

BLOC-NOTES

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February 16, 2012



for cegep teachers

NURSING: LITTLE PROGRESS A DECISION NEEDS TO BE MADE ON HOW TO ALLOCATE THE TEACHING RESOURCES

During the last round of negotiations, mandates were given to the Consultative Committee on Workloads in article 8-5.13 of the collective agreement. The first concerns an analysis of the issue of stages (field work) in Nursing in order to propose eventually one or more models for how to calculate individual workloads (the CI or *charge individuelle*) that are adapted to the realities of this type of teaching. Another mandate is how to allocate the 53 FTEs in Appendix I-11 for the purpose of convention committees' results. A significant portion must, in our view, be assigned to the discipline of Nursing.

The Consultative Committee on Workloads (CCW) is made up of two representatives named by our union federation (FNEEQ-CSN), two representatives appointed by the Ministry of Education and the Federation of Cegeps, as well as two representatives of the other cegep teacher union federation (FEC-CSQ), if they choose to do so.

Since the spring of 2011, a questionnaire was sent to the unions of the FNEEQ *regroupement cégep* concerning these mandates related to Nursing. This questionnaire took account of certain quantitative aspects of clinical instruction. During the Fall 2011 semester, ten meetings were held with union executive committees and Nursing instructors to follow up and better understand the realities of this type of teaching.

Between October 21, 2011 and January 11, 2012, the CCW held six meetings dedicated to discussing the mandates related to Nursing.

On November 25, 2011, the FNEEQ *regroupement cégep* mandated its representatives to table at the CCW a document describing clinical instruction in Nursing. It invited FNEEQ unions to put pressure on their administrations to ask them to intervene with the employers' provincial representatives to ensure that the CCW's workplan for addressing Nursing clinical instruction (especially type 1 (volet 1) teaching) permits the use

of the 53 FTEs in Appendix I-11 for the purpose of completing this task and that they are allocated for the 2012-2013 academic year.

The Issues

The work of the CCW has been slowed by three issues. At its first meeting in June 2011, which was to discuss the work of all of the committees established in the collective agreement, we specifically indicated that its mandates on Nursing were a priority. We also indicated that we targeted March 31, 2012 as the deadline for allocating the resources, so that they are used to create posts for 2012-2013. We have firmly reiterated this objective since the first formal meeting on this topic. To our employers' representatives, the mandate is for 18 months, therefore the deadline should be December 2012. In addition, in their view, consulting college administrations during December 2011 and January 2012 was not possible, therefore the March 31 deadline did not provide enough time. With regard to this, union interventions with their administrations demonstrated that not all colleges were of the same opinion. The Federation of Cegeps' call to order did, however, muzzle some administrations. FEC presented a work plan ending in October 2012, which would allow the resources to be allocated for the Winter 2013 semester. However, this will not create any posts, which is completely unacceptable to us.

A second issue lies in how these mandates are interpreted. As we mentioned above, they include two objectives: to propose one or more models for how to calculate individual workloads (CI) adapted to the realities of teaching in Nursing (in particular clinical instruction); and to analyze the problems in Nursing stages (field work), in particular, orientation meeting days. In our opinion, a description of the situation and statement of the problems must be adopted by the CCW before moving on to addressing the question of how to adapt the CI formula to the realities of Nursing instruction.



This reading of the mandates has two consequences: First, this portrait of the situation in clinical instruction must shed light on its reality in order for the models proposed for the CI formula to reflect accurately this reality. Second, it must allow us to determine how the orientation to the clinical setting might be included in the CI formula parameters. These two objectives of the mandates are, for us, directly related to the allocation of type 1 resources as set out in Appendix I-11. This interpretation of the mandate is not yet shared by all of the parties (in particular FEC, for whom the description of what is specific to Nursing instruction was not linked to proposals for calculation models adapted to these realities).

The final issue that we have to deal with is the availability of our employers' representatives. Throughout the Fall semester, the Ministry's representative was only available one day per week, and at the start of the Winter 2012 semester, he announced his departure to take on other functions. His replacement has since been appointed, but as he is not from the college sector, a period of adaptation will undoubtedly be required.

The Work

On November 30, 2011, we presented to the CCW a document describing clinical type 1 (volet 1) teaching, in accordance with the mandate given by the FNEEQ *regroupement cégep* on November 25. This was intended to accelerate the work to make it possible to consult with the colleges and Nursing teachers at the beginning of the Winter 2012 semester as well as to allocate the resources for March 31, 2012. For us, a comparison of this text with other available sources (such as the reports of the *Association des enseignantes et des enseignants en soins infirmiers des collèges du Québec* (AEESICQ), the advice of the CCW on Nursing from the early 1990s and the information collected by FEC from its teachers) must serve as a starting point that can then be improved in order for us to agree, in the CCW, on a common statement. The validation of this description of the different aspects of clinical teaching particular to the Nursing discipline could be finished in a relatively short period; there's no need to carry out an investigation. According to our understanding of the process, we are waiting to see how the teachers, unions and colleges evaluate how this document sheds light on what is experienced locally.

Without calling into question anyone's good faith, it is now clear to us that the acceptance of the sources of information and FNEEQ's text will take more time. Our employers maintain that an exploratory study of the issue is needed and that we must take the time required to produce it. Strengthened by the interventions made by our unions to their colleges, we have

asked that the be rhythm accelerated, that we concentrate on modifying the text and on the additions it requires. On January 11, 2012, once this exercise was completed, we concluded that our document contained all of the aspects particular to clinical instruction in Nursing and that only some explanations need to be added to the description of preparation for clinical teaching.

In the meantime, as FEC and the employers' representatives insisted that type (volets) 2 and 3 teaching be covered before any consultation, FNEEQ decided to produce a status report on activities associated with type 2 and 3 workloads. This text was deposited on January 11 without being presented, as we wished to devote all of our time to preparing a status report on teaching associated with type 1 workloads as well as validation issues.

Two meetings should have taken place on January 18 and 19. The employers' representatives cancelled at the last minute, indicating that they had to validate information on their side. No meeting is planned between now and March 31. In any case, all work must be completed by December 2012.

The Resources

At the beginning of February, it became evident that, despite our efforts, no new resources will be added in the cegep system for the start of the 2012-2013 academic year to alleviate the workload of Nursing teachers. The unassigned 53 FTEs in Appendix I-11 will not, in all likelihood, be allocated for this purpose.

For FNEEQ, there can be no question not using these resources until 2013-2014. They must be divided according to the needs in type (volet)1 teaching and contribute to the creation of posts starting in 2012-2013.

This is why the FNEEQ *regroupement cégep* has mandated its representatives to conclude, between the provincial parties, an agreement designating the 53 unassigned FTEs for 2012-2013 in Appendix I-11 for teachers' support (encadrement) and evaluation of students and adjusting the allocation of all of these teaching resources. This change, which advances by one year the increase in the level of resources for support and evaluation planned for 2013-2014, has been accepted by our employers' representatives.

The objective of FNEEQ's representatives on the CCW remains, however, to improve the working conditions of Nursing teachers. As a result, they are working to ensure that an important part of the 53 FTEs are allocated to this purpose in the following years.

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