



# **Welcome Guide**

## **For New and Non-Tenured Teachers**



**Fédération autonome du collégial**

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## Welcome

Having been new teachers ourselves, we know what it is like to be thrown into the college world without having had the opportunity to explore it first. Your working conditions are generally difficult, and there seem to be a million things to think of: preparing new courses, ensuring that norms are respected, getting class notes printed, and ordering textbooks.

The main objective of this guide is to give you some precise guidelines to help you to give the students the highest quality of teaching possible and to make it easier for you to enter your new work environment.

First, the guide lists a few things that you should know: the physical layout of your workplace, the norms and the way in which things are done, as well as the jargon or language particular to the milieu.

The guide then identifies the resources made available to you: your co-workers and department, the services offered by the college, and your local union—which can all help you answer the questions that will inevitably arise while you are carrying out your new functions.

It also presents to you, in a clearer language than that of the Collective Agreement (whenever possible), information that should help you to better understand the organization of the work in the college environment, and perhaps help you avoid certain pitfalls that could jeopardise your career.

We believe that this guide will give you information that is both precious and easily accessible. We invite you to keep it at hand and to refer to it as necessary. However, it is just a guide, and as such it cannot answer all your questions. If ever something does not seem clear, do not hesitate to consult your local union.

The best way to get to know the workings of your milieu is to let us be a part of your new experience and to ask questions, so that your participation in college life is beneficial to the community, while also giving you a feeling of satisfaction of a job well done. The local union and the Fédération are great places to learn about the organization of college life.

We believe that teaching is the best job in the world and that it should allow you grow. In order for this to take place, you must go about your work with a positive attitude, strengthened with as much information as possible. We hope that your new life will be enjoyable, and if this guide can be of any help to you then that will make us happy.

Daniel Lauzon, President

Claude Gaudreau, *Responsable*

Members of the Non-Tenured Teachers Committee who participated in compiling this Guide: Benoît Dugas, Benoît Perron

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## 2. The first activities of a new college teacher

Here are some little tricks which will probably seem banal at first but which will allow you to achieve satisfaction in your new profession.

1. Make a tour of the College and identify the rooms you will be using.
2. Be sure to give the Human Resources Department all documents relative to your years of schooling and experience. You must do this within thirty days of being hired.
3. Make sure that the College gives you a workspace or an office where you can prepare your classes, meet your students and arrange your books and materials. If the College is unable to provide you with office space, invoke Clause 8-1.04 and request the form for deducting a home office on your income tax.
4. Get the keys for your office, your classrooms (if needed), your filing cabinet and the elevator (if there is one).
5. Find out where the photocopiers are. Obtain a photocopy card or a personal identification number or the necessary authorisation to use them.
6. Find out the location of computers available for faculty and the schedule of their availability.
7. Learn the rules of the printshop and copyright policies.
8. Get information about the hours and functioning of the library.
9. Ask for course outlines of earlier versions of the courses you will be teaching.
10. Prepare your course outline, taking into consideration the school calendar and current College or department policies (ISEP and IPEP). Make enough photocopies to give to your students.
11. Carefully prepare each class in terms of attaining the objectives and standards or the competencies that the course aims at achieving.
12. The first meeting with students is crucial. Be sure to explain properly the goals and objectives of the course, your teaching style and various tools of evaluation, both formative and summative. Department policies, the level of English required, and policies about absences and rewrites should be clearly understood by the students.
13. Establish your hours of availability for your students in proportion to your teaching load, and then respect them. (see 3.1)
14. You should assure follow up with your students both in the class and out.
15. When preparing an assignment or an exam for the first time, do not hesitate to consult a colleague. Your colleague may be able to clarify local rules or practices concerning correction standards, the number of questions to ask, or the time to allow for an exam. With such advice you will be able to conform to the demands of your discipline.
16. Don't forget to join your local union!

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17. Once you have signed your first contract, send a General Offer of Services (GOS) to the Human Resources Department. You can obtain the form from your local union. Keep a copy of it.
  18. The College is required to provide you with a copy of the Collective Agreement before you sign your first contract.

### **3. Rights and responsibilities of the teacher**

#### **3.1 Availability to the College**

If the teacher is paid on an hourly basis, she or he is not required to hold office hours.

If the teacher is hired as a “Full-time Equivalent” (FTE), the availability varies according to the FTE stipulated in the contract. A teacher with a full workload (100%) must be available to the college 32.5 hours a week. This availability is on average for 6.5 hours a day, between 8 AM and 11 PM, from Monday to Friday. A teacher should have fourteen (14) hours between the end of one working day and the next, and one and a half hours for lunch. A teacher with less than a full workload multiplies her or his workload percentage by 32.5 hours to determine the applicable availability to the College. For example, with a 50% workload, the teacher should be available to the College for 16.25 hours (32.5 x 50 %). (Cf. clause 8-3.00)

The teacher must be aware of the College’s policies concerning hours of availability to the students outside of class or labs.

#### **3.2 Teaching load and associated activities (Article 8-4.00)**

##### **8-4.01 • Type 1**

In a general way, the professor’s teaching load shall include :

- ◆ preparation of course outline;
- ◆ preparation of classes, labs or field work;
- ◆ teaching classes, labs or field work;
- ◆ adaptation;
- ◆ student tutoring;
- ◆ preparation, supervision and correction of examination;
- ◆ revising marks at the student’s request;
- ◆ keeping abreast of recent developments in his/her field of work;
- ◆ participation in pedagogical days organized by the College;
- ◆ participation in departmental meetings and it’s other required activities;
- ◆ participation, when required, in programs committee meetings;
- ◆ student tutoring or monitoring activities, mainly those duties accomplished by professors in help centers or during student welcoming activities.

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### **8-4.01 • Type 2**

It may also include :

- ◆ departmental co-ordination;
- ◆ programs co-ordination.

### **8-4.01 • Type 3**

It may also include, insofar as the professor agrees :

- ◆ research, notably related to teaching and pedagogical innovation;
- ◆ activities in technological centers;
- ◆ re-training;
- ◆ technological development, up-grading in his/her discipline, preparation and adaptation related to a projected change in programs or to a new technology, the up-grading in subject matter, field work or other in-the-field teacher-related activities;
- ◆ participation, at the local level, in program development, implementation or evaluation;
- ◆ participation in institutional development.

### **8-4.02**

Unless the Parties agree otherwise, a professor shall:

- ◆ personally compile the marks for each test, examination or project he/she assigns to students;
- ◆ hand in the marks in accordance with the technical regulations issued by the College;
- ◆ hand in a final mark for each course not later than five (5) working days after the end of each of the semesters included in the school calendar.

### **3.3 In case of illness**

A teacher hired as a “Full-time equivalent” (FTE) is entitled to all rights and privileges stipulated in the Collective Agreement over the duration of her or his contract.

## **4. Structure of the union**

### **4.1 The local union**

The first resource of a teacher wanting information concerning her or his rights and responsibilities is the local union. The union Executive are teachers elected by their colleagues to ensure that the employer observes the Collective Agreement and to defend in a general way the teachers’ interests. The fact that the College deducts union dues from your paycheque does not automatically mean that you are a member of the local union. The Rand formula obliges the College to deduct this amount and ensures that you benefit from the advantages stipulated in the Collective Agreement. In order to become a member of your local union, however, you must make a request and pay a symbolic sum to confirm your membership.

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Becoming a member of your union allows you to participate in union life (general assemblies, various committees, etc.) and to express your views both verbally and formally by voting. It also makes you eligible to be a union representative.

You may consult your local union regarding a variety of topics and in many circumstances:

- ◆ to know your rights better;
- ◆ to know how to react when summoned by the administration;
- ◆ if the administration wants to proceed with an administrative evaluation of your work;
- ◆ to understand better the workings of the college;
- ◆ to have certain aspects of the work contract explained to you;
- ◆ to understand better your union representatives' activities;
- ◆ etc.

Consulting your union whenever you are unsure about something should become a reflex. It is the best way to ensure that you make informed choices and that you avoid making mistakes that could prove difficult to repair.

#### **4.2 The union federation (Fédération autonome du collégial)**

In June 1988 about one hundred delegates from fourteen unions gathered in Rimouski to found a new federation of teachers, the Fédération autonome du collégial (FAC).

At FAC all positions are elective, except for the administrative functions that are carried out by permanent employees. Furthermore, the elected members are all college teachers who belong to member unions. In order to reflect the professional realities of the college network, an individual may not hold an elective position for more than four consecutive years. Thus, all elected members return to teaching.

While defending access to quality education, FAC promotes renewed union practices based on pluralistic information and a decentralised democratic life.

In order to fulfil its mission FAC has set the following goals:

- a) to protect and develop the economic, social, pedagogical and professional interests of the college teaching staff;
- b) to protect freedom of association, freedom of negotiation, and freedom of union action;
- c) to negotiate Collective Agreements and ensure they are applied;
- d) to represent its affiliated unions as well as those with whom there exist service agreements, whenever their interests are at stake;
- e) to promote measures encouraging women's access to union life;
- f) to promote for its members the best possible quality of life (including the right to a personal life);

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- g) to demand for its members the freedoms linked to the practice of their profession;
  - h) to promote access to quality education for the greatest number, specifically at the college level;
  - i) to promote public teaching in Quebec;
  - j) to develop solidarity with all groups of society working to promote education, freedom and social justice;
  - k) to support, along with other union organisations, united action each time such actions appear necessary in order to protect the interests of its members;
  - l) to acquire the means to be truly autonomous and to develop autonomy in its affiliated unions and in those with which it has service agreements;
  - m) to end all forms of harassment and discrimination described in section 10 of the Charter of human rights and freedoms of the province of Quebec;
  - n) to promote equal access to employment for the four (4) groups designated by the Commission des droits de la personne et des droits de la jeunesse: Aboriginal people, women, visible minorities and people with disabilities.

### **FAC's organisation chart**

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## 5. The Collective Agreement

The Collective Agreement is the work contract that binds the teachers and their employers. As teachers we have two employers: the college and the government. The current Collective Agreement is the fruit of a long evolution.

In the sixties when the present Quebec education system was put in place, teachers worked in an environment much different from ours. Their working conditions were deplorable: pitiful salaries, little or no protection against employers' arbitrariness, absence of national guidelines to ensure equity in work conditions, and so on.

Important union struggles, in the sixties and seventies, resulted in the improvement of these conditions. These struggles led to decent salaries, the implementation of a job security system, the guaranteed universal access to education, the definition of national working conditions, the obtaining of benefits (insurance, vacation, training, and the like).

In the decades that followed conservative ideologies dominated public forums and the media, and this shift to the right led to major setbacks, notably in working conditions.

For the first time in this decade, the most recent round of negotiations (1997-2000) allowed teachers to obtain some improvements in their working conditions, particularly in those of non-tenured teachers.

The current Collective Agreement reflects this evolution, made up of advances and setbacks. It defines our working conditions and our rights and obligations, as well as the rights and obligations of the employers.

### 5.1 Who is covered by the Collective Agreement?

The Collective Agreement applies to all teachers regardless of their status, except those who teach non-credit courses in continuing education. However, certain articles and clauses do not apply to non-tenured teachers. These are Article 5-10.00 (inter-college exchanges) and Article 5-12.00 (sabbatical leave with deferred or anticipated salary). Certain clauses are aimed particularly at non-tenured teachers.

## 6. The different statuses of teachers

### 6.1 Hourly-Paid Professor (1-2.11)

A professor hired with this specific title by the College who must correct and invigilate examinations and classwork in the discipline being taught, in addition to teaching classes.

### 6.2 Continuing Education Professor (1-2.12)

Subject to the provisions of Clause 8-7.09, an hourly-paid professor employed by the College to teach courses published in the College Education Syllabus, courses leading to a College Certificate (Attestation d'études collégiales – (AEC), courses included in a teaching module approved by the Minister, or any other up-grading activities of which the number of units is determined by the Minister, or for courses offered to students enrolled in Continuing Education.

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### **6.3 Regular Professor (1-2.13)**

A professor employed by the College to teach in the regular day program or to teach courses leading to a College Diploma (Diplôme d'études collégiales – DEC) to students enrolled in Continuing Education.

With the exception of summer courses, the professor hired by the College to teach to a group of students of which the majority are students enrolled in a program leading to a College Diploma (Diplôme d'études collégiales – DEC) shall also be considered as being a regular professor.

#### **6.3.1 Substitute Professor (1-2.14)**

A full-time professor, part of whose annual teaching load constitutes replacement duties for one (1) or more professors on paid or unpaid leave of absence.

#### **6.3.2 Full-time Professor (1-2.15)**

Subject to the provisions of Clause 8-7.09, a regular professor hired with this specific title under a twelve (12) month contract for full-time teaching duties according to the Collective Agreement. However, a regular professor hired for a full-time teaching load before October 1 shall have a full-time contract except for salary purposes. Moreover, a regular professor covered by the last Paragraph of Clause 5-1.03 A), by Clause 5-1.03 B) or by the first Paragraph of Clause 5-1.03 C) shall hold a full-time contract.

#### **6.3.3 Part-time Professor (1-2.16)**

Subject to Clause 1-2.14:

a regular professor hired with this specific title by the College under a contract for less than twelve (12) months for a teaching work load equal to that of a full-time professor, and who has to be available for these duties in accordance with Clause 8-3.01, paragraph a) or

a regular professor hired with this specific title by the College under a contract for twelve (12) months or less, for a teaching work load less than that of a full-time professor, and who has to be available for these duties in accordance with Clause 8-3.01, paragraph b).

### **6.4 Changing job status**

In certain cases, a teacher's status may change during their employment. Normally this is an improvement. The most common change is from part-time status to that of full-time non-tenured. This change occurs when the part-time teacher accumulates enough work during the same teaching year to give the teacher an annual CI of 80 units.

Another frequent change concerns hourly-paid courses, which, under certain circumstances (substitution or Continuing education courses) can be transformed into courses paid as a percentage of an FTE. Generally, this is the case when the substitution is for a period longer than fifteen (15) working days. It can also occur when a teacher teaches courses both on an hour-paid basis and on a part-time basis if his or

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her annual CI attains 60 units and the addition of the hourly-paid courses increases the CI calculation to 80 units.

### **6.5 The *lien de droit***

The *lien de droit* or the hiring link is the period during which the hiring priority and seniority of a non-tenured teacher are maintained, even though he or she does not have a current contract with the college. This period lasts three years (Clause 5-3.07 f), except in certain cases where it is increased to five years. After this period the teacher loses all rights and privileges.

### **6.6 Tenured**

A tenured teacher is one who holds a *poste* and benefits from all the advantages related to job security.

#### **6.6.1 *Postes* (positions) and *charges* (workload) (1-2.26)**

A full-time teaching load to be filled during two (2) sessions:

- a) created following the apportionment provided for in Article 8-5.00 or subsequently, due to fluctuations in classroom or program enrolment, as the case may be;
- or
- b) left definitively vacant by the departure of the incumbent.

For any given teaching year, no available position may be created on or after October 1.

In all other cases, a course load is a *charge* or a workload.

#### **6.6.2 Acquiring tenure (5-2.00)**

Precise guidelines for acquiring tenure are defined in the Collective Agreement. The granting of tenure presupposes that the student population is large enough to warrant the maintaining or the creation of a *poste* in a discipline. A tenured teacher's retirement, resignation or death can open a *poste* and an increase in the student population of a college can justify the creation of new *postes* in one or more disciplines.

In order to become tenured a teacher must be hired for a *poste*. The available *poste* will be offered to a teacher according to her or his position on the list of hiring priorities in her or his discipline. There exist many scenarios that determine when a non-tenured teacher acquires tenure after being hired for a *poste* (5-2.02). These scenarios are presented below.

- a) Year 1 *poste* + Year 2 *poste* + Year 3 *poste*  
or  
Year 1 *poste* + Year 2 *poste* + Year 3 or Year 4 *poste*
- b) Full workload + Full workload + Full workload + Year 4 or Year 5 *poste*
- c) Three years seniority + Year 1 *poste* + Year 2 *poste*
- d) Five years seniority + Year 1 *poste*

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## **6.7 On availability (MED status)**

When the resources (FTEs) allocated to a department are less than the number of permanent teachers in that department, the teacher(s) having the least seniority become(s) a MED. The number of MEDs equals the difference between the number of permanent teachers and the FTE (rounded down to the nearest integer). (Clauses 5-4.05, 5-4.06).

## **7. Non-tenured**

### **7.1 Definition**

In colleges all non-tenured teachers are considered to have a precarious status.

### **7.2 Firing – The removal of a hiring priority**

For some, the lack of job security will be but a brief experience at the beginning of their career; for others, this insecurity can take on a certain permanence or at least last a very long time.

In colleges the lack of job security can take on many forms. The first distinction to make is between teachers with less than three years seniority (in some cases two—clause 5-1.08) and the others. Teachers falling in first category are by far the most vulnerable. They are subject to the arbitrariness of the employer. Indeed, these teachers can have their hiring priority taken away by the employer (which is equivalent to being fired) while the union has but little power to intervene. In the case of such a removal of hiring priority, the only point that can be examined by an arbitrator, during a grievance, is the existence or not of any motive and the respect or not of the procedure outlines in clause 5-1.07. Whether the sanction is appropriate, given the motif, may not be examined.

Teachers with more than three years of seniority (or two in some cases) are better protected. Any sanction is in fact matter for a grievance, both on its own and on its appropriateness to the wrongdoing.

## **8. Continuing education**

Traditionally, continuing education encompasses the credit and non-credit courses and training offered by a college alongside the regular day program. Continuing education essentially consists of personal training courses (non-credit) and all courses leading towards an Attestation d'études collégiales (AEC).

The Collective Agreement establishes a clear distinction between students enrolled in continuing education courses that lead to a Diplôme d'études collégiales (DEC) and those enrolled in an AEC program. The funding of the courses and the working conditions of the teachers are different. The teachers giving courses to classes where the majority of the enrolled students are studying to obtain a DEC (50% + 1) are considered regular teachers and, as such, have all the rights linked to the status of a part-time or a full-time teacher, that is, the same working conditions, the same salary and the same rights as stipulated in the Collective Agreement. However, teachers giving cour-

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ses to classes where a majority of the students are enrolled in an AEC program are hired as hourly-paid teachers. They are paid an hourly rate and their working conditions are those of hourly-paid teachers. Teachers who give courses in this sector should ask their local union about the ways in which the stipulations of the Collective Agreement are applied in their college.

It should be noted that non-credit training courses do not fall under the Collective Agreement.

## 9. Contract

### 9.1 Reasons for hiring

There are but two reasons that lead a college to hire a teacher: an increase in the student population or the vacancy of a *poste* held by a tenured teacher (either permanently or temporarily). The available position can take several forms:

#### **A *charge* or teaching workload:**

- ◆ a teacher goes on sick leave;
- ◆ a teacher is released to work for her or his local union or for FAC;
- ◆ a teacher receives a leave for professional development;
- ◆ a teacher is authorized by the College to take a leave with or without pay;
- ◆ a teacher takes a leave to enter public office;
- ◆ a teacher is released to work on a research project;
- ◆ a teacher receives a maternity leave;
- ◆ a teacher receives an interim assignment related to pregnancy or nursing, or another special leave;
- ◆ a teacher receives an adoption leave;
- ◆ a teacher receives an extension of a parental leave;
- ◆ a teacher receives a parental responsibility leave;
- ◆ a teacher receives a special leave (death of a family member, marriage, moving, to act as a jury member);
- ◆ a teacher receives a sabbatical leave with deferred or anticipated salary.
- ◆ a teacher is participating in the voluntary workload reduction program (PVRTT);

#### **A *poste*:**

- ◆ a retirement;
- ◆ a resignation;
- ◆ a death.

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## 9.2 Contract

The Collective Agreement, of which one copy must be given to a teacher at the signing of her or his first contract, stipulates the elements that must be included in the contract signed with the College. Before signing the contract, the teacher must ensure that these elements correspond to her or his situation.

### 9.2.1 Status

The status written in the contract indicates the basis on which your experience and your seniority will be calculated. It also indicates if your salary will be calculated on an hourly or on a yearly basis.

### 9.2.2 Discipline of the contract

This is the discipline in which you will give courses and in which you will have a hiring priority.

In some rare cases it is possible to have more than one discipline on your contract. This allows you to teach in more than one discipline and to accumulate equivalent hiring priorities.

### 9.2.3 Salary

If you are hired as an hourly-paid teacher, only your scholary (years of schooling) has an influence on your hourly salary (Appendix VI-I, Table L). It is paid for the number of teaching hours stipulated in the contract or actually taught. Remember that you are not obligated to be available to the students, unless it is explicitly written in the contract and there is an associated compensation.

In all other cases, your salary is related to your teaching workload—a percentage of a Full-time Equivalent (FTE)—and to your scholary and experience as indicated in the contract. The salary scales appear in the Collective Agreement (Appendix VI-I).

#### 9.2.3.1 Individual teaching workload

This is a number of courses you are assigned to teach as a number of hours or as a percentage of an FTE.

#### 9.2.3.2 Scholary

When the college first hires you, you must supply the documents necessary for the evaluation of your scholary (diplomas and other documents). If you do not agree with the evaluation made by Human Resources, contact you local union.

If you continue your studies, you must advise the Human Resources Department each time you complete one year of study in a program in order that your scholary may be adjusted to determine your salary. This adjustment can be carried out only once a year. It is done between the fall and winter semesters (at the twelfth pay period. (Clause 6-1.06).

#### 9.2.3.3 Experience

When the college first hires you, you must supply attestations to the Human Resources Department in order that your prior work experience be recognized. This can consist

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of teaching experience or experience of a different nature. The attestations can be in the form of letters from employers or, when this is not possible, sworn declarations. Each year of teaching allows you to add a maximum of one year to your experience.

## **10. Seniority**

Seniority is the number of years and the fractions of years worked at a college. Seniority for non-tenured teachers is not transferable from one college to another. Thus it is strictly local to the college.

Seniority is an important factor to determine your rights, particularly in the case where two teachers have the same hiring priority. (Clause 5-3.00)

## **11. Hiring priority and General Offer of Services (GOS)**

### **11.1 Hiring priority**

The Collective Agreement stipulates the order in which *postes* and *charges* are granted. The main factors that are considered in determining hiring priority are status (tenured, non-tenured), seniority, experience and scholary. You can determine your hiring priority for a *poste* or a *charge* by consulting Clause 5-4.17 a) and b) of your Collective Agreement. You can consult your local union to better understand this mechanism and to evaluate your chances of obtaining a *poste* or a *charge*.

### **11.2 General Offer of Services (GOS)**

Immediately after being hired for the first time at a college, you must present a GOS to the Human Resources Department in order to obtain a hiring priority for any courses that become available for the rest of that year. Subsequently, you must repeat this procedure every April; the CRT FAC team will remind you of this annually, until you obtain tenure.

You can get a form from your local union for submitting your GOS.(Clause 5-1.11)

### **11.3 The right of refusal**

You may exercise your right of refusal each semester if you are offered a part-time load. Exercising your right of refusal removes your hiring priority for that semester.

## **12. Recourse in case of a grievance**

When a teacher believes that her or his rights have been violated, or that the work being asked of her or him exceeds a normal workload, etc., the first step should be to consult the local union, which will study the situation with the teacher and give counsel concerning the steps to take. If no common agreement can be reached between the teacher and the local administration, some disputes can be submitted to mediation by way of a grievance.

## **13. Teaching workload (CI)**

Individual workload (CI) is established by a formula that defines a teacher's workload for a given semester. Appendix I-1 of the Collective Agreement defines the parameters

used in the calculation of the workload. Essentially, the individual workload is determined by considering the following factors:

- ◆ Hours of class per week (Hc);
- ◆ Hours of preparation for different courses (Hp);
- ◆ Number of students enrolled per section.

You will find in Appendix I-1 of the Agreement the details of the formula used to calculate the individual workload per semester. In general, a full-time workload is between 40 and 44 units of CI per semester (however, the college can demand up to 55 units of CI for a given session). On an annual basis (2 semesters), the individual workload must be between 80 and 88 units of CI in order to be equal to one Full-time Equivalent (1 FTE). Remember that one FTE equals one year of seniority.

Elements which are taken into consideration in the calculation of the CI:

Hp	Hours of preparation	X 0,9 (1,1 if 3 courses or 1,3 if 4 courses or +)
Hc	Hours of class per week	X 1,2
N <sub>1</sub> (N <sub>2</sub> ...)	Number of students in each class	X 0,04
NES	Total number of students registered in each of teacher's classes	
	if NES ≥ 75	X 0,01
	if NES > 160	X 0,1

An example:

A teacher is offered the following contract: Two sections of a four-hour course with 33 students in each; one section of a three-hour course with 30 students.

Hp	7	X	0.9	=	6.3
Hc	11	X	1.2	=	13.2
N <sub>1</sub> to N <sub>8</sub>	(66 X 4)	X	0.04	=	10.56
N <sub>9</sub> to N <sub>11</sub>	(30 X 3)	X	0.04	=	3.6
NES	96	X	0.01	=	<u>0.96</u>
					34.62

Her individual workload (CI) is 34.62 and her full-time equivalent (FTE) is 0.4328, or  $\frac{34.62}{80}$

## 14. Eligibility for employment insurance

Since January 1, 1997 eligibility for Employment Insurance is calculated according to the number of hours worked. The number of work hours required in order to have a right to benefits vary between 420 and 910, depending on the unemployment rate in your region.

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### **14.1 Criteria for eligibility**

- ◆ Sickness, maternity or parental benefits: minimum of 700 insurable hours.
- ◆ If you are working for the first time, or reintegrating into the job market after an absence of two years: minimum of 910 hours of work.
- ◆ For those who have been working for more than a year, the minimum number of hours of work required varies from 420 to 700, depending on the unemployment rate in your region

In general, benefits are equal to 55% of the average insurable salary.

For detailed information, consult the FAC information guide published by FAC at the end of the semester.

### **14.2 Eligibility for employment insurance**

Appendix V-3 stipulates, among other things, that:

- 1) A full-time teacher with an annual contract is credited with 37 hours of work per week.
- 2) A part-time teacher is credited with 37 hours per week (if he/she has a full workload) or pro-rata to a full-time equivalent.
- 3) A teacher is credited with 3.6 hours of work for each paid hour of class taught.
- 4) The College will produce the employment statement according to the present agreement.

This agreement is applicable solely for purposes of eligibility for Employment Insurance.

In some cases special rules may apply.

## **15. Insurance**

Article 5-5.00 of the Collective Agreement determines eligibility for life insurance, health insurance and disability insurance.

The College is obliged, at the beginning of the school year, to offer every teacher the total package of insurance products foreseen in the teachers' current collective insurance contract.

The health insurance plan is obligatory, thus every eligible teacher must join the collective plan. If you can prove that you are covered by your wife/husband's plan, you will be exempted from our plan.

An hourly-paid teacher receives no protection in case of illness or death.

## **16. Parental rights**

For information about all leaves connected with parental rights, please see your local union representative. She or her will have a FAC information guide.

This document has information about how to take maternity, paternity, adoption and other special leaves. It also deals with problems concerning Employment Insurance benefits.

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## 17. Retirement plan

Your retirement plan is called RREGOP (The Retirement Plan for Employees of the Government and Public Organizations). FAC has produced an information document on this plan: *The Pension Plans. Summary of Principal Characteristics*.

For questions concerning your retirement plan, see your local union representative. No two cases are alike.

## 18. Leaves and reduced working hours

The Collective Agreement specifies several different types of leaves: Special Leave (5-9.00), Leave with Deferred or Anticipated Salary (5-12.00), Service Loans (5-13.00), Unpaid Leave (5-14.00), Half-time Leave (5-15.00), Leave of Absence for Professional Activities (5-16.00). Most of these leaves are available to non-tenured teachers, except the leave for professional activities and the sabbatical leave with deferred salary. When taken by tenured teachers, these leaves constitute one of the ways of creating jobs for the non-tenured teachers who are called on to replace them.

The Collective Agreement also contains a voluntary workload reduction program (PVRTT). This program is available to tenured teachers and, under certain conditions, to non-tenured teachers. (Appendix V-2)

## 19. Department life and programs

### **What the Collective Agreement says concerning the department (4-1.00):**

In particular, the department (4-1.07) has the following functions:

- ◆ to ensure professional assistance to new teachers;
- ◆ to define the goals, apply the pedagogical methods, and establish the evaluation modes specific to each course for which it is responsible.

The co-ordinator of the department is a teacher who is elected each year to co-ordinate the activities of the department and report these activities to the College (4-1.10 à 4-1.13); specifically, she or he must:

- apportion and balance the pedagogical activities;
- ensure that goals are defined, pedagogical methods are applied and establish modes of evaluation;
- see that all courses are given and ensure their quality and content.

### **What the Collective Agreement says about programs:**

The College forms a program committee for each study program it offers leading to a DEC (4-1.01). The functions of the program committee are defined in the Agreement (4-1.03). Its composition may vary from college to college. Consult the co-ordinator of your Department for further details.

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**What the Collective Agreement does not say:**

- ◆ A course is not private property! It is a public good managed by the department and approved by the Academic Administration and the Academic Dean. As such, all documents pertaining to the course, in particular the course outline, may be consulted and used if the source is mentioned.
- ◆ The division of workload (courses) between the teachers of the department is done according to internal rules decided by all members of the department. Adoption of the rules is done publicly within the department. For pedagogical and humane reasons, seniority should be neither the only nor the main criterion when dividing the workload.
- ◆ All members of the department have the same rights, specifically in terms of access to professional development. The internal rules of the department apply to all members.

**Some helpful information:**

- ◆ The course outlines and the policies of the College are available from the coordinator, the Academic Dean or the library archives.
- ◆ It is possible to invoke Appendix V-7 to help rearrange workload to accommodate parental responsibilities.
- ◆ For any further information, do not hesitate to contact your local union.

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## ◆ EXPRESSIONS COMMONLY USED IN THE WORLD OF COLLEGES ◆

Academic Advisors	Evaluate applications to the College, counsel students with respect to their choice of courses and in the organization of their schedules, analyze the pass/fail rate, etc.
Attestation of Collegial Studies (AEC)	A specific, short-term training program. Does not include core courses.
Commission on the Evaluation of College Teaching (CÉEC)	Created during the “reform” of College teaching, its main mission is to develop the quality of College teaching for students and its objectives are to evaluate institutional programs and policies with respect to learning and to present their findings to the public and the Ministry of Education.
Competency based Approach	Product of the “reforms” of College teaching, the idea is to inculcate “competencies,” not merely knowledge, and to permit students to make connections among different subjects.
Continuing education	The administrative service that manages courses that are not part of the regular day education but are offered to an adult clientele.
Course Outline	Presentation of the content and objectives of a course. It must include, among other things, information on methodology, class participation, evaluation mechanisms, and a bibliography.
Course Plan	The class-by-class schedule of course material and evaluation components.
DEC	College diploma obtained after the successful completion of a long program of studies and which leads to employment in a technical field or access to university.
DEP	High school diploma, professional program.
Department	The teachers of the same discipline or of disciplines grouped together for pedagogical or administrative purposes.
Department Coordinator (Chairperson)	Elected by his/her colleagues in the department, the department chair assumes the duties outlined in clauses 4-1.13 to 4-1.15 of the Collective Agreement.
Department meetings	The department consists of all the teachers in regular education from one or more disciplines of a college or a campus. (See point 19 of the guide.)
DES	Regular high school diploma. A DES plus (including certain required courses) allows a student to continue to the college level.
Director General for Professional and Technical Education (DGFPT)	Section of Ministry of Education responsible for professional programs in high schools and career programs in Colleges.
Exit Examination	Examination which is prepared and corrected at the Ministry of Education which all College students must pass.
Full time equivalent (FTE)	One full time teacher. Measure used to divide financial resources.
General education (Core)	Education common to all College students which includes courses in Humanities, English, French, and Physical Education.

Institutional Policy on the Management of Human Resources (PIGRH)	Legislation requires that Colleges adopt a policy on the management of its unionized employees. This policy must cover hiring, career integration, evaluation and professional development of employees.
Institutional Program Evaluation Policy (IPEP)	Article 24 of the Regulations requires that each College have a IPEP. This policy should allow the institution to attest to the quality of education offered and also to make decisions about its programs.
Institutional Students Evaluation Policy (ISEP)	An evaluation policy that the College adopts after consulting the Studies Commission.
Joint Coordinators/Council	Meeting of department/program Coordinators (Chairpersons).
MEQ	The Ministry of Education of Quebec.
Teaching Order	Each of the large groupings of teachers (primary, secondary, college, university).
Placed on availability (MED)	Describes a teacher with tenure for whom a full workload does not exist.
Pre-requisite	A course which is necessary as an entrance requirement for another course.
Program Approach	According to this approach, as introduced by the Ministry, teaching must be undertaken with regard to the program and every aspect of its management (planning, organization, control, evaluation) so as to contribute in a planned, organic, effective and coherent way to the realization of the objectives of the program.
Program Assessment Activity (ASP)	For FAC, integrating the <i>épreuve synthèse</i> (Comprehensive Program Assessment) will occur in the following way: the ASP will be part of one or more courses, stages, end of studies projects, integrative activities of which the program is composed. Passing this requirement constitutes passing the <i>épreuve synthèse</i> .
Program Coordinator	The person who assures the coordination of the program committee.
Program of Studies	An integrated ensemble of objectives, courses and learning activities.
Program-specific General Education courses	General education courses common to all students in a given program.
Provincial Committee on Professional and Technical Programs (CNPEPT)	Provincial committee where the main partners in technical and professional areas meet to examine Ministerial projects concerning the pertinence, the creation, or the revision of training programs. The CNPEPT also examines program authorization and the offering of training throughout Quebec.
Quebec Association for Collegial Pedagogy (AQPC)	This organization has as its main aim the elaboration and development of various aspects of Collegial pedagogy.
Recycling	Complementary or completely new training which allows a teacher to teach a new discipline. (Done according to the mechanisms outlined in the Collective Agreement.)
Recognition of Prior Learning	The official recognition of knowledge or skills acquired through experience.

Regulations for College Studies (RREC)	The legal rules which govern College studies under the Colleges Act.
Scholarship	Years of schooling.
Semester	Legally, a period of 82 working days in which courses are taught and evaluation carried out.
Stage	Period of practical training either during or after a program of studies.
Studies Commission (Academic Council/Senate)	Consultative body which the College must consult on virtually all pedagogical activities.
Substitution	An administrative authorization allowing a student to substitute a course for the one normally required in a program of studies.
Superior Council on Education (CSÉ)	Organism created shortly after the Ministry itself. Function is to offer opinions on everything touching the educational milieu.
Tronc commun	Required courses followed by the students of several related programs.

### ◆ EXPRESSIONS COMMONLY USED IN THE WORLD OF TEACHERS' UNIONS ◆

Collective Agreement	The contract which governs the working life of teachers. Signed by FAC and the other members of the CPNC.
<i>Fédération autonome du collégial (FAC)</i>	Your union federation. FAC is an independent federation, with no affiliation to any <i>centrale</i> .
<i>Fédération des enseignantes et enseignants de cégep (FEC-CSQ)</i>	College teachers' union affiliated with the CSQ.
<i>Fédération étudiante collégiale du Québec (FECQ)</i>	College students' association.
<i>Fédération nationale des enseignantes et enseignants du Québec (FNEEQ-CSN)</i>	College teachers' union affiliated with the CSN.
Fédération des cégeps	The organization that groups all the Directors General of Quebec's public colleges.
Federative Assembly	The highest decision-making body of our union Federation. Sets the orientations and objectives of the Federation. The Federative Assembly meets statutorily three times a year. It is composed of the official delegates of unions affiliated, or in a service contract, with FAC and of FAC's elected officers. Only official union delegates have the right to vote.
General Assembly	The highest decision-making body of a local union. All teachers who are members have the right to speak and to vote.
Intersyndical Council (CI)	The CI consists of one representative from each member union and FAC's elected officers. Only the local union representatives have the right to vote. The CI insures the management of FAC and the follow up of Federative Assembly decisions.

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Labor Relations Committee (CRT)	The CRT is a permanent committee which brings the parties (College and Union) together. At the CRT, the parties attempt to reach agreement on questions related to the application and interpretation of the Collective Agreement and working conditions.
Maraudage ("raiding")	Practice (permissible only at certain times specified by law) whereby unions seek to draw members from other already certified unions.
Patronal Committee for College Negotiations (CPNC)	The <i>partie patronale</i> for our negotiations. Consists of representatives from the Ministry and the Federation of CEGEPs.
Provincial Committee on Professional Relations (CNRP)	The CNRP has representatives from FAC, the Ministry and the Federation of CEGEPs. It may deal with any question related to the application and interpretation of the Collective Agreement as well as any question of common interest (Clause 2-2.06).
Rand formula	A legal ruling by which an employer retains union dues from the pay of all its unionized employees whether or not they are members of the union.
Special Federative Assembly	FAC's Executive must convoke a Special Federative Assembly if requested to do so by the Intersyndical Council or by at least one third of the local unions.
Special General Assembly	May be called by the local union executive, syndical council or at the written demand of a sufficient number of members.
Special Intersyndical Council	A Special Intersyndical Council can be convoked by FAC's Executive Committee or the members of the CI.
Syndical Council (Local)	Local body which counsels the union Executive, assures the management of local union business, makes recommendations to the General Assembly. The Council is composed of the local Executive and other teachers elected by their peers according to the rules established by each union.

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Coordination and writing: Claude Gaudreau • Copydesk and lay-out: Lise Prud'homme  
Translation: Robert Ring • Text editing: George Hildebrand and Janice Harvey