

	<b>Priority demand</b>	<b>Reference demand(s)</b>
<b>1.</b>	Improve the provisions concerning sick leave or family leave days by allowing the splitting of paid leave days and by providing access to all these leave days to Continuing Education teachers. Extend the scope of provisions concerning family-work balance and family responsibilities to "relatives" and "caregivers" as defined by the <i>Act respecting labour standards</i> .	EWLR2, EWLR4
<b>2.</b>	Review and reformulate the collective agreement from an equity perspective to make it inclusive with respect to sexual diversity and gender plurality.	EWLR6
<b>3.</b>	Define in the collective agreement the guidelines for the academic council ( <i>commission des études</i> ) as they were set out in article 4-5.00 of the 2000-2002 collective agreement for the Commission pédagogique.	EWLR14
<b>4.</b>	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.	PA1
<b>5.</b>	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.	PA4
<b>6.</b>	Maintain the consistency of the salary structure with respect to the salary scale of elementary and secondary school teachers.	REM1
<b>7.</b>	Demands related to the Centre québécois de formation en aéronautique (CQFA): 7.1 Adjust the annual salaries of aeronautics teachers at the CQFA. 7.2 Apply <i>mutatis mutandis</i> to Appendix III – 1 any agreed modification to the collective agreement.	REM5
<b>8.</b>	Improve the provisions relating to the hiring and contracting of non-tenured teachers, for example with respect to withdrawing from or splitting teaching loads.	J11
<b>9.</b>	Reduce the number of individual teaching load credits ( <i>unités de charge individuelle</i> or CI) required to become a full-time teacher and inject resources accordingly.	J14
<b>10.</b>	Specify that all courses serve to create positions ( <i>postes</i> ) in the disciplines of the teachers who teach them.	J17

	Priority demand	Reference demand(s)
11.	Equitably compensate teachers for Continuing Education and summer courses (according to Table A of Appendix VI – 1) by accounting for their individual teaching loads ( <i>charge individuelle</i> or CI) in accordance with Appendix I – 1 and by ensuring all associated benefits.	CE1
12.	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 be nonetheless constituted by a majority of teachers selected by their peers.	CE2
13.	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.	TLRF3
14.	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.	CONS1
15.	Submit the opening of any centre d'études collégiales, subcentre, or service point to the guidelines* set out by the regroupement cégep. Add to the mandates of the provincial committee ( <i>comité national de rencontre</i> ) the administering of the guidelines* for the opening of any centre d'études collégiales. <i>*adopted by the regroupement cégep on February 6-7, 2020</i>	CONS2, CONS3
16.	Revise Appendix III - 13 pertaining to Collège de l'Abitibi-Témiscamingue.	CONS5
17.	Provide guidelines for the specificities of distance education as it concerns working conditions, for example: <ul style="list-style-type: none"> <li>• 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.</li> <li>• By reviewing the individual teaching load (<i>charge individuelle</i> or CI).</li> <li>• By stipulating that distance education be strictly complementary to face-to-face teaching.</li> </ul>	CONS6
18.	Recognize in the collective agreement that only teachers bear the responsibility for all teaching activities leading to a diploma and provide guidelines for the various teaching activities related to the recognition of acquired competencies (RAC).	PA2, CONS8
19.	Revise the provisions related to the review and advisory committee ( <i>comité de révision et de conseil</i> ) in order to make the complaint process pertaining to the evaluation of years of schooling ( <i>scolarité</i> ) fairer. Create a parity classification committee with the mandate to update the 'Manuel d'évaluation de la scolarité'.	CONS9, CONS10

	Priority demand	Reference demand(s)
20.	Integrate the following parity committee mandates into the collective agreement: job security and insecurity, health & medical technology programs, partial disability, centres d'études collégiales development oversight, underfunding and deficits, individual teaching load (CI) calculation parameters, and family-work-study balance.	

See the reference table below for the details of this demand.

Parity committee	Resources requested?	Reference demand(s)
Job security and insecurity		EWLR8, JI2, JI5, JI10, JI12, JI13
Health & medical technology programs	Yes	REM3, TLRF2
CNR (new mandates: disability; centres d'études collégiales development and distance education oversight)		EWLR11, CONS3
CCT (new mandate: underfunding and deficits)	Yes	TLRF5
CCT (new mandate: individual teaching load calculation parameters)	To be determined	TLRF1 and TLRF6
CCNAÉ (new mandate: family-work-study balance)		EWLR1, EWLR2