa Simpson
French Department- Adeline Caute
Learning Skills- Carol Hawthorne
Photography Department- Anthony Teoli

UNION COMMITTEE MEMBERS

Labour Relations (2)- Marylee Wholey, Perry Shearwood
Professional Development (2)- Sherry Blok, Ashok Kaushal
Health Safety and Sustainability (2)- Perry Shearwood, David Paupelain
Financial Review Committee (2)- Teresa White, Janis Steele
Social Committee (3)- Rebecca Davidson, Teresa White, Selvin Cortez

PERSONNEL COMMITTEE MEMBERS

* elected in March 2016
Business Department- Robert Soroka
Communications- Elizabeth Johnston
Computer Institute- Ashok Kaushal
English- Rebecca Davidson, Kamran Ghazi, Perry Shearwood (2nd year of 2 year term)
French- Tanya Ullmann
Learning Skills- Carol Hawthorne
Photography- Selvin Cortez

USE YOUR SMART PHONE TO BE READY WHEN DISASTER STRIKES

Everyone wants to be informed if an incident prevents access to university premises. Concordia Emergency Management has a free app for your cellphone or mobile device which will alert you in the manner of your choosing to any emergency occurring on campus. The app can be downloaded for free from the Apple app store or the Google Play app store. The app is quick to install and takes less than 7 MB of storage. The data transfer is negligible.

- Go on-line to the app store of your choice.
- Search for and download the Alertus+ app (not the Alertus dispatcher app).
- When prompted, enter "concordia" as the domain and submit.
- When prompted to enter a pincode, enter "3717" and submit.
- Verify your device notifications settings and confirm.

For more information on the Alertus app, e-mail Emergency.Management@concordia.ca

Useful Numbers at Concordia

- Emergency information line 514-848-8800
- Security 514-848-3717
- Facilities Management (for repairs) 514-848-2424 Extension 2400

PROBLEMS WITH YOUR ROES?

To apply for Employment Insurance, you need a record of employment (ROE). Check if Payroll has submitted your ROEs at the Service Canada website:

<http://www.esdc.gc.ca/en/ei/roe/index.page>

Any specific question about payroll and issuance of a record of employment (ROE) should be addressed to:

Delia Antonecchia

(514) 848-2424 ext. 4570

Delia.Antonecchia@concordia.ca

Assistant, Payroll

Employees with family name A,H,I,J,K,L

Diane Rambaran

(514) 848-2424 ext. 4917

Diane.Rambaran@concordia.ca

Assistant, Payroll

Employees with family name B,S,T,U,W,X,Y

Lorraine Dagenais

(514) 848-2424 ext. 4915

Lorraine.Dagenais@concordia.ca

Assistant, Payroll

Employees with family name C,D,F,G,R

Antonietta Martuccio

(514) 848-2424 ext. 5909

Antonietta.Martuccio@concordia.ca

Assistant, Payroll

Employees with family name E,M,N,O,P,Q,V,Z

LABOUR RELATIONS COMMITTEE REPORT

The most recent meeting of the Labour Relations Committee took place on May 18th, 2016. CUCEPTFU is represented by Marylee Wholey and Perry Shearwood while the Concordia administration is represented by John Dickson, Assistant Director of CCE, and Pierre-Claude Bourke from Concordia Human Resources.

The Union has brought a number of key issues of concern to our members to this meeting. Chief among these are:

1. ensuring records of employment (ROEs) are posted properly to the Service Canada website at the end of instructor contracts by Concordia Payroll (see related article)
2. consulting on mechanisms for instructors to submit proposals for seminars offered in a new program by CCE (see the announcement on the CCE Instructor's website),
3. discussing upgrades to the physical plant, including improved furniture, dealing with glitches in the new SIS system
4. pressing for structures for better communication between instructors and the administration.

ANTI-AUSTERITY MESSAGES FROM CONCORDIA UNIVERSITY; A SMALL SAMPLING.

To the Minister: We're the Ones Picking Up the Pieces.

On February 15th CUCEPTFU joined our other FNEEQ Unions province wide to send a message to the Minister and voice our concern with the Quebec government's austerity measures and their impact on higher education. Hundreds of Concordia students, staff, and faculty wrote messages that were delivered to the members of the National Assembly. Here is a small sampling of the messages that we sent.

School is already very hard and a serious time commitment without cutting funding. By cutting funding it causes more stress to students who do not have financial support. I ask you to please not cut university funding to give students who do not come from privileged families the chance to be able to do better for themselves and ..for society.

The budget cuts to education in Quebec have already made visible negative effects to my quality of education; bigger classes, less professor-student contact/discussion, less time for projects and presentations because of larger class sizes, increased student fees, to name a few. I believe we should use some of the other options available to us rather than slashing public education and disadvantaging the leaders of the next generation.

If you cut university funding, you will damage the country's infrastructure indirectly. Please consider the long term effects instead of the short term. Thank you.

I spearheaded a professional development program for my department which has been very successfully helping faculty abreast of new methodologies and approaches in teaching. Due to the budget cuts my position has been cut and we no

longer have this program. This was such a beneficial supportive, positive aspect that connected the faculty. ...Thank you for taking it away from us.

After three major co-workers left us due to cut-backs, I had to pick up the slack. It has almost ruined my health. Knowledge management (institutional processes) is also suffering due to a lack of proper transition between the people who leave and the people who stay behind with all the extra work.

Education is the cornerstone of any society. When you cut funding you are inadvertently restricting access to those who can afford to pay. Keep education accessible and our programs competitive through investment and collaboration.

It is not right that professors who are established figures in their fields must go into early retirement because of cutbacks. It is not right that students must switch programs, fields of study or research subjects because their labs are underfunded. All of this is work that is important to Canadian culture.





SIGN UP BY

MAY 27

IN TEACHER'S ROOM

or by email: reb.davidson@gmail.com

café
ROCOCO
1650 Lincoln (near Guy)

FRIDAY
JUNE 3
17H30



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Spring 2016

CUCEPTFU
NEWS
SPRING 2016



Contributions: Tanya Ullmann, Marylee Wholey and Perry Shearwood
 Thanks to Selvin Cortez, Kirsten Stolberg and Nadia Henein.
 Concordia University Continuing Education Part-Time Faculty Union (FNEEQ-CSN)
 Syndicat des chargé-e-s de cours à l'éducation aux adultes
 de l'Université Concordia (FNEEQ-CSN)
 Annex MI-301, Montreal, Qc. H3G 1M8
cuceptfu@concordia.ca • 514 848-2424 ext. 8639 www.cuceptfu.org