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## *From Faye's Desk*



**Hallelujah! Hallelujah!** Our 2010-2015 FNEEQ Collective Agreement was signed on April 8, 2011 and we have been busy being debriefed in Quebec City and scrambling to get this issue of JACFA News up onto your screen to announce all the goodies that are coming your way. As was announced during this year's allocation process, 4.76 FTEs (full-time equivalents) have been added to our *volet 1* (our teaching allocation) and more teaching resources will be added every year up until the end of this collective agreement. These resources will help bring

down student numbers in departments with large class sizes and reduce the number of preparations in programs where teachers have four or more course preparations. Many other changes will affect everyone from those who are considering retiring to those who are just beginning to teach.

In this issue of *JACFA News* you will find a brief overview of the major changes to the collective agreement, including program and departmental responsibilities, experience and seniority calculations, salaries and pensions and parental rights. We will also explain these changes at our May 11 General Assembly at 10 a.m. in P-176 and we will gladly answer any questions or provide clarification about any issues you need explained in fuller detail. Read on to find out more!

***Special Issue on the  
New Collective Agreement  
2010-2015***

## Major Changes to the Program Committees, Department Assemblies and Responsibilities of Chairs (Article 4-1)

### Program Committees and Departments

There are some substantial changes in the new collective agreement involving program committees, department assemblies and the responsibilities of department chairs. The changes seek to specify and clarify the functions of these groups and of chairs to revitalize their contributions to the pedagogical life of the College. An academic department is intended to be a working group, a professional collective that brings together education professionals in one or more disciplines in the College. Departments are at the heart of the collective professional autonomy of teachers.

### Program Committees

Program Committees will now submit a work plan and an annual report to the College. There is the recognition of a General Education Committee with the same general responsibilities of program committees. For the first time, five specific duties of program coordinators are listed:

- Organizing and holding committee meetings;
- Ensuring follow-up on the work of the committee and its sub-committees;
- Communicating with the College, departments and others to ensure that the committee's mandate is fulfilled;
- Participating, when required, in meetings of program committee coordinators;
- Preparing a work plan and an annual report.

### Department Assemblies or Department Meetings

Departmental assemblies are at the centre of the democratic life of departments. They provide the opportunity for all members of the department to partake in the management of the teaching of the discipline. The departmental structure establishes that college teachers are closer to the university model than the configuration of secondary education. Cegep departments are made up of peers who are intended to function in an atmosphere of collegiality.

#### Department responsibilities include:

- Define the internal rules of the department and form departmental committees;
- Distribute the teaching workload to department members in accordance with the allocated teaching resources;
- Approve course outlines prepared by the members of the department;
- Participate in the preparation of the budget estimates of the department;
- Put in place support strategies to improve student success;
- Analyze the needs of the department and make recommendations on the hiring of support staff and the purchase of material; and
- Select fieldwork locations and organize them.

### Department Members

It is now specified that in addition to attending department meetings, all teachers have the obligation in *volet* 1 of the teaching workload to participate in activities required to fulfill departmental responsibilities.

### Department Chairpersons

Department chairs continue to be elected annually by their department colleagues to coordinate their departments. The previous collective agreement listed seven chair responsibilities. The new collective agreement adds 18 more. They are listed under six new headings:

- Activities related to the internal functioning of the department;
- Activities related to pedagogy;
- Activities related to the relationship between peers;
- Activities related to the budget and material resources;
- Activities related to relations with support staff; and
- Activities related to relations with the college.

**Specific responsibilities include:**

- Ensure the coherence of department rules with institutional policies;
- Prepare and submit to the department assembly a proposal for the distribution of teaching workload in accordance with the norms of the collective agreement and the college;
- See to the approval of course outlines by the department assembly;
- Do the follow-up necessary to put in place support activities for student success within the frame work of professional services rendered;
- Facilitate the circulation of information and communication among members of the department;
- Do the follow-up necessary so the operations related to the teaching of courses, the modes of evaluation, the needs for space and equipment, the schedules and fieldwork can take place;
- Ensure that teachers who are experiencing difficulties receive assistance;
- Follow-up on renovation projects in accordance with department needs; and
- Participate in meetings of department chairpersons.

The long list in the collective agreement appears intimidating at first, but many of these responsibilities are already carried out by department chairpersons.

We recommend that all departments create a set of written rules on the functioning of their department. Next fall, JACFA will produce a guide to help department assemblies create clear written procedures to ensure that all members of the department understand and can participate effectively in departmental life. This will be particularly useful for the integration of new teachers who may find the internal workings of their department rather inexplicable.

## **Parental Rights: Major Improvements to Paternity Benefits and Leaves for Family Responsibilities**

The section of the collective agreement that deals with parental rights has been completely overhauled so that it is easier to follow—this being said we are here to help with whatever seems indecipherable and an English version of the Parental Rights Guide should be available shortly.

**Five-day paid paternity leave now extended with a five-week paid paternity leave**

Under the new collective agreement, our current five-day paid paternity leave can now be extended with a five-week paid parental leave with full benefits! The five-day paid paternity leave must be taken between the date of the birth of the child and 15 days after the mother or child return home. The five-week paid parental leave must be taken consecutively and may follow the five-day leave or may be taken at another time as long as it ends 52 weeks after the child is born (5-6.21). While on this leave you are entitled to all the benefits that you would get if you were working, such as accumulation of seniority and experience, accumulation of vacation days, maintenance of life and health insurance, and payment of pension credits (5-6.55 and 5-6.56).

**Leaves for Family Responsibilities**

The collective agreement has been modified to accommodate several articles in the Loi sur les normes du travail (specifically articles 79.7 to 79.12).

Now you will be able to take up to ten days annually to fulfill obligations related to:

- the health, safety or education of your child or your spouse's child;
- the health of your spouse or partner;
- the health of your mother, father, brother, sister, or one of your grandparents.

Six of these days will be paid and taken from your sick day bank. The remaining four days will be unpaid. These days may be divided and taken as half days.

Other unpaid long-term leaves now exist for teachers to take care of family members who are seriously ill or have been in a debilitating accident. Six weeks of these types of leave may be paid by compassionate benefits under Canadian Employment Insurance benefits. There are also new unpaid leaves for the parent of a missing child, for a close family member who commits suicide or who dies as the result of a criminal act (5-9.06 B).

Under all family responsibility leaves, you will accumulate seniority and experience. You can also maintain your health insurance plan (5-9.07).

**For more information, you can consult the new Parental Rights Guide on the JACFA webpage by [clicking here](#) (English translation to follow shortly).**

## No More "Race for Seniority" for Non-permanent Teachers

When FNEEQ prepared its negotiation demands in 2008-2009, one issue that came up again and again in one college after another was the need to do something about the "race for seniority." This pitted one non-permanent teacher against another, forcing each one to take on as much work as possible (larger class sizes, multiple preps, extra courses during the day and in continuing education, short-term *suppléance*, etc.), so as not to fall behind on the seniority list and to lose one's place in the hiring priorities.

Here are some of the changes that have been agreed to and included in the new collective agreement (article 5-3.00):

- Starting next fall, the seniority list will be fixed for the year once it is published (by October 15) and the revision period (20 working days) is completed. The final seniority list will remain in effect until the next one is published one year later.
- The hiring priority of new teachers for the Winter and Fall semesters is determined by the date they are hired. If more than one teacher is hired on the same day, the order will be set according to the ranking determined by the hiring committee. They will then appear on the next year's seniority list with the seniority they have accumulated over the year.
- Short-term *suppléance* (less than ten working days) no longer counts for seniority. However, it can still be used to calculate whether or not a teacher has reached a full workload, and is therefore entitled to a full annual salary.
- As an implementation measure this semester only, the College will publish an interim seniority list no later than May 13 to be used for the Fall 2011 hiring. This will combine all of the seniority accumulated this year up until the signing of the collective agreement on April 8 using the old rules (i.e. including *suppléance*), plus the seniority that will be accumulated from April 8 until the end of the contractual year (i.e. excluding *suppléance*). The maximum that any teacher can accumulate during one academic year remains, of course, one year.

Full-time teachers will not be able to "jump" ahead of another teacher any more simply because they have taken on more work during the Fall or Winter semester for the next posting. The official seniority list will remain in effect until the next one comes out during the Fall semester. As long as two teachers each accumulate a full year of seniority by the end of the contract year, they will both add one full year of seniority and therefore maintain the same place relative to one another on the seniority list.

Part-time teachers will still have to pay attention to their total annual workload (including Continuing Education courses and replacement contracts over 10 days) relative to other teachers to avoid being "jumped." However, the seniority list will be fixed for the whole year rather than updated for each posting. Short-term (under 10 working days) *suppléance* will no longer count for seniority.

This new system will undoubtedly take some getting used to for all involved. Reducing the "race for seniority," however should be celebrated by many teachers who have felt forced to take on heavier workloads over the years!

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### JACFA General Assembly

Wednesday, May 11, 2011

P-176

10:00 a.m.

Elections at 11:30 a.m.

## Significant Changes in Calculations of Work Experience Could Mean Major Raises for Many Teachers

One of the most positive things that came with the signing of the new collective agreement is the new way experience will be calculated. This new method of calculating experience will mostly affect teachers who have not yet reached the top of the salary scale. There may be some repercussions for teachers at the top of the scale for job priority or job security, and if this is the case, then experience will be re-evaluated if necessary.

**Changes in Recognition of Experience:**

The first (and most straightforward) change is the recognition of professional or industrial experience. In the previous collective agreement, the first ten years were fully recognized, but every additional two years only counted as one. For example, if a teacher had 18 years of professional experience, only 14 would be recognized (the first ten, then four years for the remaining eight). Under the new collective agreement, the 18 years will be fully credited.

The other (and more complicated) change concerns how much experience must be accumulated by a part-time teacher before a full year of experience is recognized. In the previous collective agreement, a teacher would have had to reach a full year of experience before benefiting from it in the salary scale. Now a full year will be recognized as soon as the teacher's experience reaches 0.50 FTE (full-time equivalent) within a hiring year (academic year). However, the teacher cannot start accumulating new experience until the threshold of 0.75 FTE has been reached, and this can never result in a teacher being credited with more than one year of experience within a contract year. You should note that this will not only affect part-time teachers, but also all teachers who have been part-time at some point in their career (teaching or not).

There are three possibilities that can occur during a year for a part-time teacher:

- Working less than 0.50 FTE;
- Working more than 0.50 FTE, but less than 0.75 FTE;
- Working 0.75 FTE or more.

**Example of less than 0.50 FTE:**

A teacher works 0.40 FTE over the year:

semester	semester's experience	yearly FTE experience	accumulated experience (± balance)
1 <sup>st</sup> semester	0.25 FTE	0.25 FTE	0 year (+0.25 FTE)
2 <sup>nd</sup> semester	0.15 FTE	0.40 FTE (0.25 + 0.15)	0 year (+0.40 FTE)

**Examples of more than 0.50 FTE, but less than 0.75 FTE:**

A teacher works 0.60 FTE over the year:

semester	semester's experience	yearly FTE experience	accumulated experience (± balance)
1 <sup>st</sup> semester	0.40 FTE	0.40 FTE	0 year (+0.40 FTE)
2 <sup>nd</sup> semester	0.20 FTE	0.60 FTE (0.40 + 0.20)	0 year (+0.60 FTE) becomes <b>1 year</b> (-0.15 FTE) [i.e. 0.60 – 0.75 = -0.15]

A teacher works 0.70 FTE over the year:

semester	semester's experience	yearly FTE experience	accumulated experience (± balance)
1 <sup>st</sup> semester	0.50 FTE	0.50 FTE	0 year (+0.50 FTE) becomes <b>1 year</b> (-0.25 FTE) [i.e. 0.50 – 0.75 = -0.25]
2 <sup>nd</sup> semester	0.20 FTE	0.70 FTE (0.50 + 0.20)	1 year (-0.05 FTE) [i.e. -0.25 + 0.20 = -0.05]

In the two examples on the previous page, the “deficit” (-0.15 and -0.05 FTE) represents the experience that must be accumulated to reach the 0.75 threshold, before the teacher can accumulate the next year of experience.

**Examples of 0.75 FTE or more:**

A teacher works .75 FTE over the year:

semester	semester’s experience	yearly FTE experience	accumulated experience (± balance)
1 <sup>st</sup> semester	0.40 FTE	0.40 FTE	0 year (+0.40 FTE)
2 <sup>nd</sup> semester	0.35 FTE	0.75 FTE (0.40 + 0.35)	0 year (+0.75 FTE) becomes <b>1 year</b> (+0.00 FTE) [see explanation below]

At the end of the year, the teacher has accumulated 0.75 FTE, which is more than 0.50. He or she is therefore credited a year of experience. But unlike the examples three and four above, the 0.75 threshold was attained, so there is no deficit.

A teacher works .80 FTE over the year:

semester	semester’s experience	yearly FTE experience	accumulated experience (± balance)
1 <sup>st</sup> semester	0.50 FTE	0.50 FTE	0 year (+0.50 FTE) becomes <b>1 year</b> (-0.25 FTE) [i.e. 0.50 – 0.75 = -0.25]
2 <sup>nd</sup> semester	0.30 FTE	0.80 FTE (0.50 + 0.30)	1 year (+0.05 FTE) becomes 1 year (+0.00 FTE) [see explanation below]

At the end of the first semester, the teacher has accumulated 0.50 FTE and is credited a year of experience. But because he or she hasn’t reached the 0.75 threshold yet, there is a deficit, which will be filled in the second semester. The reason for the adjustment after the second semester is that the teacher cannot accumulate more than one year of experience over the school year.

**Some examples over three years:**

Confused yet? Let’s look at more examples, where the experience calculation is compared with the old method of calculation (last column):

For a teacher working 0.25 FTE per semester:

semester	semester’s experience	Yearly FTE experience	accumulated experience	accumulated experience (old)
1 <sup>st</sup> semester	0.25 FTE	0.25 FTE	0 year (+0.25 FTE)	0.25 year
2 <sup>nd</sup> semester	0.25 FTE	0.50 FTE (0.25+0.25)	0 year (+0.50 FTE) becomes <b>1 year</b> (-0.25 FTE) [i.e. 0.50 – 0.75 = -0.25]	0.50 year
3 <sup>rd</sup> semester	0.25 FTE	0.25 FTE	1 year (+0.00 FTE)	0.75 year
4 <sup>th</sup> semester	0.25 FTE	0.50 FTE (0.25+0.25)	1 year (+0.25 FTE)	<b>1 year</b>
5 <sup>th</sup> semester	0.25 FTE	0.25 FTE	1 year (+0.50 FTE) becomes <b>2 years</b> (-0.25 FTE) [i.e. 0.50 – 0.75 = -0.25]	1.25 year
6 <sup>th</sup> semester	0.25 FTE	0.50 FTE (0.25+0.25)	2 year (+0.00 FTE)	1.5 year

As soon as the teacher reaches 0.50 FTE, he or she is credited a year of experience (end of the second semester); however, before he or she can accumulate another year, his or her experience must reach 0.75 FTE. Therefore, the teacher has a “deficit” of 0.25 FTE to fill before any new experience can be cumulated. Notice that with the new calculation, the teacher is credited a full year of experience after two semesters, and will therefore move up a level on the salary scale, which would have only happened after four semesters under the old method of calculation. The same situation applies at the end of the fifth semester; therefore, the teacher would move up the salary scale again at the beginning of the sixth semester.

Here is another example, with different numbers.

semester	semester's experience	yearly FTE experience	accumulated experience	accumulated experience (old)
1 <sup>st</sup> semester	0.40 FTE	0.40 FTE	0 year (+0.40 FTE)	0.40 year
2 <sup>nd</sup> semester	0.35 FTE	0.75FTE (.40+0.35)	0 year (+0.75 FTE) becomes <b>1 year</b> (+0.00 FTE)	0.75 year
3 <sup>rd</sup> semester	0.50 FTE	0.50 FTE	1 year (+0.50 FTE) becomes <b>2 years</b> (-0.25 FTE) [i.e. 0.50 – 0.75 = -0.25]	<b>1.25 year</b>
4 <sup>th</sup> semester	0.20 FTE	0.70FTE (0.50+0.20)	2 years (-0.05 FTE)	1.45 year
5 <sup>th</sup> semester	0.45 FTE	0.45 FTE	2 years (+0.40 FTE)	1.90 year
6 <sup>th</sup> semester	0.35 FTE	0.80FTE (0.45+0.35)	2 years (+0.75 FTE) becomes <b>3 years</b> (+0.00 FTE)	<b>2.25 years</b>

And finally, one last example to illustrate that a teacher cannot accumulate more than one year of experience within a contract year:

semester	semester's experience	yearly FTE experience	accumulated experience	accumulated experience (old)
1 <sup>st</sup> semester	0.20 FTE	0.20 FTE	0 year (+0.20 FTE)	0.20 year
2 <sup>nd</sup> semester	0.25 FTE	0.45 FTE (0.20+0.25)	0 year (+0.45 FTE)	0.45 year
3 <sup>rd</sup> semester	0.50 FTE	0.50 FTE	0 year (+0.95 FTE) becomes <b>1 year</b> (+0.20 FTE) [i.e. 0.95 – 0.75 = +0.20]	0.95 year
4 <sup>th</sup> semester	0.45 FTE	0.95 FTE (0.50+0.45)	1 year (+0.65 FTE) becomes 1 year (+0.45 FTE) [see explanation below]	<b>1.40 year</b>

At the end of the third semester, the teacher has accumulated 0.95 FTE, which is more than 0.75 FTE, and therefore is credited a full year. However, the 0.20 FTE "surplus" will remain and be carried over in the calculations. After the fourth semester, the "surplus" of 0.65 FTE is reduced to 0.45, otherwise the teacher would have received more than one year of experience during a second year of work.

**Protocol and Deadlines to Re-evaluate Experience and Adjust Salaries:**

As a result of these changes to the collective agreement, relevant previous work experience will have to be recalculated for everyone. Also, some of us might not have submitted all the documentation pertaining to past work experience, thinking that part-time work would not be calculated. As this part-time experience could make a difference, the new collective agreement contains a set of deadlines for the re-evaluation of experience:

- The College will inform each teacher who worked during the 2010-2011 academic year in writing by May 6, 2011 about the re-evaluation of work experience;
- Teachers will have until June 15 to provide the College with the documentation necessary to update their calculation of experience. This only needs to be done if that documentation has not previously been submitted to the College;
- The College will have until August 31, 2011, to inform teachers of its decision regarding the re-evaluation of experience. The deadline to make these salary adjustments and pay retroactive sums is September 30, 2011. The new experience and salary scale (if it applies) take effect **at the start** of the 2010-2011 academic year. Therefore, if a teacher were to go up in the salary scale because of the new experience calculation, the change will be retroactive to the start of this academic year.
- These deadlines are outlined in Annex VI-4 in the new collective agreement. For more information, just drop by, [email](#) or phone the JACFA office at local 5506.

## Additional Teaching Resources

In our new collective agreement, we have received additional resources for chair release and teaching.

### 1) Extra Chair Release

- a. Overall in the cegep network:

From now on, we will get 1 FTE (full-time equivalent) chair release for every 18 teaching FTEs, instead of the 1 per 19 ratio in the previous collective agreement. For example, if a college had 342 teaching FTEs and used to get 18 FTEs of chair release, it will now get 19 FTEs of chair release. Chair release is included in *volet 2*.

- b. At John Abbott:

At John Abbott, this means approximately 1 extra FTE for chair release; however, we are already over-allocated by close to four FTEs in *volet 2*, so no extra chair release has been allocated for next year. We agreed at CRT to look at how *volet 2* chair and program release is allocated at the beginning of next year to determine if *volet 2* needs to be redistributed in a more equitable way.

### 2) Extra Teaching Resources for Programs with Teachers Who Have Many Preparations: The HP Factor (*heures de préparation*)

- a. Overall in the cegep network:

In the previous collective agreement, when teachers had four preparations (different course numbers) in a given semester, a part of their CI calculation was boosted by 1.3; now that coefficient is of 1.9 generally speaking. This change to the CI formula will generate an extra **92 FTEs** for all cegeps for 2011-2012. These 92 FTEs are to be given every year of the collective agreement (until academic year 2014-2015 inclusively).

- b. At John Abbott:

John Abbott has been granted 2.54 extra FTEs for 2011-2012 and we should be allocated roughly the same amount every year until 2014-2015 inclusively.

### 3) Extra Teaching Resources for Departments with Large Class Sizes: The PES Factor (*période-élève/semaine*)

- a. Overall in the cegep network:

When departments have large class sizes, extra allocation is now available. The PES is the sum for each section of the number of students per section times the number of weekly teaching hours for that section. If the PES is greater than 490, then extra allocation is granted (by a coefficient of 0.05 instead of 0.04). It has been estimated that the cegep network be given an extra **45 FTEs** for 2011-2012. And more will be distributed until the end of our new collective agreement:

- 2011-2012 = 45 FTEs
- 2012-2013 = 65 FTEs
- 2013-2014 = 116 FTEs
- 2014-2015 = 203 FTEs

- b. At John Abbott:

For 2011-2012, John Abbott is granted 2.22 extra FTEs. If we presume that we will be granted a proportional amount for the following years, we can expect roughly the following additional resources:

- 2011-2012 = 2.2 FTEs
- 2012-2013 = 3.2 FTEs
- 2013-2014 = 5.7 FTEs
- 2014-2015 = 10.1 FTEs

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### Additional Resources

A parity committee will examine the specific CI calculations of certain technology programs to take into account the reality of the workload involved in their teaching, labs and stages. This will affect Nursing and PHEC at John Abbott and we will update you as the committee presents the results of its study.

### Where did it all go?

At CRT meetings for the academic year 2011-2012 held this April, departments made requests for these extra resources. For instance, all Foreign Languages teachers will now teach eight sections annually instead of nine, and Biology received extra allocation for professional program courses with fixed enrolments. The French department's *mise-à-niveau* courses and Social Science ISS courses will be capped at 25.

## A Simplified Calculation of the CI

**\*\*\* WARNING: this example is simplified and may not apply to specific teaching realities. Its objective is to exemplify the changes addressed previously \*\*\***

Most individual teaching loads (comprising classroom and laboratory teaching as well as fieldwork supervision for a given semester) are calculated using the following parameters:

- HP** = The hours of preparation for each different course number per week.
- HC** = The number of hourly course periods per week assigned to a professor.
- NES** = The total number of students enrolled in courses assigned for one week.
- PES** = sum, for each section, of the number of students times the hours of teaching for one week (e.g. if a teacher has a total of 140 students and teaches three-hour sections, his or her PES [140 x 3] is 320).

The calculation of the individual teaching load is the sum of the different results shown in the last column:

### THE PES FACTOR

Old CI formula: large class sizes

Course Title	Hrs.	Stud.	HP	HC	PES	CI
Course 101	3	41	2.70	3.60	4.92	11.22
Course 101	3	41	0.00	3.60	4.92	8.52
Course 201	3	41	2.70	3.60	4.92	11.22
Course 201	3	41	0.00	3.60	4.92	8.52
			NES 160	4	1.60	
			NES 75	164	1.64	
			Sub-Total CI			42.72

New CI formula: large class sizes

Course Title	Hrs.	Stud.	HP	HC	PES	CI
Course 101	3	41	2.70	3.60	6.15	12.45
Course 101	3	41	0.00	3.60	6.15	9.75
Course 202	3	41	2.70	3.60	6.15	12.45
Course 202	3	41	0.00	3.60	6.15	9.75
			NES 160	4	1.60	
			NES 75	164	1.64	
			Sub-Total CI			47.64

### THE HP FACTOR

Old CI formula: 4 preps

Course Title	Hrs.	Stud.	HP	HC	PES	CI
Course 101	3	25	3.90	3.60	3.00	10.50
Course 102	3	25	3.90	3.60	3.00	10.50
Course 202	3	25	3.90	3.60	3.00	10.50
Course 203	3	25	3.90	3.60	3.00	10.50
			NES 160	0	0.00	
			NES 75	100	1.00	
			Sub-Total CI			43.00

New CI formula: 4 preps

Course Title	Hrs.	Stud.	HP	HC	PES	CI
Course 101	3	25	5.70	3.60	3.00	12.30
Course 102	3	25	5.70	3.60	3.00	12.30
Course 202	3	25	5.70	3.60	3.00	12.30
Course 203	3	25	5.70	3.60	3.00	12.30
			NES 160	0	0.00	
			NES 75	100	1.00	
			Sub-Total CI			50.20

## Salary and Pensions

The salary and pension provisions agreed to last June and ratified last fall have now been written into our collective agreement.

### **Salaries**

The salary scales are found in Appendix VI – 1 of our collective agreement:

#### **Salary Scales for Full-Time Teachers (Annual Rates) 2010-2014**

Level	2010-06-01	2011-06-01	2012-06-01	2013-06-01	2014-06-01
1	36,654	36,929	37,298	37,951	38,710
2	38,015	38,300	38,683	39,360	40,147
3	39,375	39,670	40,067	40,768	41,583
4	40,957	41,264	41,677	42,406	43,254
5	42,713	43,033	43,463	44,224	45,108
6	44,549	44,883	45,332	46,125	47,048
7	46,458	46,806	47,274	48,101	49,063
8	48,454	48,817	49,305	50,168	51,171
9	50,527	50,906	51,415	52,315	53,361
10	52,697	53,092	53,623	54,561	55,652
11	54,955	55,367	55,921	56,900	58,038
12	57,314	57,744	58,321	59,342	60,529
13	59,772	60,220	60,822	61,886	63,124
14	62,331	62,798	63,426	64,536	65,827
15	65,008	65,496	66,151	67,309	68,655
16	67,797	68,305	68,988	70,195	71,599
17	70,704	71,234	71,946	73,205	74,669
18	71,853	72,392	73,116	74,396	75,884
19	73,022	73,570	74,306	75,606	77,118
20	74,208	74,765	75,513	76,834	78,371

The "level" corresponds with a teacher's recognized experience, plus:

- 2 levels for 17 years of recognized schooling;
- 4 levels for 18 years of recognized schooling;
- 6 levels for 19 years of recognized schooling; and
- 8 levels for 19 years of recognized schooling and a recognized doctoral degree.

Only those who have a master's degree (in the contract discipline or in a discipline related to and useful for its teaching) can advance to level 18. Only those who have 19 years of schooling or more and a recognized doctoral degree can advance to levels 19 and 20.

**Rates for Hourly Paid Teaching**

Period	Recognized Years of Schooling		
	16 years or less	17 or 18 years	19 years or more
April 1, 2010 to March 31, 2011	60.18 \$	70.04 \$	84.53 \$
April 1, 2011 to March 31, 2012	60.63 \$	70.57 \$	85.16 \$
April 1, 2012 to March 31, 2013	61.24 \$	71.28 \$	86.01 \$
April 1, 2013 to March 31, 2014	62.31 \$	72.53 \$	87.52 \$
From April 1, 2014 on	63.56 \$	73.98 \$	89.27 \$

These salary amounts and hourly paid rates may be increased in 2012 through 2015, if the nominal GDP growth and/or inflation exceeds the government's 2010 budget predictions (see articles 6-4.04, 6-4.05 et 6-4.06 for details).

**Retroactive Salary**

Our collective agreement was finally signed on April 8. The administration has 60 days to adjust our pay and to retroactively pay us the 0.5% pay increase back to June 1, 2010. This means we will see it on a pay stub before the summer vacation period begins on June 15.

Teachers no longer under contract (e.g. those who retired or did not receive a contract in the Winter semester) will have to request this retroactive pay from the College (we will be contacting everyone soon). The College then has 60 days from the receipt of the request to send payment.

**Pensions**

Because our pension plan is governed by Québec provincial law, what we have in our new collective agreement in Appendix V-2 is a "Letter of Intent" whereby the Government promises to amend the pension law.

This letter includes:

- increasing the maximum number of years a teacher can contribute from 35 to 38 years. This additional amount is not integrated with the QPP at 65, so it can increase pension income by up to 6% of the average of the best five years. This measure is "voluntary" only in the sense that anyone with 35 years (or 60 years of age) can still choose to retire without actuarial penalties applied (4% per year). It is not possible to retroactively "buy back" these years. Those on long-term disability insurance cannot accumulate beyond 35 years.
- gradually reducing the percentage of the maximum pensionable earnings, above which we contribute to the RRE-GOP plan, from 35% to 25%. In principle this should broaden the base of contributions, and therefore reduce the need to increase contribution rates... we hope! Increases will be limited to a maximum of 0.5% per year in 2011, 2012 and 2013.
- improving indexation for years between 1983 and 1999 to the same formula as it is from 2000 on (inflation – 3% or 50% of inflation, whichever is higher) if the plan's actuarial surplus of assets exceeds 20%. This applies only to the half of pension income funded by employee contributions, not the half covered by the government.
- removing the 90-day bank of days to make up for unpaid leaves taken after January 1, 2011. The bank still applies as it did before for leaves taken before January 1, 2011.
- providing annual updates on the actuarial status of the plan, in addition to the triennial evaluation of the plan we have received in the past.



**John Abbott College Faculty  
Association**

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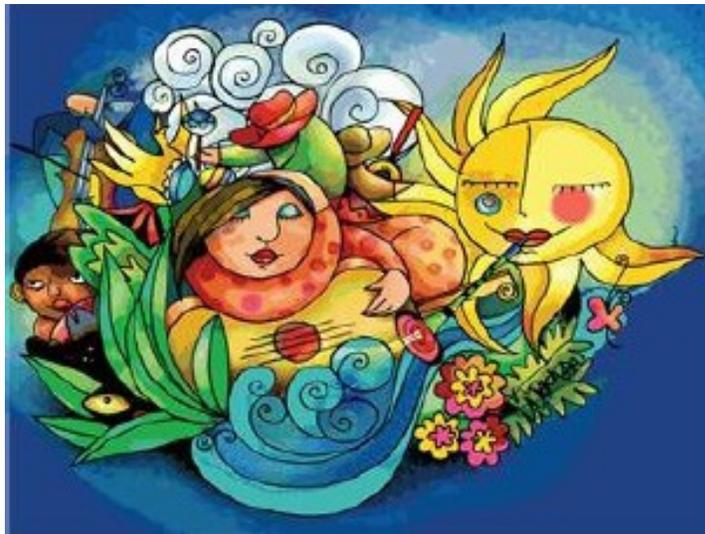
**Wednesday, May 11**

**JACFA**

**General Assembly (P-176)**

**10:00 a.m.**

**Elections at 11:30**



**All faculty are invited to  
JACFA's Annual BBQ  
Thursday, May 12, 2011 at noon  
On the Casgrain Terrace**

