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## *From Jim's Desk*

### *President on Sick Leave*

You may have heard the sad news that Faye Trecartin, JACFA President, is on sick leave. We wish her well and hope that she will be able to return soon to the helm of JACFA. In accordance with the constitution of the Faculty Association, the JACFA Executive has conscripted me to act as interim President during Faye's absence. This is in addition to my usual labour relations duties.

### *Test Case on Make up Days*

On October 11, 2005 the Quebec Labour Relations Board will hear a test case based on the complaints of CEGEP teachers filed, last May, by FNEEQ under article 15 of the Labour Code. The complaints state that the Colleges took retaliatory measures against teachers by forcing them to make up 1.5 teaching days, without compensation, to teach classes that were missed as a result of legal strikes. The Board is being asked to compensate teachers and order the Colleges to cease taking these retaliatory measures.

### *Sick Bank*

You recently received a statement of your sick day bank from the Human Resources Department. The statement neglects to explain that the HR Department has converted sick days into hours with 1 day equalling 6.5 hours.

The sick bank works in the following way. In accordance with the current collective agreement, a full-time teacher in his/her first year of employment with the college is credited with a total of 13 sick leave days (84.5 hours). In each

subsequent contractual year, a full-time teacher is credited on September 1st with 7 sick leave days (45.5 hours). If a teacher has 13 days or less in his/her sick bank on June 30th, the unused balance of the 7 sick leave days credited on the previous September 1st is added to his/her sick bank. Part-time teachers are credited with sick leave days in proportion to their contractual status as full-time equivalents. M.E.D. (surplus) teachers are credited in proportion to the salary they receive. Hourly paid teachers have no sick bank benefits. Some teachers have days in their sick bank that were accumulated in the early 1970's before changes in the provisions of the collective agreement.

You may have noticed that one of the features that is listed under "Others" on your college paycheque stub is a listing of your sick bank. The sick bank is stated in number of hours. One sick day is equal to 6.5 hours. The current sick bank is the number of hours for the 2005-2006 contractual year. The accumulated sick bank is the accrued hours from years prior to this contractual year.

The sick bank is used to pay your full salary for up to the first five consecutive working days missed as a result of illness. Then, the College's salary insurance plan pays for 85% of your salary for up to 52 weeks and subsequently 66 2/3 % for up to an additional 52 weeks. After 104 weeks, if you are a member of JACFA's optional long term salary insurance plan, it pays non taxable benefits up to age 65. For the first three years of an illness, a teacher receives pension credits without having to contribute to the pension plan.



Jim Leeke

# *Contract Negotiations*

by Peter Solonysznyj

After a break for the summer, contract negotiations have restarted between our union federation, FNEEQ-CSN, and the representatives of the government and the employer association. Our objective remains unchanged from the spring. We believe that a satisfactory collective agreement can be negotiated before the end of 2005, including a salary increase for everyone, improved working conditions, more teaching resources, and a conclusion to the pay equity issue.

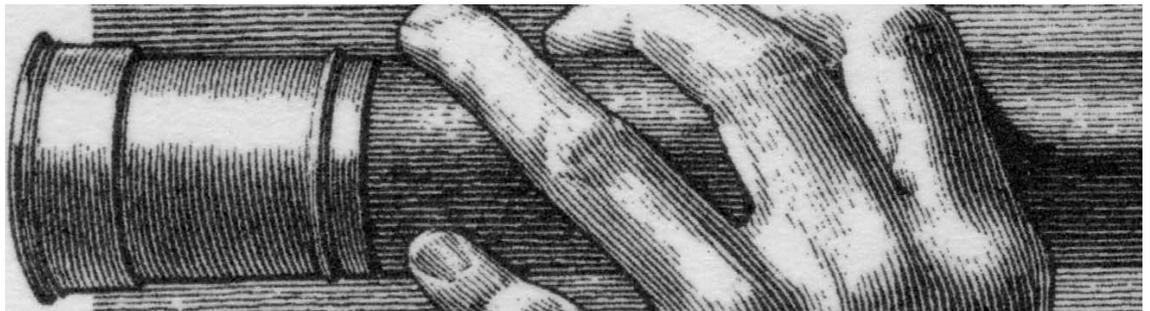
To achieve our objectives, FNEEQ is operating as an integral part of a Common Front which includes the other public sector federations of CSN, as well as the public sector unions affiliated with the FTQ. Based on common salary demands (12.5% over three years), and a common strategy, the Common Front represents the largest group currently negotiating with the provincial government.

Contract negotiations have been going on for over two years (32 meetings have taken place), but they intensified in the late spring. Currently, meetings are scheduled at the rate of two per week at the "sector table", where our working conditions are discussed. We are still far apart, and many important issues remain. However, there is sufficient time to reach a settlement, if the government decides to get serious, and put additional financing on the table.

In the public sector, everyone negotiates at the same time, and generally speaking, all the unions conclude contracts with the government at roughly the same time. Unfortunately, due to Law 30, which was passed by the Charest Liberals, the health sector has undergone a massive re-structuring over the last year, thereby delaying contract negotiations. This is the main reason why we have said all along that a new contract will only be concluded at the end of 2005.

In June, teacher unions affiliated with the CSQ attempted to reach a new contract with the government. Based on what they called a "spring strategy", the CSQ made a series of concessions in a failed attempt to reach an agreement before the Common Front. Since no agreement was reached, the CSQ is still negotiating. Unfortunately, the concessions made in June by the CSQ will not make it any easier for us to attain our demands. In particular, the CSQ proposed a six year contract, with 2% annual increases, a concession which the Common Front is not ready to make. Also, about 22 cegep faculty unions who are represented by the FEC-FAC Cartel participated in this failed "spring strategy". We will see what impact this will have on our own negotiations.

Another important element is the strategy

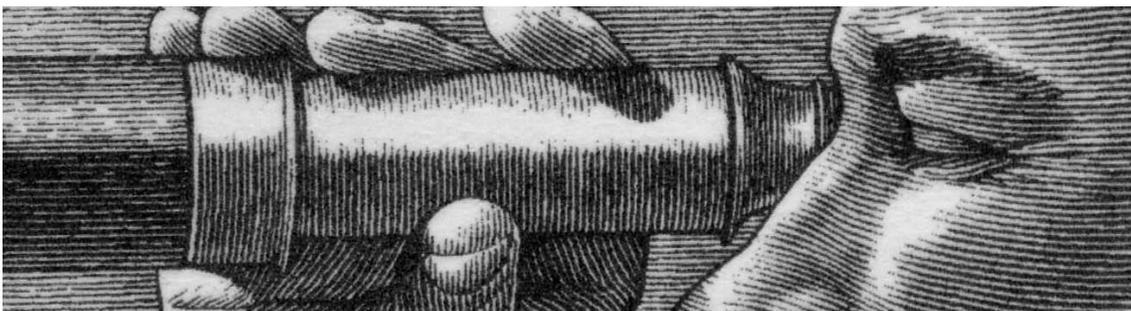


# Resume

of the Quebec government. Jean Charest and his ministers have been insisting that government finances are very tight and that there are insufficient funds available to meet “exaggerated” union demands. This can be seen as a normal part of collective bargaining strategy, but the government must realize that it has to put something more on the table in order to get a settlement. The alternative is increasing pressure tactics, including possible strike action later this fall.

The long saga of pay equity is also still not settled. Pay equity negotiations are not part of our collective agreement, as they come under the jurisdiction of a distinct law. Also, cegep teachers are not directly covered by pay equity legislation, as we are not in a predominantly female job category. However, FNEEQ has successfully argued that cegep faculty should not be paid less than primary and secondary school teachers, and they are covered by the pay equity law. We do not expect any more significant increases in salary due to pay equity, since most of the adjustments have already been made in the new salary structure (see article in this issue of JACFA News). But we will carefully monitor the ongoing discussions in this area.

In conclusion, FNEEQ and the Common Front still believe that the strategy of mobilizing for a successful agreement before the end of the year is the correct approach. The education sector successfully mobilized in the spring, as FNEEQ went on strike for 1½ days. But there are plenty of problems ahead, including what looks like a concerted attempt to attack the role of departments and departmental chair release. **We are not yet close to an agreement. By the end of September, the Common Front will analyze the state of negotiations and propose a new action plan to the various federations and unions, which will take into account the situation in the various sectors (education, health, etc). JACFA, along with the other unions, will then consult general assemblies during October, with the possibility of strike action in November, if required.** Of course, all this depends on the state of our negotiations. But we believe that a successful negotiating strategy depends on the willingness of the membership to support their demands with concrete actions in the workplace. Now is the time to increase the intensity level in order to reach a final agreement.



# *Insurance Renewal*

## *Health and Life Insurance Renewal*

by Stephen Bryce  
JACFA Insurance Representative

At the last JACFA General Assembly in May, we renewed our group insurance policies with Industrial Alliance with a 7% increase in health insurance and a 10% increase in life insurance premiums. We also approved moving our Accidental Death and Dismemberment plan over to Industrial Alliance at a significantly reduced cost.

At that time, I indicated that we would be undertaking a review of our insurance options this semester. This will include an examination of the possibility of introducing more flexibility into the plan (either by having different deductible/premium options available or by separating compulsory and complementary coverage), as well as a more in-depth examination of the FNEEQ plan.

You can expect to receive more information about this in your mailbox in the months to come.

## *Long-Term Disability Renewal*

Long-term disability insurance covers salary lost after two years of absence from work (until then you are covered by salary insurance under our collective agreement). The two year LTD contract we signed with AIG Canada must be renewed on October 1, 2005. The advance word is that we will have no increase in rates for the next year.

You may recall that when we switched to AIG Canada, we voted to make LTD insurance compulsory at permanence. This has created a problem for faculty planning to retire in the near future. In effect, they must pay for LTD coverage that they will be unable to use, since our short-term salary insurance plan covers up to the first two years of disability. We have asked AIG to amend our contract so that faculty who are over 60 years of age or who have more than 30 years of contributions to our pension plan can withdraw from the plan before retirement. We expect this to be in place as of October 1, 2005.

# **Labour-Sponsored Financial Services Options**

by Stephen Bryce

*Tired of paying exorbitant bank fees while bank profits soar? Here are some options for financial services that bring more of their profits back to you!*

**CREDIT UNIONS** (affiliated with the Mouvement Desjardins):

The **Strathcona Credit Union** offers full banking services to its members. It specializes in banking services for teachers and the employees of school boards, but is open for anyone to join. Its head office is in Kirkland (in the same building as the Québec Provincial Association of Teachers) and it also has branch downtown on Sherbrooke Street West.

- 17035 Brunswick Blvd.  
Suite 3, Kirkland  
Tel. 514-426-5111
- 1980 Sherbrooke St. West,  
Suite 270, Montréal  
Tel. 514-937-5515

The **Caisse d'économie Le Chaînon** is a recent expansion of the Domtar workers credit union in conjunction with the CSN's initiative for socially responsible financial services. Its goal



# Performa Masters Degree & Pay Equity

by Stephen Bryce

## Labour-Sponsored Financial Services Options (cont'd)

is to provide low-cost banking services to its members while supporting initiatives that respect the environment, sustainable development and social responsibility.

**Carrefour financier solidaire**, 2175 boul. de Maisonneuve est, Montréal 514-598-1931

**Batirente** is a CSN-sponsored investment fund. It was formed to manage pension funds for some CSN affiliated private sector unions, but also offers various types of investment funds for groups and individuals including GICs, money market and diversified funds. You can find out more by going to their website([www.batirente.qc.ca](http://www.batirente.qc.ca)).

**FondAction** is the CSN-sponsored RRSP fund that can add up to 15% federal and 15% provincial tax credits to a retirement fund that invests part of its capital in projects that create or maintain jobs in Québec. You can contribute up to \$5000 per year either through payroll deduction or direct subscription. Contact Michel Milot at the JACFA office (x5506) for more information or to start a subscription.

Thinking of taking the PERFORMA Masters of Education degree to increase your salary? The full introduction of the new single salary scale this semester as part of our pay equity settlement has changed how this program can increase your salary.

Under the new single scale, all teachers can now reach an annual salary of \$63,296.00 if they have 17 years of recognized experience regardless of their scholarship. This is almost the same salary as the top of the old scholarship 19 scale, over \$7000 more than the top of the old scholarship 17 scale.

Scholarship remains important - it brings you more quickly to the top of the scale. If a teacher with five years experience increases their scholarship from 17 to 18 years (a year of scholarship is 30 credits), their annual salary will increase by \$3547. So taking the PERFORMA Master's courses can increase your salary as you climb the salary scale.

However, if your current level of experience and scholarship brings you level 17 already, the only way you can financially benefit from the PERFORMA Masters degree is if you complete the Master's degree - all 45 credits including the thesis. At this point, you will move up from level 17 to 18, an increase of \$1599 per year. If you already have a Master's degree (or PhD) in a discipline relevant to your teaching and you are at the top of the scale (level 18 or higher), the PERFORMA Masters degree will not increase your salary at all.

Of course, the benefits of the PERFORMA Masters degree are not only monetary. You will certainly benefit from the knowledge and experience of your teachers and fellow students. It is a great way to meet people from other disciplines and colleges who are interested in college teaching. But if your main motivation for taking the program is financial, you should look carefully at your situation to see the real impact on your salary.

Note: some release time (last year about 19 full-time equivalents) is available from a system-wide fund for retraining and professional development. The main priority is for laid off teachers retraining for new disciplines, but teachers working on the PERFORMA Master's degree are also eligible. You would be most likely to be considered for this release towards the end of the Masters program, when you are finishing the course work and doing the research for your thesis. This year, 8 out of a total of 31 requests were accepted, for a total of about 4.5 FTEs.

# *Post-Secondary Education, a major issue?*

by Michel Milot

Post-secondary education: universities and colleges will be at the heart of important discussions in a very near future and major changes in terms of institution funding to be expected?

Paul Martin is under less pressure, Gomery will deposit its report in December, so we can expect elections at the beginning of next year. So he still has time for some dossiers that he values. Last August at the Council of the Federation, the Premiers discussed the important link between economic, social and cultural development and high-quality education and training. The Premiers acknowledge the important work done to date by their Higher Education and Labour Ministers and are directing them to meet with provincial/territorial Finance Ministers in early October to discuss funding issues related to post-secondary education and skills training.

Following up on this meeting, Premiers McGuinty and Charest will convene a Summit on Post-Secondary Education and Skills. This Summit will engage stakeholders including students, colleges, universities, business, labour and provinces and territories on the key issues and challenges in post-secondary education and skills, and seek to establish a path forward to ensure that Canada remains competitive in the global economy.

The question of Federal transfers (particularly for Education) was greatly discussed and its relationship with research appears extremely threatening for small universities or universities in regions where little research is conducted. This push to have competitive Universities throughout the continent is heading our way. If the conditions for funding become dependent on how the university performs in terms of research, then the future is certainly difficult for undergraduate students, since the money would certainly not go to teaching . A substantial increase in tuition fees for a significantly reduced accessibility to post-secondary education is foreseeable.

## **Local Negotiations**

by Michel Milot

It seems that our mobilization against local negotiations in the CEGEPs was successful. Although our own DG Keith W. Henderson was very keen on having teacher's contracts negotiated locally, you probably heard him say at the annual Welcome Breakfast last August 17: that negotiations and disturbances should remain at the national level, where they belong! It seems that the different DGs were talking the same language in other CEGEPs. It is about time!



***First General Assembly***



***Mid-October 2005***



# *New Salary Structure Implemented*

by Peter Solonysznyj

This semester sees the final stage of the implementation of the single scale salary structure. The new salary structure is the result of a letter of agreement negotiated by FNEEQ with the government, and ratified by our membership in February 2003. The new system integrates the calculation of scholarship and experience into a single scale, while also taking into account the Masters and PhD degrees. This comes as a result of similar changes to the salary structure of primary and secondary school teachers implemented due to partial settlement of pay equity adjustments. This article is meant to explain the principles of the new system.

Each regular day division teacher's annual salary is determined by taking into account three factors: recognized experience, scholarship, and possession of a recognized Masters and/or PhD. The new salary scale has 20 levels. The first 17 levels are attainable by all teachers. The rate at which you move up the scale depends on scholarship, experience, and degrees. However, to reach level 18, you need to have a completed Masters or PhD. To reach levels 19 and 20, you need a completed PhD.

Please note that the levels do not correspond to the previous system. For example, someone who had a scholarship of 18 or 19 could now be at "level" 17. This does not mean that your scholarship has been reduced. It is taken into account when determining your level in the new system. Similarly, nobody has had their salary reduced. Everyone's salary has either increased due to the new structure, or it has been maintained where it was.

The new salary structure is not the result of the usual contract negotiation procedure. Normally, we

receive percentage increases which are the same for all teachers, no matter what their salary is. The new salary structure results from the implementation of a pay equity law designed to end systemic discrimination against women by analyzing and adjusting the salary of job categories classified as "predominantly female". Since the primary and secondary teacher categories fall into this zone, they have been modified. Our salary structure, which closely mirrors that of primary and secondary teachers, has been modified in consequence. Since FNEEQ has consistently and successfully argued that cegep teachers are a distinct category and belong to post-secondary education, we have been able to maintain salary recognition for teachers with PhDs (which the primary and secondary teachers gave up), and even accelerated the salary increases for these teachers as they move up the salary scale. Also, for the first time, teachers with a Masters degree receive monetary recognition in the new pay scale.

The single scale pay structure has the advantage of simplicity presented in a more compact format. It also effectively reduces the salary gap of teachers doing the same work within the same job category, while recognizing the value of graduate degrees in college education.

Please do not hesitate to contact a member of the JACFA executive if you have any specific questions.





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**CSN**

**fneeq**

Fédération nationale des  
enseignantes et enseignants  
du Québec

## Your JACFA Executive



*From left to right:*

Peter Solonysznyj, Stephen Bryce, Jim Leeke, Michel Milot, Jane Hannah, Pierre Gauthier

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**First  
General  
Assembly**

\*  
**Mid-  
October  
2005**

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### *Two new additions on the JACFA website!*

First of all if you click on the SOCIAL link from the main page you will find a totally enhanced and up-to-date JACFA social site! You will also find pictures of our BBQ event, General Assembly, picketers, social events, music night, book launches, etc. Enjoy!

You can also find a brand new **UNION GUIDE** specially designed for new faculty – but you do not need to be new to consult it! This guide is a simplified Collective Agreement. You can find information about your local union, the federation FNEEQ and the Confederation CSN. You can also browse on stuff like salary, release, programs, leaves, workload, etc. Let us know what you think!

### *FNEEQ T-Shirts are still available!*

We still have “De l’oxygène pour l’enseignement collégial” T-Shirts in the office. Please get your own and wear it as often as possible. The impact on students is great because they get to talk about teacher’s negotiation and important education issues.

Every single little action creates something. It mobilizes us around the negotiations stuff and reminds us that the road to an agreement is still far away.

