



BARGAINING 2020



DEMANDS

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
 2. Consolidation and transformation of the network
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THE TEACHING LOAD AND ITS DISTRIBUTION / RESOURCES AND FUNDING

1. 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.
2. Review the individual teaching load so that it recognizes the work done in clinical settings, in stages, in laboratories, and in distance education.
3. 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.
4. 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.
5. 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.
6. Inject teaching resources for Type 1 duties while accounting for the modifications to the calculation of the individual teaching load.
7. 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.
8. Increase the resources allocated for program support, e.g. for program reviews.
9. Increase the professional development resources provided for in article 7-1.00 and include Continuing Education teachers in their calculation.
10. Facilitate the opening of a position (*poste*) for the teacher working alone in their discipline in an isolated college.

11. 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.
12. 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

1. 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.
2. Submit the opening of any centre d'études collégiales, subcentre, or service point to the guidelines* set out by the regroupement cégep.
3. 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.
4. Stipulate that any local project pertaining to the development of a service point require an agreement between the local parties.
5. Revise Appendix III - 13 pertaining to Collège de l'Abitibi-Témiscamingue.
6. 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.
7. 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.
8. Provide guidelines for the various teaching activities related to the recognition of acquired competencies (RAC).
9. 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.
10. 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