Teaching at the College Level …

Profile of the Profession

Study by the Parity Committee

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Comité patronal de négociation des collèges
Fédération autonome du collégial
Fédération des enseignantes et enseignants de CEGEP (CSQ)
fneeq CSN

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Foreword

This study was prepared by a parity committee made up of representatives of the employer side – the Ministère de l'Éducation, du Loisir et du Sport (MELS) and the Fédération des cégeps – and the unions – FAC, FEC-CSQ, FNEEQ (CSN). In the FEC and FNEEQ collective agreements, the provincial parties agreed to set up a parity committee to "analyze current teaching practices at the college level, in particular the parameters of the individual teaching load (CI)" and "study the impact of information and communication technologies (ICT) on the teaching load". The parity committee decided to integrate the two.

The work was begun separately by the FEC and FNEEQ in October 2006. In early February 2007, a single parity committee was formed. The FAC joined in the work of this committee in mid-February 2007.

To analyze current practices in CEGEP teaching, the committee members agreed to prepare a profile of the profession. The committee compiled a list of documents[1] that could directly or indirectly provide useful information. Using this material, the committee then selected, sorted and classified into themes the various elements that would help to define current practice in the teaching profession, regardless of the subject or discipline taught. The next step was to draft this document covering the whole range of activities accomplished in the college setting, teaching being central to both individual and collective practice. Needless to say, a teacher does not necessarily undertake all of these activities in the same year.

This collaborative study is designed to fuel the reflection about the teaching profession, in all of its complexity, with its various characteristics and demands. An initial version produced by the Parity Committee in October 2007 was the subject of consultation with the colleges and unions. The present version constitutes the final report of the Parity Committee.

[1] This list is found in Appendix 2. Some items were of interest but not ultimately selected by the committee.

Members of the Parity Committee

For the Comité patronal de négociation des collèges (CPNC),

Fédération des cégeps

- Céline Paul-Hus

Ministère de l'Éducation, du Loisir et du Sport (MELS)

- Robert Laflamme
- Serge Racicot

For the union federations,

Fédération autonome du collégial (FAC)

- Carole Mattard / Bruno Voisard
- Mariette Noël / Louis Philippe Paulet

Fédération des enseignantes et enseignants de CEGEP (FEC- CSQ)

- Éric Beauchesne
- Diane Dufour
- Réal Flibotte

Fédération nationale des enseignantes et enseignants du Québec (FNEEQ (CSN))

- Marielle Cauchy
- Claude Racine
- Micheline Thibodeau

BACKGROUND

CEGEPs were created in the late 1960s with the mission of providing general and professional education at the pre-university level and thereby contributing to the democratization of education. These colleges are institutions of higher education, of which a key characteristic is educational orientations leading to specialization and incorporating a general education component. As bodies providing this education, CEGEPs, and the teachers working in them, contribute to the development of their region. The role of the college within the region and local community has evolved over the years. Today, the institution is not only an educational hub but also a focal point for culture, social activities, sports, science and technology. The CEGEP system is therefore an asset to every region of Québec.

In recent years, the initial CEGEP mandate has broadened to encompass other activities. These include developing and implementing innovative technological projects as well as pedagogical studies and research; launching cooperative programs in the field of college teaching; implementing and disseminating new technologies; and participating in regional development.

Legislative framework

Since 1994 especially, teaching at these colleges has been substantially modified by legislative changes stemming from a reform. Major factors include decentralization of program management to the CEGEPs themselves, various forms of accountability such as institutional evaluation, and the adoption of a strategic plan including the institution's success plan. The creation of the Commission d'évaluation de l'enseignement collégial (CEEC) mandated to pass formal judgment on how CEGEPs were fulfilling their academic responsibilities introduced a particularly demanding framework of accountability.

Over the years, the legislative framework has required each CEGEP to adopt various institutional policies, among them policies applying to programs and learning evaluation, and to set up an academic council (commission des études).

Impact of programs on professional practice

The adoption of these various policies, the program-based approach, local development of programs by competency, the preoccupation with student learning, the increased importance of success and the advent of a more highly qualified workforce have all had an impact on the work of teaching staff. This was noted by the Conseil supérieur de l'éducation in its 1997 report *Enseigner au collégial : une pratique professionnelle en renouvellement*; in its 2004 report *Regard sur les programmes de formation technique et la sanction des études : poursuivre le renouveau au collégial,* the Conseil highlights the differences between the experiences of the various institutions:

> *The renewal has led to the development of institutional policies for assessing learning, programs and personnel, new assessment approaches (development of a Comprehensive Examination in each program, standard exit test in language and literature in the language of instruction), a reorientation of practices to reflect a new competence-based approach and training by program rather than separate courses.* (EC 1997 : 26)

> *Note also that the Institutional Policies for Evaluation of Student Achievement (IPESA), which CEGEPs are required to have, involve requirements that vary from one college to another, and even from one department to another at the same college. IPESA (the French acronym is PIEA) set a number of parameters and methods for evaluation but also leave departments plenty of room for maneuver.* (RPT 2004 : 48)

In its 1997 report *Enseigner au collégial, une pratique professionnelle en renouvellement,* the Conseil supérieur de l'éducation confirmed that the additional responsibilities conferred upon institutions were bound to affect the work of teaching faculty, among others because their job was not limited to classroom teaching.

> *Beyond the stipulations of collective agreements, the renewal measures introduce additional responsibilities, because they consolidate development of institutional policies for assessing learning, programs and personnel; impose new approaches for evaluation that involve developing a Comprehensive Examination for each program; impose a standard language arts test in the language of instruction; reorient practices to reflect a new competency-based approach and education by program rather than by separate courses; and because they change ways of doing things and broaden institutional responsibilities for program development. With all these demands, the work expected of teachers may hardly be called minimal, particularly during the current transition, nor can it be described as classroom teaching alone.* (EC 1997 : 25-26)

In 2000, in its report *La formation du personnel enseignant du collégial : un projet collectif enraciné dans le milieu,* the Conseil supérieur de l'éducation confirmed that the generalization of the program approach and the local development of programs based on competencies has made the work of teachers more complex:

> [...] *generalization of the program approach, the decision to revamp all programs using competency-based development, and the decision to give institutions more extensive responsibilities for program development, are key points of the reform, and have made the work of teaching staff far more complex.* (FPE 2000 : 9)

Making work more collective

Although teaching as such remains paramount, in 1997, the Conseil noted a broadening of the teaching profession's frame of reference to other dimensions, including participating in teaching management, institutional development, research, retraining and professional development, the production of teaching materials and community service. (EC 1997 : 16)

In 2000, the Conseil supérieur de l'éducation recalled the importance of the contribution of CEGEP professors to the development of their institution:

Engaging in meaningful collaboration with their peers and with people in other sectors involved in education. This collaboration draws directly on their capacity to contribute to collective projects that go beyond teaching and take various forms reflecting the expertise of each individual and institutional priorities. (FPE 2000 : 43)

In its 2004 report *Regard sur les programmes de formation technique et la sanction des études : Poursuivre le renouveau au collégial,* the Conseil notes the coherence of programs developed as part of a concerted effort which adds a more collective dimension to the work of teaching faculty:

> *The new programs are perceived as clearly more coherent and more focused upon integrated learning than previous ones. Among others, people mentioned that aims and objectives are far better clarified, organization of content is more logical, and there is less repetition; they also noted the clarification of the role of each subject, more explicit links between the different courses, and the fact that integration of learning is targeted and verified, not only at the end but also during the education process. This program cohesion stems from development that is increasingly a concerted effort. The same degree of concertation may not exist everywhere, but the fact remains that this process enables teachers to contribute to a collective product reflecting the input of each individual. The new method requires each course to be positioned in relation to program outcomes. The program now results from a derivation process in which all the components have to be interrelated.* […] (RPT 2004 : 17)

Student population

In addition to being influenced by all of the above issues, the actual teaching activities have to be adapted to the needs and characteristics of a more heterogeneous student population; requirements in terms of training and supervision are now diversified. Complex adjustments are needed, to take into account factors such as age and cultural background; how well students are prepared for and relate to studying; motivation; remunerated work; family problems; and educational background and learning difficulties, particularly those of students with physical and mental disabilities. Additional pressures are exerted by the higher qualifications now expected in the workforce. Various measures are therefore in place to help students succeed.

> […] *teaching is complex and [...] becoming increasingly so due to factors like the advancement of knowledge about learning, the higher qualifications expected in the workforce, increasingly varied student needs, the development of information and communication technology, and renewal measures in CEGEP teaching.* (FPE 2000 : 7)

> […] *teaching staff are called upon to deal with groups that no longer present the same cultural and social homogeneity. Today, the population attending CEGEPs is characterized by a wide diversity of needs (as regards education, support and supervision) and the wide range of adjustments required because of differences in age, cultural origin, attitude to studying and educational background* […]. (FPE 2000 : 8)

Information and communication technologies

Information and communication technologies (ICT) are playing an increasingly prominent role in every aspect of human activity, which often means they are integrated into the teaching and learning process. This in turn engenders changes in content design and pedagogical practice in general: among the issues arising are instructional choices, teaching methods, constant updates, and support and supervision methods. Teachers also have to cope with demands resulting from changes in the job market.

> *Information and communication technologies are not just teaching tools. They trigger profound changes at many levels. We have only to think of the new relationships to knowledge that they generate by facilitating, among others, access to the exponential development of information; or the major pressures on renewal of knowledge and competencies in the workforce, which in turn lead to increased needs, particularly in continuing education. Technological tools are constantly evolving and contributing to job restructuring.* (FPE 2000 : 48)

Renewal of teaching staff

Last but not least, the renewal of many faculty members is a major challenge, especially as the various aspects of the job are increasingly complex. This is bound to affect the work of teaching staff, particularly with the growing importance of the collective dimension. Teachers already in place are helping to integrate and train those entering the profession, encouraging them to utilize both their expertise in the subject and their instructional expertise in their teaching.

This constant succession of changes, and the list is not exhaustive, has affected every aspect of teaching, making it more varied, less compartmentalized, more collective and above all, more complex.

PROGRAM

Since 1994, CEGEPs have undergone major organizational changes stemming from the *General and Vocational Colleges Act* and its regulations. Current teaching practices have been profoundly transformed by the notion of "program":

- First, through decentralization of program management. This has obliged CEGEPs to have administrative structures and decision-making processes for managing programs locally in terms of their responsibilities[2] as regards what has been called the "management cycle of a program", which comprises the following steps: development, implementation and assessment.

- Second, through the introduction of the program approach, whose key characteristic is that it makes the program an integrating concept; this means each course in a program enables the program's objectives to be consistently achieved and program management to be adjusted accordingly. With the program-based approach, people have to question the content of each course or fieldwork internship, clarify its role in the program and ensure the program is coherent, while it is being developed or during subsequent reviews or updates. The introduction of a comprehensive examination for the program is part of this more integrated curriculum.

- Third, by developing programs based on competencies defined at the provincial level and processed locally; a mechanism for accomplishing this is set up at each CEGEP. The teaching community (academic council, program committee and department) has to appropriate the program competencies developed by the Ministry, expressed in the form of skills, knowledge and attitudes to be acquired, and make various decisions about program design and implementation: determine learning activities (courses or fieldwork, content, weighting, choice of subject), the sequence of courses (logic diagram), course frameworks, etc.

> *As regards programs, teachers are of course encouraged to make their teaching part of a program dynamic in which educational activities, instead of simply being juxtaposed, genuinely complement each other and contribute to achieving program objectives. While commitment to a program dynamic is fundamental, teachers are also called upon to make a meaningful contribution to the teaching management of programs, according to their skills and interests. Here we are particularly referring to activities associated with developing, evaluating and updating programs. Everyone is involved, but in different ways.* (FPE-2000 : 43-44)

Today, as a result of the decentralization of program management that began in 1994, the vast majority of programs are developed in terms of competencies, and all CEGEPs have processes whereby departments and program committees complement each other. However, the programs are the object of monitoring by both the Ministère and the college, which may result in varying degrees of updating. Accordingly, programs undergo

[2] Responsibilities set out by the *General and Vocational Colleges Act* and the *Règlement sur le régime des études collégiales (RREC)*

transformations either following a ministerial decision to update a program or following the process forming part of program evaluation, in compliance with the *Institutional Policy for the Evaluation of Student Achievement (IPESA)*.

Many different factors may trigger modifications to a program, for example:
- the introduction of programs involving different levels of teaching (DEC-BAC or DEP-DEC);
- the desire to offer a combined work-study program, an intensive DEC or a program featuring distance-learning;
- uncertainty about success rates in certain courses within a program;
- the number of students in a program;
- various changes in professions or techniques (requirements of a professional order, legislative changes etc.).

When a new program is authorized, it undergoes each stage in the process surrounding local program management.

Today therefore, teachers work at varying rhythms, depending on the program in which their discipline participates, both individually and collectively:

- ✓ Within their institution and department, they take part in all stages of the process surrounding local program management, based on their functions in the administrative structure set up by the CEGEP and the decision-making process specific to program management.

- ✓ As a specialist in a subject, the professor has to be thoroughly familiar with their subject in order to, on the one hand, identify the features of the program to which their subject contributes and where necessary, adapt their course content accordingly, and on the other, to make clear exactly what their subject contributes and how it complements the other subjects.

Content of a program leading to the Diploma of College Studies (DEC)

Every program leading to a Diploma of College Studies (DEC) comprises a general education component and a specific education component. A program committee has to be set up for each program leading to the Diploma of College Studies (DEC).

a) General education

The general education component comprises the general education *common* to all programs, the education *specific to a program* and the *complementary* education.

The *common* general education portion is designed to ensure that all students have access to a common cultural foundation, regardless of their program; it comprises learning objectives in the following areas: language of instruction and literature, second language, philosophy or *humanities*, physical education.

The general education *specific* to a program consolidates and enriches the objectives of the common general education component and rounds it out with general education objectives specific to the field of the specific component of the pre-university or technical program. It focuses on the following areas: language of instruction and literature, second language, philosophy or *humanities*.

The *complementary* general education portion is designed to bring the student into contact with fields of knowledge other than those characterizing the specific component of their pre-university or technical program. It may be undertaken by different disciplines and comprise educational elements in one of the following areas: social sciences, scientific and technological knowledge, modern languages, mathematical and computer language, art and esthetics.

b) Specific education

The specific education component is of two types:

- the specific education portion of pre-university programs that enables a student to proceed to university;

- the specific education portion of technical programs that enables a student to access the job market.

At colleges, each of the disciplines making up the specific education component of a particular program is described as either a *main discipline* or a *contributory discipline*, depending on its role in the program. The meaning of this distinction is as follows:

- The *main* discipline is the constituting or principal discipline of the specific education component of a given program; in technical education there is usually only one main discipline, while at the pre-university level, more than one discipline may be identified as a main discipline.

- The *contributory* discipline, i.e. a discipline other than the main discipline, refers to disciplines in the specific education component, knowledge of which enables the acquisition of one or more skills identified in the specific education component of the program. A contributory discipline accounts for at least one course.

Program committee

Local program management, for which the academic council is responsible, has led to the introduction of a new structure called the program committee. All the disciplines concerned by the program take part in this committee, which comprises a representative from the academic council, and teachers, designated by their department, from the main discipline, from each of the contributory disciplines and from the general education disciplines.

In some cases, the program committee includes students in the program and people from the job market. Generally speaking, and depending on the work to be done, the program committee is assisted by an educational consultant.

The program committee may decide to form subcommittees to handle particular mandates. The number of people on these subcommittees and their designation is decided by the internal by-laws of the program committee.

For the general education component, there is no program committee but usually a *round table* or *general education committee* comprising a representative from each of the four subjects in the common general education component.

Consensus-driven decision making

The decision making process respects the existing structures, namely the department and the program committee. It requires free flowing communications and extensive interaction between everyone concerned in program management. The process involves ongoing exchange and debate, allowing people to iron out differences and agree upon collective orientations for matters under the responsibility of the program committee. Discussion goes back and forth between the various components of the administrative structure set up at each CEGEP, i.e. between members of the program committee, the teaching staff in each of the subjects in a department and the academic council, especially the officer responsible for the program.

This process is a fundamental aspect of local program management. It requires teaching faculty to stand back, reflect, analyze and be creative, and engage in discussion and debate; for persons not granted release time, these activities are in addition to their teaching activities.

> *This program cohesion is the result of development that is increasingly a concerted effort. The same degree of concertation may not exist everywhere, but the fact remains that this process enables teachers to contribute to a collective product reflecting the input of each individual.* (RPT 2004 : 17)

Program committee mandate

Since 2000, the mandate of the program committee has been specified in the collective agreement. Generally speaking, the program committee oversees the quality and pedagogical harmonization of the program, integration of learning, and interdisciplinary coherence. The committee participates in developing, implementing, evaluating and updating the program and recommends ways to improve it. It defines the program's internal regulations and if necessary, strikes committees. It determines the procedures for the comprehensive examination, submits a work plan and files an annual report.

In practice, the activities of the program committee will mainly stem from the different steps in the administrative process associated with local management of a program, namely:

A. Updating of an existing program or development of a new program

- ✓ appropriation of the program;
- ✓ development of the exit profile;
- ✓ association of a subject with one or more ministerial objectives;
- ✓ development of the logic diagram of competencies and their apportionment over time;

- ✓ detailing of content by competency;
- ✓ derivation of competencies into courses (learning activities);
- ✓ determining course grid;
- ✓ preparing framework plans;
- ✓ preparing guidelines for the program's comprehensive examination;
- ✓ determining equivalencies between old and new courses (learning activities);
- ✓ adjusting the program after the annual follow-up, if necessary.

B. Program evaluation

- ✓ preparation of the specifications for program evaluation and collection of the relevant data;
- ✓ preparation of the program action plan and evaluation report.

The *round table* or *general education committee* ensures the quality and educational harmonization of the learning activities associated with the acquisition by all students of a common cultural foundation, as well as the integration of learning and interdisciplinary cohesion; it participates in developing, implementing and evaluating the common general education component, and where necessary, updating it; it also makes all types of recommendations for improving the quality of the common general education.

Program committee and coordination

Teacher members of the program committee take part in the meetings to design the local program based on the Ministry's program, develop the proposal submitted to their colleagues in the various departments or validate the work of the subcommittees. Each committee member thus contributes to the activities implementing the program and evaluation of it, namely:

- ✓ go through program together;
- ✓ appropriate the objectives and standards;
- ✓ reach consensus on exit profile, on linking subject with a program objective, and on logic diagram of competencies;
- ✓ prepare the consultation document on the program's major content;
- ✓ develop the course grid and program exit profile, and recommend their adoption;
- ✓ recommend adoption of learning activities and framework plans;
- ✓ express an opinion about equivalencies and substitutions between old and new courses (learning activities) based on the competencies required for the program;
- ✓ monitor the program once it is implemented;
- ✓ develop evaluation specifications for the program and recommend their adoption;
- ✓ reach consensus on program evaluation after analyzing the information;
- ✓ develop action plan, evaluation report and program update plan, and recommend their adoption;
- ✓ develop the draft comprehensive examination and recommend its adoption;
- ✓ analyze success rate indicators and if necessary, develop support and supervision measures;

recommend specific conditions for admission of students to program as part of the general conditions established by the *Règlement sur le régime des études collégiales (REEC)*.

The *round table* or *general education committee* accomplishes the activities arising from the various stages in the administrative process associated with the common general education component, adhering to a process similar to that for programs, with the necessary adjustments.

The role of program committee coordinator involves a number of responsibilities and tasks concerning internal regulations, relations with peers, departments, the director general and external organizations. The incumbent:

- ✓ arranges meetings: notice of meeting, agenda, moderation, document reproduction, minutes, etc.;
- ✓ monitors the work of the committee and that of subcommittees;
- ✓ participates in activities promoting the program;
- ✓ handles communications with the CEGEP and departments, other bodies, individuals or groups outside the program;
- ✓ in some cases, takes part in the meeting of program coordinators;
- ✓ takes part in activities associated with the success plan;
- ✓ in certain cases, drafts a work plan and an annual report.

Since 2000, the procedures for designating the program committee coordinator have been specified in the collective agreement. As a rule, coordination of this committee is undertaken by a teacher, usually from the program's "main" discipline, and generally released from some of their teaching in order to fulfil the duties arising from their mandate.

Complementarity of department and program committee

Apart from the activities undertaken by professors representing their subject on the program committee and, where applicable, the *round table* or *general education committee*, most activities are accomplished, individually and collectively, in the department. How activities are divided up between the department and the program committee varies from one CEGEP to another, depending on institutional practices and policies. More details about departmental activities are found below, under *Department.*

DEPARTMENT AND SUBJECT

> *The department is the ideal setting for providing an introduction to teaching, teaching support and professional supervision; it is also in the best position to stimulate a teacher's development of competence in the subject. This is particularly demanding in a postsecondary setting and is essential, to ensure the programs have high quality instructors and teaching.* (EC 1997 : 39)

One of the defining characteristics of higher teaching is its focus on education leading to specialization incorporating general education. At the CEGEP level, as at the undergraduate level, this educational objective requires the teacher to master their subject. The teacher is hired primarily as a specialist or expert in a particular subject, mainly to exercise the functions of a teacher in this subject. And as teachers, professors transform their knowledge of the subject into educational knowledge. The teacher thus takes on a twofold task: mastering knowledge of the subject and developing competencies in knowledge integration and transfer.

Formation and composition of a department

The department is a structure comprising teachers from one or more related subjects. It is a "collective", a work group, whose formation and composition are the result of a decision by the CEGEP, after application of the consultation mechanisms set out in the collective agreement. Department members choose one of their members as coordinator and if necessary, form one or more work groups to handle departmental activities.

Fundamental role of department

A professor's main link to their CEGEP is their department, where they are grouped by subject or discipline. The department is also the hub for requests and activities associated with the teaching of a subject. For teachers, it is a forum for exchange, concerted effort, analysis and creation in connection with:

- subject-related knowledge and content, educational materials already available or to be developed, the most appropriate pedagogical methods and approaches for the subject and evaluation methods;
- the specific contribution of the subject to the CEGEP's programs;
- quality of teaching in the subject;
- strategies for supporting and supervising students or other measures helping them to succeed, particularly help centres;

- the use and development of information and communication technologies (ICT), among others, as applied to teaching;
- pedagogical activities, including teaching loads and activities concerning recognition of time worked or professional services rendered;
- functional supervision of technical personnel assigned to their discipline;
- professional development needs;
- the budget allocated to the department;
- designating the department coordinator and, where applicable, persons responsible for specific activities;
- appointing teachers to the program committees[3] in which their subject participates;
- where necessary, appointing teachers to any other committees in which the department is required to participate;
- selecting new teaching staff and assisting them with their professional integration;
- institutional policies concerning the department.

> *With respect to departmental activity, teachers are required to assume responsibilities inherent to departmental life. The departments are the prime focus of commitment for teaching staff. Departmental responsibilities involve undertaking collective activities associated with teaching, and also related tasks and activities concerning teaching management. While not directly related to the teaching relationship, dealing with these matters is still the responsibility of the teaching staff and each individual is expected to contribute.* (FPE 2000 : 43-44)

> *It is well known that departmental meetings cover a wide range of responsibilities including analyzing human and physical resource requirements, selecting and providing professional assistance for new teaching staff, choosing ways of improving the quality of teaching and defining methods for evaluating students.* […] (FPE 2000 : 10-11)

[3] The FNEEQ collective agreement is the only one to stipulate that program committee members are designated by their respective departments.

Operation and coordination of department

The department "community" is characterized by a mode of operation based on participation by everyone, teamwork, and decision-making mechanisms hinging on concerted effort. Each department has to define its own rules of operation.

Each department is coordinated by a teacher elected by their peers. If necessary, the department may designate other teachers to undertake specific or special activities. The position of department coordinator is assigned annually. Departmental coordination is based on cooperative interaction, and implies "coordination of effort"[4] among all members of the department. The coordinator also has to undertake certain administrative tasks inherent to departmental life and be accountable for certain departmental activities.

DEPARTMENTAL ACTIVITIES AND THEIR COORDINATION

Departmental activities are divided into two categories:

- activities related to teaching of the subject, which complement the work of the program committees, and, where applicable, the round table or general education committee for the common general education component;

- those relating to teaching management, which include selecting new faculty members and giving them professional assistance.

❑ *Departmental activities related to teaching of a subject*

Regardless of the decision-making process set up at each CEGEP or whether their subject is associated with the general or specific education component, each teacher intervenes, individually and collectively, within their department, at each stage in the process surrounding local program management, complementing the program committees and, where applicable, the *round table* or *general education committee*. (EC 1997 : 39)

The activities undertaken by department members extend throughout the process and are conducted further to, and in conjunction with, the work of the program committee in which their discipline participates. Teaching staff from one department may take part in more than one program committee. These activities involve systematic exchanges of information with colleagues, mainly within the department. The resulting opinions and documents, where not unanimous, generally reflect a broad consensus.

For all professors, departmental activities associated with the program involve an individual process. They first have to read through and familiarize themselves with the documentation and reflect about their contribution to the subject; if necessary, meetings will be held with faculty members teaching in the program to which their subject

[4] Dion. *Dictionnaire des relations de travail*, p. 135

contributes. The teacher subsequently participates in the various work and activities accomplished within their department. This involves:

- ✓ attending and taking part in various meetings to share their understanding of a program;
- ✓ expressing their opinion about:
  - linking their subject with one or more program objectives (competency), the logic diagram and the main content of a program;
  - the exit profile and course grid prepared by a program committee;
- ✓ taking part in implementing the comprehensive examination for a program;
- ✓ proposing and designing learning activities related to their subject;
- ✓ preparing, individually or with a group, a draft framework plan for the courses in their subject or specialty (*summary of subject-related content and general remarks on course orientation, instructional methods and evaluation of learning*);
- ✓ giving their opinion about equivalencies and substitutions based on the competencies required for a program;
- ✓ expressing their opinion about program organization in each year of implementation;
- ✓ giving their opinion about the success indicators associated with their subject and suggesting support and supervision measures;
- ✓ becoming familiar with the evaluation specifications for a program and making recommendations;
- ✓ participating in data collection during the evaluation process (*completing questionnaires, taking part in focus groups, performing self-assessment of learning tools, etc.*) and expressing their opinion on program committee analyses;
- ✓ helping to develop the action plan and updating plan for a program, and suggesting ways to correct flaws identified during evaluation;
- ✓ expressing their opinion on preliminary and final assessment reports.

Apart from the activities concerning the logic diagram and main content of a program, the course grid, program organization in each year of implementation and introduction of a program's comprehensive examination, the departmental activities associated with the common general education component are similar to those associated with a program, with the necessary adjustments.

In the CEGEP system, all the activities stemming from the program approach demonstrate that teaching is based on teamwork and concerted effort. Discussion between teachers in the same department is required to respond to the various consultations, express opinions and take a position by seeking a consensus, throughout the process for local program management.

- ***Activities related to teaching management***

Departmental activities related to teaching management are primarily undertaken collectively, in other words performed by some or all members of the department, depending on the type of activity, the size of the department, and the practices it has developed for each of its activities:

- ✓ defining its internal regulations and if necessary, setting up committees;
- ✓ designating a department coordinator, teachers to sit on program committees, and persons to participate in the grade review committee and committees set up by the department;
- ✓ if necessary, designating people to take part in committees set up by the Ministère de l'Éducation, du Loisir et du Sport, and notifying the CEGEP accordingly;
- ✓ apportioning and weighting of pedagogical activities, including teaching loads, based on the resources allocated, and activities concerning recognition of time worked or professional services rendered;
- ✓ recommending choices of complementary courses to the CEGEP;
- ✓ recommending procedures for interdisciplinary relations and interdepartmental relations to the CEGEP;
- ✓ where applicable, recommending to the college specific conditions for student admission as part of the general conditions established by the Régime des études collégiales (regime of collegial studies);
- ✓ take part in the recognition of experiential knowledge and express their opinion about course equivalencies when a student switches programs or CEGEPs;
- ✓ defining objectives, applying instructional methods and establishing modes of evaluation specific to each course for which the department is responsible;
- ✓ participating in developing course outlines and expressing their opinion about course outlines prepared by department members;
- ✓ seeking and putting in place support and supervision strategies to improve student success, bearing in mind the institutional success plan;
- ✓ submit recommendations to the College for improving the quality of teaching;
- ✓ participating in the selection of faculty for regular teaching, and, if necessary, in the selection of faculty for continuing education, depending on the mechanism at the College;
- ✓ ensure new faculty members receive professional assistance, by providing them with proper support and facilitating their professional integration into activities related to:
  - the teaching of their subject[5] (preparation, classroom teaching, supervision and evaluation);
  - the life of the department (ways of doing things, department orientations and regulations);
  - and the internal life of the college (organizational structure, policies, etc.);
- ✓ giving their opinion on retraining projects, in the event of retraining for a reserved position;
- ✓ discussing the teaching staff's professional development needs and making recommendations to the professional development committee concerning requests submitted by teaching staff;
- ✓ proposing and organizing collective education and professional development activities;
- ✓ selecting fieldwork settings and jointly organizing the practical aspects of fieldwork; depending on the number of internships, the latter activity may be undertaken by a teacher who then becomes the person in charge of internships;
- ✓ organizing fieldwork abroad;

[5] At certain colleges, teaching staff can register in the professional development module for new college teachers teachers (MIPEC), offered by PERFORMA.

- ✓ analyzing needs in terms of human, physical and technological resources, and making recommendations about hiring support staff or purchasing equipment;
- ✓ helping to prepare departmental budget projections;
- ✓ participating in consultations about the various institutional policies concerning the department;
- ✓ developing the departmental website and keeping it up to date;
- ✓ recommending a policy enabling the region to benefit from departmental resources;
- ✓ developing an annual work plan and contributing to its execution;
- ✓ preparing an annual report about the department's activities.

- ❑ ***Activities related to departmental coordination***

The role of coordinator involves a number of specific tasks associated with internal department regulations, pedagogy, and budget and physical resources, as well as relations with students, peers and other bodies to which the department contributes, professional and technical staff, the college management and external organizations.

The coordinator reports to the college as regards apportioning pedagogical activities among department members and weighting these activities; defining objectives, applying instructional methods and determining evaluation methods for each course; ensuring all courses are being given and assuring their quality and content; developing budget projections; considering, forging and where applicable, maintaining appropriate contacts with establishments, organizations and companies using the means placed their disposal by the College; setting up the grade review committee, which is authorized to modify a final grade if necessary; the annual work plan and report on the department's activities.

The person holding the position of coordinator is granted leave.

In connection with activities related to internal regulations, the coordinator:

- ensures departmental meetings are held: notice of meeting, agenda, moderation, reproduction of documents, minutes, tracking of departmental subcommittees, maintaining of archives, etc.;
- ensures departmental policies are developed and maintained;
- prepares a draft distribution of teaching loads and ensures distribution of activities concerning recognition of time worked and professional services rendered;
- facilitates the circulation of information and communication between department members;
- forwards requests to the various college authorities or external organizations;
- follows up on requests submitted to the department by students, other authorities in which the department is involved, individuals, or external organizations.

In connection with pedagogical activities, the coordinator:

- undertakes various activities associated with student reception and integration;
- ensures that course outlines are adopted and that the grade review committee is functioning properly;
- follows up as necessary to ensure all operations associated with classroom teaching, evaluation procedures, room and equipment requirements, schedules, fieldwork, etc. are running smoothly;
- helps to set up activities boosting student success rates: tracking statistical data, dealing with students and ensuring the assistance centre is running smoothly;
- participates in management of student complaints.

In connection with activities related to budget and physical resources, the coordinator:

- helps to prepare budget projections;
- administers the department's operating and investment budgets;
- recommends the purchase of instructional and teaching materials (books, magazines, DVDs, etc.) and, in the absence of technical staff, proceeds with purchase requisitions;
- participates in renovation projects and determining the needs of specialized premises or physical organization of laboratories.

In connection with activities concerning peer relations, the coordinator:

- ensures that teachers experiencing problems receive assistance;
- plans the professional integration of newly hired faculty members, welcomes them, and ensures they receive assistance;
- participates in the management of substitute teaching.

In connection with activities concerning relations with professional and technical staff, the coordinator:

- analyzes student records for specific follow-up in conjunction with the professional staff;
- participates in the selection, and ensures functional supervision, of technical staff
- plans laboratory organization with the technical staff.

In connection with activities concerning relations with the CEGEP, the coordinator:

- participates in the coordinators' meeting, if necessary;
- helps to resolve problems with scheduling, rooms, equipment, transmission of grades, etc.;

- participates in activities promoting the discipline, program or CEGEP, and organizes such activities;
- ensures follow-up of departmental activities with the academic council.

In connection with activities relating to external organizations, the coordinator:

- in the technical sector, cultivates contacts with employers for placement of students;
- meets with representatives of publishers, companies, professional associations, colleagues from other CEGEPs, etc.

TEACHING

Under the *General and Vocational Colleges Act*, the primary mission of colleges consists in *"providing general and vocational instruction at the college level"*. Over the years, this educational mission has broadened to include other activities such as developing and implementing innovative technological projects as well as pedagogical studies and research; launching cooperative programs in the field of college teaching; implementing and disseminating new technologies; and participating in regional development.

This section sets out to describe current practices in the teaching profession at the college level as regards activities relating to teaching itself. These activities focus mainly on the professional competence of teaching staff in their subject and their instructional skills. Teaching involves mastering both the subject and the pedagogical relationship.

> *Expertise in the subject or specialty is definitely a fundamental requirement in higher education. This expertise is the cornerstone of the professional intervention.* (FPE 2000 : 38).

Many activities are not directly linked to specific courses but fuel the knowledge that is key for designing and developing teaching activities. Staying abreast of new information in one's own discipline or a related subject or the latest developments in education requires extensive reading, including specialist periodicals, keeping up with current affairs, studies providing a fuller picture of the student population and new textbooks, listening to guest speakers invited by the department, attending demonstrations by suppliers and perusing the related documentation, and so on. This is the main work forming the basis for a professor's capacity to determine their contribution to a program and make instructional choices.

> *To have this disciplinary competence, teachers have to master the different components of teaching, which in turn requires them to stay abreast of the advancement of knowledge in their field and ensure they are aware of new university requirements and the specific features of jobs targeted by training programs as regards professional activities and workplace settings, and where applicable, occupational health and safety issues.* (FPE 2000 : 39)

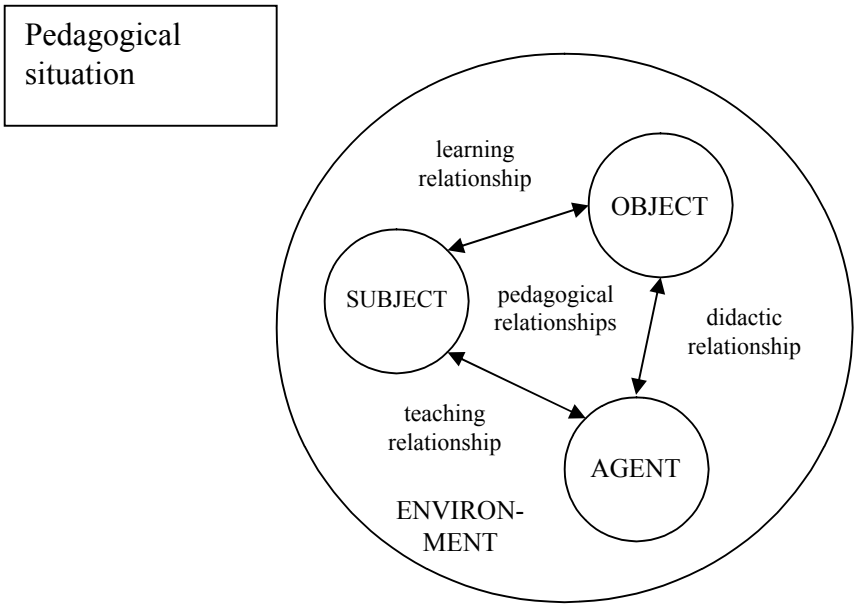
At the CEGEP level, with the current program-based approach, faculty members are called upon not only to master their own subject but also to specify and highlight their own contribution to the program or programs to which it is relevant; this can be described as "interdisciplinarity". Particularly for teachers in contributory disciplines and for those in the general education segment of a program, the program approach implies adapting course content to each program with which their subject is concerned.

> *While acknowledging that the competency-based approach means disciplinary knowledge has to be positioned in terms of the competencies targeted by programs, the Conseil supérieur de l'éducation believes it is still very important for teachers to master their subject, because they are called upon to devise and structure learning situations and contexts for developing these competencies by referring to disciplinary content. However, disciplines do not play exactly the same role as previously in education programs. Teachers therefore have to restructure their teaching content to*

> *reflect the specific requirements of different programs, without losing sight of the fundamental educational goal. This does not detract from the importance of disciplinary competence; on the contrary, it consolidates it.* (FPE 2000 : 35)

Today, as in the past, teaching, by its very nature, requires instructional abilities, so that teachers are able to transpose knowledge of their subject into knowledge that can be taught, and to define, individually and collectively, the appropriate instructional strategies.

At any level (elementary, high school, college or university), the teaching profession is based on a pedagogical situation bringing three elements into contact: an agent for change (teacher), a subject (the student), and an object (the topic to be taught). The diagram below, from R. Legendre's *Dictionnaire de l'éducation* (1988, p. 515), illustrates the interactions underlying the act of teaching.



The specific nature of the teaching profession stems mainly from the nature and quality of the pedagogical relationships between these various components. They can be described as follows:

- ✓ **teaching relationship** = relationship between the teacher and student (subject), which implies establishing a link or communication (lecture, workshops, laboratories, group animation and discussions, etc.) between teacher and student. This is the tangible, concrete expression of the transmission of knowledge. This relationship materializes both in the classroom and outside it.

- ✓ **didactic relationship** = the teacher's relationship with the material being taught (object). This implies constant updating of disciplinary and instructional knowledge, enabling the teacher to transpose their own specialist knowledge into knowledge that can be taught, choose content and organize it into teaching and learning sequences.

- ✓ **learning relationship** = the student's relationship with the material being learned. This implies that the teacher has psychological and sociological knowledge of the student population and insight into motivation, the learning process, teaching methods, group management, communication and evaluation strategies, etc.

It is important to emphasize that behind this diagrammatic representation of the relationships specific to teaching, looms the enormous complexity of the task. This description may give the impression that teaching is essentially based on individual practice, but the fact is that teaching at the CEGEP level takes place in a setting teeming with interactions between the various institutional components and between teachers themselves, to ensure coherent learning. The pedagogical situation is thus part of an environment that determines many of its aspects.

1. CURRENT TEACHING PRACTICE

> *Teaching not only involves selecting and organizing content, planning the pedagogical intervention and devising learning situations, devising and developing didactic materials, evaluating, communicating, and so on. It also involves collaborating, serving on committees and participating in working groups, and taking part in the life of the department and the institution.* (PC 1998: 34)

Teaching today calls upon the same intellectual processes for accomplishing a set of activities within the domain of the pedagogue and teaching specialist as it did in 1975, when the task was exhaustively analyzed[6]: preparation, classroom teaching, evaluation and support and supervision. But in 2007, these functions are being performed in a different context.

Although the activities associated with the teaching itself are professional acts performed by an individual (preparation, classroom teaching, evaluation, support and supervision), they take for granted joint, collaborative work by members of a discipline, or the people involved in a course within a subject, particularly when it comes to supporting and supervising students in their learning (support and supervision, "encadrement" in French), the choice and preparation of teaching materials, and the preparation of evaluation activities, including the marking scales and criteria used.

Concerted effort is nothing new, but the introduction of the competency-based approach and local management of programs have made this collective dimension of the job more imperative and structured.

> *Without negating the value of previous pedagogical strategies, the competency approach, which is part of professional practice as defined above, obliges teachers to demonstrate greater versatility. It calls upon them not only as content experts but also as experts in the learning process, as professional teachers of disciplines that are part of the programs.* (FPE 2000 : 38)

> *For example, the competency approach encourages teachers to diversify their pedagogical strategies. It clarifies expectations about student learning. It invites teachers to focus more on the student, on what they should learn and do learn. It drives teachers to develop strategies promoting integration of learning. The competency approach implies concerted effort among faculty members and ensures a degree of control over disparate teaching.* (RPT 2004 : 18)

[6] Study known as the "Carlos Report". Carlos, S., *Recherche sur la tâche des enseignants du collégial,* Document d'étude et de recherche CETEC, ministère de l'Éducation, Québec, 1974.

From a more specific standpoint, the competency-based approach involves integrating knowledge, expertise and life skills; this makes planning the teaching and learning process more complex. Passing a course used to be a matter of knowing certain facts; today, it is defined more as acquiring know-how that incorporates knowledge, expertise and life skills. And the learning process not only targets the acquisition of different types of knowledge, it also has to foster their integration and transfer.

Since the reform, the increased importance accorded to student learning, support and supervision, and student success has influenced the way individual teachers fulfil the functions associated with their teaching activities.

Some people might describe this as a new paradigm. The concern with the learning accomplished by students is more central to the profession. In recent years, there has been a tendency to introduce a more practical dimension into teaching, and ways of making students play a more direct part have proliferated. Developments in educational research have emphasized the importance of learning strategies. In addition to teaching strategies, the way in which students learn is giving rise to new approaches.

> *In a context in which the entire education system is called upon to actively support student success, the advancement in knowledge about learning has fostered the emergence of new conceptions of teaching, triggering not only pressures but also genuine changes in the professional practices of teaching personnel. Today we have new knowledge and reference models and better supported theories of learning, and our conceptions of teaching are evolving accordingly. These developments demand more effective meshing between teaching and learning. In short, they promote the emergence of a new paradigm in which the emphasis is on student learning.* (FPE 2000 : 7)

Today, preparing a course and teaching it in the classroom, adapting it as the semester goes on, and supporting, supervising and evaluating students involves:

- ✓ developing and seeking out pedagogical activities that stimulate students to participate and encourage them to view their own learning with a critical eye;
- ✓ a drive among teaching staff to diversify approaches and focus on integrative instructional strategies (teaching and learning), in order to support students more effectively;
- ✓ more systematic use of formative evaluation, for periodic tracking of student progress in achieving competencies;
- ✓ support and supervision to improve success rates, both during teaching and outside the classroom;
- ✓ adapting courses to reflect the particular characteristics of students;

- ✓ devoting a larger share of educational activities to fieldwork and simulations in programs in the technical sector;

- ✓ holding systematic discussions with department and program colleagues about course content, the course's contribution to the program, evaluation methods, and problems experienced by students during classroom teaching and how to resolve them.

Overall, the advancement of pedagogical expertise, the information and communication technologies now available, the diversification of the student population, and more structured pressure as regards better pass rates and graduation rates, are all helping people to vary and rethink the traditional activities defining actual teaching.

2. TEACHING ACTIVITIES

Here we describe the activities associated with actual teaching in terms of four major spheres[7]. These in turn involve a series of actions and decisions by the teaching staff: ***analyzing the educational situation; designing the pedagogical intervention; performing the pedagogical intervention; adjusting it.***

A. ANALYZE THE EDUCATIONAL SITUATION AND DESIGN THE PEDAGOGICAL INTERVENTION

> **Analyze the educational situation**: *situate the role and place of the course within the program; appropriate the objects of learning; identify the characteristics of students and anticipate how they may affect learning; identify obstacles to learning; determine the learning objectives.* (FPE 2000 : 42)
>
> **Design the pedagogical intervention**: *select and structure content based on the characteristics of the situation; design and organize learning situations adapted to the situation's characteristics, that foster active, responsible student participation as well as integration and transfer of learning; design and organize evaluation strategies adjusted to the characteristics of the situation; select, develop or adapt the appropriate teaching materials.* (FPE 2000 : 42)

These two spheres of activity are inseparable. They are part of the planning and preparation of the pedagogical intervention. For each course, they operate along a continuum from long term to short term.

Course planning and preparation encompass a variety of activities: reading, seeking out documents and teaching materials, finding information on the Internet, attending symposiums, conferences, etc. In addition, to ensure CEGEP teaching and education is of high quality, teachers have to update in various ways their knowledge of their subject and their teaching knowledge; this includes knowledge about technologies.

[7] Conseil supérieur de l'Éducation. *Enseigner au Collégial : une pratique en renouvellement, 1997 p. 12*

To prepare a course, the teacher has to situate it, clearly define the students' needs and characteristics, gather information, and if necessary meet with outside people or attend demonstrations by suppliers, organize outings, and invite speakers. In other words, teachers need a general sense of what the course entails, in order to prepare it.

For disciplines involving fieldwork that is indirectly supervised, the teacher plans appointments based on the availability of the people involved at the fieldwork locations and holds meetings to discuss student supervision at the fieldwork location.

The course outline has to be devised, individually, from the course framework (learning objectives, main content and evaluation methods), which is developed by a team or "collectively", in the department. In addition to individual reflection about content, instructional methods, and teaching and learning strategies, there is now ongoing collective reflection. Course planning is nothing new but is now more structured.

Based on the course framework, the teacher plans the course, spreading the material to be taught over the whole semester. This involves:

- ✓ organizing course material into sections or parts, covering the whole semester;
- ✓ choosing instructional strategies (learning and teaching) targeting student participation, for each lesson;
- ✓ selecting the necessary instructional materials and if necessary adapting them, or producing them and sometimes, translating them;
- ✓ specifying the dates and methods for formative and summative evaluation and the scales used;
- ✓ preparing the final examination or integrative activity, as applicable, to measure achievement of the course competency or competencies.

Planning of the course outline, like planning of the course framework, has to comply with the *Institutional Policy on Evaluation of Student Achievement*. The emphasis on student learning and making students more active participants in it, is now triggering a review of instructional strategies, including the use of formative evaluation. This can take various forms (tests, quizzes, assignments, practicum), but is not taken into account in the student's grade. Because it is spread throughout the semester and gives the student more frequent feedback about how well they have understood the material, it enables prompter action to be taken if they are having problems.

> *Promote integration and transfer of learning, emphasize active participation by students, forge closer links between evaluation and teaching and employ a wide range of teaching and learning strategies.* (FPE 2000 : 41)

Teaching staff have the obligation to ensure fair evaluation of learning and comply with the course framework. Accordingly, teachers in the same discipline will confer, pooling their experience and expertise to design and develop the course outline. Advance teamwork is followed by discussion and joint decisions regarding the selection and preparation of teaching materials, the best strategies for resolving students' problems

during classroom teaching, activities to support student learning, preparation of evaluation activities, marking scales and criteria used.

Moreover, teachers giving the same course are increasingly required to collaborate. This collaboration is nothing new but is now systematic and has become regular practice. Individual designing is working in tandem with collective, concerted effort.

With this work completed, the individual teacher then:

- ✓ prepares the material to be taught (including elements of content, skills to be acquired) and plan the required teaching materials (including laboratory equipment) and lesson plan, on a weekly basis;
- ✓ prepares, for each week, the pedagogical strategies (learning and teaching), and exercises or assignments for students, specifying the topics;
- ✓ prepares formative and summative evaluations using the methods specified in the course outline, as the semester goes on;
- ✓ adapts the course as necessary, to cope with any difficulties encountered.

B. PERFORM THE PEDAGOGICAL INTERVENTION

> **Perform the pedagogical intervention**: *establish with their students, individually and as a group, a pedagogical relationship conducive to learning and sustained motivation; communicate with their students both verbally and in writing, using clear, precise, correct language; present organized content, structured in a manner that promotes students' construction of their own knowledge; structure class time to leave as much room as possible for learning activities that stimulate student involvement; suggest progressive learning activities that both challenge students and give them a foretaste of success; ensure the class is managed in a way that creates the right climate for learning; support and supervise learning, and give students constant feedback that promotes learning as well as the integration and transfer of the material learned; adapt their intervention to the specific requirements of, and variations in, the situation; perform a summative evaluation of student learning.* (FPE 2000 : 42)

1. Classroom teaching, support and supervision

Classroom teaching involves meeting with students during the semester, in classes, laboratories or fieldwork sessions (*contact hours*). These are the occasions when the teacher forges with their students a motivating individual and group pedagogical relationship that is conducive to learning. (PC 1998 : 54). The teacher carries out the activities they have planned and prepared for each classroom teaching session during the semester, supports and supervises their students, and prepares formative and summative evaluations. Classroom teaching comprises the following activities:

- ✓ teaching a class (or laboratory or fieldwork session), as planned, in a structured, organized manner, which can take various forms: lectures, supervision of laboratory work, directing workshops, exercises simulating practical situations, role playing, leading group discussions;

- ✓ paying attention to the quality of the pedagogical relationship built up with the students;
- ✓ managing the class, including student safety;
- ✓ providing students with frequent feedback, particularly using formative evaluation;
- ✓ supervising the work of students;
- ✓ identifying students with problems and suggesting ways of overcoming them, including meetings outside class (support, supervision, tutoring);
- ✓ administering tests and examinations during the semester and the final examination or term paper, as applicable (integrative evaluation).

While teaching the class, laboratory or fieldwork session, the teacher is communicating with the students, listening to them, answering their questions and if necessary, modifying the class accordingly. Teachers have to create a climate conducive to learning; this includes managing their class.

During classroom teaching, the teacher supports and supervises students by giving them feedback on their evaluation results; if students have problems, the teacher prepares other exercises or classroom activities covering the material in more detail or reviewing it.

2. Evaluation

Evaluation of student learning refers to the activities whereby we measure not only the acquisition of knowledge (declarative, procedural or conditional[8]), but also the achievement of the course competency or competencies. Evaluation of learning takes various forms: tests, quizzes, assignments, or laboratory or fieldwork reports, written or oral examinations, final examinations, term papers, learning exercises involving problems, projects, and so on. For the teacher, this always means spending time correcting work and compiling grades. In the case of formative evaluations, marking sometimes results in a grade, but this does not count towards the final grade. In addition to overall planning of the evaluation, teachers have to:

- ✓ prepare the evaluation activity and draft, make copies of or type the necessary documents, ensure the required equipment is available, etc.;
- ✓ if necessary, adapt the evaluation activity to reflect particular needs;
- ✓ establish evaluation criteria and their weighting;
- ✓ evaluate class presentations, projects, performances (dance, music, art, drama) in class or elsewhere;
- ✓ evaluate fieldwork;
- ✓ mark tests, examinations, assignments, laboratory reports, etc. as the course progresses;
- ✓ mark the examination or evaluate the term paper, as applicable, to measure achievement of the course competency (final examination);
- ✓ if necessary, prepare a re-take evaluation;

[8] Declarative knowledge refers to the sum of knowledge in a course; procedural knowledge relates to performing an action, giving the student the know-how to do something; conditional knowledge requires students to use their judgment in a particular situation.

- ✓ evaluate the quality of the language of instruction;
- ✓ prepare corrected versions for students;
- ✓ compile student grades and revise them if necessary.

Many factors have led to the defining of the standards regulating this dimension of professional practice, including:

- the *Institutional Policy for the Evaluation of Student Achievement*, which introduces a concerted framework for evaluation, and formal requirements regarding fairness;
- fair evaluation of learning within a subject;
- the competency-based approach, which has also emphasized evaluation methods;
- the *Policy on French Language*, which adds another layer to standards.

Research into evaluation has resulted in formative evaluation becoming more important. As distinct from summative evaluation, it is now a preferred way of ensuring learning support focused on success and the achievement of competencies. On the one hand, it enables teachers to gauge their students' learning progress on a regular basis throughout the semester, so that the appropriate changes can be made to lesson plans as the course unfolds; on the other, it makes each student more aware of their difficulties so that they have time to do whatever is necessary to pass the course. This evaluation practice is usually set out in the *Institutional Policy on the Evaluation of Student Achievement* (IPESA) and, depending on the disciplines involved and the procedures chosen, has sometimes led to substantial changes in the evaluation process for the teacher, particularly as regards the amount of time devoted to it. In this respect, teaching practice has changed in line with today's "more global and more integrative outlook". (RPT 2004 : 19).

> *The competency-based approach implies that the teaching staff perform certain existing activities that now appear in a new context, in a different way. This applies for example, to evaluation of learning; competencies, not only content, are now targeted.* (FPE 2000 : 10)

3. Support and supervision outside the classroom

Support and supervision ("encadrement") outside the classroom refers to the follow-up and help that teachers offer outside class time, to assist students with their studies and in particular, help them to pass their courses. The professor is available outside class to address specific needs, provide support, and answer requests for further explanation. This support work varies, depending on the number of students assigned to the teacher and their characteristics. This means the support is sometimes provided for a student with personal problems or particular needs.

In addition, support and supervision by electronic means, while offering many advantages like speed and flexibility, raises the issue of regulating when and how teachers should interact with students[9].

The importance ascribed to pass rates has translated into institutional success plans, which in turn have led to general measures developed and implemented individually or collectively, and the introduction of more systematic support and supervision, including the setting up of help centres. Teachers are now called upon to identify students having problems and refer them to the available resources. As a result, the teacher often interacts not only with colleagues but also with professional staff.

In short, supervision is now "more sustained and closer", and requires teachers to deploy "specific efforts to motivate students". (EC 1997 : 60-62)

C. ADJUSTING HOW YOU TEACH

> **Adjusting the pedagogical intervention**: *analyze how your teaching impacts student learning and if necessary, adjust subsequent interventions.* (FPE 2000 : 42)

This refers to the adjustments and modifications (to content, instructional materials, exercises, etc.) that a teacher decides to make after analyzing and evaluating each class they teach, as the session unfolds. The teacher may also have to modify their course plan to reflect difficulties experienced by their students, and find appropriate ways of supporting their learning.

The teacher may review their class management, partially reorganize the material, revamp the course outline or lesson plan, or rethink the way material is organized, the instructional materials, or the frequency or content of tests, examinations or assignments. This is really another aspect of what is traditionally known as adaptation. It may apply to only one course section as the semester unfolds or a second course section taught in the same week.

Placing the emphasis on student learning requires the teacher to monitor their own instructional strategies closely. This in turn demands greater flexibility and more frequent fine-tuning of the activities planned. Similarly, the introduction of formative evaluation measures may involve altering course outlines or lesson plans, or more systematic rethinking of pedagogical approaches.

Overall, teaching focused on learning encourages the teacher as an individual to view their own teaching with a critical eye and adjust their intervention accordingly.

> *The act of teaching requires the teacher to constantly adjust their intervention to the variations and demands of the situation.* (PC 1998 : 33)

[9] This point is developed in "Current practice in the teaching profession as regards ICT".

> *At the very core of teaching has to be the transformation of experience into knowledge.*
> (PC 1998 : 34)

Reflection is also collective: teachers will confer with other members of their department about students' problems and how to resolve them.

3. PARAMETERS OF THE INDIVIDUAL WORKLOAD (CI) AND TEACHING ACTIVITIES

In the collective agreement, the notion of teaching activities covers various different expressions. It is important to distinguish between the following: "teaching load" "course load" and "individual teaching load" (CI).

Teaching load is a concept encompassing all the activities performed by the teaching staff, while ***course load*** covers only some of the activities described as "inherent to teaching". ***Individual teaching load (sometimes called individual workload) (CI)*** refers to the teaching load of an individual teacher.

As explained below, the individual teaching load measure, i.e. number of units assigned to a teacher, is used in the application of certain labour conditions.

Teaching load

Teaching load refers to a set of activities to be performed by the teaching staff in exercising their profession as teaching specialists in a subject, namely:

- activities inherent to teaching, including actual teaching activities (*preparation of course outlines, detailed study plans for students, laboratories or fieldwork, classroom teaching, adaptation, support and supervision of students, preparation, invigilation and correction of examinations or assignments*) and taking part in professional days, departmental meetings and the activities enabling the department to fulfil its functions;

- activities for departmental or program coordination;

- activities associated with the development, implementation and evaluation of programs;

- various types of activities such as supporting and supervising students, retraining, pedagogical innovation, professional development in the subject or in education, fieldwork supervision, activities at technology transfer centres and institutional development[10];

- collaborative activities inherent to the instructional aspect of programs, which may take place during professional days;

- pedagogical activities undertaken individually in any of the following areas: learning assistance, supporting and supervising students so that they succeed better, information and promotion associated with institutional development[11], pedagogical education and professional assistance.

[10] Institutional development is not part of the teaching load in the FNEEQ collective agreement and has to be linked to regular teaching in the FEC collective agreement.
[11] The FNEEQ and FAC collective agreements do not include information and promotion activities.

Course load

The course load is the set of course sections, workshops, laboratories or fieldwork supervisions assigned to a teacher for a given semester. A course load is measured using a formula that determines the teacher's individual workload (CI) and expressed as work units (*unités de travail*).

A teacher assuming a course load will undertake activities described as "inherent to teaching", only some of which are measured by the formula used to calculate the teacher's individual workload (CI):

- ⇨ preparation of the course outline, as well as laboratories or fieldwork, and their preparation and adaptation;
- ⇨ classroom teaching, laboratory teaching or fieldwork supervision;
- ⇨ evaluation and support and supervision of their students;
- ⇨ preparation, invigilation and marking of examinations.

"Activities inherent to teaching" also refers to other activities not contributing to the formula used to calculate the individual workload (CI), namely:

- ⇨ preparation of the detailed study plan for students[12];
- ⇨ updating of the teacher's knowledge[13];
- ⇨ reviewing of corrections requested by students;
- ⇨ participation in professional days organized by the CEGEP;
- ⇨ participation in departmental meetings and activities required for fulfilment of the department's functions;
- ⇨ participation in program committee meetings.

Moreover, under certain conditions, a teacher may be wholly or partially released (granted leave) from their course load; the course load that becomes available is then assigned to someone else. The formula used to calculate the workload includes procedures for calculating the units linked to this leave. The formula is also used to determine the rights and obligations of a person placed on availability or someone benefiting from income security (FEC only).

Individual teaching load (CI)

The individual teaching load (individual workload) or CI is the result of the formula used to calculate the CI.

[12] The detailed study plan (*plan d'études*) is a document prepared for students to help them plan their studying for the course. It is sometimes confused with the course outline (*plan de cours*).

[13] Although it is implied in the activities required for assuming a teaching load, the updating of knowledge is not explicitly mentioned in the FNEEQ and FEC collective agreements.

The current formula was introduced in 1980 and has remained virtually unchanged. Originally, it only computed the activities associated with a course load. It was introduced by the provincial parties to ensure fair treatment of teaching staff, regardless of the subject taught, the goal being to "*create a balance between the tasks of teachers"* [14].

The formula has been amended over the years to also calculate in CI units certain activities associated with a course load.[15]

The current formula for computing a teacher's individual workload for a given semester is based on the following relationship:

$$CI = CI_p + CI_s + CI_d + CI_L + CI_f \text{ or } CI_m$$

where

CI_p is the individual teaching load (CI) comprising classroom and laboratory teaching as well as supervision of certain fieldwork (direct supervision);

CI_s is the individual teaching load (CI) made up of supervision of other fieldwork (indirect supervision);

CI_d is the individual teaching load (CI) made up of the time spent travelling;

CI_L is the individual teaching load (CI) comprising leave;

CI_f is the individual teaching load (CI) related to the assignment of a person placed on availability (FNEEQ and FAC);

CI_m is the individual teaching load (CI) related to the assignment of a person placed on availability and, for the FEC only, of a non-permanent person with income security.

CI related to classroom teaching (CIp)

The formula is applied, for each semester, and in an identical manner for each of the disciplines taught. When applied to a course load, it refers to the portion of the formula associated with classroom teaching or CI_p, which is calculated using the following parameters:

- ⇨ hours of preparation, that is, the number of periods in different courses per week assigned to a teacher (HP);
- ⇨ number of course periods a week assigned to a teacher *heures-contact* (HC);

[14] *Comité d'étude sur la situation de la tâche des enseignantes et enseignants de cégep*. Rapport final, juin 1988, p. 109

[15] See Appendix 1: Evolution of formula for calculating individual workload

- ⇨ the total number of different students enrolled in each and every course assigned to a teacher for one week (PES and NES).

Activities taken into account in the CI comprising classroom teaching

1. Preparation

There are two aspects to course preparation: long-term preparation and short-term preparation.

Long-term preparation has to do with the evolution of knowledge in all disciplines, without exception. In 1975, *"long-term preparation"* was not taken into account when the formula for calculating CI was developed, because this activity was recognized as one of the "basic activities"[16]. This decision by the provincial parties was based on the fact that all teaching staff without exception had to undertake long-term preparation, so this activity did not allow teaching staff to be differentiated on the basis of their discipline.

Short-term preparation and *adaptation* refer to the ***HP parameter***, hours of preparation, in the formula used to calculate CI. Since 1990, this formula has used a different value for the coefficient of this parameter, depending on the number of different courses allocated to a teacher.

The term *course adaptation* refers to the modifications a teacher sometimes has to make to their classroom teaching when dealing with another group with the same course number.

2. Classroom teaching

Classroom and laboratory teaching refers to the ***HC parameter***, course hours or *heures-contact*, whose coefficient is fixed for all disciplines.

3. Evaluation, support and supervision of students' work

Evaluation of learning refers to the marking of tests, assignments, examinations, etc., for both formative and summative evaluation. Support and supervision related to with classroom teaching is that undertaken by a teacher with their students.

These elements associated with classroom teaching refer to the *PES parameter,* student periods per week, which has a fixed coefficient for all disciplines. When the CI formula was introduced, the collective agreement made no mention of pedagogical activities such as *"assistance with learning and support and supervision of students to improve their success"*; since then the notion of support and supervision ("encadrement") has changed

[16] See Appendix 1: Evolution of formula for calcuating individual workload

substantially. In 1976, meetings with students outside class were regarded as related activities, and therefore not computed[17].

In 1975, "related activities", like "basic activities", were deemed to be common to all disciplines, and not differentiate teaching staff on the basis of the discipline taught.

Until 1990, only the PES parameter was associated with evaluation of learning. Since then, the ***NES parameter,*** number of students per week*,* has been added to reflect the heavier burden of evaluation and support and supervision borne by a teacher with a greater number of students (75 or more).

4. Specific cases: fieldwork

Directly supervised fieldwork supervisions where the teacher is present for every hour are treated as if they were classes or laboratories. For other types of fieldwork, described as "indirectly supervised", all the work is measured by the term CI_s proportional to the number of students enrolled in the fieldwork[18].

Principal amendments to the formula for CI associated with classroom teaching

First introduced in the collective agreement in 1980, the formula used for calculating the individual workload was amended twice, and significantly:

1. When the decree was imposed in 1983, the factor used to multiply the HP parameter went from 1.0 to 0.9, and the one used for the HC parameter changed from 1.5 to 1.2.

2. Upon renewal of the 1989-1991 collective agreement, when the provincial parties agreed upon three different factors for the HP parameter. These are still used in the current formula:

    - 0.9 for 1 or 2 different courses per week during the same semester;
    - 1.1 for 3 different courses;
    - 1.3 for 4 or more different courses.

    During the same round of negotiations, the provincial parties also agreed to introduce a new parameter, NES, or total number of different students per week assigned to a teacher. This value of this parameter is linked to the number of students allocated based on two limit values: 75 and 160. It does not apply to courses whose weighted time-distribution is less than three (3) periods per week.

[17] In the 56 elements listed in 1975, under "related activities", activity no. 50 reads as follows: *"You will meet individually with students under your responsibility, except for tutoring"*.
[18] In 1986-1988, the parties introduced a formula for calculating a CI for indirectly supervised fieldwork.

For more information about the origin and evolution of the formula for calculating individual workload (CI), see Appendix 1.

Use of individual workload (CI) for administrative purposes

Individual workload (CI) is also used for administrative purposes, for applying certain labour conditions, including the following:

- ✓ for a part-time teacher, to determine the remuneration in their contract based on the course load allocated: CI on 80;

- ✓ to establish at what point a part-time teacher attains a full time course load and hence a full-time equivalent(FTE): CI equals at least 80 units;

- ✓ for a teacher who is placed on availability:

    - to set the limit value for the obligation to accept a course load: up to 64 units;
    - to set remuneration based on course load when it is between 64 and 80 units;
    - to determine at what point placing on availability may be cancelled: CI equals at least 80 units;

- ✓ at the FEC only, for a non-permanent teacher with income security:

    - to set the limit value for the obligation to accept a course load: up to 0.50 full time equivalent;
    - to set the remuneration in their contract based on course load when it exceeds 0.50;

- ✓ to evaluate the release, leave or allowance from which a teacher benefits;

- ✓ to calculate seniority accumulated by year: CI on 80 units;

- ✓ to determine the maximum limit or maximum individual workload beyond which a teacher is entitled to receive additional remuneration: 44 units per semester or 88 units for a year.

Variability of individual workload (CI) or individual guidelines: 80 and 88 units

Because student numbers per course section vary and because of the different numbers of course hours allocated, it is impossible to systematically obtain an identical *CI* value for each teacher.

Sometimes the way teaching is organized does not enable courses allocated to a teacher to be evenly divided over two semesters. The collective agreement provides for the fact that in practice, there may be an "uneven" individual workload. For example, a teacher may take on a course load with a CI value of 55 units in the fall semester. In that case, the course load allocated to them in the following semester may not exceed 33 CI units, without agreement.

For a full-time teacher, the CI value may vary up to 88 units without affecting their pay. Above 88 units, the teacher will be paid for an additional load. It may happen that a teacher is allocated a full-time course load with a *CI* value below 80 units, but contrary to the case of part-time personnel, this does not affect their pay.

PROFESSIONAL DEVELOPMENT, RESEARCH AND EDUCATION

As a component of the pre-university sector, CEGEP education is a gateway to specialization. CEGEP professors are therefore assumed to master a disciplinary field. Teaching is a professional act whose very complexity calls upon a diversity of competencies, particularly educational and pedagogical expertise. Teachers are both specialists in their discipline and teaching specialists, and the two dimensions are inextricably linked.

> *Novice CEGEP teachers usually have a solid background in their subject or technical field, making them content specialists. However, most of them do not have training in the pedagogical and instructional aspects of the profession. In addition, their professional experience profiles tend to vary widely.* (MIP 2000 : 14)

One of the features of teaching is its "reflective" nature. This means it is essential for each individual instructor to examine, analyze and develop their own practice. They thus determine their own professional development needs based on the resources available. Sometimes activities to meet professional development needs in a particular discipline are suggested by departments and program committees.

Various factors influence this dimension of the teaching profession. They include:

- accelerated development of knowledge and information;
- interdisciplinarity, which requires extensive disciplinary expertise for developing courses adapted to the specific realities of different programs (program approach);
- updating of programs;
- local development of new programs and new specializations;
- the competency approach, which requires mastery of the related concepts, particularly those concerning learning strategies targeting student participation;
- the context associated with success;
- the context associated with team work and concertation;
- the characteristics of the student population;
- technological changes;
- requirements as regards workforce qualifications and diverse work environments (legislative, regulatory and standardization obligations);
- increased specialization, making course distribution less flexible.

Professional development, research and education do not constitute a formal component of the teaching load, even though long-term planning and disciplinary and educational updating are partly, though differently, connected with it. The distinction between formal professional development activities and the teaching preparation component is more one of degree than of kind. Preparation, though it is less visible than professional development because it is inherent to the teaching load, is just as demanding in a context of constant change. Learning to master new software, for example, may be a supervised activity but may also be undertaken informally, outside this framework, alone or with peers.

Professional development

Professional development activities are of a disciplinary or pedagogical nature. They can take various forms and be held on site at the college, or at a university or company. Professional development can be individual or collective, and may take place among peers, within a discipline, throughout the department or institution, or outside the college. Only certain professional development activities go through the committee as specified in the agreement: enrollment in courses, participation in conferences or symposiums, etc.

Disciplinary professional development involves:

- appropriating expertise related to the advancement of knowledge in the discipline taught, including changes in technology;
- acquiring the knowledge made necessary by the multidisciplinary nature of programs;
- appropriating knowledge from another specialty in the discipline;
- becoming familiar, where necessary, with new corporate work environments.

Pedagogical professional development involves:

- developing or improving one's pedagogical skills;
- developing or improving one's people skills;
- perfecting one's knowledge of new teaching methods and contexts;
- developing one's knowledge of learning strategies and the characteristics of the students;
- learning to use new information and communications technologies (ICT) in a learning context.

Unless they give rise to release time, professional development activities are not taken into account in the parameters used for measuring a teacher's workload in what is normally referred to as the formula for calculating the individual workload (CI). Historically[19], the formula for calculating the individual workload has always taken into account short-term preparation (HP), namely preparation for classroom teaching for each week of the semester, but not what is described as long-term preparation (research and updating of knowledge).

Research

Formal research differs from professional development in that it usually results in work that makes the end result something new. Very often this will be disseminated. Engaging in research activities may involve for example, developing new disciplinary knowledge; designing, developing and disseminating creation projects; contributing to the development of new knowledge in the pedagogical field; designing original teaching materials; contributing to technology transfer.

[19] See report of the *Comité d'étude sur la situation de la tâche*, 1988, p. 130 .

There are a number of programs supporting research that give rise to leave. Few teachers conduct research activities within this framework. But when research activities do not stem from these programs, they are usually undertaken on a voluntary basis, in addition to teaching. Thus, as well as teaching, professors participate in research groups, publish material, pursue a doctoral or postdoctoral thesis, present the results of their artistic research, and contribute to varying degrees and in various ways to the advancement of knowledge. In this way they help to raise the profile of their college. Some teachers take unpaid leave in order to pursue these activities.

In other cases, for example at CCTTs (Collegial Centres for Technology Transfer), research is central to the work of the teacher released from teaching, and thereby contributes to the development of the industry concerned and to teaching in the particular academic field.

Education

In addition to further training and research, the work environment fosters the organization of educational activities enabling people to acquire knowledge in another area and allowing new expertise to be developed. These activities take place on an ad hoc basis and deal with topics such as multiculturalism, harassment, health and safety, or the helping relationship, including suicide prevention; they may also cover the use of specific equipment or communication tools.

CURRENT PRACTICE IN THE TEACHING PROFESSION AS REGARDS INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

> *The increasing presence of ICT in all sectors of human activity has intensified the pressure to incorporate them in the teaching and learning process. It is impossible for the education system to remain aloof from this technological revolution affecting the whole of society (CSE, 2000). [...] These technologies play more of a role in programs revised on the basis of competencies, whether in terms of general objectives (in social science and natural sciences, for example), more technical competencies associated with technological tools, or execution contexts associated with other competencies (RCT : 2005 : 15)*

Information and communication technologies (ICT) are present in all areas of human activity and incorporating them into teaching has led to major changes in pedagogical practices. The exponential increase in the amount of information available, the renewal of knowledge and competencies, the use of more participatory pedagogical strategies, the widely differing levels of student familiarity with the new technologies and the requirements of students are all factors that, at some time or another and to varying degrees, are bound to affect teaching.

ICT are indispensable tools that are constantly evolving. Using ICT adds more ways of accessing knowledge: teaching staff have more choices and sources of information proliferate. Employing ICT changes the way people conduct research, read and communicate.

The benefits of online information coupled with the desire to offer quality teaching reflecting the latest developments is spurring faculty members to make increasing use of ICT. While this is especially true in the technical sector, where keeping up with technology is a must, it also applies to many pre-university disciplines. Almost every program now includes competencies involving information technology. And the advancement of disciplinary knowledge combined with the demands of the job market has had a major impact on the updating of knowledge and professional development among teaching staff.

When employed for educational or pedagogical purposes, ICT may intervene at any stage of teaching: preparation, including planning, classroom teaching, evaluation and support and supervision. Use of ICT may be pedagogical (when the application or software supports learning) or disciplinary (the application or software, whether or not it is specialized, is essential learning content).

> *ICT include not only technologies for processing and transmitting information but also technologies assisting with knowledge organization, problem solving and project development and execution.* (RCT 2005 : 66)

At the CEGEP level, the vast majority of teachers use ICT to transmit and process information, notably for course planning and classroom teaching. Most use ICT for adapting existing pedagogical materials. A number of professors incorporate activities using ICT into their teaching, or develop pedagogical materials. To do so, they usually require technical support and professional development.

> At *the most basic level, nearly all teachers use the technology (at least a word processor) to produce and distribute pedagogical material. At the most advanced level, some become designers and producers of multimedia learning resources.* (RCT 2005 : 76-77)

While there may be other ways in which teachers harness these technologies, the literature consulted for this study highlights four purposes for which the teaching profession currently uses ICT: **information processing**, **communication and collaboration**, **pedagogical design** and **production of learning resources**.

Information processing

The advent of the Internet has given people fast, easy access to countless, extremely diverse sources of information. Powerful search engines enable us to find the websites of organizations, stay abreast of the latest publications, books and magazines, and often obtain full texts on line. We can browse through library catalogues, indexes and directories. With just a few clicks of the mouse, we can compare technologies, view equipment, find applications, and so on. This capacity for information processing is a major factor in the use of these technologies.

In the same way as documentary research conducted by teachers in a library, ICT enters into course planning and preparation, especially when they research information for teaching a discipline. Given the amount of information available and the fact that it is constantly mushrooming as disciplinary knowledge forges ahead, the teacher uses ICT to validate course content, and if necessary, revise it. The Internet also simplifies certain aspects of preparation by making ready-designed pedagogical materials easily obtainable; teachers can select the appropriate activities and if necessary, adjust them. (RCT 2005 : 71)

> *Future teaching staff have to learn to use and exploit the various information sources, i.e. software, educational software and CD ROMs, and communication systems in the context of their discipline and the Ministry's program. They have to develop this informational competency in order to help students develop theirs.* (RCT 2005 : 47)

The advent of ICT has obliged teachers to adopt methods of detecting plagiarism and ensuring that sources cited by students are valid.

Communication and collaboration

- ***for administrative purposes***

Teachers use ICT for communicating and collaborating at the administrative level, for written communications and managing administrative documents (e.g. the Bleumanitou portal); they also use these technologies for logging onto the CEGEP website or their program or department web page.

ICT serve as a means of communication between colleagues in the same department or on the same program committee, for departmental or program activities. ICT are also widely used as management and communication tools (for program information, notices of meetings, minutes of committee meetings, transmission of texts and reports, etc.) in connection with local program management.

Faculty members use ICT for compiling students' marks and sending final grades to the academic council, receiving their course schedule, and receiving or circulating information about teaching management at the CEGEP (committee report, use of a portal). The extent to which this aspect is developed varies from one CEGEP to another.

- ***for pedagogical purposes***

Using ICT multiplies ways of communicating with students: e-mail, discussion groups, websites, multimedia presentations developed by the teacher and used in class or outside it are some of the possibilities.

> *The applications for electronic communication have proliferated. New communication habits are one of the most important changes brought about by ICT in the field of education. E-mail is now widely used (CEFRIO[20], 2003a). Many teachers use it to increase their availability and support and supervise students. In pedagogical terms, the use of message boards has aroused the most interest in recent years.* (RCT 2005 : 69)

Some teachers set up a website for the courses they teach. They then add material to this site whenever changes are made to the course content. Students logging onto these websites will find all the information they need, including course outlines, exercises, and the teacher's course notes.

Using ICT for communication may give the impression that faculty members are available 24/7. Increasingly this is what people want, and the teacher-student relationship is changing accordingly. It is up to the teacher to inform students of the rules governing this virtual availability.

The way in which teachers use ICT for communicating with their students will vary, depending on their needs, how comfortable they are with these technologies and what they want to use them for: some professors just want to send and receive e-mails, others may want to design more structured, supervised interactions.

[20] CEFRIO: Centre francophone d'informatisation des organisations

For teachers, using ICT for pedagogical purposes means designing and moderating situations involving communication and collaboration that foster student learning and motivation; it also means teachers have to analyze their practices in this area (RCT 2005 : 69). This means putting teaching strategies in place that encourage students to play a more active part in their own learning.

Pedagogical design – creating learning situations

The teacher uses standard software such as word processors and spreadsheets, or specialized software such as that used in finance and accounting, architecture, mechanical engineering, etc. Software used by teachers will generally be the same as is used in the workplace and in business. Because it may be updated or revised at regular intervals, teachers may require further training.

To create learning situations using ICT, the teacher needs to determine which technologies to use for the design process. They then have to analyze the needs, problems, characteristics and skills of their students as regards ICT, and set the learning objectives, taking into account the possibilities offered by ICT. The teacher also has to plan the various elements for evaluating student learning, and design and implement them, and ultimately evaluate student achievement of the learning objectives. (RCT 2005 : 74)

> *For some people, the pedagogical design process becomes more open, more interactive and more systemic (less linear). With the use of ICT, teaching is more individualized because it reflects the competencies and skills already acquired. The learning process therefore tends to vary from one learner to another. With ICT, content becomes more open and flexible, and less uniform: participants do not always learn the same thing, in the same way; this raises issues in terms of evaluating the learning.* (RCT 2005 : 62)

This involves using ICT to design learning situations based on existing resources (pedagogical design[21]): exercises, research activities, simulation, etc. The Centre collégial de développement de matériel didactique (CCDMD) and le Cégep@distance offer computerized teaching materials designed by teachers. These materials are ready to use or can be adapted to create new learning situations.

Producing teaching and learning resources (TLR)

Creating or producing original electronic teaching materials requires specialized knowledge that extends well beyond the realm of standard software. Few teachers produce complex multimedia learning resources themselves. Most will use the materials available in their discipline.

ICT are used to create teaching and learning resources (the French acronym is REA).

[21] Pedagogical design: development of a learning activity responding to the objectives of the course or program

CONCLUSION

All the activities contributing to course preparation and classroom teaching involve the same intellectual process: identifying the issues involved and the evaluation method, conducting the most comprehensive research possible, choosing from the pedagogical material available, organizing the content, selecting participatory strategies for conveying the content, and verifying the student's progress. ICT constitute an additional pedagogical tool, but one which has to be managed and also mastered by teaching staff.

For information and communication technologies to be able to serve both teaching and learning, teachers must not only learn to use them but also be aware of their properties and impacts, and integrate them in their practice as teaching tools. Teachers must be able to situate themselves in relation to the various sources of information or weigh up the role of these sources in learning. (FPE 2000 : 49)

Using ICT is not an end in itself, but a constantly evolving means of making students more active participants in their own learning, boosting their chances of success and thereby enhancing the overall quality of teaching.

ACTIVITIES IN/OUTSIDE THE INSTITUTION

Teaching today usually involves a whole series of activities related to teaching as such, and to the department and program, as well as professional development, research and education. Over the course of their career, teachers thus take part in the pedagogical life of their college in various ways and to varying degrees.

> *This may mean participating in collective efforts for the achievement of institutional objectives, by contributing to various types of projects that may or may not be part of the programs, and may take the form of international collaboration, management of internships or clinics, open houses, corporate simulation for training students, etc. it may also mean engaging in the quest for solutions to particular problems regarding institutional responsibility.* (FPE 2000 : 43-44)

As specialist teachers in a particular discipline in the higher education sector, CEGEP professors are also invited to participate in the external life of the institution by becoming involved in the cultural, community, political and economic life of the region. Depending on their career path, skills and interests, certain teachers will participate more extensively, in what some authors call the institutional commitment, namely college development and outreach in interaction with the CEGEP network, a professional order, the local community or the region, or even international cooperation.

> *Professional teaching practice comprises a series of activities relating to teaching as such, institutional commitment or network and social involvement, which modulate in different ways throughout a teacher's career.* (EC 1997 : 12)

Underlying the institutional commitment of teachers are a number of factors:

- ✓ the regulatory framework and the diverse obligations of CEGEPs regarding their educational mission;
- ✓ the importance ascribed to the development and outreach of CEGEPs as higher education institutions;
- ✓ the challenge of attracting students in the context of declining enrollment;
- ✓ a strong incentive to cultivate links with socioeconomic communities;
- ✓ development of activities of an international nature, including cooperation;
- ✓ regional development and contact with the community.

CEGEPs are expected to undertake a wide range of interventions, particularly in remoter regions. Teachers offer services to the community and thereby enrich their professional life. Reaching out in this way can also lead to work being published, the winning of awards, and so on.

Although they do not constitute activities inherent to teaching and are often regarded as "related" activities, institutional commitment activities are still essential for the development and continuation of quality higher education in the CEGEP system. Below are just some examples:

Activities in the institution

a) helping to enhance the CEGEP's internal cultural, economic, sports or social life, to create a stimulating environment specifically benefitting students or the community as a whole; for example, promote and organize activities such as debates, round table discussions, "philosophy cafes", "science cafes", thematic days or weeks, lectures, guided tours, trips, etc.;

b) participating in setting up pedagogical projects such as the creation and administration of actual or virtual companies, creation of specialized babysitting services, etc.;

c) collaborating on specific projects for supporting and supervising students, to help them in their studies, particularly as part of the success plans adopted by the CEGEPs;

d) making students feel welcome at the CEGEP and developing their sense of belonging;

e) boosting student development and making the CEGEP better known, for example by organizing fieldwork internships abroad;

f) publicizing students' work in publications, exhibits, performances, concerts, etc.;

g) submitting projects designed to solve specific problems, e.g. ways of countering declining student enrollment or boosting success rates;

h) participating in institutional projects such as setting up committees for institutional evaluation or mapping out the strategic plan for the CEGEP's development;

i) helping to organizing and hold various internal activities promoting the CEGEP, e.g. open houses, student for a day program, parents' meetings, awarding of scholarships or educational award evenings;

j) supervising university students doing teaching internships;

k) representing teachers on the Board of Directors, the Academic Council, or committees on health, the environment, professional development, equality, anti-harassment measures, etc.

Activities outside the institution

a) participating in promoting a program, for example during high school visits, "career days" or job fairs;

b) participating in or organizing activities for the CEGEP network, forging collaborations with other colleges, particularly for technical programs;

c) raising the CEGEP's profile by means of lectures, communications at conferences or symposiums, exhibitions or articles, or by appearing in radio and television programs;

d) designing, coordinating and maintaining community services as part of learning projects, e.g. income tax clinics, dental care clinics;

e) helping to set up technology transfer centres and offering companies expertise in their disciplinary field;

f) taking part in the activities of a professional order or teachers' association in a particular discipline;

g) cultivating contacts with other organizations, companies or educational institutions, in order to contribute to social development by enriching education;

h) seeking the collaboration of social and economic communities, to enable the region to benefit from faculty expertise and develop fieldwork opportunities;

i) cultivating relationships with other organizations, companies or educational institutions, to enhance cultural life with events such as film festivals, book fairs, exhibits of work by students or regional artists, and so on;

j) participating in the organizing of various competitions, galas, symposiums, and drama or musical productions, and supervising the students taking part, at the local, inter-collegiate or other level;

k) participating in an international cooperation project in which the CEGEP is involved, particularly projects associated with student mobility.

APPENDIX 1

EVOLUTION OF FORMULA FOR CALCULATING INDIVIDUAL WORKLOAD – FROM INCEPTION TO THE PRESENT DAY

1967 to 1976

During this period, the provincial parties sought ways of measuring the teaching load of professors, and commissioned or undertook various studies and surveys. Two reports played a fundamental role in development of the current formula: CARLOS[22] and CETEC[23]. The Carlos report, named for its author, and the report by CETEC, the *Commission d'étude de la tâche des enseignants du collégial*, led to the model for evaluating the workload associated with a course load that is still used today. Based on the report produced by the provincial parties in June 1988[24], we outline here the main elements in the CARLOS and CETEC reports.

In September 1974, following a survey, the CARLOS report determined that the teaching load comprised five overall components:

1. Long-term planning of teaching
2. Short-term preparation
3. Classroom teaching
4. Evaluation of teaching
5. Related activities

Each of these main components was subdivided into a number of elements, making a total of 56 elements for all components. The CARLOS report concluded that the activities required for teaching were the same for everyone; the criteria for differentiation between teachers was the discipline taught.

In June 1975, in response to this report, CETEC (*Commission d'étude de la tâche des enseignantes et enseignants du collégial*) recommended that the "fardeau d'enseignement" (teaching load or burden) between disciplines be determined on the basis of two types of activities:

1. Basic activities (long-term preparation and related activities), deemed as having a fixed value for each discipline.

2. Central activities characterized by the following elements:

   - ⇨ Short-term preparation: number of course hours to be prepared (different courses) per week (HP)
   - ⇨ Classroom teaching: number of course hours per week or contact hours (HC)

[22] Carlos, Serge, Centre de sondage, Université de Montréal, *Recherche sur la tâche des enseignants du collégial*, septembre 1974.
[23] Commission d'étude sur la tâche des enseignants du collégial, *Rapport final* (three volumes), juin 1975.
[24] Comité d'étude sur la situation de la tâche des enseignantes et enseignants de Cégep, *Rapport final*, juin 1988.

- ⇨ Evaluation: number of students met with per week (PES)

For each discipline, the CETEC report set mean values for the course load for each of the following variables; these values could vary from one discipline to another:

- ⇨ Number of hours classroom teaching (contact hours) : HC
- ⇨ Number of hours of courses to be prepared per week: HP
- ⇨ Number of hours/students per week: PES
- ⇨ Mean number of students per group (provincial mean) for theory and laboratories: NE
- ⇨ An equivalency standard between the work corresponding to the responsibility of one hour of fieldwork supervision of one student and the full course load of a typical teacher in the discipline: π

In other words, this report already contained most of the parameters currently used in the formula for calculating individual workload or CI, namely HC, HP, PES and number of students per course section.

1975-1979 Collective Agreement - TIM

During negotiation of the 1975-1979 collective agreement, the provincial parties introduced a formula for the apportionment of resources among CEGEPs (Appendix I); among other things, this formula was based on a standard load model for which four parameters out of five were those proposed by CARLOS and CETEC. For allocation purposes, the provincial parties added the parameter "C", number of hours' work per week arising from the other parameters in the standard load.

The purpose of this formula was to establish resource allocation for each college in the network, in addition to standard load parameters; agreed upon by the provincial parties, it contained parameters taking into account the *régime pédagogique* and student clientele. An appendix also specified mean standard numbers of students per group by discipline, or *Nej* for classroom and laboratory teaching (Pi TL). Since the 1983 decree, this formula for resource allocation has not been part of the collective agreement.

In 1976, the standard load model contained in the allocation formula was not used to measure a teacher's course load or individual load. Instead, the provincial parties decided to set maximum upper limits for the number of hours or periods of classroom teaching that could be assigned to a teacher, regardless of discipline. In the aftermath of the CARLOS and CETEC reports, these numbers of hours' classroom teaching were established using the following parameters:

- ⇨ Number of hours of preparation
- ⇨ Number of students per course section

and constituted what was then known as the maximum individual load grid (*grille de la tâche individuelle maximale*) or TIM.

At that time, the course load of teaching staff was measured in *hours or periods of classroom teaching per week* which, based on the number of students per group ("n") and the number of periods of classroom teaching of different courses to be prepared different courses to be prepared ("hp"), was not allowed to exceed a maximum number of hours of classroom teaching per week, ranging from 11 to 20.5 hours.

Appendix III of the 1975-1979 collective agreement contained the grid showing the maximum individual load that could be allocated to a teacher, i.e. the maximum number of periods of classroom teaching per week, "hm", in a given semester:

Appendix III – 1975-1979 collective agreement

	HP ≤ 5	**5 < HP ≤ 10**	**10 < HP ≤ 18**
	Hm	**Hm**	**Hm**
n < 10	20.5 hours	20.5 hours	18 hours
10 ≤ n < 17	20.5 hours	18 hours	15 hours
17 ≤ n < 24	17.5 hours	16 hours	13.5 hours
24 ≤ n < 31	16 hours	14 hours	12.5 hours
31 ≤ n	13.5 hours	12.5 hours	11 hours

where "n" is the mean number of students per course hour per week and "hp" is the number of periods of different courses per week.

The number of periods taught per week ("hc") by a teacher could vary from one semester to another, and, for a given semester, exceed the maximum number of hours allowed, "hm". However, the workload resulting from the annual teaching load, i.e. total number of periods of classroom teaching per week "hc" in each of the two semesters could not exceed the sum of maximum hours "hm" in each of the two semesters.

- "hc" a + "hc" h ≤ "hm" a + "hm" h

Application of the grid to set the number of hours of classroom teaching "hc" allocated to a teacher varies depending on the weighted-time distribution (*pondération*) for the course.

The evaluation grid for a teacher's maximum individual load (TIM) depends on the number of students per course section and the number of hours of different courses (HP).

- ✓ For a load of 1 preparation for a 3-hour course taught to groups of 31 students or more, the grid sets the maximum number of hours that can be allocated at 13.5 hours: this could be 12 hours or 4 course sections in one semester and 15 hours or 5 course sections in the other semester, giving an average of 13.5 hours for the year.

- ✓ For a load of 1 preparation of 5 hours taught to groups of 31 students or more, the grid sets the maximum number of hours that can be assigned at 12.5 hours. Since the number of hours preparation per course is 5 hours, the number of hours of courses allocated can be 10 hours (2 course sections) in a given semester and 15 hours (3 course sections) in the following semester, resulting in an annual average of 12.5 hours.

It was also possible to have an unevenly balanced semester, but the maximum number of hours allocated could not exceed 5/8 of the teacher's course load in one semester.

1979-1982 collective agreement – introduction of formula for calculating CI – expressed in hours of work

In the 1979-1982 collective agreement the grid specifying maximum load or TIM was replaced by a formula used to calculate workload. The parameters of this formula came from the standard load model in the allocation formula.

This collective agreement still included a formula for establishing resource allocation for each college, and an appendix specifying mean standard numbers of students per group per discipline, or *Nej* for classroom teaching and laboratory teaching (Pi TL). As stated earlier, the mean standard number or *Nej* was used to determine resource allocation for the whole network, but the individual college was allowed to establish a different number of students per course section when allocating course loads.

It was then that the provincial parties introduced the notion of *calculating individual workload* from the courses allocated to a teacher in their course load. At that time, the formula was used to calculate *hours of work and not units*, as is the case today. The individual load (CI) was established on the basis of data from the period between September 20 and February 15.

CI =	1.0 HC	+	1.0 HP	+	0.5 HC	+	0.04 PES	+	CI_L FEC (CSQ)
Hours of work	Hours of courses		Hours of preparation		Adaptation of courses		Period/ students/ week		Fraction of load comprising leave (departmental coordination or union release time) L X 40

The formula used from 1979 to 1982 already used the parameters in today's formula, but with certain differences:

- ⇨ The formula was used to calculate hours of work, not units.
- ⇨ The coefficient for the parameter HC was 1.0; today it is 1.2.
- ⇨ The coefficient for the HP parameter was in all cases 1.0; today it may be 0.9, 1.1 or 1.3, depending on the number of different preparations.

⇨ The parameter for course adaptation at that time was 0.5 HC. This was subsequently modified in the decree.

⇨ The formula did not contain a value for NES; this was introduced in the 1989-1991 collective agreement.

The formula for calculating a professor's teaching load was based on the number of hours' preparation, the number of hours of courses and the number of students per course section. There is a second coefficient for the parameter HC: this relates to the notion of course adaptation, the process in which a teacher makes adjustments to their classroom teaching. The load relating to the number of students per course section is now evaluated based on the PES parameter.

The FEC (CSQ) added release time for departmental coordination and the union to the formula for calculating individual workload.

The coefficient for the PES parameter was set at 0.04. The value of this parameter varies depending on the number of students taught by a teacher in each hour of classroom teaching. This parameter was designed to take into account activities other than classroom teaching and course preparation, notably evaluation activities (preparing, invigilating and marking examinations, reviewing grades, etc.) and the support and supervision activities (meeting with students) that each teacher undertakes individually.

1983 decree – from 1983 to 1986

At the time of the decree, the resource allocation formula for all CEGEPs in the network was removed from the collective agreement. The employer party retained the formula for calculating individual workload, but reduced the value of two parameters:

✓ the coefficient of the HP parameter (*course preparation)* was reduced from 1.0 to 0.9

✓ the coefficient of the HC parameter, concerning course adaptation, was reduced from 0.5 to 0.2 and added to the coefficient of the parameter associated with classroom teaching.

In 1983, the changes in the formula for calculating the CI had the effect of reducing resources by some 12%. In addition, once the decree was adopted, the CI was expressed in work units, instead of hours. Although it was not presented as such, the formula for calculating individual workload (CI), with the coefficients of the HC parameter grouped together, became:

FORMULA FOR CALCULATING INDIVIDUAL WORK LOAD

CI =	1.2 HC	+	0.9 HP	+		+	0.04 PES	+	CI_L
Work units	Hours of courses and adaptation		Hours of preparation		Adaptation of course integrated in HC		Period /students / week		Fraction of workload comprising leave (departmental coordination or union

					parameter				leave) L X 40

The employer party justified the imposed modification as follows:

- ✓ The notion of course adaptation should only apply starting with the second course section for the same course number.

- ✓ To offset this, the coefficient of the HP parameter was changed from 1.0 to 1.1 to reflect the fact that preparation of the first course section would also include adaptation of the first course section.

- ✓ Once the coefficient for the preparation parameter (HP) had changed from 1.0 to 1.1, and the adaptation parameter 0.5 HC had been modified by 0.2 (HC – HP), the formula for calculating individual workload became:

  CI = 1.2 HC + 0.9 HP + 0.04 PES

In the decree, each parameter generated work units, and the total number of work units required for the teacher to be full time was 80 units. In addition, when a teacher's individual workload (CI) exceeded 88 units, they were remunerated on the basis of an additional workload.

1986-1988 collective agreement

In the 1986-1988 collective agreement, the formula for calculating individual workload applied to courses and laboratories was no longer using only for calculating units relating to course preparation and classroom teaching. CI was modified to calculate the units for two new elements: travelling required for teaching (CI_d) and indirect supervision of fieldwork (CI_s). In addition, the 1986-1988 collective agreement referred to the Ministry's mode of allocating resources without specifying the application methods.

Calculation of CI_d

For this, a formula was used to convert hours of travelling into CI units, based on the distance travelled and the average speed.

Calculation of CI_s

For indirect supervision of fieldwork, the following factors were taken into account: number of weeks of fieldwork, number of hours of fieldwork planned in the weighted time-distribution of the course and number of students to be supervised. Indirectly supervised fieldwork was by definition fieldwork "not requiring the constant presence of the teacher with the fieldwork students". The value in units was multiplied by 0.89 to reflect, for fieldwork, the 11% reduction in resources since the 1983 decree.

FORMULA FOR CALCULATING INDIVIDUAL WORKLOAD

CI =	1.2 HC	+	0.9 HP	+		+	0.04 PES	+
Work units	Hours of courses and adaptation		Hours of preparation				Periods/ students/ week	

		+	CI_s	+	CI_d	+	CI_L	
			Fieldwork supervision		Travel time		Fraction of CI L 40	
			(Individual formula)		(Individual formula)			

Thus, from 1986 to 1988, the formula for calculating individual workload was still based mainly on the course load allocated (course hours, preparation hours, number of students per course section); but in addition to the formula for calculating release time, formulas were added to reflect travel time and indirect supervision of fieldwork.

Modification of rule concerning use of CI formula

⇨ The maximum individual load of a teacher per semester may be 55 units (unevenly balanced semester), in which case, their maximum load for the following semester will be 33 units. This replaces the uneven balance rule limited to 5/8 of the annual teaching load.

1989 -1991 collective agreement – extended to 1995

In the 1989-1991 collective agreement, the formula for calculating individual workload was substantially modified as regards three (3) elements:

1. The HP parameter was no longer fixed but now varied according to the number of different courses allocated to the teacher.

2. A new parameter was introduced, NES: number of students met with each week by a teacher.

3. A formula was introduced for calculating related tasks, CI_f, entrusted to a person placed on availability.

In this collective agreement, the term "mode of allocation" was replaced by **"mode of calculation"** for allocation of resources. The "mode of calculation" was not part of the agreement, nor was it applied in the same way as the old "mode of allocation". In fact, the Ministry's "mode of calculation" involved allocating resources for each college based on course enrolments for the current year, rather than on a ratio of "teachers to students"

based on the situation in the previous year. The agreement also contained a letter concerning guarantees of resources for the network.

Although the "mode of calculation" was not part of the agreement, it used the same parameters as the formula for calculating CI.

A first collective agreement was negotiated between the CPNC and the FAC with the same provisions already agreed upon with the FNEEQ and the FEC as regards CI and its application.

Modification of the HP parameter

Following the work of the Comité consultatif sur la tâche (advisory committee), the provincial parties agreed that the weight or coefficient for the HP parameter should be amended to reflect many preparations, i.e. to give more units to teachers with more than 2 course preparations in one semester. This meant the coefficient for the parameter HP could have three possible values:

- ⇨ 0.9 for persons with 1 or 2 preparations
- ⇨ 1.1 for persons with 3 preparations
- ⇨ 1.3 for persons with 4 preparations or more

Introduction of NES parameter

A new parameter, NES or number of students per week, was introduced, when a teacher was assigned a large number of students, to more accurately reflect the support and supervision activities undertaken with these students and the time required for marking work and examinations. Two limit values were set by the provincial parties: 75 and 160 students.

The value in units of the NES depended on the following conditions:

- ⇨ For courses with weighted time-distribution of under 3, i.e. *Physical Education* courses, in which the average number of students met with per week was approximately 180 (e.g. 9 groups of 20), the NES parameter did not apply.

- ⇨ If the number of students assigned was under 75, the NES parameter did not apply.

- ⇨ If the number of students was 75 or more, the coefficient for this parameter was 0.01.

- ⇨ If the number of students assigned was over 160, an additional coefficient of 0.1 was assigned to the square of the number of students above 160; the idea was to limit as far as possible the number of cases with more than 160 students. In those cases, the CI value increases dramatically.

Calculating CI_l and CI_f

Another element was added to the CI: calculation of leave when a teacher placed on availability was wholly or partially assigned to functions "related" to teaching. The number of units was set by first establishing a staffing percentage; this was then applied to the limit of 40 units per semester. The notion of CI_f remains part of the current collective agreement.

FORMULA FOR CALCULATING INDIVIDUAL WORKLOAD

CI =	1.2 HC	+	HP = 0.9 HP = 1.1 HP = 1.3	+		+	0.04 PES	+	0.01 NES if NES ≥ 75	+	0.1(NES - 160)² if NES >160
Work units	Hours of courses and adaptation		Hours of preparation - variable coefficient depending on number of preparation s				Period/ students/ week		Number of students		

		+	CI_s	+	CI_d	+	CI_L	+	CI_f		
			Supervision of fieldwork		Travelling time		Leave		Related functions if MED		
			(Individual formula)		(Individual formula)		L x 40		Staffing % F X 40		

1995-1998 collective agreement

The 1995-1998 collective agreement did not change the formula for calculating individual workload (CI). However, for the FNEEQ, further to Appendix I-8 concerning hour of support and supervision (*l'heure d'encadrement*), the maximum value of the CI could, in some cases, attain 90 units instead of 88. Theoretically, when someone did not take part in a support and supervision project equivalent to one hour per week, their maximum individual workload went from 88 to 90 units. For the FEC and FAC, this measure did not exist; both federations agreed upon other measures for reducing labour costs.

FORMULA FOR CALCULATING INDIVIDUAL WORKLOAD

CI =	1.2 HC	+	HP = 0.9 HP = 1.1 HP = 1.3	+		+	0.04 PES	+	0.01 NES if NES ≥ 75	+	0,1(NES - 160)² if NES >160
Work units	Hours of courses and adaptation		Hours of preparation - variable coefficient depending on number of preparations				Period/ students/ week		Number of students		

=		+	CI_s	+	CI_d	+	CI_L	+	CI_f		
			Supervision of fieldwork		Travelling time		Leave		Related functions if MED		
			(Individual formula)		(Individual formula)		L x 40		staffing % F X 40		

2000-2002 collective agreement

The 2000-2002 collective agreement did not change the formula for calculating individual workload (CI). However, CEGEPs underwent a major change in resource allocation. Starting in 2000-2001, for resource allocation, "mode of funding" replaced "mode of calculation". As with "mode of calculation", the procedures for mode of funding were not set out in the collective agreement; however, the agreement again contained a letter about guaranteed resources for the network.

Starting in 2000-2002, the resources allocated by the Ministry were calculated based on the funding method that applied a formula comprising a constant and a norm per program, multiplied by each of the PES (périodes-étudiants-semaine) for this program, it being understood that PES were determined on the basis of student enrollments in courses (IC). This funding mode and program norm were based on the 8 years before the funding mode was developed, i.e. the years 1989-1990 to 1996-1997. The funding mode did not use the parameters of the formula for calculating CI.

CEGEPs are responsible for sharing out resources among disciplines and adhering to the restrictions in the formula for calculating individual workload (CI) as regards use of teaching staff in each of the disciplines. Regardless of the number of resources allocated by the Ministry, the college has to organize teaching activities and make decisions about the number of students per course section and the number of course sections assigned to a teacher, complying with the individual guidelines of 80 and 88 units, and the limit of 160 as the maximum number of students.

In the 2000-2002 collective agreement, the individual workload (CI) associated with course load continued to take into account:

- ⇨ hours of preparation (HP)
- ⇨ hours of classroom teaching (HC)
- ⇨ the number of students per period/week (PES)
- ⇨ the total number of students for all course sections (NES)

It calculated units for activities inherent to teaching: classroom teaching, laboratory teaching and fieldwork supervision, and travelling time, leave time and functions assigned to persons placed on availability (CI_f) and exercising functions listed as "Type 3" in the description of teaching load.

FORMULA FOR CALCULATING INDIVIDUAL WORKLOAD

CI =	1.2 HC	+	HP = 0.9 HP = 1.1 HP = 1.3	+		+	0.04 PES	+	0.01 NES if NES ≥ 75	+	0.1(NES–160)² if NES >160
Work units	Hours of courses and adaptation		Hours of preparation variable coefficient depending on number preparations				Period/ students/ week		Number of students		

		+	CI_s	+	CI_d	+	CI_L	+	CI_f		
			fieldwork supervision		Travelling time		Leave		Staffing Type 3 if MED		
			(individual formula) parameter R = portion of fieldwork		(individual formula)		L x 40		staffing % F X 40		

New regulations for use of CI formula

⇨ The explanatory text about the formula for calculating indirect supervision of fieldwork, for courses with NEJK, was modified, because the number of hours of fieldwork supervision performed by a teacher is not necessarily equivalent to the number of fieldwork hours per week determined by the weighted-time distribution for the course. Thus, the value of "R" is equal to "the portion of the fieldwork undertaken by the teacher" instead of referring to the "number of weeks of fieldwork compared with the total number of weeks of fieldwork, as was previously the case".

2005-2010 collective agreement (FNEEQ and FEC) or document in lieu thereof (FAC)

The formula for calculating individual workload (CI) was not modified.

APPENDIX 2

REFERENCE DOCUMENTS

Reports

	Reference
1. Conseil supérieur de l'éducation. Décembre 1997. *Enseigner au collégial : une pratique professionnelle en renouvellement*, 106 p.	EC-1997
2. Conseil supérieur de l'éducation. Mai 2000. *La formation du personnel enseignant du collégial : un projet collectif enraciné dans le milieu,*102 p.	FPE-2000
3. Conseil supérieur de l'éducation. Mars 2004. *Regard sur les programmes de formation technique et la sanction des études : poursuivre le renouveau au collégial,* 141 p.	RPT-2004
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6. Performa. Laliberté, Jacques et Sophie Dorais. Juin 1998. *Un profil de compétences du personnel enseignant du collégial,* 95 p.	PC-1998
7. Performa. Raymond, Danielle et Daniel Hade. Juin 2000. *Module d'insertion professionnelle des nouveaux enseignants du Collégial (MIPEC)*, 49 p.	MIP-2000

Joint studies

1. Comité consultatif sur la tâche (CCT). Avril 1993. *Vieillissement et condition enseignante, Personnel enseignant des cégeps,* Rapport d'enquête, 250 p.
2. Québec. Juin 1988**.** *Comité d'étude sur la situation de la tâche des enseignants de Cégep.* Rapport final, 162 p.

Union studies

1. Dessureault, Guy. 1995. *Étude de tâches d'enseignants et d'enseignantes du Cégep de Trois-Rivières pour le Syndicat des professeurs-e-s du Cégep de Trois-Rivières*, s.p.
2. Enquête sur la tâche et les TIC – document produit par la FEC en date d'octobre 2004. (document déposé lors de la dernière ronde de négociation)
3. Enquête sur la coordination départementale et de programme – document produit par la FAC et la FEC en date d'avril 2005. (document déposé lors de la dernière ronde de négociation).

Local policies

- Politiques ou règlements concernant la gestion locale des programmes d'études.

Collective agreements 2005-2010

- Fédération autonome du collégial (FAC)
- Fédération des enseignantes et des enseignants de Cégep (FEC-CSQ)
- Fédération nationale des enseignantes et des enseignants du Québec (FNEEQ (CSN))