

PRIORITY DEMAND

EMPLOYMENT, WORK ORGANIZATION, AND LABOUR RELATIONS

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| 1. | 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> . | |
| 2. | Review and reformulate the collective agreement from an equity perspective to make it inclusive with respect to sexual diversity and gender plurality. | |
| 3. | 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. | |
| 4. | Integrate parity committee mandates concerning disability (CNR) and family-work-study balance (CCNAÉ) into the collective agreement. | See table on page 4 |

PROFESSIONAL AUTONOMY

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| 5. | 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. | |
| 6. | 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. | |

REMUNERATION

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| 7. | Maintain the consistency of the salary structure with respect to the salary scale of elementary and secondary school teachers. | |
| 8. | <p>Demands related to the Centre québécois de formation en aéronautique (CQFA):</p> <p>7.1 Adjust the annual salaries of aeronautics teachers at the CQFA.</p> <p>7.2 Apply <i>mutatis mutandis</i> to Appendix III – 1 any agreed modification to the collective agreement.</p> | |

PRIORITY DEMAND

JOB INSECURITY

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| 9. | Improve the provisions relating to the hiring and contracting of non-tenured teachers, for example with respect to withdrawing from or splitting teaching loads. | |
| 10. | 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. | |
| 11. | Specify that all courses serve to create positions (<i>postes</i>) in the disciplines of the teachers who teach them. | |
| 12. | 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. | |
| 13. | Integrate a parity committee mandate concerning job security and insecurity into the collective agreement. | See table on page 4 |

CONTINUING EDUCATION

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| 14. | 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. | |
| 15. | 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. | |

THE TEACHING LOAD AND ITS DISTRIBUTION / RESOURCES AND FUNDING

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| 16. | 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. | |
| 17. | 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. | |
| 18. | 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. | |
| 19. | Inject resources to solve various problems related to health & medical technology programs by entrusting a new parity committee with the mandate to agree on the terms of their deployment while the collective agreement is in force. Require that this committee file its report and present its recommendations no later than 90 days after the signing of the collective agreement (excluding vacation). | See table on page 4 |

PRIORITY DEMAND

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| 20. | Inject resources to solve the problem of the underfunding of Type 1 and Type 2 duty-related teaching resources and the deficits it generates by entrusting the advisory committee on teaching workloads (<i>comité consultatif sur la tâche</i>) with the mandate to agree on the terms of their deployment while the collective agreement is in force. | See table on page 4 |
| 21. | Integrate a parity committee mandate concerning individual teaching load (CI) calculation parameters (CCT) into the collective agreement. | See table on page 4 |
| CONSOLIDATION AND TRANSFORMATION OF THE NETWORK | | |
| 22. | 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. | |
| 23. | Submit the opening of any centre d'études collégiales, subcentre, or service point to the guidelines* set out by the regroupement cégep, including by ensuring its full funding in terms of teaching resources. 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>*see appendix</i> | See table on page 4 |
| 24. | Revise Appendix III - 13 pertaining to Collège de l'Abitibi-Témiscamingue. | |
| 25. | Provide guidelines for the specificities of distance education as it concerns working conditions, for example: <ul style="list-style-type: none"> • 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 reviewing the individual teaching load (<i>charge individuelle</i> or CI). • By stipulating that classroom-synchronous activities be the only form of distance education offered to students unless otherwise agreed by the local parties, and that these be strictly complementary to face-to-face teaching. Add to the mandates of the provincial committee (<i>comité national de rencontre</i>) the oversight of distance education offerings across the network. | See table on page 4 |
| 26. | 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). | |
| 27. | 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'. | |
| 28. | Whenever the College plans to establish a partnership with another educational institution affecting the work organization and working conditions of teachers, require that the College discuss it in Labour Relations Committee at least six months before it becomes effective. | |

TABLE: PARITY COMMITTEE MANDATES

| PARITY COMMITTEE | EXAMPLE REFERENCE DEMAND(S) |
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| <p>Demand 13 Job security and insecurity</p> | <ul style="list-style-type: none"> - Improve the provisions concerning being placed on availability (<i>mise en disponibilité</i>), 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 (<i>charge</i>) or on a position (<i>poste</i>). - Revise the order of hiring priorities on a position (<i>poste</i>) or a load (<i>charge</i>) in order to better protect the non-tenured teacher with high seniority. - Introduce income security arrangements for non-tenured teachers. - Review the tenure access mechanism to significantly reduce the rate of job insecurity. - Introduce provisions to improve staffing forecasts. - Delay the date until which the college must create a position (<i>poste</i>) and require the dispatch of a fourth (4th) list of positions by the Placement Office. - Introduce guidelines fostering the arrangement of the part-time teacher's schedule according to their teaching load and their professional reality. |
| <p>Demand 19 Health & medical technology programs</p> | <ul style="list-style-type: none"> - 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. - Review the individual teaching load so that it recognizes the work done in clinical settings, in stages, in laboratories, and in distance education. |
| <p>Demands 23 and 25 Provincial committee or <i>Comité national de rencontre</i> (CNR) New mandates: disability; centres d'études collégiales development and distance education oversight</p> | <ul style="list-style-type: none"> - Add to the mandates of the provincial committee (<i>comité national de rencontre</i>) that of carrying out work on the possibility of introducing the notion of partial disability to the collective agreement. - Extend the accumulation of seniority and experience to any period of disability. - 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 and the deployment of distance education. |
| <p>Demand 20 Advisory committee on teaching workloads or <i>Comité consultatif sur la tâche</i> (CCT) New mandate: underfunding and deficits</p> | <ul style="list-style-type: none"> - 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. |
| <p>Demand 21 Advisory committee on teaching workloads or <i>Comité consultatif sur la tâche</i> (CCT) New mandate: individual teaching load calculation parameters</p> | <ul style="list-style-type: none"> - Review the current parameters for calculating the individual teaching load (<i>charge individuelle</i> 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. - Inject teaching resources for Type 1 duties while accounting for the modifications to the calculation of the individual teaching load. |

| PARITY COMMITTEE | EXAMPLE REFERENCE DEMAND(S) |
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| <p>Demand 4 Provincial affirmative action advisory committee or <i>Comité consultatif national d'accès à l'égalité</i> (CCNAÉ) New mandate: family-work-study balance</p> | <ul style="list-style-type: none"> - Introduce new family-work-study balance measures to the collective agreement, including more restrictive guidelines for colleges. - 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. |

Appendix: Demand 23

Conditions favorable to the authorization of a centre d'études collégiales (CEC)

That the regroupement cégep adopt the following as prerequisite or favorable conditions for the authorization of any new centre d'études collégiales (CEC):

1- Production by the Ministry of Education and Higher Education (MEHE) of a situation analysis which:

- establishes the current and forecast profile of student enrollments in the target region, both at the secondary school and college levels;
- presents past and current measures to promote accessibility to studies, particularly concerning school perseverance and the development of public transit;
- is based among other things on a rigorous and transparent consultation of the various actors in the target region, including its college teachers;
- explains the consequences linked to the advent of a new college education establishment in the target region;
- demonstrates the existence of one or more problems with accessibility to college studies in the target region and suggests one or more solutions.

2- If a complete and in-depth analysis demonstrates:

- that the student enrollment forecast exceeds the capacity of neighboring CEGEPs for accommodation and expansion, and that the map of programs offered in the region can be expanded without any negative effects;
- that all solutions to promote accessibility to college studies other than a CEC have been implemented and have reached their respective limits;
- that the advantages introduced by a new CEC would outweigh the disadvantages on several fronts;
- that, overall, a CEC would really meet a need;

then the MEHE authorizes the CEC project, which would from its opening be granted permanent status and the necessary resources.