

# 2023 Negotiations: Sector Table Demands

Below you will find the complete list of our demands submitted to the Government at the *Sector Table*. A reminder that the *Sector Table* is the negotiating body specific to each employment category, in our case: cégep teachers. Subjects that affect all public sector employees such as salary, parental rights, and retirement are negotiated at the *Central Table* and do not appear in this document.

You will note that at this stage in the bargaining process most demands remain fairly broad. As we move forward, we will be consulted regularly by our negotiators in order to provide feedback and ultimately prioritize our demands. We will therefore be soliciting your feedback on a regular basis, starting with our first **General Assembly** of the semester, that will take place at **2pm on February 16<sup>th</sup>**. Before then, please take a minute to look over the demands and make note of any omissions or clarifications that you think might improve them.

## Topic 1: Precarity and professional integration

<b>P1</b>	Improve the terms for opening positions ( <i>postes</i> ) and obtaining tenure.
<b>P2</b>	Improve the terms for obtaining a full-time load.
<b>P3</b>	Improve the provisions on hiring, replacements, contracting, and hiring priority for non-permanent teachers.
<b>P4</b>	Recognize in the workload the work related to professional integration performed by new teachers and the teachers who guide them, and allocate the necessary resources.
<b>P5</b>	Facilitate access to the various types of leave for non-permanent teachers.

## Topic 2: Workload, resources, and student success

<b>T1</b>	<p>Lighten the teaching load by allocating more <i>Volet 1</i> resources and, where appropriate, reviewing the calculation of the individual load (CI), particularly with respect to:</p> <ol style="list-style-type: none"> <li>a. work done in clinical settings, <i>stages</i>, and laboratories in Nursing and other Health and Social Services technical programs;</li> <li>b. large class sizes and their effects in some disciplines;</li> <li>c. failure to take the number of students (NES) into account for courses of less than 45 hours;</li> <li>d. support for student success and perseverance, and consideration of certain characteristics of the student population;</li> <li>e. travel time;</li> <li>f. multiple course preparations.</li> </ol>
<b>T2</b>	Move up the reference dates for calculating individual load (CI) and adjust funding accordingly
<b>T3</b>	Increase minimum allocations for coordination at small colleges and set minimum allocations for some small teaching units.
<b>T4</b>	Increase resources for the coordination of <i>stages</i> .
<b>T5</b>	<p>Revise the following terms surrounding the funding of teaching resources:</p> <ol style="list-style-type: none"> <li>a. The value in full-time equivalent of a teaching load in Continuing Education;</li> <li>b. The letter of agreement on guarantees (I-9 FNEEQ / VIII-3 FEC);</li> <li>c. The reduction of resources based on the Kir.</li> </ol>

### Topic 3: Distance education, Continuing Education, survival of the CEGEP Network

<b>M1</b>	Set limitations and guidelines for the development of distance education in both the Regular sector and Continuing Education by including local and provincial conditions and processes in the collective agreement, in particular with a view to ensuring consistency across the network and the vitality of CEGEPs in all regions.
<b>M2</b>	Regulate the working conditions specific to distance education, in both the Regular sector and Continuing Education, in particular by limiting the number of students per group and guaranteeing the necessary support.
<b>M3</b>	Recognize and fund the additional work generated by distance education, in both the Regular Sector and Continuing Education.
<b>M4</b>	Equitably compensate hourly paid Continuing Education and summer course teachers.
<b>M5</b>	Set guidelines for the teaching load of hourly paid Continuing Education and summer course teachers.
<b>M6</b>	Improve sick leave provisions for hourly paid Continuing Education and summer course teachers.
<b>M7</b>	Provide for a common selection committee for the Regular sector and Continuing Education. When a discipline is not offered in the Regular sector, ensure that the selection committee is composed of a majority of teachers chosen by their peers.
<b>M8</b>	Define and include in the collective agreement the conditions for the opening of <i>Centres d'études collégiales</i> (CECs), as well as guidelines for their funding and for the working conditions of their teachers.
<b>M9</b>	Require a local agreement specifying teachers' working conditions in the case of inter-institution partnerships.

### Topic 4: Collegiality, teaching expertise, and program vitality

<b>C1</b>	Increase the resources allocated to the program life cycle.
<b>C2</b>	Recognize in the collective agreement that teachers are responsible for the activities leading to a diploma.
<b>C3</b>	Set guidelines for activities related to the recognition of acquired competencies, including improved provisions for hiring priority.
<b>C4</b>	Support and recognize teachers' research activities through provisions to be included in the collective agreement.
<b>C5</b>	Improve and index the amounts allocated for professional development, ensure access to them for Continuing Education teachers, and strengthen the prerogatives of the professional development committee.
<b>C6</b>	Allocate additional resources to recognize and facilitate the maintenance of teachers' expertise in certain disciplines that are evolving fast or that demand significant technological adaptation.
<b>C7</b>	Increase departmental autonomy and strengthen teachers' role and voice in the College's decision-making processes, in both the Regular sector and Continuing Education, in particular by adding a requirement to consult the union within a reasonable period of time on any projected policy or change to an existing policy, institutional standard, directive, or regulation.
<b>C8</b>	Establish provincial program review committees composed of faculty representatives from the colleges concerned, and provide the necessary release from teaching duties to ensure their coordination.
<b>C9</b>	Establish a provincial joint mechanism for monitoring program offerings throughout the network in order to ensure its consistency and the vitality of CEGEPs in all regions.

## Topic 5: Work organization and labour relations

<b>O1</b>	Recognize the climate crisis in the collective agreement, notably by providing for: <ul style="list-style-type: none"> <li>a. A provincial joint committee and a local joint committee on the green transition and the environment with specific mandates, as well as scheduling blocks permitting members' participation;</li> <li>b. The achievement of carbon neutrality in the workplace by 2040, both in terms of direct and indirect emissions (scope 1, 2 and 3).<sup>1</sup></li> </ul>
<b>O2</b>	Provide for a reinforcement of the employer's obligations in connection with family-work-life balance in the collective agreement, as well as a local committee with specific mandates.
<b>O3</b>	Correct the adverse or discriminatory effects resulting from certain leaves: <ul style="list-style-type: none"> <li>a. Improve access to tenure for teachers who have taken parental or disability leave;</li> <li>b. Allow vacations to be postponed until after the end of parental or disability leave;</li> <li>c. Extend the accumulation of seniority to any period of disability;</li> <li>d. Amend clause 6-2.01 e) so that all teachers on disability acquire work experience at the full rate.</li> </ul>
<b>O4</b>	Incorporate various legislative changes and include certain new provisions in the collective agreement, including as relates to: <ul style="list-style-type: none"> <li>a. The Act Respecting Labour Standards;</li> <li>b. The Act to Modernize the Occupational Health and Safety Regime;</li> <li>c. Domestic violence in the workplace;</li> <li>d. Protection of personal information and privacy.</li> </ul>
<b>O5</b>	Review the provisions for union leave in the collective agreement, in particular by increasing their minimum value, and allocate additional resources accordingly.
<b>O6</b>	Improve the process for allocating and tracking the use of teaching resources with a view to transparency and collaboration.
<b>O7</b>	Review the guidelines governing the use of teaching resources, in particular by eliminating double attributions related to a single teaching activity.
<b>O8</b>	Limit and set better guidelines for the refusal to grant hiring priority.
<b>O9</b>	Improve the provisions concerning placement on availability ( <i>mise en disponibilité</i> or MED), in particular by allowing teachers, if possible and at their request, to stay at or return to the college that placed them on availability.
<b>O10</b>	Proceed with certain wording changes of a technical nature and clarifications to existing text.
<b>O11</b>	<i>Demand concerning the Centre québécois de formation aéronautique (Appendix III-1 of the FNEEQ collective agreement) to be entered after consultation.</i>
<b>O12</b>	<i>Demand concerning teaching in prison environments at Collège Marie-Victorin (Appendix III-2 of the FNEEQ collective agreement) to be entered after consultation.</i>
<b>O13</b>	<i>Demand concerning individualized training at Cégep de Victoriaville (Appendix III-7 of the FEC collective agreement) to be entered after consultation.</i>

<sup>1</sup> Definition of scope 1, 2, and 3: <https://climate.selectra.com/en/business/carbon-footprint>

## Topic 6: Salary scale and other remuneration issues

R1	Make corrections to the salary scale for full-time and part-time teachers to ensure consistency with the other scales within the Public Sector salary structure, taking into consideration certain specific features of the current salary scale.
R2	Review the terms of application of the hourly rates in the collective agreement.
R3	Introduce an employer contribution to the group insurance plan.
R4	Provide for the reimbursement of professional membership dues and other fees that teachers must pay to practice their profession.
R5	Improve various provisions related to the recognition of years of schooling to ensure that teachers' remuneration accurately reflects their real schooling.