

# JACFA NEWS



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Syndicat des Professeur(e)s du Cégep John Abbott College Faculty Association  
www.johnabbott.qc.ca/~jacfa

**O**n behalf of the entire executive team of JACFA – Steve, Pierre, Jim, Michel, Faye, Peter and Louise – I want to wish you all a healthy and rewarding year in 2003. May all your lectures be unforgettable and all your students bright and eager! Or close to it, in any case!

This issue of the JACFA News is dedicated to salary scale restructuring and the letter on professional services which may be added to our contract. Just before the end of the year, the Treasury Board and FNEEQ negotiating team reached a tentative agreement on a unique salary scale that recognizes both the doctorate and the master's degree and that assures us of higher salaries than elementary and high school teachers with the same scholarship and experience. Along with changes to some of our salaries – no one will see a salary cut – the professional services that we already perform are to be acknowledged. In this issue, the effect on your current salary will be explained as well as what is meant by those professional services.

The salary scale changes are not a done deal. It requires a **double majority** of FNEEQ – that is, a majority of unions AND a

majority of voting members – for ratification and implementation. If you want to see those salary increases, then it is definitely in your interest to attend the JACFA General Assembly on Wednesday, January 29. If, because of a low turnout, those salary increases are not ratified, you will not see a salary increase until the next collective agreement is negotiated.

One last question: do you know the prescribed fire exit for each of your classes and labs??? Make sure you do because it is YOUR responsibility to vacate your classroom and direct your students to that exit in the event of a fire drill. Take note of the designated fire exit on the floor map in the corridor near each of your classrooms and inform your students of it. Calm and knowledgeable leadership from you will assure our students' safety in the event of an emergency.

Have a wonderful semester!

## NEW SALARY STRUCTURE: AGREEMENT IN PRINCIPLE

On December 22, 2002, FNEEQ-CSN and the government of Quebec reached an Agreement in Principle on a new salary structure for Cegep teachers, as well as on the recognition of "Professional Services Rendered." The Agreement is being sent for a membership vote to the 35 affiliated Cegep unions in FNEEQ, including JACFA. If ratified, the new salary structure will be phased in over a three-year period, beginning in fall 2003, with full implementation in fall 2005. The JACFA Executive, the FNEEQ Negotiation Committee, as well as the *regroupement cegep* of FNEEQ, are all recommending the adoption of the Agreement. This special issue of JACFA News will help you to understand the contents of the Agreement and will explain the impact it will have on us, both individually and collectively.

### Why is this a good deal?

- \* Recognition of Cegep teaching as a distinct job category.
- \* Addition of more than \$38 million to the total salary paid to Cegep teachers.
- \* Recognition, FOR THE FIRST TIME, of a Master's degree for salary purposes.
- \* Maintenance of the value of PhDs for both salary and pension purposes.
- \* Substantial salary increases for teachers currently on scales 17 and 18.

- \* Faster access to higher wages for teachers moving through current scales 19 and 19+.
- \* Maintenance of our professional autonomy as college teachers.
- \* No increase in workload, beyond producing an annual report.

In order for this agreement to be applied, it must obtain a double majority within FNEEQ Cegep unions. This means that a majority of affiliated unions (18/35) AND a majority of members who vote is required to enable ratification. You will recall that the failure (by a very small margin) to obtain the second majority last spring meant a rejection of the one-year contract extension, and therefore no 2% salary increase for us in Fall 2003. In other words, for or against, **YOUR VOTE COUNTS.**

**Salary structure  
and  
professional services  
rendered**

.....  
**!! Special Edition !!**

## RECOGNITION OF THE MASTER'S DEGREE

This recognition is the most important new element in the proposed Agreement. For the first time, our salary structure will recognize teachers who have a Master's degree in their discipline, or in a related discipline useful to teaching the discipline on their contract. Unlike the single scale accepted by the primary and secondary school teachers, our proposed salary scale contains "level 18," which is accessible to a teacher with a Master's degree. This measure is worth at least \$10 million more than the FSE single scale would have cost when applied to college teachers (\$28 million).

For example, a teacher currently with scholarship 17 at the top of the scale earns \$55,146. If this teacher does not hold a Master's degree, the new salary structure means he or she will receive an annual salary of \$61,250 in Fall 2005, an annual increase of \$6,104. However, if the same teacher has a Master's degree, his or her salary will be \$63,071, representing an increase of \$7,925.

To take two other examples, a teacher at the top of current scholarship scale 18, with a Master's degree, will see his or her salary go from \$58,027 to \$63,071 (+\$5,044). A teacher at the top of current scholarship scale 19, again with a Master's degree, will go from \$62,281 to \$63,071 (+\$790.)

Why this recognition? FNEEQ argued, and the Quebec government accepted the argument, that college teaching is a part of post-secondary education. One of the characteristics that makes our job category distinct is the increasingly common requirement that a teacher hold a Master's degree in the discipline being taught. The proposed salary structure recognizes this reality by providing, for the first time, monetary recognition of the value of a Master's degree in the college system. FNEEQ is the first union federation in Quebec to obtain this provision.

### THREE-YEAR PHASE IN FOR THE NEW SALARY STRUCTURE

If ratified by FNEEQ member unions, the new salary structure will be phased in over three years, beginning in Fall 2003, at the rate of approximately 1/3 applied every year. This period respects the implementation deadline of the government's pay equity legislation. Full implementation of the new salary structure will occur on the first day of the Fall 2005 contractual year. At that point, all regular teachers will be paid according to the 20-level pay scale that appears in the Agreement in Principle.

## WORKLOAD IMPLICATIONS

The Treasury Board was clear from the start of negotiations that in exchange for a new salary structure with substantial wage increases for many teachers, an agreement was required on what the government is calling "professional services rendered." This same principle was applied to primary and secondary school teachers last year when the single-scale pay system was negotiated with FSE-CSQ. However, unlike the agreement with FSE-CSQ, **our agreement contains no additional hours of availability.** To be clear, if there is no agreement on "professional services rendered," then there is no new salary scale.

### What is in this part of the Agreement in Principle?

- \* Both parties agree that these are services already performed by college teachers.
- \* All collective agreement provisions that currently define our workload are maintained.
- \* An explicit statement is included that teacher workload is NOT increased.
- \* Starting in January 2004, each full-time teacher acknowledges that, within their usual hours of availability to the college, they perform 173 hours per year of professional services (pro-rata for part-timers).
- \* Departments annually identify teachers and their participation in projects that render the following professional services:
  - learning assistance,
  - tutoring of students,
  - pedagogical development, and
  - professional assistance (helping new teachers).
- \* Departments must take into account a teacher's interests and competency in assigning the distribution of professional services rendered.
- \* At the start of each semester, each teacher receives from the College a written confirmation of his or her professional services to be rendered.
- \* Once a year, as part of the departmental annual report, each teacher submits an individual report containing an evaluation of the professional services he or she performed and recommendations.
- \* Program-related activities for teachers who do not have release (volet 2) can only be required within the framework of college pedagogical days and are counted in the 173 hours.

### The status and implications of this agreement are similar to what we already have in Annex 1-8, the "SASS projects."

Both parties agree that we already perform these services, individually and/or collectively. The only difference is that now we will be required by the College to produce a brief annual assessment of these activities. Therefore, there is no workload increase of any consequence involved.

The full text of the proposed new Annex I-11 is printed on **page 8.**

## WHAT ABOUT PhDs?

The original offer made by the Treasury Board to FNEEQ in October 2002 was identical to the proposal agreed to by the primary and secondary school teachers represented by FSE-CSQ in May 2002. This was a single scale with 17 levels, with all teachers reaching the same maximum. The new offer contains the first 17 levels of the original proposal, but FNEEQ succeeded in adding a level 18, for holders of a Master's degree, and levels 19 and 20 for holders of a PhD.

This offer accomplishes several of our objectives. First, while there is no salary increase for teachers with a PhD at the top of scale 19+, their current salary is maintained, which was not guaranteed under the original proposal. Secondly, the full salary counts for pension purposes, as it is currently. Some other union federations were examining the possibility of an equivalent PhD "premium," which would not have counted for pension calculations. The FNEEQ agreement avoids this problem. The FSE-CSQ has been discussing this issue since May 2002, but has no agreement yet. We have. Thirdly, teachers with a PhD who are not at the top of the scale will see salary increases. They will reach the same maximum salary as now, but will get there more quickly. For example, a teacher at the current 19+, level 10, earns \$58,805. The same teacher at level 10 in fall 2003 would earn \$59,702, as the first year of implementation is applied. It is at the top of the PhD scale that the salary, while protected, would not increase.

It is also important to note that in the FNEEQ demands, an increase for all teachers was put forward. However, this demand was not obtained, as the Treasury Board insisted that the current maximum for teachers with a PhD was the upper limit of the new salary structure. It was judged that it is impossible to move the Treasury Board on this issue.

## ARE ANY FURTHER PAY ADJUSTMENTS POSSIBLE?

**Yes.** The pay equity process is not yet complete. Last fall, questionnaires were filled out by hundreds of public sector workers (including four teachers at John Abbott) in a process that will lead to the classification of all job categories according to a new system designed to eliminate systemic discrimination. This process is to be completed no later than June 29, 2003, but the unions are pushing hard to finish the analysis of the results within the next two months (before a possible spring provincial election). Once this process is completed, all job categories will be placed on a salary curve, and adjusted where necessary.

The Agreement in Principle formally states that the salary scale of college teachers is the same as that of primary and secondary school teachers, with additional levels 18,19,20. If, in the process of further pay equity adjustments, the primary and secondary school teachers receive increases that affect all levels in their pay structure, we will get the same adjustment. If an increase is applied only to their top level (17) then our levels 18 and 19 will also be adjusted to keep the gap constant between the levels. Level 20 will NOT increase, as the government position is that this is the maximum pay level for our job category.

We already have a commitment from the government that the top level of the current scholary level 19 will be adjusted by a minimum of 1.68%, in order TO respect the government's own contention that teachers are in job category #20. This commitment assures that teachers at the top of the current scale 19 will maintain their pay. Note that teachers at the top of scale 19 and who have a master's degree will, according to the FNEEQ, receive an increase in pay.

## INTERESTING NEW RETRAINING PROVISION

The proposed Agreement in Principle contains a innovation. Since the Agreement offers monetary recognition to holders of a master's degree, who can advance to level 18 on the new scale, a new provision will be added to the collective agreement allowing teachers at the top of current scholary scale 19 who do not have a master's degree, to apply for release time in order to obtain this diploma. The resources to retrain are currently present in the FNEEQ collective agreement. A number of ETCs (full-time equivalents) are allocated provincially to retrain MED teachers into reserved posts in a new discipline. Currently, all available resources are not being used for this purpose. Under the proposed Agreement, teachers at the top of scale 19 can request release to obtain a master's degree, thereby allowing them, on successful completion, to rise to level 18 of the new pay scale.

## WHY DOESN'T EVERYONE GET THE SAME INCREASE?

The Agreement in Principle is not a “normal” pay increase under the collective agreement, where everyone sees their salary raised by a fixed percentage (our last pay increase was 2.5% in 2002). The new salary structure is being implemented in response to the new single-scale pay system accepted by the primary and secondary school teachers in partial settlement for pay equity purposes. FNEEQ has argued, and the Treasury Board has accepted, that no Cegep teacher should be paid less than a high school teacher with the same scholarship and experience. To implement this principle, our new salary structure uses the FSE-CSQ scale as a base. Therefore, teachers at current scholarship scales 17 and 18 will get the biggest adjustments, since this is where significant increases were awarded in the FSE-CSQ agreement.

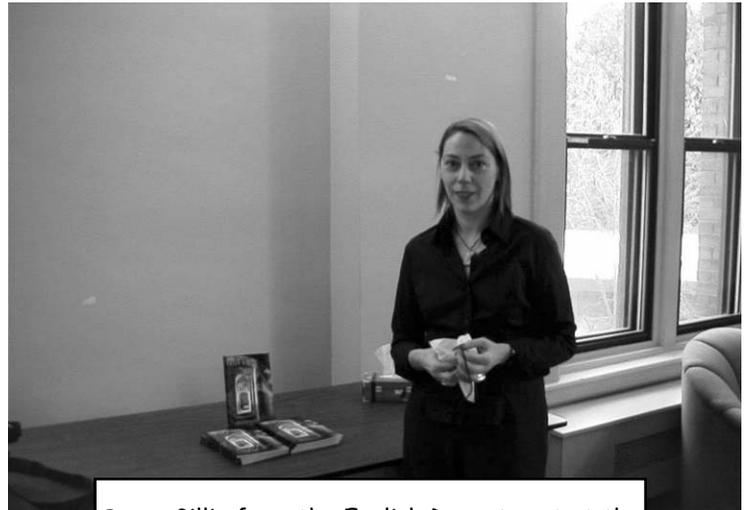
We must recall that this entire process is meant to eliminate systemic discrimination against predominantly female job categories, such as the job category of primary and secondary school teachers, whose composition is more than 60% female. The government has adjusted their pay structure in order to remove this discrimination. FNEEQ has successfully fought to maintain the principle that we are a distinct job category, where “pay equity” is not an issue, since we are not a predominantly female category. However, our new pay scale must reflect the reality of what is happening in primary and secondary schools. Since the higher salaries paid to teachers at the top of scales 19 and 19+ are not considered by the government as underpayment for the value represented by the job category of college teacher, FNEEQ was not successful in obtaining our initial demand of at least some salary increase for all teachers.

**PLEASE NOTE: WHEN THE NEXT COLLECTIVE AGREEMENT IS NEGOTIATED, WHATEVER PAY INCREASES ARE OBTAINED WILL BE APPLIED TO THE PAY LEVELS OF ALL TEACHERS. THESE INCREASES WILL BE ADDED TO THE SCALE INDICATED IN THE PROPOSED NEW SALARY STRUCTURE.**

## HOURLY PAY RATES

Teachers who give credited courses in Continuing Education and in AEC programs and are currently paid hourly rates will see their salary adjusted over a three-year implementation period. The percentage increases reflect the average adjustments applied to the corresponding regular division pay scale. Hourly paid instructors are only paid for “contact hours” and are therefore not required to perform the “professional services” described in the Agreement in Principle.

Scholarship	Current Rate	01-07-03	01-07-04	01-07-05
16	51.60	52.25	52.90	53.56
17-18	58.13	59.33	60.55	61.79
19,19+	68.38	70.09	71.85	73.65



Susan Gillis from the English Department at the launch for her book “Volta” in the Lounge.

## JACFA NEWS

welcomes your contributions on  
any collective matters

Contact Barbara DeLorenzi at local 5505  
for submissions. Deadline for the next  
issue is February 21, 2003.

## WHAT ARE FEC AND FAC DOING?

There are two other federations who also represent Cegep teachers. FAC has about 14 affiliated Cegep unions, representing about 25% of the total, including Dawson, Vanier, and Heritage in the English sector. FAC rejected the original proposal made by the Treasury Board on December 18, 2002, and suspended discussions until January. Therefore, as of December 22, FAC has not succeeded in reaching an agreement on salary structure and on “professional services rendered.” FAC has indicated their concerns with the agreement reached by FNEEQ, particularly concerning what they view as an increase in workload and a reduction in professional autonomy. FAC’s position on the new salary structure is unclear.

FEC-CSQ represents 7 Cegep unions, with only about 10% of the total number of college teachers. Their only English-language affiliate is Champlain-Lennoxville. However, FEC is affiliated with CSQ, the union central that represents all public sector primary and secondary school teachers. It was the CSQ that, in May 2002, negotiated the 17-level single scale salary structure for primary and secondary school teachers that also forms the basis of our new scale. FEC-CSQ has consistently maintained two positions: 1) they believe that college teachers are part of the same job category as primary/secondary teachers, and therefore come under pay equity legislation, 2) they argue that we should therefore get the same pay. The Treasury Board has rejected the first point and agrees with FNEEQ that we do not do the same job as primary school teachers. Using this position, FNEEQ was able to overcome the Treasury Board’s initial offer in October to give us the same pay scale as primary/secondary. LET US BE VERY CLEAR. The FSE-CSQ single scale does not include any levels to cover even what teachers with PhDs currently get paid. There is no guarantee in the FSE-CSQ agreement that these teachers’ salaries would not be lowered. And, the FNEEQ Agreement in Principle adds a total of \$10 million for teacher’s who have a master’s degree. The FEC-CSQ has publicly denounced our Agreement in Principle, for reasons that remain obscure and/or confused.

On December 18, 2002, the Treasury Board gave a new proposal to all three college teacher federations (FNEEQ, FAC, FEC-CSQ). It was the same offer to all three. All three judged the proposal to be unacceptable. The Dec. 18 proposal was both an increase in workload and an infringement on our professional autonomy. However, FNEEQ succeeded, in the following four days, to reach an Agreement in Principle with the Treasury Board. We feel that sufficient guarantees have been provided to assure that our collective agreement is respected and that our workload will not be increased. It is this agreement the general assemblies are considering, not the initial government proposal. FAC and FSE-CSQ have not yet reached an agreement with the government.



Gail Pflaster and Maurice Kershaw were among the five retirees present at the October 30 general assembly where it was voted to move our retirees to the FNEEQ insurance plan.

### *DEPARTMENTAL AND PROFESSIONAL AUTONOMY*

Between the Treasury Board proposal of December 18, and the Agreement reached by FNEEQ on December 22, several important changes were made to protect our professional autonomy as teachers and to safeguard the role of departments. Originally, the Academic Dean was to determine the priorities for departmental projects - now it the departments who will do this, taking into account the College’s strategic plan, but also taking into account the interests and competencies of the individual teacher. Also, the annual report that the teacher produces is attached to and is an integral part of the department’s annual report and, therefore, cannot be used to evaluate the teacher. The purpose of the report produced by each teacher is simply to “evaluate impact and make recommendations.” It is the department, not the College, that will identify and distribute the pedagogical activities into projects developed by the department.

Also, the original government proposal required up to 35 hours per year of “activities inherent in the running of programs” from each teacher. This provision is NOT in our Agreement, since it contravenes our collective agreement. Now, the only “program” activity that can be required of all teachers must take place within the framework of a college pedagogical day, a power that the College currently has.

The gist of the section in the Agreement concerning “Professional Services Rendered” is clear. Please note the word “rendered.” Both parties to the Agreement concur that teachers, individually and collectively, already perform these activities as part of our tasks as college teachers. It was also clear from the start that a statement of this kind was required by the government in order to justify publicly a substantial increase (more than \$38 million) in the salary mass of college teachers, who legally do not even come under pay equity legislation. FNEEQ worked to negotiate a text that would respect the collective agreement parameters currently in place, maintain the current teacher workload, as well as respect professional autonomy and departmental prerogatives.

The following pages consist of different examples of salary structure comparisons, a translation of the letter of agreement with the Treasury Board and the three proposed salary scales 2003-2004, 2004-2005 and 2005-2006.

If you need more information, check our website at [www.johnabbott.qc.ca/~jacfa](http://www.johnabbott.qc.ca/~jacfa) and click on the hot issues item.

## Salary Structure Examples

The new salary structure (if approved) will be implemented over three years. Here are some examples of how they will affect salaries for teachers with different seniority and experience:

<b>Raoul is a Physics instructor who is hired to begin teaching in the Fall 2003 semester. He has a master's degree and 17.5 years of scholarship. His experience level is recognized at level 4 under the current contract. His salary will be:</b>					
<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	17	4	\$36,621	4	\$36,713
<b>F2004</b>	17	5	\$37,792	5	\$38,173
<b>F2005</b>	17	6	\$39,001	6	\$39,889
<b>During his first two years, Raoul takes courses and increases his scholarship to 18 years. As a result, his salary in F2005 will now be:</b>					
<b>F2005</b>	18	4	\$41,710	8	\$43,124

<b>Rachelle is an English instructor with a master's degree (17 years of scholarship) and 25 years experience. Her salary will be:</b>					
<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	17	17	\$55,146	18	\$57,670
<b>F2004</b>	17	17	\$55,146	18	\$60,310
<b>F2005</b>	17	17	\$55,146	18	\$63,071

<b>Ronald is a Sociology instructor with a PhD degree (19+ years of scholarship) and 7 years experience. His salary will be:</b>					
<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	19+	7	\$53,492	7	\$54,526
<b>F2004</b>	19+	8	\$54,956	8	\$57,560
<b>F2005</b>	19+	9	\$56,509	17	\$61,250

**Reina is a Mathematics instructor with a PhD degree (19+ years of scholarship) and 30 years experience. Her salary will be:**

<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	19+	15	\$66,878	15	\$66,878
<b>F2004</b>	19+	15	\$66,878	15	\$66,878
<b>F2005</b>	19+	15	\$66,878	20	\$66,878

**Ralph is a Nursing instructor with 17 years scholarship (no master's degree) and 5 years experience. His salary will be:**

<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	17	5	\$37,792	5	\$37,982
<b>F2004</b>	17	6	\$39,001	6	\$39,591
<b>F2005</b>	17	7	\$40,249	9	\$44,838

**Rex is a History instructor with 19 years scholarship (no master's degree) and 15 years experience. His salary will be:**

<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	19	15	\$62,281	15	\$62,281
<b>F2004</b>	19	15	\$62,281	15	\$62,281
<b>F2005</b>	19	15	\$62,281	17	\$61,250*

\*This apparent loss will be compensated by the 1.68% adjustment (see page 3).

**Rapunzel is a Phys. Ed instructor with 19 years scholarship (and master's degree) and 15 years experience. His salary will be:**

<i>Semester</i>	<i>Current Collective Agreement</i>			<i>Proposed Salary Structure</i>	
	<b>Scholarship</b>	<b>Level</b>	<b>Salary</b>	<b>Level</b>	<b>Salary</b>
<b>F2003</b>	19	15	\$62,281	15	\$62,543
<b>F2004</b>	19	15	\$62,281	15	\$62,806
<b>F2005</b>	19	15	\$62,281	17	\$63,071

**\*\*\*\*Please note: The following is an unofficial translation of the original French-language text, produced by the John Abbott College Faculty Association.\*\*\*\***

## AGREEMENT IN PRINCIPLE BETWEEN FNEEQ-CSN AND THE GOVERNMENT OF QUEBEC

### RELATING TO THE RECOGNITION OF PROFESSIONAL SERVICES RENDERED BY CEGEP TEACHERS, AND THE APPLICATION OF A NEW SALARY STRUCTURE STARTING IN 2003-2004

1. FNEEQ-CSN and the CPNC agree to add the following annex to the current collective agreement:

#### ANNEX I-11

#### ANNEX RELATING TO THE RECOGNITION OF PROFESSIONAL SERVICES RENDERED BY CEGEP TEACHERS

Within the framework of recognizing professional services rendered by Cegep teachers, without limiting the scope of Articles 4-1.00, 8-3.00, 8-4.00, 8,5.00, and 8.6.00, and without increasing the workload of teachers, the national parties recognize that the professional services rendered also include collaborative activities inherent in the pedagogical life of programs, as well as pedagogical activities. These pedagogical activities are part of one of the following areas: learning assistance, training and supervision (*encadrement*) of students in order to improve their success, pedagogical development, and professional assistance.

Beginning January 1, 2004, each full-time teacher allocates 173 hours per academic year to these activities, within their hours of availability. Similarly each part-time teacher allocates a number of hours to these activities, on a *pro rata* basis of their full-time equivalent.

Teacher participation in collaborative activities inherent in the pedagogical life of programs, organized within pedagogical days, is included in the 173 hours mentioned previously.

The department identifies and distributes these pedagogical activities annually, as one or more projects, according to institutional priorities established by the College, taking into account its strategic plan. A teacher can participate in one or several activities, and several teachers can participate in a common activity. This distribution takes into account the competencies and interests of each teacher, and is submitted for approval to the College.

Before the beginning of each regular semester, the College informs the teacher in writing which pedagogical activities they

are to carry out. Each teacher produces a report of the pedagogical activities assigned by the College, according to the modalities indicated by the latter, with the purpose of evaluating impact and making recommendations. This report is annexed to, and is an integral part of, the department's annual report. The time devoted to pedagogical activities includes the preparation, production, follow-up, and writing of the report.

The participation of teachers in these activities has no impact on the distribution of a teacher's workload as indicated in Article 8-6.00, and on the application of Annex I-1.

2. The new basic salary structure of Cegep teachers is, starting in 2003-2004, that of primary and secondary school teachers. In addition, it includes three supplementary levels. Level 18 is accessible to holders of a Master's degree in the discipline taught, or in a related discipline that is useful to teaching the discipline indicated on the contract. Levels 18, 19 and 20 are accessible to teachers who have 19 years or more of scholarship and a PhD.

3. The salary scales applicable starting the first day of the 2003-2004 academic year, and the hourly rates applicable as of July 1, 2003, are indicated in Annex A of the present agreement. The rates and scales of the new salary structure will be phased in beginning in the 2003-2004 academic year, until full application beginning in 2005-2006.

4. FNEEQ-CSN and the CPNC will determine the stipulations to be integrated in the current collective agreement in accordance with article 3.

5. FNEEQ-CSN and the CPNC will determine the modalities to apply a new mandate to be given to the Parity Committee on Placement. After distribution of the resources assigned to retraining for a reserved post, the remaining resources for a given year will be used to provide priority access to Master's programs for teachers who have 19 years of scholarship and have reached level 17 of the salary scale indicated in Annex A. The modalities will be determined in order to allow access to this program beginning in 2003-2004.

6. The Ministry of Education of Quebec, and the Federation of Cegeps agree to produce an interpretation document dealing with job security confirming the maintenance of all rights and privileges relating to teacher scholarship, and in particular the maintenance of acquired rights related to a Master's degree. This interpretation document will be sent to FNEEQ-CSN within 30 days of the signature of the present Agreement.

7. The present Agreement is annexed to the collective agreement in force and is a part of it.

Initialed by the parties in Quebec, on December 22, 2002.

**ANNEX A**  
**REGULAR FNEEQ COLLEGE TEACHERS**  
**TRANSITIONAL SALARY SCALES APPLICABLE ON THE 1ST DAY OF THE 2003-2004 CONTRACT YEAR (1)**

Level	Scale 17 years or less (2)	Scale 17 years or less with master's (3)	Scale 18 years (4)	Scale 18 years with master's (5)	Scale 19 years (6)	Scale 19 years with master's (7)	Scale 19 years and more with PhD (8)
1	33 034	33 034	38 200	38 200	41 158	41 158	45 598
2	34 260	34 260	39 482	39 482	42 510	42 510	46 806
3	35 486	35 486	40 807	40 807	43 896	43 896	48 178
4	36 713	36 713	42 176	42 176	45 348	45 348	49 679
5	37 982	37 982	43 591	43 591	46 876	46 876	51 258
6	39 295	39 295	45 054	45 054	48 420	48 420	52 855
7	40 654	40 654	46 566	46 566	50 038	50 038	54 526
8	42 059	42 059	48 129	48 129	51 699	51 699	56 243
9	43 514	43 514	49 744	49 744	53 446	53 446	58 047
10	45 018	45 018	51 413	51 413	55 238	55 238	59 702
11	46 574	46 574	53 138	53 138	57 106	57 106	61 427
12	48 184	48 184	54 921	54 921	58 253	58 253	63 179
13	49 851	49 851	56 765	56 765	59 461	60 044	64 391
14	51 574	51 574	57 911	58 480	60 683	61 278	65 619
15	53 357	53 357	59 082	59 662	62 281	62 543	66 878
16	55 201	55 201					
17	57 110	57 110					
18							

(1) Not including any salary increases agreed to in the next round of contract negotiations (if any).

(2) Scale for teachers with 17 years scholarship or less:

- level 1 is the starting point for new teachers with no experience and less than 17 years of scholarship.
- level 3 is the starting point for new teachers with no experience and 17 years of scholarship.

(3) Scale for teachers with 17 years or less scholarship with master's:

- is accessible only to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.
- level 1 is the starting point for new teachers with a master's degree, no experience and less than 17 years of scholarship.
- level 3 is the starting point for new teachers with a master's degree, no experience and 17 years of scholarship.

(4) Scale for teachers with 18 years scholarship:

- level 1 is the starting point for new teachers with no experience and 18 years of scholarship.

(5) Scale for teachers with 18 years scholarship with master's:

- is accessible only to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.
- level 1 is the starting point for new teachers with a master's degree, no experience and 18 years of scholarship.

(6) Scale for teachers with 19 years scholarship:

- level 1 is the starting point for new teachers with no experience and 19 years of scholarship.

(7) Scale for teachers with 19 years scholarship with master's:

- is accessible only to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.
- level 1 is the starting point for new teachers with a master's degree, no experience and 19 years of scholarship.

(8) Scale for teachers with 19 years or more of scholarship and PhD:

- is accessible only to those who have 19 years scholarship or more and hold a doctoral degree.
- level 1 is the starting point for new teachers with a doctoral degree, no experience and 19 years or more of scholarship.

**ANNEX A**  
**REGULAR FNEEQ COLLEGE TEACHERS**  
**TRANSITIONAL SALARY SCALES APPLICABLE ON THE 1ST DAY OF THE 2004-2005 CONTRACT YEAR (1)**

Level	Scale 17 years or less (2)	Scale 17 years or less with master's (3)	Scale 18 years (4)	Scale 18 years with master's (5)	Scale 19 years (6)	Scale 19 years with master's (7)	Scale 19 years and more with PhD (8)
1	33 034	33 034	38 282	38 282	41 316	41 316	45 598
2	34 260	34 260	39 685	39 685	42 816	42 816	46 806
3	35 486	35 486	41 140	41 140	44 364	44 364	48 326
4	36 805	36 805	42 647	42 647	45 980	45 980	50 039
5	38 173	38 173	44 210	44 210	47 669	47 669	51 829
6	39 591	39 591	45 831	45 831	49 401	49 401	53 666
7	41 063	41 063	47 511	47 511	51 208	51 208	55 580
8	42 588	42 588	49 252	49 252	53 076	53 076	57 560
9	44 171	44 171	51 058	51 058	55 027	55 027	59 627
10	45 813	45 813	52 929	52 929	57 043	57 043	61 364
11	47 515	47 515	54 868	54 868	59 141	59 141	63 162
12	49 280	49 280	56 880	56 880	59 733	60 911	65 002
13	51 113	51 113	58 965	58 965	60 349	61 539	65 623
14	53 012	53 012	59 557	60 732	60 966	62 168	66 245
15	54 982	54 982	60 156	61 343	62 281	62 806	66 878
16	57 024	57 024					
17	59 144	59 144					
18		60 310					

(1) Not including any salary increases agreed to in the next round of contract negotiations (if any):

(2) Scale for teachers with 17 years scholarship or less:

- level 1 is the starting point for new teachers with no experience and less than 17 years of scholarship.
- level 3 is the starting point for new teachers with no experience and 17 years of scholarship.

(3) Scale for teachers with 17 years or less scholarship with master's:

- is accessible only to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.
- level 1 is the starting point for new teachers with a master's degree, no experience and less than 17 years of scholarship.
- level 3 is the starting point for new teachers with a master's degree, no experience and 17 years of scholarship.

(4) Scale for teachers with 18 years scholarship:

- level 1 is the starting point for new teachers with no experience and 18 years of scholarship.

(5) Scale for teachers with 18 years scholarship with master's:

- is accessible only to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.
- level 1 is the starting point for new teachers with a master's degree, no experience and 18 years of scholarship.

(6) Scale for teachers with 19 years scholarship:

- level 1 is the starting point for new teachers with no experience and 19 years of scholarship.

(7) Scale for teachers with 19 years scholarship with master's:

- is accessible only to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.
- level 1 is the starting point for new teachers with a master's degree, no experience and 19 years of scholarship.

(8) Scale for teachers with 19 years or more of scholarship and PhD:

- is accessible only to those who have 19 years scholarship or more and hold a doctoral degree.
- level 1 is the starting point for new teachers with a doctoral degree, no experience and 19 years or more of scholarship.

**ANNEX A**  
**REGULAR FNEEQ COLLEGE TEACHERS**  
**SALARY SCALE APPLICABLE ON THE 1ST DAY ON THE 2005-2006 CONTRACT YEAR (1)**

Level (2)	Salary
1	33 034
2	34 260
3	35 486
4	36 897
5	38 364
6	39 889
7	41 475
8	43 124
9	44 838
10	46 621
11	48 475
12	50 402
13	52 406
14	54 489
15	56 655
16	58 908
17	61 250
18 (3-4)	63 071
19 (4)	64 946
20 (4)	66 878

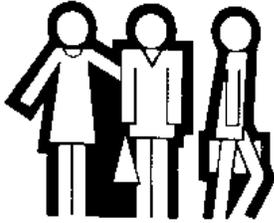
(1) Not including any salary increases agreed to in the next round of contract negotiations (if any).

(2) A teacher's level on the scale is equal to his or her experience, plus:

- 2 levels if she or he has a scholarship of 17 years
- 4 levels if she or he has a scholarship of 18
- 6 levels if she or he has a scholarship of 19
- 8 levels if she or he has a scholarship of 19 years and a doctoral degree

(3) Level 18 is accessible to those who hold a master's degree in the discipline taught or in a discipline related and useful to the discipline of the contract.

(4) Levels 18, 19 and 20 are accessible to those who have a scholarship of 19 years or more and a doctoral degree.



# JACFA GENERAL ASSEMBLY

**Wednesday, January 29, 2003**  
**PENFIELD 204**  
**5:30 p.m.**

A light dinner will be served.  
*Please bring your own coffee cup*  
Meeting starts at 6:00 p.m.

*If you wish to receive a printed copy of the Minutes of December 11, 2002, please contact Louise at local 5506. A copy of the Agenda and the Minutes will be sent to everyone on the faculty e-mail list and is available at [www.johnabbott.qc.ca/~jacfa/minutes.htm](http://www.johnabbott.qc.ca/~jacfa/minutes.htm)*

## AGENDA

01. Adoption of Agenda
02. Adoption of Minutes
03. Announcements

### 1. Salary Structure

**VOTE**

*Motion: Be it resolved that JACFA accept the Agreement in Principle relating to the recognition of professional services rendered by Cegep teachers and the application of a new salary structure starting in 2003-2004. – FNEEQ motion*

Text of the agreement and the explanations to follow in the next issue of the JACFA News, which should be available on the JACFA website by Thursday and in your mailbox on Friday.

Le texte intégral (en français) de l'entente de principe est disponible au bureau de JACFA, P-105, et sur le site web à [www.johnabbott.qc.ca/~jacfa](http://www.johnabbott.qc.ca/~jacfa)