

LIST OF ISSUES



Regroupement cégep

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TABLE OF CONTENTS

JOB INSECURITY.....	1
CONTINUING EDUCATION.....	4
THE TEACHING LOAD AND ITS DISTRIBUTION.....	6
RESOURCES AND FUNDING.....	8
EMPLOYMENT, WORK ORGANIZATION, AND LABOUR RELATIONS.....	10
PROFESSIONAL AUTONOMY.....	12
REMUNERATION.....	13
CONSOLIDATION AND TRANSFORMATION OF THE NETWORK.....	14

The issues presented below are the result of an extensive consultation with local unions. Work carried out by the province-wide committees provided for in the collective agreements, as well as by the federation's syndical advisors, also informed this list.

Please note that the topics and issues presented below have not been prioritized.

**JOB INSECURITY**

- 01 Prolonged job insecurity has harmful effects on the physical and psychological health of precariously employed teachers.
- 02 Non-permanent teachers face grave uncertainty, particularly when they teach in a college or discipline where workloads are unstable, due for example to the volatility of student numbers.
- 03 It is very difficult for non-permanent teachers who work in more than one college or workplace to make informed choices.
- 04 Certain colleges issue contracts for non-permanent teachers very late, sometimes even after the drop deadline, which makes them bear the brunt of the uncertainty related to student numbers.
- 05 Non-permanent teachers are often informed of their teaching loads and schedules very late. Their loads are often modified right up until the very beginning of term. It is not uncommon for these changes to increase their loads (by increasing the number of preparations, course hours, or students). Sometimes, what should have been a full-time workload becomes a part-time workload.
- 06 Each year, non-permanent teachers must contend with the possibility of being displaced by teachers placed on availability (MEDs) from other colleges who may be less senior. Sometimes, more than one MED might arrive in the same department during a given term. Due to their geographic location, certain colleges are likely to receive MEDs from many other colleges.
- 07 Some local administrations interpret clause 5-4.16 in a problematic way, notably by refusing loads because they are momentarily too heavy or by imposing an additional load on teachers.
- 08 Colleges lack flexibility when it comes to accommodating non-permanent teachers. Often, they do not allow a teacher to withdraw from a Continuing Education or part-time workload to accept a more beneficial one in the Regular sector.
- 09 Non-permanent teachers who do not have access to full-time workloads must often accumulate part-time workloads, and the colleges do not assist with the reconciliation of their schedules.
- 10 Given the nature of the teaching profession, especially in relation to the scheduling and staggering of salary payments, it is often difficult for non-permanent teachers to avail themselves of Employment Insurance.
- 11 Non-permanent teachers must deal with serious anxiety related to maintaining their place on hiring priority lists for their discipline, where they can be passed for reasons beyond their control. For example, some teachers alternate their positions on the seniority list year after year. They often tend to take on too much work to avoid being passed.
- 12 Non-permanent teachers are not assigned certain workloads because of the difficulty in tracking the relevant postings and applying in time.

- 13 Non-permanent teachers often have heavier teaching loads than permanent teachers, in particular:
 - because the colleges often require them to have a CI that is higher than 40 for a given term or 80 for a given year;
 - due to the large number of new preparations they must take on;
 - because of the overload caused by replacing colleagues while the term is under way.
- 14 The threshold for annualization (80 CI) is too high, which penalizes non-permanent teachers.
- 15 The number of Regular sector CI units required to benefit from 5-1.03 d) is too high. Access to 5-1.03 d) is too restrictive.
- 16 No matter their years of seniority or the number of consecutive full-time contracts to their credit, non-permanent teachers do not benefit from the slightest salary security measure.
- 17 Some resources could generate positions but do not, which worsens job insecurity.
- 18 Some disciplines receive such a small allocation of teaching resources that teachers working in them may never have access to job security.
- 19 Precariously employed teachers encounter difficulties in consistently availing themselves of the insurance plan.
- 20 The conditions for obtaining tenure are often too restrictive. For example:
 - years of seniority acquired while on parental or disability leave do not all count for the purposes of obtaining tenure; and
 - the accumulation of years of seniority does not allow for obtaining tenure without a position, even if the person has accumulated many consecutive full-time years working for the college.
- 21 Some colleges are reluctant to open positions involving more than one discipline or to hire a teacher (who has the necessary qualifications) in more than one discipline, even though this could allow certain teachers in small CEGEPs to achieve full-time employment.
- 22 Access to some leaves (e.g., voluntary workload reduction, leave with deferred or anticipated salary) is difficult or even impossible for non-permanent teachers.
- 23 Job insecurity can sometimes be an obstacle to full participation in departmental and institutional life for non-permanent teachers, despite their willingness to be involved.
- 24 The assignment of contracts is problematic and does not bind both parties equitably.
- 25 Some colleges conservatively forecast the number of student registrations. As a result, they open too few positions.
- 26 The multiple hiring processes faced by non-permanent teachers are too cumbersome.

- 27 The rules governing the opening of positions are not applied uniformly across the network. In particular, some colleges open positions based on the smallest of the two term allocations in FTE.
- 28 Parental leaves are not adapted to the situation of non-permanent teachers.
- 29 Many colleges face difficulties recruiting and retaining new teachers, particularly because of the great difficulty in offering full-time annual assignments during initial staffing, and due to working conditions at the beginning of their careers.
- 30 Access to research contracts and research conditions, particularly in CCTTs, are often problematic for non-permanent teachers.
- 31 The tendency of certain colleges to favor CI overruns rather than create new workloads worsens job insecurity.

CONTINUING EDUCATION

- 01 The hourly wage for Continuing Education and summer courses is inequitable compared to the CI-based remuneration of teachers in the Regular sector.
- 02 Continuing Education teachers do not have access to the same working conditions and benefits (leaves, insurance, etc.) as their colleagues in the Regular sector, nor do they generally have access to professional development.
- 03 Continuing Education teachers carry out tasks that go unrecognized or only partly recognized, and this undermines their professional autonomy.
- 04 Hiring for Continuing Education courses does not always respect the hiring priority sequence set out in 5-4.17 d). Sometimes teachers are unable to exercise their priority due to avoidable scheduling conflicts.
- 05 The intensive or atypical schedules in Continuing Education complicate decision making, lead to periods of work overload, and make vacation time difficult to plan, particularly for teachers who work in both the Regular and Continuing Education sectors.
- 06 Continuing Education teachers do not benefit from any job security measures.
- 07 The Continuing Education teaching loads (*charges à la formation continue*) set out in Appendix I-13 are insufficient and inadequately regimented.
- 08 The selection committee and criteria are sometimes different for the Continuing Education and Regular sectors.
- 09 Not all programs offered in Continuing Education are under the responsibility of Regular sector departments, thus engendering a different work organization (compared to the Regular sector) in which Continuing Education teachers are deprived of departmental mechanisms of support and regulation.
- 10 Continuing Education teachers do not have access to the same services and material resources as their colleagues in the Regular sector.
- 11 Some matters concerning Continuing Education are exempt from requiring agreement in Labour Relations Committee (see 8-7.02).
- 12 Continuing Education operations lack transparency.
- 13 The organization of work does not allow the exchange of courses between Continuing Education and Regular teachers.
- 14 Some tasks performed by teachers in the Regular sector are often entrusted to professionals in Continuing Education, even though they do not have the necessary disciplinary expertise to perform them well.

- 15 In some colleges, the recognition of acquired competencies (RAC) substitutes for Continuing Education courses.
- 16 The value in full-time equivalent of a teaching load in Continuing Education, provided for in clause 8-7.07 and Appendix I-13, is obsolete.
- 17 No mechanism limits the number of students per group in Continuing Education, which is particularly problematic in the context of distance education.
- 18 The mediocre working conditions in Continuing Education do not permit the full exercise of the professional autonomy necessary for college teaching, and they amplify the opaque and chaotic development of the network.
- 19 The terms and conditions surrounding the days of paid leave for an hourly-paid teacher under 5-9.06 A) are inadequate and unsuited to the reality of Continuing Education, and the formula for calculating the indemnity does not compensate the loss of wages. In addition, the number of days is insufficient.



THE TEACHING LOAD AND ITS DISTRIBUTION

- 01 Accountability reporting and other bureaucratic requirements increase teachers' workloads.
- 02 The individual teaching load (CI) does not faithfully reflect the work carried out by teachers to ensure real equity within a department or an establishment, and it should be revisited on several bases.
- 03 Some administrations require a minimum CI for a teacher to be considered full-time.
- 04 The reference dates for CI calculation provided for in Appendix I-1 are too late.
- 05 There are problems applying the collective agreement to intensive courses.
- 06 Departments and programs dealing with technological change must constantly adapt, leading to work overload for their teachers.
- 07 Heavy teaching loads have adverse effects, including stress, burnout, presenteeism, and higher rates of leave.
- 08 The role and responsibilities of teachers in relation to students with disabilities or special needs (EESH/EBP) are unclear. In addition, the collective agreement does not define the terms EESH and EBP.
- 09 The creation of workloads for staffing purposes is becoming more complex.
- 10 Certain tasks related to teaching make teachers' overall workloads heavier, particularly in small CEGEPs and small departments.
- 11 Appendix I-8 is obsolete.
- 12 In several colleges, teachers are under pressure to participate in activities promoting their college, including outside of the period of availability, even though this is not a part of a teacher's duties.
- 13 The collective agreement has no provisions concerning research in the colleges. In addition, institutional and financial support for teachers who conduct research is sometimes insufficient. Recognition of these teachers' research activities is sometimes non-existent.
- 14 There are no stipulations for the development of international activities, nor for the working conditions of teachers who participate in such activities or who take part in activities elsewhere in Quebec.
- 15 Some provisions relating to availability are unsatisfactory, particularly with respect to its time frame and the challenge of exercising a real right to disconnect.
- 16 Some teachers, especially those with coordinating duties, are often required to work during the vacation period to ensure the proper functioning of the college or to avoid surplus work at the beginning of the school year.

- 17 Significant problems in public services, including the centralization of hospital services and workforce shortages, make it difficult to teach and to supervise stages in clinical settings.
- 18 The collective agreement does not set limits to the notion of a “course”, which can generate inequities in the workloads of certain teachers.
- 19 There are no provisions concerning the task of a teacher who carries out teaching activities for the recognition of acquired competencies.

**RESOURCES AND FUNDING**

- 01 The funding of teaching resources is not tied to the parameters of the method for calculating their allocation, which greatly contributes to heavy workloads and weakens the functioning of establishments.
- 02 The teaching resources allocated to a college do not account for several characteristics of its students, such as their profiles and their varied academic histories.
- 03 The resources allocated to Type 1 teaching duties in Appendix I-11 and those allocated in Appendices I-2 and I-13 are insufficient.
- 04 The funding method for the CEGEP network relegates the determination of specific budgets to appendices that are difficult to revise, and in which the amounts of resources dedicated to teaching are not regimented.
- 05 Maintaining small cohorts and struggling programs is problematic despite Appendix R-108. They are inadequately funded, notably because the appendix's eligibility criteria are too restrictive.
- 06 The funding of clinical teaching, stages, and laboratories is sometimes inadequate, particularly in Nursing, health-related technology programs, and Dental Hygiene.
- 07 Several resources crucial to teaching are either insufficient or lacking, particularly for professional development (including the reimbursement of fees and leaves), for laboratory coordination, for certain materials, and for technical support, e.g., in Nursing simulation laboratories.
- 08 The provisions related to the leave for obtaining a degree providing access to the "master's" scales and to step 18 need review.
- 09 The teaching resources allocated to support students with disabilities or special needs (EESH/EBP) are insufficient, and their implementation in several colleges does not lead to sustainable improvements in teaching and learning conditions. Moreover, the proportion of these resources which must be used to open positions is too small.
- 10 The teaching resources allocated to activities other than those inherent to teaching, particularly those related to coordination (of departments, programs, and stages) and to program support or help centers, are insufficient and do not account for all tasks carried out nor for local realities.
- 11 The local management of resources by college administrations often leads to errors and is insufficiently prescribed.
- 12 College administrations attribute expenses to teaching resources that should be attributed elsewhere.
- 13 The incomplete and sometimes imprecise nature of staffing proposals and statements of the use of teaching resources produced by certain colleges prevents effective follow-up by unions.

- 14 Unions do not have enough leverage over resource distribution terms, and these often lack transparency.
- 15 Current teaching resource allocations do not permit an adequate teacher-to-student ratio in some practical teaching contexts, which generates health and safety issues.
- 16 Not all local unions have access to the tools available to management for allocating resources.
- 17 Appendix I-9 does not include the teaching resources added to columns E, F, and G of Appendix I-2. Moreover, the appendix is insufficiently constraining to permit a verification of whether resources for modifications or implementations of programs, as well as those for network developments, have been made available.

**EMPLOYMENT, WORK ORGANIZATION, AND LABOUR RELATIONS**

- 01 The current family-work-school balance provisions are unsatisfactory.
- 02 The early stages of the profession are difficult, and teachers need support when they begin their careers.
- 03 Certain phrasings taken from the template (“master”) of the central table and concerning parental rights remain problematic with respect to sexual orientation and gender plurality.
- 04 Certain local administrations and their provincial counterparts are reluctant to diligently carry out the work of the Affirmative Action Committee.
- 05 The provisions related to sick leave and leave for family reasons are unsatisfactory.
- 06 Teachers are often not replaced when absent.
- 07 In some colleges and disciplines, there is undue pressure on teachers to carry out additional work hours.
- 08 There is no mechanism in the collective agreement to accommodate teachers with partial disability.
- 09 There are no prescriptions for the academic council (*la commission des études*) in the collective agreement.
- 10 The provisions related to dual employment are unclear and need review.
- 11 The conditions for the refusal to grant job priority stipulated in clause 5-1.08 make the defense of members difficult.
- 12 Some employers circumvent the spirit of article 5-18.00, notably by misusing written notices or 5-18.02.
- 13 The arbitration procedure for grievances is very long and inefficient.
- 14 The provisions of the collective agreement related to union activities need clarifying, particularly for union leave associated with a post at the federal office (*bureau fédéral*).
- 15 The leave for internal union duties provided for in the collective agreement is flatly insufficient, particularly for small unions or those outside of major urban centers, and it does not account for the number of teachers working in Continuing Education.
- 16 Measures to integrate teachers from other cultural backgrounds are non-existent or inadequate.
- 17 The collective agreement is unclear about several provisions, particularly regarding MEDs (teachers placed on availability, or *mise en disponibilité*). For example, some clauses contain mathematical formulas expressed as text, which can sometimes leave room for interpretation.

- 18 The five-working-day deadline before the beginning of term to make teacher schedules available is insufficient.
- 19 Disability provisions and the rehabilitation period are too restrictive, lack flexibility, and are sometimes discriminatory.
- 20 Certain provisions regarding placement on availability (*mise en disponibilité*) are unsatisfactory.
- 21 The number of working days provided for the submission of marks is insufficient.
- 22 The collective agreement does not account for the particularities of departments with multiple disciplines, nor of courses and responsibilities accruing to more than one department.
- 23 The gradual retirement program permitted by the RREGOP requires an agreement with the employer and its terms are not defined in the collective agreement.
- 24 The vacation enjoyed by the teacher under clause 5-6.55 may only be postponed after a QPIP parental leave by agreement between the parties, which may be inequitable.
- 25 The collective agreement does not provide for part-time unpaid professional development leave without a local agreement, which makes its application inequitable in the network.
- 26 The collective agreement does not reflect the changes to the Act respecting occupational health and safety concerning the obligation of a joint OHS committee.
- 27 Unions do not systematically receive the details of activities other than those stipulated in a teacher's workload. In the more specific case of activities relating to the recognition of acquired competencies, this makes it difficult to verify compliance with paragraph f) of clause 5-4.17.
- 28 There is pressure to resort to distance learning rather than take leave, including sick leave.
- 29 The appendix specific to teachers at the Centre québécois de formation aéronautique (Appendix III-1) is outdated and contains problematic provisions, particularly in terms of availability, work, safety, and leave.
- 30 The application of the appendix pertaining to Collège Marie-Victorin (Appendix III-2) presents difficulties with respect to the criteria for allocating teaching loads in prison environments and with respect to seniority.
- 31 There are problems interpreting article 5-8.00 regarding statutory holidays.
- 32 CEGEPs offer little or no support to teachers who would like to opt for modes of transportation other than solo driving.

PROFESSIONAL AUTONOMY

- 01 Although ranking 23 recognized the professional autonomy of CEGEP teachers, its exercise is sometimes a source of conflict, particularly on questions of success, program management, or research.
- 02 College administrations and their apparatuses interfere with departmental and program committee autonomy, notably by adopting policies forcing accountability reporting, or by restricting the role of teachers.
- 03 The increase in accountability reporting, notably related to the Commission d'évaluation de l'enseignement collégial (CEECE), generates worrisome administrative pressure.
- 04 The role of teachers and departments within the various college bodies and committees (program committees, academic councils, college boards and boards of governors, etc.) is not recognized, and the principle of collegiality is not respected.
- 05 Practices regarding teaching quality evaluations are often arbitrary or excessive and fuel conflict dynamics.
- 06 Teachers' contribution to research is crucial and their expertise must be recognized and protected.

**REMUNERATION**

- 01 The number of steps in the salary scale for CEGEP teachers is higher than for all other groups of employees in the public sector, and the starting salary is too low. This leads to attraction and retention difficulties.
- 02 The salary scale for teachers in the school sector has one step less than that for CEGEP teachers and attains the maximum salary of ranking 23, which poses a problem for salary consistency.
- 03 Teachers' salaries are not competitive compared to their colleagues in other provinces, the private sector, and some public sector jobs that currently enjoy bonuses. This situation tends to worsen in a context of high inflation.
- 04 Although all CEGEP teachers now belong to ranking 23, only the higher steps of the salary scale have been fully adjusted in consequence.
- 05 Master's and doctoral degrees are not valued highly enough by the salary scale.
- 06 There are problems with the current procedures for evaluating years of schooling and recognizing degrees.
- 07 Some teachers must pay to teach, notably for professional order membership fees and certifications related to specialties taught.
- 08 The wages of teachers in the Regular sector are usually paid in 26 equal payments, but the pay schedule sometimes includes 27 pay periods, which leads to lower biweekly payments for a period of up to one year.
- 09 The specific terms of remuneration for teachers at the Centre québécois de formation aéronautique need review from an equity viewpoint.
- 10 Remuneration for CI overruns is inadequate.
- 11 During the term, recruitment difficulties due to the labor shortage increase the number of replacements done by full-time teachers. However, the remuneration they obtain for this overtime is proportionally lower than their usual remuneration.
- 12 The hourly rate for other activities provided for in clause 6-1.04 is insufficient.



CONSOLIDATION AND TRANSFORMATION OF THE NETWORK

DISTANCE EDUCATION

- 01 The collective agreement does not set out working and learning conditions for distance education (*l'enseignement à distance*). The teaching load for teachers in the context of distance education is not adequately recognized.
- 02 College bodies which include teachers (departments, academic councils, labour relations committees, program committees) are not sufficiently involved in distance education activities.
- 03 The rollout of distance education is often done in a chaotic manner, without a national strategy or guidelines or the participation of teachers, and without concern on the part of management as to the potential impacts, particularly on students, teachers, and CEGEPs in the regions.
- 04 The collective agreement does not set out any prescriptions or definitions for distance education.
- 05 In the collective agreement, the protection of rights related to intellectual property, privacy and image is ill-suited to distance education.
- 06 Distance education brings several technical, technological, and IT needs that are not always met by colleges.
- 07 Teaching, supporting, and evaluating students remotely brings specific difficulties that are not encountered in person.
- 08 Distance education prevents the creation of human bonds, generates isolation and, for some people, leads to mental health problems.
- 09 Certain administrations do not consider the fact that some learning cannot be done remotely.
- 10 Distance education represents a risk for the professional autonomy of teachers, notably because it is sometimes imposed as a way of making up classes and because it facilitates interference in the task.
- 11 Distance education represents a risk of increased job insecurity, particularly through its accelerated development in Continuing Education.
- 12 Some colleges use environmental issues as a pretext to justify the use of distance education.
- 13 Some administrations are tempted to consider distance education as an easy solution to the problems of recruiting teaching staff, which risks obliterating the real underlying issues.
- 14 Certain teachers are hired expressly to teach remotely, particularly in Continuing Education. Some live too far away to work in person, which makes exercising their job priority and participating in their departments difficult.

PROGRAM OFFERINGS

- 15 The absence of province-wide discipline or program coordination leads to a lack of cohesion in the college network and makes it difficult to issue equivalent diplomas.
- 16 The program review & development process is opaque, and its consultation and implementation mechanisms are inadequate, both of which create conflict.
- 17 The development of Continuing Education in the CEGEP network is disorganized and often responds to the ad hoc needs of companies to the detriment of a multi-purpose education, notably through the development of new certifications and non-credit programs. These developments have an impact on student enrollment in credited programs.
- 18 Many CEGEPs offer pre-university programs in Continuing Education. These courses are becoming more popular and lead to an outflow of Regular sector students towards Continuing Education.
- 19 Some CEGEP administrations put pressure on teachers and unions to implement new programs with impossible deadlines.
- 20 The guidelines regimenting the map of programs in the college network are inadequate.
- 21 To respond quickly to market needs, the Ministry of Higher Education multiplies offers of shortened training courses, which are sometimes segmented and take place partly in the workplace.
- 22 Some colleges do not recognize that teachers in customized training (*la formation sur mesure*) and non-credit programs are covered by the accreditations of teachers' unions, which leads to unfair salary and working conditions for those who teach in them.
- 23 In some CEGEPs, programs are created uniquely for the recognition of acquired competencies.
- 24 Some colleges tend to encourage students who find their terms too busy to drop courses and resume them in the summer, where working and salary conditions are less advantageous. This tendency has consequences on Regular teaching.

MISSION OF THE COLLEGE NETWORK

- 25 Privatization of services and outsourcing in the CEGEPs have become increasingly common throughout the network.
- 26 Colleges compete with one another, and this weakens the network's cohesion.
- 27 The regional college structures prevent colleges from developing in line with their communities and undermine their functioning and institutional autonomy.
- 28 The uncoordinated multiplication of Centers for College Studies (*Centres d'études collégiales* or CECs), sub-centers, and service points diminishes the vitality of the CEGEP network and leads to a

decline in working conditions for teachers. Furthermore, these establishments are not always allocated the resources they need to function well.

- 29 There are many difficulties applying the collective agreement in the context of inter-institutional partnerships.
- 30 The funding available for inter-institutional partnerships is inadequate and does not protect the salary mass of Regular teachers.
- 31 Inter-institutional partnerships lead to problems with work organization, the application of institutional policies and regulations, union representation, and support for members.
- 32 The college network is underfunded, and this particularly affects CEGEPs located in the regions and small CEGEPs.
- 33 There are attraction and retention difficulties in the teaching profession.
- 34 Some issues that affect other groups of employees have an impact on teaching conditions.
- 35 The premises of several CEGEPs are poorly equipped, in need of renovation and modernization, and no longer meet the needs of teachers and students.
- 36 Environmental issues are not reflected in the collective agreement despite the urgency of the situation. Meanwhile, the environmental challenge is such that it requires the contribution of all actors in society, including unions and colleges, and is directly related to health and safety at work. The climate crisis will affect working conditions in the colleges and the necessary energy transition is a question of equity as well as social and intergenerational justice.
- 37 Government decisions are taken without accounting for the realities of college education nor the costs to colleges, and without consulting the actors in the milieu.
- 38 Several CEGEPs in the regions are in a precarious situation, notably due to remoteness, demographic decline, or the current funding method. Ultimately, this could threaten access to higher education throughout the province and weaken the foundations of the college network.
- 39 Inadequate funding of the colleges often hampers opportunities for ecological commitment.
- 40 Investments in infrastructure needed to meet the growing student population are insufficient, which exacerbates the slide towards distance education.