



BARGAINING 2020



ADOPTED DEMANDS

FIRST WAVE

January 16-17, 2020

Themes :

1. Employment, work organization, and labour relations (EWLR)
 2. Professional autonomy (PA)
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EMPLOYMENT, WORK ORGANIZATION, AND LABOUR RELATIONS

- EWLR 1. Introduce new family-work-study balance measures to the collective agreement, including more restrictive guidelines for colleges.
- EWLR 2. Improve the provisions concerning sick leave or family leave days, including by allowing the splitting of paid leave days, by adding specific paid leave days for family reasons, and by providing access to all these leave days to Continuing Education teachers.
- EWLR 3. Improve the provisions concerning vacation, for example by allowing its postponement to the end of the period of absence of a teacher on parental or disability leave.
- EWLR 4. Extend the scope of provisions concerning family-work balance and family responsibilities to "relatives" and "caregivers" as defined by the *Act respecting labour standards*.
- EWLR 5. Restrict recourse to the refusal to grant job priority, including by limiting the period during which this recourse is possible and by introducing the notion of a just and sufficient cause.
- EWLR 6. Review and reformulate the collective agreement from an equity perspective to make it inclusive with respect to sexual diversity and gender plurality.
- EWLR 7. Review the leaves for union activities provided for in article 3-1.00 to increase the minimum leave and to introduce a factor proportional to the number of teachers, including Continuing Education and accounting for the different associated establishments (such as centers for college studies or *centres d'études collégiales*), all while injecting the necessary resources. In clause 3-1.11, express in full-time equivalents the leaves of members of the Federal Office (*Bureau fédéral*).
- EWLR 8. Improve the provisions concerning being placed on availability (*mise en disponibilité*), including by reducing the size of relocation zones and sectors, and by facilitating remaining in or returning to the College of origin at the request of the teacher relocated on a load (*charge*) or on a position (*poste*).

- EWLR 9. Define the terms of gradual retirement in the collective agreement.
- EWLR 10. Improve provisions concerning the grievance process, arbitration, and disciplinary measures, in particular by adding a considerable number of arbitrators.
- EWLR 11. Add to the mandates of the provincial committee (*comité national de rencontre*) that of carrying out work on the possibility of introducing the notion of partial disability to the collective agreement.
- EWLR 12. Extend the accumulation of seniority and experience to any period of disability.
- EWLR 13. Establish a maximum number of years for provisional assignments.
- EWLR 14. Define in the collective agreement the guidelines for the academic council (*commission des études*) as they were set out in article 4-5.00 of the 2000-2002 collective agreement for the Commission pédagogique.

PROFESSIONAL AUTONOMY

- PA1. Set down the membership of CEGEP teachers in higher education in the collective agreement by introducing clauses protecting their academic freedom, their freedom of expression and opinion.
- PA2. Recognize in the collective agreement that only teachers bear the responsibility for all teaching activities leading to a diploma.
- PA3. Recognize in the collective agreement that teachers have a particular expertise in research.
- PA4. Strengthen the role and voice of teachers in the decision-making processes of the College and the college network, including by introducing the formal obligation to consult the union within a reasonable delay on any project or change to a policy, institutional standard, directive or regulation; and by consolidating departmental autonomy.



BARGAINING 2020



ADOPTED DEMANDS

SECOND WAVE

February 6-7 and 27-28, 2020

Themes :

1. Remuneration (REM)
 2. Job insecurity (JI)
 3. Continuing Education (CE)
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REMUNERATION

- REM1. Abolish the first six (6) steps of the salary scale applicable on April 2, 2019 provided for in Appendix VI – 1 of the 2015-2020 collective agreement and reclassify each teacher in the new scale.
- REM2. Augment steps 12, 13, and 14 (the current steps 18, 19, and 20) of the new salary scale such that the inter-step is 3%, in compliance with letter of agreement number 14 of the 2000-2002 collective agreement.
- REM3. Provide reimbursements for all fees related to the requirement to maintain membership in a professional order or acquire a certification relevant to a specialty taught.
- REM4. Provide for compensation purposes that any master's degree is accompanied by recognition of a minimum of 18 years of schooling (*scolarité*) and access to step 12 (current step 18), and that any doctoral degree (*3^e cycle*) is accompanied by recognition of a minimum of 19 years of schooling.
- REM5. Demands related to the Centre québécois de formation en aéronautique (CQFA):
- 5.1 Apply clauses 8-3.01, 8-3.03 and 8-3.06 of the collective agreement to CQFA teachers in the same way as for all CEGEP teachers.
 - 5.2 Increase the amount provided for in clause 5-20.12 of Appendix III – 1 for the purchase of safety equipment on aircraft.
 - 5.3 Improve the remuneration of CQFA teachers by granting at the 7th step of the Class III scale a salary equivalent to the 17th step of the Institut maritime du Québec plus five percent (5%) and by adjusting the scales accordingly.
 - 5.4 Apply *mutatis mutandis* to Appendix III – 1 any agreed modification to the collective agreement.

JOB INSECURITY

- J11. Improve the provisions relating to the hiring and contracting of non-tenured teachers, for example with respect to withdrawing from or splitting teaching loads.
- J12. Revise the order of hiring priorities on a position (*poste*) or a load (*charge*) in order to better protect the non-tenured teacher with high seniority.
- J13. Adapt the compensation provisions to facilitate access to Employment Insurance for non-tenured teachers.
- J14. Reduce the number of individual teaching load credits (*unités de charge individuelle* or CI) required to become a full-time teacher and inject resources accordingly.
- J15. Introduce income security arrangements for non-tenured teachers.
- J16. Improve the conditions on acquiring tenure for teachers who have benefited from parental leaves or who have been absent due to a disability.
- J17. Specify that all courses serve to create positions (*postes*) in the disciplines of the teachers who teach them.
- J18. Allow non-tenured teachers to participate in the voluntary working time reduction program on a full-time semester workload and make them eligible for the leave with deferred salary on a full-time annual workload.
- J19. Review the provisions relating to the recognition of experience in order to standardize their application, particularly by establishing a deadline for the college's response to the teacher.
- J110. Review the tenure access mechanism to significantly reduce the rate of job insecurity.
- J111. Introduce provisions to improve staffing forecasts.
- J112. Delay the date until which the college must create a position (*poste*) and require the dispatch of a fourth (4th) list of positions by the Placement Office.
- J113. Introduce guidelines fostering the arrangement of the part-time teacher's schedule according to their teaching load and their professional reality.

CONTINUING EDUCATION

- CE1. Equitably compensate teachers for Continuing Education and summer courses (according to Table A of Appendix VI – 1) by accounting for their individual teaching loads (*charge individuelle* or CI) in accordance with Appendix I – 1 and by ensuring all associated benefits.
- CE2. Provide a selection committee common to Regular and Continuing Education. When the discipline is not offered in the Regular sector, provide that the selection committee is nonetheless constituted by a majority of teachers selected by their peers.
- CE3. Introduce a week's delay between two consecutive course blocks for any Continuing Education program.
- CE4. Repeal clause 8-7.02.



BARGAINING 2020



DEMANDS IN CONSULTATION

THIRD WAVE OF CONSULTATION

Adopted by the regroupement cégep on February 27-28, 2020

Themes :

1. The teaching load and its distribution / Resources and funding (TLRF)
 2. Consolidation and transformation of the network (CONS)
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THE TEACHING LOAD AND ITS DISTRIBUTION / RESOURCES AND FUNDING

- TLRF1. Review the current parameters for calculating the individual teaching load (*charge individuelle* or CI) so that it more accurately reflects the work done by the teacher in relation to lesson hours, preparation hours, number of students, and travel; and advance the reference dates to this same end.
- TLRF2. Review the individual teaching load so that it recognizes the work done in clinical settings, in stages, in laboratories, and in distance education.
- TLRF3. Add teaching resources associated with Type 1 and Type 2 duties to the collective agreement in order to recognize support for students with disabilities or with a low secondary school general average in the teacher's workload.
- TLRF4. Expand the scope of the retraining program related to the revision of a technical program provided for in clause 5-4.23 and inject resources accordingly.
- TLRF5. Overhaul the funding method for the CEGEPs in order to stabilize teaching resources, for example by establishing a substantial floor in the number of full-time teachers or the equivalent per college, along with new parameters sensitive to the particularities of different student populations; and inject the necessary resources.
- TLRF6. Inject teaching resources for Type 1 duties while accounting for the modifications to the calculation of the individual teaching load.
- TLRF7. Increase the resources allocated to coordination to ensure the proper functioning of departments, programs, and stages; and introduce teaching resources for the purposes of coordination in Continuing Education.
- TLRF8. Increase the resources allocated for program support, e.g. for program reviews.
- TLRF9. Increase the professional development resources provided for in article 7-1.00 and include Continuing Education teachers in their calculation.
- TLRF10. Facilitate the opening of a position (*poste*) for the teacher working alone in their discipline in an isolated college.
- TLRF11. Specify in the collective agreement that any statement on the use of teaching personnel or staffing proposal be sent to the union by the college in editable digital format, and that any formula used be visible therein.

- TLRF12. Provide for the production, in the event of any proposed modification to a college's course grids, of an analysis of the resulting impact on workloads; and specify that it be submitted to the Labour Relations Committee before the modification is considered by the academic council (*commission des études*) or the Commission pédagogique.

CONSOLIDATION AND TRANSFORMATION OF THE NETWORK

- CONS1. Establish a province-wide committee per program or discipline whose members include a teacher elected by their peers from each of the colleges concerned, notably to take part in any program review process; and provide for the necessary leaves.
- CONS2. Submit the opening of any centre d'études collégiales, subcentre, or service point to the guidelines* set out by the regroupement cégep.
- CONS3. Add to the mandates of the provincial committee (*comité national de rencontre*) the administering of the guidelines* for the opening of any centre d'études collégiales and the deployment of distance education.
- CONS4. Stipulate that any local project pertaining to the development of a service point require an agreement between the local parties.
- CONS5. Revise Appendix III - 13 pertaining to Collège de l'Abitibi-Témiscamingue.
- CONS6. Provide guidelines for the specificities of distance education as it concerns working conditions, for example:
- By requiring the approval of the departments concerned, the Labour Relations Committee, and the academic council or the Commission pédagogique for any existing or prospective distance education project, and by ensuring the necessary support.
 - By stipulating that classroom-synchronous activities be the only form of distance education offered to students, and that these be strictly complementary to face-to-face teaching.
- CONS7. Provide guidelines for inter-institutional partnerships, particularly regarding work organization, working conditions, the application of institutional policies and regulations, and union representation and support for members; and require the approval of the departments concerned.
- CONS8. Provide guidelines for the various teaching activities related to the recognition of acquired competencies (RAC).
- CONS9. Revise the provisions related to the review and advisory committee (*comité de révision et de conseil*) in order to make the complaint process pertaining to the evaluation of years of schooling (*scolarité*) fairer.
- CONS10. Create a parity classification committee with the mandate to make recommendations to the minister concerning appropriate updates to the 'Manuel d'évaluation de la *scolarité*'.

*adopted by the regroupement cégep on February 6-7, 2020