



The OWL HOOTS

Issue 513– August 21st 2013

Welcome Back!

WELCOME BACK TO RETURNING TEACHERS

As usual the summer has been all too short and just as we were getting used to the idea of relaxation, Dawson tapped us on the shoulder and crooked its finger. For those teaching in summer school we hope that, even with a much shorter break, there was some time left over for relaxation.

WARM WELCOME TO NEW TEACHERS!

The DTU Executive wishes to extend a special welcome to all new teachers at Dawson. Please feel free to drop by the DTU office, located in room 8A.11, (local 1799) where we will do our very best to answer any questions you could have regarding contracts, work experience recognition, workload, permanence, maternity and paternity leaves, insurance coverage and any other questions you might have. You can also consult our website **DTU.QC.CA** for information.

On your visit, we will provide you with a copy of the FNEEQ *Non-tenured Teachers' Guide* and the DTU's own *Welcome Guide for New Dawson College Teachers*. Both are very useful information booklets designed to help you better understand your new working environment (FNEEQ is our union federation: Fédération Nationale des Enseignantes et Enseignants de Québec).

DOCUMENTS TO COLLEGE TO ESTABLISH YOUR PAY LEVEL: DEADLINE 30 DAYS FROM HIRING – SEPTEMBER 18

On the pay front, it is very important that new teachers provide Human Resources with original transcripts (for scholarship evaluation) and confirmation of employment from previous employers (for experience assessment) so the College can correctly establish your salary. Note that “incomplete degrees” and “degrees-in-progress” can contribute to your scholarship.

The deadline to submit these documents is 30 days after the first day of your contract. Therefore, if your contract starts at the beginning of the semester, the administration will be counting 30 days from Monday, August 19 (the first day of your contract), not from the date you signed your contract. **This means you must submit your documents by Wednesday, September 18. If you have not yet received the originals of your documents, submit copies of the letters you have sent requesting your transcripts and confirmation of previous employment.** Note that in addition to previous college teaching experience, teaching in high school and elementary school, teaching non-credit courses at a recognized institution, and relevant non-teaching professional and industrial work can also be added to your experience. You must submit documents attesting to your work experience! The penalty for delay for both scholarship and experience is the loss of retroactivity for any increase in your salary level.

**DO NOT MISS THIS DEADLINE.
IT CAN HAVE SERIOUS EFFECTS ON YOUR PAY**

NEW TEACHERS: SUBMIT YOUR G.O.S.

ALL NEW TEACHERS, both those teaching in regular day classes and those teaching in Continuing Education should submit a General Offer of Services (G.O.S.) to Human Resources within 30 days of being hired. You can get this form from Human Resources 4B.7 or the DTU website.

This will be your application for any available additional work for the current academic year and save you the task of applying to each posting. If later you are offered more work which you cannot accept, you can refuse this work. Your only penalty for such a refusal is the need to apply for individual postings if you change your mind again about extra work.

OFFICE HOURS: TEACHER AVAILABILITY TO THEIR STUDENTS OUTSIDE CLASS

Regular Sector Only –Continuing Education teachers do not have to provide availability to the college or their students outside their teaching hours

Teachers have a responsibility to remain available to their students. This availability can be provided in a variety of ways, including email, phone and office hours. **There is no requirement in the collective agreement for any specific amount of office hours.** However, office hours are a convenient way to provide the necessary availability.

Overall teachers availability to the college

Teachers overall have 32.5 hours of availability to the college (prorated for part timers). Our obligations with regard to presence at Dawson are defined by our duties. You need to be at the college when your duties require it. These duties include teaching classes and labs, invigilating examinations, meeting students outside of class when necessary, attending department meetings and PED days, and attending meetings of department committees on which you have agreed to serve. If you have agreed to accept release time for department or program activities, then you might be obliged to attend additional meetings.

LONG-TERM DISABILITY INSURANCE DEADLINE NON PERMANENTS: 30 DAYS AFTER HIRING (FIRST THREE CONTRACTS)

Long term disability insurance is **OPTIONAL** for non-permanent teachers. They can apply to be covered by long term disability insurance within 30 days of the beginning of the first three contracts that have a minimum .33 workload per term whether or not the contracts are continuous. If a teacher does not apply within this window, he or she will have to provide evidence of insurability (i.e. good health) at his or her own cost. However, the long-term disability insurance is **MANDATORY** for permanent teachers. As soon as you become permanent you are covered.

Although you have to pay for long term disability insurance, it can be very important as it provides security for an illness or accident which prevents you from teaching and earning an income. Long term disability insurance provides a monthly income of 80% of the net salary as long as an illness or disability prevents a teacher from teaching. It continues up to the age of 65 and is not subject to income tax. It takes effect after the two year short term contractual salary insurance ends.

RREGOP allows a teacher to continue to get pension credit for the two years of short term salary insurance and for the first year of long term disability without payment. After this 3 years, pension credits cannot be added unless the teacher returns to work. This can create a problem if a teacher becomes disabled at a relatively young age as it can reduce the pension when the disability insurance payments end at 65. However, once a teacher reaches 60, if it is certain that he or she will not be able to return to work, the teacher can retire and receive the RREGOP and QPP pension yet continue to receive a disability income until 65. This disability pension will be reduced by only one half the RREGOP pension and one half of the QPP pension. This allows the disabled teacher to build up a nest egg to help out once he or she retires. However, as the pensions are taxed, the advantage is slightly reduced but still is valuable.

COURSE OUTLINE REQUIREMENTS – “RESPONSE TIME”

Some sector deans have required that teachers provide a “statement describing out of class communication methods to be used (e.g. office hours, voice mail, email, etc: **and information about response time**)”.

The DTU strongly suggests the following statement: **“the instructor will respond to students’ inquiries in a timely manner.”**

CONDITIONS FOR ACCESS TO LIFE INSURANCE AND DENTAL INSURANCE WITHOUT PROOF OF INSURABILITY

Deadline 30 days

A non-permanent teacher must apply for life insurance and dental insurance **within 30 days of being hired** or will be required to provide proof of insurability (good health). However, if the teacher establishes a relationship under conditions described below or has a baby or adopts, the teacher again has 30 days to request insurance without proof of insurability. The 30 days for a relationship begins the day of marriage or a legal civil union, the day after a year of cohabitation or the first day of cohabitation if there was a previous relationship of cohabitation of over a year.

When a teacher becomes permanent the teacher has again 30 days to apply without proof of insurability. If a teacher does not maintain life insurance during a leave, the teacher has 30 days from the return to active teaching to renew the insurance without proof of insurability.

NEW TEACHERS WITH MASTERS DEGREES AND/OR DOCTORATE

If you have a degree which is equivalent to a master's degree, a doctorate, or a degree in a different discipline than you are teaching, then inform Human Resources in writing of the details concerning the diploma. There are no guidelines as to what constitutes equivalence so it is up to you to decide and make the case. If your degree is not in the discipline that you teach, then you need to explain in writing why you feel it is relevant to your teaching. Get a date stamped copy of your submission letter as proof you met the deadlines.

The salary level for new teachers is first determined by the level of experience. Then those who have 17 years of scholarship advance two salary levels. Those with 18 years move up 4 salary levels. Teachers with 19 years advance 6 salary levels and those with a doctorate and 19 years or above increase 8 salary levels.

Teachers without a Masters can only reach a maximum salary level of 17. A Masters degree allows you to reach a maximum salary level of 18. A doctorate and at least 19 years of scholarship allows you to reach salary level 19 and 20.

Get a date stamped copy of your submission letter as proof you met the deadlines.

DON'T FORGET THE 30 DAY DEADLINE- SEPTEMBER 18

TEACHERS AND DEPARTMENTS: PEER MANAGEMENT IN THE CEGEPS

Peer management means that the department is run by its members and that all departmental members, whether coordinators, tenured or not, are equals. The role of coordinator is to ensure the smooth functioning of the department through consensus and democratic decision-making. Thanks to peer management, teachers through their departments have control over their work. Although frequently attacked by the government and cegep administrations, peer management has been a very important and hard won victory of teachers in past struggles.

When conflicts arise, coordinators should not seek to enforce College rules, interpret the Collective Agreement, act as agents of the administration or attempt to negotiate the fate of a teacher. They should seek to resolve conflicts through dialogue, whether between teachers or between teacher and student but when this is not possible, the coordinator should consult with the Union before approaching the administration. When teachers are called to the administration, coordinators should ensure that the teacher has adequate union representation.

THE IMPORTANCE OF DEMOCRATIC DECISION-MAKING IN DEPARTMENTS/PROGRAMS/PROFILES

The department has considerable autonomy and important decision making powers. Democratic decision-making is essential to the smooth functioning of a department/profile/program and in ensuring the legitimacy of its decisions and policies. A departmental constitution can be very important in ensuring this. Consensus is preferred over majority rule. When a decision is made democratically and does not eliminate or attack an individual teacher's rights, it is important to rally as a way to avoid conflict in departments. The democratic nature of the decisions and the debates taking place in the department meetings help ensure this act of rallying.

ALLOCATION OF TEACHING LOADS

The criteria for allocating teaching loads is, or should be, established via democratic decision making in the department. There are no rules in the collective agreement as to how courses must be allocated. It is the responsibility of the department assembly in a department meeting to decide the rules. The department as a whole must decide. The best way to ensure everyone's input and consensus is to have the department meeting approve the suggested course allocation. In the long run teachers must be treated fairly in terms of allocation.