



Guide for New FEC-CSQ Teachers

2020-2023 Collective Agreement



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Presentation of the Guide

Welcome!

Teaching is a demanding profession, but also an exciting one! All too often, new teachers are thrown into the college world without having had the opportunity to explore it first. For several, it may also be a first experience as a unionized worker – another world to discover.

The purpose of the present guide is to make new teachers more familiar with the ins and outs of the college environment. Approaching their working environment in full knowledge of the facts will foster positive involvement on behalf of new teachers and make their participation in college life a plus for the entire community.

First, you will be briefly introduced to the roles and operation of the union and Federation, two excellent venues to understand the organization of the college world, that also provide good ways to improve it. Then, information on teaching staff rights and obligations will enable new teachers to find out about the most important elements related to their work and arising from the Collective Agreement.

Feel free to contact your union for any additional information.

The FEC-CSQ wishes you a rewarding career!

Texts edited and adapted by Julie Bellemare, 2023

Original texts by Diane Dufour, Catherine Paradis and France Dionne, 2013

Only official documents (collective agreements and other labour legislation) are the actual sources of law. In case of disparity between this guide and official texts, the latter shall take precedence.

The information contained herein arises from the current interpretation of the Collective Agreement. However, a number of agreements between local parties might change the scope thereof. In such cases, the said agreements shall prevail.

A Guided Tour of Your New Working Environment: the CEGEP!

These few tips will help you become familiar with your new working environment and make your integration in the College easier.

1. Explore your environment and locate:

- The classrooms, laboratory rooms, colleagues' offices, meeting rooms, as well as any other room you will be using;
- The print room (request your code for the photocopiers);
- The computers at your disposal (request your access codes and passwords);
- The printing service (find out about the copyright policy);
- The library.

2. Be sure that you are allocated a work space or an office to:

- Prepare your classes;
- See your students;
- Store your material.

If the College cannot provide you with a work space, invoke clause 8-1.04 and request the related tax deduction forms (see section c) on "Teaching load and working conditions".

3. Visit the Human Resources Department and keep your file up to date:

- Be sure to provide Human Resources with every required document related to your schooling and experience by the deadline. (See the *Official documents to be supplied* section.)
- Be sure to keep your contact information up to date, so that the College can contact you for the duration of your employment relationship, even if you do not have a contract.

4. Visit your union:

- Go to the union office to become a member by signing your membership card and paying the membership fee, which is actually a symbolic amount.
- Attend your local union's general assemblies and do not hesitate to get involved in various local union committees.
- Visit your local union's website, that of your Federation (<http://fec.lacsq.org/>) and their Facebook pages, where relevant (<https://www.facebook.com/feccsq/>).
- Go over your collective agreement (<https://fec.lacsq.org/english/>)

The Union, FEC and CSQ

THE LOCAL UNION

The first place to go in order to find out about your rights and obligations is the local union. Local union officers are teachers elected by their peers to make sure that the employer complies with the Collective Agreement and to defend teachers' interests as a whole.

Although the College deducts union dues from your pay, you are not automatically a member of the local union. The Rand Formula requires the College to make these deductions and makes sure that you benefit from every advantage provided in the Collective Agreement. However, **to become a member of your union, you must sign a membership card and pay a symbolic amount.** If you are teaching in other colleges, you need to join each separate local union.

Becoming a member of your union enables you to take part in union activities (general assembly, committees, etc.) and to express your opinion, either verbally or by voting. It also makes you eligible to become a union officer.

You may consult your union on various topics under many circumstances:

- to find out more about your rights;
- to find out how to respond when summoned by the College administration;
- to obtain support if the College administration wants to conduct an administrative evaluation of your work;
- to better understand how the College functions;
- for explanations on various aspects of your labour contract;
- to find out more about the activities of your union representatives, etc.

In case of doubt, consulting your union should become a reflex, a second nature. This is the best way to make sure that you make informed choices and avoid committing blunders that might prove difficult to rectify.

THE RAND FORMULA

Definition: A union funding mechanism

History:

Justice Ivan C. Rand created this law that bears his name. Called to the New Brunswick Bar in 1912, he was appointed to the Supreme Court in 1943, after 31 years of legal practice. In 1945, he had to arbitrate one of the toughest workplace conflicts in Canada's history between Ford Canada with the United Automobile Workers (UAW). The confrontations pitted the union against the employers, but also generated conflicts between union and non-union workers. Justice Rand recognized that gains obtained by the union actually benefit the company's entire staff. A percentage of every worker's salary then started to be deducted for union operations, regardless of whether an employee was a union member or not.

GETTING INVOLVED: WHY AND HOW?

A union's purposes are normally to study, preserve and promote the professional, social, economic and political interests of its members. The preferred means of achieving such purposes are:

- representing members wherever their interests are debated;
- negotiating and monitoring the implementation of the Collective Agreement;
- developing quality services for the membership;
- circulating information;
- holding training activities, debates and social events;
- providing other organisations with financial or political support;
- taking part in the search for sustainable solutions for the College system and for society as a whole.

How does it work?

Although the Executive Board administers union business between General Assembly meetings, it is actually the General Assembly (comprised of the entire union membership) that makes all decisions, which is why we say that the **Assembly is sovereign**. Therefore, it is up to each member to take an active part in general assemblies and in other union activities, but also to inform the Executive Board or the General Assembly of any relevant issue.

You may also become a member of your union's Executive Board, a union delegate for your department, a union representative on one of your College's committees, or a member of a union committee. Conditions and structures vary from union to union. Check with your local union! Together, we have the power to improve our working conditions, as well as our living conditions and the fate of our society.

THE FÉDÉRATION DE L'ENSEIGNEMENT COLLÉGIAL (FEC-CSQ)

Your union is affiliated with the Fédération de l'enseignement collégial (FEC-CSQ), which regroups sixteen college-level teacher unions with a total of approximately 3,000 members.

FEC AFFILIATED UNIONS

- **Baie-Comeau:** SPECBC
- **Bois-de-Boulogne:** SEECB
- **Champlain College – Lennoxville:** SECCL
- **Drummondville:** SEECD
- **Gaspé:** SPECGIG
- **Gaspé-Montréal:** SPECGIM
- **Gérald-Godin:** SPPCGG
- **Îles-de-la-Madeleine:** SEECILES
- **Institut maritime du Québec:** SPPEMQ
- **Centre de formation aux mesures d'urgence de Lévis:** SPCFMUL
- **Matane (including the CMEC):** SPECM
- **Rimouski (including the CMEC):** SEECR
- **Rivière-du-Loup:** SEECRDL
- **Sainte-Foy:** SPCSF
- **Sorel-Tracy:** SEECST
- **Victoriaville:** SEECV

FEC has given itself the mission to study, defend and develop the economic, intellectual, social, and professional interests of its members. Towards this objective, a number of decision-making bodies and committees fostering debate and participative democracy have been implemented. The chart below provides an overview thereof. To consult FEC's statutes:

https://fec.lacsq.org/wp-content/uploads/2023/03/2223-055_FEC-StatutRegle_int_EN_web.pdf

FEC-CSQ Organizational Chart

LOCAL DECISION-MAKING BODIES

GENERAL ASSEMBLIES (GA) <ul style="list-style-type: none"> • Union members 	EXECUTIVE BOARD* <ul style="list-style-type: none"> • Representatives elected by the GA <p>*or Executive Council or Coordinating Committee</p>	UNION COUNCIL <ul style="list-style-type: none"> • One delegate per department 	LOCAL COMMITTEES <ul style="list-style-type: none"> • Union Committees • College Committees
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FEDERAL DECISION-MAKING BODIES

CONGRESS <ul style="list-style-type: none"> • Members delegated by the unions of the FEC-CSQ (twice the general council delegation) • The Executive Board of the FEC and the other members with release time • Meets every three years 	FEC-CSQ GENERAL COUNCIL (GC) <ul style="list-style-type: none"> • Members delegated by the unions of the FEC-CSQ in proportion to their respective membership • The Executive Board of the FEC and the other members with release time • Meets four times a year 	FEC-CSQ FEDERAL COUNCIL (FC) <ul style="list-style-type: none"> • One delegate per union • Meets when required between GC meetings
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MEMBERS ELECTED BY THE GENERAL COUNCIL TO FILL A NUMBER OF POSITIONS AT THE FEC

EXECUTIVE BOARD <p>Elected representatives with release time:</p> <ul style="list-style-type: none"> • President • Treasurer • Four vice-presidents <p>Women have precedence on three of the six positions on the Executive Board</p>	OTHER ELECTED REPRESENTATIVES <p>Elected representatives with release time:</p> <ul style="list-style-type: none"> • Woman coordinator of the Status of Women Committee • Labour relations resource person <p>Elected representatives without release time (participation):</p> <ul style="list-style-type: none"> • Committee to prevent and address sexual harassment, sexism and violence • Coordination of the Sociopolitical Action Committee • National Table against homophobia and transphobia in education systems
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FEDERAL WORK COMMITTEES

CIFAC <p>Committee for Information and Training on the Application of the Collective Agreement</p> <ul style="list-style-type: none"> • One or two people at the local level who are responsible for the application of the Collective Agreement • Technical advisor • Labour relations resource person • Political coordinator appointed by the Executive Board 	WATCHDOG COMMITTEE (COMITÉ DE VIGILANCE) <p>The committee that keeps track of government policy in education and decisions made by other authorities in relation to college teaching</p> <ul style="list-style-type: none"> • One delegate from each union • Advisor and information agent • Political coordinator appointed by the Executive Board 	SOCIOPOLITICAL ACTION COMMITTEE <ul style="list-style-type: none"> • One delegate per union • Coordination elected by the General Council • Political coordinator appointed by the Executive Board • Meetings as needed • Participation in CSQ's Sociopolitical Action Network 	COMITÉ DE LA CONDITION DES FEMMES (CCF) <ul style="list-style-type: none"> • One woman delegate per union • Woman coordinator elected by the General Council • Woman political coordinator appointed by the Executive Board • 4 remote meetings per year • Participation in CSQ's Women's Network
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Note: Other committees may be created as required. **For bargaining periods**, a negotiation committee is created at FEC-CSQ to negotiate sectoral matters of the Collective Agreement specific to CEGEP teachers.

THE CENTRALE DES SYNDICATS DU QUÉBEC (CSQ)

Your union and FEC are also affiliated with the Centrale des syndicats du Québec (CSQ), which regroups 11 federations with a total of 240 unions and almost 200,000 members. This affiliation allows your union to benefit from the services of the Centrale, to take part in its decisions and defining its trends.

Union and federation delegates gather every 3 years for the Congress, and 4 times a year for the General Council. Intersectoral matters (salaries, retirement, parental rights and regional disparities) are negotiated by CSQ's Negotiating Committee. CSQ's General Negotiation Council (CGN) is consulted during the negotiation process, but the approval or rejection of agreements in principle and motions to strike must be voted by local union general assemblies.

Members may also be delegated by their respective unions to be part of one of CSQ's networks. If you are interested in one of these themes, talk to your local executive.

To consult the CSQ's Website: <http://www.lacsq.org/>.

A BIT OF UNION HISTORY

The Fédération des enseignantes et enseignants de cégep (FEC-CSQ) came into being when CEGEPs were created, in 1968. This was when a number of unions representing the teaching staff of classical colleges and technical schools (the institutions that were grouped together to form the Cégeps), which was affiliated with the CSN (Confédération des syndicats nationaux) at the time, decided to join the Centrale de l'enseignement du Québec (CEQ, now known as CSQ). The CEQ was still a corporation of elementary and high school teachers at the time. By then, it had already pretty much adopted the Features and the role of a union organization with a very active role

in the feverish social movement linked to the quiet revolution. It was during that period that the CSQ experienced its first Common Front with the FTQ (Fédération des travailleurs et travailleuses du Québec — Quebec Federation of Labour) and the CSN (Confédération des syndicats nationaux — Confederation of National Trade Unions), the strike involving all 300,000 public sector employees, which was brought to an end by special legislation, and the jailing of its president, along with those of the CSN and the FTQ, and the publication of its famous manifesto, *L'école au service de la classe dominante* (The School System Serves the Ruling Class), adopted by the 1972 Congress. The CEQ officially became a central labour body in 1974. From the very beginning of its existence, the FEC has occupied a place far outweighing its numbers within this movement, and has been at the forefront of the union effervescence surrounding those years. During its June 2022 Congress, the Fédération des enseignantes et enseignants de cégep changed its name to the Fédération de l'enseignement collégial, an epicene and a more inclusive name for all our members.

CSQ'S NETWORKS

- Status of Women Network
- Youth Network
- Sociopolitical Action Network
- Occupational Health and Safety Network
- Mouvement ACTES (for a more ecological, peaceful, solidarity-based and democratic society)

The Collective Agreement

The Collective Agreement is the labour contract binding the employees to their employers. As teachers, we have two employers: the College and the government. The present Collective Agreement is the result of a long evolution.

In the 1960s, when our current education system was implemented, teachers' working conditions were quite different from ours. Their working conditions were actually quite deplorable: ridiculously low salaries, little or no protection against employer arbitrariness, lack of national standards guaranteeing consistent working conditions, etc.

Major union struggles, in the 1960s and 1970s, have led to an improvement of these working conditions. They have yielded decent salaries, the implementation of a job security system, the national definition of working conditions, and fringe benefits (insurance, vacation, job security, parental rights, etc.).

THE NEGOTIATION OF THE COLLECTIVE AGREEMENT

A negotiation process is essentially a process of discussing proposals in order to reach an agreement. In this specific case, the employees and their employers negotiate in order to define the employees' labour contract. The Collective Agreement is therefore an agreement concluded between the employees and their employers in accordance with the *Act respecting the process of negotiation of the collective agreements in the public and parapublic sectors* (commonly known as Bill 37).

What is negotiated (therefore, what is part of our Collective Agreement):

- **Intersectoral matters**, i.e., those common to all workers of the education, health and social services sector: salaries, parental rights, the retirement plan and regional disparities;
- **Sectoral matters**, i.e., those specific to CEGEP teachers: work organization, the workload and its distribution, hiring and tenure procedures, job security, professional development, leave, etc.;
- A number of matters require a certain amount of coordination, for instance, among CEGEP employees (support workers, professionals and teachers): psychological harassment and violence in the workplace, access to employment equality and non-discrimination.

No local agreement is concluded during the Collective Agreement bargaining process, but the Agreement does provide for a number of matters that may be negotiated locally once the Collective Agreement has been signed (Section 59 of Bill 37).

WHO IS COVERED BY THE COLLECTIVE AGREEMENT?

The Collective Agreement applies to all regular and continuing education teachers, regardless of their status (tenured or not).

However a number of articles of the agreement do not apply to continuing education teachers. In addition, those teaching non-credit courses in customized training* are not covered by the Collective Agreement in accordance with article 2-1.02.

*A number of exceptions apply to Victoriaville and Sainte-Foy, as well as Lévis CFMU (Centre de formation aux mesures d'urgence).

NEGOTIATING COMMITTEES

Employees (labour) are represented by the Fédération de l'enseignement collégial (FEC-CSQ) for sectoral matters and by the Centrale des syndicats du Québec (CSQ) for intersectoral matters.

The employer (management) is represented by the Comité patronal de négociation des collèges (CPNC) for sectoral matters. The employer's demands come from the CPNC and are discussed between the Fédération des cégeps and the ministère de l'Éducation et de l'Enseignement supérieur (Quebec's Ministry of Education and Higher Learning).

For intersectoral matters, the CPNC's mandates to negotiate are authorized by the Council of Ministers and the Treasury Board, and the Treasury Board supervises the negotiating process dealing with financial issues.

Our employer, the government, also being legislator, has the power to legislate our working conditions, which has been done on several occasions since 1970, most notably during the 1982 negotiations, which ended with a *decree*, i.e., the imposition of work conditions instead of the execution of a collective agreement. In 2005, intersectoral negotiations as well as a number of sectoral matters were also settled by decree.

THE NEGOTIATING PROCESS

Negotiations may go on for several months if not for more than a year. First, the federations and the union centrals collect and interpret data, in addition to analyzing the social, economic and political framework. Afterwards, they consult their membership on bargaining strategies and demands. Union organisations must also set priorities. They may then prepare and table their set of demands. The employer's "offers" (which are actually demands, most of the time), must be sent to the union organisations 60 days following the tabling of the union demands.

Then begins the work at the negotiation tables, where the parties discuss and deal with the various matters in order to identify areas of agreement. It is generally at that moment that positions become less flexible and each party attempts to better the other. The employer tries to achieve potential efficiencies by limiting our gains and clawing back on our acquired rights (job security, work organization, workload calculation, etc.). while our union representatives work to maintain our acquired rights and improve our working conditions. Then comes the time for mobilization: we need to demonstrate our determination and build alliances with other organizations sharing our convictions.

When the parties reach an agreement, the content is written up in the form of a Collective Agreement. Lastly, a union assessment is prepared with the members and the decision-making bodies in order to identify the strengths and weaknesses of the process and adopt proposals for the negotiations to come.

The file on collective agreement negotiations contains the assessment of the last negotiations and historical benchmarks respecting FEC's negotiation processes (1967-2007): <http://www.fec.lacsq.org/convention-et-droits/negociation/index.html>

INFORMATION CONTAINED IN THE COLLECTIVE AGREEMENT

This labour contract has more than 300 pages! The Collective Agreement presents **your rights and responsibilities** in a very detailed manner. It namely includes:

- definitions for a number of terms (teaching year, spouse, dependent child, working days...) and employment statuses (regular teacher, hourly paid teacher, full-time teacher, part-time teacher...), etc. (Chapter 1);
- the jurisdiction related to the scope of application of the Collective Agreement, non-discrimination, equal access to employment, violence and psychological harassment, and sexual harassment (Chapter 2);
- union prerogatives as related to union activities, the right to hold meetings, and union dues (Chapter 3);

- all details respecting:
 - work organization (Chapter 4): program committee and department, selection of regular teachers, etc.;
 - employment and fringe benefits (Chapter 5): hiring, tenure, seniority, job security, insurance, parental rights, leave, occupational health and security, etc.;
 - remuneration (Chapter 6): salary, calculation of work experience, evaluation of years of schooling, salary scales and hourly rates, travel expenses, etc.;
 - professional development (chapter 7);
 - the teaching load and its distribution (Chapter 8): vacation, teaching load, calculation of a teacher’s workload, (CI), continuing education, summer courses, availability, etc.;
- procedures for settling grievances and arbitration (Chapter 9);
- appendices: salary scales, agreements respecting a number of colleges, pavilions and sub-centres, templates and forms (e.g.: employment notice), various letters of agreement, list of subjects, calculation of a teacher’s workload, FTE allocations for each section of the teaching load, etc.

Definitions of the Precarious Status, the Individual Workload and the Full-Time Equivalent

In the college sector, teachers are said to have a “precarious status” if they are not covered by complete job security, in other words, if they are non-tenured. Several categories of teachers are comprised within this definition. The individual workload (CI) and the full-time equivalent (ETC) are measurement units used to estimate teachers’ workload and determine whether they are working full-time or part-time.

A. FULL-TIME TEACHER (1-2.16)

A teacher hired under a twelve-month contract for full-time duties, whether on a position or on an annual replacement load, is considered to be full-time for the year. In addition, a person hired by the College for two full-time teaching loads of one semester (fall and winter) of the same contract year, shall also become full-time during the academic year.

An individual hired under a full-load contract between the beginning of the year and no later than September 30, shall be considered to be full time except for the salary.

A teacher hired part-time, but whose individual workload (CI) reaches 80 during the academic year, shall also be considered to be full-time for the year (see the section defining an *Individual Teaching Load*).

Article 5-1.05 c) states that a part-time teacher with a teaching load of 50 during the academic year may become a full-time teacher by teaching summer courses, acting as a substitute or teaching in the continuing education sector. In such a case, the substitution, summer courses or the courses taught in the continuing education sector must be calculated in CI form.

B. PART-TIME TEACHER (1-2.17)

A part-time teacher holds a contract of less than twelve months with a regular teaching load equal to that of a full-time teacher. For example, an individual having obtained a full-time contract for only one semester, shall be considered part-time for the academic year.

A teacher under a contract of twelve months or less whose teaching load is lighter than that of a full-time teacher, shall also be considered part-time.

C. HOURLY PAID TEACHER (1-2.12, 5-1.17, AND 6-1.03)

A teacher hired in this capacity prepares and teaches classes, corrects and supervises examinations and classwork, and receives an hourly rate for every hour of class taught. Supervising students is now part of the duties of hourly-paid teachers.

The hourly rate is based on the hired individual's years of schooling and relevant work experience (Appendix VI-1, Table B), and includes vacation pay. Most hourly paid teachers work in continuing education, teach summer courses, or are hired on short-term substitutions.

D. CONTINUING EDUCATION TEACHER (1-2.13, 8-6.00, AND APPENDIX VIII-4)

Most continuing education teachers hold contracts as hourly paid teachers. However, according to Appendix VIII-4 of the Collective Agreement, some continuing education teachers can be hired on teaching loads paid on a full-time equivalent (FTE) basis (see the section defining a *Full-Time equivalent*). These individuals may be hired under a full-time or part-time contract.

E. SUBSTITUTE TEACHER (1-2.15 AND 5-1.04)

Part or all of the substitute teacher's teaching load consists of replacement duties for a person on leave, benefiting from release time, or without pay.

F. INDIVIDUAL TEACHING LOAD (CI) (5-1.00, 8-5.00, AND APPENDIX VIII-1)

The **annual teaching load** is determined by adding both semestrial CIs. To be considered full-time on an annual basis, a teacher must have an annual CI of 80 to 85 units. It is important to note that the teaching load may be uneven from one semester to the other. For example, an individual's CI may be 47 in the fall and 35 in the winter. The sum of both semesters' CIs enables the teacher to be considered full-time on an annual basis.

The College cannot give anyone a workload exceeding 55 for a given semester, unless an agreement is entered with the union. Also, if the **annual CI exceeds 85**, the College must obtain the consent of the individual concerned and the surplus shall be paid as additional workload.

The CI expresses the amount of work (in units) carried out weekly, on average. It thus covers **the entire semester**, including the weeks before classes start and after they end. In general, a **full-time semestrial teaching load** will be between 40 and 44 units of CI.

The **calculation of the individual teaching load**, as shown in Appendix VIII-1, is based on several parameters assessing teachers' workload for a given semester. The main parameters are as follows:

- Teaching of classes and labs, fieldwork supervision (number of course periods per week (HC), number of different periods per week (HP), total number of students enrolled in each course period (PES), and total number of students enrolled in each course (NES));
- Travel time;
- Release time (union, sections 1, 2 or C, or other), or assignment of individuals placed on availability or benefiting from income security (5-4.22);
- Teaching of the primary or complementary instrument and laboratories for Music programs (501.A0), including double programs, and Professional Music and Song Techniques (551.A0).

The calculation of the CI is the sum of these parameters. Each parameter is calculated independently of one another, based on a number of values. The method may appear complex, but it yields the most accurate teaching load calculation and is a useful indicator to compare the workload among the various subjects, or among teachers within the same department.

Two Excel spreadsheets are available at the following address for CI calculation (one for Nursing and one for the other programs): <http://www.fec.lacsq.org/convention-et-droits/convention-collective/index.html>.

G. FULL-TIME EQUIVALENT (FTE) (5-1.0 AND 8-4.08)

Another unit to calculate the teaching load is the full-time equivalent (FTE), used in college teachers' hiring contracts. The FTE is an important notion, as its calculation is used to determine several rights stated in the Collective Agreement: salary, seniority, status (tenured or not, substitute), title (full-time, part-time or hourly paid), etc.

The full-time equivalent (FTE) fraction for a **part-time** teacher is the ratio between the individual's CI and that of a full-time annual teacher, i.e., 80 ($FTE = CI_{total}/80$). For example, the FTE for a teacher whose annual CI is 66, will be $66/80 = 0.825$ FTE.

A **full-time annual** teacher's CI is between 80 and 85, which is equal to 1 FTE. No one can accumulate more than one FTE per academic year.

The expression **semestrial FTE** is also used. It is calculated by determining the ratio between the semestrial CI and the number 40. For example, if a teacher has a CI of 34 for one semester, the FTE will be 0.85 ($=34/40$). However, article 8-4.08 states that the FTE of a full-time semestrial teacher is 0.5. Therefore, the result of the calculation presented earlier must be divided by two. Either one of these methods is used by CEGEPs to calculate their teachers' semestrial FTE.

It is important to make the distinction between the semestrial FTE and the annual FTE. A full-time annual teacher will reach 1 FTE. To calculate a teacher's annual FTE, both semestrial FTEs must be added together, and then divided by two. In the example above, the teacher's FTE was 0.85 for one semester and 0.88 for the second one. After adding both semestrial FTEs together and dividing the total by two ($(0.85 + 0.88)/2$), the result is an annual FTE of 0.865. Therefore, the teacher is part-time.

For an **hourly paid teacher**, the FTE is calculated as follows: $FTE = \frac{\text{total number of periods stated in the contract}}{525}$.

The full-time equivalent is used to calculate the experience and seniority of an individual working for the College for a given year. A full-time annual teacher (i.e., 1 FTE) accumulates one year of seniority and one year of experience. For part-time teachers, the calculation is based on the corresponding proportion of a full-time equivalent.

Hiring and Employment Contract

A. POSTING OF ASSIGNABLE TEACHING LOADS (5-1.12)

The College must post all assignable teaching loads and inform teachers thereof. Employment notices must be posted on electronic support accessible on the Internet. Individuals must be able to apply within 10 days after the posting date. The posting deadline stated in the Collective Agreement is 10 days, but it can be shortened to 5 days if the load is open during the semester.

For regular teaching, if someone holds a priority, the College does not have to resort to posting, but must send the offer to those individuals that have a priority. For continuing education, those interested in any teaching load offered must apply, even if they have employment priority.

B. SELECTION COMMITTEE

FOR REGULAR TEACHING (4-4.00)

Once the posting deadline expires, the selection committee, consisting of three teachers and two individuals chosen by the College, convenes to recommend the hiring of the chosen applicant. The College cannot hire an individual that has not been recommended by a majority of selection committee members.

FOR CONTINUING EDUCATION (8-6.02)

The selection process for the continuing education, although determined by the College, must include at least one continuing education teacher from the same subject as that involved in the load to be filled. Alternatively, a teacher from continuing education or regular teaching, as required, shall be designated by the union.

The College and the union may agree to convene a joint selection committee for the regular and continuing education sectors.

C. HIRING AND EMPLOYMENT CONTRACT (5-1.15 AND APPENDIX XII-1)

Teachers are hired by means of an employment contract, which must comply with the template in Appendix XII-1 and specify, among others:

- **The teacher's title:**
 - Full-time: on a position, as a substitute teacher or by combining two full-time semestrial contracts, as applicable;
 - Part-time;
 - Hourly paid.
- **The teaching load:**
 - The subject(s) to be taught
 - The teaching load expressed in FTE
 - The number of periods to be taught (for an hourly paid teacher).
- **Other teaching activities (6-1.04):**
 - Activities assigned
 - Number of hours

- **The salary:**
 - Schooling, experience, step
 - Master’s degree recognized for compensation purposes
 - Ph.D. (postgraduate studies)
 - Initial salary
 - Hourly rate for other teaching activities
- **The duration of the contract:**
 - Dates on which the contract shall begin and end.
- **Special provisions:**
 - This section states if the teacher is replacing someone. In such cases, a line stating “until the return of...” shall appear.

The teaching load (in FTE) stated on the contract must be the same as that of the employment notice. In addition, a decrease in student enrolment before September 20 or February 15 must not lead to a reduction of the teaching load specified on the contract of part-time teachers or of the corresponding salary. However, if one or several course groups are closed before the abovementioned dates, the contract and the salary may be reduced (5-1.05 b).

An individual signing two full-time semestrial contracts (fall and winter, each contract being considered part-time over the entire year), must sign a new full-time annual contract. A full-time annual contract is normally signed in January, although it may be signed later on during the winter semester, for example, when a teacher replaces someone else.

D. OFFICIAL DOCUMENTS TO BE PROVIDED (5-1.18, 6-2.00, AND 6-3.00)

All **documents related to schooling** (diplomas, statements of marks, report cards, certificates, licenses, etc.) shall be forwarded to the Fédération des Cégep’s Schooling Assessment Department, which must assess new teachers’ schooling and issue an official certification of their schooling in compliance with the *Manuel d’évaluation de la scolarité*. It may take up to six months before the College receives the official certification of a teacher’s schooling. Meanwhile, the College shall use a provisional evaluation of the teacher’s schooling (normally 16 years). When the teacher’s schooling is higher than the provisional evaluation, the hired individual’s salary is readjusted retroactively.

No later than 30 days after the date of hiring, new teachers must provide the College with **the official documents related to their schooling. The collective agreement stipulates that the documents related to previous professional or industrial work experience**, related to teaching or not, must be submitted before the contract is signed. All documents deemed relevant will be used to determine a professor’s salary step.

Teachers that are pursuing studies shall provide the College with the related official document whenever they accumulate enough credits in a program to warrant a readjustment of their schooling and salary (in general, 30 credits are equal to one additional year of schooling). Reclassification occurs once a year, at the beginning of the 14th pay period, i.e., around mid-February (6-1.05).

If the official certification of the teacher’s schooling appears to be inaccurate, the teacher must contact their union as soon as possible and a complaint will be filed with the Comité national de rencontre (CNR).

Documents related to experience acquired in teaching or in any other working environment are to be assessed by the College. Any paid employment deemed relevant shall be used to establish a teacher’s experience. In general, one year of work experience is equal to one year of experience. The experience of the teacher is used to determine their salary step (see the next section).

E. SALARY STEP AND FAST TRACKING (6-1.01 AND APPENDIX VI-1, TABLE A)

Appendix VI-1 (**table A**) presents the salary scales of part-time and full-time teachers. According to the normal rule of progression, one step equals one year of experience (= 1 FTE). However, since the 2010-2011 contract year, teachers ranking in the **first four salary steps** because of their experience and schooling have been benefiting from fast tracking. **In this system, one step is equal to one half year (0.5) of experience (or 0.5 FTE) until the teacher reaches the 5th step.**

F. REMUNERATION (SALARY) (6-0.00 AND APPENDIX VI-1)

The salary received by a **full-time teacher** is based on experience and schooling, as defined in articles 6-2.00 and 6-3.00 of the Collective Agreement, and includes a vacation period. Teachers are entitled to 2 months if they have been available to the College for 10 months (8-2.00). In such cases, the annual salary is paid in 26 equal instalments.

For **part-time teachers**, the salary is prorated based on their respective full-time equivalent (FTE), and is paid every 2 weeks throughout the duration of the contract.

For **hourly paid teachers**, the hourly rate is based on years of schooling and relevant experience. The pay structure was changed in the 2020-2023 collective bargaining agreement to introduce three (3) salary scales based on years of schooling and six (6) steps per scale based on work experience. Hourly rates and the salary scales are presented in article 6-5.00 and in Table B of Appendix VI-1. These rates include vacation pay (6-1.03).

The following steps are used to **determine the salary step in the scale:**

- Assessment of the teacher's experience (teaching, professional, or industrial);
- Assessment of schooling (for full-time or part-time teachers, in FTE):
 - 2 steps are added for teachers whose schooling is assessed at 17 years;
 - 4 steps are added for teachers whose schooling is assessed at 18 years;
 - 6 steps are added for teachers whose schooling is assessed at 19 years;
 - 8 steps are added for teachers whose schooling is assessed at 19 or more years and who have a doctorate.
- Assessment of schooling (for hourly-paid teachers, in FTE): is used to determine which of the three salary scales will be used to calculate the hourly rate of the person hired:
 - Scale for 16 years of schooling or less;
 - Scale for 17 and 18 years of schooling;
 - Scale for 19 years or more of schooling.

Once the initial step is determined, one step equals one year of experience (= 1 FTE) based on the normal progression rule. A teacher is granted, on average, one step per full-time year of teaching, except when fast tracking applies for steps 1 through 4.

Individuals teaching at the Institut maritime du Québec and whose teaching load mainly covers subjects related to maritime technology specializations, and who hold marine certificates (navigation, radio communications & maritime electronics, maritime mechanics), shall receive an increase equal to 15% of the salary to which they would normally be entitled. Teachers with what the College considers to be an equivalent training, shall receive the same increase. Appendix III-3 presents these teachers' salary scale.

To make sure that you are receiving the salary you are entitled to, and since experience and schooling assessment can actually be rather complex, do not hesitate to consult your union if you have doubts. The *Guide de détermination de l'échelon salarial* is available on FEC-CSQ's Website, at the following address: http://fec.csq.qc.net/fileadmin/FEC/documents/Convention_et_droits/Guide_de_d%C3%A9termination_de_l_%C3%A9chelon_salarial.pdf.

G. REFUSAL TO ADD COURSES (5-1.12)

Part-time, non-tenured teachers **may refuse that a course be added to a teaching load** that they have previously accepted, unless this addition leads to the creation of a position. Two dates are determined in the Collective Agreement: for the fall semester, the refusal to add a course may occur after June 30, and for the winter semester, it may occur after December 15. These dates may be modified by an arrangement between the union and the College.

H. WITHDRAWING FROM A TEACHING LOAD (5-1.12)

Teachers in the regular or continuing education sector can give up a teaching load that they had previously accepted without affecting their employment relationship:

- Regular education: up to four (4) weeks before classes are scheduled to begin on the academic calendar;
- Continuing education: up to four (4) weeks before classes start;
- Summer courses: up to four (4) weeks before classes start.

I. END OF CONTRACT (5-1.02)

The contract expiry date as stated in the hiring contract with the College, is the last day of remuneration. No notice shall be forwarded by the College, except the Record of Employment.

To maintain your employment priority, you must complete a form stating that you wish to keep your priority for the following contract year (see the section on the *General Offer of Service*).

J. REFUSAL TO GRANT EMPLOYMENT PRIORITY (5-1.09 AND 5-1.10)

Any teacher having taught in a CEGEP has employment priority in the said establishment. When there is a teaching load to fill, the college uses the priority list to determine the hiring order (see the section on *Hiring Priority*). However, the College may withdraw a non-tenured teacher's employment priority for specific reasons related to the teaching load. The college's written notice must be given to the teacher before June 1.

The College's refusal to grant employment priority shall not be subject to grievance except in these 3 cases:

- the teacher has held a full-time teaching load until its completion;
- the teacher has held a teaching load equivalent to at least 0.5 FTE per year for 2 consecutive years;
- the teacher has accumulated 1.5 years of seniority.

In addition, the College must establish that its decision is well founded.

It is advisable to consult your union if you are not granted employment priority. Your union will guide you and take the required steps with the College in order to find a solution to your situation.

K. DUAL EMPLOYMENT (5-1.13, 5-1.16, AND APPENDIX V-9)

The Collective Agreement states that no one working full-time at the College, for another employer or as a self-employed individual, shall be entitled to an assignable teaching load unless there is a shortage of available teaching staff in the targeted field. An individual accumulating several jobs and whose weekly or monthly hours of work add up to those of a full-time job, is also deemed to be working full-time on a yearly basis.

However, an individual hired for a full semestrial teaching load shall not be considered to be in a dual employment situation, because they have not been hired on a yearly basis. Similarly, an hourly paid teacher accumulating less than 700 teaching periods since the preceding August 1st shall not be deemed to be in a dual employment position either.

The dual employment status is verified by means of a written declaration, presented in Appendix V-9. This declaration does not have to be filled out by individuals having applied for full-time semestrial or annual teaching loads if they meet one of the following conditions:

- the teacher has 3 years of seniority;
- the teacher has held a full-time teaching load for 2 years.

The Collective Agreement mentions that the teacher must be working exclusively for the College during their availability period. The College may allow a teacher to occupy another paid job during availability hours if the request has been dealt with in a College Union Meeting (RCS) (4-3.11 d)).

Teaching Load and Working Conditions

A. TEACHING LOAD: SECTIONS 1 AND 2 (8-1.00 AND 8-3.00)

Each teacher's load is divided into several sections (1, 2, and C). Section 1 includes teaching-related activities, while Section 2 involves several types of individual or team tasks.

Section 1 includes the following activities:

- preparation of the course outline¹;
- preparation and teaching of classes, labs and fieldwork;
- adaptation;
- support and supervision of students;
- preparation, invigilation and correction of examinations;
- revision of corrections at the students' request;
- participation in pedagogical days organized by the College;
- participation in departmental meetings and activities required towards the fulfilment of the department's duties;
- special support and supervision activities included in the individual teaching load by way of CIL and compatible with those subjects listed in the teacher's contract and with their experience.

These activities are part of the teaching load and must be accomplished by all. **Part-time teachers** take part in these activities in proportion to their full-time equivalent. **Hourly paid teachers** are responsible for preparing for and teaching classes, supervising and correcting examinations and assignments, and supervising their students; these duties are included in their hourly rate. They must be paid for any other duty besides those described above (see section "Other teaching activities").

¹ The course outline refers to a document prepared for students in order to help them plan their work throughout the course. (Source: COMITÉ PARITAIRE (CPNC, FAC, FEC-CSQ, FNEEQ). *Enseigner au collégial... Portrait de la profession*, mars 2008, 73 pages.)

Teachers must personally compile the grades for each one of their respective exams and assignments, and forward them to the College in accordance with the submission mode chosen by the College. In addition, they must submit a final grade for each student in each one of their respective courses no later than 5 working days after the end of each semester. A semester ends on the last day of student examinations, as provided for in the academic calendar (5-9.02).

A grade review must be carried out upon a student's request to the college to that end. The grade must absolutely be changed by the teacher targeted by the request.

Section 2 of the teaching load involves activities distributed among teachers, such as:

- departmental coordination;
- program committee coordination;
- participation in program committee meetings to which a given teacher has been appointed by their department.

Please note that an individual involved in several program committees is not required to attend every meeting held by these committees.

Section 2 also includes several other activities. However, their fulfilment is subjected to the teacher's agreement and release time may be granted for:

- participation at the local College level in program development, implementation or evaluation;
- participation in professional development activities;
- retraining;
- internships or activities in the field related to their subject;
- research in their subject and pedagogical research;
- pedagogical innovation activities;
- activities in technology transfer centres;
- participation in institutional development related to the regular teaching program;
- other special support and supervision activities that are compatible with those subjects listed in the teacher's contract and with their experience.

B. AVAILABILITY (8-8.00)

Full-time teachers must be available to the College for 6.5 hours per day, Monday through Friday, between 8 AM and 11 PM. If their teaching activities require more than 6.5 hours of availability in the course of one day, the College must determine another moment in the week when the teacher shall be unavailable. In addition, if the fieldwork location's schedule requires it, a teacher's availability period might need to be established outside the regular 8 AM-11 PM timeframe.

The availability period for a **part-time** teacher is calculated based on their load, in proportion to that of a full-time teacher. **Hourly paid** teachers do not have any availability time to provide, other than the time required for preparing and teaching classes, as well as supervising and correcting their examinations and assignments and supervising their students.

Availability is a number of hours during which teachers must be available to the College. It includes every activity related to the teaching load, meetings, presence at the office, or recognition of time worked (173 hours/year, 8-3.02).

A number of restrictions must be observed:

- a minimum of 14 hours shall have elapsed between the end of the availability period of one day and the beginning of the next availability period;
- the (6.5 hour) availability period shall be completed within a 10-hour span;
- the teacher shall have a 1.5-hour lunch break (between 11 AM and 2:30 PM) and another 1.5-hour supper break (between 4 PM and 7:30 PM);
- the teacher undertakes to work exclusively for the College during their hours of availability (5-1.16).

C. WORK SPACE (8-1.04)

Insofar as possible, the College shall provide every professor an individual office or space. If it is not feasible for the College to do so, the College shall provide the teacher requesting the space the forms required to claim a tax deduction for maintaining a home office.

D. RECOGNITION OF TIME WORKED (8-3.02)

The availability period also includes the recognition of time worked towards such pedagogical activities as:

- program pedagogical life: participation in selection committees, departmental or program representation on network committees, collaborative work on course frameworks and course outlines, development of teaching tools;
- student support and supervision activities: for example, peer tutoring, committees, or projects on which teachers and students work together;
- pedagogical training activities: any field-related, pedagogical or ICT professional development activity, credited or not;
- professional assistance to teachers;
- information and promotional activities related to the development of the College;
- other activities related to the improvement of student success (after agreement between department members and the College).

These pedagogical activities total 173 hours per individual annually, and are distributed among department members. They are also recorded in the annual departmental work plan. 80% must be devoted to pedagogical activities and 20% of the hours will be devoted to collaborative school life activities inherent in the program.

For **part-time** teachers, the number of hours to be devoted to the recognition of time worked is calculated in proportion to their respective FTE.

New teachers have two semesters for their professional integration and their participation in pedagogical training activities.

E. OTHER TEACHING ACTIVITIES (6-1.04, 8-6.06 AND TABLE C OF APPENDIX VI-1)

As of July 1st, 2021, a teacher who carries out teaching activities in addition to those provided for in their teaching load shall be paid the fixed hourly rate, which is \$50.19 (new rate as of April 1st, 2022).

These tasks include:

- Marking exams and assignments other than their own – for example, exams left uncorrected by a colleague who went on disability leave;
- Providing support to students other than their own, for example: mentoring and one-on-one coaching;

- Carrying out activities related to the recognition of prior learning and competencies (RAC);
- Carrying out assessments in the context of course equivalence or admission tests;
- Participating in a selection committee (4-4.00 and 8-6.01) during a period of non-availability²;
- Participating in a continuing education curriculum committee (or a committee in lieu thereof) and any related duties (in the case of hourly paid teachers).

RAC activities must be offered first to non-tenured teachers who do not teach full-time on an annual basis (8-6.06). Tasks such as validation interviews and the evaluation of prior learning and competencies shall be paid the rate provided for by article 6-1.04. However, the acquisition of competencies, which is a form of teaching, shall be remunerated at the rate paid to hourly paid teachers.

In relation to participation in selection committees, hourly paid teachers must be paid for their participation, as this task is not part of their regular duties. In the case of part-time or full-time teachers, if the teacher is under contract, they shall not be paid to participate in such a committee.

These teaching loads can be used to accumulate experience but no seniority.

7 hours = 1 day = 0.004 FTE (6-2.01 e))

F. DEPARTMENT (4-1.05 TO 4-1.14, AND 8-6.09)

All **regular teachers** are part of a department including one or several subjects.

Non-tenured teachers are thus full department members. They take part in department meetings and workload distribution and can be appointed to selection committees or as department coordinators. They have the same speaking rights and voting power as tenured teachers.

Continuing education teachers can be integrated into a regular department after an agreement with the College. The departmental activities in which these continuing education teachers are to be taking part must be specified in the said agreement. If a given continuing education study program cannot be related to any regular teaching program, the creation of another exchange venue for the program may be agreed upon between the College and the union.

The department forms a self-directed team whose mandate is to work in complementarity with the program(s) in which its subject(s) is/are involved, and ensure pedagogical management respecting the teaching of its subject(s).

G. PROGRAM COMMITTEE (4-1.01 TO 4-1.04, AND 8-3.01 b))

The program committee includes teachers from general and specific subjects designated by their respective departments. The criteria respecting the composition of this committee are established by the College after consultation with the Union. Thus, **non-tenured** teachers may sit on program committees and even coordinate them.

The Table de concertation de la formation générale (General Education Issue Table) was added in the 2020-2023 collective agreement. It has the same mandates as a program committee and its coordinator must be elected. Representatives of the disciplines of the GE program (French, philosophy, physical education, and English) sit on the committee.

² Note: Article 6-1.07 stipulates that each day worked at the College's request during a statutory holiday and the professor's annual vacation shall be remunerated at the rate of 1/260th of their annual salary, or no less than one half-day of work (3.25 hours).

The primary mandates of the program committee and the GE Issue Table are to:

- Ensure the quality and pedagogical harmonization of the program, the integration of learning and an interdisciplinary approach;
- Participate in the development, implementation and evaluation of the program.

To fulfill these two mandates, committee members must carry out several activities and tasks that are described in the collective agreement (4-1.02).

A teacher that has been designated by their department to sit on a program committee must take part in the said committee. However, an individual involved in several program committees is not required to attend every meeting held by these committees.

H. SUMMER COURSES (8-7.00 AND 8-6.05)

The priority for summer courses first goes to teachers placed on availability³ and then non-tenured teachers in the regular sector having priority in the targeted subject. In general, an individual can only teach one summer course and will be paid as an hourly paid teacher, with the exception of the case presented below.

A part-time teacher with a teaching load of fifty (50) regular credits or more who teaches summer courses, acts as a substitute or teaches in the continuing education sector shall become a full-time teacher if these courses allow them to reach a teaching load of 80 CI units (5-1.05 c)).

I. VACATION (8-2.00)

Full-time and part-time teachers are entitled to a paid vacation period. This period is normally between June 15 and September 1, unless another agreement is reached between the College and the union.

Full-time and part-time teachers' salary includes their vacation pay (6-1.01). Based on the teacher's title:

- Teachers are entitled to 2 months if they have been available to the College **full-time** for 10 months;
- For **part-time** teachers, the vacation period is prorated based on their respective full-time equivalent ($FTE = CI_{total} / 80$);
- For **hourly paid** teachers, the hourly rate includes vacation pay (6-1.03).

In addition:

- A full-time or part-time teacher who has not been available in accordance with the terms of their contract shall only be entitled to part of the determined paid vacation, in proportion to their availability;
- Teachers on maternity leave, paternity leave, and adoption leave, as well as disability leave for twelve months or less and paid leave (leave or release time) are considered to have been at work and consequently, their vacation period shall not be reduced.

If the College asks a person to work during their vacation, for example, to take part in a selection committee, the individual shall be remunerated at the rate of 1/260th of their annual salary, i.e., the salary earned by a full-time teacher for a working day. Furthermore, the employer shall never pay you for less than half a day (3.25 hours) for such work (6-1.06).

³ **Teacher on availability (MED)** (5-4.00): When there is an excessive number of tenured teachers in a subject compared to the number of teaching positions planned for the following academic year, the College identifies the surplus tenured teachers and places them on availability. A teacher's placement on availability may be cancelled during the academic year if their teaching load reaches 80 units.

Hiring Priorities and Teaching Load Distribution

A. GENERAL OFFER OF SERVICE (5-1.11)

A **non-tenured teacher wanting to obtain a teaching load for the following contract year** must send the College, in April of each year, a notice mentioning that they wish to offer their services towards any teaching load in the discipline(s) taught. This notice makes it clear to the College that the teacher wants to benefit from their hiring priority (see the section on *Hiring Priorities for Teaching Positions*).

The General Offer of Service enables the teacher to remain on the priority list for the following year and have access to assignable teaching loads.

A teacher who only acquires priority after April shall send their offer of service then.

An individual who has not forwarded their notice to the College will not be contacted when loads or positions are posted during the following year. However, the individual may apply by writing to the College when an employment notice is posted.

A number of colleges have signed a local agreement according to which teachers don't need to send any General Offer of Service. These teachers remain on the hiring priority list automatically. Ask your union whether such an agreement exists in your College.

B. POSTING (5-1.12)

The College must post all assignable teaching loads and inform teachers thereof. Available teaching loads must be posted on an electronic support (Website).

The posting deadline stated in the Collective Agreement is 10 days, but it can be shortened to 5 days if the load is open during the semester, for example, for a substitution.

If one or several individuals hold a priority, the College does not have to resort to posting, but must send the offer to those individuals that have a priority.

C. HIRING PRIORITIES FOR TEACHING POSITIONS IN THE REGULAR SECTOR (5-4.17)

The collective agreement provides a number of clauses to avoid sending non-tenured teachers “back to square one” at the end of each contract with the College.

A hiring priority is a position on the priority list defined by the collective agreement. A teacher's position is based on:

- status: on availability, non-tenured, on income security (5-4.22) ;
- title: full-time or part-time;
- teaching load held: full-time or part-time;
- seniority;
- nature of the assignable load: position or load;
- teacher's origin: college, discipline, other category of personnel.

Priority lists for regular CEGEP teachers are reviewed and corrected according to the hiring order presented in article 5-4.17 of the collective agreement. Teachers are positioned on the lists and **assignable loads or positions are offered in accordance with the order of the lists**. To establish hiring priorities for teaching loads that are not for the winter semester, a teacher will be credited a maximum of 0.5 FTE for the fall semester, even if this teacher obtained contracts that together total more than 0.5 FTE. The teacher will receive full credit for the teaching load they carried out at the end of the school year.

The Collective Agreement presents the hiring sequence on a teaching position (5-4.17 a) and the hiring sequence on teaching duties other than a teaching position (5-4.17b) for regular education.

These hiring sequences appear in Appendix 2 of this guide.

If several individuals have **equal priority in the same subject**, the College shall rank them according to their seniority, which shall include the entirety of their current contracts that have a specific end date⁴. If two individuals have equal seniority, the one with the most experience is given priority, and if they have equal experience, schooling will determine who has priority.

Other **relevant information** regarding employment priority:

- Seniority from working as a temporary substitute is not included in the seniority calculations used to produce the priority lists, unless it allows a teacher with 50 CI or more to reach a full-time annual teaching load (5-1.05 c));
- Seniority from working as a temporary substitute is not lost: it is taken into account when the College establishes its seniority list, which is at the beginning of the following contract year;
- To remain on the priority list, a teacher must send a notice to the College during the month of April (see the section on the *General Offer of Service*).
- When a teacher benefits from more than one job priority, they may use the most favourable priority available to them (5-4.16 d)).
- If a teacher is awaiting a load (without a contract), when they have a priority, they will not accumulate seniority but their seniority will remain credited to them (5-3.05 e)).
- A non-tenured teacher does not have to accept a teaching load from the College and their job priority shall be maintained for the 3 contract years following the end of their last contract.
- The hiring priority for summer courses is presented in the section on *Summer Courses*.
- A teacher may exercise their job priority on every assignable load in the CEGEP, until they obtain a full workload (5-4.16 c)).
 - Despite this clause, the College must not assign a full-time teacher a load exceeding 55 units during a given semester, unless an agreement is signed.
- A teacher's employment priority may be withdrawn; in this case, the individual must be informed of the specific teaching-load related reasons for such withdrawal (see the section on *Refusal to Grant Employment Priority*).
- A non-tenured teacher who has taken a leave related to parental rights or disability may signify their job priority for teaching duties. If the course is assigned to them and if they accept it, the course shall be reserved for them until they come back to work (5-4.16 a and b)).

⁴ The College calculates seniority for the total duration of a teacher's contract(s). In the case of an open-ended contract (for example, a replacement contract), seniority is calculated when the notice provided for in article 5-1.12 is sent to the union.

In addition, the College must **take the following applications in consideration** before hiring another teacher for teaching duties or a teaching position:

- an hourly paid teacher with less than 3 years of seniority that is in the College's employ;
- a teacher in the College's employ that wishes to change subjects;
- a teacher from another college;
- a teacher targeted by 5-4.17 a) or b), after the expiry of their employment priority.

D. HIRING PRIORITY IN CONTINUING EDUCATION (8-6.03 AND APPENDIX VIII-4)

The 2020-2023 collective agreement altered the hiring priorities for the assignment of teaching loads in the continuing education sector.

The order of priority for **hourly paid teachers and teachers paid on an FTE basis as provided for in Appendix VIII-4** is as follows:

Priority 1: a teacher placed on availability by the College for a teaching load in their subject;

Priority 2: a non-tenured full-time or part-time professor at the College until the end of the third (3rd) year immediately following the year in which they had a teaching load under Appendix VIII-4 in the subject of the teaching load to be filled, provided that they apply in writing within the time frame provided for in the collective agreement;

Priority 3: a non-tenured teacher from the College until the end of the third (3rd) year immediately following the year in which they had a teaching load in the subject of the teaching load to be filled, subject to pedagogical difficulties, provided that they apply in writing within the time frame provided for in the collective agreement;

If several individuals have **equal priority in the same subject**, the College shall rank them while taking into account when their current contract(s) is/are scheduled to come to an end⁵: the teacher with the most seniority is given priority. If two individuals have equal seniority, the one with the most experience is given priority, and if they have equal experience, their schooling will determine who has priority.

To establish hiring priorities for teaching loads that are not for the winter semester, a teacher shall be credited a maximum of 0.5 FTE for the fall semester (or its equivalent in the CE sector, which goes from August 1st to the beginning of the winter semester), even if the teacher has obtained contracts whose combined total exceeds 0.5 FTE. The teacher will receive the full credit for the teaching load that they actually carried out at the end of the school year.

No individual occupying a full-time job at the College or elsewhere shall be entitled to an assignable teaching load unless there is a shortage of available teaching staff for the said load (5-1.13). Hourly paid teachers who have not taught 700 periods as of August 1st of the previous year are not considered to be in a situation of dual employment.

A teacher's employment priority may be withdrawn in which case the individual must be informed of the specific teaching-load related reasons for such withdrawal (see the section on *Refusal to Grant Employment Priority*);

When an **assignable teaching load exists**, it must be posted on an electronic support available online and those interested must apply in writing (5-1.12). Afterwards, the load shall be offered to teachers that have a priority, based on the priority list established by the College in compliance with the Collective Agreement. If no one with a priority applies on a given load, a selection process shall be implemented by the College.

⁵ The College calculates seniority for the total duration of a teacher's contract(s). In the case of an open-ended contract (for example, a replacement contract), seniority is calculated when the notice provided for in article 5-1.12 is sent to the union.

E. TEACHING LOAD DISTRIBUTION (4-1.07, PARAGRAPHS 2.1 AND 2.3, 4-1.12, AND 8-5.03)

Teaching loads are distributed twice a year. The department coordinator prepares and submits to the departmental assembly, a project for the distribution of teaching loads for the following semester. This project must be discussed and approved by department members and the distribution must be carried out in accordance with the department's internal rules. The Collective Agreement states that the teaching load shall be equitably distributed among the teachers, regardless of whether they are tenured or not.

The distribution shall be done by the department and submitted to the College for approval.

F. SPLITTING A TEACHING LOAD (5-4.18)

When the College has a full-time teaching load to offer, it shall avoid splitting it among several teachers. However, a teaching load may be split up in the following situations:

- For work-work balance: Before classes begin, a non-tenured professor with a teaching load of less than 0.5 FTE at another college can ask the College to split their teaching load. Full-time semestrial or annual teaching loads cannot be split.
- During a semester: A full-time semestrial load or a part-time load can be split to add teaching loads to teachers who are already employed by the College.

G. INCOME SECURITY (5-4.22)

Income security is available to regular teachers who **have assumed a teaching load of at least 0.5 FTE (or a 50% load) for at least 5 consecutive years**. These teachers shall receive **50% of their salary for 3 consecutive years** when they do not obtain a contract or when they obtain a contract that is less than 0.5 FTE during these years

Here are a few **relevant details** for individuals benefiting from income security:

- The period of 3 consecutive years shall be reconducted if the teacher occupies a load equal to or exceeding 0.5 FTE for one of the 3 years of income security.
- The availability of the teacher benefiting from this protection is established by the College no later than 5 days before the beginning of the academic year. The extent of their availability may be changed during the year and cannot exceed the proportion of salary protection (0.5 FTE). The change may be refused by the teacher for reasonable motives (8-8.01 b));
 - In addition to a teaching load, a teacher who benefits from salary protection may be asked to perform one or several activities provided by clause 8-3.01 b) up to a 50% load (see *Teaching Load, section 2*);
 - A teaching load left vacant owing to a teacher's departure, leave, or release time for more than 15 working days may be taken over by an individual on income security (5-1.03);
 - A teaching load including summer courses must be accepted by the teacher in order to reach a 0.5 FTE load for the year. Summer courses must end before June 24; otherwise, every day worked during the vacation period shall be paid at the rate of 1/260th of the annual salary (6-1.06).
- Any teaching load in another college in excess of 0.5 FTE, shall reduce the salary protection by the proportion exceeding 0.5 FTE.

- A teacher may withdraw from this salary protection for a given year. They shall remain covered for the remaining years of their salary protection.
- For the purpose of salary, experience and seniority calculations during the salary protection period, the teacher shall be deemed part-time with a 0.5 FTE load. The same goes for retirement, insurance, parental rights, as well as other rights and benefits provided by the Collective Agreement. If the load is higher than 0.5 FTE, a new contract shall be signed.
- To regain eligibility to this salary protection once the 3 years are over, the teacher must once again occupy a load of at least 0.5 FTE for 5 consecutive years.

This income security clause only applies to the unions in our Federation (FEC-CSQ).

H. SENIORITY (5-3.00)

The College publishes the seniority list 30 working days after the beginning of the fall semester. The list ranks teachers according to their seniority at the College. It identifies:

- the subject(s) taught;
- whether the individual works in regular or continuing education;
- the individual's seniority.

Teachers receive the seniority list established by the College. They must verify the accuracy thereof and ask for corrections, if need be, within the next 20 working days. Following this deadline, the seniority list shall become official.

Seniority is calculated as follows:

- For **full-time teachers**: one contract year shall be worth one year of seniority;
- For **part-time teachers**: in proportion to their teaching load express as full-time equivalents – (FTE = total teaching load (fall + winter) divided by 80 = $CI_t/80$);
- For **hourly paid teachers**: 525 periods of teaching are worth one year of seniority, whether classes are taught in regular or continuing education.

SENIORITY (1-2.01)

The amount of time accumulated in years and fractions of years as a professor employed by the College, an institution replaced by the College or any other college and transferred in accordance with the Collective Agreement.

For **non-tenured** teachers, seniority is not accumulated while the individual does not have a contract, but shall remain credited to the teacher during the 3 years immediately following the year of their last contract with the CEGEP. If the individual has obtained no contract after 3 years, their priority and seniority shall be lost.

Seniority is one of the criteria used by the College when assigning a position or teaching duties in order to rank teachers with the same hiring priority (see the section on *Hiring Priorities*).

It must be clear, however, that when a teaching load is posted during the year, what counts is the seniority that is calculated by including the full duration of all completed contracts and all current contracts that have a specific end date⁶, not the seniority appearing on the College's official list.

⁶ The College calculates seniority for the total duration of a teacher's contract(s). In the case of an open-ended contract (for example, a replacement contract), seniority is calculated when the notice provided for in article 5-1.12 is sent to the union.

Social Benefits

A. TENURE (5-2.00)

Tenure is a status acquired at the beginning of a teaching contract in an available position⁷, in a college, that provides job security to the individual who acquires it. There are 4 possible ways to acquire tenure:

- A position obtained by a teacher during one of the two contract years following their assignment by the College to an available position during 2 consecutive years;
- A position obtained by a teacher during one of the two contract years following three consecutive years of full-time teaching loads. Two of these consecutive years shall have been spent in regular teaching;
- A position obtained during two consecutive years by a teacher with three years of seniority. Tenure is acquired at the beginning of the 2nd contract in an available position;
- A position obtained by a teacher with five years of seniority.

However, a number of situations may **delay the acquisition of tenure**:

- A year during which a teacher has been on any leave, leave of absence or release time, in a full-time capacity for one complete semester or more shall be deemed to be a “consecutive year” (or a consecutive contract) for the first three means to acquire tenure described above. However, it shall not be credited as service time toward the acquisition of tenure.
- Similarly, the seniority accumulated during a period of disability lasting more than three months, shall not be credited toward the acquisition of tenure (5-5.38).

Other situations **do not interfere with the acquisition of tenure**:

- An individual on maternity leave, paternity leave or adoption leave, accumulates continuous service for the purposes of obtaining tenure (5-6.57).
- An individual having accumulated 3 years of seniority, may benefit from one or several types of leave related to parental rights (leave without pay commonly called parental leave (5-6.40), full-time, for one semester or more, although without exceeding one year, without any delay respecting the acquisition of tenure.
- There is no delay respecting the acquisition of tenure by an individual on temporary assignment.

Tenure gives access to job security and, consequently, to a certain income security, to possible exchanges between colleges, as well as to leaves with deferred or anticipated pay.

B. PROFESSIONAL DEVELOPMENT, LEAVE FOR PROFESSIONAL DEVELOPMENT AND LEAVE FOR OBTAINING A MASTER’S DEGREE (7-0.00)

Tenured and non-tenured teachers have access to professional development in the form of courses (credited or not), activities (symposiums, congresses or others) or an assignment deemed useful to their teaching. These forms of leave and release time allow them to reduce their individual teaching load so they may perfect their knowledge or complete their studies. Professional development is accessible to part-time or full-time regular teachers.

Leave with Pay for Professional Development (7-2.00)

A full-time teacher is eligible for full-time or part-time leave with pay for professional development purposes.

⁷ **Available Position (1-2.27):** A full-time annual assignable teaching load in a subject, determined during the creation of the project for the distribution of teaching loads and activities for the following year or left vacant after the departure of the incumbent.

Leave Without Pay for Professional Development (7-3.00)

Any teacher may take full-time or part-time leave without pay for professional development purposes after giving notice to the College within a reasonable deadline. The normal duration of leave without pay for professional development purposes is at least one semester and at most two years.

Leave for Obtaining a Degree Providing Access to Salary Step 18 (7-6.00)

This clause gives **non-tenured and tenured** access to leave with release time, without salary loss, for obtaining a first Master's degree. The application must be submitted to the Parity Placement Committee before May 15. Priority is granted to teachers with 19 years of schooling who were at step 17 in 2015-2016. The duration of such leave varies between one and four semesters, full-time or part-time, and continuation of the project from one semester to the next is conditional on its successful completion.

C. OTHER ACCESSIBLE LEAVE

The following types of leave are accessible to **non-tenured teachers**.

Leave for Research (7-7.00)

Teachers with three (3) or more years of seniority have access to leave without pay to conduct research. This leave can be part-time or full-time and can vary from one semester to a maximum of two (2) years.

Leave for Professional Activities (5-7.00)

As long as the College approves it, a teacher can obtain **leave with pay** to:

- attend conferences or congresses held by a cultural, professional, or scientific association;
- give courses or lectures on educational subjects or to participate in works of an educational nature;
- take part in a ministerial commission, a regional planning committee or any other committee or commission of a similar nature. The teaching load is adjusted or reduced accordingly, in which case the reduction is absorbed by the College.

As long as the College approves it, a teacher can obtain **leave without pay** to:

- participate in any program of cooperation with Canadian provinces or foreign countries, as long as such programs are officially recognized by the Quebec Government or the Canadian Government. The minimum duration of such leave is one year and the maximum is two years;
- exercise an academic function outside Quebec under the terms of a foreign aid program, an exchange program, or an extra-territorial teaching program.

Public Office (5-8.00)

A teacher who is a candidate in a provincial, federal, municipal or school board election, may obtain leave without pay if required. The teacher resumes their duties within 15 days after their defeat or at the end of their mandate if elected.

Half-Time Leave (5-16.00)

This type of leave is only accessible to full-time teachers having 3 years of seniority or more or having held a full-time workload for at least 2 years. The teacher may work part-time and obtain 50% of their annual salary. The teaching load may be fulfilled within one semester (100% during one of the two semesters), or distributed over two semesters (50% load all year).

Voluntary Working Time Reduction Program (5-17.00)

This program allows a teacher to reduce their annual workload by 10% to 60%. If the reduction of the teaching load applies to only one semester, the teacher's leave must be at least 20%. The salary is based on the extent of the requested workload reduction.

This type of leave is only accessible to full-time teachers with at least 3 years of seniority.

One of the benefits of this type of leave is that the teacher's participation in the retirement plan is recognized as though they were not on such leave.

Leave Without Pay (5-22.00)

This type of leave enables a teacher to obtain one full year of leave without pay. It is only available to teachers with at least 3 years of seniority or those who have held a full-time teaching load for 2 years.

D. OTHER WORK OPPORTUNITIES

Provisional Assignment (5-11.00)

A teacher with 3 years of seniority or having held a full-time workload for 2 years, may accept a temporary assignment in an administrative, professional or technical position. During the course of their provisional assignment, the teacher shall be subject to the working conditions of the category of personnel to which they are assigned. A provisional assignment may be full-time or part-time.

Service Loans (5-15.00)

An organization other than the College may use the services of a teacher who shall continue to be paid by the College. The conditions involved in the service loan shall be agreed upon by the College, the targeted teacher and the organization by means of a signed agreement.

E. SPECIAL LEAVE AND LEAVES FOR FAMILY REASONS (5-10.01 TO 5-10.06)

A teacher is entitled to **paid leaves without losing any right**, after notifying the College, for 1 to 5 consecutive working days, depending on the case, for such purposes as:

- the death of a family member;
- the wedding of their parents or their own wedding;
- moving;
- a quarantine;
- an "act of God" (fire, flood, etc.).

Other types of leave without salary loss may be obtained, as long as the teacher agrees with the College, for a **serious reason or in case of an emergency**. In such cases, the number of days is subject to an agreement between the College and the teacher.

A teacher who is called upon to serve as a **jury member** or to appear as a **witness** in a case in which they are not one of the parties involved shall not incur any loss of pay for the duration of the hearing.

A teacher may take leave from work to fulfill **parental obligations** relating to the care, health or education of their child or that of their spouse.

A teacher may also take leave from work because of the **state of health** of a relative⁸ or a person for whom they are a caregiver⁹. A teacher may take leave from work up to 10 days per year to fulfill family obligations. A maximum number of six (6) of the ten (10) days may be deducted from the teacher's bank of sick days, while any additional day shall be without pay. Two (2) of the six (6) days can be used for the following reasons: accident, domestic violence, sexual violence. These days may be divided into half-days of absence.

Hourly paid teachers are also entitled to ten (10) days of leave per calendar year to fulfil family obligations. Only two (2) of the ten (10) days are with pay if the teacher worked for three (3) consecutive months for the College. Days with pay may be taken for the following reasons: illness, accidents, domestic violence, sexual violence or to care for a relative or an individual for whom the teacher is a caregiver¹⁰.

F. PARENTAL RIGHTS (5-6.00)

For any information related to parental rights (Quebec Parental Insurance Plan, or QPIP, maternity leave, paternity leave, adoption leave, leave without pay, leave during pregnancy, preventive withdrawal, notice of departure and notice of return to be given to the employer, etc.), see FEC-CSQ's *Guide sur les droits parentaux et le RQAP* (Guide on Parental Rights and the QPIP), available through your union or on the FEC's website at: <https://fec.lacsq.org/vos-droits/convention-et-guides/>.

Although this document contains the main relevant elements related to the QPIP, you are advised to visit http://www.rqap.gouv.qc.ca/index_en.asp or consult existing information booklets on the QPIP.

It is important to meet your union representatives in order to exercise all the rights related to your personal situation to the best possible extent.

G. GROUP INSURANCE PLANS (5-5.00)

FEC-CSQ members are insured by the Beneva company (health insurance, life insurance, long-term salary insurance, dental insurance, etc.) Such coverage applies only to full-time and part-time teachers.

Hourly paid teachers are not eligible for any of the forms of coverage presented below.

Teachers must contribute to the **basic health insurance plan**. Optional complementary packages are also available, and individuals can choose whether or not to join complementary insurance regimes (optional complementary packages 1, 2, 3 and/or 4). In addition, three types of coverage are available: individual, family and single-parent. However, an individual may be exempted if they can prove that their spouse has a group insurance plan with similar benefits. The basic health insurance plan (Health 1) includes the following features:

- 80% prescription drug coverage (100% if annual out-of-pocket expenses exceed \$970 per certificate);
- Sclerosant injections and accidental dismemberment.

8 Relatives (5-10.05): includes the children, father, mother, brother, sister and grandparents of the teacher and the teacher's spouse, as well as the spouses of these people, their children and the spouses of their children.

The following people are also considered a teacher's relatives:

- A person having acted, or is acting, as a foster family of a teacher or the teacher's spouse;
- A child for whom the teacher or the teacher's spouse has acted or is acting as a foster family;
- A tutor or a guardian of the teacher or the teacher's spouse, or the person under the tutorship or guardianship of the teacher or the teacher's spouse;
- An incapable person having designated the teacher or the teacher's spouse as their mandatary;
- Any other person for whom the teacher is entitled to benefits under an act for assistance and care for the assistance and care that the teacher provides due to the person's state of health.

9 Caregiver (5-10.05): teacher attested as such by a professional working in the health and social services sector and governed by the Professional Code (RLRQ, chapter C-26).

10 The amount of pay for days with pay is calculated in accordance with article 62 of the Act respecting labour standards.

Optional complementary packages offer the insured refunds for a number of treatments, including the services of various health professionals or supplies required to treat a disease or an injury. Travel and trip cancellation insurance, coverage of hospital expenses in Canada or while travelling and ambulance and air transportation are now part of Complementary Package 1. Adding dental care insurance is also an option. For more details, consult the *Your Plan at a Glance Guide*.

Full-time and part-time teachers benefit from a basic **life insurance plan**, for a small fee, that provides a \$10,000 benefit in case of death (with right to opt-out). Additional life insurance plans for the teacher and their family are also available in accordance with the participant's needs.

The **long-term salary insurance plan** is mandatory for any individual hired and eligible to such a plan, subject to a renunciation right in certain specific cases. Such insurance provides a teacher with benefit payments in case of total disability. The waiting time is 104 weeks and this insurance is designed to complement the salary insurance plan provided by the Collective Agreement (5-5.22) (see the section on *Sick Leave and Salary Insurance*).

For more information on group insurance or insurance-related changes, please consult the following documents on CSQ's website: <https://securitesociale.lacsq.org/assurance/>

- *Your CSQ Group Insurance Plan at a Glance*, Contract 9999, January 1, 2021
- Régime d'assurance collective CSQ (*CSQ Group Insurance Plan*), contract J9999, January 1, 2021

H. SICK LEAVE AND SALARY INSURANCE (5-5.00)

A **full-time** teacher obtains 7 days of **sick leave** every year, on September 1. These days of sick leave are non-cumulative and have no cash surrender value. During the teacher's 1st year of employment, a credit of 6 days of sick leave without cash surrender value is added. On June 30, the teacher's unused number of annual days of sick leave is added to their credit if they have accumulated 13 days or less of sick leave.

The sick leave bank is prorated based on the annual FTE for **part-time** teachers ($FTE = CI_{total} / 80$). **Hourly paid** teachers are entitled to no sick leave days.

A **salary insurance plan** covers **full-time** or **part-time** teachers during a disability period of up to 104 weeks. According to the duration of the disability period, the teacher's remuneration shall be as follows:

- 5 working days or the number of sick leave days that the person has (if they have less than 5 days in their bank): payment of a benefit equal to the salary that the teacher would receive if they were working;
- After the 5 working days stated above (waiting period) and up to 52 weeks: payment of a benefit equal to 85% of the salary;
- After the end of the 52 weeks and up to an additional period of 52 weeks: payment of a benefit equal to 66 2/3% of the salary;
- After the 104 weeks expire: use of accumulated sick leave days, based on the teacher's choice.

For any specific question respecting sick leave or salary insurance, please talk to your union representatives.

I. AUTO, HOME, AND BUSINESS INSURANCE

In partnership with La Personnelle, CSQ offers you preferential rates, as well as personalized services and coverage. Your spouse and dependents are also eligible to the same benefits as you with La Personnelle. Consult the following page on CSQ's site: <http://www.lacsq.org/assurances/la-personnelle-et-les-protections-resaut-csq/>

J. RETIREMENT PLAN

All teachers, regardless of their title (full-time, part-time and hourly paid), whether working for regular or continuing education, must contribute to the retirement plan (RREGOP).

If they decide to stop working in the public or parapublic sector while they have no more than two years of RREGOP participation, they may retrieve the contributions that they have already paid, using the appropriate form that the College must provide them with.

For further information on retirement, consult the following page on CSQ's site: <http://securitesociale.lacsq.org/retraite/>.

For additional information on the Government and Public Employees Retirement Plan (**RREGOP**), consult Retraite Québec's site at: <https://www.retraitequebec.gouv.qc.ca/en/publications/rrsp/rregop/Pages/rregop.aspx>.

Dispute Resolution (4-3.00 and 9-0.00)

If you believe that your rights have not been respected, when you think that the work you are asked to perform exceeds your normal load, in case of a dispute with the employer, if you are a victim of discrimination, psychological harassment or sexual harassment, **the first thing you should do is contact your union**. Your union representatives will review your situation and advise you as to how to proceed.

You can also request to be accompanied by a member of your union's executive board when summoned for a meeting by the administration.

Any matter related to the application of the Collective Agreement or pertaining to labour relations may be dealt with at a College Union Meeting (RCS). A teacher whose case is to be discussed may also be heard at such meetings.

Some CEGEPs have created a dispute and grievance prevention committee, mandated to settle disputes related to the application or interpretation of the Collective Agreement, in order to prevent a grievance. However, grievances may be filed respecting certain unsettled disputes. In such cases, the parties attempt to settle the dispute through an out-of-court settlement instead of resorting to an actual grievance hearing.

Remember that the union delegate represents the union for the application and interpretation of the present Collective Agreement and that they make sure that your rights under the Collective Agreement are respected (3-1.03). This representation is detailed in the Policy on Legal Representation Services for FEC-CSQ Unions and Members (*Services de représentation juridique des syndicats et des membres*), available at your union.

For any additional information,
don't hesitate to contact your union.

Appendix 1: Rules Governing an Assembly

There are several codes that determine the rules governing a deliberative assembly, such as the Therrien Rules of Order and the Morin Rules of Order. It is up to the union to adopt one. The Statutes and Bylaws of the union (or those of the Federation, for federal decision-making bodies), specify how decisions are to be made (simple majority, two thirds majority, etc.). The FEC uses the Morin Rules of Order.

The meeting agenda always includes a number of **statutory items**, such as the reading and adoption of the agenda, the welcoming of new members, and the adoption of the minutes of the previous meeting.

For a regular meeting, members may propose amendments to the **agenda**. All motions require a seconder and may be discussed briefly. When the notice of meeting specifies that the meeting is a special meeting, the agenda can by no means be amended.

Members may note mistakes or omissions in the **minutes**. The adoption of the minutes requires a duly seconded motion made by members having attended the said meeting. Generally, statutory items are not matters for debate.

A meeting agenda normally contains two other types of items: information items and decision items (i.e., items requiring a decision by the Assembly).

Information items involve presentations by individuals respecting topics on the agenda, but do not require a decision by the Assembly. The individual's presentation may be followed by a question and clarification period and, more rarely, comments.

Decision items involve a decision-making process on issues of concern to the Assembly. The decisions are presented as duly seconded motions, amendments or sub-amendments, that are then debated and finally voted upon.

Generally*, in the course of an assembly, a proposal (or group of proposals) is submitted to the following **procedure**:

1. **Topic presentation:** first of all, every item on the agenda is presented;
2. **Plenary committee of clarification:** allows for questions and ensures a thorough understanding of the topic;
3. **Plenary committee of exchange:** allows members to express their doubts, agreement or disagreement, to debate, to form an opinion, and to set out conditions that would enable them to support the motion;
4. **Plenary committee of motion announcements:** allows members to present motions, amendments and sub-amendments to the Assembly;
5. **Deliberative process:** at this stage of the debate, members express their intention to vote for or against the motion;
6. **Vote:** finally, the Assembly express its position by voting.

*Based on the type of assembly and the number of participants, a certain amount of flexibility may be applied to these rules. Two, several, or all of these steps may be combined.

SUMMARY TABLE OF THE RULES OF PROCEDURE

WHAT?	WHY?	HOW?	
Main motion	To make a decision on the issue being discussed by the Assembly.	<ul style="list-style-type: none"> Requires a seconder May be amended 	<ul style="list-style-type: none"> Debate Majority vote
Amendment	To modify a proposal by adding or deleting an element.	<ul style="list-style-type: none"> Requires a seconder May be sub-amended 	<ul style="list-style-type: none"> Debate Majority vote
Sub-amendment	To modify an amendment by adding or deleting an element.	<ul style="list-style-type: none"> Requires a seconder Cannot be amended 	<ul style="list-style-type: none"> Debate Majority vote
Motion to lay on the table	To end the discussion and prevent a decision.	<ul style="list-style-type: none"> Requires a seconder Cannot be amended 	<ul style="list-style-type: none"> Debate on the relevance of the motion to lay on the table Majority vote
Motion to postpone to a certain time.	To end the discussion and postpone the decision until a given time.	<ul style="list-style-type: none"> Requires a seconder May be amended and discussed as far as the date is concerned 	<ul style="list-style-type: none"> Majority vote
Motion to refer	To end the discussion and refer the issue to another decision-making body for consideration purposes or to put off the decision.	<ul style="list-style-type: none"> Requires a seconder May be amended 	<ul style="list-style-type: none"> Debate on the relevance of the motion to refer Majority vote
Motion to call for the question (motion to vote)	To end discussions and vote immediately.	<ul style="list-style-type: none"> Does not require a seconder Cannot be amended 	<ul style="list-style-type: none"> No debate Two-thirds vote
Separate votes	To divide a motion in more than one part in order to vote separately on each one.	<ul style="list-style-type: none"> Does not require a seconder No debate 	<ul style="list-style-type: none"> Granted automatically
Motion to reconsider	To revisit a decision already made by the Assembly.	<ul style="list-style-type: none"> Requires a seconder Debate on the relevance of a reconsideration 	<ul style="list-style-type: none"> Two-thirds vote
Suspension of rules	To temporarily suspend the rules of procedure.	<ul style="list-style-type: none"> Requires a seconder Cannot be amended 	<ul style="list-style-type: none"> No debate Two-thirds vote
Motion to adjourn	To interrupt a meeting and determine a time to resume or for side meetings.	<ul style="list-style-type: none"> Requires a seconder May be amended and debated only with regards to the time and date for resuming the meeting 	<ul style="list-style-type: none"> Decision of the Chair or majority vote
Point of privilege	To rectify any prejudice caused to a person's right or any issue respecting the material organization of the Assembly.	<ul style="list-style-type: none"> Does not require a seconder No debate May interrupt a speaker 	<ul style="list-style-type: none"> Decision of the Chair Right to appeal
Point of order	To point out to the Chair that there has been a breach of the rules or a mistake in the procedure (including a request to verify the quorum).	<ul style="list-style-type: none"> Does not require a seconder Cannot be amended No debate 	<ul style="list-style-type: none"> May interrupt a speaker Decision of the Chair Right to appeal
Motion to appeal the decision of the Chair	To object to the Chair's decision.	<ul style="list-style-type: none"> Requires a seconder Cannot be amended No debate 	<ul style="list-style-type: none"> Only two explanations (Chair goes first) Majority vote

ADDITIONAL CONSIDERATIONS RESPECTING ASSEMBLY PROCEDURES

The **quorum** is the minimum number of attending members required for the Assembly to be valid and legal. If the quorum is not reached, the Assembly must not be held. The quorum is established in the Statutes and Bylaws of the Union (or of the Federation, for federal decision-making bodies).

The **Chairperson** makes sure that the Assembly runs smoothly. Normally, the Assembly is not chaired by the President of the union. The role of the Chair is to enable the Assembly to debate democratically and, as required, to make decisions respecting procedural questions within the time limits of the Assembly. The Chairperson does not take part in the debates.

A **recording secretary** is appointed. The recording secretary records the essentials of the expressed opinions, the motions, the names of proposer and the seconder, the results of the votes and all other elements deemed necessary to make sure that the organization has a clear record of the debates and the decisions.

If **you are not sure of the correct procedure** under a given set of circumstances, for instance, the right time to present a motion, it is always possible to speak to the Chair, explain what you wish to do and ask for guidance. The Chair may then suggest how to proceed or explain that your request cannot be met within the bounds of the rules of order, or of the organization's Statutes.

If **you disagree with a procedural decision made by the Chairperson**, you may appeal the decision of the Chair. You will have two minutes to explain why you disagree. The Chair may accept your point of view and rectify the procedure. Otherwise, the Chair also has two minutes to explain the reasons for their decision, after which it is up to the Assembly to decide.

You may also **point out a concern that prevents you from fully focusing on the debates** (physical discomfort — too hot, too cold, poor sound quality, etc. — or psychological discomfort — aggressive tone, personal attacks, etc.) at any time by raising a point of privilege.

Appendix 2:

Hiring Priorities for Regular Teaching Positions and for Regular Teaching Duties other than a Teaching Position

Priorities applying to non-tenured teachers are in bold type.

5-4.17 A) HIRING PRIORITIES FOR TEACHING POSITIONS

When the College fills an available teaching position, it shall hire a teacher in the order of priority set out in this paragraph.

A teaching position may not be assigned to a non-tenured teacher if the latter's application has not been submitted to the selection committee provided for in the collective agreement.

THE HIRING SEQUENCE SHALL BE AS FOLLOWS:

1. a teacher from the College covered by paragraph A) or I) of clause 5-4.07 for a teaching position in their subject; or a teacher from the College covered by subparagraph 2 of paragraph 2 below for a teaching position in their original subject, for the two (2) years following their change in subject, provided that, during the preceding month of April, they informed the College in writing of their intention to return to their former subject;
2. a teacher from the College covered by subparagraph A) or I) of clause 5-4.07 for a position in another subject; a tenured teacher in the subject where a teacher has been placed on availability, provided they forwarded a notice to the College in accordance with clause 5-1.11;
3. a tenured teacher for whom the College reserves a position in accordance with paragraph D) of clause 5-4.20;
4. a teacher placed on availability from another college in the same zone, who indicates their intention to be relocated on a voluntary basis and who is referred to the College by the placement office in accordance with the provisions of subparagraph 1 of paragraph F) of clause 5-4.07 for a teaching position in their subject;
5. a teacher placed on availability from another college in another zone, who indicates their intention to be relocated on a voluntary basis and who is referred to the College by the placement office in accordance with the provisions of subparagraph 1 of paragraph F) of clause 5-4.07 for a teaching position in their subject;

6. a teacher placed on availability from another college in the same zone who is referred to the College by the placement office in accordance with the provisions of subparagraph 1 of paragraph F) of clause 5-4.07 for a teaching position in their subject;
or
a teacher placed on availability from another college in another zone in the subject related to the specific training of the closed program, who is referred to the College by the placement office in accordance with the provisions of paragraph E) of clause 5-4.07 for a teaching position in their subject;
or
a teacher placed on availability from another college in the sector who is referred to the College by the placement office in accordance with the provisions of paragraph E) of clause 5-4.07, for a teaching position in their subject;
or
a non-tenured teacher with at least nine (9) years of seniority, for the period ending the third (3rd) year immediately following the termination of their last contract in the same subject as that of the available teaching position, provided they apply in writing in accordance with clause 5-1.11 for a teaching position in their subject;
7. **a non-tenured full-time teacher in the College with less than nine (9) years of seniority for the period ending with the third (3rd) year immediately following the year during which they held a teaching position in the same subject as that of the available teaching position, provided they apply in writing in accordance with clause 5-1.11;**
8. **a non-tenured full-time teacher at the College, for a position in another subject, for as long as they are registered with the placement office, provided they apply in writing in accordance with clause 5-1.11;**
9. **a non-tenured full-time teacher from another college, for as long as they are registered with the placement office, for a position in the subject indicated in their full-time contract, provided they apply within the time limit provided for in the collective agreement using the form appearing in Appendix V-7;**
10. a teacher placed on availability from another college in the same zone who benefits from retraining for a reserved position in another college in accordance with the provisions of clause 5-4.21 and who indicates their intention to be relocated on a voluntary basis, and who is referred to the College by the placement office in accordance with the provisions of subparagraph 2 of paragraph F) of clause 5-4.07, for a position in another subject;
11. a teacher placed on availability from another college in the same zone who benefits from retraining for a reserved position in another college in accordance with the provisions of clause 5-4.21 and who indicates their intention to be relocated on a voluntary basis, and who is referred to the College by the placement office in accordance with the provisions of subparagraph 2 of paragraph F) of clause 5-4.07, for a position in another subject;
12. a teacher placed on availability from a college in another zone who indicates their intention to be relocated on a voluntary basis and who is referred to the College by the placement office in accordance with subparagraph 2 of paragraph F) of clause 5-4.07, for a position in another subject;
13. a teacher placed on availability from a college in another zone who benefits from retraining for a reserved position in another college in accordance with the provisions of clause 5-4.21 and who indicates their intention to be relocated on a voluntary basis, and who is referred to the College by the placement office in accordance with the provisions of subparagraph 2 of paragraph F) of clause 5-4.07, for a position in another subject;

14. a non-tenured full-time teacher from another college, for as long as she/he is registered with the placement office, for a position in another subject, provided she/he applies within the time limit provided for in the collective agreement using the form appearing in Appendix V-7;
15. a professional on availability from the College or a member of the support staff on availability at the College, provided she/he applies in writing in conformity with clause 5-1.12. The College shall consult the selection committee provided for in the collective agreement on such application;
16. a tenured teacher at the College, for a position in another subject, provided she/he applies in writing in accordance with clause 5-1.12;
17. an administrator who has already been a tenured teacher at the College, for each of the three (3) years following the year of her/his appointment as an administrator, provided she/he applies in writing in accordance with clause 5-1.12;
18. an employee from another category of personnel whom the College wishes to assign to temporary teaching duties under the provisions regarding provisional assignment pertaining to this other category of personnel. The College shall consult the selection committee provided for in the collective agreement on such application;
19. a secondary school teacher placed on availability by a school board, who is referred to the College by the placement office in accordance with the provisions of clause 5-4.24.

In hiring priorities 6 (subparagraph 4) and 7, the three (3)-year period shall be extended to five (5) years for cases covered by clause 5-4.20.

5-4.17 B) HIRING PRIORITIES FOR TEACHING DUTIES OTHER THAN A TEACHING POSITION

When the College fills available teaching duties other than a teaching position, it shall hire a teacher in the order of priority set out in this paragraph.

Such teaching duties may not be assigned to a non-tenured teacher if the latter's application has not been submitted to the selection committee provided for in the collective agreement.

THE HIRING SEQUENCE SHALL BE AS FOLLOWS:

1. a teacher from the College covered by paragraph I) of clause 5-4.07 for teaching duties in their subject, subject to pedagogical constraints;
2. a teacher from the College covered by paragraph I) of clause 5-4.07 for teaching duties in another subject;
3. **a non-tenured teacher at the College with at least eight (8) years of seniority, for the period ending the third (3rd) year immediately following the year in which they held teaching duties in the same subject as that of the available teaching duties, provided they apply in writing in accordance with clause 5-1.11;**
4. a tenured teacher in another subject in which there is a teacher on availability for teaching duties in another subject, provided they apply in writing in accordance with clause 5-1.12;
5. **a teacher receiving a salary under paragraph A) of clause 5-4.22, for teaching duties in their subject, subject to pedagogical constraints;**
or
a part-time teacher in a subject in which there is a teacher receiving a salary under paragraph A) of clause 5-4.22, for teaching duties in their subject;

6. a teacher placed on availability from another college in the same zone who is referred to the College by the placement office, for teaching duties in their subject, subject to pedagogical constraints;
7. **a non-tenured full-time teacher from the College, for the period ending with the third (3rd) year immediately following the year during which they held full-time teaching duties in the same subject as that of the available teaching duties, provided they apply in writing in accordance with clause 5-1.11;**
or
a part-time teacher at the College with at least three (3) years of seniority for the purposes of job security at the College, for the period ending with the third (3rd) year immediately following the year during which they held teaching duties in the same subject as that of the available teaching duties comprising seventy-two (72) credits or more, provided they apply in writing in accordance with clause 5-1.11;
8. **a non-tenured teacher at the College with at least three (3) years of seniority for the purposes of job security at the College, for the period ending with the third (3rd) year immediately following the termination of their last contract in the same subject as that of the available teaching duties, provided they apply in writing in accordance with clause 5-1.11;**
9. **a part-time teacher at the College with less than three (3) years of seniority for the purposes of job security at the College, for the period ending with the third (3rd) year immediately following the termination of their last contract in the same subject as that of the available teaching duties, provided they apply in writing in accordance with clause 5-1.11;**
10. **a teacher receiving a salary under paragraph A) of clause 5-4.22 for teaching duties in another subject, subject to pedagogical constraints;**
11. an employee from another category of personnel whom the College wishes to assign to temporary teaching duties under the provisions regarding provisional assignment pertaining to this other category of personnel. The College shall inform the selection committee provided for in the collective agreement of the name of the employee in question;
12. **a non-tenured full-time teacher at the College, for teaching duties in another subject, for as long as they are registered with the placement office, provided they apply in writing in accordance with clause 5-1.11;**
13. **a non-tenured full-time teacher from another college in the same zone, for the year following the termination of their last contract, for teaching duties in their subject, provided they apply in writing in accordance with clause 5-1.12 and that the selection committee provided for in the collective agreement recommends them.**

In hiring priorities 3 and 7 to 9, the three (3) year period shall be extended to five (5) years for cases covered by clause 5-4.20.

Teachers covered by subparagraph 2, 4 or 10 of paragraph b) of this clause shall not be deemed to have taught in the new subject for the purposes of applying job priority.

