



INVESTING IN PUBLIC POST-SECONDARY

THE FOUNDATION FOR BC'S COVID-19 RECOVERY

A submission to the Select Standing Committee
on Finance and Government Services

JUNE 2020



Federation of
Post-Secondary Educators
of BC

INTRODUCTION

Thank you to the Standing Committee on Finance and Government Services for inviting input into the 2021 BC Budget.

The Federation of Post-Secondary Educators of BC (FPSE) is the voice of 10,000 educators in BC's colleges, institutes, and teaching universities in the public and private sector. As such, the federation routinely conveys the experience and expertise of front-line educators into policy and funding recommendations for BC's public and private post-secondary system. Given the extraordinary circumstances under which the budget consultation is taking place – namely, the COVID-19 pandemic – FPSE's recommendations will span from those narrowly focused on short-term efforts to keep the system functioning during health crisis, to long-term recommendations that will aid in BC's economic recovery.

The impacts of the pandemic have not been experienced equally: those who already had less are suffering worst under the economic and social impacts of the health crisis. We must recognize that there is a profound need for government intervention beyond the measures included in previous budgets. By strengthening those who have least, we make our entire society, and economy stronger.

Our thanks to the committee for inviting public input into the first of many budgets which will need to ensure critical services and set BC on a path towards a better future. The budget created will demonstrate the true commitment to our calls of being in it together. We welcome this opportunity to provide recommendations to reduce inequality, and invest in better outcomes for all, through strengthening BC's post-secondary system.

THE IMPACT OF COVID-19 ON THE POST-SECONDARY SECTOR

When COVID-19 threatened our society, we united in following public health directives out of deep concern and compassion for our fellow citizens. The public has proven that there is broad and deep support for actions, and spending, to take care of each other. We must maintain this commitment to public spending to support people through the crisis.

The only consensus that exists regarding the province's economic future is that much is unknown, but given the national and international negative impact, it is expected there will be a recession or depression, and that the recovery will be led by the public sector. While hardly a positive economic outlook, it is helpful to recognize this reality as a starting point in building the budget to bring clarity to the goals of the provincial budget: will it accept additional hardship for those at the bottom, or will it actively seek to reduce inequality by directing public funding towards those measures proved to long-term societal, economic, and individual benefit?

Given that a downturn is expected, spending and services should be aligned to meet the anticipated needs of citizens. History shows that during an economic downturn, people will enter or return to some level of post-secondary education.¹ This is why it will be so important to maintain the capacity of the post-secondary system. A cut by austerity or unchanged public spending is still a cut – with large reliance on private funds expected to evaporate, public spending will be needed to make up the shortfall.

¹ Barr, A and Turner, S., 2013, 'The Effects of the Great Recession', *The Annals of the American Academy of Political and Social Science* Vol. 650, November 2013, pp. 168-193. Retrieved from <https://www.jstor.org/stable/24541681?read-now=1&refreqid=excelsior%3A1a10ad3e52e647a1923c5111ea92d6cd&seq=1>

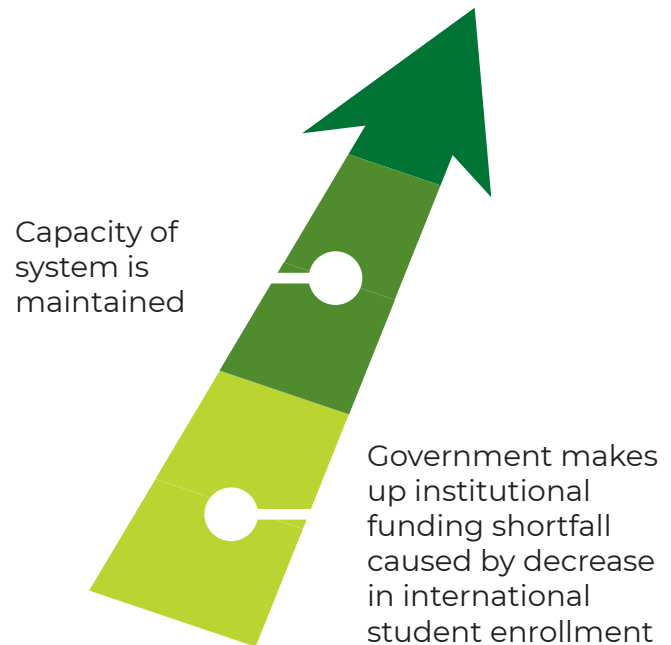
THE NEED FOR RESPONSIVE POST-SECONDARY FUNDING

Institutions have become reliant on international education for a significant portion of their budgets², effectively subsidizing public post-secondary education. In turn, international student tuition subsidizes domestic student tuition. With international student enrollment already decreased, and further fluctuations likely over the course of the fall, institutional budget shortfalls are likely. This has already prompted institutions to lay off faculty, which will reduce course offerings and student support. This measure is short-sighted, as it reduces an institution's capacity before a widely anticipated increase in enrollment³ as domestic students seek training and retraining, all while harming workers, students, and the institution in the long term.

- 2 Ivanova, I., *Paid In Full Update* (2012), Canadian Centre For Policy Alternatives, p.11. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2012/01/CCPA_Paid_in_Full_2012_web.pdf
- 3 Barr, A and Turner, S., (2013), 'The Effects of the Great Recession', *The Annals of the American Academy of Political and Social Science* Vol. 650, November 2013. Retrieved from https://www.jstor.org/stable/24541681?read-now=1&refreqid=excelsior:1a10ad3e52e647a1923c5111ea92d6cd&seq=1#page_scan_tab_contents; and Clifton, G. (2015), 'The Great Recession spurred student interest in higher education, Stanford expert says' *Stanford News*, March 6, 2015. Retrieved from <https://news.stanford.edu/2015/03/06/higher-ed-hoxy-030615/>



Diverse course offering and support for students are available at all institutions and across both in-person and online delivery modes



What we need instead

This all points to a return to the fundamental purpose of BC's post-secondary system: educational opportunities (course offerings and regional access) for all. BC's colleges, institutes and teaching university faculty and staff have the experience and expertise to meet the educational needs of British Columbians now and in the future across the entire spectrum of course needs, from adult basic education to trades to applied baccalaureate degrees⁴, to baccalaureate and masters degrees⁵. With the transition to emergency remote learning delivery necessitated to reduce transmission of COVID-19, the importance of post-secondary faculty and staff has been solidified as the system's most important infrastructure. We need to do everything possible to maintain this infrastructure, namely by finding alternatives to laying off faculty and staff. Fewer trained teaching and student support workers only serves to weaken our system at a time when it will play a crucial role in our economic recovery.

Another potential source of funds is a review of capital projects to free up funds currently allocated for physical infrastructure in order to maintain post-secondary human infrastructure (faculty and staff). A building can be paused or postponed without detriment due to reduced physical presences on campuses – the interruption of a family's income by the layoff of a faculty member or staff has an immediate and profound human cost.

The limitations on institutional budgets themselves are also worthy of reconsideration in this economic climate. As institutions are not able to run a deficit, administrators prioritize cost-saving measures (cuts to faculty, staff, and supports to students) to produce a "surplus" at the end of the year. This money is then

transferred to a capital account, where it cannot be accessed for operational needs, regardless of circumstance. Essentially this means that faculty and staff are cut more than necessary, and students receive fewer supports, than what could be realized under current funding. The rationale for this system is for institutions to "self-support" the funding of new buildings – of course, this simply means that public funds – and tuition payments from students – created this largesse in the first place. All of this has created a chain reaction where institutions will claim they must lay off faculty and staff (as they are paid from the operational account) to save amounts in the thousands, while they proceed to finance buildings which will be sparsely populated (from the capital accounts) spending amounts in the millions. This thinking defies reason, logic, and the new reality where public spending should go to the most critical needs: having the faculty and staff in place to provide the skills, training, and support people will need to make BC's economic recovery a success.

⁴ *College and Institute Act*, [RSBC 1996] Chapter 52, Part 3, Section 6. Retrieved from http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01#section6

⁵ *University Act*, [RSBC 1996] Chapter 468, Part 10, Section 47.1. Retrieved from http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#section471

ACCESS FOR STUDENTS

Past funding programs like Institutional Based Training and Capacity Expansion along with their low tuition levels serve as positive examples of increased funding directly correlating with increased access for students. The successes of these initiatives stem from principles that should be used to guide funding for post-secondary institutions in their COVID-19 response:

- **Continuity** | At a minimum, the current program profiles of post-secondary offerings need to be maintained while also supporting new needs. Institutions that are not able to balance their 2020-21 budgets should, with proper planning, rationales, and approvals be allowed to proceed without cuts to balance their budgets. If cuts are deemed necessary, they should be made as far away from the key service area of post-secondary – education and direct education support – as possible.
- **Accessibility** | Adequate faculty and staff levels need to be present across the province – geographic access to quality post-secondary training across the province is just as important now as it was when the college system was created. Emergency remote learning delivery during COVID-19 is justified, but it is by definition tied to our emergency circumstances. When face to face learning can safely resume, students will need access to institutions close to home with educators in their classrooms, and the ability to interact with their classmates. This will not be possible if rural institutions' educator workforce is devastated by cuts motivated by fewer students.
- **Accountability** | Accountability is best ensured through directed funding 'envelopes' with specific requirements, such as maintaining as many educators in the workforce as possible.
- **Affordability** | Widespread loss of individual and family income adds financial barriers to those who most need access to education and skills training. Support BCFS calls for financial assistance for students.

CHALLENGES TO THE POST-SECONDARY SECTOR

Public

Layoffs are already taking place in the public sector. This hurts those who are laid off, but it also hurts students (through cuts to programming and course offerings), the workers who remain, and post-secondary education as a whole. Educators who have been laid off do not know when they will return to work. Right now fear and anxiety abound about layoffs, compounding the toll of stress and burnout from increased workload.

Educators undertook a vast amount of work moving classes and programs online, and supporting students, under an almost unimaginably short timeframe when the COVID-19 crisis hit. It can be argued that they saved the January semester throughout the post-secondary system. Since then, a new semester has begun and educators have continued learning about these new delivery methods on top of their work teaching and supporting students. Employers have resisted union proposals to address workload, leaving educators to look ahead and see no end in sight; indeed they need to do even more to prepare for the fall. For many, the feeling is one of taking on four new course 'preps' (determining how the course content will be delivered and learning) at once. At institutions where faculty and staff are being laid off, the workload increase is even worse as more work is distributed to fewer people.

Private

The closure of Inlingua Vancouver, a unionized private post-secondary institution, is an early warning sign of a potential seismic shift in the private post-secondary system in BC.

The higher wages and benefits gained by union workers have also helped employers in terms of the quality of education they offer, however it does leave employers with higher costs than non-union institutions. Anecdotal reports of non-unionized institutions lowering employee wages in order to keep operating raises the prospect that the employers who have treated workers the best will fare the worst during the pandemic. This potential sea change threatens the improvements in working conditions hard fought and won over the decades by unionized instructors.

The downward pressure on private post-secondary institutions requires government intervention to ensure workers' gains are not wiped out when the sector rebounds after the pandemic.

BC's unionized private sector institutions are positioned to continue providing primarily English language instruction, with living wages and benefits for educators as well as the many positive multiplier effects this sector has on the economy as a whole.

Investment benefits to students

It is well documented that individuals reap financial benefits from their post-secondary studies – over a lifetime of increased earnings, the cost of education is typically paid back several-fold⁶. In addition to this individual financial benefit, post-secondary graduates have improved health outcomes and vote at higher rates. Both of these outcomes take on greater importance during the increased stress of living – and participating in elections – under pandemic conditions.

However, access to post-secondary is not universal and segments of the population whose parents have lower income have lower rates of access than those with higher family income⁷. For these students, access is especially important – both in terms of variety of course selection through affordable public institutions, and in terms of geographic location. An important part of post-secondary education is the in-person community and support offered through attending classes in person, and planning should take this into account, while still following public health guidelines and directives.

The issue of close geographic access to post-secondary education has added importance in rural BC. Further, this access is not solely related to reasonable geographic access to the institution's academic community of

faculty, staff, and fellow students. It is also a matter of students being able to retain the financial and social benefits of a small town such as lower cost of living, family support and childcare assistance all of which are more valuable when we are collectively asked to keep our social bubbles limited and not contribute to over-crowding. Beyond those immediate benefits, faculty and staff at individual rural institutions have built up connections to local employers and jobs, which can streamline the process for students and graduates to find jobs in their local communities.

Investment benefits to post-secondary workforce and system

As a federation of unions, FPSE will always seek alternatives to layoffs and associated disruption to post-secondary workers, students, and institutes. This is a measure of our solidarity to our fellow workers and union members and a desire to provide the best post-secondary education possible. Every cut to faculty and staff is a cut in service to students, taking us further away from this shared goal.

Alternatives to layoffs can often be found through collective agreement language that has been agreed to by both union and employer representatives. In fact, a number of alternatives are codified in the FPSE Common Agreement Section 6.4 Targeted Labour Adjustment:

6.4.1 Employer Commitments

It is agreed that the institution will make every reasonable attempt to minimize the impact of funding shortfalls and reductions on the work force.

⁶ Ivanova, I., *Paid In Full Update* (2012), Canadian Centre For Policy Alternatives, p.11. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2012/01/CCPA_Paid_in_Full_2012_web.pdf

⁷ Kirby, D., (2009), 'Widening Access: Making the Transition from Mass to Universal Post-Secondary Education in Canada', *Journal of Applied Learning*, Vol. 2, Special Issue, Article 3, April Retrieved from <http://en.copian.ca/library/research/jarl/widening/widening.pdf>

It is incumbent upon institutions to communicate effectively with their employees and the unions representing those employees as soon as the impact of any funding reduction or shortfall or profile change has been assessed. (Continued in addendum)

It will be important that any layoff mitigation strategies recognize the value of faculty and staff work. Attempts to piecemeal either job, and break work into more precarious, lower paid positions is not a solution to any of the problems facing workers, students, the system, or the province.

It is vital for institutions to honour these agreements and use every tool possible to avoid or minimize layoffs to the greatest extent possible. It not only is their obligation as an employer, but also as administrators of a public educational system. Administrators must find ways to continue delivering the education people need – this will not be found by hollowing out faculty and staff and offering students the least support possible.

Because contract faculty are already paid less than regular faculty, disproportionate numbers of cuts must be made to achieve cost savings. Each one affects another BC family. It is almost impossible to imagine that this significant loss of diverse experts will not result in loss of offerings and reduce the diverse capacity of educational delivery across the province.

Alternatively, consultation within institutions, and system-wide, could produce innovative measures to reduce layoffs, maintain or increase service to students, and ensure that the post-secondary sector is part of the future BC needs.

Investment benefits to communities

Post-secondary institutions are valuable agents of economic development and innovation⁸. Those in resource communities need to be able to access training without giving up home, life, and work. Students deserve the same choice in courses and programs as those who live in urban centres, especially when moving to an urban centre increases density at a time when we are looking to increase physical distancing. Once students graduate, they benefit from educators who are directly connected to the community, as they can liaise and connect students with local employers.

Municipal budgets in rural communities are already stretched due to the economic and social disruption of the pandemic⁹. Lack of job training access for students and loss of educator jobs will further increase budgetary pressure on these municipalities.

⁸ Lund, S. Manyika, J., Hilton Segel, L., Dua, A., Hancock, B., Rutherford, S., and Macon, B., 2019, *The Future of Work in America*, McKinsey Global Institute. Retrieved from <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow>

⁹ *Protecting Vital Municipal Services, 2020*, Federation of Canadian Municipalities. Retrieved from <https://data.fcm.ca/documents/resources/reports/protecting-vital-municipal-services.pdf>

Investment benefits to the province

Maintaining the BC post-secondary system by increasing public funding of post-secondary institutions to make up any funding shortfall will yield economic and social benefits to the province in the immediate and long term.

In the immediate term, students will have access to a robust selection of courses and programs regardless of where they are in the province. Current students will be able to continue their studies without disruption, and those out of work will be able to access retraining with a full selection of course offerings. Students and communities will benefit from the continued employment of faculty and staff, with their respective ability to help students complete their studies, and once completed, connect them to employment opportunities.

Over the long term, individuals and the province reap financial and social rewards from increased post-secondary education.

Both individuals and the province more than re-coup economic costs of education as post-secondary graduates tend to earn more over their lifetime and therefore pay more in progressive income tax to the province (beyond the portion of their education financed by the government)¹⁰. Those who attend post-secondary statistically have better health and well-being outcomes, reducing the draw on the health-system. These benefits are more in need under adverse pandemic conditions of increased stress and mental illness¹¹.

“education provides people with the critical thinking skills they need to be active and confident participants in our communities, and in our democratic society. Better educated people participate more actively in their communities, have higher voter turnout rates and volunteer more. Moreover, studies show that educated people are, on average, healthier, that they experience lower rates of depression and mental illness, and report a higher degree of satisfaction with life even after accounting for differences in gender, age and income”¹²

As we seek to build a more equitable future, the investment of public dollars into services with such proven and wide-reaching benefits should be prioritized.

¹⁰ Ivanova, I., *Paid In Full Update*, 2012, Canadian Centre For Policy Alternatives, p.11. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2012/01/CCPA_Paid_in_Full_2012_web.pdf

¹¹ OECD, (2020), 'What role might the social outcomes of education play during the COVID-19 lockdown', *Education Indicators in Focus*, No. 75, OECD Publishing, Paris. Retrieved from https://www.oecd-ilibrary.org/education/what-role-might-the-social-outcomes-of-education-play-during-the-covid-19-lockdown_8aa53421-en

¹² Ivanova, I., *Paid In Full Update*, 2012, Canadian Centre For Policy Alternatives, p.12. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2012/01/CCPA_Paid_in_Full_2012_web.pdf

RECOMMENDATIONS

Recommendations for BC Budget 2021:

1. That the provincial government join FPSE and employers in establishing a formal tri-partite mechanism to ensure that continual consultation and inclusion are the hallmarks of BC's approach to the COVID-19 crisis and continue post-crisis.
2. That public investment to public post-secondary institutions be increased to offset reduced revenue from international students and fund the post-secondary educational access BC needs. Current geographic accessibility and course offerings must be maintained or increased. It is important that BC's post-secondary education system not be degraded by any reduction in international student tuition revenue. FPSE supports calling on the federal government to provide this funding through increased social transfers to BC as part of Canada's economic recovery plan.

Further options to maintain the post-secondary system:

- a. Allow institutions to run deficits
- b. Allow institutions to access surplus accounts to ensure continued funding of services, courses, and therefore faculty and staff employment.
- c. Pause, postpone or cancel some capital projects so funds can be moved or kept within operational account
- d. Allow access to institutional surpluses to maintain educator workforce
- e. Wage and hiring freeze on administrators at all institution, and for those laying off faculty or staff that administrative cuts be at least proportionate (to the educator: administrator ratio).

- f. During COVID-19 pandemic, instruct institutions to demonstrate preferential consideration for educators laid off or not re-hired by institutions within the BC post-secondary system (using Article 2 of the Common Agreement pertaining to the laid off worker registry).
 - g. Businesses and employers have a role in supporting a strong public post-secondary system as part of BC's economic recovery. Businesses who need their employees to learn new skills should be encouraged to enter into Contract Training with a public post-secondary institution ¹³.
3. That the provincial government call on the federal government to:
 - a. Endorse the Canadian Association of University Teachers' (CAUT) call to allow public institutions to access the wage replacement subsidy to;
 - b. prioritize funding and support for private post-secondary institutions with unionized instructors, as this is the most efficient metric by which to measure fair and equitable treatment of instructors and students; AND
 - c. establish a federal tri-partite committee to determine sector-wide practices regarding international education with compliance with collective agreements mandated at the outset.

¹³ Amyot, D., (2020), 'More support needed to help Canadians re-skill at post-secondary institutions', *Magazines*, Policy Options Politique, January 2020. Retrieved from <https://policyoptions.irpp.org/magazines/january-2020/more-support-needed-to-help-canadians-reskill-at-post-secondary-institutions/>

CONCLUSION

The impacts of COVID-19 have been profound and felt across society – although those who were already vulnerable disproportionately suffered the negative economic and social consequences of the pandemic.

The economic disruption has decreased government revenue at the same time as there has been increased demand for public services. It is in this context that the 2021 BC Budget is being prepared.

Rather than asking if an economic downturn is inevitable and trying to avoid it through cuts and austerity, FPSE is calling for bold, significant investment in the people of BC and the services they need to weather whatever lies ahead. We need to lay the foundation for a strong economic recovery that will last for generations.

Investment in post-secondary education must be part of this foundation, just as it must be part of the economic recovery. During an economic downturn, the need for post-secondary increases as people look for work or need to upgrade their training. When the education they need is affordable and accessible, the individual, the post-secondary system, and society all benefit from a population that grows healthier, more financially secure, and more democratically engaged, as it becomes more educated.

Investing in post-secondary education gives more people the opportunity to succeed. This is exactly the investment we need at this moment. This is how we can build an economic recovery for working people.

ADDENDUM 1: ABOUT FPSE

The Federation of Post-Secondary Educators and its member locals have been serving the needs of BC's educators for fifty years, providing resources and support, and advocating for workers' rights and benefits since the College Faculties Federation first formed in 1970.

As the system grew, instructors and staff became the College-Institute Educators Association in 1980, and FPSE in 2004. We now represent members at 11 colleges, 6 universities, 1 Indigenous institute, and 2 private sector locals made up of a non-profit university and several EAL schools.

As members of the BC Federation of Labour, the Canadian Association of University Teachers (and its National Union, NUCAUT), and the Canadian Labour Congress, FPSE is united with 3.3 million union members in Canada who work for quality public services, good jobs, positive working conditions, and strong benefits.

We provide our 20 member locals with a broad range of services all designed to strengthen the capacity of our member locals and to help bring about progressive solutions to the critical issues facing our members.

FPSE Member Locals:

- Local 1:** Capilano Faculty Association
- Local 2:** Thompson Rivers University Faculty Association
- Local 3:** Faculty Association of the College of New Caledonia
- Local 4:** Douglas College Faculty Association
- Local 5:** Kwantlen Faculty Association
- Local 6:** College of the Rockies Faculty Association
- Local 7:** University of the Fraser Valley Faculty & Staff Association
- Local 8:** Vancouver Island University Faculty Association
- Local 9:** Okanagan College Faculty Association
- Local 10:** Selkirk College Faculty Association
- Local 11:** Academic Workers' Union (Coast Mountain College)
- Local 12:** Camosun College Faculty Association
- Local 14:** Langara Faculty Association
- Local 15:** Vancouver Community College Faculty Association
- Local 16:** North Island College Faculty Association
- Local 17:** Thompson Rivers University Open Learning Faculty Association
- Local 19:** Nicola Valley Institute of Technology Employees' Association
- Local 21:** Education & Training Employees' Association
- Local 22:** Emily Carr University of Art & Design Faculty Association
- Local 24:** Quest University Faculty Union

ADDENDUM 2: 6.4.1 EMPLOYER COMMITMENTS

It is agreed that the institution will make every reasonable attempt to minimize the impact of funding shortfalls and reductions on the work force.

It is incumbent upon institutions to communicate effectively with their employees and the unions representing those employees as soon as the impact of any funding reduction or shortfall or profile change has been assessed.

If a work force reduction is necessary, the Joint Labour Management Committee will canvas employees in a targeted area or other areas over a fourteen (14) day period, or such longer time as the Joint Labour Management Committee agrees, to find volunteer solutions that provide as many viable options as possible and minimize potential layoffs. Subject to any agreement that the Joint Labour Management Committee may make to extend the period of a canvass, such canvasses shall take place either:

- prior to the issuance of lay-off notice to employees under the local agreement, or
- by no later than fourteen (14) calendar days following the annual deadline for notice of non-renewal or layoff where a local provision provides for such a deadline,

whichever date is later.

The union shall be provided with a copy of each final plan for employee labour adjustment.

6.4.2 Menu of Labour Adjustment Strategies

Where a work force reduction is necessary, the following labour adjustment strategies will be considered, as applicable.

6.4.2.1 Labour Adjustment Strategies: Workplace Organization

Subject to the institution's operational considerations, excluding the availability of funding, the following menu of work place organization labour adjustment strategies will be offered by institutions to minimize layoffs and at the appropriate time in the employee reduction process set out in the local provisions:

- a. Job sharing.
- b. Reduced hours of work through partial leaves.
- c. Transfers to other areas within the bargaining unit subject to available work and to meeting qualifications, with minimal training required where such training can be scheduled within the employee's professional development and other non-instructional time.
- d. Unpaid leaves of absence for use to seek alternate employment, retirement adjustment, retraining, etc.
- e. Workload averaging that does not incur a net increase in compensation cost.
- f. Combined pension earnings and reduced workload to equal one hundred percent (100%) of regular salary subject to compliance with the regulations of the College Pension Plan.
- g. Agreed secondment.
- h. Combinations and variations of the above or other workplace organization alternatives.

6.4.2.2 Labour Adjustment Strategies: Employee Transition

Subject to the institution's operational considerations, including the availability of funding, the following menu of employee transition labour adjustment strategies will be offered by institutions to minimize layoffs and at the appropriate time in the employee reduction process set out in the local provisions:

- a. Paid leaves of absence for use to seek alternate employment, retirement adjustment, retraining, etc.
- b. Severance with up to twelve (12) months' severance payment for an employee other than the employee(s) identified for layoff. Such severance shall be calculated by applying the local agreement severance provisions to the employee who is being offered severance. If the employee elects to take severance pay under this Article, he or she thereby waives all other rights, claims, or entitlements, and severs his or her relationship with the institution.
- c. Workload averaging that does incur a net increase in compensation
- d. Purchasing past pensionable service. If permissible the employer will match a minimum of three (3) years' contributions to the College Pension Plan where an employee opts for early retirement.
- e. Early retirement incentives pursuant to local collective agreements.
- f. Retraining.
- g. Continuation of health and welfare benefits.
- h. Combination and variations of the above or other employee transition alternatives.



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