Vol. 2 - No. 3 March 1986

The Women's Network

FNEEQ CSN

Women's Network Newsletter

REMEMBERING PAST VICTORIES[1]

The first struggles and victories of women concerned the domain of work. We attacked certain discriminatory symptoms: our lack of financial autonomy and our social isolation. Thus for us, the slogan "The Right to Work" was the most important one for many years. And we won the reduction of the salary difference between men and women, access to promotions, twenty-week paid maternity leaves in the public sector, preventative leave for pregnant women, the development of day care services, the installation (albeit timid) of affirmative action programmes, etc.

On the other hand, many of us realised little by little that our bodies and our pregnancies, so celebrated by society, did not belong to us. That was the beginning of the struggles for abortion on demand and all pregnancies being wanted pregnancies. Today, we can seriously state that these "heroic" struggles were the first steps in a tremendous process to reappropriate ourselves.

Just think of it! In the name of our roles as mothers, society left us little room to become full, equal citizens. And our bodies, our health and our pregnancies were out of our control. To fight to get out of the house, to give us back the power to choose whether to become mothers or not, to be wives or not, this definately gave us a social power that we had never had. It was revolutionary!

FORGING ALLIANCES

Little by little, we forged bonds and tools with which to Nothing was ever given to us; we had to fight for every advance. Union women's committees, women's centres, battered women's shelters, associations, magazines, collectives, etc.. We thought up a thousand and one ways to get together and win victories in spite of and against the power structure. Today, even if the governments, the well-off and those who support them, are still very hesitant to respond positively to our demands and subsidize our groups, they can no longer ignore us. Women have become a collective force which must be reckoned with. They know it so well that they are now trying to take us over. You just have to think of all of the kindness surrounding us around March 8 for the past few years!

YOU CAN'T LIVE ON LOVE!

But we will still need our collective forces...
Concretely we have several struggles to begin or to continue:

* the creation of full-time jobs for women, stopping the cut-backs in the public sector, the application of affirmative action programmes, the creation of training programmes to deal with technological changes;
* maintaining full social programmes financed by the state;
* fiscal measures that are favorable to women and especially to women in the home;
* a real network of day-care services financed by the state and controlled by the workers and people who use them;
* the maintenance and development of our acquired rights in regards to our pregnancies, abortion clinics, paid maternity leaves for all women, family planning clinics, sex education in schools;
* an improvement in orienting girls towards professions in our schools;
* the disappearance of sexist stereotypes, which reinforce the idea of our inferiority, in books and the media.

[1]Translated from "On ne vit pas d'amour et d'eau fraîche", Intersyndicale des femmes.

OUR DEMANDS ON...

AFFIRMATIVE ACTION

Here is an explanation of the mechanisms concerning the demands for affirmative action. These mechanisms are the result of many debates among women in the CEGEPs, as well as in various decision-making bodies of FNEEQ.

The objective set is for at least 40% of each department to be female until women make up 50% of the teaching staff in each college. These mechanisms may seem very complicated at first glance, but it should be easy to follow if you use the table.

The first thing to remember is that in all cases of equal seniority, women have the priority over men.We have considered the three possible situations. Situation 1: For a department where there are fewer than 25% women, the explanation will be to the left of the table. Situation 2: For a department with between 25-40% women, the explanation will be on the right of the table. Situation 3: For a department where there are more than 40% women, the explanation is at the bottom of the table.

The table lists the employment priorities for different kinds of jobs (ie: a post, a full-time load (charge), and a part-time load) for teachers with the different statuses.

SITUATION 1: LESS THAN 25% WOMEN

(As soon as there are more than 25% women in a department, we go on to Situation 2)

a) To fill a post, we read as follows 1, 2 and 3, according to seniority. If there is still a post to fill with no-one left in 1, 2 or 3, the College will hire a woman with priority 4. If there is no woman at this level, they will look for a woman with priority 5 and so on, up to priority 11. If there are no women who benefit from this order and there is still a post, the College will hire a woman from outside the system.

b) If there is a full-time load ("charge") to fill, the College will hire a person with priority one, according to seniority. If there is still one or more full-time loads to fill, and no-one left in priority one, the College will hire a woman with priority 2. If there is no woman in 2, the College will go on to priority 3 and so on, up to and including priority 6. If there is still a load and no women with priority to fill it, the College will hire a woman from outside the system.

c) For a part-time load, the College will hire the person who has priority one. If there is still a load, the College will proceed to hire a woman having priority 2. If there is no woman with priority 2, they will go to 3 and to 4. If there are no women with these priorities, the College will hire a woman from outside the system.

THE PRIORITY LIST

a) For a post

1. **MED from the college or MED who is exercising the right to return for a post in his/her discipline;**
2. **MED from the zone, in the discipline;**
3. **MED from outside of the zone, in the discipline;**
4. **Non-tenured teacher in the discipline in the college, according to the recall list;**
5. **MED from the college or MED exercising the right to return, outside the discipline;**
6. **MED from the zone, outside of the discipline;**
7. **MED outside the zone and outside the discipline;**
8. **Non-tenured teacher in the discipline, in the zone;**
9. **Non-tenured teacher in the discipline from another zone;**
10. **MED who has deferred accepting the separation pay;**
11. **A professor on a leave for public service at the end of his/her mandate.**

b) For a full-time replacement load or full-time Cont Ed load

1. **MED of the college in the discipline;**
2. **Non-tenured teacher in the college and in the discipline, according to the recall list;**
3. **MED from the discipline in the zone;**
4. **MED in the discipline from another zone;**
5. **Non-tenured teacher from the discipline in the zone;**
6. **Non-tenured teacher in the discipline outside the zone.**

c) On any other teaching load (regular education or Cond Ed)

1. **MED from the college in the discipline;**
2. **Non-tenured teacher in the discipline, according to the recall list;**
3. **Non-tenured teacher in the discipline, in the zone;**
4. **Non-tenured teacher in the discipline, from another zone.**

SITUATION 2: THE % OF WOMEN IS BETWEEN 25 AND 40%

(The moment that you reach the goal of 40% of the department being women, you go on to Situation 3. If the % falls below 25%, you go back to Situation 1.)

a) For a post, the College hires according to this order: 1,2,3,4, according to seniority. If there is still one or more posts, you go to priorities 5,6,...11. Women in each case will have priority over men in the same category, regardless of seniority. That is, the College will hire all of the women with priority 5, according to seniority before hiring men with the same priority. If there is still a load, the procedure is repeated for 6, etc.

b) For a full-time load, the College will hire people in 1 and 2 according to seniority. If there is one or more loads left vacant, the College will pass to priority 3 where women will have priority over men, regardless of seniority. Thus, the College will hire all of the women with priority 3 by seniority, before going on to hire men with priority 3, according to seniority. The same will happen with priorities 4, 5 and 6.

c) If there is a part-time load to fill, the College will hire people with priority 1 and 2, according to seniority. Then they will hire women with priority 3, according to seniority, before hiring men with priority 3, according to seniority. The same will happen with priority.

SITUATION 3: MORE THAN 40% WOMEN

(If the % of women teaching in a department falls below 40% we go back to Situation 1 or 2, whichever is appropriate.) In this situation, the College proceeds to hire according to the "normal" priorities and seniority.

There are also support measures for the affirmatives action programme in the demands. These include: making sure that there is an active search for female candidates, having a woman on hiring committees and creating an obligation for the College to send the application to the union. Furthermore, women will have better access to recycling and professional development.
However, it is clear that all of this cannot be separated from the whole set of the FNEEQ demands on workload, the MEDs (teachers on availibility), and non-tenured teachers. **In fact, if we don't make gains on workload, the affirmative action programme will remain purely theoretical.**

SEXUAL HARASSMENT

In the non-discrimination clause, we want to have sexual harassment recognized as a form of discrimination and thus, give it a definition in the collective agreement.

It seems to us that we must do everything that we can in order to have a workplace which is free from sexual harassment. The union would have the right to study all of the conditions necessary to reach this objective.

So as part of this, we demand that the College take all of the necessary steps to insure that the workplace is safe -by making sure that the lighting is sufficient, that there is adequate surveillance of parking losts, washrooms, stairways, etc...

We are also demanding that the College give us one day a year to have educational sessions concerning sexual harassment. These sessions will be addressed to teachers and would take place during the working day, without loss of salary. The union defines the content of this session (1).

We are also demanding the right to study sexual harassment in the workplace in order to study the necessary measures to insure the physical and psychological integrity of all.

The parties (Union and College) commit themselves to establish mechanisms to facilitate forwarding and dealing with complaints relative to sexual harassment. We hope that these mechanisms will be established in consultation with different groups in the college (students, other unions, etc.).

(1). We are presently working on the preparation of guides that can be used for these sessions. We should mention that this will be the first time that sessions on sexual harassment will be addressed to both men and women at the same time. Until now, these sessions were addressed exclusively to women.

PARENTAL LEAVE

The demands that were deposited by the CCNSP (the CSN central table) mainly concerned three points:

* The teacher who is on a leave without pay, which the College is obligated to grant, has a right to a maternity leave and to the indemnity foreseen in Clause 5-8.13 if she is not eligible for unemployment benefits.
* The two first years of the extended maternity leave can be adjusted, during the leave, by informing the College 30 days before the beginning of a term.
* The weekly base salary of the part-time teacher is the average weekly base salary of the past five months or of the last 20 weeks, whichever is the most advantageous.

LEAVES FOR FAMILY RESPONSIBILITIES

On informing the College, a teacher will be granted a part-time leave without salary, in the following cases:

* if a child has problems
* if your spouse, father, mother, or other person in your care has health problems.

This leave, for seniority and experience purposes, is considered as time worked for the first two years of the leave.

WHAT'S HAPPENING MARCH 8?

The CSN's National Women's Committee is distributing post cards to all of the Central Councils. On the back of the card, there are five questions, which women are invited to answer. The responses to these questions will be compiled and later published. Of course each Central Council will distribute and collect these cards in whatever way seems appropriate to their activities to celebrate March 8. A dossier with the theme of women and the public sector will be published by the CCNSP. This dossier is aimed at publicizing our negotiating demands and can be used to make them known and to help us convince people that they are important to fight for.

IN MONTREAL

There will be a CSN inter-syndical meeting March 9 at the Spectrum. The day will begin with a brunch from 11 a.m. to 3 p.m. where we will pay hommage to Madeleine Parent, who has worked so hard for women. Then at 7 p.m., Theatre Parminou will be presenting the production "Ma Chum".
One problem is that the Spectrum will only hold 700 people and the CSN will only have 200 tickets.

IN GASPE

The Women's Committee of CEGEP Gaspé is organizing a whole day of meetings with films, discussions, etc. Call the local for more information.

IN QUEBEC

There will be a big party at the Conseil Central organized by several women's groups from noon to midnight. Among the Activities will be workshops, visits with guests from Central America, a play, a free supper, and a cultural evening.

IN RIMOUSKI

On March 7, the CSN is organizing a communal supper.
The permanent March 8 Committee, is organizing several activities, starting with out-door workshops at 1 p.m. at Parc Beausejour. At 4 o'clock there will be workshops on many different themes including technological change, violence against women, sexuality, etc. After the workshops, there will be a communal supper and a show starring Marie Lily.

For activities in the other regions or in the CEGEPs, contact your local union or your CSN Central Council.

HAPPY MARCH 8!