

Report of the Workload Taskforce, 2024

Prepared on July 11, 2024
(Translated and released on September 3, 2024)

INTRODUCTION	4
Note from the Chair	5
EXECUTIVE SUMMARY	5
Summary of the Chair’s Recommendations	9
BACKGROUND INFORMATION	10
College Landscape	10
Bargaining Overview	11
Prior Workload Reviews and Taskforces	12
Instructional Assignment Review Committee, 1984	12
Joint Taskforce, 2005/06.....	13
Joint Taskforce, 2009	13
An Overview of Faculty Workload.....	14
Full-Time Teaching Faculty: Standard Workload Formula	14
Librarians and Counsellors	18
Partial-Load Faculty.....	18
WORKLOAD TASKFORCE: MANDATE AND METHODOLOGY	18
Mandate.....	18
Methodology	20
Consensus Regarding Methodology	21
Research Partner Selection	21
ANALYSIS.....	22
Review of Secondary Literature	22
Approaches to Workload in Other Canadian Jurisdictions.....	22
Document Review	23
Interviews	24
Summary of Findings.....	24
Collective Bargaining Information Services (“CBIS”) Data	28
Weekly Teaching Contact Hours.....	32
Weekly Preparation Hours	32
Special A and Special B Preparation Factors	33
Weekly Evaluation and Feedback Hours	35
Weekly Complementary Function Hours.....	36
Additional Information of Interest to the Taskforce.....	37
Partial-Load Faculty: October Staffing Data	38

International Students, Accommodation, and Counselling Services	41
The Survey	41
Focus Groups	49
RECOMMENDATIONS	56
APPENDIX A: INITIAL RECOMMENDATIONS RELATED TO THE LONGITUDINAL ANALYSIS OF CBIS DATA.....	59
APPENDIX B: CBIS ANALYSIS	61
APPENDIX C: SPECIAL A AND SPECIAL B TABLES	63
APPENDIX D: ADDITIONAL INFORMATION FROM CBIS.....	65
APPENDIX E: QUESTIONS TO WMGs, VPHRs AND VPAs	70
APPENDIX F: MODES OF DELIVERY DEFINITIONS USED FOR THE PURPOSE OF THE SURVEY	71
APPENDIX G: SPREADSHEETS WITH DATA ANALYSIS	73
APPENDIX H: NOTES REGARDING THE GRAPHS.....	82
APPENDIX I: GRAPHS	84
APPENDIX J: MODERATOR GUIDES	126

INTRODUCTION

This Workload Taskforce was convened pursuant to an award issued by Arbitrator Kaplan in September 2022. The Taskforce, chaired by Arbitrator Michelle Flaherty and funded by the Colleges, was mandated to examine workload issues tabled by both sides in the 2021-22 round of bargaining. As directed, this review has culminated in recommendations to assist the parties in the next round of collective bargaining, which is due to begin in summer 2024.

The College Employer Council (CEC) and the Ontario Public Service Employees Union (OPSEU/SEFPO) are represented equally on the Taskforce. It is composed of three members from OPSEU/SEFPO (College of Applied Arts and Technology division) and three members from the CEC (College representatives) and supported by an equal number of staff from the respective parties.

The OPSEU/SEFPO Representatives on the Taskforce are:

- Darryl Bedford, OPSEU/SEFPO Local 110 (Professor, Fanshawe College)
- Martin Lee, OPSEU/SEFPO Local 415 (Professor, Algonquin College)
- Rebecca Ward, OPSEU/SEFPO Local 732 (Professor, Confederation College)
- Kathleen Flynn, OPSEU/SEFPO Staff (CAAT-A Negotiator), replaced in May 2024 by Shawn Pentecost OPSEU/SEFPO Staff (CAAT-A Negotiator)
- Heather Petrie, OPSEU/SEFPO Staff (CAAT-A Supervisor).

The CEC representatives are:

- Laurie Rancourt, CEC (Retired Senior Vice President Academic, Humber College)
- Les Casson, CEC (Dean, Creative Industries and Brockville Campus, St Lawrence College)
- Goranka Vukelich, CEC (Retired Executive Dean, Community Services, Conestoga College)
- Trish Appleyard, CEC Staff (Director, Labour Relations)

- Peter McKeracher, CEC Staff (Vice President, Labour)
- Rob Day, CEC Staff (Human Resources Consultant, Academic and Francophone Affairs) served as an alternate.

Note from the Chair

The members of the Taskforce contributed an enormous amount of work to this project. This report and its recommendations would not have been possible without the time, energy, and skills brought by each of the members. While members of the Taskforce disagreed about certain aspects of our work, the Chair appreciates and recognizes the professionalism and collegiality they brought, which made it possible for us to identify areas of consensus and work through points of disagreement.

EXECUTIVE SUMMARY

Members of this Taskforce were generally able to achieve consensus on the research methodology. While the parties have different views about the analysis of the survey results and what conclusions can be drawn from the research,¹ they reached a general consensus about what information to collect, the methodology for doing so, and the validity of the data that was ultimately gathered.

The Taskforce's research involved:

- A review of secondary literature related to modes of delivery in post-secondary education, including the impact on faculty workload
- A review of how workload is assigned in the college system in other Canadian jurisdictions
- The collection, review and analysis of the Collective Bargaining Information Service (CBIS) data and follow-up questions to the Colleges and the Workload Monitoring Groups (WMGs), including regarding complementary functions, Special A and Special B assignments, and data regarding the number of international students and the number of students accessing counselling and accommodation services

¹ As we describe in more detail, below, the Taskforce's research involved a large-scale survey. The survey analysis was not done by consensus. It was conducted by a third-party researcher, with consideration given to questions raised by the CEC.

- A large-scale survey of faculty and administrators
- Separate focus group meetings for counsellors, librarians and administrators involved in assigning work to counsellors and/or librarians.

The Taskforce found minimal relevant research on workload or delivery modes in Ontario colleges. Existing literature was inconclusive and focused primarily on American universities.

A review of workload models in certain other Canadian jurisdictions revealed a variety of approaches to workload, with no clear best practices. For teaching faculty, full-time workload is typically based on teaching contact hours (TCH)² and other duties, with significant variation in definitions and thresholds. Non-full-time faculty's workload is typically based on a proportion of full-time faculty workload. Counsellors and librarians' workloads are generally defined by hours. Clinical placements and practicum assignments varied significantly.

In reviewing the CBIS data, the Taskforce identified the following trends across the college system for the period from 2011-12 to 2022-23:³

- A decreasing trend in the average number of TCH, from 12.64 hours/week in Fall 2011 to 12.01 hours/week in Fall 2022 (an overall decrease of 0.63 hours or 37.8 minutes per week over that period for the average of all faculty members with non-zero TCHs)
- A decreasing trend in the average number of preparation hours, which has ranged from 7.51 hours in Fall 2011 to 7.07 hours in Fall 2022 (an overall decrease of 0.44 hours or 26.4 minutes per week over that period for the average of all faculty members with non-zero TCHs)
- A decreasing trend in the average number of evaluation hours, which has ranged from 9.04 in Fall 2011 to 8.17 in Fall 2022 (an overall decrease of 0.87 hours or 55.2 minutes per week over that period for the average of all faculty members with non-zero TCHs)

² TCH is a college-scheduled teaching hour assigned to the teacher by the college.

³ Excluding 2019-20 and 2020-21, for which CBIS data was not available.

- An increasing trend the number of hours for complementary functions (as defined in Article 11.01 F 1) from 12.2 hours per week in 2011 to 13.58 hours per week in 2022
- The use of the Special A preparation factor has ranged from 37 to 107 course sections, with no clear trend
- A decreasing trend in the use of the Special B preparation factor, from 224 to 50 course sections
- The average total SWF hours assigned per full-time faculty member has been relatively consistent, ranging from 40 to almost 42 hours per week.

Based on follow-up questions asked of Vice-Presidents, Academic (VPA), Vice-Presidents, Human Resources (VPHR) and WMG co-chairs, the Taskforce learned that:

- The college system does not have a standardized approach for identifying or assigning complementary functions. While some colleges categorize these functions, these lists are non-exhaustive and are tracked in a variety of ways. The Taskforce did not receive information that provides insight into increasing trends in complementary functions and decreasing trends in TCH
- Special A and Special B preparation factors are no longer used in many colleges. For Special B, there is a range of different approaches: this work is sometimes assigned as a complementary function, sometimes assigned to support staff and sometimes assigned to contract faculty. There appeared to be a lack of clarity regarding the purpose and use of the Special A and Special B preparation factors
- Information about the number of international students and students accessing counselling and accommodation services is not routinely compiled and there was no established methodology for doing so. The Taskforce was unable to conduct a system-level analysis based on the information provided.

The October staffing data shows that from 2011 to 2022, the number of partial-load faculty has steadily increased from 4251 to 6720. The total TCH assigned to partial-load faculty rose significantly, from 44,221 to 70,057. However, the average TCH per partial-load faculty member has remained relatively stable, ranging between approximately 10.2 to 10.3 TCHs.

The survey identified a general trend of reported increases to faculty workload, particularly with the adoption of diverse course delivery methods, with full-time faculty reporting the most significant impacts. More specifically, survey participants reported:

- Various course delivery modes (online synchronous, asynchronous, flexible synchronous, hybrid synchronous, and hyflex) generally required more time for preparation, evaluation, feedback, and routine out-of-class assistance compared to traditional in-person courses. In some respects, hyflex courses demanded the most additional time
- Time for normal administrative tasks, AODA compliance, student accommodations, and language of instruction issues all increased on average
- Full-time faculty consistently reported greater increases in workload compared to partial-load faculty across various aspects of course delivery and assessment
- Years of employment were not typically associated with workload increases. However, in some cases, more years in the current position correlated positively with increased time for certain tasks.

Focus groups were conducted with librarians, counsellors, and administrators who assign work to these professionals. From these focus groups, we learned that:

- Librarians reported diverse roles and modes of student interaction, with fluctuating workloads influenced by job responsibilities, academic calendars, and institutional priorities. They reported increased workload, because of factors such as the shift to online work and the demands of AI. Librarians reported mixed success in addressing workload concerns with managers. They indicated that they often worked overtime to meet workload demands, although compensation for and recognition of overtime work varied
- Counselors reported that their workloads were generally based on student appointments. Workload fluctuated with the academic cycle. Counsellors reported that overtime was common, though recognition and compensation varied. Counsellors indicated that their workload increased due to factors such as a growing student population, the complex needs of international students, and the demands of crisis intervention

- Administrators' feedback generally aligned with the information received from librarians and counselors. However, there were some nuances in terms of how administrators reported management's role in addressing workload. Notably, administrators reported that overtime was consistently addressed.

Summary of the Chair's Recommendations

In the Chair's view, the research conducted by the Taskforce supports the following recommendations:

- SWF and workload formulas for full-time faculty should be maintained but reconsidered to reflect the survey results indicating increased workload
- To better understand the trends in the CBIS data, more consistent information should be gathered about complementary functions assigned across the college system
- Compensation for partial-load faculty should be clarified in the Collective Agreement. It should also be reconsidered to reflect increased workload identified in survey results
- A consistent method should be developed to address and compensate the work done by counsellors and librarians that exceeds 35 hours per week
- The annual collection of CBIS data should be continued. In addition, more information should be collected about partial-load faculty's workload assignments. The Chair recommends the creation of a bi-partite CBIS Committee, with equal representation from OPSEU/SEFPO and CEC
- Special A and Special B preparation factors should be clarified and be consistently applied across the college system
- Both parties should have ongoing access to research conducted by the Taskforce and its research partners for use in their bargaining process. This may serve as a valuable tool to both parties in their bargaining process.

BACKGROUND INFORMATION

College Landscape

Ontario’s 24 publicly assisted colleges serve communities across the province, in urban, rural, and northern regions, serving learners in both English and French. Programming offerings are diverse, including adult upgrading, short-term vocational training, and credentials ranging from entry-level certificates and two-year and three-year diplomas to degrees and graduate certificates. Similarly, program content ranges widely—from health care to engineering, public safety to performing arts, skilled trades and apprenticeship to hospitality, technology, community services, transportation, agriculture, and business. College programs emphasize skills development and practical experiential learning that prepares learners for employment and innovation in all sectors of the economy.

The context for delivering these programs is highly complex and rapidly evolving. Over the last decade, traditional in-person, hands-on learning has been complemented by online tools and flexible delivery models. Class cohorts have become more diverse, drawing not only domestic students but increased numbers of international learners. In the fall of 2020, about 30% of students enrolled across the Ontario College system were international. The reported 342% growth in international enrolments is, in part, a response to the fiscal challenges facing the system. Provincial funding is the lowest in the country and tuition rates for domestic students have been subject to a freeze mandated by the provincial government in 2019.⁴

The complexity of the teaching and learning environment was exacerbated exponentially by the COVID-19 pandemic. In March 2020, to support continued student learning under emergency conditions, colleges moved rapidly to remote course delivery wherever possible, forcing faculty, students, and administrators alike to adapt operations in real time. Ongoing adaptations continued through the 2020-21 and 2021-22 academic years, as all members of the college system sought to use new and existing technologies to create positive learning and working environments within the shifting reality of the pandemic.

In considering the complex and evolving work within the College system, three factors are particularly relevant to this Taskforce’s mandate:

- The extraordinary conditions of the pandemic radically accelerated the adoption of digital teaching tools, and the post-pandemic teaching landscape is still taking

⁴ “Public Colleges Oversight,” Report of the Auditor General of Ontario, 2021, available at https://www.auditor.on.ca/en/content/annualreports/arreports/en21/AR_PublicColleges_en21.pdf

shape. Teaching and other forms of student contact occurs through different modes of delivery. For example, a class may be taught virtually, in-person, synchronously, asynchronously, or in high-flex mode

- The pandemic and its repercussions, on student mental health in particular, have impacted existing obligations to accommodate disabilities and remove barriers to learning, notably under the Accessibility for Ontarians with Disabilities Act, 2005 S.O. 2005, c. 11 (“AODA”)
- Increased diversity in the student body means higher numbers of students whose first language differs from that of instruction. The Taskforce has considered the impact on faculty workload of student proficiency in the language of instruction.

We note that this is not an exhaustive list of issues that may impact faculty workload. For example, the rise of Large Language Models (LLMs) such as ChatGPT present new challenges to academic integrity and the design of course assessments. Colleges have considered the ways in which they can support the work of faculty, partial-load faculty, counsellors and librarians. While the Taskforce’s mandate does not specifically include a review of LLMs or available supports, we recognize that these form part of the context in which faculty, counsellors and librarians are carrying out their work.

Bargaining Overview

As per the *Colleges Collective Bargaining Act, 2008*, the bargaining agent for the 24 Colleges is the College Employer Council (CEC). The bargaining agent for the full-time academic bargaining unit is the Ontario Public Servants Employees Union (OPSEU/SEFPO). The bargaining unit includes full-time and partial-load professors and instructors at the colleges, as well as full-time counsellors and librarians (collectively referred to as “faculty”). As of 2022, the faculty membership consisted of over 7,500 full-time and over 6,700 partial load members.

The collective agreement between the parties is centrally negotiated and is binding on the 24 colleges and faculty locals, subject to Local Agreements. The first Collective Agreement for full-time and partial-load faculty was established in 1972 - 1973.

Since 1972 - 73, there have been 21 additional rounds of bargaining. Most bargaining rounds have concluded by mutual agreement. However, the relationship has also been plagued by significant disruptions. There have been four full work stoppages (in 1984, 1989, 2006, and 2017) and most recently, one work-to-rule strike action (2022). Twice, the government imposed back-

to-work legislation (in 1984 and 2017). Throughout the parties' bargaining history, workload has been a persistent bargaining issue and a point of contention between the parties.

The latest round of bargaining began in July of 2021 and continued through September of 2022. Workload issues were central to these discussions. In summary, between July 2021 and March 2022: conciliation and voluntary mediation failed, a strike mandate was achieved, the Colleges imposed terms and conditions of faculty employment upon the members of the bargaining unit. Faculty responded by initiating a work-to-rule strike action. On the eve of a full labour withdrawal, on March 17th, 2022, OPSEU/SEFPO and the CEC agreed to a process of mediation followed by binding interest arbitration. This process took place before Arbitrator William Kaplan in September of 2022. Arbitrator Kaplan issued an award that, among other things, created this Workload Taskforce.

Prior Workload Reviews and Taskforces

The Ontario College system has undertaken formal, system-wide reviews of faculty workload on three previous occasions: in 1984, 2005/06, and 2009. The study discussed in this report is the fourth.

Instructional Assignment Review Committee, 1984

In November 1984, following a faculty strike, the provincial government established the Instructional Assignment Review Committee to conduct a comprehensive review of all aspects of instructional assignments in the colleges.⁵ The three-person panel, Chaired by Michael Skolnik, delivered findings in July 1985.

The Committee's research focused on secondary data sources—including prior surveys, arbitration awards, and Ministry of Colleges and University documents—complemented by face-to-face discussion with faculty and administrators. In a series of college visits, the Taskforce spoke with some 565 faculty members in both random meetings and interviews with program faculty as well as 295 administrators. Other faculty were also engaged in discussions at open meetings at each college.

The Skolnik report identified workload as a major point of contention between the parties. It recommended that the existing provision of rolling averages of teaching hours be replaced by a series of limitations based on attributed hours for a variety of workload factors, including hours

⁵ *Colleges of Applied Arts and Technology Labour Dispute Settlement Act*, 1984, 10.4

of instruction, class size, and number of courses taught. The SWF formula was later negotiated in light of Skolnik's recommendations.

Joint Taskforce, 2005/06

The parties again reviewed workload in 2005 – 2006. A Taskforce was awarded by Arbitrator Kaplan following strike action and as part of the resolution of the Collective Agreement. The bi-partite panel of three management and three OPSEU/SEFPO representatives discussed and examined issues relating to faculty workload with a view to assisting the parties in negotiations. Despite frequent discussions and visits to all 24 colleges to obtain input from faculty and managers, the Parties were unable to come to consensus, including on the research methodology and the validity of the resulting data. Each Party prepared a separate report, which formed the basis for submissions to Arbitrator Kaplan in the 2006 round of bargaining.

Joint Taskforce, 2009

In June 2006, Arbitrator Kaplan directed the parties to create a new Taskforce to examine workload, nominating one member each and eventually appointing Wesley Rayner as Chair. The Rayner Taskforce began its work in July 2008. Its mandate was to prepare recommendations to assist the parties in the bargaining of workload issues. The Rayner Taskforce reviewed a variety of existing documents and data, including prior surveys completed by OPSEU/SEFPO and Leger Marketing. It also conducted its own surveys of faculty and administrators, via randomly selected target samples (846 teachers; 114 administrators). The surveys were drafted collaboratively and administered by a mutually-agreed-upon third party, Leger Marketing. The surveys were followed by regional meetings with teachers and managers. The Rayner Taskforce also reviewed data from the Ministry of Labour's Collective Bargaining Information Services (CBIS) reports and from the voluntary workload Pilot Projects agreed to in a Letter of Understanding included in the 2005-2009 Collective Agreement. Following this review, the Taskforce concluded that the workload formula system worked adequately for a majority of programs and a majority of teachers and found no compelling reasons to make major changes (Rayner, 2009, p20).

The Rayner Taskforce made a number of recommendations to the parties, including calls for increased flexibility, a consultative process between teachers and managers regarding evaluation methods, and thresholds for student numbers that impact complementary hours for out-of-class assistance. More specifically, modified workload arrangements (MWAs) were recommended for

programs with unique circumstances, allowing management a measure of workload flexibility.⁶ MWAs were included in the 2009 – 2012 Collective Agreement.

An Overview of Faculty Workload

This Taskforce’s mandate is to consider certain aspects of faculty workload. As background to this work, it is helpful to summarize how faculty workload is currently assigned and attributed under Article 11 of the Collective Agreement. Article 11 contains extensive language regarding workload. The following is intended as an overview, not an exhaustive description.

Full-Time Teaching Faculty: Standard Workload Formula

An important characteristic of the Ontario College system is the use of a standard workload formula (“SWF”) to attribute and assign work to full-time teaching faculty. This formula has not applied to partial-load faculty, counsellors, or librarians.

In essence, the workload of full-time professors and instructors is assigned and attributed in accordance with the terms of Article 11 of the Collective Agreement. SWF calculations are based on negotiated formulae that standardize workload reporting across the entire college system. The SWF also ensures that individual workloads do not exceed the negotiated maxima. The SWF formulae attribute weekly hours to deliver courses and complete assigned work over an academic term. Total workload assigned and attributed by the college cannot exceed 44 hours, subject to negotiated overtime provisions.

The SWF attributes hours per week as teaching workload, including minimum attributions of time for teaching (including teaching contact hours (“TCH”), the preparation of courses, and the evaluation of students). The SWF also includes a mechanism for attributing time for assigned non-teaching workload, which are referred to as “complementary functions.”

Teaching Workload

Under Article 11, teaching workload is attributed based on a constellation of factors: the number of courses taught, the number of sections of a course, enrolment, weekly teaching contact hours for each course, and attributed calculations for preparation and evaluation of each course. In

⁶ MWA are not designed to accommodate faculty needs. They are distinct from any accommodations that may be required under human rights legislation.

addition, a fixed number of hours for administrative duties and routine out of class assistance to students is also assigned and attributed.

For preparation and evaluation, all factors and formulae have been negotiated by the parties through the collective bargaining process. On an individual basis, however, additional attributed time for preparation and evaluation can be negotiated between a faculty member and their supervisor.

Preparation Factors

The time attributed for preparation is calculated by multiplying the number of teaching contact hours by the related preparation factor. Preparation factors vary depending on teaching faculty’s prior experience with a course—whether they are teaching the course for the first time (or the first time since a major revision), whether they taught the course within the last three academic years, and whether multiple sections of the same course have been assigned to the same teaching faculty.

The time attributed for preparation is calculated by multiplying the number of teaching contact hours by the related preparation factor.

TYPE OF COURSE	RATIO OF ASSIGNED TEACHING CONTACT HOURS TO ATTRIBUTED HOURS FOR PREPARATION
New	1 : 1.10
Established A	1 : 0.85
Established B	1 : 0.60
Repeat A	1 : 0.45
Repeat B	1 : 0.35
Special A	1: 0.85 (unless a repeat)
Special B	1: 0.85 (unless a repeat)

All preparation factors are outlined in detail in Article 11.01 D 3 of the Collective Agreement. To summarize, the factors refer to the following conditions:

- New is applied when a professor is teaching the course for the first time or for the first time since a major revision
- Established A is applied to a course taught previously, but more than three years ago. Established B is applied to a course taught within the last three years

- Repeat A and B preparations apply to additional sections of a New or Established course. Repeat A is applied when the additional section is taught to students in a different program or year of study. Repeat B is applied when the students in the additional section are in the same program or year as those in the New or Established section
- Special A refers to a course offered in a continuous intake program
- Special B refers to courses in which students apply knowledge in workplace settings.

Evaluation Factors

Evaluation factors are based on the assessment strategy used for a given course. Courses relying on essay and project assessments receive a higher evaluation factor than those employing routine or assisted assessment, such as short-answer or mechanically-assisted assessments. In-process assessments—those that occur during the class teaching period—receive the lowest factor, as they do not rely on out of class activity by teaching faculty. There is also a mechanism for combining factors to reflect a mixed assessment strategy.

Attributions for Evaluation are calculated by multiplying the factor for the assessment strategy by the number of students and by the number of teaching contact hours.

RATIO OF ASSIGNED TEACHING CONTACT HOURS TO ATTRIBUTED HOURS FOR EVALUATION AND FEEDBACK		
Essay or project	Routine or Assisted	In-Process
1:0.030 per student	1:0.015 per student	1:0.0092 per student

For example, a teaching faculty is assigned a section of MDIA 1004, a media project course that meets 4 hours/week and has 25 students in the class. This is the teaching faculty’s first time teaching this class, and students in the class will be evaluated by a series of projects throughout the semester. On the SWF, the weekly attribution for that course would include the following:

- Teaching contact hours: 4/week
- Preparation hours: new factor (1.1) x teaching contact hours (4) = 4.4/week

- Evaluation hours: teaching contact hours (4) x class size (25) x essay/project factor (0.03) = 3/week.

According to these formulae, the total time assigned and attributed on the SWF for that course would be 11.4 hours/week, four of which are class delivery time. The remaining 7.4 hours are for preparation and evaluation.

Complimentary Functions and Overtime

Article 11 and the SWF also include a mechanism for attributing time for other aspects of faculty workload, referred to as “complementary functions.” This type of assignment varies significantly, but it can include work as a Program Coordinator or assigned academic or college projects, curriculum development, program review, etc. Time for these tasks is attributed as complementary hours that are recorded on an hour-for-hour basis “below the line” or “on the back of the SWF.” All teaching faculty also receive a standard minimum weekly attribution of four complementary hours for out-of-class student assistance and two complementary hours for routine administrative tasks. Full-time professors and instructors who agree to voluntary overtime (workload in excess of 44 hours but no more than 47) are compensated with an overtime payment.

Workload Negotiation and Dispute Mechanisms Regarding the SWF

Managers are required to discuss the proposed workload assignment with each full-time professor or instructor, prior to issuing a SWF. If the manager and professor are unable to come to agreement, the disputed SWF assignment is referred to the college’s bi-partite Workload Monitoring Group (WMG) for review. Where the matter is not resolved following the WMG’s review, the matter may be referred to a Workload Resolution Arbitrator (WRA) for a final and binding determination.

Modified Workload Arrangements

The Collective Agreement provides for occasional modifications of workload arrangements under Article 11.09. A Modified Workload Arrangement (“MWA”) is generally implemented to meet unique delivery needs of specific courses or programs. An MWA allows faculty to agree to a workload assignment that does not adhere to all work limits set out in article 11 and/or the SWF. However, the MWA may not violate the maximum teaching contact days per year, or the maximum teaching contact hours per year, as set out in article 11.

An MWA requires agreement not only between a faculty member and manager, but also consent from the Union Local⁷ and at least 2/3 of the professors involved. Those professors who do not agree must have their workload assigned under the regular provisions. MWAs must have a start and end date and cannot extend beyond a year without an explicit renewal process. No more than 20% of all full-time faculty at a college may participate in a MWA at any one time.

Librarians and Counsellors

Workload assignments for librarians and counsellors are not attributed under a SWF formula. Instead, they are assigned a 35-hour work week (Article 11.04A). The Collective Agreement is silent on mechanisms to delineate the varied elements of their weekly workload.

Partial-Load Faculty

Partial-load faculty teach more than six and up to and including 12 hours per week on a regular basis. As noted, Article 11 and the SWF do not apply to partial-load faculty. Instead, they are paid for the performance of each TCH at an hourly rate calculated in accordance with article 26 of the Collective Agreement.

WORKLOAD TASKFORCE: MANDATE AND METHODOLOGY

Mandate

The following Letter of Understanding was issued as part of the 2022 Kaplan Award:

The parties will establish, no later than 90 days of the signing of the collective agreement a neutrally-chaired Taskforce on Workload comprised of 3 members from the Union and 3 members from the Employer. The CEC will provide the 3 Union appointees with 24 workload hours per month each of release time for the period of time that the Taskforce is operating. The parties will attempt to agree on a Chair within 30 days of signing the collective agreement. If the parties are unable to agree upon a Chair, William Kaplan will select a Chair by a process he directs.

The Taskforce is to complete its work, including a report with recommendations, by February 1, 2024.

⁷ If the Union Local does not consent, the matter can be referred to a workload arbitrator who would determine whether the Union's objections are unreasonable.

The Taskforce shall discuss and examine the following issues relating to the assignment of work to full-time faculty under Article 11 and Partial-Load faculty under Article 26:

- The impact, if any, of mode of delivery on preparation, evaluation and feedback, and complementary functions
- Whether and to what extent there has been an increase in the amount of time normally spent on “normal administrative tasks”
- The impact of AODA compliance and student accommodation requirements
- The impact of language of instruction and/or student proficiency with the language of instruction
- The application of Article 11.04 to, and issues related to the workload of, Counsellors and Librarians
- A review of the factors associated with different evaluation methods
- A review of the attributed time for preparation, for courses with a “Special A” and “Special B” designation
- A review of the workload formula and of Modified Workload Arrangements, including their application to various program and course types
- And any other matters deemed appropriate by the Neutral Chair of the Taskforce.

The Taskforce may engage, upon majority agreement, third party assistance respecting stakeholder surveys and statistical analysis. The costs of any third-party assistance shall be paid by the CEC. The Neutral Chair shall be paid by the CEC and OPSEU/SEFPO in equal shares.

In Fall 2022, Arbitrator Michelle Flaherty was appointed Chair. The Chair facilitated a consensus-driven process where possible. When consensus could not be reached, the Chair made decisions on behalf of the Taskforce.

The Taskforce began work in February 2023 with a view to providing its report and recommendations by February 2024. The work was delayed for a number of reasons. First, the selection process and reaching an acceptable compromise in the selection of research partners

was more involved than anticipated. Second, considerable time and effort was devoted to achieving a consensus on methodology. While this ultimately contributed to delays, a consensus-based approach to research allowed us to obtain credible, reliable data to support the work of the Taskforce. Third, designing, administering and analyzing a wide-scale survey proved particularly complex and time-consuming. Achieving a consensus-based design of the survey and focus group questions was very involved and time-consuming. Finally, there were delays in the research partner's ability to complete its tasks related to the design, administration, and analysis of the survey.

The mandate of this Taskforce is different from those that preceded it. This is the first Taskforce whose mandate includes an examination of the workload of counsellors and librarians and partial-load faculty throughout the Ontario College system. As we describe in more detail below, the methodology of this Taskforce also distinguishes it somewhat from those that preceded, notably because this is the first Taskforce to conduct a wide-scale survey open to all faculty and all administrators who assign work to faculty.

The scope of the Taskforce's work has been directed by the mandate set out in the Kaplan Award. As contemplated in the Award, the Taskforce considered whether any other matters should be added to the mandate. In these discussions, we identified two potential additions: the dispute resolution process and the support systems that are in place to assist faculty. Ultimately, the Taskforce members agreed that neither matter would be added to the list of items for examination. In reaching this conclusion, we were mindful of the broad scope of the mandate set out in the Kaplan Award and the limited timeframes for completing the Taskforce report.

Methodology

The Taskforce engaged in a multi-pronged study of workload issues, which proceeded in parallel. Our research involved:

- A review of secondary literature related to modes of delivery in post-secondary education, including the impact on faculty workload
- A review of how workload is assigned in the college system in other Canadian jurisdictions
- The collection, review and analysis of the CBIS data and follow-up questions to the Colleges and the WMGs, including regarding complementary functions and Special A and B assignments

- A large-scale survey of faculty and administrators
- Separate focus group meetings for counsellors, librarians and administrators involved in assigning work to counsellors and/or librarians.

Consensus Regarding Methodology

Importantly, the members of this Taskforce were generally able to achieve consensus on the research methodology. Most notably, the survey questions⁸ and the focus group moderator guides were designed collaboratively by OPSEU/SEFPO and CEC representatives, who completed this work as part of a joint sub-committee. Notably, the analysis of the survey data was not done by consensus; it was conducted by our research partner, with consideration for comments raised by the parties.

The parties reached consensus on the scope of the review of comparator systems and the limitations of this review. A joint subcommittee generated an agreed-upon list of interviewees, representing management and labour in other jurisdictions. The summary and graphic depiction of the CBIS data was also achieved through consensus and the parties collaborated to generate a series of follow-up questions. The parties also agreed to request additional information from the colleges about the number of international students and the number of students accessing accommodation measures and counselling services.

In sum, while the parties have different views about the analysis of the survey results and what conclusions can be drawn from the research, they reached a general consensus regarding what information to collect, the methodology for doing so, and the validity of the data that was ultimately gathered.

Research Partner Selection

The Taskforce retained the services of research partners to conduct the survey and focus group meetings and to review processes related to workload assignments in other Canadian jurisdictions. Ultimately, the Taskforce retained the services of two research partners: York University's Institute for Social Research ("York") and Higher Education Strategy Associates ("HESA").

⁸ There was disagreement between the parties regarding a very limited number of survey questions. Those disagreements were resolved by the Chair. Notably, the questions in dispute did not ultimately form part of the analysis plan and the responses to those questions are not addressed in this report.

Discussions regarding a suitable research partner were quite involved and they unfolded over several months. The parties shared lists of potential researchers; invited, received, and debated proposals; and eventually met with two potential research partners, HESA and York. The parties had different views on the relative merits of each institution. Ultimately, they agreed on a compromise arrangement: HESA was contracted to provide a review of workload assignment practices in comparator systems within Canada and York was engaged to develop and implement a wide-scale survey for faculty and administrators and to conduct focus group meetings for counsellors, librarians, and certain administrators. In keeping with the Kaplan Award, each partner was engaged by the CEC on behalf of the Taskforce and the costs of the contracts was borne by CEC.

ANALYSIS

Review of Secondary Literature

Before developing a research strategy, members of the Taskforce identified relevant secondary research that could inform our work. The pool of available objective research relevant to the Taskforce's mandate was shallow and the Taskforce was unable to find any relevant peer-reviewed literature focused on workload or modes of delivery within the Ontario college system. Most peer-reviewed literature relevant to workload or modes of delivery is focused on the university sector, primarily in the US. Moreover, this information was inconclusive. For example, it did not identify any trends or consensus in the academic literature as to the impact of modes of delivery on faculty workload. The paucity of academic literature on this issue reinforced the Taskforce's view that a wide-scale survey was appropriate.

Approaches to Workload in Other Canadian Jurisdictions

The Taskforce retained HESA to review workload models in a selection of Canadian colleges and polytechnics. The research objective was to better understand how workload is being addressed in other jurisdictions, including as it relates to modes of delivery, AODA compliance, and proficiency with language of instruction.

HESA's research had two main components:

- An analysis of documents related to workload, including Collective Agreements, Letters of Understanding (LOU), Memorandums of Agreement (MOU), associated workload allocation formulae (where available), and any available workload policies or guidelines; and

- To understand what is happening in practice, HESA conducted interviews with a selection of management and union representatives with expertise in Canadian postsecondary workload models outside of Ontario.

The work undertaken by HESA was guided by a Taskforce sub-committee, with equal representation from OPSEU/SEFPO and the CEC. HESA worked in partnership with this sub-committee to develop the methodology for this research and to establish: (a) a target list of relevant institutions for the document review; and (b) a list of potential interview participants. Potential interview participants (“interviewees”) were identified by the two members sub-committee as individuals with expertise representing either union or employer perspectives from post-secondary institutions across the country. Members of the joint sub-committee also provided feedback to HESA before it issued the final version of its report.

Document Review

HESA reviewed documents from 12 institutions (or groups of institutions which share in collective bargaining) in the Canadian post-secondary sector. The 12 institutions were selected from an approved list, provided to HESA by the Taskforce sub-committee. The list outlined a selection of colleges/polytechnic institutes in a number of provinces across Canada and was ranked by the sub-committee to ensure the review would be representative.

HESA reviewed documents for the following jurisdictions/institutions:

- British Columbia – British Columbia Institute of Technology (BCIT); Northern Lights College; College of New Caledonia (CNC); and Vancouver Community College (VCC)
- Alberta - Southern Alberta Institute of Technology (SAIT); Northern Alberta Institute of Technology (NAIT); Keyano College; and, Lethbridge College
- Manitoba - Red River Polytech (RRC)
- Québec - École de technologie supérieure (ÉTS)
- Newfoundland and Labrador - College of North Atlantic (CNA).

We note HESA did not necessarily interview members of the institutions listed above. The document review was limited to information available on the face of the Collective Agreement and other relevant documents; it did not include information about the extent to which, if any, the implementation differs from or is more nuanced than the language in the documents it reviewed.

Interviews

HESA conducted ten semi-structured interviews, with interviewees in British Columbia, Alberta, and Manitoba. No individuals from Eastern Canada or Quebec were interviewed. The interviewees were drawn from a list developed by the Sub-Committee and were selected based on match pairs, to ensure that the information we received from any particular institution captured both management and union perspectives. Given the number of potential interviewees in each Canadian jurisdiction, inevitably, there will be other perspectives that were not captured in HESA's report.

The semi-structured interviews sought to collect information, examples, and data broadly related to the following questions about the allocation of workload:

- What is your understanding of the workload formula?
- How do professors/librarians/counsellors measure work time in practice?
- What is your opinion of the workload formula? How is the workload formula impacted by full-time, part-time status and/or online delivery?
- How far do you believe that the workload formula corresponds to the experience of professors/librarians/counsellors?
- Are professors/librarians/counsellors sharing anything with you about the impacts of the workload formula?

HESA also reviewed some of the documents referenced by interviewees that are relevant to workload, including publicly available data as well as certain documents that were internal to institutions.

Summary of Findings

At a broad level, HESA's review shows that colleges and polytechnics across the country are grappling with issues of workload, including the impact of modes of delivery, accommodation requirements, and student proficiency in the language of instruction. There is no normative solution to these issues: they are approached in a variety of different ways in institutions across the country. Many of the concerns that emerged from the survey and focus group work of this Taskforce were echoed in the interviews HESA conducted.

While it has been instructive for this Taskforce to consider the variety of approaches taken in certain institutions across the country, HESA’s research did not identify any clear best practices or comprehensive solutions to the matters within the Taskforce’s mandate.

In considering HESA’s detailed findings, we have focussed on the issues related to the Taskforce’s mandate. We begin by summarizing HESA’s findings about how workload is typically identified and attributed. Next, we consider HESA’s review related to the specific issues within the Taskforce’s mandate. All the comments, below, are based on what was reported by HESA and are limited in scope to the collective agreements HESA considered and the individuals it interviewed.

Workload and its Attribution

Full-time Faculty

For full-time faculty, most collective agreements do not include a workload formula such as the one included in the Ontario CAAT Academic Employees Collective Agreement.⁹ There are typically two components to faculty’s workload: (a) teaching and teaching-related tasks, primarily defined in terms of teaching contact hours (TCH); and (b) other assigned duties.

TCHs are defined differently across different organizations. For example, they can be based on class contact hours, on scheduled instruction hours, or on contact periods. The definition of TCH, as well as the thresholds of contact hours that constitute the standard workload vary between—and even sometimes within—institutions. Teaching workload also includes what HESA identified as “class management activities,” such as preparation time, grading assessments, supporting students. However, these elements of the teaching workload are not usually measured.

Most of the college collective agreements reviewed state that the teaching workload must be appropriate and reasonable for the discipline or program concerned, taking into consideration factors such as class size, nature of courses, number of different courses, variation and/or changes in curriculum, number of campuses or other worksites on which the employee is required to teach, mode of delivery, and whether it is the first time an instructor is teaching a certain course. In addition, some collective agreements refer to additional teaching duties such as preparation, evaluation, providing student support, and other professional duties. Most

⁹ That said, certain institutions are considering workload formulas. For example, at Lethbridge College “each hour of student contact is associated with an hour of preparation, which means that each student contact hour represents two hours of work” (HESA, 2023, p. 7). At Red River College, an RRC Instructor Assignment Taskforce has been struck and is working on the development of a workload model that “allocates contact hours, contact-related hours and other professional duty hours within [a] formula” (HESA, 2023, p. 8). The College of New Caledonia has a very extensive and detailed Collective Agreement outlining workloads for instructors in Article 10” (HESA, 2023, p. 8).

collective agreements contained no provisions to specifically measure how these considerations are integrated in the workload formula. Moreover, there was some disagreement between management and union interviewees as to whether these elements were taken into consideration in practice.

In addition to TCH, the collective agreements typically include work instructors can be required to complete in addition to preparing and delivering individual courses. These included, for example, course upgrading, curriculum development, program planning, departmental committee work, contact with employers, professional development, equipment control and design, attending conferences, and liaising with community or industry partners. The time commitment and workload implications for these additional duties was not specified.

Part-Time Faculty

Non-full-time faculty are typically assigned workload according to the same rules as full-time faculty, but with their TCH prorated. They are contracted to work a fraction of the hours of full-time faculty.

Counsellors and Librarians

There is limited collective agreement language related to defining workload of counsellors, including the differences in duties, approach to care, student contact time, hours of work, counsellor to student ratios, and assigned workload tasks across the diverse spectrum of positions. Counsellors' work is typically expressed in terms of hours of work rather than "workload." Hours of work are not adjusted for student demand.

The situation is similar for librarians, most of whom work regular office hours with shifts of fixed duration. Most collective agreements refer to librarians' work in terms of a number of hours of work per week or year, rather than based on the concept of "workload" that is used for teaching faculty.

Issues Specific to the Taskforce's Mandate

Clinical Placements and Practicum Assignments

Approaches to vocational, clinical and field supervision tasks vary considerably. Some institutions distinguish between instruction and supervision, while others do not. In some cases, clinical placement or practicum assignment work is reflected in the TCH attributed to faculty, while in others this work is treated as "additional considerations" that factor into the teaching workload. Even when clinical placements and practicum assignments are attributed as TCH, the approach

can differ. For example, SAIT defines a contact hour equally in terms of either instruction or supervision, while Keyano College outlines a contact period differently for instruction and supervision. Both union and management interviewees reported challenges in addressing the differences in the clinical placement workload for instructors in health-related fields, such as nursing.

Modes of Delivery

The implications of mixed modes of delivery and changes in technology were identified by both management and union interviewees as critical factors for future bargaining and workload considerations. These issues remain unresolved in the institutions covered by HESA's review.

Although some collective agreements refer to various modes of delivery or distributed learning, there was limited specific language about how virtual or online workloads are assessed or assigned. To address this evolving issue, some colleges are developing their own sets of guidelines and policies to respond to more hybrid modes of delivery, as well as increased support for both virtual instructors and students. Generally, these guidelines are focused on additional support for course or class preparations, the management of student communications and/or technical training for instructors who are newer to online delivery or who wish to upskill.

Union and management interviewees presented different perspectives about the impact of modes of delivery on faculty workload:

- Union interviewees identified issues such as time management, course preparation, contact/instruction hours, contact-related hours, student consultation and support, as well as the more 'blurry lines' of a virtual workday and need to upgrade technical competency as modifiers of workload. They also identified the increasing demands for communication between instructors and students in virtual or online courses as a key factor impacting their workload. According to Union interviewees, virtual modes of delivery require more and different types of communications with students compared to in-person teaching
- Some management interviewees identified a "growing feeling of unfairness" regarding modes of delivery, particularly where some faculty wish to teach remotely or in a hybrid model, but do not receive permission to do so. They also reported that some remote course delivery is being replaced by recordings, rather than synchronous teaching. There is an impact on workload if an instructor can teach and record a class, then rely on this video for future classes rather than presenting the material multiple times.

International Students and Students with Accommodation Requirements

There is very limited collective agreement language regarding any workload associated with supporting the specific needs of international students or those with human rights accommodation needs. This is not quantified in workload models.¹⁰

Management and union interviewees in multiple provinces discussed the interaction between instructor workload and the availability (or unavailability) of specialists such as staff and counsellors, who support students with non-academic issues. They noted that a few institutions have opted for more investments in centralized college student support services. Both union and employer interviewees agreed that with increasing needs and limited student support services outside the classroom (due to large counsellor to student ratios, large caseloads, wait times, etc.), many teaching faculty are facing increased workloads related to student consultation and support.

Collective Bargaining Information Services (“CBIS”) Data

Until the 2018-2019 academic year, the Ministry of Labour, Immigration, Training, and Skills Development (“Ministry”) collected workload information for full time college faculty in the province through a process that was commonly known as CBIS. For each academic year, Colleges were required to provide information related to the quantitative data recorded on SWFs for the Fall and Winter terms. The Ministry would then compile the data received and publish provincial reports on various measures of faculty workload.

Although the practice was abandoned by the provincial government, the members of the Taskforce agreed to use the historical CBIS data gathering process as a template for gathering SWF data for the 2021-22 and 2022-23 academic years.¹¹ Because we adopted a consistent approach to the CBIS data, it was possible to use historical CBIS data and combine it with 2021-22, and 2022-23 SWF related data to identify any longitudinal trends which could help inform the

¹⁰ One possible exception is NAIT, whose collective agreement refers to “complexity of workload” as a relevant workload factor. Arguably, the specific needs of international students and those of students who require human rights accommodation are factors in assessing the complexity of workload, although there is no formal collective agreement provision to ensure this is considered.

¹¹ The parties identified the 2019 – 2020 and 2020 – 2021 academic years as those most likely to have been impacted by the COVID-19 pandemic and they agreed not to use these years in the analysis of CBIS data.

work of the Taskforce.¹² Although the Ministry was no longer involved in the CBIS data collection, the parties had access to the database queries used previously by Ministry staff.

In November 2023, a Taskforce sub-committee (with equal representation from OPSEU/SEFPO and CEC) undertook a preliminary review of the historical CBIS data and the 2021-22 data and submitted recommendations for further analysis (See Appendix A). This included the recommendation for a longitudinal analysis to explore trends going back to 2011-2012 (the earliest academic year for which the CBIS electronic data base was available), with an acknowledged gap in data for the 2019-20 and 2020-21 academic years, when no CBIS data was collected.¹³ A list of specific data points for review was also recommended and early trends were identified.

During the months that followed, an initial analysis was undertaken using the historical CBIS data and the 2021-2022 data. This process allowed the parties to develop agreed upon parameters for the longitudinal analysis of specific data points, and to identify additional lines of inquiry which could help inform the work of the Taskforce. Once the 2022-2023 data became available, all related graphs and charts were updated, and the related analysis was finalized.¹⁴

Limitations

While CBIS data represents the best and most complete dataset for representing the quantitative aspects of workload for full-time faculty with SWFs, it does have some important limitations:

- CBIS only provides information about the quantitative components of the SWF. It does not provide any qualitative data

¹² At the time this work began, the 2022-2023 academic year was still in progress and the related data for that period would not be available until a few months following the end of the academic year. Due to the complex nature of the data gathering process and the system level deadlines affecting the availability of the 2022-2023 data, it was determined that preliminary work should begin as soon as possible using historical CBIS data and the 2021-2022 data (which would be more readily available than the 2022-2023 data). A request for the 2021-2022 SWF data was submitted to the colleges on March 31st, 2023. The data gathering and review process continued into the early fall of 2023, with the complete data set being made available to the Taskforce in November 2023.

¹³ Because the Ministry ceased the collection of CBIS data after the 2018-2019 academic year, we do not have data for 2019-20 or 2020-21. There is an unavoidable gap in the CBIS data that could be analyzed by the Taskforce.

¹⁴ Unless otherwise noted, simple linear regression was used to analyze temporal changes in CBIS data. N indicates the number of faculty members in the CBIS reports (i.e. a full population sample set), and n represents a sample set within that population (such as a single college or group of faculty). $P < 0.05$ was considered significant. Unless otherwise noted, the values plotted in the tables and graphs included in this report are from the Fall semester only and represent the arithmetic mean of values obtained from all faculty who received a SWF, regardless of college.

- CBIS data only applies to full-time faculty. The CBIS data provides no information regarding workload trends for partial-load faculty
- CBIS only reflects information that was recorded on the SWF at the time it was issued and for the period that it covered
- CBIS represents one snapshot in time the Fall semester and another in the Winter semester. Some faculty have multiple SWFs for different portions of the semester, and the workload may vary. For example, students may register late or withdraw from the course after the snapshot week. CBIS cannot capture those changes, other than through an analysis of the totals for the academic year
- Attributed workload can differ from one semester to another, which adds nuance to the discussion of SWF data (for example, Winter sections tend to be smaller than Fall sections ($p < 0.0001$)), with some years having larger differences than others. An analysis of the CBIS data based on averages of annual work would not account for these differences. The Taskforce has therefore considered the yearly totals in addition to the semester data. However, unless otherwise noted, the tables and graphs in this report are based on the Fall semesters
- CBIS only captures the total complementary hours per week. It does not show individual complementary functions
- CBIS averages include data for approximately 7500 individual SWFs. Any trend analysis necessitates the inclusion of variance analyses to ensure that trends are understood (included in the trends reported here, including p values when reported). Because so many individual data points are included in the analyses, small shifts in average may have varying impacts on the individual faculty involved
- The sub-committee identified some dataset errors and issues, although these represent a small component of the larger CBIS report, which are generally consistent year over year. They present no significant concerns for temporal trend analysis.

Summary of Findings

Based on its analysis of CBIS data, the Taskforce identified the following trends across the college system for the period from 2011-12 to 2022-23:¹⁵

¹⁵ Excluding 2019-20 and 2020-21, for which CBIS data was not collected.

- A decreasing trend in the average number of TCH, from 12.64 hours per week in Fall 2011 to 12.01 hours per week in Fall 2022 (an overall decrease of 0.63 hours or 37.8 minutes per week over that period for the average of all faculty members with non-zero TCHs)
- A decreasing trend in the average number of preparation hours, which has ranged from 7.51 hours per week in Fall 2011 to 7.07 hours per week in Fall 2022 (an overall decrease of 0.44 hours or 26.4 minutes per week over that period for the average of all faculty members with non-zero TCHs)
- A decreasing trend in the average number of evaluation hours, which has ranged from 9.04 hours per week in Fall 2011 to 8.17 hours per week in Fall 2022 (an overall decrease of 0.87 hours or 55.2 minutes per week over that period for the average of all faculty members with non-zero TCHs)
- An increasing trend the number of hours for complementary functions (defined in Article 11.01 F 1), from 12.2 to 13.58 hours per week, for an overall increase of 1.3 hours per week over the period
- The use of the Special A preparation factor has ranged from 37 to 107 course sections, with no clear trend
- A decreasing trend in the use of the Special B preparation factor (from 224 to 50 course sections)
- The average total SWF hours assigned per full-time faculty member has been relatively consistent, ranging from 40 to almost 42 hours per week.

Analysis

As noted, the CBIS data shows that TCH, preparation hours and evaluation hours have all demonstrated a decreasing trend across the system since 2011, while complementary function hours demonstrate an increasing trend (See **Figure 1**).

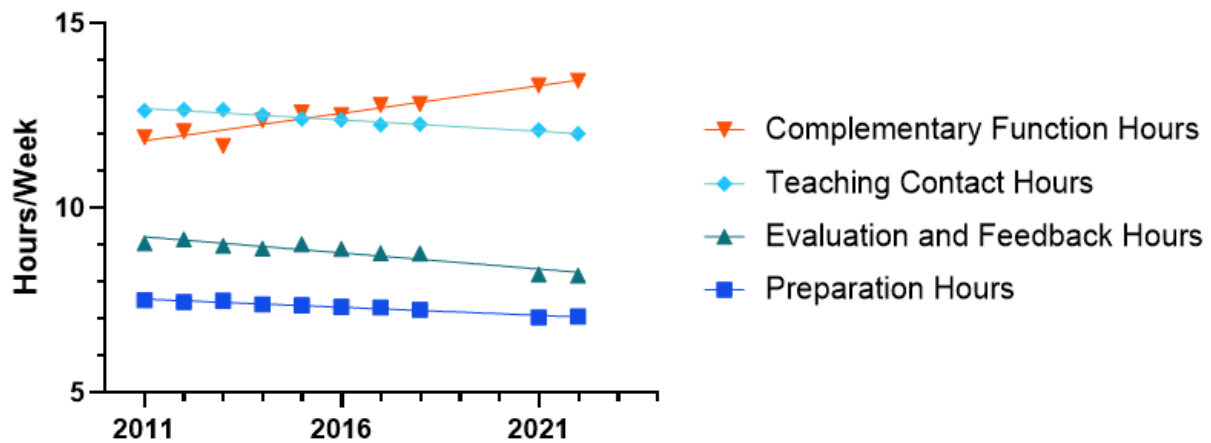


Figure 1: Average Fall Term Weekly Hours as recorded in SWFs over the entire college system for the academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023) (n~7500). SWFs with 0 TCH or 0 workload were excluded. The tables at **Appendix B** provides this information in numerical terms.

Weekly Teaching Contact Hours

As indicated in **Figure 1** above, average TCHs have shown a slow but consistent decrease from Fall 2011 to Fall 2022. The data shows that the average teaching contact hours across the system decreased from 12.64 hours/week in Fall 2011 to 12.01 hours/week in Fall 2022 (an overall decrease of 0.63 hours or 37.8 minutes per week over that period for the average of all faculty members with non-zero TCHs).

Weekly Preparation Hours

As seen in **Figure 1** above, the average preparation time has also declined. The data shows that average preparation time has ranged from 7.51 hours in Fall 2011 to 7.07 hours in Fall 2022 (an overall decrease of 0.44 hours or 26.4 minutes per week over that period for the average of all faculty members with non-zero TCHs).

The Collective Agreement provides that the number of weekly hours attributed to a given course for preparation is calculated by multiplying the number of weekly TCHs for that course by the appropriate preparation factor. Given this mathematical relationship, it is not surprising that a decreasing trend in TCH will lead to similar decrease in attributed preparation time. However, the reduction in TCH assignment does not entirely account for the reduction in preparation time

being assigned. For example, the use of different preparation and evaluation factors can also impact the time assigned. As Figure 1 indicates, while the preparation hours and TCH hours decline along similar slopes, evaluation and feedback hours decreased at a slightly different rate.

In addition to information regarding the total attributed hours for preparation, the CBIS data set provides information about average number of course sections for which each of the different preparation types (New, Established A, Repeat A, Established B, Repeat B, Special A, and Special B) is assigned. **Figure 2**, below, shows trend lines based on the percentage of sections for which the New, Established A, Repeat A, Established B, and Repeat B factors have been assigned each year.

As shown in **Figure 2**, the trend lines for the New, Established A and Repeat A preparation factors have remained relatively flat since 2011. However, the trend line for the Established B preparation factor demonstrates an increase over time and the trend line for the Repeat B factor demonstrates a decrease over time. This suggests an increase in the percentage of assigned courses that faculty have taught previously, and a decrease in the percentage of courses that faculty are teaching as “repeat” sections.

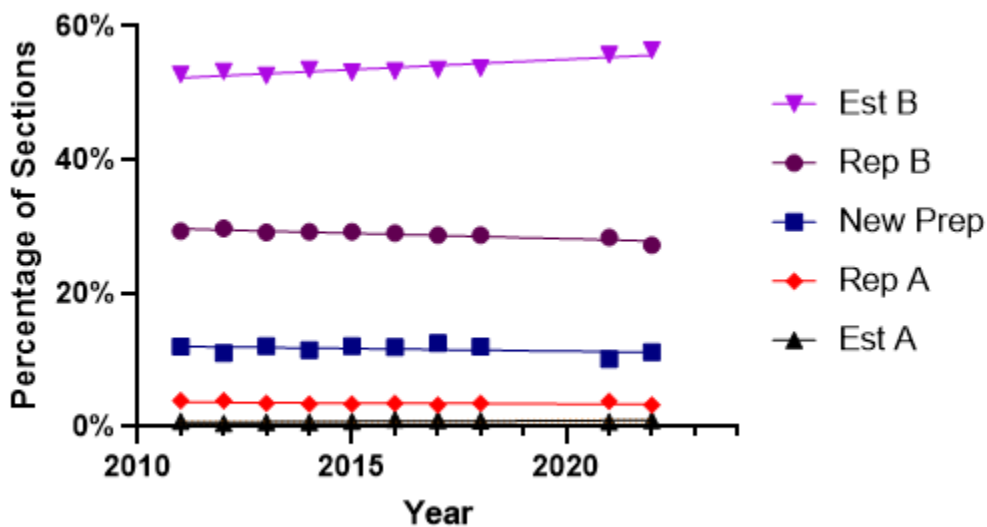


Figure 2: Percentage of sections by associated Preparation Factors - All Colleges. Courses with 0 TCH or 0 workload were excluded.

Special A and Special B Preparation Factors

The Special A and Special B preparation factors have been plotted separately in **Figure 3** and **Figure 4**, below. **Figure 3** indicates a year-over-year fluctuation in the number of course sections

applying the Special A factor, while **Figure 4** indicates that the use of the Special B preparation factor has significantly decreased over time.

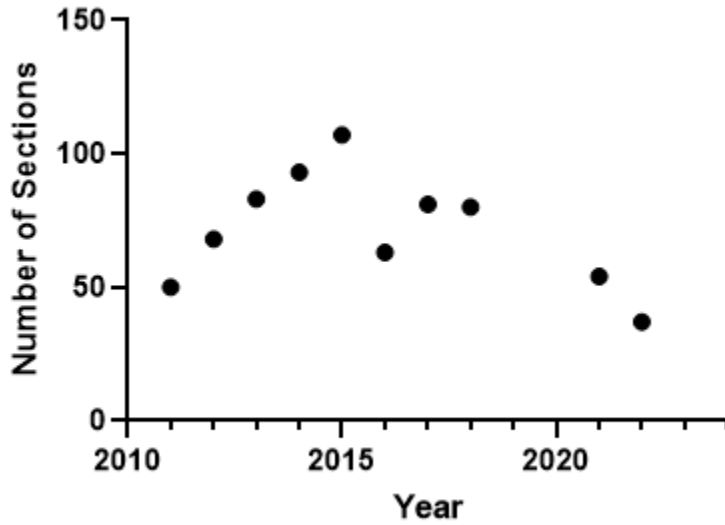


Figure 3: Special A section count for Fall 2011 to Fall 2018; Fall 2021 and Fall 2022. p indicates that this line is not significant.

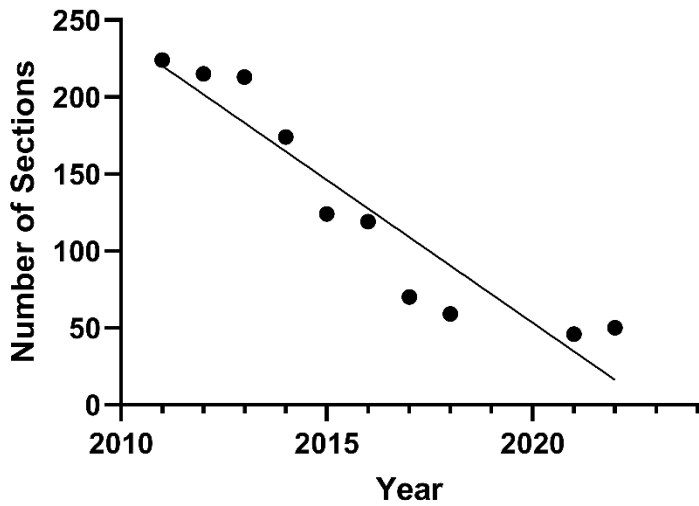


Figure 4: Special B section count Fall 2011 to Fall 2018; Fall 2021 and Fall 2022. $p < 0.0001$.

Weekly Evaluation and Feedback Hours

As seen in **Table 1**, below, there has been an overall decrease in evaluation/feedback hours over time, in numerical terms. The average has gone from 9.04 in Fall 2011 to 8.17 in Fall 2022 (an overall decrease of 0.87 hours or 55.2 minutes per week over that period for the average of all faculty members with non-zero TCHs).

Year	Weekly Evaluation & Feedback Hours
2011	9.04
2012	9.16
2013	8.97
2014	8.90
2015	9.02
2016	8.90
2017	8.78
2018	8.77
2021	8.20
2022	8.17

Table 1: Average total weekly hours attributed for evaluation/feedback on Fall SWFs for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. SWFs with 0 TCH or 0 workload were removed.

Weekly evaluation/feedback hours are attributed based on the number of students and type of evaluation/feedback required for each course that is assigned. The Collective Agreement identifies four different types of evaluation and feedback to students: Essay or project evaluation and feedback (EP), Routine or assisted evaluation and feedback (RA), and In-process evaluation and feedback (IP). For each of these individual types of evaluation/feedback, a set multiplier is used to determine the number of attributed hours for each course. Where more than one type of evaluation and feedback, a combined evaluation factor is used.

Course-specific time attributed for evaluation and feedback is a mathematical function of the number of TCHs and the number of students in the section. With decreasing TCH, it is not surprising to see decreasing trends in evaluation and feedback hours. However, the reduction in the assignment of TCHs does not totally account for the reduction in time being assigned for evaluation. This is because, at a more granular level, analysis of the CBIS data indicates that the percentage of course sections being assigned the Routine and assisted, In-process, and Essay and Project EP factors have decreased over the period in question (with the EP factor decreasing with

a greater slope), while combined evaluation factors demonstrate an increase (see **Figure 5**, below).

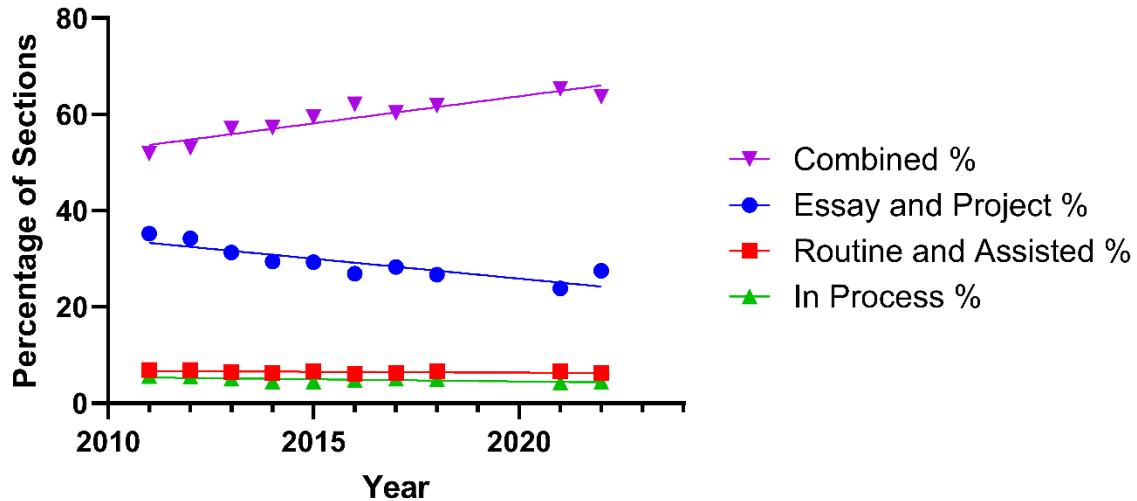


Figure 5: Percentage of sections by associated evaluation type – all colleges Fall terms. $p < 0.005$ for all trendlines. Figure 5 include data for the Fall term for all sections in the sector, where the evaluation factor was between 0.0092 and 0.03 (inclusive)

Weekly Complementary Function Hours

As **Table 2** shows, there has been an increasing trend in attributed time for complementary functions. The average number of hours attributed for all complementary functions has ranged from 11.99 hours per week in 2011 to 13.50 hours per week in 2022.

Year	Complementary Hours per Week
2011	11.99
2012	12.18
2013	11.78
2014	12.46
2015	12.62
2016	12.56
2017	12.86
2018	12.87
2021	13.36
2022	13.50

Table 2: Average total weekly hours attributed for all complementary functions on Fall SWFs for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. SWFs with 0 workload were removed.

As noted, the CBIS data only includes quantitative information about complementary functions. It reports the number of hours assigned but does not provide any descriptive information related to those hours. The CBIS data provides no insight into the nature of the work that is being assigned as complementary functions (beyond the minimum allowance of six hours). As a result, and as described in more detail below, the Taskforce sought out additional information about complementary functions.

Additional Information of Interest to the Taskforce

The CBIS data also provides information regarding the number of workload hours per week¹⁶ for fall and winter semesters. The data shows that between 2011 and 2022, the average total weekly workload hours assigned per full-time faculty member has ranged between 40 and 42 hours per week. There was a slight increasing trend from 2011-2012 to 2015-2016, followed by a slight decreasing trend from 2015-2016 to 2022-2023 (see **Table 3**, below).

Year	Total Weekly Workload Hours
2011	40.89
2012	41.72
2013	41.03
2014	41.10
2015	41.24
2016	41.11
2017	41.05
2018	41.06
2021	40.63
2022	40.64

Table 3: Average workload hours per week for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. SWFs with 0 Total Workload were removed.

¹⁶ As we have seen, workload hours = TCH + attributed hours for preparation + attributed hours for evaluation and feedback + attributed hours for complementary functions.

In addition, the CBIS data provides information regarding the total number of teaching contact hours per year, the total number of teaching contact days per year, and the number of teaching weeks per year for each full-time teacher, and class size. This information is included at **Appendix D**.

Partial-Load Faculty: October Staffing Data

Because the CBIS data does not provide information about partial-load faculty, the Taskforce considered the October staffing data, to try to obtain information regarding partial-load workloads over time.¹⁷

The October staffing data shows that the number of partial-load faculty has increased over time, ranging from 4251 in 2011 to 6720 in 2022.

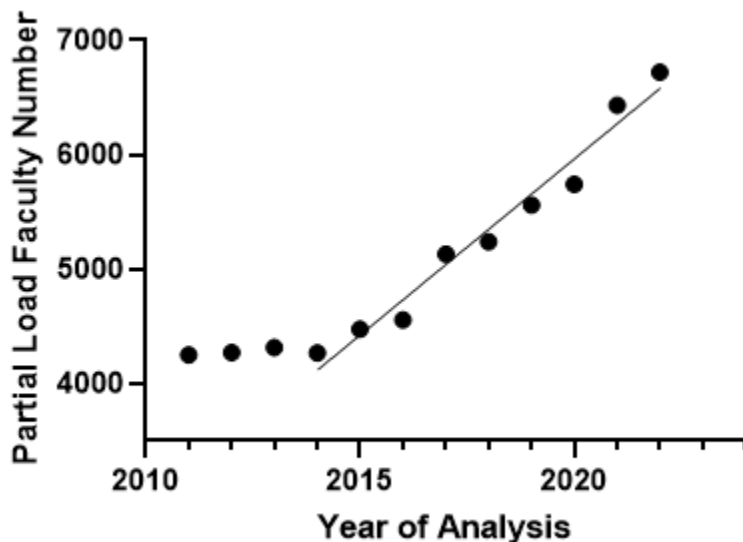


Figure 6: Provides total numbers of partial-load faculty from 4251 in 2011 to 6720 in 2022. Between 2016 and 2022 a significant increasing trend is visible.

The total number of TCH assigned to partial-load faculty has also increased, from 44,221 in 2011 to 70,057 in 2022. However, the average number of TCHs assigned to an individual partial-load faculty member has remained relatively consistent, ranging between approximately 10.2

¹⁷ The October staffing data is different from CBIS data. First, the October staffing data is collected for the current term at a single point in time. CBIS is collected once per year, but it relates three different points in time. Second, the October staffing data is limited to staffing levels for full-time and partial-load faculty and the TCHs assigned to each partial-load faculty in a specific week in October of each year. Because of these differences, the information gathered through October staffing data cannot be directly compared to information obtained through CBIS.

to 10.3 TCHs. More detailed information about TCHs assigned to partial-load faculty is set out in Tables 4 and 5, below.

NUMBER OF PARTIAL-LOAD TEACHERS								
Academic Year	Total # of PL Teachers	Contracted Number of Weekly TCHs						Average TCHs
		12 TCHs	11 TCHs	10 TCHs	9 TCHs	8 TCHs	7 TCHs	
2011	4251	2003	296	407	746	552	247	10.40
2012	4272	2027	321	416	772	498	238	10.44
2013	3887	1752	316	407	726	455	231	10.38
2014	4268	1837	355	462	826	541	247	10.32
2015	4477	2052	353	428	849	513	282	10.39
2016	4558	2077	353	455	874	523	276	10.39
2017	5148	2459	409	477	891	588	324	10.44
2018	5241	2494	418	488	884	643	314	10.44
2019	5545	2539	411	561	928	703	403	10.35
2020	5732	2418	399	586	1121	833	375	10.23
2021	6433	2854	436	586	1228	876	453	10.28
2022	6720	3255	465	565	1173	841	421	10.43

Table 4: Provides total Number and Distribution of Partial-Load faculty in the Ontario Colleges system, as determined by the October Staffing Survey.

PERCENTAGE OF PARTIAL-LOAD TEACHERS						
Academic Year	Contracted number of Weekly TCHs					
	12 TCHs	11 TCHs	10 TCHs	9 TCHs	8 TCHs	7 TCHs
2011	47%	7%	10%	18%	13%	6%
2012	47%	8%	10%	18%	12%	6%
2013	45%	8%	10%	19%	12%	6%
2014	43%	8%	11%	19%	13%	6%
2015	46%	8%	10%	19%	11%	6%
2016	46%	8%	10%	19%	11%	6%
2017	48%	8%	9%	17%	11%	6%
2018	48%	8%	9%	17%	12%	6%
2019	46%	7%	10%	17%	13%	7%
2020	42%	7%	10%	20%	15%	7%
2021	44%	7%	9%	19%	14%	7%
2022	48%	7%	8%	17%	13%	6%

Table 5: Distribution of Teaching Contact Hours among Partial-Load faculty in the Ontario Colleges system, as determined by the October Staffing Survey Follow-up Questions to the WMGs and VPAs

The CBIS data did not explain the trends identified regarding TCH, preparation hours, evaluation hours, and complementary functions. Therefore, the Taskforce sought additional information regarding these trends directly from various sources within the college system. We also requested additional information about the Special A and Special B preparation factors.

With the assistance of the Neutral Chair, the CBIS subcommittee jointly developed two series of questions focused on the academic years 2018-19, 2021-22, and 2022-23 (see **Appendix E**). The first series of questions was posed by email to the co-chairs of the Workload Management Groups (WMGs) of each of the colleges. The second series of questions was asked of the Vice Presidents of Human Resources (VPHR) and the Vice Presidents, Academic (VPA) at each college. Our request for information related to the academic years 2018-19, 2021-22, and 2022-23, for which CBIS data is also available.

Complementary Functions

The information we received shows that there is no standard approach for identifying or assigning complementary functions across the college system. Many colleges indicated that they do not have standardized categories of complementary functions and do not track complementary function assignments in a systematic way. Other colleges have developed lists of categories for the assignment of complementary functions, although these were generally identified as non-exhaustive. Those colleges who track categories of complementary functions do so in a variety of ways, which makes comparison difficult.

In our questions, we invited the WMGs and VPAs to comment about the increasing trend in complementary functions and the decreasing trend in TCH identified in the CBIS data. Although responses varied, some explanations included: program review, curriculum development, program audits, curriculum integration, technology, Learning Management System (LMS), multi-modal issues, special projects, and strategic initiatives. Even with this information, it was not possible to conclusively explain the increasing trend in complementary functions and the decreasing trend in TCH, as identified in the CBIS data.

Special A and Special B:

The information we received shows that Special A and Special B preparation factors are no longer used in many colleges. Where Special B is used, there is a range of approaches across the college system. For example, approximately nine colleges reported that Special B course work is now

assigned as a complementary function; four reported that this work is assigned to support staff; two reported that this work is assigned to contract faculty; several colleges used other factors or provided no information about how or whether this work is assigned. Some respondents reported a lack of clarity regarding the use of the Special B preparation factor. We received very little information about Special A.

International Students, Accommodation, and Counselling Services

The parties agreed to request additional data from the Colleges regarding the number of international students as well as the number of students accessing accommodation measures and counselling services. The turn-around time for the request was relatively short because of the Taskforce's own time constraints.

Most Colleges responded to the Taskforce's request for information. However, we learned that the information we asked for is not routinely requested or compiled at the system level. Moreover, there was no established methodology for collecting this information. Based on the information that was provided, the Taskforce could not undertake any system level analysis.

The Survey

Overview

As noted, York administered a survey of faculty (full time and partial-load faculty, librarians, counsellors) and administrators on behalf of the Taskforce. The survey content was developed through consensus between OPSEU/SEFPO and CEC, in collaboration with York. Once the material had been vetted, piloted, and translated into French, the survey was administered by York. Survey participation was voluntary and anonymous.¹⁸ Members of the Taskforce agreed that our communication to survey participants would be limited to bi-partite messages to provide information about the survey process and to encourage participation.¹⁹ Emails regarding the

¹⁸ Librarians, counsellors, and administrators who assigned work to them could volunteer to participate in focus groups. Individuals who expressed an interest in participating in a focus group were invited to share their name and contact information with York. However, their names and contact information was not shared with the Taskforce.

¹⁹ The survey launched on January 18 and 19, 2024. After the survey launched, a local bargaining unit president sent a message to faculty at Sheridan. The message provided information to faculty and, among other things, it suggested that faculty's responses to the survey should reflect their increased workload. This message was also shared with faculty at St Lawrence College. The message appears to have been shared with approximately 1400 people at these two colleges, representing 5% of potential recipients. A similar message was shared with faculty at Humber College. The Taskforce Chair feels that certain aspects of this communication are unfortunate, although it is not clear that this had any material impact on the survey responses.

survey was co-developed by the parties and sent out by both OPSEU/SEFPO and CEC, with reminder emails coming from York during the survey period.

The survey was launched to 10% of the respondent pool on January 18, 2024, with the remainder launching on January 19, 2024. A total of 19,374 potential respondents were invited to participate. The survey remained open for two weeks, closing Feb 2, 2024.

With the assistance of our research partner, the Taskforce developed a plan to analyze the survey data. York then provided its analysis in two tranches: (a) on June 10, 2024, it provided a series of excel spreadsheets; and (b) on June 19 and at the Taskforce's request, it provided a summary of the survey results and a series of graphs. Both CEC and OPSEU/SEFPO had an opportunity to review and comment on the analysis and the methodology. OPSEU/SEFPO did not identify any concerns or provide any written comments. CEC provided written comments on June 20, 21 and 26. CEC's comments were shared with York's researchers and its statistician and with OPSEU/SEFPO. York's response was provided in writing to the parties and its methodology remained substantively unchanged. However, following CEC's comments, further analysis was conducted regarding certain survey questions and information was added to the graphs to improve their readability.

In sum, the information provided in this report is based on our research partner's analysis of the survey results. In finalizing its analysis, York considered the issues raised by CEC.

Limitations

Response Rates

The response rate is the number of people who answered the survey divided by the number of people in the sample. In total 20,120 employees of the Ontario Public Colleges, including faculty, administrators, counsellors and librarians were sent email invitations requesting participation in the survey. Consent to participate in the survey was provided by 6479 respondents. This is a preliminary response rate of 32.30%. Questionnaires that did not have an agreed upon minimum number of items answered ("Partials") were removed from the data.²⁰ For faculty, 4,571 of a possible 19,329 employees responded to the survey, which is a response rate of 23.64%. For administrators, 189 out of a possible 776 answered the survey, which is a response rate of 23.89%. The combined response rate for all participants, including faculty, administrators, librarians and councillors is 24.36%.

²⁰ The minimum number of items answered was agreed to by the sub-committee, made up of equal representation from CEC and from OPSEU/SEFPO.

The population used for the survey was comprised of all Faculty, both full-time and partial-load, all administrators, all librarians and all counsellors. Lists of employees, including name, College and email address, who were members of these categories were compiled by the Colleges and sent to York. Each person on the list was sent an initial email invitation to participate in the survey, and three reminder emails. No sampling of the lists was undertaken, the full complement of list members was invited to participate in the survey.

According to our research partner, because the survey did not use a sample of employees and is effectively a census of employees, sampling based non-response bias is likely not a concern. In particular, York reports that the large number of respondents to the faculty portion of the survey, distributed across all of the Colleges, and including both full-time and partial-load faculty lends a degree of confidence in the findings.

According to York, while there are no standard or iron-clad benchmarks regarding the adequacy of response rates, multiple sources report that a response rate between 10 and 30% can be considered an acceptable response rate for internal organization surveys. The response rate for the Ontario Colleges Workload Taskforce Survey of 24.36% is in the higher part of that range.

Finally, the response rate is calculated for the entire survey. Our research partner reports that, in survey analysis, it is an accepted fact that participants complete different questions within survey based on their eligibility. For example, a subset of faculty respondents may have taught using a particular mode of delivery. While it is possible to calculate the response rate for a given question in a survey, our research partner indicated that it is not appropriate to calculate the margin of error for any particular question or series of questions in the survey. This is explained in more detail, below.

Completion Rates

According to York, completion rates for the survey generated by the data collection software shows a completion rate of 97%. The software deems the survey to be complete if a participant reaches the end of the survey without necessarily answering every item (for example, by just clicking next). Processing of the data at a later stage removed Partials, which are survey responses that did not meet an agreed minimum number of questions answered. When the Partials are removed, the survey completion rate is 63.49%, which our research partner reports is a “good” completion rate. The margin of error, discussed below, was calculated using the numbers after data processing removed Partials.

Margin of Error

The margin of error provides a statistical measure of a probability-based survey's likely accuracy. The smaller the margin of error, the more confidence that can be had in the results. The bigger the margin of error, the farther the results can stray from the likely views of the total population.

There are a total of 19329 email addresses in the faculty sample. According to York, 4903 Faculty (full-time and partial-load) completed the online questionnaire. A probability based random sample of this size would have a margin of error of plus or minus 1% at the 95% confidence level. York explained that in a probability-based sample of this size, it is confident that 19 times out of 20 the response will be +/- 1% of the survey results. For example, a 60% "yes" response with a 1% margin of error at a 95% confidence level means there is a 95% chance that between 59% and 61% of the total population who was eligible to complete the survey thinks "yes."

There are a total of 776 email addresses in the administrator sample and 189 administrators completed the online questionnaire. According to York, a probability based random sample of this size would have a margin of error of plus or minus 6% at the 95% confidence level. This means that in a probability-based sample of this size we are confident that 19 times out of 20 the response will be +/- 6% of the survey results. For example, a 60% "yes" response with a 6% margin of error at a 95% confidence level means there is a 95% chance that between 54% and 66% of the population who was eligible to complete the survey thinks "yes."

According to our research partner, calculating a margin of error can only be properly done on a randomly selected sample of a population. It cannot appropriately be calculated for a non-random sample, such as for subset of the survey population who reported having delivered courses using a particular mode of delivery. A margin of error estimate for the entire survey results has been provided. According to York, this should be viewed as what the margin of error would be for a randomly selected probability-based sample of this size.

Text Responses

The survey included a number of open-ended questions, which invited participants to provide a text response. The coding and analysis of the text responses has been an involved and time-consuming process. As of the date of writing, the coding and analysis was not completed. Rather than further delay its report, the Taskforce decided to issue the report before receiving the analysis of the text responses. Our research partner advised that this approach does not undermine or invalidate the survey results. In the main, the open-ended questions invited survey participants to explain or expand upon an answer they provided to a closed-ended question.

While the answer to certain closed-ended questions has formed part of the analysis, we have not had an opportunity to analyze any rationale that may have been included in the text response. Analysis of text responses is ongoing; this analysis as well as the text responses will be available to the parties in the future.

In sum, based on the analysis plan and the information available to it, the Taskforce can respond to the issues identified in the Kaplan Award and assess whether various factors impacted faculty workload. There is no dispute that the text responses are relevant to workload issues. They may provide further and more nuanced information about the nature and source of the impact of various factors on faculty workload. The Chair determined that this information is not necessary to address the Taskforce's mandate. While this information is not included in the Report, an analysis of the text responses may be of assistance to the parties when it becomes available in the future.

The Statistical Relevance of "No Impact"

The survey was structured so that the first question asked if the participant felt that a given factor had an impact on workload or not. Participants could respond to questions about impact with: yes, no, don't know, and never used/not applicable. Only those who answered "yes," indicating that there was an impact were then asked to indicate the degree of impact.

Questions arose about whether the survey analysis should include and account for participants who indicated there was no impact. Our research partner explained that including this information was not appropriate because it requires an assumption as to what "no impact" means, and a further assumption as to what respondents who answered "no impact" might have said had they been asked the follow-up questions.²¹

²¹ As York's statistician explained:

It is my understanding in the report it will be explicitly stated that some questions were answered in the context of whether or not respondents were impacted in work time by the particular feature (e.g., AI tools, Q37_1 Yes and then Q39 on time "Decreased a lot"/etc.) and the extent to which impact was indicated (e.g., Yes to Q37_1). Please note that the answer of No (e.g., in answer to Q37_1), even with Never used/NA as another answer option, may not necessarily imply "stayed about the same" for the associated question (e.g., Q39).

He went on to say:

The main summary report that I sent to you was for the part of your report that examines the impact (e.g., average increase or an average decrease) on course preparation time when respondents indicated that there was an impact in the given situation/scenario. For the question of what happens when there is an impact, this perspective is correct.

One can also consider the perspective of what happened for the respondents combined who answered "Yes" or "No" to impact (e.g., in answer to Q37_1). Some of the survey questions were asked in a manner that leads to challenges in the interpretation of the results. For questions of the type like Q37_1, it is not

Summary

For Faculty responses to the survey, our research partner reports that the large number of respondents (coupled with the other factors, such as the response rate and the absence of sampling) means that we can be reasonably confident that the responses from the population as a whole represent the likely responses of those who did not respond to the survey. Moreover, York noted that there was variation in the responses to the survey questions, which means that the survey has captured a diversity of opinion. While there are strong opinions for some items in the survey, there is not unanimity.

CEC's view is that additional time is necessary to cross-reference various sources of information and to fully explore the survey results and analysis. As discussed in more detail, below, the Chair has concluded that the information and analysis available to the Taskforce is sufficient for it to meet its mandate. That said, the Chair has recommended that the parties have ongoing access to the data and research conducted by the Taskforce. The survey and other research have produced a rich set of data, some of which has not been fully explored.

Analysis Plan

With the guidance of the Neutral Chair and a bipartite subcommittee of the Taskforce, York prepared a plan to guide our analysis of the survey results.²² The analysis plan addressed the following issues:

clear if respondents all, or generally, answered in the intended manner that "No" is distinct from "Never used/NA" (e.g., it may be that some answers of "No" should have been "Never used/NA"). In a related manner, we note that some respondents who answered "Yes" go on to indicate "Stayed about the same" to the associated question. Even if most "No" responses (e.g., to Q37_1) are taken as implying "Stayed about the same" (e.g., to Q39), and we include this information in calculating the average with the associated question (e.g., Q39), we still get an average increase (if there was an increase in the original calculation) or we still get an average decrease (if there was an decrease in the original calculation). The size (magnitude) of the increase or decrease will get smaller, but the change will still commonly (though not always) be notable.

²² The analysis plan was designed to respond to the questions within the Taskforce's mandate, as set out in the Kaplan Award. Administrator responses are not captured in the analysis plan. This issue was addressed at the subcommittee level, when the analysis plan was developed. At that time, CEC sought to include the administrators' responses to certain questions, notably about available supports. Given the Taskforce's mandate, the Chair concluded that the administrators' responses were not necessary to address the questions identified in the Kaplan Award. While an analysis of the administrators' response may be useful to the parties for other reasons, it is not required to fulfill our mandate.

1. The impact, if any, of mode of delivery²³ on preparation, evaluation and feedback, and complementary functions. The responses were further analyzed based on:
 - Primary association: Professor/Partial-Load Professor Instructor
 - Current employment status: Professor/Partial-Load Professor Instructor
 - Years employed
 - Years employed at current positions.
2. Whether and to what extent there has been an increase in the amount of time normally spent on “normal administrative tasks.”
3. The impact of AODA compliance and student accommodation requirements.
4. The impact of language of instruction and/or student proficiency with the language of instruction.
5. A review of the factors associated with different evaluation methods. More specifically, do currently-used categories of essay/project, routine assisted, and in-process adequately describe evaluation methods associated with courses being taught?
6. To what extent are Special A & Special B course categories used? What issues are being considered in the assignment of Special A & Special B course categories?
7. To what extent is the category of MWA used? What issues are being considered in the use of MWA?

²³ Colleges across the system use different terms to describe various modes of course delivery. Members of the Taskforce were not able to agree on definitions for the various modes of delivery. For the purpose of the survey, our research partner assisted in developing a series of “operational” definitions, which included examples. These are included at **Appendix F**. These definitions were used in the survey, to ensure that participants responded to questions based on common understanding. These definitions do not and were not intended to reflect the terminology that is used within the College system.

Summary of the Survey Results

Our research partner addressed the above questions by providing (a) excel spreadsheets, which are attached to this report at Appendix G; and (b) several detailed graphs, which are attached to this report at Appendix I²⁴. In summary, survey participants reported that:

- Compared to an already developed in person course to other modes of delivery, time for preparation, evaluation and feedback, and routine out of class assistance of students all increased on average for different modes of delivery. This was the case for when online synchronous, asynchronous courses, flexible synchronous, hybrid synchronous, and hyflex courses were compared to in-person courses. The responses identified comparable increases for each of different modes of delivery, with the hyflex reported as requiring more time than the other modes of delivery
- The following factors contributed to this increased time: use of AI, use of publisher developed tools, industry requirements, learning management system (LMS), sourcing video content, uploading presentations to platform, and preparing YouTube channels. Other factors also contributed to the increase in time
- There has been an average increase in the amount of time spent on normal administrative tasks
- There has been an average increase in the amount of time used for AODA compliance and/or student accommodation
- There has been an average increase in the amount of time spent due to the impact of language of instruction and/or student proficiency with the language of instruction
- Electronically assisted evaluations have generally increased times for marking for essays, reports, projects, essay type tests, short answer tests, in-process

²⁴ At the Chair's direction, the report has been issued pending the translation of Appendices G and I. The Taskforce recognizes this is not ideal. However, in the particular circumstances and given the format in which the documents were provided by the third-party researcher, the Chair determined that this step was appropriate to ensure the timely release of the report.

demonstrations/presentations, discussion boards, digitally submitted demonstrations/presentations, multiple choice tests, and other

- Similar patterns appeared for a) submitted on paper, b) rubrics; c) AI assistance, c) group evaluations, d) group evaluation; e) publisher generated evaluations, and f) LMS integrated evaluations. Some of these increases are in varying amounts. To lesser degree, there are some exceptions where an average decrease in time required for marking was reported or where respondents indicated the time required for marking stayed about the same
- The increases in work time mentioned above were commonly greater for full-time faculty compared to partial-load faculty. For example, when in-person courses are compared to online synchronous, full-time faculty reported a greater increase in overall amount of time for preparation, evaluation, feedback, and routine out of class assistance compared to partial-load faculty
- The increases in work time mentioned above were most often not associated with years employed. However, increasing years employed at the current position was occasionally positively associated with increases in work time.

Focus Groups

York also administered a series of focus groups for librarians, counsellors, and administrators who assign work to librarians and/or counsellors. When they completed the survey, counsellors and librarians could volunteer to participate in focus group discussions. Administrators who manage counsellors or librarians could also volunteer to participate in separate focus group discussions. Participation was voluntary and confidential and only anonymized information was shared with the Taskforce.²⁵

Initially, York advised participants that focus group discussions would be held on two different dates in late February, 2024. However, additional focus group dates were later established for counsellors and administrators to ensure they had a meaningful opportunity to participate in these discussions. Of the potential 63 librarians and 230 counsellors invited, 16 librarians and 53 counsellors participated in focus groups, convened in February 2024. A total of nine administrators participated in the focus group discussions: six of these identified as

²⁵ York provided the Taskforce with anonymized copies of the transcripts of the focus group sessions. Using a large-language model artificial intelligence system, York prepared summaries of the responses, which were also provided to the Taskforce.

administrators who assign work to librarians and three identified as administrators who assign work to counsellors.

The purpose of the focus groups was to obtain insight about the experiences and workload of librarians and counsellors, smaller groups of employees within the college system whose experience could not easily be gleaned through survey questions. A bi-partite subcommittee of the Taskforce developed a moderator guide, which guided York's discussions with the participants (See Appendix J). Broadly speaking, the questions asked of focus group participants centered on how their workload was established, whether it was consistent, information about their contact with students, and the impact of workplace changes on their workload. Counsellors were also asked about their involvement with crisis intervention. In the following sections, we summarize the information reported by focus group participants.

Librarians

Librarian participants reported having multiple roles and responsibilities to students and faculty members, depending on the size and needs of their library in their colleges. Their specific reporting structure varied among institutions, with some librarians reporting to department chairs, administrators, or other higher-level positions within the organization.

Librarians had contact with students in a variety of modes, including online and in-person, synchronously and asynchronously. Face-to-face interactions with students occurred through instructional sessions, research appointments, and when staffing the reference desk. Librarians also conducted in-class sessions, library workshops, and provided research appointments for individual students. Many of these were available in-person or online, typically synchronously. Asynchronous contact tended to be via email or discussion boards.

These modes of contact seemed to vary based on the nature of the interaction, the availability of resources, and the preferences of students and faculty. Other factors that were reported to influence the modes of contact included the institution's resources and infrastructure and the specific responsibilities and roles of librarians.

Librarians reported that their workload was established based on a combination of factors such as job responsibilities, departmental needs, and institutional priorities. Some librarians said they had the autonomy to establish their own workload based on the programs they supported, the assignments they were responsible for, and the needs of faculty and students within their program areas. They also reported flexibility to determine priorities, propose projects, and adjust their workload based on emerging needs. Other participants, particularly those in liaison roles,

had a more structured workload determined by the number of classes they needed to teach, the requests they received from faculty, and the projects they were assigned.

Most librarians had opportunities to discuss their workload with their managers through various channels, although reported that effectiveness of these discussions in addressing workload concerns varied.

A typical work week for librarians was described as including a balance of teaching, research support, collection management, liaison activities, and project work. The specific distribution of tasks varied based on individual roles, departmental needs, and the demands of the academic calendar.

Librarians' workload was not consistently the same from week to week. They experienced fluctuations in workload based on factors such as the academic calendar, specific projects, roles of the librarian, and the needs of students and faculty. The specific approaches to managing workload inconsistencies varied among institutions and individual managers.

Librarians indicated that they sometimes worked overtime to fulfill job responsibilities, meet deadlines, and/or address unexpected demands. Librarians reported that managers' response to overtime varied depending on the organization's policies, the manager's discretion, and the nature of the librarian's role. When overtime was addressed with managers, librarians reported a range of responses:

- Acknowledgment and appreciation of the librarian's extra effort and dedication
- In lieu time
- Discussion of workload to assess reasons behind the overtime and evaluate if adjustments were needed
- Prioritization and time management to minimize the need for future overtime
- Resource allocation and workload redistribution to address insufficient resources or staffing
- Training and support to help the librarian work more efficiently and effectively
- Emphasis on work-life balance and encouragement to communicate concerns or challenges related to workload or overtime.

Librarians also reported that the following changes to the workplace impacted their workload: shift to online and virtual interactions, increased demand for support, increased reliance on online resources and services (including e-resources), changes in their physical workspace (such as the closure of library buildings or the implementation of social distancing measures), organizational restructuring, and increased reliance on part-time faculty.

Most notably, librarians reported that AI has significantly impacted their workload, including by creating an increased demand for AI-related support and training, collaboration with academic integrity offices, and the development of subject guides and resources. AI has also created challenges in terms of academic integrity, research support, specialist knowledge, and new work expectations for librarians. Librarians did not specifically identify AODA compliance or language of instruction as changes that have impacted their workload.

Counsellors

Counsellor participants held a variety of job titles within the college system, including accessibility counsellors, mental health counsellors, and learning strategies. Their reporting structure differed depending on the institution and their role.

Counsellors reported that they had contact with students through various on-line and in-person appointment formats that were held synchronously. These included in-person appointments; virtual appointments; phone appointments; hybrid appointments; crisis appointments; group-based appointments; classroom visits; and email correspondence. Appointment formats varied depending on the needs of students, the purpose of the counselling session, and the specific role of the counsellor.

Counsellors reported that their workload was established in the following ways:

- For accessibility counsellors, workload was determined based on the number of students they supported. For example, one counsellor mentioned overseeing approximately 420 students on their caseload during that time period. Some accessibility counsellors saw 3 students/day, while some had 4 appointments/day
- For mental health counsellors, workload was determined based on the number of appointments per day. The number of students each counsellor saw in a day varied depending on the college, ranging between five or six student appointments per day
- For learning strategists, workload was determined based on a combination of number of appointments and other responsibilities.

Several counsellors said they had opportunities to discuss their workload with their managers, although they reported that effectiveness of these discussions in addressing workload concerns varied.

Counsellors reported that their workload varied from week to week depending on the cycle of the semester. They identified a range of factors that influenced workload distribution, including semester start-up, midterms, finals, staff availability, staff expertise, and workload capacity. While specific methods of work distribution varied depending on the institution, team structure, and resource availability, participants indicated that their work was generally dispersed among the team based on factors such as their roles, expertise, availability, and caseloads. Counsellors often collaborated and supported each other in managing their workload, including with regular team meetings, open communications, shared resources, discussions about challenging cases, backup support during busy periods, and guidance or advice.

Some counsellors reported working overtime. In some cases, this work was recognized through time off in lieu, overtime pay, workload assessment and adjustment, support and team collaboration, encouragement of time management and prioritization, training and professional development, or scheduling flexibility and support. Other counsellors reported that their overtime work was not addressed or recognized by management.

Generally speaking, counsellors identified the following factors as contributing to increased workload: increased student population; the requirement to learn about and transition to online platforms; high turnover of staff, understaffing, and difficulty finding appropriate replacements; the need to spend time supporting and onboarding new staff; increased demand for services; changes in their roles and in administrative structures; and budget constraints, which have impacted staffing levels. The significance and impact of these factors varied depending on the counsellor's role.

Counsellors indicated that the mode used for student contact, whether it was online, in-person, or a combination of both, impacted their workload. Overall, the mode of student contact, resulted in both benefits and challenges to the workload of counsellors. It provided greater flexibility and accessibility, but meant that counsellors had to adapt their practices, manage additional administrative tasks, and navigate the dynamics of virtual counselling while ensuring the well-being and support of their students.

Finally, counsellors identified increased numbers of international students as a significant factor that increased their workload. Counsellors indicated that international students faced various challenges and complex needs,²⁶ which require additional support and resources.

Some counsellors were involved in emergency crisis intervention,²⁷ which significantly impacted workload. Counsellors had to prioritize and allocate their time and resources to addressing the crisis, while managing, rescheduling, or postponing existing appointments. The impact of this disruption varied depending on the nature and duration of the crisis. Counsellors reported that crisis intervention took an emotional toll on them: it could mean longer work hours, additional stress, and more administrative tasks, such as safety planning, coordinating follow-up care, and providing support to students during their recovery process. The nature of support systems and protocols for managing crisis situations varied among institutions.

Administrators

In many respects, the information provided by administrators was consistent with the responses provided by counsellors and librarians. For example:

- Administrators reported that counsellor and librarian workload was established through a combination of collaborative decision-making, regular meetings, and discussions. Administrators indicated that workload was dispersed among team members and tailored to the specific needs of the librarians or counsellors, taking into account their roles, teaching schedules, projects, and individual preferences
- Administrators indicated that counsellors and librarians had contact with students through various modes, including online, in-person, synchronous, and asynchronous interactions
- Administrators noted that both counsellors and librarians had fluctuating workloads throughout the semester. Their workload increased during peak periods, such as the start of the semester, during exam periods, and when major assignments were due
- Administrators noted that the transition to remote work required counsellors and librarians to adapt to new technologies and platforms for delivering services and supporting students. Learning to use and implement these tools effectively took

²⁶ These include barriers to accessing community supports, mental health concerns, housing instability, financial instability, limited access to healthcare, lack of access to psychiatric assessments; limited treatment options; and language and cultural barriers.

²⁷ Emergency crisis situations can range from urgent mental health concerns, such as suicide ideation or self-harm, to other emergencies like immediate threats to safety or traumatic incidents within the school community.

additional time. This transition brought increased demand for online services, leading to a higher volume of online inquiries, appointments, and consultations

- Administrators also reported a change in counselling needs—mental health support, crisis intervention, remote counselling—and an increased demand for counselling services
- Several administrators of counsellors stated that emergency crisis intervention had impacted the workload of counsellors, particularly given the increase in the number of students experiencing crisis situations such as mental health issues, personal emergencies and academic challenges. Administrators reported that counsellors have had to dedicate more time and resources to provide immediate support and intervention to students in crisis, often working extended hours and handling a higher caseload. This increased workload has required counsellors to prioritize urgent cases, respond promptly to students in distress, and provide ongoing support and follow-up care. This has resulted in longer work hours, increased stress levels, and a higher intensity of work.

In three respects, there were nuances or differences between the information received from administrators and the responses provided by counsellors and librarians. In the main, these differences related to management's efforts to address increased workload:

First, administrators reported having regular meetings with counsellors and librarians to discuss workload. Not all counsellors and librarians reported regular meetings with administrators.

Second, administrators reported that efforts to address increased workload included hiring additional counsellors, implementing triage systems, and providing training and resources to enhance crisis intervention skills. Counsellors reported understaffing.

Third, administrators reported that instances of overtime were addressed in a variety of ways. They stated that:

- Overtime hours were acknowledged and recognized by the administrators
- Steps were taken to mitigate excessive overtime by implementing strategies such as workload redistribution, task prioritization, and resource allocation. This helped to prevent burnout and ensure that the workload was manageable for the team
- Administrators encouraged open communication and dialogue with librarians and counsellors. If individuals were consistently working overtime or experiencing

excessive workload, they were encouraged to discuss their concerns with their administrators

- Flexibility was provided to accommodate the needs of the librarians and counsellors during busy periods. This could include adjusting schedules, providing additional support, or reassigning tasks to ensure a more balanced workload
- Regular check-ins and performance evaluations were conducted to monitor workload and address any issues related to overtime. This allowed administrators to identify potential areas of improvement and make necessary adjustments to workload distribution.

In many respects, administrators, counsellors, and librarians described similar strategies to address overtime. The notable difference is that some counsellors and librarians reported that their overtime work was not recognized or compensated.

RECOMMENDATIONS

Having carefully considered the research conducted by the Taskforce, the Chair makes the following recommendations:

1. Full-time Faculty

The SWF and workload formulas should be maintained, but reconsidered to reflect the results of the survey and increases to workload reported by full-time faculty.

2. Complementary functions

The Collective Agreement provides for six mandated hours for routine out of class assistance and hours normal administrative tasks. Recognizing that complementary functions (beyond these six hours) are an important and flexible tool, the Chair sees value in and recommends gathering more consistent information about the nature of complementary functions that are assigned across the college system. This may give the parties better insight into the trends identified in the CBIS data, the increasing trend in complementary functions and the decreasing trend in TCHs.

3. Partial-Load Faculty

The Collective Agreement does not clearly state how and on what basis partial-load faculty are compensated. The Chair recommends that the parties discuss how compensation can be clarified and clearly reflected in the Collective Agreement.

The Taskforce's research shows that partial-load faculty report increased workload. The Chair recommends that compensation for partial-load faculty be reconsidered to reflect the increased workload identified in the survey results.

4. Counsellors and librarians

The Chair recommends that the parties develop a consistent way to address and compensate work done by counsellors and librarians in excess of 35 hours per week. The Taskforce's research has not established the need for a SWF or workload formula for counsellors and librarians.

5. CBIS Data

The Chair recommends that the parties collect on an annual basis the CBIS data that had previously been collected by the Ministry. In addition, the Chair recommends collecting additional information about partial-load faculty's workload assignments.

The Chair recommends the creation of a bi-partite CBIS Committee, with equal representation from OPSEU/SEFPO and CEC. This CBIS Committee would take on the functions of managing and querying the data that had previously been carried out by the Ministry. The CBIS Committee could also guide the process for gathering additional information about partial-load faculty's workload assignments and information about the nature of complementary functions that are assigned across the college system (see recommendation 2, above).

The Chair recommends that the CBIS data continue to be made available to individual colleges and to OPSEU/SEFPO locals in the format used by the Ministry.

6. Special A and Special B Preparation Factors

The Chair recommends that the parties work to clarify Special A and Special B preparation factors and apply them consistently across the college system.

7. Modified Work Arrangements

The Taskforce's research shows that MWAs are used only occasionally. The research did not lead to anything of note or support a recommendation regarding the use of MWAs.

8. Research Conducted by the Taskforce

The Chair recommends that the parties have ongoing access to the research conducted by the Taskforce and its research partners. This may serve as a valuable tool to both parties in their bargaining process.



Michelle Flaherty, Chair

APPENDIX A: INITIAL RECOMMENDATIONS RELATED TO THE LONGITUDINAL ANALYSIS OF CBIS DATA

Overall Recommendation:

The CBIS Research Sub-Committee recommends that a longitudinal analysis be undertaken to explore trends within the CBIS data (going back to 2015-2016 if availability of electronic data bases goes back that far). We further recommend that the data points related to the following CBIS Tables be included in the longitudinal analysis:

- Tables 6.1, 6.2 and 6.3: Reasons for no SWF
- Table 7: Workload by function (average hours/week)
- Table 8.1: Teaching contact hours/week (excluding coordinators)
- Table 8.2: Teaching contact hours /week (coordinators only)
- Table 8.3: Average teaching contact hours by type of program
- Table 13.1 and 13.2: Courses by type of preparation factor
- Table 14.1 and 14.2: Courses by type of evaluation factor
- Tables 15.1 and 15.2: Most frequently used combined evaluation factors
- Table 16: Class sizes
- Table 19: Teaching Contact Hours, Days, and Weeks/Academic Year
- Table 20: Teaching Contact Hours/Academic Year (Excluding Coordinators)

Additional Recommendations:

The CBIS Research Sub-Committee recommends that the following limitations of the CBIS data be noted:

- The CBIS data only applies to full-time faculty during teaching periods with teaching contact hours.

- In some cases, data files were not shared with the union local prior to submission. That meant that the union local was not able to review or attempt to verify the data contained within against SWFs or other information. (NOTE: This also used to occur under the previous CBIS process. The Ministry of Labour would simply use the data received from the college even if the union local had not signed the cover page. For old or new data, it is a limitation worth noting.)
- The CBIS data only reflects information that was recorded on the SWF at the time it was issued and for the period that it covered.
- The CBIS tables represent one snapshot in Fall and one in Winter. Some faculty have multiple SWFs that encompass different portions of the semester and the workload may vary. For example, students may register late or withdraw from the course after the snapshot week. CBIS can't capture those changes, other than through an analysis of the totals for the academic year.
- The CBIS data can only capture the total complementary hours per week. We cannot see individual complementary functions. For example, time for coordinator duties.
- We do not have data for 2019-20 or 2020-21, and therefore there will be an unavoidable gap in the analysis.

With respect to the process for undertaking the longitudinal analysis, the CBIS Research Sub-Committee recommends that OPSEU/SEFPO and the CEC run the analysis separately. Both analyses could then be reviewed by both parties and any discrepancies resolved through discussion between them.

APPENDIX B: CBIS ANALYSIS

Table 6, below, shows the average teaching contact hours per week for the fall semester of each year. The average has gone from 12.64 in Fall 2011 to 12.01 in Fall 2022 (an overall decrease of 0.63 hours or 37.8 minutes per week over that period).

Year	Average Weekly TCHs
2011	12.64
2012	12.66
2013	12.66
2014	12.52
2015	12.41
2016	12.39
2017	12.25
2018	12.27
2021	12.11
2022	12.01

Table 6: Average Fall Term Teaching Contact Hours for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. SWFs with 0 TCH or 0 workload were excluded.

Table 7, below, shows the average number of hours attributed for preparation per week for the fall semester of each year. The average has gone from 7.51 in Fall 2011 to 7.07 in Fall 2022 (an overall decrease of 0.44 hours or 26.4 minutes per week over that period).

Year	Weekly Hours for Preparation
2011	7.51
2012	7.46
2013	7.49
2014	7.39
2015	7.36
2016	7.32
2017	7.30
2018	7.24
2021	7.04

2022	7.07
------	------

Table 7: Average total weekly hours attributed for preparation on Fall SWFs for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. SWFs with 0 TCH or 0 workload were excluded.

Table 8, below, shows the average number of hours attributed for evaluation and feedback per week for the fall semester of each year. The average has gone from 9.04 in Fall 2011 to 8.17 in Fall 2022 (an overall decrease of 0.87 hours or 55.2 minutes per week over that period).

Year	Weekly Hours for Evaluation/Feedback
2011	9.04
2012	9.16
2013	8.97
2014	8.90
2015	9.02
2016	8.90
2017	8.78
2018	8.77
2021	8.20
2022	8.17

Table 8: Average total weekly hours attributed for evaluation and feedback on fall SWFs for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. SWFs with 0 TCH or 0 workload were excluded.

APPENDIX C: SPECIAL A AND SPECIAL B TABLES

Table 9, below shows the total number of courses assigned the Special B preparation type. The number of sections range from 224 course sections in the fall of 2011 to 50 course sections in the fall of 2022 (an overall decrease of 77% or 174 course sections over that period).

Years	Number of Special B Course Sections
2011	224
2012	215
2013	213
2014	174
2015	124
2016	119
2017	70
2018	59
2021	47
2022	50

Table 9: Total number of course sections assigned the Special B preparation type in the Fall semester for the 2011-2018, 2021 and 2022 academic years.

Table 10, below shows the total number of courses assigned the Special A preparation type. The number of sections range from 50 course sections in the fall of 2011 to 37 course sections in the fall of 2022 (an overall decrease of 26% or 13 course sections over that period).

Years	Number of Special A Course Sections
2011	50
2012	68
2013	83
2014	93
2015	107
2016	63
2017	81
2018	80
2021	54
2022	37

Table 10: Total number of course sections assigned the Special A preparation type for the 2011-2018, 2021 and 2022 academic years.

APPENDIX D: ADDITIONAL INFORMATION FROM CBIS

Average Yearly Total Contact Hours

The Collective Agreement stipulates that teaching contact hours shall not exceed 648 teaching contact hours per academic year for a teacher in post-secondary programs or 760 teaching contact hours per academic year for a teacher not in post-secondary programs.²⁸

According to the CBIS data, the average yearly number of TCHs has fluctuated from a high of 372.48 in 2014-2015 to a low of 350.15 in 2017-2018. At a high of 372.48, this represents about 58% of the maximum allowance. (see **Figure 7** below).

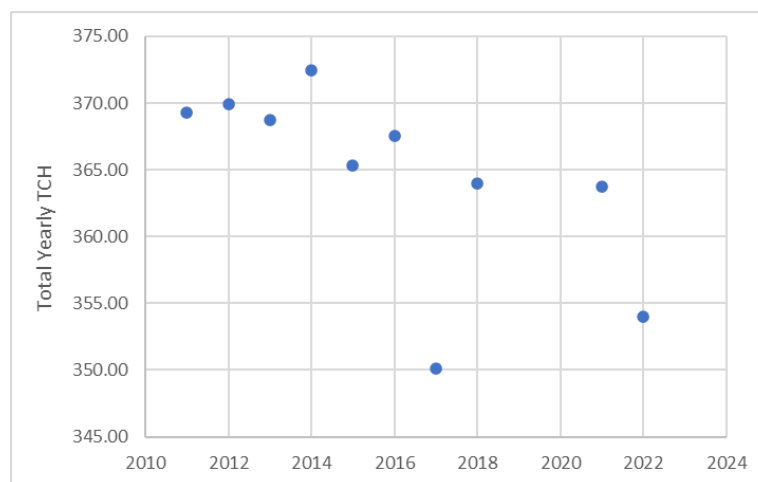


Figure 7: Average total teaching contact hours across the system for each academic year. 2011-2012 to 2018-2019; 2021-2022; and 2022-2023.

Table 11 below provides this same information in numerical terms.

Year	Contact Hours per Year
2011	369.25
2012	369.93
2013	368.73
2014	372.48
2015	365.31
2016	367.53

²⁸ Article 11.01 K3, *Ontario CAAT Academic Employees Collective Agreement*.

2017	350.15
2018	363.95
2021	363.74
2022	354.00

Table 11: Average total yearly teaching contact hours for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023.

Average Yearly Contact Days

The Collective Agreement stipulates that contact days (being days in which one or more teaching contact hours are assigned) shall not exceed 180 contact days per academic year for a teacher in post-secondary programs or 190 contact days per academic year for a teacher not in post-secondary programs.²⁹

According to the CBIS data, the average number of contact days across the system has fluctuated from a high of 153.20 in 2014-2015 to a low of 144.11 in 2017-2018. (see **Figure 8** below).

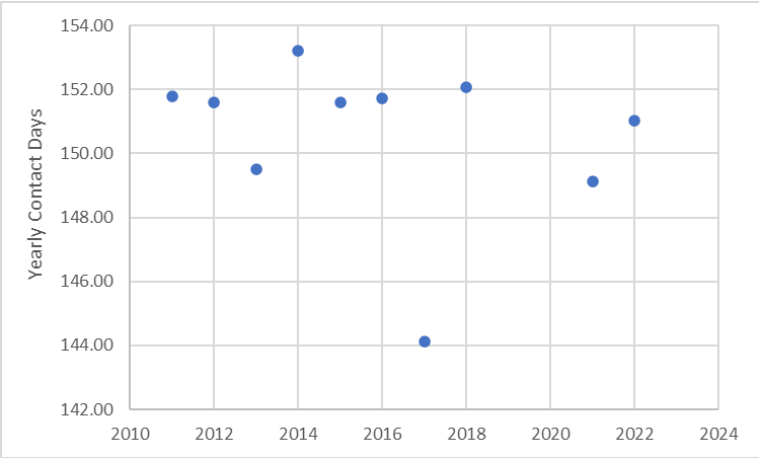


Figure 8: Average total contact days for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023.

Table 12 below provides this same information in numerical terms.

²⁹ Article 11.01 K1, Ontario CAAT Academic Employees Collective Agreement.

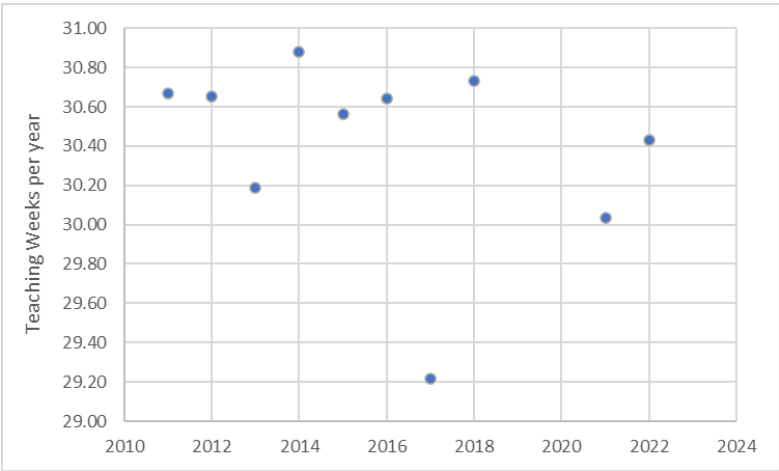
Year	Contact Days per Year
2011	151.78
2012	151.60
2013	149.51
2014	153.20
2015	151.29
2016	151.74
2017	144.11
2018	152.08
2021	149.12
2022	151.03

Table 12: Average total contact days for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023.

Average Yearly Teaching Weeks

The Collective Agreement stipulates that the total number of teaching weeks (being weeks in which one or more contact days are assigned) shall not exceed 36 weeks in which there are teaching contact hours for teachers in post-secondary programs and 38 weeks in which there are teaching contact hours in the case of teachers not in post-secondary programs.³⁰

According to the CBIS data, the average number of teaching weeks has generally hovered between 29 and 31 weeks over the period under review (roughly 80 to 86% of the maximum allowance). (see **Figure 9** below).



³⁰ Article 11.01 B1, Ontario CAAT Academic Employees Collective Agreement.

Figure 9: Average teaching weeks/year for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023.

Table 13 below provides this same information in numerical terms.

Year	Teaching Weeks per Year
2011	30.67
2012	30.65
2013	30.19
2014	30.88
2015	30.56
2016	30.64
2017	29.22
2018	30.73
2021	30.04
2022	30.43

Table 13: Average teaching weeks/year for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023.

Class Size

According to the CBIS data, the average number of students (calculated based on the Fall semester where TCH and student numbers were not 0) has fluctuated between a high of 31.56 in 2018-2019 and a low of 29.44 in 2021-2022. (see **Figure 10** below).

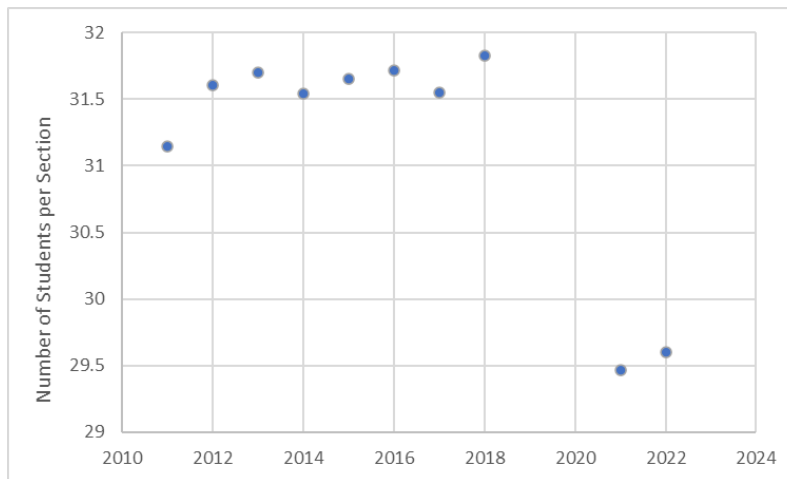


Figure 10: Average # of students/section for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. Sections with 0 TCH or 0 students were excluded.

Table 14 below provides this same information in numerical terms.

Year	Number of Students per Course Section
2011	30.83
2012	31.16
2013	31.27
2014	31.25
2015	31.38
2016	31.51
2017	31.17
2018	31.56
2021	29.21
2022	29.43

Table 14: Average # of students/section for academic years 2011-2012 to 2018-2019; 2021-2022; and 2022-2023. Sections with 0 TCH or 0 students were excluded.

APPENDIX E: QUESTIONS TO WMGs, VPHRs AND VPAs

Questions to WMGs:

Considering the academic years 2018-2019, 2021-2022, and 2022-2023 only:

1. If your college uses general/ standardized categories to assign complementary functions, do you have any data at your WMG that you can share with the Taskforce?
2. From the CBIS data, we see a trend at several colleges: complementary functions have tended to increase, and teaching contact hours have tended to decrease. Has the WMG at your College examined general trends related to workload assignments? If so, have any trends been identified related to the types of complementary functions assigned and the time attributed for these functions?
3. To what extent, if any, has the use of Special A (e.g. continuous intake) or Special B (e.g. work/field placement, clinicals, preceptorship, or co-op) preparation factors arisen in WMG discussions at your college? If it has been discussed, has your WMG agreed upon any standard practices for recording this time?

Questions to VPAs/HR:

Considering any data that you may have available for the 2018-2019, 2021-2022, and 2022-2023 academic years only:

1. Does your college use general/standardized categories to assign complementary functions?
2. If yes to #1, do you track that data internally?
3. If yes to #2, please share with the Taskforce any summary data available for the 3 academic years listed above.
4. From the CBIS data, we see a trend at several colleges: complementary functions have tended to increase, and teaching contact hours have tended to decrease. Are you able to identify any factors that may have contributed to this trend, if it exists at your college?
5. For courses that are considered Special A (e.g. continuous intake) or Special B (e.g. work/field placement, clinicals, preceptorship, or co-op), can you describe how this work is being assigned and recorded on the SWF?

APPENDIX F: MODES OF DELIVERY DEFINITIONS USED FOR THE PURPOSE OF THE SURVEY

IN PERSON

Regardless of terminology used at your college, for this survey, reference to “**in person**” means a course that is scheduled for three Teaching Contact Hours (TCH) per week in a specific classroom, lab or face-to-face.

Other IN-PERSON courses may be scheduled for greater or fewer TCH.

ONLINE SYNCHRONOUS MODE OF DELIVERY

Regardless of terminology used at your college, for this survey “**online synchronous mode of delivery**” means where the course is scheduled for three Teaching Contact Hours a week and delivered synchronously in a virtual setting.

Other online synchronous courses may be scheduled for greater or fewer TCH.

ONLINE ASYNCHRONOUS MODE OF DELIVERY

Regardless of terminology used at your college, for this survey “**online asynchronous mode of delivery**” means a fully online course that runs according to a semester schedule (7 weeks, 14, weeks, etc.) but Teaching Contact Hours (TCH) are not scheduled and/or occur asynchronously.

FLEXIBLE SYNCHRONOUS MODE OF DELIVERY

Regardless of terminology used at your college, for this survey “**flexible synchronous mode of delivery**” means a course that is scheduled for three Teaching Contact Hours at a specific place and time, but a consistent group of students joins the in-person class virtually (via Teams, Zoom, etc.).

HYBRID SYNCHRONOUS MODE OF DELIVERY

Regardless of terminology used at your college, for this survey “**hybrid synchronous mode of delivery**” means a course that is scheduled for three Teaching Contact Hours (TCH) has 2 TCH in person and 1 TCH online synchronous (via Teams, Zoom, etc.).

HYBRID ASYNCHRONOUS MODE OF DELIVERY

Regardless of terminology used at your college, for this survey “**hybrid asynchronous mode of delivery**” means, for example, a course that is scheduled for three Teaching Contact Hours (TCH) has 2 TCH in person and 1 TCH online asynchronous.

HYFLEX MODE OF DELIVERY

Regardless of terminology used at your college, for this survey “**hyflex mode of delivery**” means a 3 Teaching Contact Hours course has an in-person schedule, but students can choose to participate in-person, online synchronously (via Teams, Zoom, etc.) or online asynchronously. Students move freely among formats according to their needs.

APPENDIX G: SPREADSHEETS WITH DATA ANALYSIS

Workload Task Force Project

Summary of Results for:

- i) Frequency Tables and
- ii) Contingency Tables (Cross-Tabulations) including Chi-square Tests of Independence

Breakdown (Split by) Questions:

Q2: Primary association: Professor/Partial Load Professor Instructor, Administrator, ...

Q8: Years employed

Q9: Years employed at current position

Legend for Effects:

General Effect (No breakdown by another variable): Indicators of the most common answer or trend:

N for No; Y for Yes; Don't Know/NA for Don't Know/Never/NA

All for All were developed already; Some for Some were developed already; None for None were developed already;

↑ for more of it is most common; ↓ for less of it is most common; /// for not ↑ or ↓
Percentages given for prevalence (e.g., 34.7%)

Effect (Results for Split by Q2)

PL↑ for the Question is in the affirmative (e.g., Yes to Q34) or more of it (e.g., none to some to all for Q35) on average higher for Partial Load compared to Full-time;

FT↑ for the Question is in the affirmative or more of it on average higher for Full-time compared to Partial Load

/// for not PL↑ or FT↑

Please note: The effect symbols are only used for results that are deemed statistically significant (i.e. $p < .05$)

Effect (Results for Split by Q8 or Q9)

Yr↓ for the Question is the affirmative or more of it on average as years employed decreases (with respect to Q8 or Q9)

Yr↑ the Question is the affirmative or more of it on average as years employed increases (with respect to Q8 or Q9)

/// for not Yr↓ or Yr↑

Please note: The effect symbols are only used for results that are deemed statistically significant (i.e. $p < .05$)

Legend for p-value:

p-value: approximate value of the two-tailed probability p for the Chi-square test statistic
level of p-value: * $< .05$ (deemed evidence), ** $< .01$ (deemed strong evidence), *** $< .001$ (deemed very strong evidence), NA: not applicable due to at least one variable being constant in the table or there are no cases in the table.

If the entry is blank then the p-value is greater or equal to .05.

Please note: For completeness, results have been shown even when n is small such as 50 or less.

When n is small the power to detect differences is small

Question	General						Split by Q2					Split by Q8					Split by Q9				
	Question No.	Effect	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n			
* Modes of delivery																					
* Online Synchronous:																					
* Q34 did you teach any online synchronous	Online Synchronous	Q34	N	PL↑	0.001	**	4012							///	0.006	**	3144				
* Q35 already developed for online synchronous?		Q35	All	PL↑	0	***	1740	Yr↓	0.124		4009	Yr↓	0	***	0	***	1367				
									0	***	1738										
* Q45 overall prep time online synchronous compared to in-person		Q45	↑	FT↑	0	***	1234	Yr↑	0.001	**	1232	Yr↑	0.009	**	0.009	**	981				
* Q46 overall evaluation & feedback time compared to in-person		Q46	↑	FT↑	0	***	1238	Yr↑	0	***	1236				0.266		988				
* Q48 routine out of class assistance time compared to in-person		Q48	↑	FT↑	0	***	1279	Yr↑	0.136		1277			0.064		1012					
* Q37 & Q37alt factors influencing prep time for online-synchronous course	Use of AI	Q37_1	Y	FT↑	0	***	1261	Yr↑	0.346		1259			0.388		996					
* Q38 other factors	Use of publisher developed tools	Q37_2	Y	FT↑	0	***	1257	///	0.014	*	1255			0.044	*	993					
	Mandated changes for accredited programs	Q37_3	N	FT↑	0	***	1247	///	0.034	*	1245	///		0.291		990					
* Comparing the already developed in-person course you taught	Learning management system (LMS)	Q37_4	Y	FT↑	0	***	1267	///	0.006	**	1265			0.396		1002					
	Sourcing video content	Q37_5	Y	FT↑	0	***	1272	Yr↑	0.055		1270			0.545		1005					
	Uploading presentations to platform and preparing YouTube channels	Q37_6	Y	FT↑	0	***	1272	Yr↑	0.004	**	1270			0.781		1007					
* Comparing the in-person (not already developed) course you taught	Use of AI	Q37_alt_1	Y		0.48		32	///	0.039	*	32			0.403		26					
	Use of publisher developed tools	Q37_alt_2	Y		0.129		32	///	0.042	*	32			0.558		26					
	Mandated changes for accredited programs	Q37_alt_3	Y		0.348		31		0.377		31			0.86		25					
	Learning management system (LMS)	Q37_alt_4	Y		0.292		32		0.859		32			0.42		26					
	Sourcing video content	Q37_alt_5	Y		0.427		32		0.077		32			0.261		26					
	Uploading presentations to platform and preparing YouTube channels	Q37_alt_6	Y		1		32		0.758		32			0.495		26					
* Comparing the already developed in-person course you taught	Other factors	Q38	Y		0	***	1256	Yr↑	0.001	**	1264			0.007	**	1001					
													Yr↑								
* Specific factors																					
* Q39 & Q39alt AI tools		Q39	↑	FT↑	0.001	**	540	Yr↑	0.001	**	539										
* Q40 & Q40alt publisher tools		Q39_alt	↑		0.371		14		0.481		14	Yr↑		0.01	**	429					
* Q41 & Q41alt industry requirements		Q40	↑	FT↑	0	***	438	Yr↑	0.003	**	436			0.833		11					
* Q42 & Q42alt LMS		Q40_alt	↑		0.215		14		0.151		14	Yr↑		0.027	*	349					
* Q43 & Q43alt Sourcing video		Q41	↑	FT↑	0	***	312	Yr↑	0	****	311	///		0.035	*	14					
* Q44 & Q44alt uploading videos		Q41_alt	↑		1		10		0.222		10	Yr↑		0	***	242					
* Q45 & Q45alt other factor		Q42	↑	FT↑	0	***	756	Yr↑	0	****	755			0.078		7					
		Q42_alt	↑	FT↑	0.018	*	24		0.237		24	Yr↑		0	***	610					
		Q43	↑	FT↑	0	***	644		0.463		642			0.146		21					
		Q43_alt	↑		0.539		22	///	0.049	*	22			0.096		511					
		Q44	↑	FT↑	0	***	751		0.221		749			0.211		19					
		Q44_alt	↑		0.65		19		0.301		19			0.245		601					
		Q45	↑	FT↑	0	***	1234	Yr↑	0.001	**	1232			0.275		17					
		Q45_alt	↑		0.753		31		0.106		31	Yr↑		0.009	**	981					
														0.707		25					
* - Online Asynchronous								///	0.007	**	4013			0.051							
* Q50 did you teach any online asynchronous		Q50	N	PL↑	0.012	*	4016		0.136		1121			0.147							
* Q51 already developed for online asynchronous?		Q51	All	PL↑	0	***	1122										3146				
																	866				
* Q61 overall prep time online asynchronous compared to in-person		Q61	↑	FT↑	0	***	769	Yr↑	0.002	**	769										
* Q62 overall evaluation & feedback time compared to in-person		Q62	↑	FT↑	0	***	758	Yr↑	0.052		757			0.13			602				
* Q64 routine out of class assistance time compared to in-person		Q64	↑	FT↑	0	***	790	Yr↑	0.043	*	789			0.098			602				
													Yr↑	0.029	*	614					
* Q53 & Q53alt factors influencing prep time for online-asynchronous course	Use of AI	Q53_1	Y	FT↑	0	***	783		0.583		782										
* Q54 other factors	Use of publisher developed tools	Q53_2	N		0.505		780		0.236		779										
* [include Q54_alt]	Mandated changes for accredited programs	Q53_3	N	FT↑	0.002	**	773	///	0.004	**	772			0.752		610					
	Learning management system (LMS)	Q53_4	Y	FT↑	0	***	785	Yr↑	0.024	*	784			0.16		608					
* Comparing the already developed in-person course you taught	Sourcing video content	Q53_5	Y	FT↑	0	***	780	Yr↑	0.001	**	779			0.219		605					
	Uploading presentations to platform and preparing YouTube channels	Q53_6	Y	FT↑	0	***	781	Yr↑	0.047	*	780	///		0.002	**	611					
* Comparing the in-person (not already developed) course you taught	Use of AI	Q53_alt_1	Y		0.292		26		0.255		26			0.089		608					
	Use of publisher developed tools	Q53_alt_2	N	PL↑	0.045	*	25	///	0.03	*	25			0.704		608					
	Mandated changes for accredited programs	Q53_alt_3	Y	FT↑	0.047	*	26		0.762		26			0.158		20					
	Learning management system (LMS)	Q53_alt_4	Y		0.499		25		0.139		25			0.466		19					
	Sourcing video content	Q53_alt_5	Y	FT↑	0.006	**	25		0.158		25			0.328		20					
	Uploading presentations to platform and preparing YouTube channels	Q53_alt_6	Y	FT↑	0.031	*	25		0.783		25			0.336		19					
* Comparing the already developed in-person course you taught	Other factors	Q54	Y	FT↑	0	***	793	Yr↑	0	****	792										
* Comparing the in-person (not already developed) course you taught	Other factors	Q54_alt	Y		0.315		26		0.102		26			0.517		19					
													Yr↑	0.004	**	619					
														0.448		20					

Question	General		Split by Q2			Split by Q8				Split by Q9				
	Question No.	Effect	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n
* Specific factors														
* Q55 & Q55alt AI tools	Q55	↑	FT↑	0	***	330	Yr↑	0.002	**	329		0.102		162
* Q56 & Q56alt publisher tools	Q55_alt	↑		0.236		12		0.133		12		0.441		10
* Q57 & Q57alt industry requirements	Q56	↑	FT↑	0	***	232		0.275		231		0.266		80
* Q58 & Q58alt LMS	Q56_alt	↑		0.143		7		0.809		7		0.709		5
* Q59 & Q59alt Sourcing video	Q57	↑	FT↑	0.001	**	171	Yr↑	0.042	*	171		0.863		17
* Q60 & Q60alt uploading videos	Q57_alt	↑		0.143		7		0.35		7		0.517		6
* Q61 & Q61alt other factor	Q58	↑	FT↑	0.001	**	451	Yr↑	0.002	**	450		0.364		156
	Q58_alt	↑		0.474		20		0.114		20		0.66		17
	Q59	↑	FT↑	0	***	395	Yr↑	0.006	**	395		0.843		106
	Q59_alt	↑		0.389		16		0.161		16		0.441		12
	Q60	↑	FT↑	0.003	**	435	Yr↑	0.007	**	434		0.398		143
	Q60_alt	↑		0.732		19		0.145		19		0.277		15
	Q61	↑	FT↑	0	***	769	Yr↑	0.002	**	769		0.13		402
	Q61_alt	↑		1		24		0.186		24		0.607		18
* - Flexible Synchronous														
* Q66 did you teach any flexible synchronous courses	Q66	N		1		4008		0.914		4005		0.826		3141
* Q67 already developed for flexible synchronous	Q67	None	PL↑	0	****	719	Yr↓	0.044	*	719		0.083		549
* Q77 overall prep time flexible synchronous compared to in-person	Q77	↑	FT↑	0	***	428		0.266		428		0.321		321
* Q78 overall evaluation & feedback time compared to in-person	Q78	↑	FT↑	0	***	425		0.281		425		0.315		320
* Q80 routine out of class assistance time compared to in-person	Q80	↑	FT↑	0	***	436		0.443		436		0.712		327
								0.601						
* Q69 & Q69alt factors influencing prep time for flexible synchronous course	Use of AI	Q69_1	Y	FT↑	0.005	**	429		0.621	429		0.764		320
* Q70 other factors	Use of publisher developed tools	Q69_2	N		0.289		426		0.892	426		0.093		318
	Mandated changes for accredited programs	Q69_3	N	FT↑	0.001	***	426		0.069	426		0.128		318
* Comparing the already developed in-person course you taught	Learning management system (LMS)	Q69_4	Y	FT↑	0.015	*	432		0.474	432		0.346		323
	Sourcing video content	Q69_5	Y	FT↑	0.025	*	433			433		0.643		324
	Uploading presentations to platform and preparing YouTube channels	Q69_6	Y		0.108		432		0.19	432		0.6		324
* Comparing the in-person (not already developed) course you taught	Use of AI	Q69_alt_1	N		1	15		0.403		15	///	0.044	*	10
	Use of publisher developed tools	Q69_alt_2	N		0.369	15		0.465	15		0.58		10	
	Mandated changes for accredited programs	Q69_alt_3	N		0.23	15		0.095	15		0.244		10	
	Learning management system (LMS)	Q69_alt_4	Y		0.152	15		0.359	15		0.504		10	
	Sourcing video content	Q69_alt_5	Y		0.254	14			14		0.677		9	
	Uploading presentations to platform and preparing YouTube channels	Q69_alt_6	Y		0.195	14		0.445	14		0.423		9	
* Comparing the already developed in-person course you taught	Other factors	Q70	Y	FT↑	0.001	**	434		0.303	400	///	0.016	*	326
* Comparing the in-person (not already developed) course you taught	Other factors	Q70_alt	Y		0.804	15		0.246	15		0.72		10	
* Specific Factors														
* Q71 & Q71alt AI tools	Q71	↑		0.516		203								
* Q72 & Q72alt publisher tools	Q71_alt	↑		1		4								
* Q73 & Q73alt industry requirements	Q72	↑	FT↑	0.003	**	148	Yr↑	0	***	203	Yr↑	0.007	**	149
* Q74 & Q74alt LMS	Q72_alt	↑		1		4	///		*	4		NA		2
* Q75 & Q75alt Sourcing video	Q73	↑		0.892		109		0.046		148		0.826		108
* Q76 & Q76alt uploading videos	Q73_alt	↑	NA			2		0.474		4		NA		2
* Q77 & Q77alt other factor	Q74	↑		0.1		252		0.135		4		NA		81
	Q74_alt	↑		1		9		0.644		109		0.656		1
	Q75	↑		0.081		218	Yr↑	0.157		2		NA		192
	Q75_alt	↑		1		6		0.007	**	252		0.243		5
	Q76	↑	FT↑	0.005	**	264		0.061		9		0.082		159
	Q76_alt	↑		1		5		0.537		218	Yr↑	0.009	**	3
	Q77	↑	FT↑	0	***	428		0.35		6		0.199		204
* - Hybrid Synchronous	Q77_alt	↑		1		13		0.519		264		0.61		314
* Q82 did you teach any hybrid synchronous courses	Q82	N		0.938		4006		0.232		4005	///	0.333	*	3141
* Q83 already developed for hybrid synchronous	Q83	All	PL↑	0.013	*	943		0.133		943		0.301		323
								0.266		13		0.33		9
								0.087						

Question	Genera		Split by Q2				Split by Q8				Split by Q9				
	Question No.	Effect	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	
* Q93 overall prep time hybrid synchronous compared to in-person	Q93	↑	FT↑	0	***	619	Yr↑	0	***	616	0.818			491	
* Q94 overall evaluation & feedback time compared to in-person	Q94	↑	FT↑	0	***	612	Yr↑	0.186		609	0.958			481	
* Q96 routine out of class assistance time compared to in-person	Q96	↑	FT↑	0	***	640	Yr↑	0	***	637	0.692			502	
* Q85 & Q85alt factors influencing prep time for hybrid synchronous course	Use of AI	Q85_1	Y	FT↑	0	***	633		0.47	630	0.873			493	
* Q86 other factors	Use of publisher developed tools	Q85_2	N		0.079		626		0.46	623	0.416			488	
* [include Q86_alt]	Mandated changes for accredited programs	Q85_3	N	FT↑	0	***	624		0.12	621	0.568			487	
	Learning management system (LMS)	Q85_4	Y	FT↑	0	***	628		0.279	625	0.062			489	
* Comparing the already developed in-person course you taught	Sourcing video content	Q85_5	Y	FT↑	0	***	626		0.025	*	623	0.697		488	
	Uploading presentations to platform and preparing YouTube channels	Q85_6	Y	FT↑	0	***	628	///	0.116		626	0.862		490	
* Comparing the in-person (not already developed) course you taught	Use of AI	Q85_alt_1	Y		0.776		13		0.593	Y	13	0.777		10	
	Use of publisher developed tools	Q85_alt_2	N		0.176		13		0.041	*	13	0.077		10	
	Mandated changes for accredited programs	Q85_alt_3	Y		0.51		13	///	0.712		13	0.544		10	
	Learning management system (LMS)	Q85_alt_4	Y		0.706		13		0.039	*	13	0.007	**	10	
	Sourcing video content	Q85_alt_5	Y		0.521		13		0.37		13	///	0.214	10	
	Uploading presentations to platform and preparing YouTube channels	Q85_alt_6	Y		0.543		13	///	0.12		13	0.056		10	
* Comparing the already developed in-person course you taught	Other factors	Q86	Y	FT↑	0	***	639		0.084		636	0.026	*	501	
* Comparing the in-person (not already developed) course you taught	Other factors	Q86_alt	Y		1		13		0.814		13	Yr↑	0.586	10	
								Yr↑	0	***	255	///	0.02	*	195
* Specific Factors									1		4	NA		2	
* Q87 & Q87alt AI tools	Q87	↑	FT↑	0.002	**	257		0.587		185	0.898			137	
* Q88 & Q88alt publisher tools	Q87_alt	↑		0.333		4		0.135		5	0.223			3	
* Q89 & Q89alt industry requirements	Q88	↑	FT↑	0	***	186		0.44		144	0.303			110	
* Q90 & Q90alt LMS	Q88_alt	↑		1		4		0.392		4	1			4	
* Q91 & Q91alt Sourcing video	Q89	↑	FT↑	0.021	*	145		0.002	**	341	0.734			268	
* Q92 & Q92alt uploading videos	Q89_alt	↑		1		5	///	0.509		9	0.687			6	
* Q93 & Q93alt other factor	Q90	↑	FT↑	0.013	*	343		0.861		304	0.971			239	
	Q90_alt	↑		1		9		0.174		8	0.659			5	
	Q91	↑	FT↑	0	***	307		0.767		340	0.964			267	
	Q91_alt	↑		0.286		8		0.494		9	0.525			7	
	Q92	↑	FT↑	0.044	*	342		0	***	616	0.818			491	
	Q92_alt	↑		0.492		9	Yr↑	0.345		13	0.146			10	
	Q93	↑	FT↑	0	***	619									
	Q93_alt	↑		1		13									
* - Hybrid Asynchronous				0.444		3996	///	0.019	*	3993	///	0.033	*	3136	
* Q98 did you teach any hybrid asynchronous courses	Q98	N		0.191		635	Yr↓	0.005	**	634	0.374			508	
* Q99 already developed for hybrid asynchronous	Q99	All													
* Q109 overall prep time hybrid asynchronous compared to in-person								0.106		429	0.208			351	
* Q110 overall evaluation & feedback time compared to in-person	Q109	↑	FT↑	0	***	430		0.677		9	0.235			5	
* Q112 routine out of class assistance time compared to in-person	Q109_alt	↑		1		9		0.164		429	0.436			352	
* [include alt questions]	Q110	↑	FT↑	0.002	**	430		0.845		8	0.406			4	
	Q110_alt	↑		1		8		0.786		429	0.963			354	
	Q112	↑	FT↑	0.005	**	435		0.664		429	0.155			5	
	Q112_alt	↑		0.81		9		0.506		424	0.922			346	
* Q101 & Q101alt factors influencing prep time for hybrid asynchronous course	Use of AI	Q101_1	Y	FT↑	0	***	429		0.606		428	0.707		347	
* Q102 other factors	Use of publisher developed tools	Q101_2	N	FT↑	0.026	*	430		0.174		432	0.869		343	
	Mandated changes for accredited programs	Q101_3	N	FT↑	0.001	**	425							345	
* Comparing the already developed in-person course you taught	Learning management system (LMS)	Q101_4	Y	FT↑	0	***	429		0.349		430	0.997		348	
	Sourcing video content	Q101_5	Y	FT↑	0	***	432		0.215		8	0.135			
	Uploading presentations to platform and preparing YouTube channels	Q101_6	Y	FT↑	0.001	**	431		0.28		8	0.287		348	
* Comparing the in-person (not already developed) course you taught	Use of AI	Q101_alt_1	Y		0.714		8		0.238		9	0.504		4	
	Use of publisher developed tools	Q101_alt_2	N		0.786		8		0.125	*	9	0.082		4	
	Mandated changes for accredited programs	Q101_alt_3	Don't Know/NA		0.748		9				9	0.235		5	
	Learning management system (LMS)	Q101_alt_4	Y		1		9		0.124		9	0.082		5	
	Sourcing video content	Q101_alt_5	Y		1		9	///						5	
	Uploading presentations to platform and preparing YouTube channels	Q101_alt_6	Y		1		9							5	

Question	Other factors	Genera		Split by Q2			Split by Q8			Split by Q9					
		Question No.	Effect	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n
* Comparing the already developed in-person course you taught	Other factors	Q102	N	FT↑	0.003	**	440		0.203		439		0.756		357
* Comparing the in-person (not already developed) course you taught	Other factors	Q102_alt	Y		0.087		9		0.185		9		0.155		5
* Specific Factors															
* Q103 & Q103alt AI tools		Q103	↑	FT↑	0.001	**	173	Yr↑	0.006	**	173		0.516		140
* Q104 & Q104alt publisher tools		Q103_alt	↑		1		4		0.505		4		NA		2
* Q105 & Q105alt industry requirements		Q104	↑		0.955		115		0.501		115		0.025	*	92
* Q106 & Q106alt LMS		Q104_alt	↑	NA			0		NA		0	///	NA		0
* Q107 & Q107alt Sourcing video		Q105	↑		0.222		87		0.523		87		0.694		0.694
* Q108 & Q108alt uploading videos		Q105_alt	↑		1		2		0.157		2		1		2
* Q109 & Q109alt other factor [already handled above, so not redone here]		Q106	↑		0.44		237		0.068		237		0.003	**	196
		Q106_alt	↑		0.486		7		0.344		7	///	0.223		3
		Q107	↑		0.096		215		0.072		215		0.616		178
		Q107_alt	↑		1		6		0.153		6		0.333		3
		Q108	↑		0.052		218		0.479		217		0.789		175
		Q108_alt	↑		0.6		5		0.659		5		1		2
* - Hyflex															
* Q114 did you teach any hyflex courses		Q114	N		0.381		3997		0.131		3994		0.181		3136
* Q115 already developed for hyflex		Q115	None		0.592		259		0.075		259		0.634		207
* Q125 overall prep time hyflex compared to in-person															
* Q126 overall evaluation & feedback time compared to in-person		Q125	↑	FT↑	0.005	**	105		0.683		105		0.112		83
* Q128 routine out of class assistance time compared to in-person		Q125_alt	↑		1		2		0.157		2	NA		1	
* [include alt questions]		Q126	↑		0.173		102		0.845		102		0.46		81
		Q126_alt	↑		1		2		0.157		2	NA		1	
		Q128	↑		0.577		103		0.527		103		0.191		82
		Q128_alt	↑		1		2		0.157		2	NA		1	
* Q117 & Q117alt factors influencing prep time for hyflex course	Use of AI	Q117_1	Y		0.42		102		0.659		102		0.219		81
* Q118 other factors	Use of publisher developed tools	Q117_2	Y		0.774		101		0.772		101		0.714		79
	Mandated changes for accredited programs	Q117_3	N		0.535		101		0.804		101		0.581		79
* Comparing the already developed in-person course you taught	Learning management system (LMS)	Q117_4	Y	FT↑	0.004	**	102		0.133		102		0.388		80
	Sourcing video content	Q117_5	Y		0.564		103		0.546		103		0.455		81
	Uploading presentations to platform and preparing YouTube channels	Q117_6	Y	FT↑	0.02	*	104		0.283		104		0.291		82
* Comparing the in-person (not already developed) course you taught	Use of AI	Q117_alt_1	1		0.157		2		0.157		2		NA		1
	Use of publisher developed tools	Q117_alt_2	2		NA		2		NA		2		NA		1
	Mandated changes for accredited programs	Q117_alt_3	2		1		2		0.157		2		NA		1
	Learning management system (LMS)	Q117_alt_4	2		NA		2		NA		2		NA		1
	Sourcing video content	Q117_alt_5	2		NA		2		NA		2		NA		1
	Uploading presentations to platform and preparing YouTube channels	Q117_alt_6	2		NA		2		NA		2		NA		1
* Comparing the already developed in-person course you taught	Other factors	Q118	Y		0.274		98	Yr↑	0.043	*	98	///	0.04	*	77
* Comparing the in-person (not already developed) course you taught	Other factors	Q118_alt	2		1		2		0.157		2		NA		1
* Specific Factors															
* Q119 & Q119alt AI tools		Q119	↑		0.072		48		0.85		48		0.513		36
* Q120 & Q120alt publisher tools		Q119_alt	1		NA		1		NA		1		NA		0
* Q121 & Q121alt industry requirements		Q120	↑		0.051		33		0.231		33		0.52		26
* Q122 & Q122alt LMS		Q120_alt	0		NA		0		NA		0		NA		0
* Q123 & Q123alt Sourcing video		Q121	↑	FT↑	0.036	*	26		0.291		26		0.308		19
* Q124 & Q124alt uploading videos		Q121_alt	1		NA		1		NA		1		NA		1
* Q125 & Q125alt other factor		Q122	↑		0.36		65		0.541		65		0.063		54
		Q122_alt	2		1		2		0.157		2		NA		1
		Q123	↑		0.105		48		0.76		48		0.264		36
		Q123_alt	2		1		2		0.157		2		NA		1
		Q124	↑		0.066		64		0.138		64	///	0.048	*	49
		Q124_alt	2		1		2		0.157		2		NA		1
		Q125	↑	FT↑	0.005	**	105		0.683		105		0.112		83
		Q125_alt	2		1		2		0.157		2		NA		1
* Q20 How has the amount of preparation time used for an already developed in-person class taught in [QID791-ChoiceGroup-SelectedChoices] changed from the amount of preparation time used for an already developed course taught in [QID795-ChoiceGroup-SelectedChoices]?		Q20	↑					↑	0.0001	***	3395	↑	0.0014	**	2671
* Q20_alt1 How has the amount of preparation time used for an already developed in-person course taught in [QID791-ChoiceGroup-SelectedChoices] changed from the amount of preparation time used for an in-person (not already developed) course taught in [QID1010-ChoiceGroup-SelectedChoices] ?		Q20_alt1	↑						0.123		84		0.59		64
* Q20_alt2 How has the amount of preparation time used for the in-person (not already developed) course taught in [QID1146-ChoiceGroup-SelectedChoices] changed from the amount of preparation time used for an already developed in-person course taught in [QID795-ChoiceGroup-SelectedChoices]?		Q20_alt2	↑						0.294		80		0.15		59
* Q20_alt3 How has the amount of preparation time used for the in-person (not already developed) course taught in [QID1146-ChoiceGroup-SelectedChoices] changed from the amount of preparation time used for an in-person (not already developed) course taught in [QID1010-ChoiceGroup-SelectedChoices]?		Q20_alt3	↑						0.918		98		0.675		75
* Q22 Over the semester, did you spend more preparation time for the already developed in-person course you taught in [QID791-ChoiceGroup - SelectedChoices] than is allocated in the SWF?		Q22	Y						0.201		2290	///	0.005	**	1827

Question	Genera		Split by Q2				Split by Q8				Split by Q9			
	Question No.	Effect	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n
* Q25 Comparing the already developed in-person course you taught in [QID791-ChoiceGroup-SelectedChoices], to the already developed in-person course you taught in [QID795-ChoiceGroup-SelectedChoices], has the amount of time used for evaluation and feedback....	Q25	↑					↑	0.006	**	3395		0.209		2671
* Q25_alt1 Comparing the already developed in-person course you taught in [QID791-ChoiceGroup-SelectedChoices], to the in-person (not already developed) course you taught in [QID1010-ChoiceGroup-SelectedChoices], has the amount of time used for evaluation and feedback....	Q25_alt1	↑						0.251		84		0.19		64
* Q25_alt2 Comparing the in-person (not already developed) course you taught in [QID1146-ChoiceGroup-SelectedChoices], to the already developed in-person course you taught in [QID795-ChoiceGroup-SelectedChoices], has the amount of time used for evaluation and feedback....	Q25_alt2	↑						0.375		80		0.153		59
* Q25_alt3 Comparing the in-person (not already developed) course you taught in [QID1146-ChoiceGroup-SelectedChoices], to the in-person (not already developed) course you taught in [QID1010-ChoiceGroup-SelectedChoices], has the amount of time used for evaluation and feedback....	Q25_alt3	↑						0.422		98		0.288		75
* Q27 Over the semester, did you spend more time in evaluation and feedback for the already developed in-person course you taught in [QID791-ChoiceGroup-SelectedChoices] than is allocated in the SWF for that course?	Q27	Y						0.694		2302	///	0.003	**	1837
* Q27_alt Over the semester, did you spend more time in evaluation and feedback for the in-person (not already developed) course you taught [QID1146-ChoiceGroup-SelectedChoices] than is allocated in the SWF for that course?	Q27_alt	Y						0.994		107		0.978		87
* Q30 For the already developed in-person course that you taught during [QID791-ChoiceGroup-SelectedChoices], has the amount of time or routine out-of-class assistance to individual students changed from the already developed in-person course you taught in [QID795-ChoiceGroup-SelectedChoices]?	Q30	Y					↑	0	***	3389	↑	0.007	**	2670
* Question 2														
Whether and to what extent there has been an increase in the amount of time spent on normal administrative tasks														
* Q33b & Q33b_alt1 & Q33b_alt2 & q33b_alt3	Q33b	↑	FT↑	0		3395	Yr↑	0	***	3392	Yr↑	0.009	**	2671
	Q33b_alt1	↑		0.671		84		0.105		84		0.305		64
* Q33c:	Q33b_alt2	↑		0.251		80		0.183		80	///	0.026	*	59
* [Q33c is text response, so it will not be included here.]	Q33b_alt3	↑	FT↑	0.001	**	98		0.52		98		0.62		75
* Question 3														
* The impact of AODA compliance and student accommodation requirements														
* AODA1_q34old - any change?	AODA1_q34old	N (50.8%)	FT↑	0	***	4477	Yr↑	0	***	4474	Yr↑	0	***	3500
* AODA2_Q35old - amount of time increase/decrease	AODA2_Q35old	↑	FT↑	0	***	2202	Yr↑	0	***	2200	Yr↑	0	***	1749
* AODA3_Q36old – what caused change														
* [AODA3_Q36old is text response, so it will not be included here.]														
* Question 4														
The impact of language of instruction and/or student proficiency with the language of instruction														
lang1_Q37old – any change	lang1_Q37old	Y	FT↑	0	***	4472	Yr↑	0	***	4469	Yr↑	0	***	3499
lang2_Q38old – amount of time increase/decrease	lang2_Q38old	↑	FT↑	0	***	2559	Yr↑	0	***	2558		0.057		1999
lang3_Q39old – what caused change														
* [lang3_Q39old is text response, so it will not be included here.]														
* Question 4														
* The impact of language of instruction and/or student proficiency with the language of instruction														
* [continued]														
* How were administrators involved in student proficiency with language related issues?														
* Admin_lang1 & admin_lang2 [Q2=4 only]	admin_lang1	N		NA		185		0.771		185		0.918		135
* [admin_lang2 is text response, so it will not be included here.] *														
* Question 5: Review of factors associated with different evaluation methods: *														
* Do currently used categories of essay/project, routine assisted, and in process adequately describe evaluation methods associated with courses being taught? *														
* Qeval 1 /eval2/ [Q2=8 only]	eval1	Y		NA		2779	Yr↓	0.003	**	2777	Yr↓	0.002	**	2220
* Qadmin_eval2 [Q2=4 only]	eval2	N		NA		2616		0.36		2614		0.018	*	2102
	admin_eval2	N		NA		116		0.251		116		0.705		82
* What are the primary methods of evaluation associated with courses? *														
* Qeval4_1 – eval4_10	eval4_1	34.70%	FT↑	0	***	4571	Yr↑	0	***	4568	Yr↑	0.001	**	3561
* QAdmineval1_1 -admineval9 [Q2=4 only]	eval4_2	36.50%	FT↑	0	***	4571		0.205		4568		0.418		3561
	eval4_3	64.70%	FT↑	0	***	4571		0.08		4568		0.551		3561
	eval4_4	16.40%	FT↑	0	***	4571	Yr↑	0.002	**	4568	Yr↑	0.002	**	3561
	eval4_5	53.40%		0.854		4571	///	0.014	*	4568		0.301		3561
	eval4_6	49.20%	FT↑	0	***	4571	///	0.219		4568	Yr↓	0.035	*	3561
	eval4_7	27.80%		0.423		4571	///	0.005	**	4568		0.115		3561
	eval4_8	34.60%		0.797		4571		0.749		4568	///	0.007	**	3561
	eval4_9	65.60%	PL↑	0.01	*	4571	Yr↓	0.001	***	4568	Yr↓	0.003	**	3561
	eval4_10	18.90%	FT↑	0.043	*	4571		0.086		4568		0.786		3561
	admin_eval1_1	38.10%	NA					0.67		189		0.544		138
	admin_eval1_2	33.30%	NA					0.383		189		0.114		138
	admin_eval1_3	48.70%	NA					0.291		189		0.204		138
	admin_eval1_4	19.00%	NA					0.551		189		0.191		138

	General		Split by Q2			Split by Q8			Split by Q9						
	Question No.	Effect	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	Effect	p-value	level of p-value	n	
Short answer tests	admin_eval1_5	47.60%		NA			0.47			189		0.058		138	
In-process demonstrations/presentations	admin_eval1_6	48.70%		NA			0.42			189		0.593		138	
Digitally submitted demonstrations/presentations	admin_eval1_7	37.00%		NA			0.641			189		0.444		138	
Multiple choice tests	admin_eval1_8	50.30%		NA			0.182			189		0.056		138	
Other	admin_eval1_9	9.50%		NA			0.815			189		0.528		138	
* To what extent is factor of "blended" used? *	eval2	N		NA			0.36			2614	Yr↓	0.018	*	2102	
* Qeval2 [Q2=8 only] and Qadmineval3 [Q2=4 only]	admin_eval3	Y		NA			0.262			115	///	0.008	**	81	
* What issues are being considered in the assignment of "blended factors"? *	admin_eval3b			NA			0.241			73		0.554		54	
* Qeval3 and Qadmineval3b_4 [Q2=4 only]															
* [eval3 is text response, so it will not be included here.] *															
* How does the use of various evaluation tools (list by tool) impact the time for marking specific types of assessments (list by type)? *															
* Qeval 5a – 5j, eval 6a – 6j, 7a – 7j, 8a – 8j, 10a – 10j, 11a – 11j, 12a – 12j,	Essays	eval5a	↑	FT↑	0	***	1585	Yr↑	0	***	1583		0.055		1212
	Reports	eval5b	↑	FT↑	0	***	1590	Yr↑	0	***	1590	Yr↑	0.009	**	1248
	Projects	eval5c	↑	FT↑	0	***	2764	Yr↑	0	***	2761	Yr↓	0	***	2211
	Essay type tests	eval5d	↑	FT↑	0.002	**	712		0.158		712	///	0.043	*	558
	Short answer tests	eval5e	↑	FT↑	0	***	2327	Yr↑	0	***	2326	///	0	***	1817
	In-process demonstrations/presentations	eval5f	↑	FT↑	0	***	2131	Yr↑	0	***	2129		0.075		1690
	Discussion boards	eval5g	↑	FT↑	0	***	1299	Yr↑	0.003	**	1297	Yr↑	0.008	**	1015
	Digitally submitted demonstrations/presentations	eval5h	↑	FT↑	0	***	1519	Yr↑	0	***	1518	Yr↑	0.006	**	1198
	Multiple choice tests	eval5i	↑	///	0	***	2850	Yr↑	0.001	**	2849	///	0.004	**	2238
	Other	eval5j	↑		0.391		828		0.511		828		0.392		661
* Submitted on paper	Essays	eval6a	↑		0.076		1540		0.213		1538		0.89		1190
	Reports	eval6b	↑		0.994		1604		0.088		1604	///	0.025	*	1255
	Projects	eval6c	↑		0.3		2817		0.889		2814		0.531		2235
	Essay type tests	eval6d	↑	FT↑	0.044	*	1729		0.152		729		0.21		566
	Short answer tests	eval6e	↑		0.262		2370	///	0.038	*	2369	///	0.001	**	1861
	In-process demonstrations/presentations	eval6f	↑		0.39		2190		0.535		2188		0.427		1720
	Discussion boards	eval6g	↑	FT↑	0.003	**	1329		0.14		1327		0.689		1036
	Multiple choice tests	eval6i	↑	FT↑	0.002	**	2883		0.231		2882	///	0.043	*	2261
	Other	eval6j	↑	FT↑	0.149		834		0.079		833		0.149		663
* Rubrics	Essays	eval7a	↑		0.188		1547		0.062		1545	///	0.04	*	1196
	Reports	eval7b	///		0.368		1627		0.116		1627	///	0.053		1278
	Projects	eval7c	///		0.19		2867	Yr↑	0.001	**	2865	///	0	***	2269
	Essay type tests	eval7d	↑	///	0.014	*	729		0.26		729	///	0.372		565
	Short answer tests	eval7e	///	FT↑	0		2369	///	0	***	2368	///	0.013	*	1868
	In-process demonstrations/presentations	eval7f	///		0.293		2207		0.259		2205		0.003	**	1732
	Discussion boards	eval7g	///		0.415		1319		0.088		1317		0.404		1032
	Digitally submitted demonstrations/presentations	eval7h	///	///	0.019	*	1539	Yr↑	0.013	*	1538	///	0	***	1215
	Multiple choice tests	eval7i	///	///	0	****	2917	///	0	***	2916		0.006	**	2289
	Other	eval7j	///		0.231		854		0.118		853		0.08		679
* AI assistance	Essays	eval8a	↑	FT↑	0	***	1543	///	0.034	*	1541	///	0.097		1194
	Reports	eval8b	↑	FT↑	0	***	1625	///	0	***	1625	///	0.031	*	1275
	Projects	eval8c	↑	FT↑	0	***	2888	///	0	***	2886	///	0	***	2274
	Essay type tests	eval8d	↑	///	0	***	734	Yr↑	0	***	734	///	0.004	**	569
	Short answer tests	eval8e	↑	FT↑	0	***	2391	///	0	***	2390		0	***	1879
	In-process demonstrations/presentations	eval8f	↑	FT↑	0	***	2212	///	0	***	2210		0.073		1739
	Discussion boards	eval8g	↑	FT↑	0.006	**	1327	Yr↑	0.042	*	1325		0.375		1036
	Digitally submitted demonstrations/presentations	eval8h	↑	FT↑	0	***	1551	Yr↑	0	***	1550	///	0.575		1223
	Multiple choice tests	eval8i	///	///	0	***	2936	///	0	***	2935		0.01	*	2293
	Other	eval8j	↑	///	0.021	*	844		0.057		843		0.142		673
* Group evaluations	Essays	eval10a	↑	FT↑	0.001	**	1552	///	0.003	**	1550		0.126		1199
	Reports	eval10b	↑		0.104		1634		0.097		1634	///	0.253		1278
	Projects	eval10c	↑	FT↑	0	***	2899	Yr↑	0	***	2896	///	0.019	*	2288
	Essay type tests	eval10d	↑	FT↑	0.001	**	730	///	0	***	730	///	0.028	*	568
	Short answer tests	eval10e	↑	FT↑	0	***	2376	///	0	***	2375	///	0.038	*	1867
	In-process demonstrations/presentations	eval10f	↑	FT↑	0.008	**	2209	///	0	***	2207		0.008	**	1735
	Discussion boards	eval10g	↑	FT↑	0.003	**	1328		0.067		1326		0.356		1041

Question														
	Digitally submitted demonstrations/presentations	eval10h	↑	FT↑	0.001	**	1546	///	0.001	**	1545	///	0.693	1217
	Multiple choice tests	eval10i	///	FT↑	0	***	2939	///	0	***	2938	///	0.002	2298
	Other	eval10j	///	FT↑	0	***	855		0.243		854		0.442	679
* Publisher generated evaluations	Essays	eval11a	↑	FT↑	0	***	1546	///	0	***	1544	///	0.077	1194
	Reports	eval11b	↑	FT↑	0	***	1627	///	0	***	1627	///	0.001	1273
	Projects	eval11c	↑	FT↑	0	***	2898	Yr↑	0	***	2895	///	0.019	2282
	Essay type tests	eval11d	↑	FT↑	0	***	736	Yr↑	0	***	736	///	0.028	571
	Short answer tests	eval11e	///	FT↑	0	***	2396	Yr↑	0	***	2395	///	0	1880
	In-process demonstrations/presentations	eval11f	↑	FT↑	0	***	2214	///	0	***	2212	///	0.329	1738
	Discussion boards	eval11g	↑	FT↑	0.001	**	1326	///	0.03	*	1324	///	0.126	1037
	Digitally submitted demonstrations/presentations	eval11h	↑	FT↑	0	***	1562	///	0	***	1561	///	0.203	1229
	Multiple choice tests	eval11i	↓	FT↑	0	***	2933	///	0	***	2392	///	0.035	2285
	Other	eval11j	↓	FT↑	0.001	**	845	///	0.002	**	844	///	0.346	671
* LMS integrated evaluations	Essays	eval12a	↑	FT↑	0	***	1547	Yr↑	0	***	1545	///	0	1196
	Reports	eval12b	↑	FT↑	0	***	1627	Yr↑	0	***	1627	///	0	1268
	Projects	eval12c	↑	FT↑	0	***	2901	Yr↑	0	***	2898	Yr↑	0	2282
	Essay type tests	eval12d	↑	FT↑	0.003	**	730	Yr↑	0.005	**	730	Yr↑	0.092	566
	Short answer tests	eval12e	↑	FT↑	0	***	2385	Yr↑	0	***	2384	Yr↑	0	1873
	In-process demonstrations/presentations	eval12f	↑	FT↑	0	***	2208	Yr↑	0	***	2206	Yr↑	0	1731
	Discussion boards	eval12g	↑	FT↑	0	***	1324	Yr↑	0.014	*	1322	Yr↑	0.179	1032
	Digitally submitted demonstrations/presentations	eval12h	↑	FT↑	0	***	1558	Yr↑	0	***	1557	Yr↑	0	1221
	Multiple choice tests	eval12j	↓	FT↑	0	***	2920		0.149		2919		0.062	2284
	Other	eval12j.0	↑	FT↑	0.002	**	850		0.166		849		0.681	673
* Question 6: Special A & Special B designation courses? *														
* To what extent are Special A & Special B course categories used? *														
* Qadmin specialA1		admin_SpecialA1	N											
* QadminspecialB1		admin_specialB1	N						0.103		116		0.65	81
									0.625		113		0.516	80
* These questions apply only to Administrators, Q2 = 4. *														
* What issues are being considered in the assignment of Special A & Special B course categories? *														
* QadminspecialA2		admin_SpecialA2												
* QadminspecialB2		admin_specialB2												
* Please note: The responses to these two questions are all or almost all blank. *														
* These questions apply only to Administrators, Q2 = 4. *														
* Question 7: MWA														
* To what extent is category of MWA used? *														
* QadminMWA1		admin_MWA1	N						0.925		118		0.82	
* These questions apply only to Administrators, Q2 = 4. *														
* What issues are being considered in the use of MWA? *														
* QadminMWA2														
* [admin_MWA2 is text response, so it will not be included here.] *														

APPENDIX H: NOTES REGARDING THE GRAPHS

For all the graphs in Appendix I, vertical axes values (titled “Means”) represent the following mean of the survey responses: 0 represents “Decreased a lot”, 1 represents “Decreased a little”, 2 represents “Stayed about the same”, 3 represents “Increased a little”, and 4 represents “Increased a lot”. Please note that 1 was subtracted from the original values so that instead of running 1 through 5 they were transformed to 0 through 4. This adjustment aptly allowed all the vertical axes below to start at 0 representing the lowest value of “Decreased a lot”. These values of 0 through 4 were reasonably treated as equally spaced continuous measures. Equally spaced continuous measures indicate that the amount of change from 0 (“Decreased a lot”) to 1 (“Decreased a little”) is a 1-unit change that is viewed as the same as the amount of change from 1 (“Decreased a little”) to 2 (“Stayed about the same”), 2 (“Stayed about the same”) to 3 (“Increased a little”), and 3 to 4 (“Increased a lot”). Also, it indicates that a value between, say, 1 and 2, such as 1.3 is meaningful and indicates that the value is proportionally part way between 1 and 2 (i.e. 0.3 or 30% of the way from 1 to 2) in the amount that is measured (i.e. the change in the amount of some condition). In this manner, the averaging of the measure was deemed acceptable in terms of the subject of workload. A bolded horizontal bar in each graph represents 2 “Stayed about the same”. Bars that rise above that bolded line indicate an increase on average. Almost all the bars representing average (mean) values have 95% confidence intervals (C.I.s) error bars (“whiskers”) showing the precision with which the average has been measured. A 95% confidence interval indicates that if the sampling was entirely repeated, 95 times out of 100 the average would be within the confidence interval range of values. In other words, the “whiskers” show the amount of error due to sampling.

The relatively small percentage of responses of “Don’t know” and “Prefer not to say” for questions are not included in these analyses because they do not convey any direction of change or staying the same over groups. For this reason and due to treating as continuous the questions on the amount of workload (with values 0 “Decreases a lot” through 4 “Increased a lot”), as mentioned above, the p-values listed below can sometimes be somewhat different from p-values reported in Appendix G because they are addressing related, but in a strict sense, different hypotheses.

Please note an average reported increase may occur even though some respondents indicated “Decreased a lot”, “Decreased a little”, or “Stayed about the same” for the question involved. This situation occurs when there are enough respondents who indicated “Increased a little” or “Increased a lot” to have a net effect of an increase (“tip the balance” in the increase direction).

The questions involved in a graph are listed immediately above the graph in the order in which the bars appear from left to right. The p-value associated with each question appears in parentheses immediately to the left of the question, e.g., Q45 (p <.001 ***).

The p-value is the approximate value of the two-tailed probability p for the t-test or F-test for a given question. The t-tests are for the graphs where the average (mean) is tested for being significantly different from 2 "Stayed about the same". The F-tests are for those graphs where the average reported change in time worked with respect to a given question (e.g., Q45) are compared across Q2 (full-time faculty compared to part-time faculty), Q8 ("For how many years have you been employed in the Public College system?"), or Q9 ("For how many years have you been employed in your current position?"). The levels of p-values are indicated as follows: * < .05 (deemed evidence), ** < .01 (deemed strong evidence), *** < .001 (deemed very strong evidence). p-values less than .001 are simply listed as $p < .001$ ***. Due to the multiple statistical tests being performed, the results with $p < .001$ *** may be given the most emphasis and credence.

APPENDIX I: GRAPHS

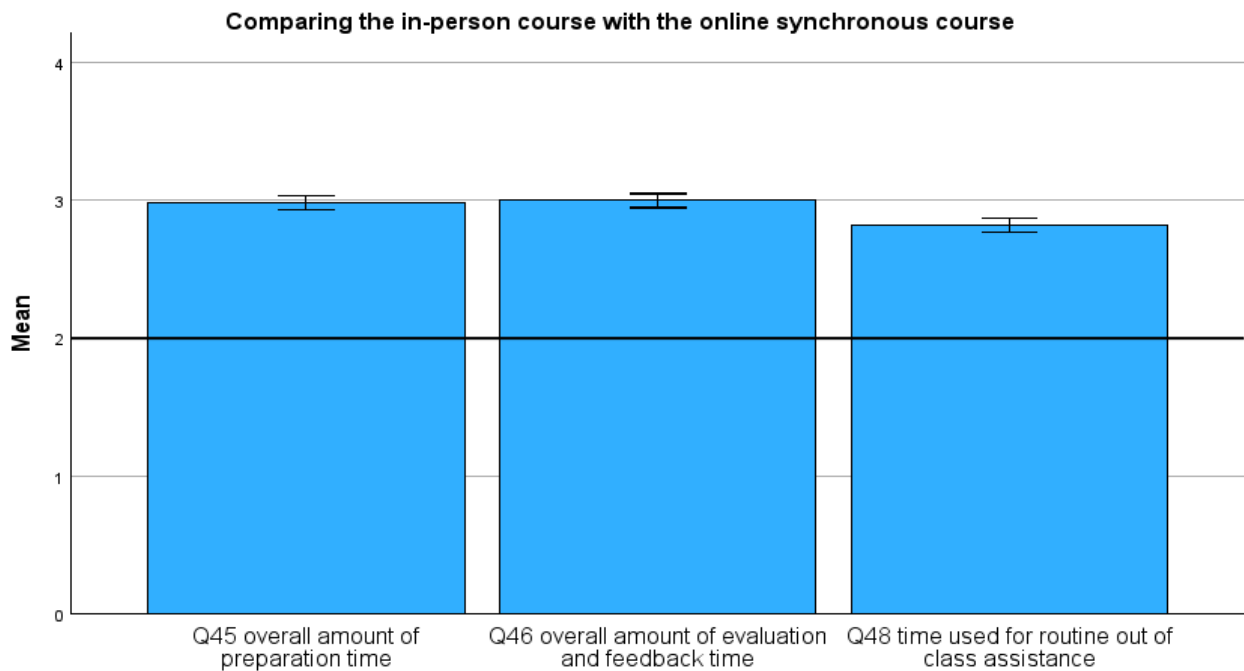
Summary

In sum, the survey responses show that:

Comparing an already developed in person course to other modes of delivery, preparation time, evaluation and feedback time, and routine out of class assistance of students time all increased on average. This was the case for when online synchronous, asynchronous courses, flexible synchronous, hybrid synchronous, hybrid asynchronous, and hyflex courses were compared to in-person courses.

The different modes were generally quite close in their comparable increases with a partial exception of hyflex sometimes being a little higher.

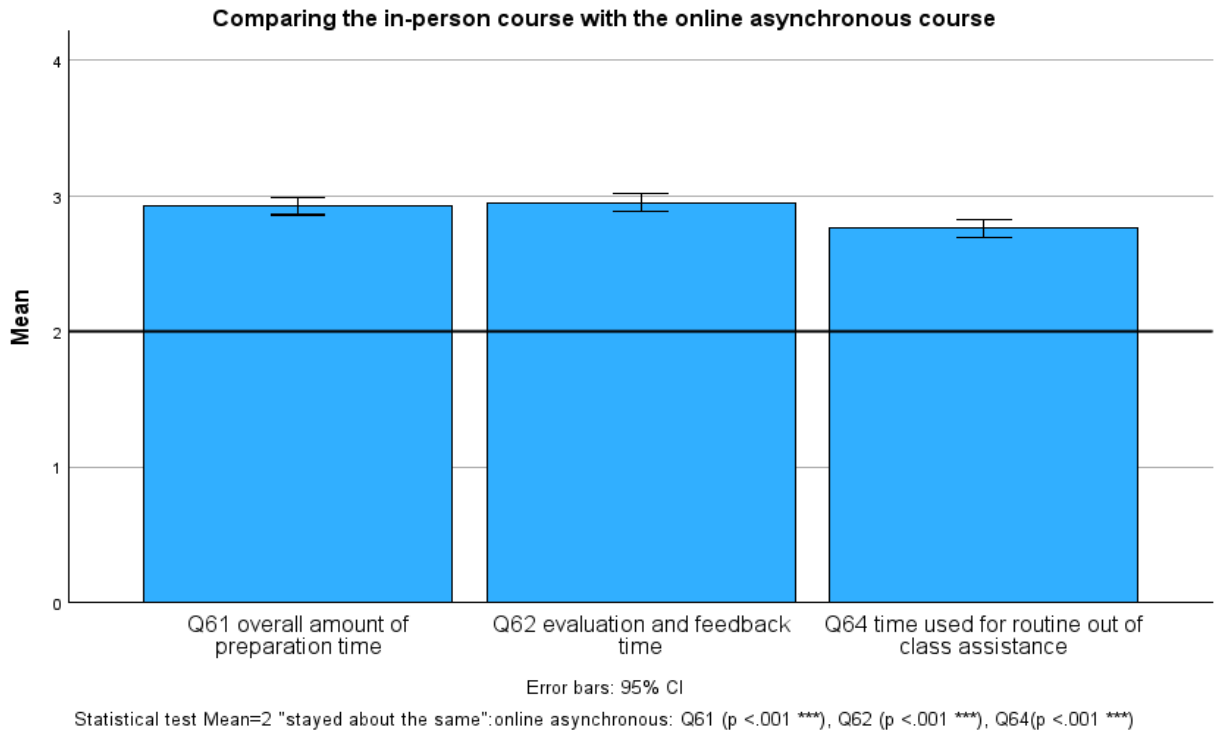
Online synchronous: Q45 ($p < .001$ ***), Q46 ($p < .001$ ***), Q48 ($p < .001$ ***)



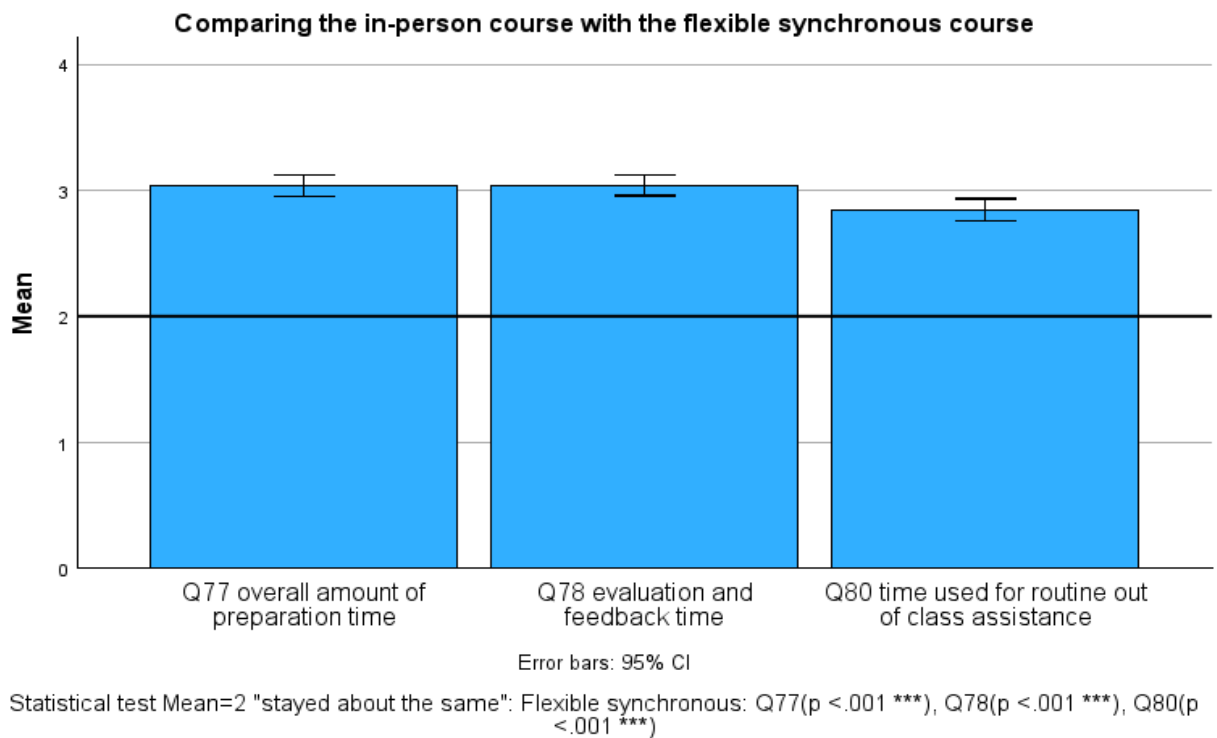
Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": Q45 ($p < .001$ ***), Q46 ($p < .001$ ***), Q48 ($p < .001$ ***)

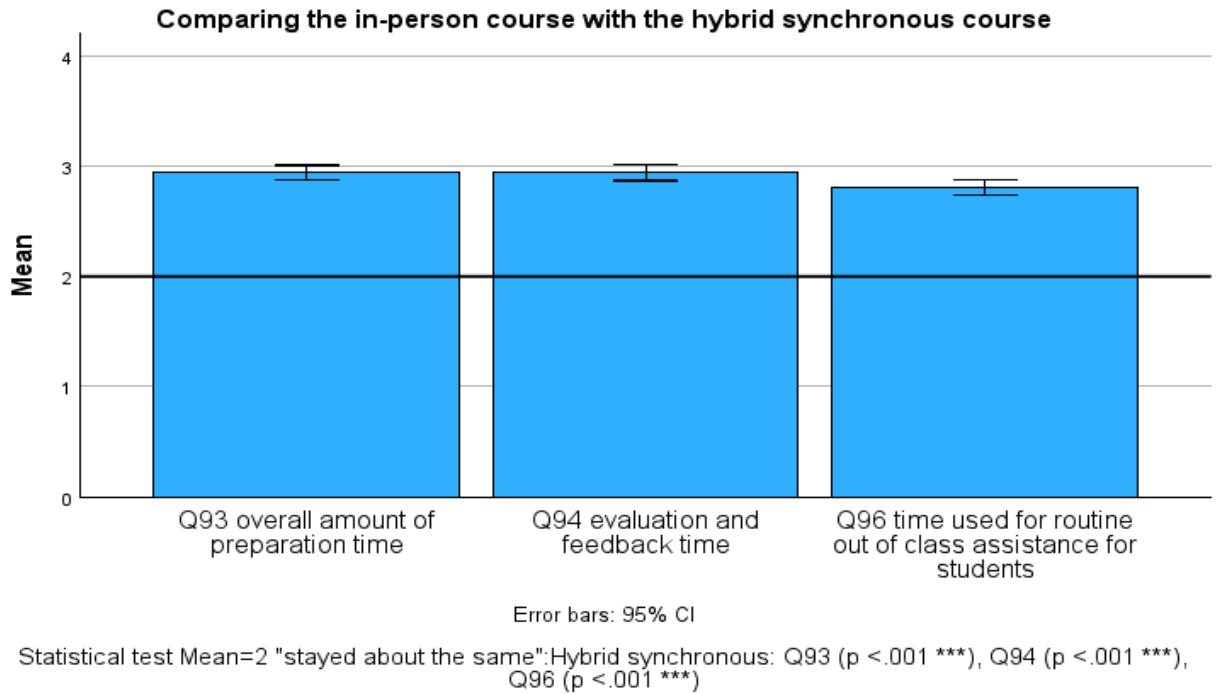
Online asynchronous: Q61 (p <.001 ***), Q62 (p <.001 ***), Q64(p <.001 ***)



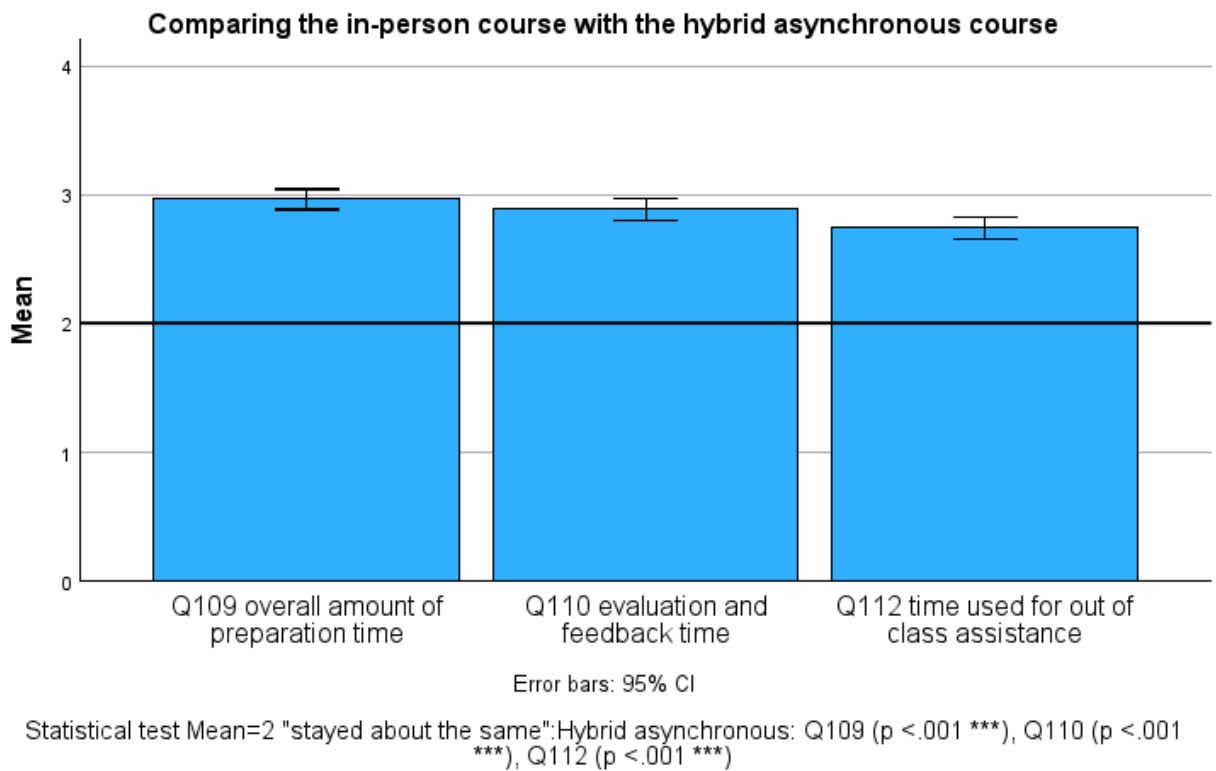
Flexible synchronous: Q77(p <.001 ***), Q78(p <.001 ***), Q80(p <.001 ***)



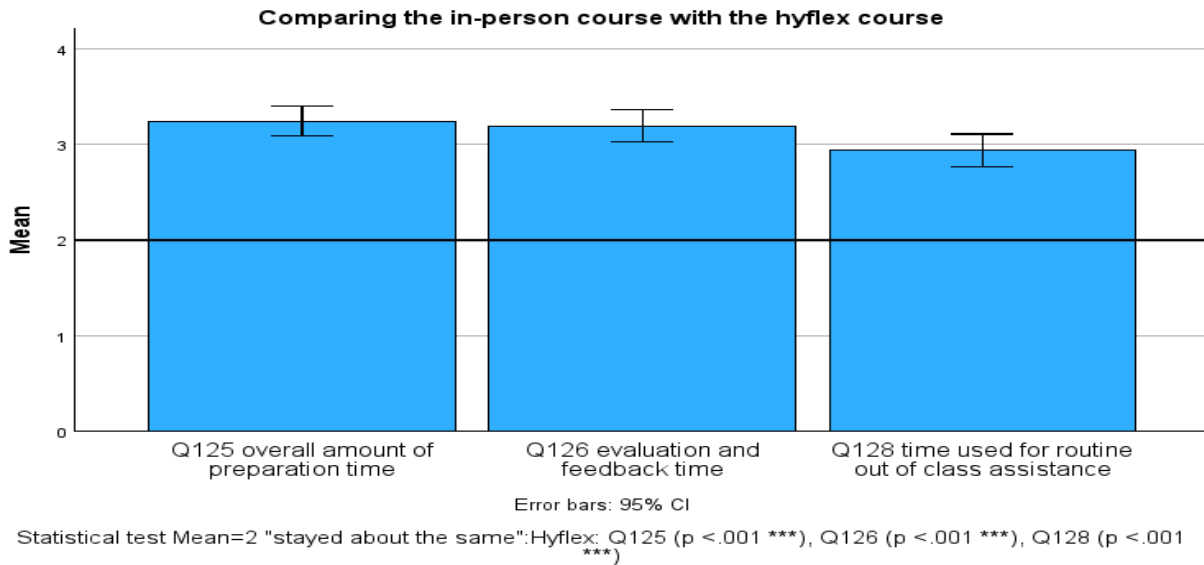
Hybrid synchronous: Q93 ($p < .001$ ***), Q94 ($p < .001$ ***), Q96 ($p < .001$ ***)



Hybrid asynchronous: Q109 ($p < .001$ ***), Q110 ($p < .001$ ***), Q112 ($p < .001$ ***)

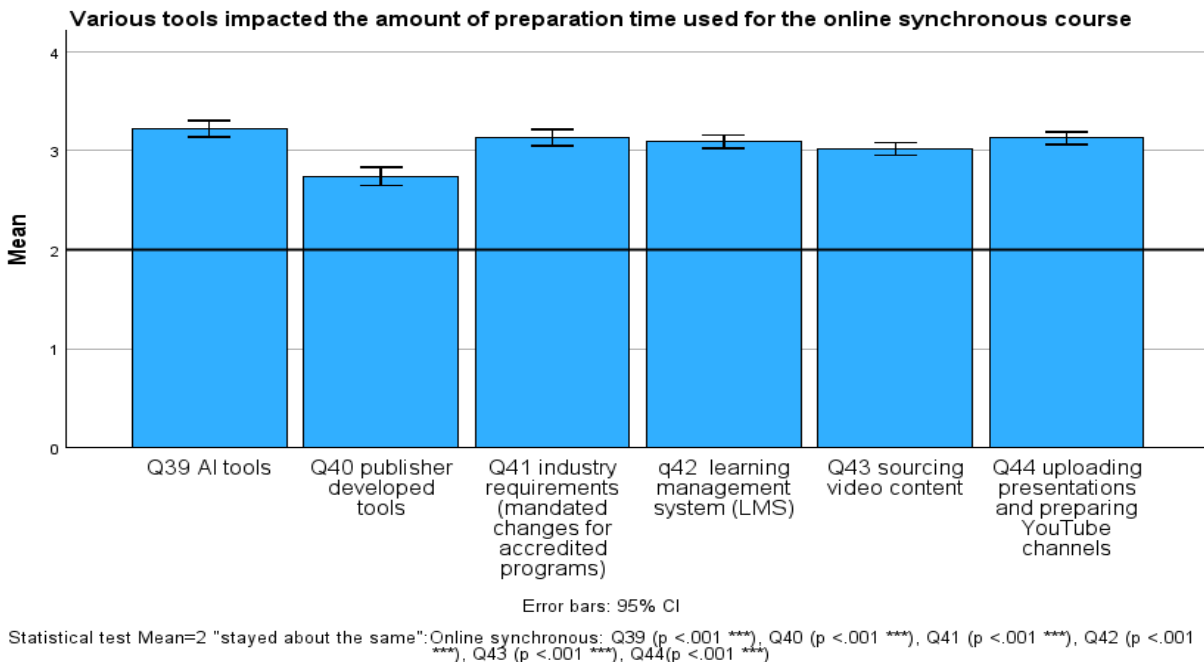


Hyflex: Q125 (p <.001 ***), Q126 (p <.001 ***), Q128 (p <.001 ***)

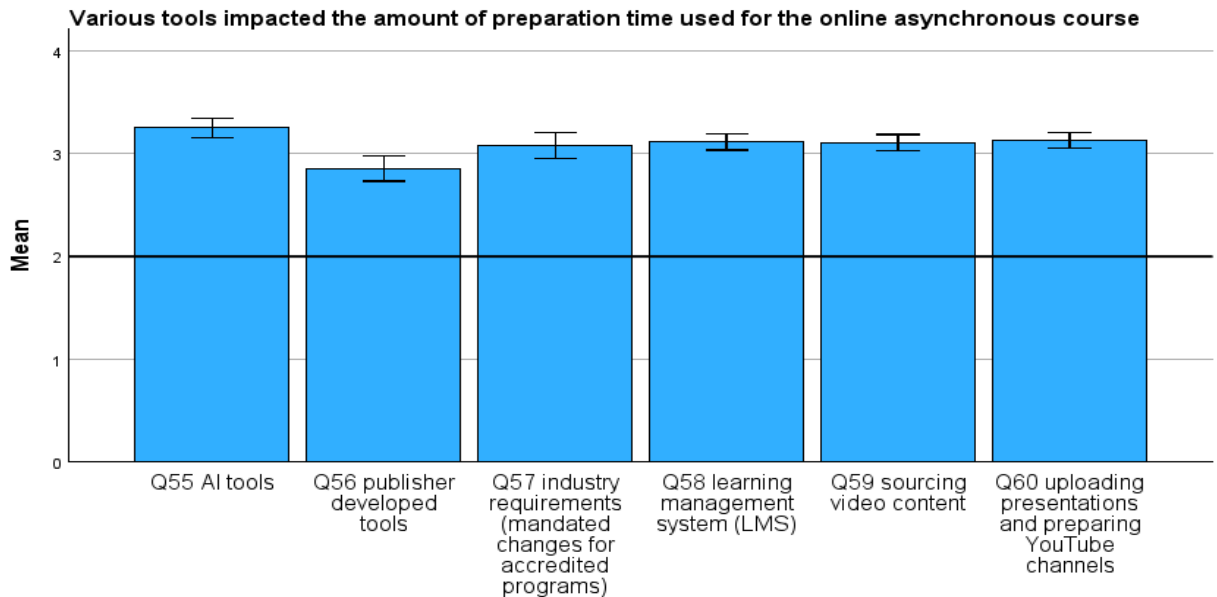


The following factors contributed to this increased time: use of AI, use of publisher developed tools, industry requirements, learning management system (LMS), sourcing video content, uploading presentations to platform and preparing YouTube channels. Other factor (Q45) also contributed to the increase in time.

Online synchronous: Q39 (p <.001 ***), Q40 (p <.001 ***), Q41 (p <.001 ***), Q42 (p <.001 ***), Q43 (p <.001 ***), Q44 (p <.001 ***)

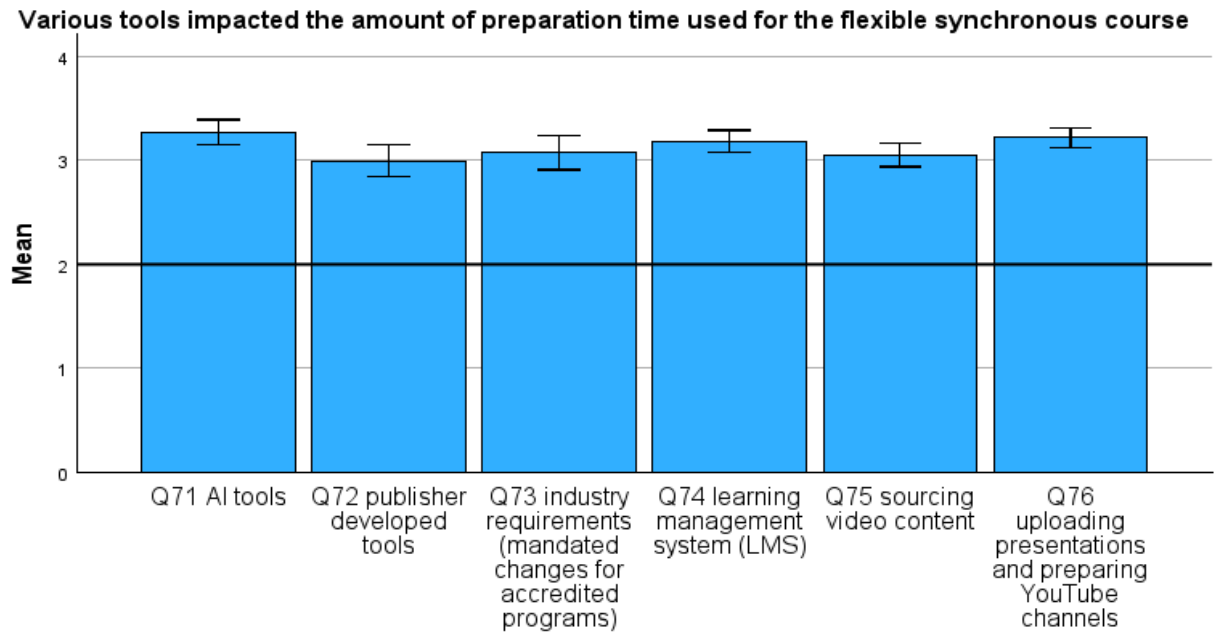


Online asynchronous: Q55 (p <.001 ***), Q56 (p <.001 ***), Q57 (p <.001 ***), Q58 (p <.001 ***), Q59 (p <.001 ***), Q60(p <.001 ***)



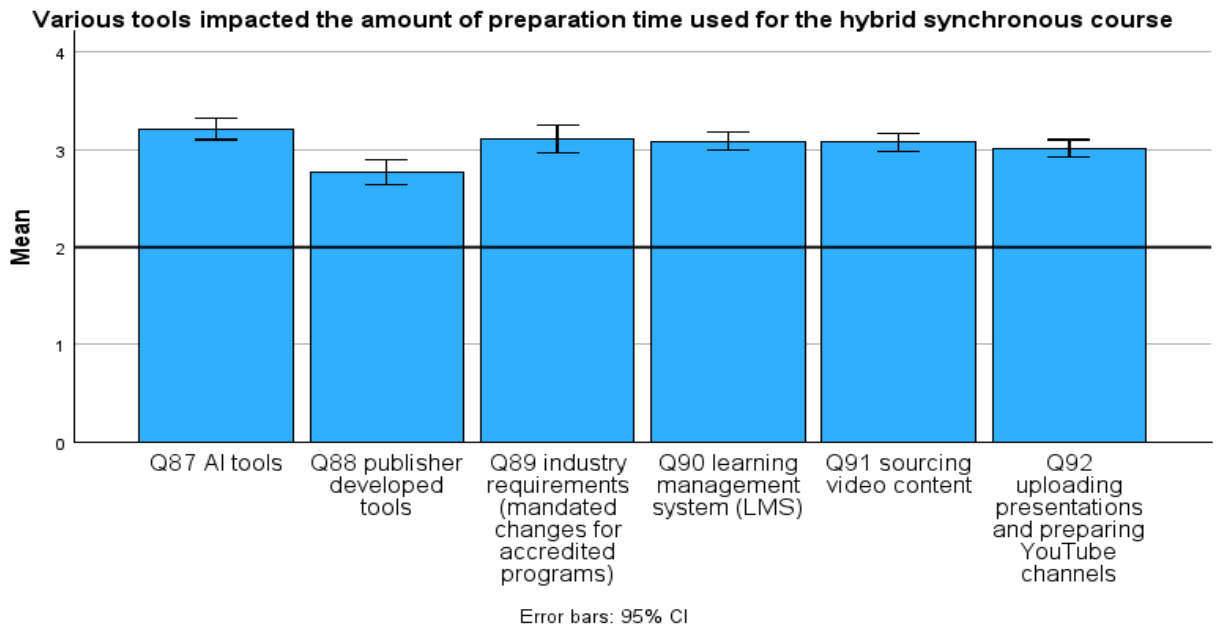
Error bars: 95% CI
 Statistical test Mean=2 "stayed about the same": Online asynchronous: Q55 (p <.001 ***), Q56 (p <.001 ***), Q57 (p <.001 ***), Q58 (p <.001 ***), Q59 (p <.001 ***), Q60(p <.001 ***)

Flexible synchronous: Q71 (p <.001 ***), Q72 (p <.001 ***), Q73 (p <.001 ***), Q74 (p <.001 ***), Q75 (p <.001 ***), Q76 (p <.001 ***)



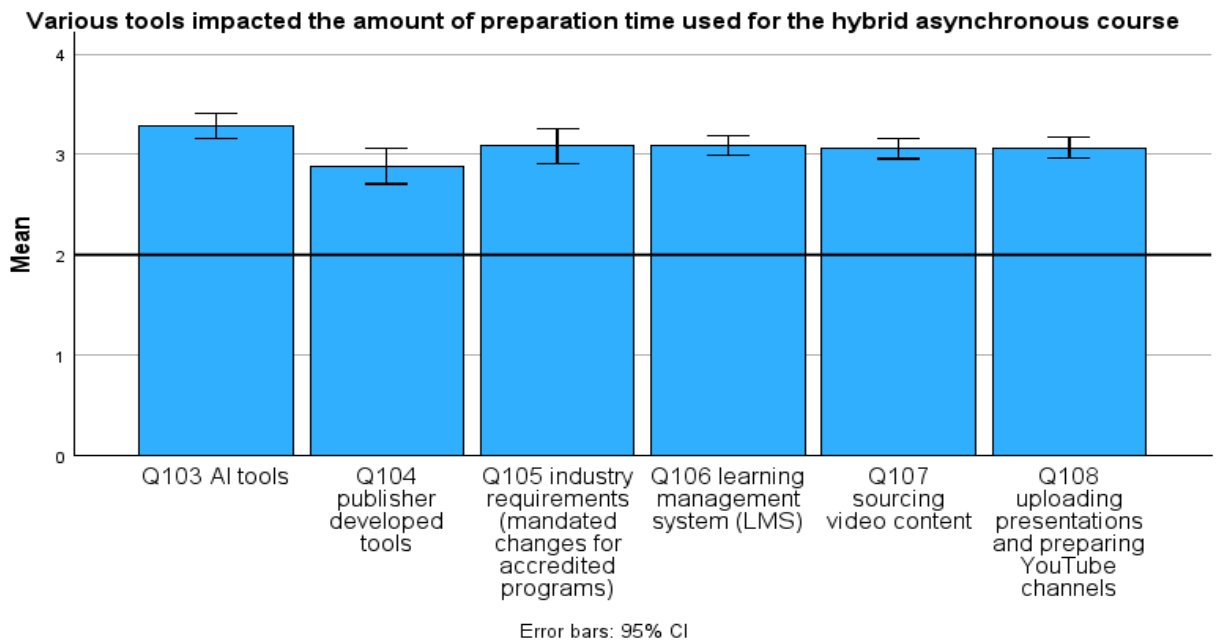
Error bars: 95% CI
 Statistical test Mean=2 "stayed about the same": flexible synchronous: Q71 (p <.001 ***), Q72 (p <.001 ***), Q73 (p <.001 ***), Q74 (p <.001 ***), Q75 (p <.001 ***), Q76 (p <.001 ***)

Hybrid synchronous: Q87 (p <.001 ***), Q88 (p <.001 ***), Q89 (p <.001 ***), Q90 (p <.001 ***), Q91 (p <.001 ***), Q92 (p <.001 ***)



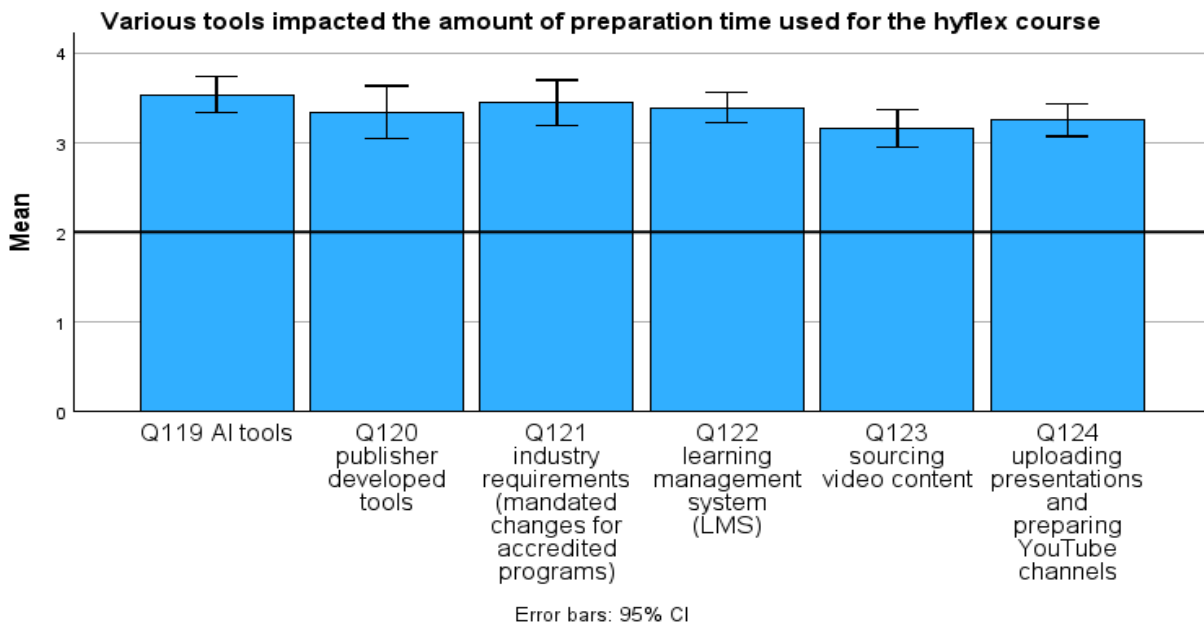
Statistical test Mean=2 "stayed about the same": Hybrid synchronous: Q87 (p <.001 ***), Q88 (p <.001 ***), Q89 (p <.001 ***), Q90 (p <.001 ***), Q91 (p <.001 ***), Q92 (p <.001 ***)

Hybrid asynchronous: Q103 (p <.001 ***), Q104 (p <.001 ***), Q105 (p <.001 ***), Q106 (p <.001 ***), Q107 (p <.001 ***), Q108 (p <.001 ***)



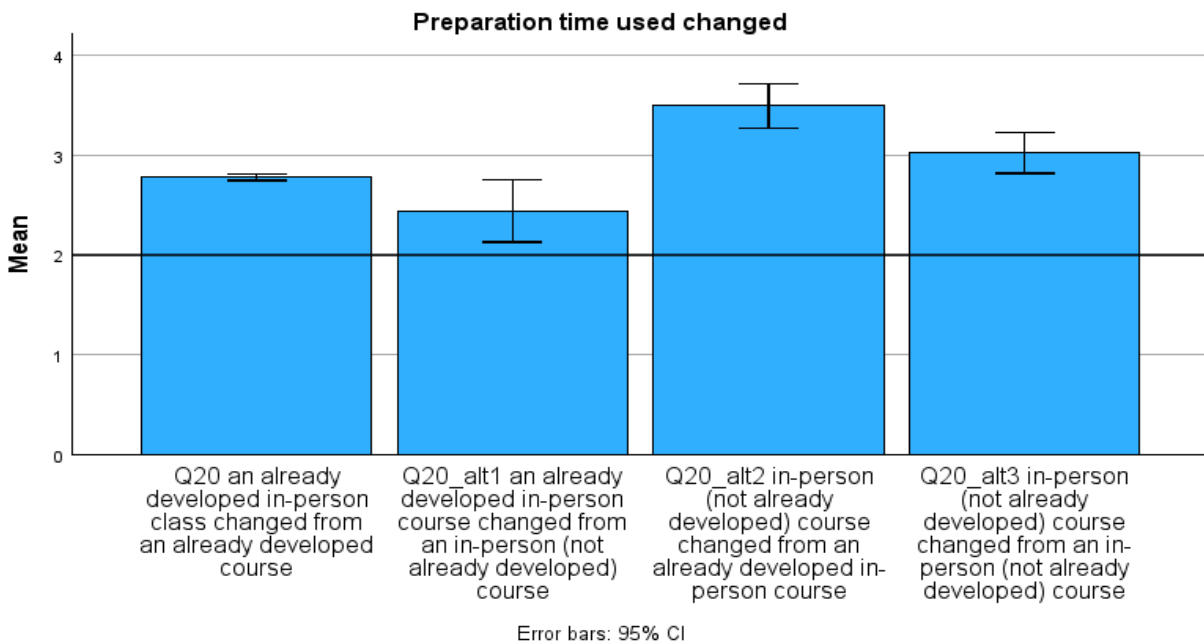
Statistical test Mean=2 "stayed about the same": Hybrid asynchronous: Q103 (p <.001 ***), Q104 (p <.001 ***), Q105 (p <.001 ***), Q106 (p <.001 ***), Q107 (p <.001 ***), Q108 (p <.001 ***)

Hyflex: Q119 (p <.001 ***), Q120 (p <.001 ***), Q121 (p <.001 ***), Q122 (p <.001 ***), Q123 (p <.001 ***), Q124 (p <.001 ***)



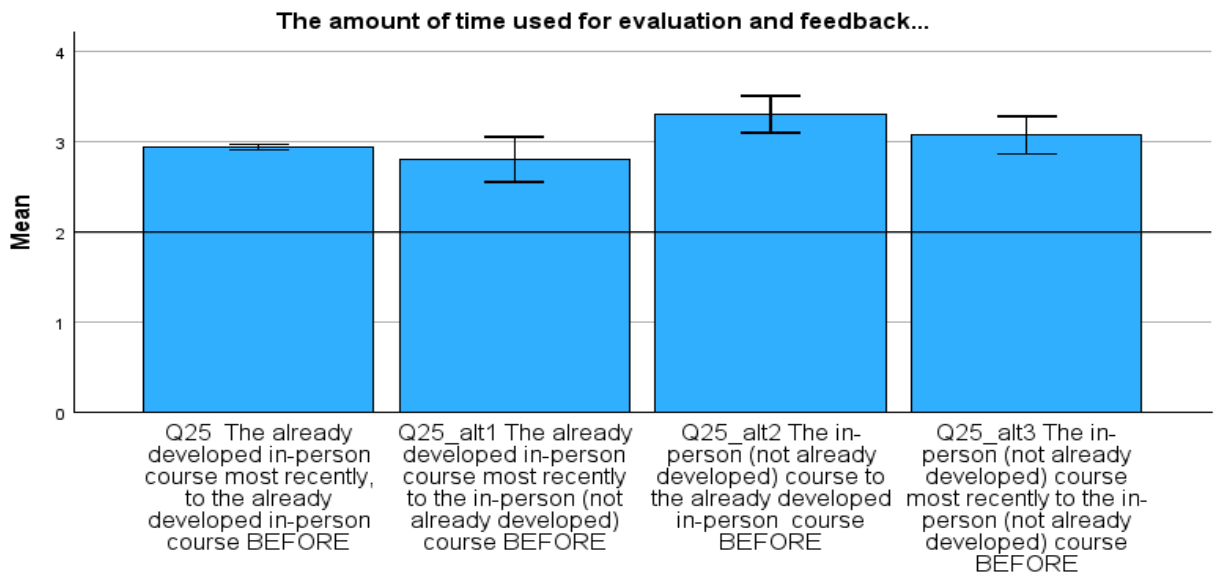
Statistical test Mean=2 "stayed about the same": Hyflex: Q119 (p <.001 ***), Q120 (p <.001 ***), Q121 (p <.001 ***), Q122 (p <.001 ***), Q123 (p <.001 ***), Q124 (p <.001 ***)

In-person: Q20 (p <.001 ***), Q20_alt1 (p =.007 **), Q20_alt2 (p <.001 ***), Q20_alt3 (p <.001***)



Statistical test Mean=2 "stayed about the same": In-person: Q20 (p <.001 ***), Q20_alt1 (p =.007 **), Q20_alt2 (p <.001 ***), Q20_alt3 (p <.001 ***)

In-person: Q25 (p <.001 ***), Q25_alt1 (p <.001 ***), Q25_alt2 (p <.001 ***), Q25_alt3 (p <.001 ***)

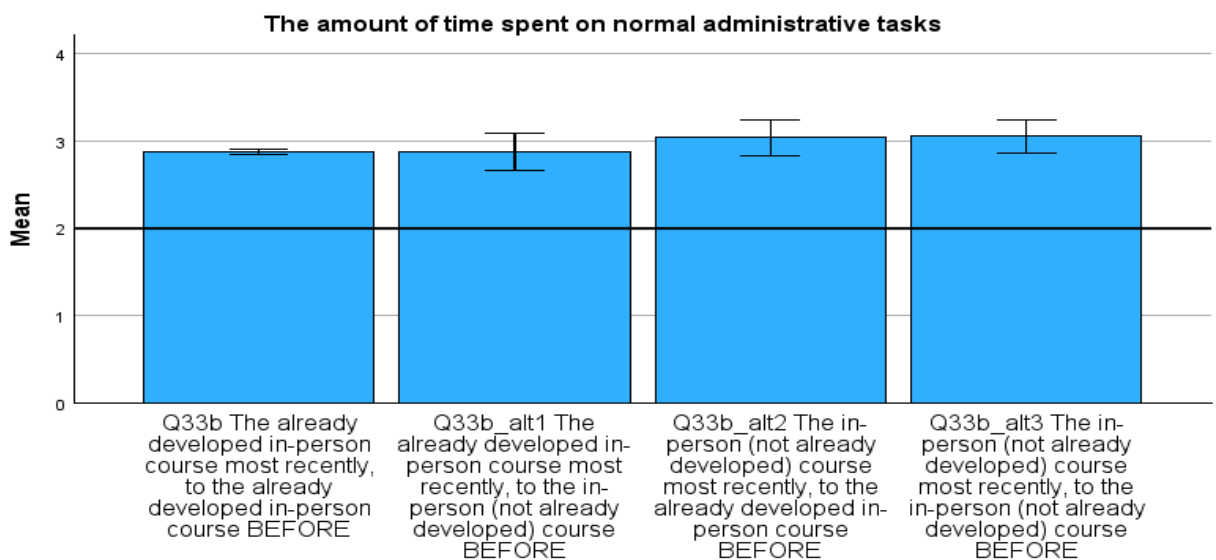


Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": In-person: Q25 (p <.001 ***), Q25_alt1 (p <.001 ***), Q25_alt2 (p <.001 ***), Q25_alt3 (p <.001 ***)

There has been an average increase in the amount of time spent on normal administrative tasks (Q33, Q33b_alt1, Q33b_alt2, Q33b_alt3).

Q33b (p <.001 ***), Q33b_alt1 (p <.001 ***), Q33b_alt2 (p <.001 ***), Q33b_alt3 (p <.001 ***)



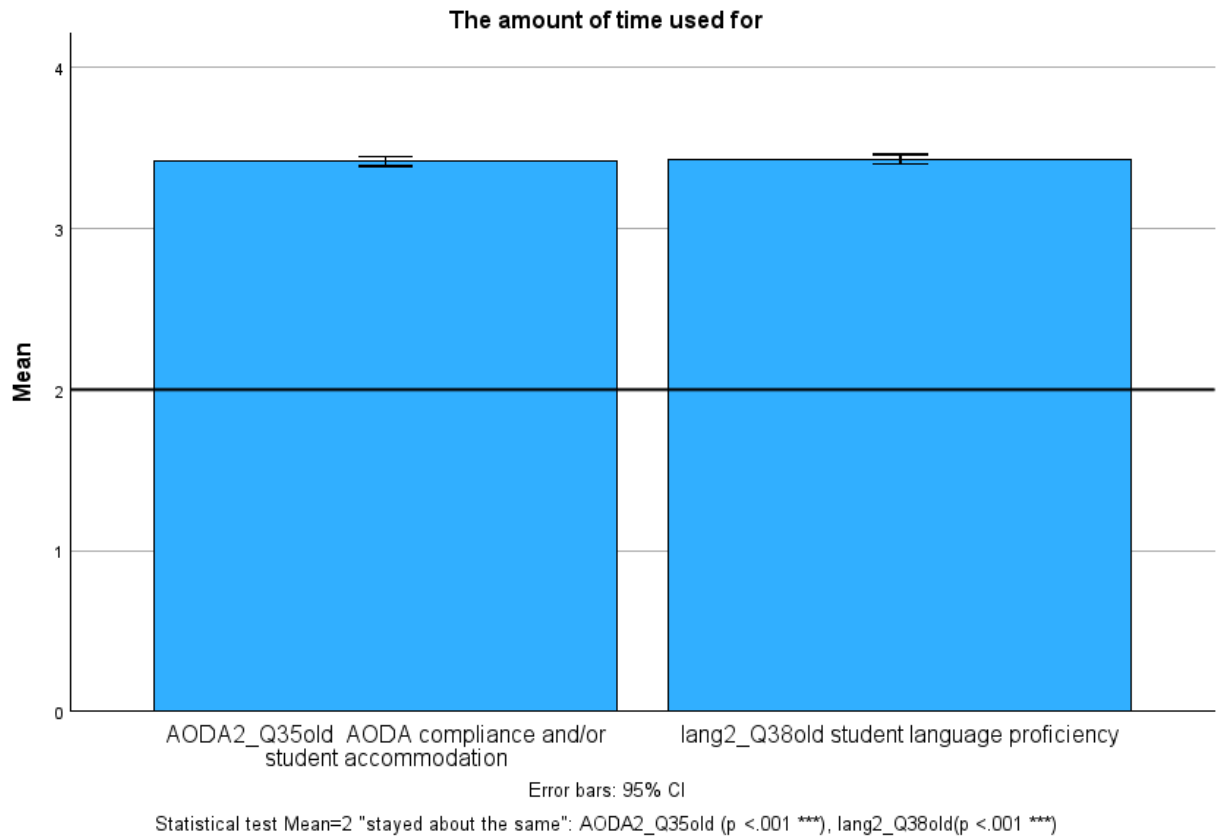
Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": Q33b (p <.001 ***), Q33b_alt1 (p <.001 ***), Q33b_alt2 (p <.001 ***), Q33b_alt3 (p <.001 ***)

There has been an average increase in the amount of time used for AODA compliance and/or student accommodation (AODA1_q34old (not shown), AODA2_Q35old).

There has been an average increase in the amount of time spent due to the impact of language of instruction and/or student proficiency with the language of instruction (lang1_Q37old (not shown), lang2_Q38old).

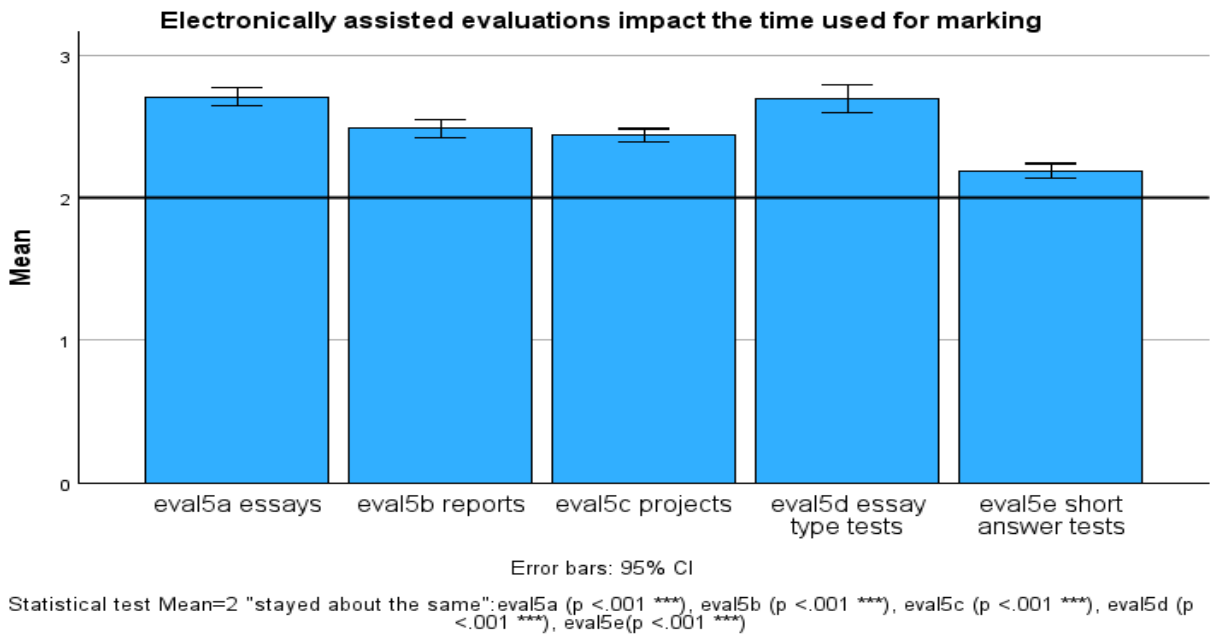
AODA2_Q35old ($p < .001$ ***), lang2_Q38old ($p < .001$ ***)



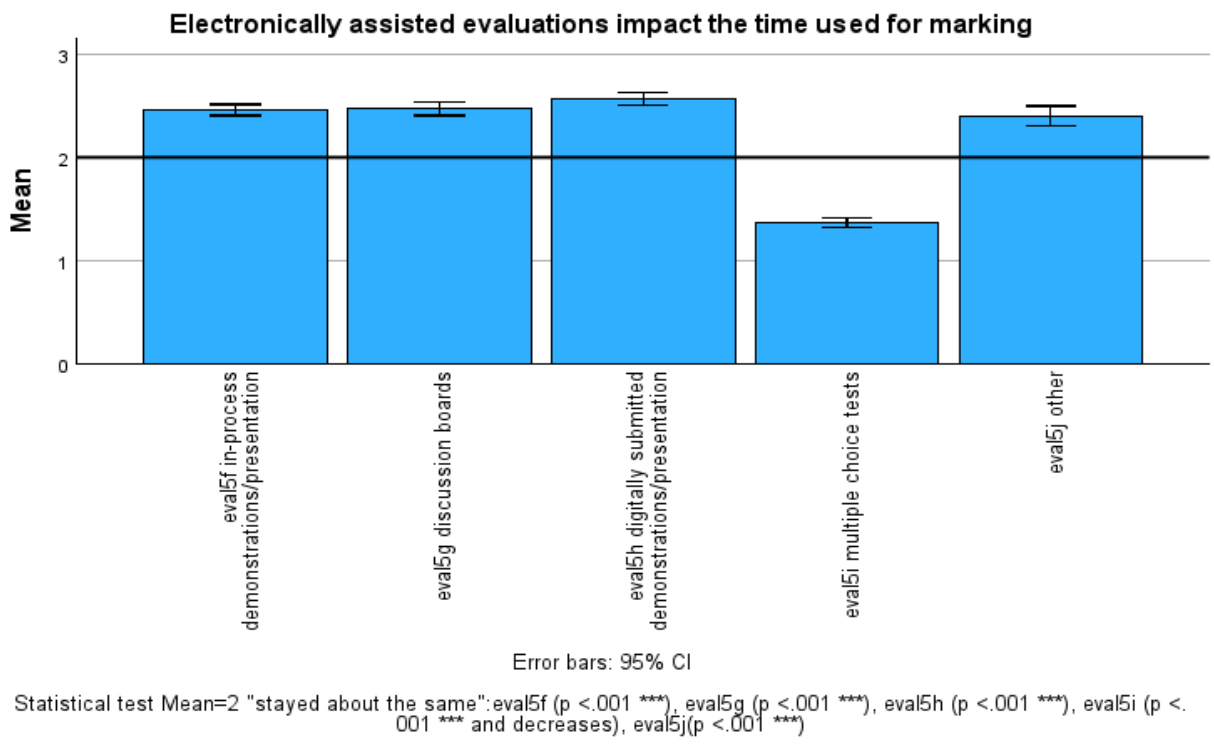
Electronically assisted evaluations have generally increased times for marking for essays (eval5a), reports (eval5b), projects (eval5c), essay type tests (eval5d), short answer tests (eval5e), in-process demonstrations/presentations (eval5f), discussion boards (eval5g), digitally submitted demonstrations/presentations (eval5h), multiple choice tests (eval5i), and other (eval5j).

Electronically assisted evaluations for marking: eval5a, eval5b, eval5c, eval5d, eval5e, eval5f, eval5g, eval5h, eval5i, eval5j

eval5a (p <.001 ***), eval5b (p <.001 ***), eval5c (p <.001 ***), eval5d (p <.001 ***), eval5e (p <.001 ***)



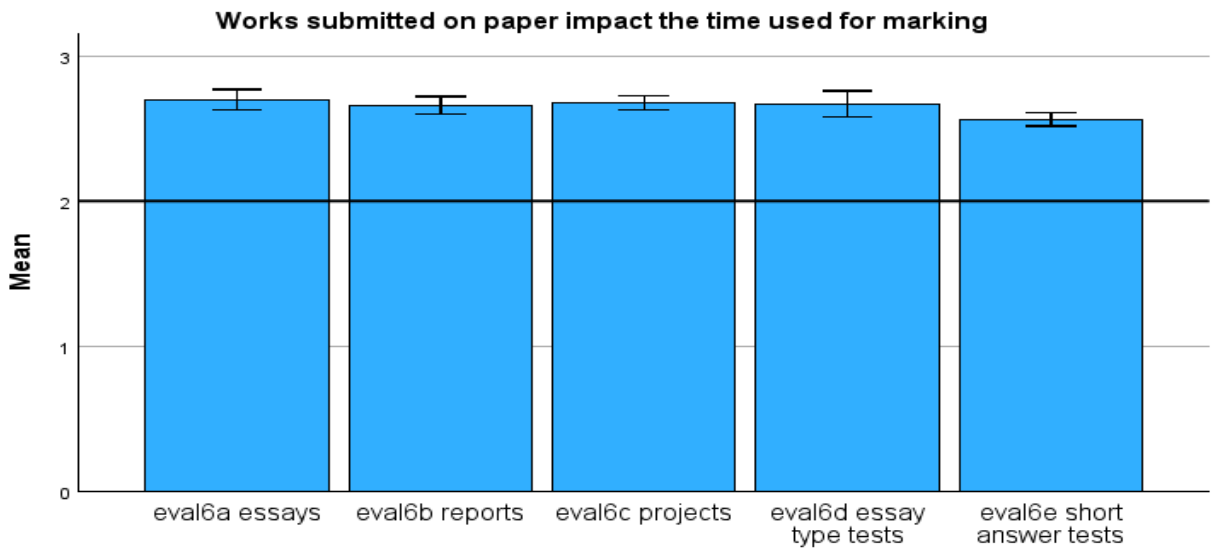
eval5f (p <.001 ***), eval5g (p <.001 ***), eval5h (p <.001 ***), eval5i (p <.001 *** **and decreases**), eval5j (p <.001 ***)



Similar patterns of generally increased time appeared for a) submitted on paper, b) rubrics, c) AI assistance, d) group evaluations, e) publisher generated evaluations, and f) LMS integrated evaluations. Some of these increases are in varying amounts above 2 (the bolded horizontal line for “Stayed about the same”) and the extent to which 3 “Increased a little” is approached or surpassed. To lesser degree, there are some exceptions where an average decrease or stayed about the same occurred.

Submitted on paper: eval6a, eval6b, eval6c, eval6d, eval6e, eval6f eval6g eval6i eval6j

eval6a (p <.001 ***), eval6b (p <.001 ***), eval6c (p <.001 ***), eval6d (p <.001 ***), eval6e (p <.001 ***)

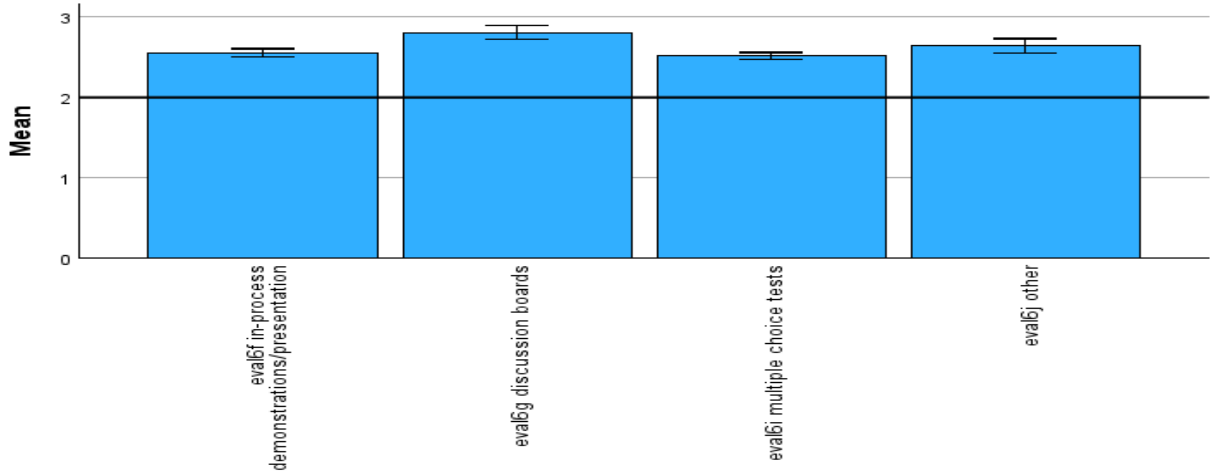


Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": eval6a (p <.001 ***), eval6b (p <.001 ***), eval6c (p <.001 ***), eval6d (p <.001 ***), eval6e (p <.001 ***)

eval6f (p <.001 ***), eval6g (p <.001 ***), eval6i (p <.001 ***), eval6j (p <.001 ***)

Works submitted on paper impact the time used for marking



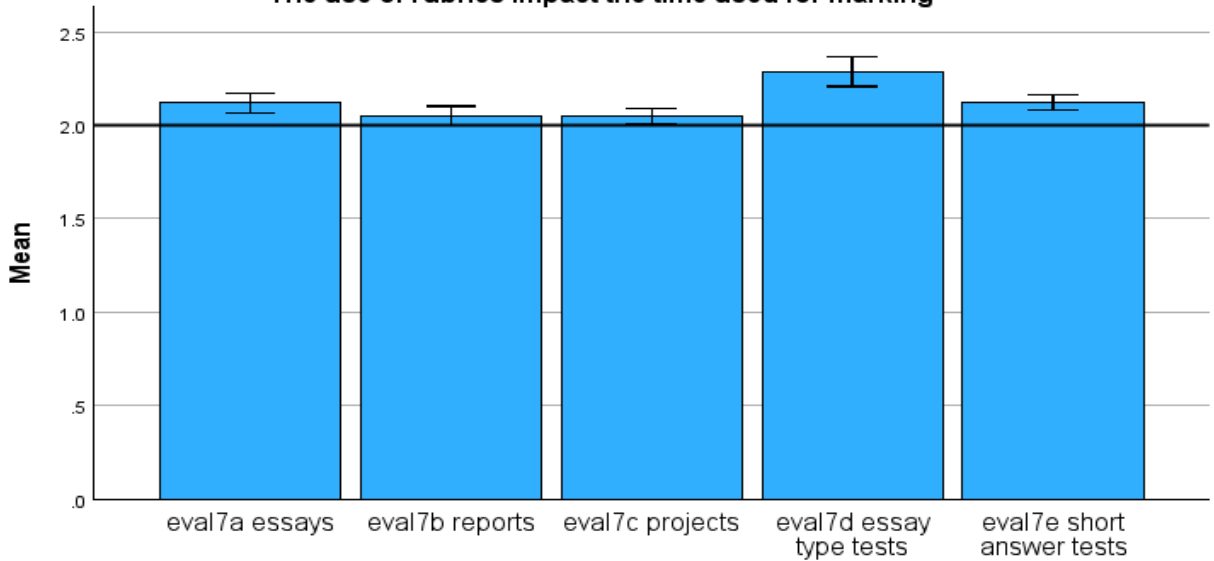
Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": eval6f (p <.001 ***), eval6g (p <.001 ***), eval6i (p <.001 ***), eval6j (p <.001 ***)

Rubrics: eval7a, eval7b, eval7c, eval7d, eval7e, eval7f, eval7g, eval7h, eval7i, eval7j

eval7a (p <.001 ***), eval7b (p =.045 *), eval7c (p =.011 *), eval7d (p <.001 ***), eval7e (p <.001 ***)

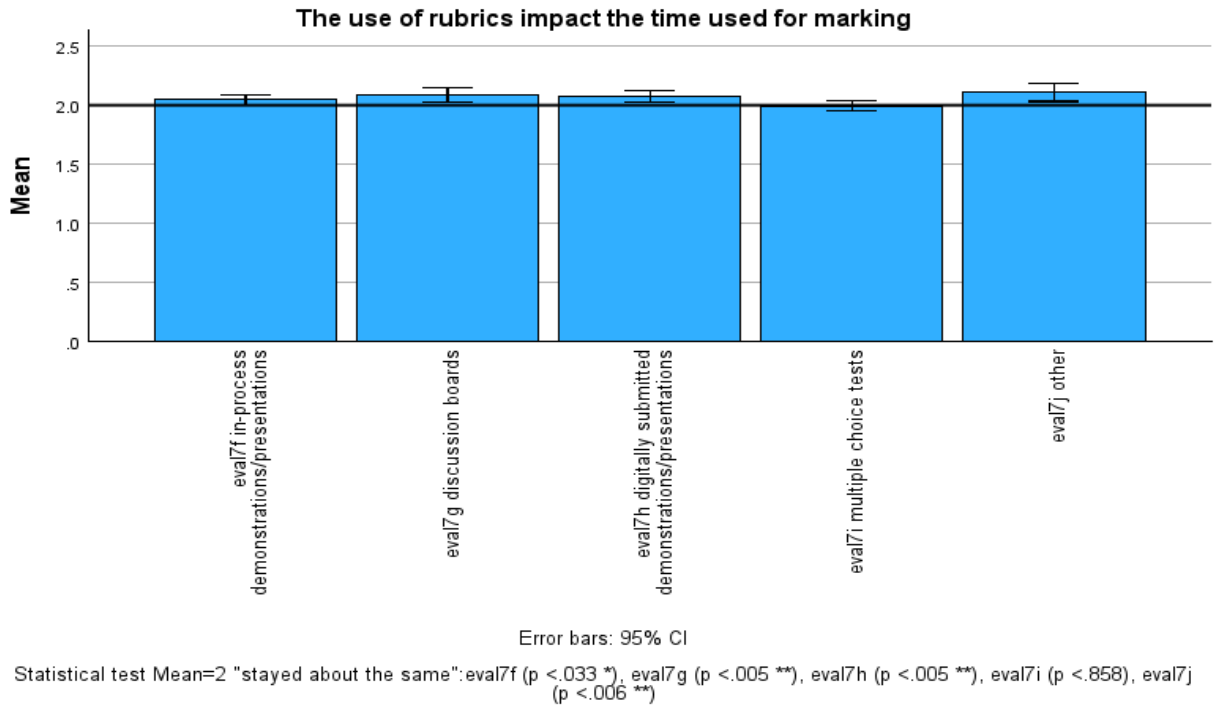
The use of rubrics impact the time used for marking



Error bars: 95% CI

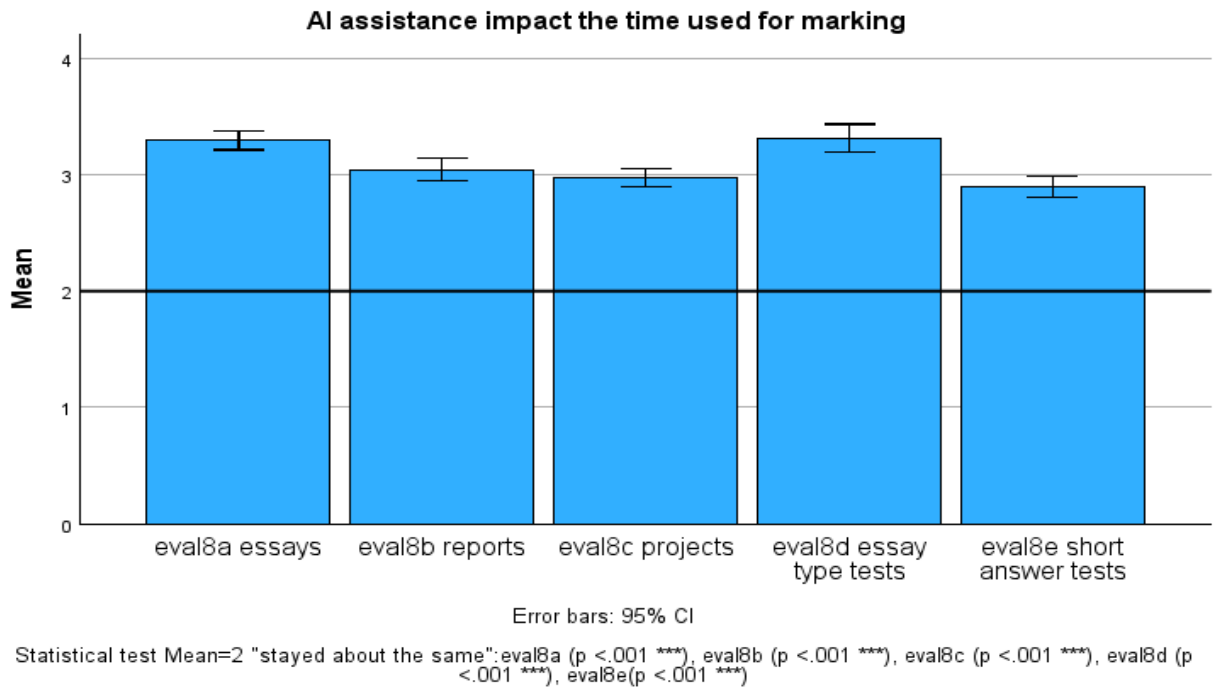
Statistical test Mean=2 "stayed about the same": Rubrics: eval7a (p <.001 ***), eval7b (p =.045 *), eval7c (p =.011 *), eval7d (p <.001 ***), eval7e (p <.001 ***)

eval7f (p <.033 *), eval7g (p <.005 **), eval7h (p <.005 **), eval7i (p <.858), eval7j (p <.006 **)

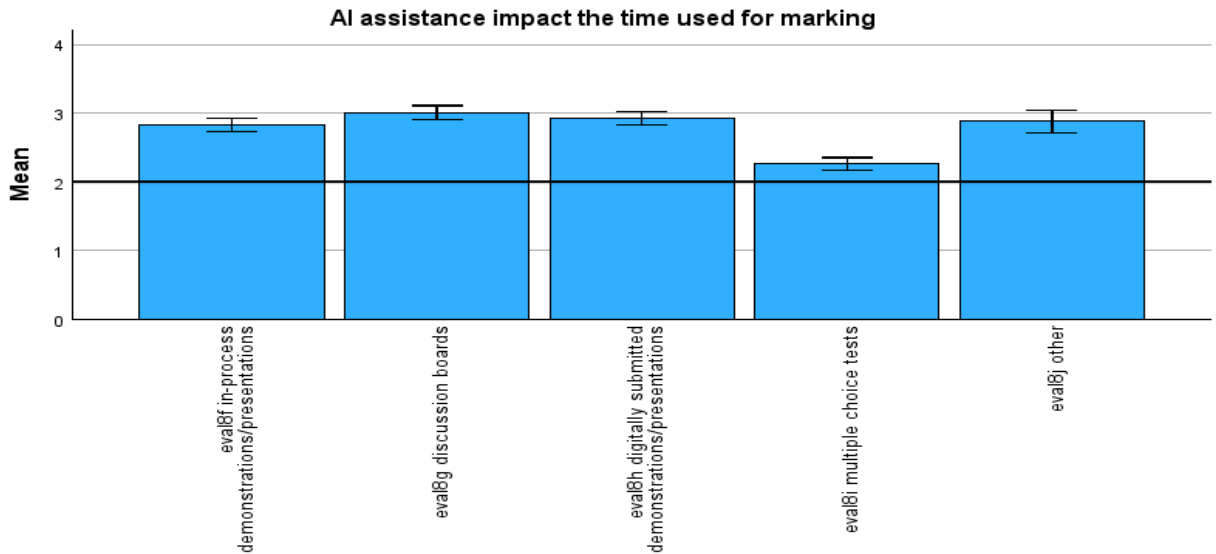


AI assistance: eval8a, eval8b, eval8c, eval8d, eval8e, eval8f, eval8g, eval8h, eval8i, eval8j

eval8a (p <.001 ***), eval8b (p <.001 ***), eval8c (p <.001 ***), eval8d (p <.001 ***), eval8e (p <.001 ***)



eval8f (p <.001 ***), eval8g (p <.001 ***), eval8h (p <.001 ***), eval8i (p <.001 ***), eval8j (p <.001 ***)

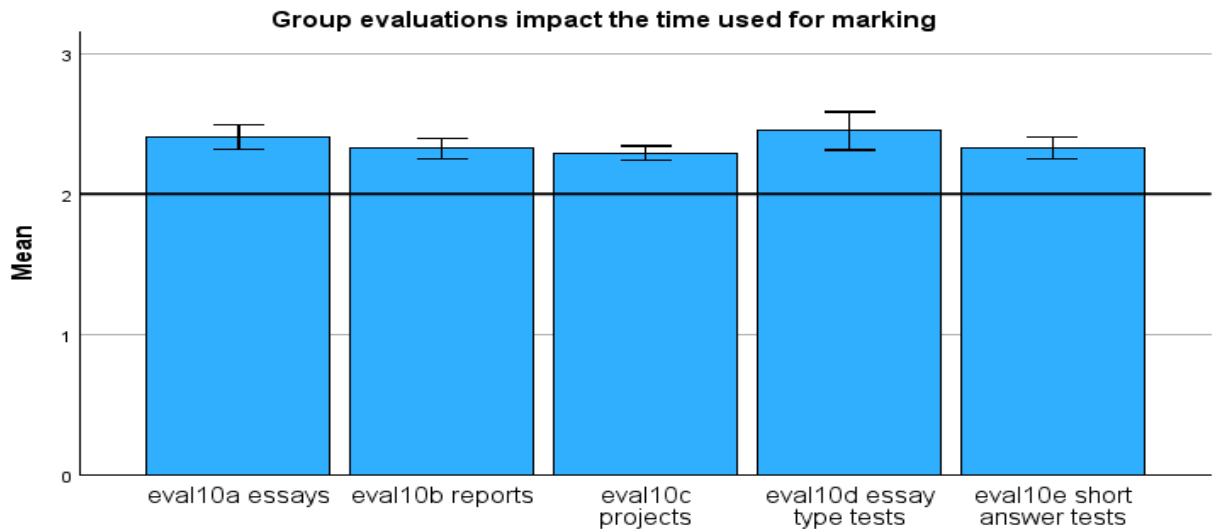


Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": eval8f (p <.001 ***), eval8g (p <.001 ***), eval8h (p <.001 ***), eval8i (p <.001 ***), eval8j(p <.001 ***)

Group evaluations: eval10a, eval10b, eval10c, eval10d, eval10e, eval10f, eval10g, eval10h, eval10i, eval10j

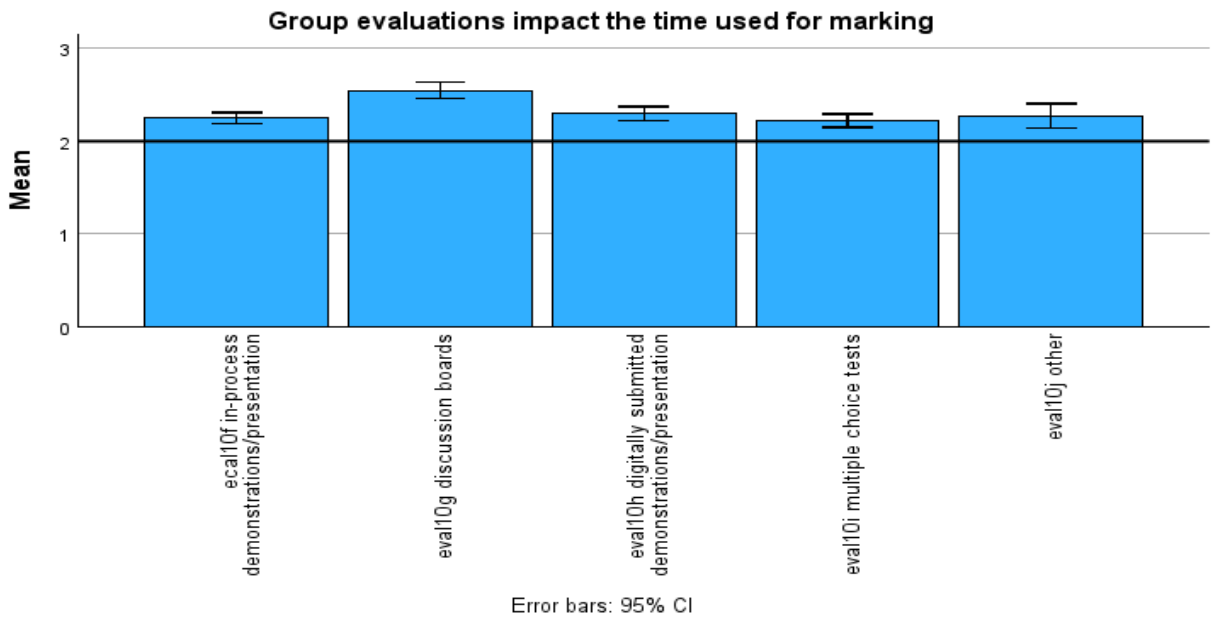
eval10a (p <.001 ***), eval10b (p <.001 ***), eval10c (p <.001 ***), eval10d (p <.001 ***), eval10e (p <.001 ***)



Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": eval10a (p <.001 ***), eval10b (p <.001 ***), eval10c (p <.001 ***), eval10d (p <.001 ***), eval10e(p <.001 ***)

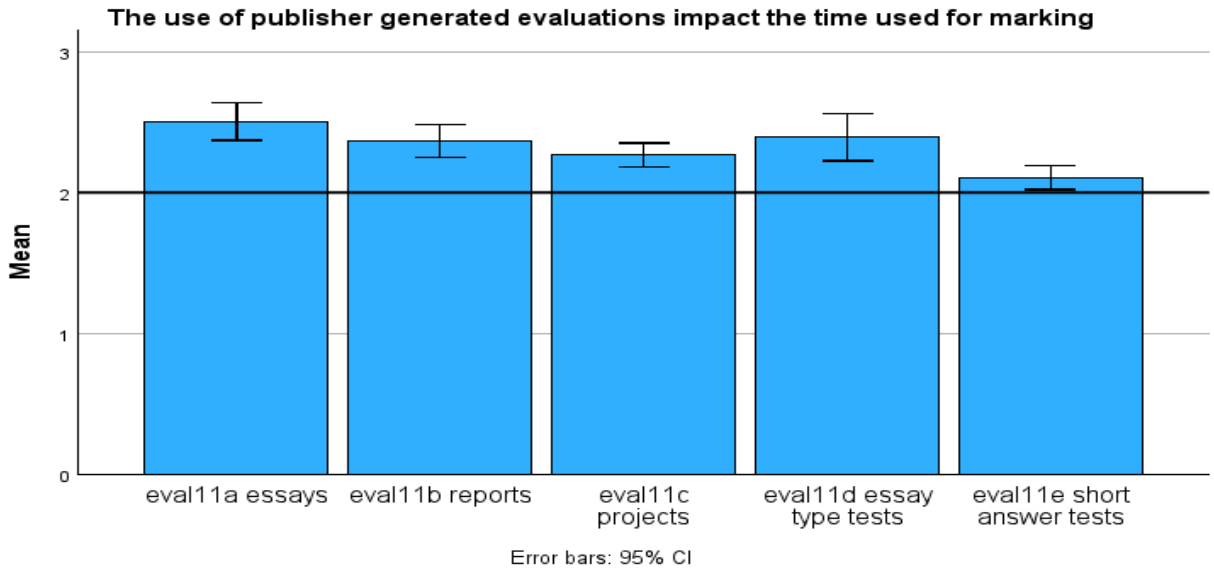
eval10f (p <.001 ***), eval10g (p <.001 ***), eval10h (p <.001 ***), eval10i (p <.001 ***), eval10j (p <.001 ***)



Statistical test Mean=2 "stayed about the same": eval10f (p <.001 ****), eval10g (p <.001 ****), eval10h (p <.001 ****), eval10i (p <.001 ****), eval10j (p <.001 ****)

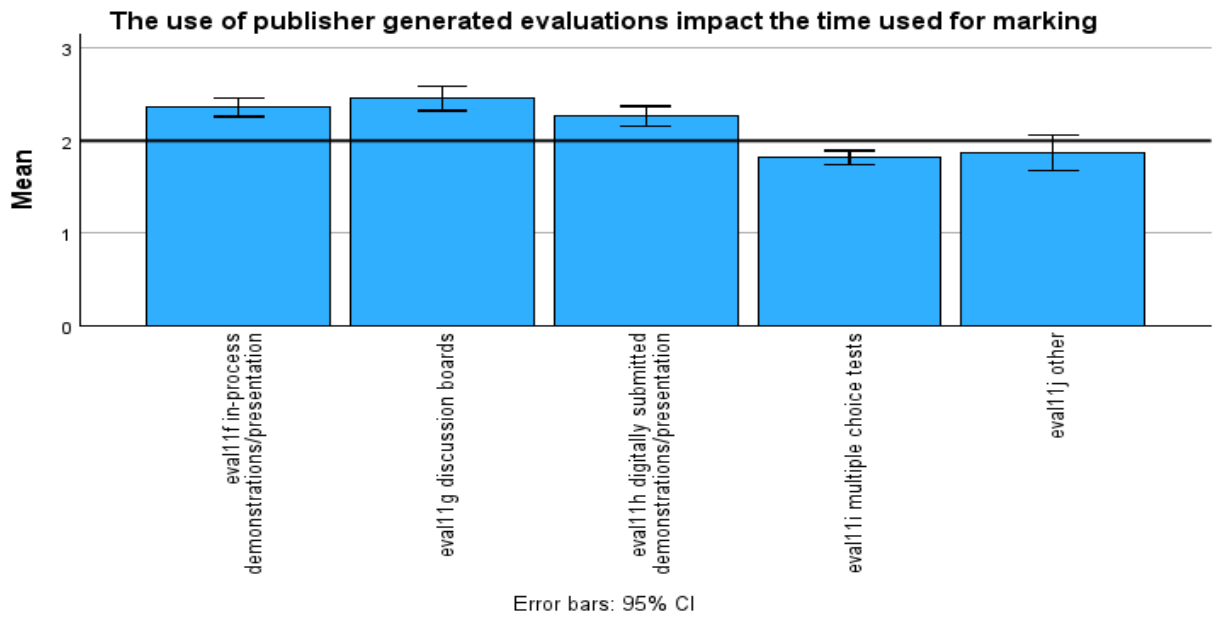
Publisher generated evaluations: eval11a, eval11b, eval11c, eval11d, eval11e, eval11f, eval11g, eval11h, eval11i, eval11j

eval11a (p <.001 ***), eval11b (p <.001 ***), eval11c (p <.001 ***), eval11d (p <.001 ***), eval11e (p <.013 *)



Statistical test Mean=2 "stayed about the same": eval11a (p <.001 ****), eval11b (p <.001 ****), eval11c (p <.001 ****), eval11d (p <.001 ****), eval11e (p <.013 *)

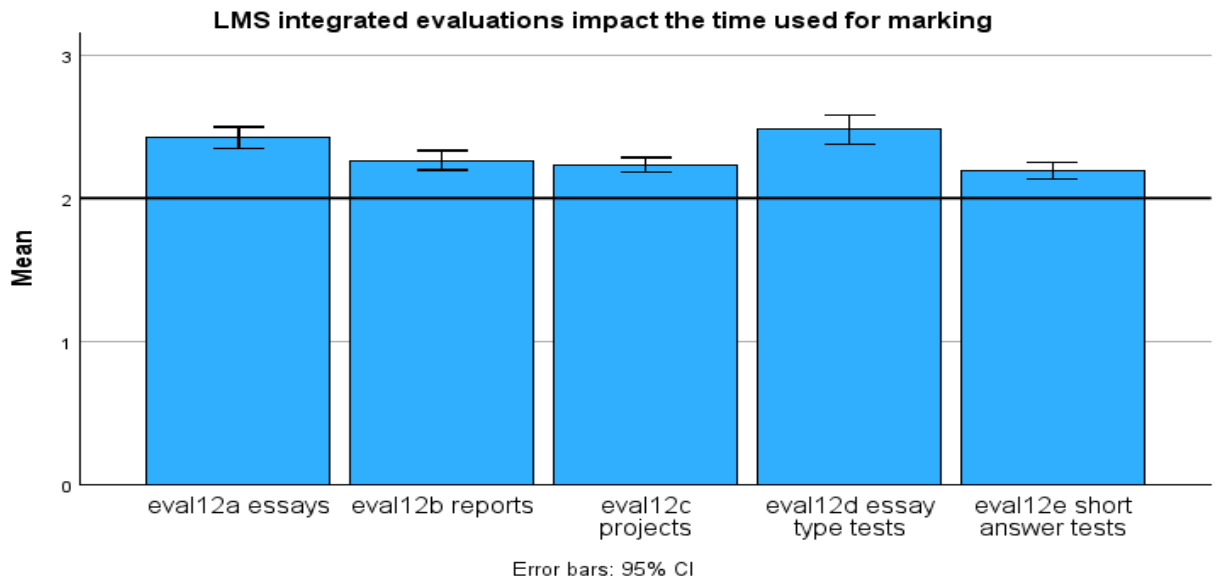
eval11f (p <.001 ***), eval11g (p <.001 ***), eval11h (p <.001 ***), eval11i (p <.001 *** and a small decrease), eval11j (p <.193)



Statistical test Mean=2 "stayed about the same": eval11f (p <.001 ***), eval11g (p <.001 ***), eval11h (p <.001 ***), eval11i (p <.001 *** and a small decrease, eval11j (p <.193)

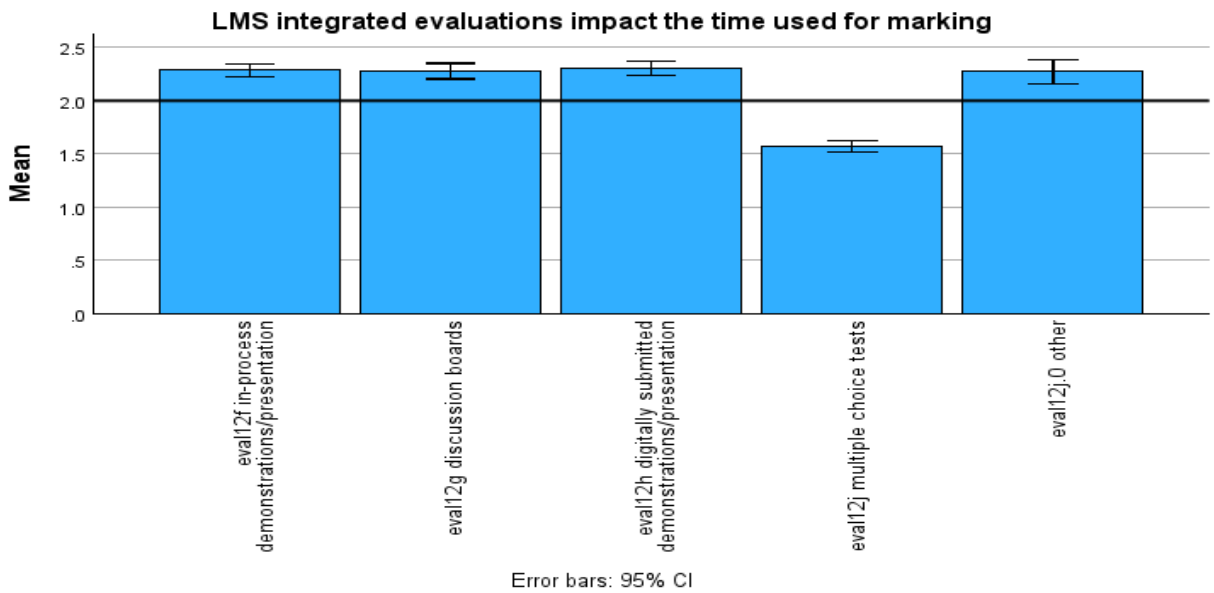
LMS integrated evaluations: eval12a, eval12b, eval12c, eval12d, eval12e, eval12f, eval12g, eval12h, eval12j, eval12j.0

eval12a (p <.001 ***), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p <.001 ***), eval12e (p <.001 ***)



Statistical test Mean=2 "stayed about the same": eval12a (p <.001 ***), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p <.001 ***), eval12e(p <.001 ***)

eval12f (p <.001 ***), eval12g (p <.001 ***), eval12h (p <.001 ***), eval12j (p <.001 *** and a decrease), eval12j.0 (p <.001 ***)

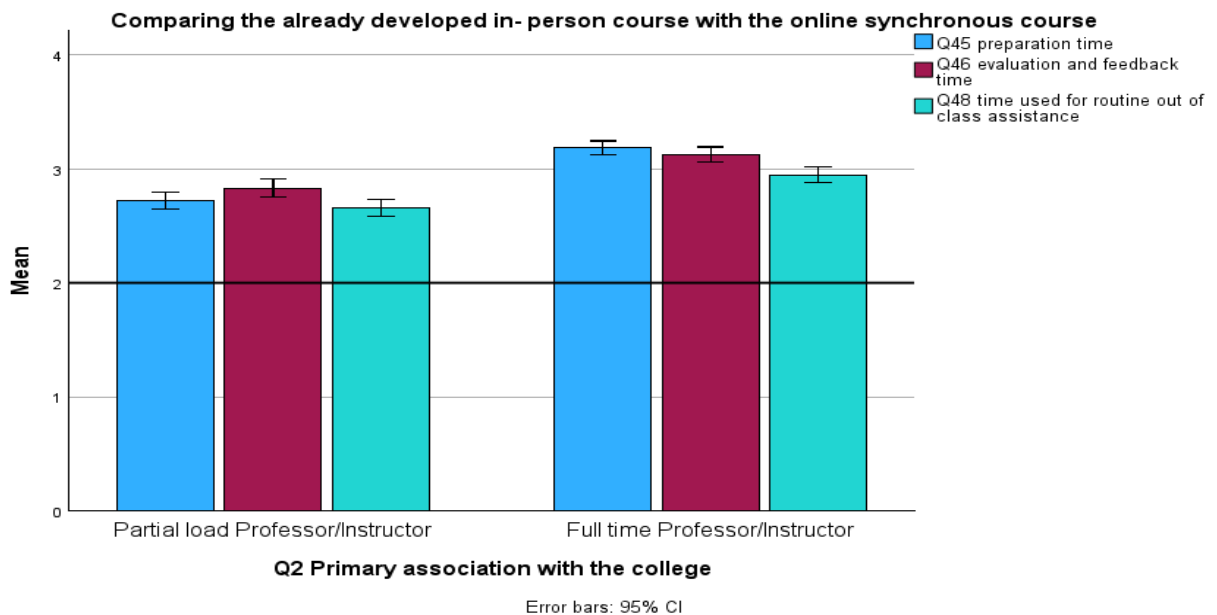


Statistical test Mean=2 "stayed about the same": eval12f (p <.001 ***), eval12g (p <.001 ***), eval12h (p <.001 ***), eval12j (p <.001 *** and a decrease), eval12j.0 (p <.001 ***)

The increases in work time mentioned above were commonly greater for full-time faculty compared to part-time faculty.

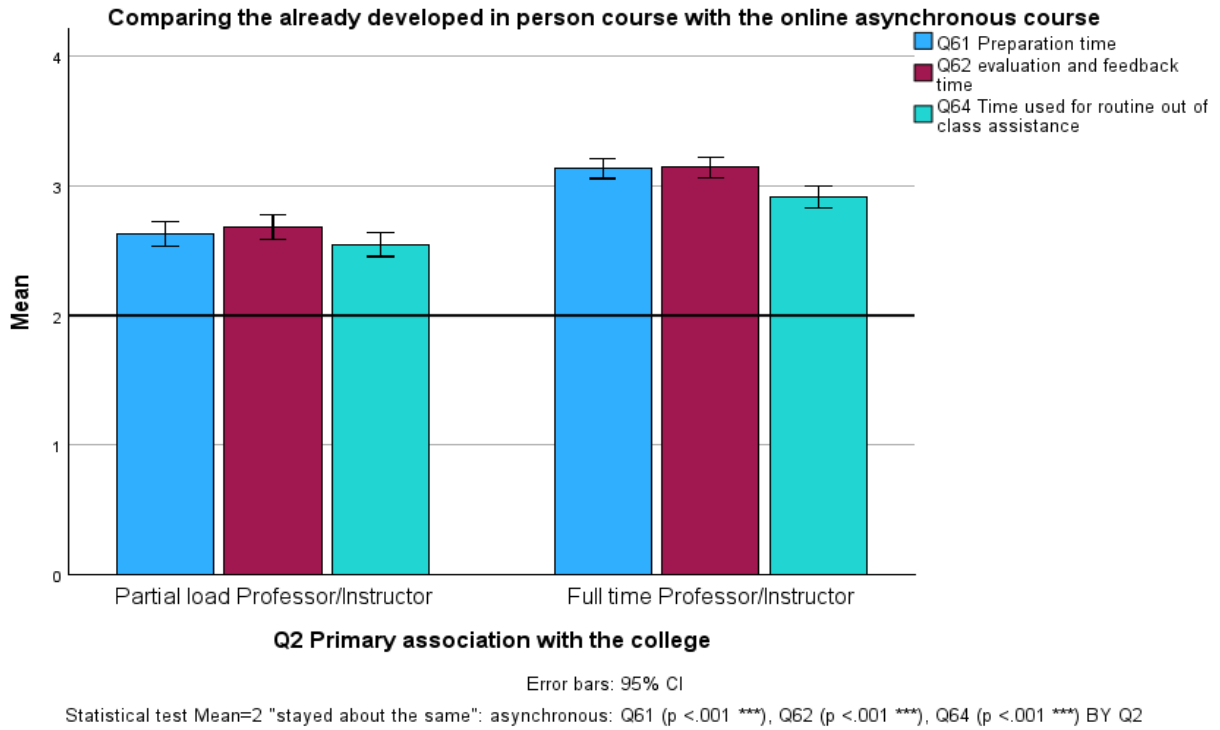
Some examples:

Online synchronous: Q45 (p <.001 ***), Q46 (p <.001 ***), Q48 (p <.001 ***) BY Q2

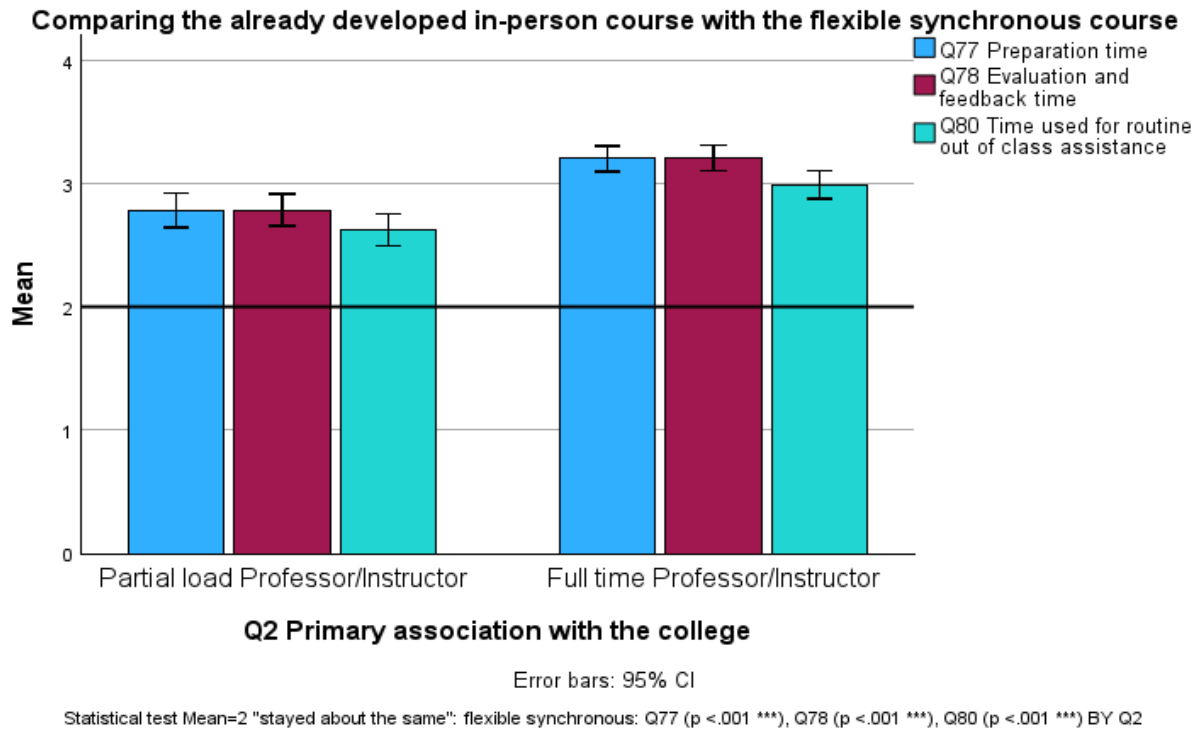


Statistical test Mean=2 "stayed about the same": online synchronous: Q45 (p <.001 ***), Q46 (p <.001 ***), Q48 (p <.001 ***) BY Q2

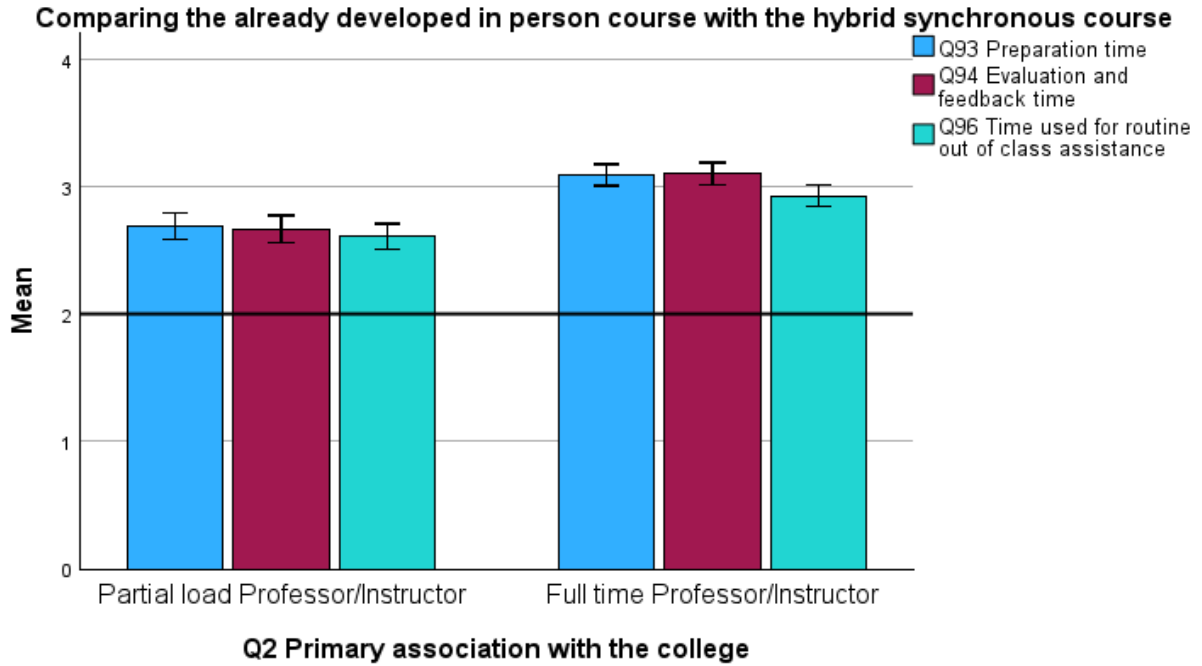
Asynchronous: Q61 (p <.001 ***), Q62 (p <.001 ***), Q64 (p <.001 ***) BY Q2



Flexible synchronous: Q77 (p <.001 ***), Q78 (p <.001 ***), Q80 (p <.001 ***) BY Q2

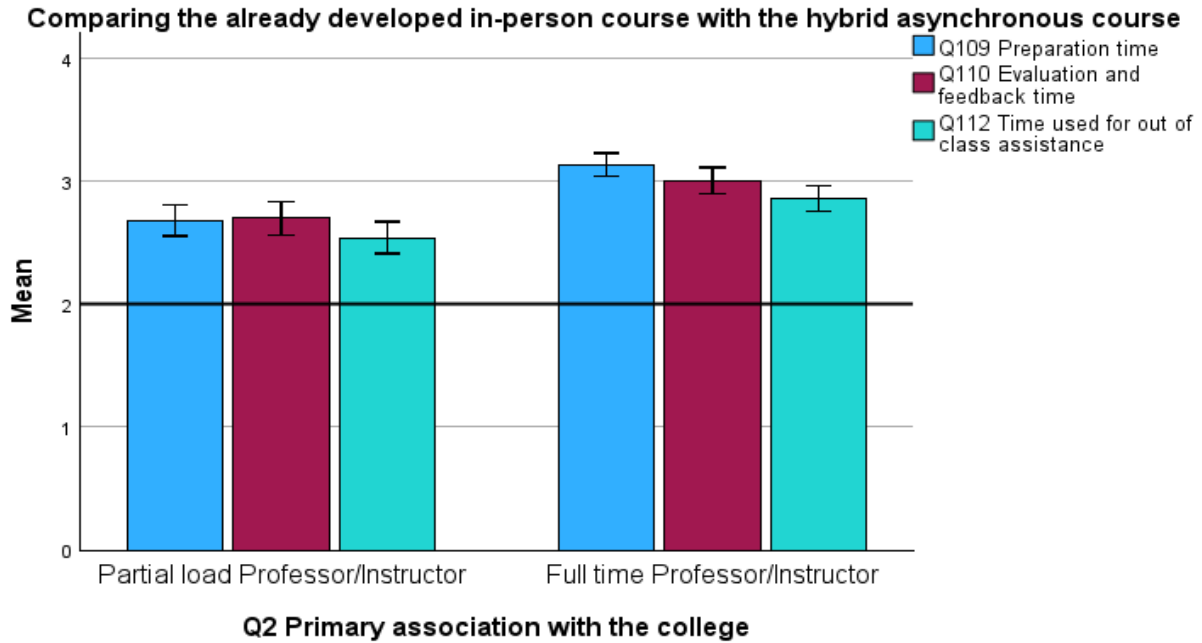


Hybrid synchronous: Q93 (p <.001 ***), Q94 (p <.001 ***), Q96 (p <.001 ***) BY Q2



Statistical test Mean=2 "stayed about the same": hybrid synchronous: Q93 (p <.001 ***), Q94 (p <.001 ***), Q96 (p <.001 ***) BY Q2

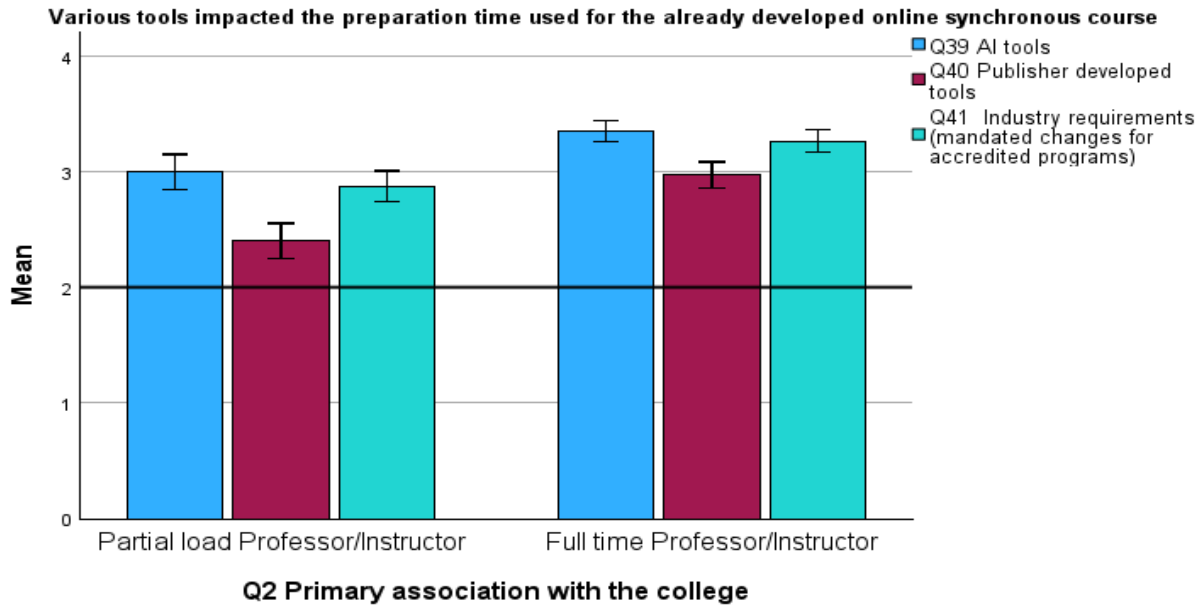
Hybrid asynchronous: Q109 (p <.001 ***), Q110 (p <.001 ***), Q112 (p <.001 ***) BY Q2



Statistical test Mean=2 "stayed about the same": hybrid asynchronous: Q109 (p <.001 ***), Q110 (p <.001 ***), Q112 (p <.001 ***) BY Q2

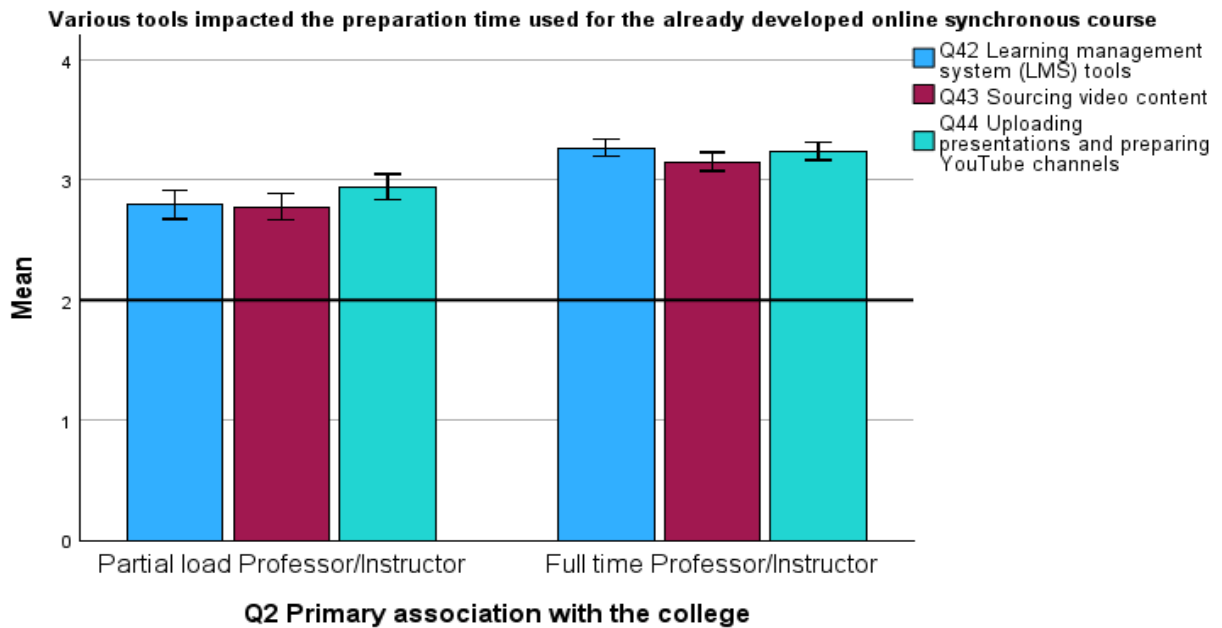
Online synchronous: Q39, Q40, Q41, Q42, Q43, Q44 BY Q2

Q39 (p <.001 ***), Q40 (p <.001 ***), Q41 (p <.001 ***) BY Q2



Statistical test Mean=2 "stayed about the same": Q39 (p <.001 ***), Q40 (p <.001 ***), Q41 (p <.001 ***) BY Q2

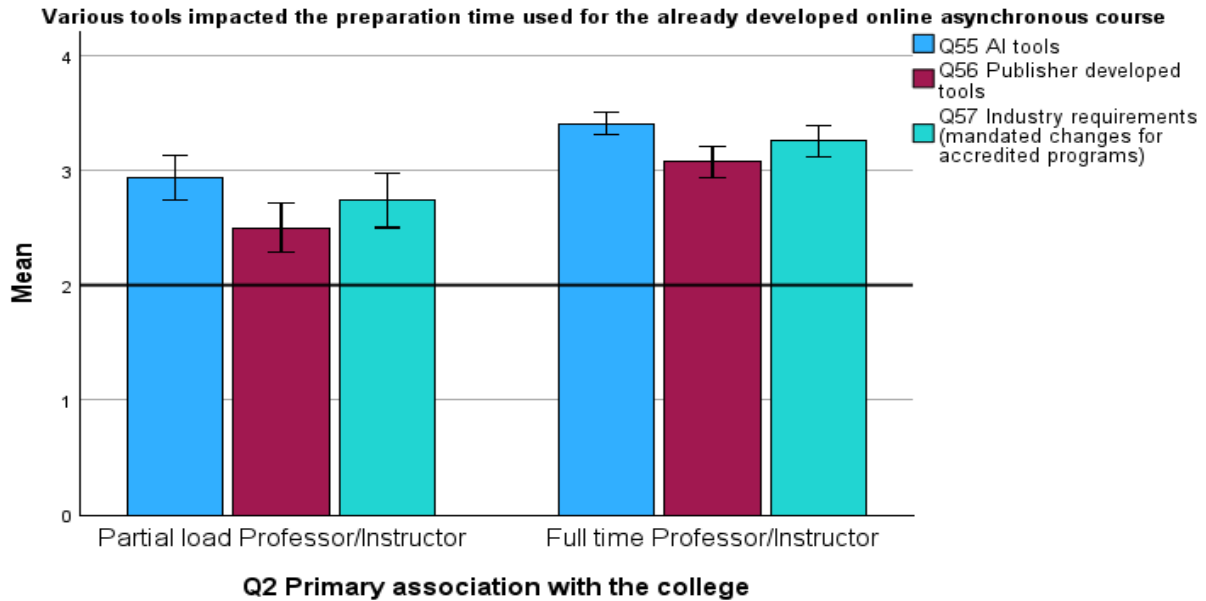
Q42 (p <.001 ***), Q43 (p <.001 ***), Q44 (p <.001 ***) BY Q2



Statistical test Mean=2 "stayed about the same": Q42 (p <.001 ***), Q43 (p <.001 ***), Q44 (p <.001 ***) BY Q2

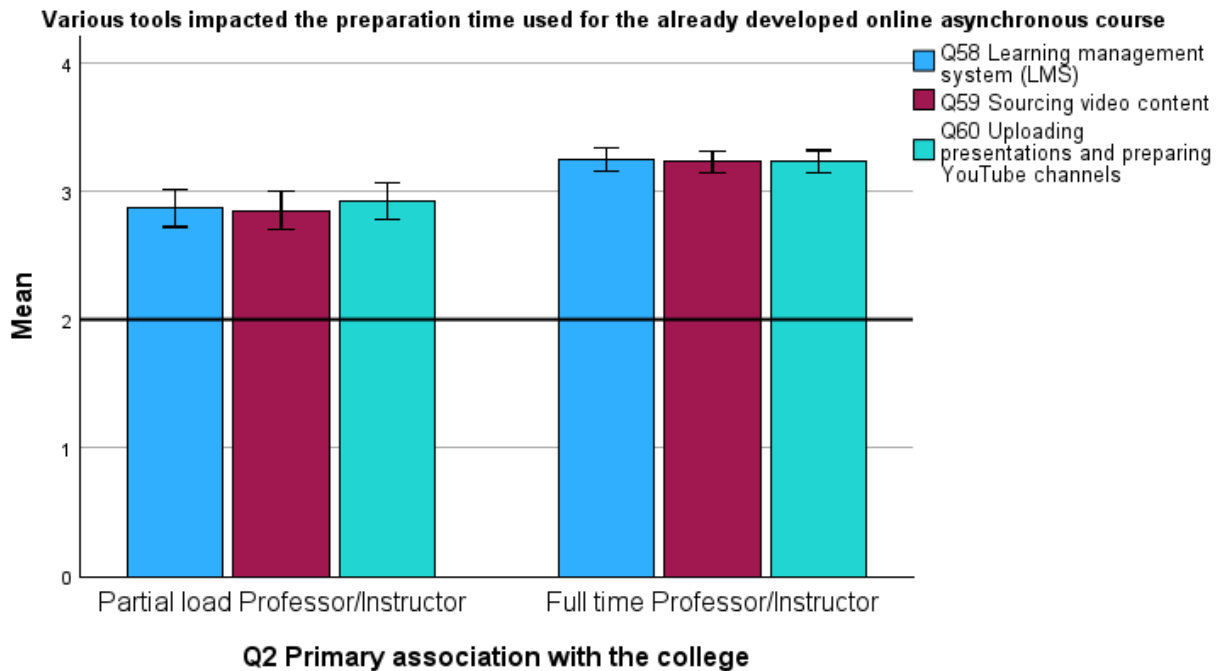
Online asynchronous: Q55, Q56, Q57, Q58, Q59, Q60 BY Q2

Q55 ($p < .001$ ***), Q56 ($p < .001$ ***), Q57 ($p < .001$ ***) BY Q2



Statistical test Mean=2 "stayed about the same": Q55 ($p < .001$ ***), Q56 ($p < .001$ ***), Q57 ($p < .001$ ***) by Q2

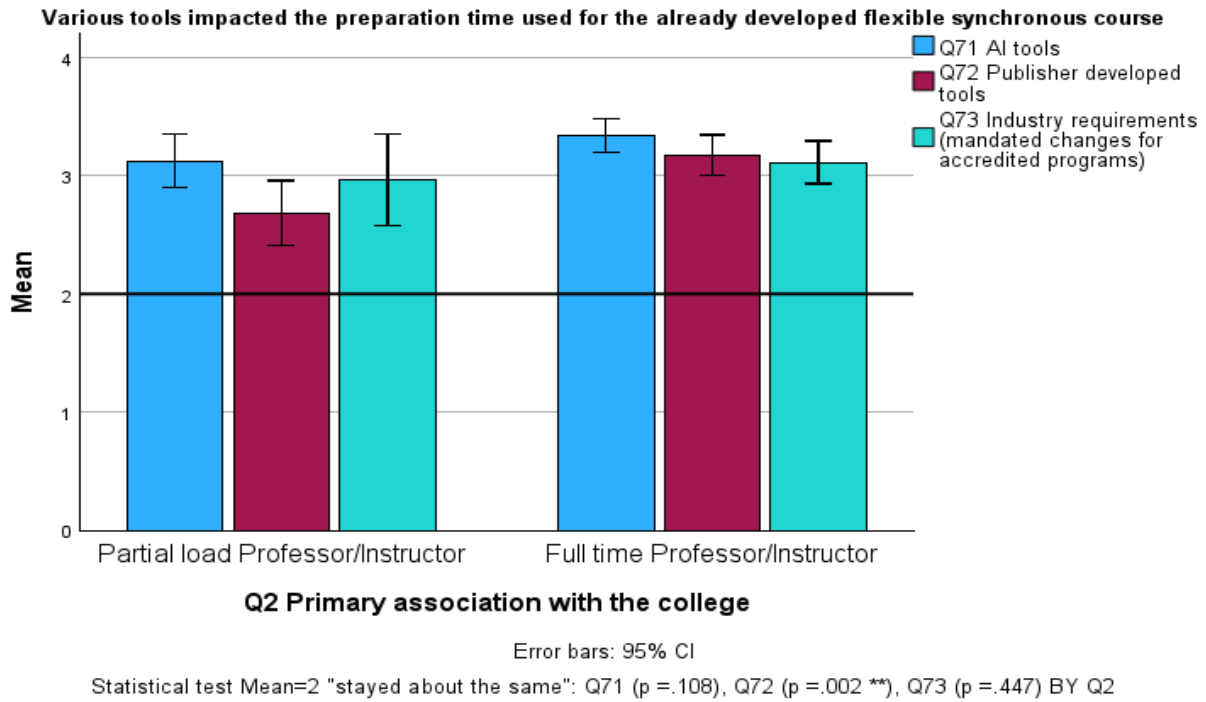
Q58 ($p < .001$ ***), Q59 ($p < .001$ ***), Q60 ($p < .001$ ***) BY Q2



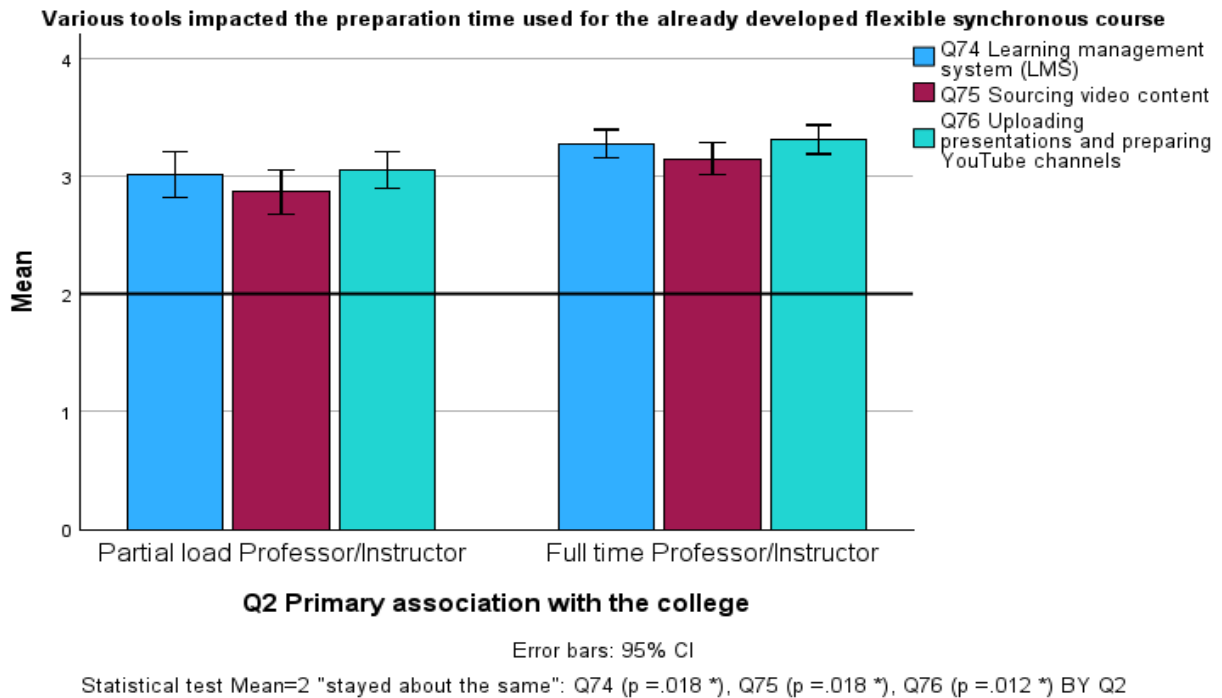
Statistical test Mean=2 "stayed about the same": Q58 ($p < .001$ ***), Q59 ($p < .001$ ***), Q60 ($p < .001$ ***) BY Q2

Flexible synchronous: Q71, Q72, Q73, Q74, Q75, Q76 BY Q2

Q71 ($p = .108$), Q72 ($p = .002^{**}$), Q73 ($p = .447$) BY Q2

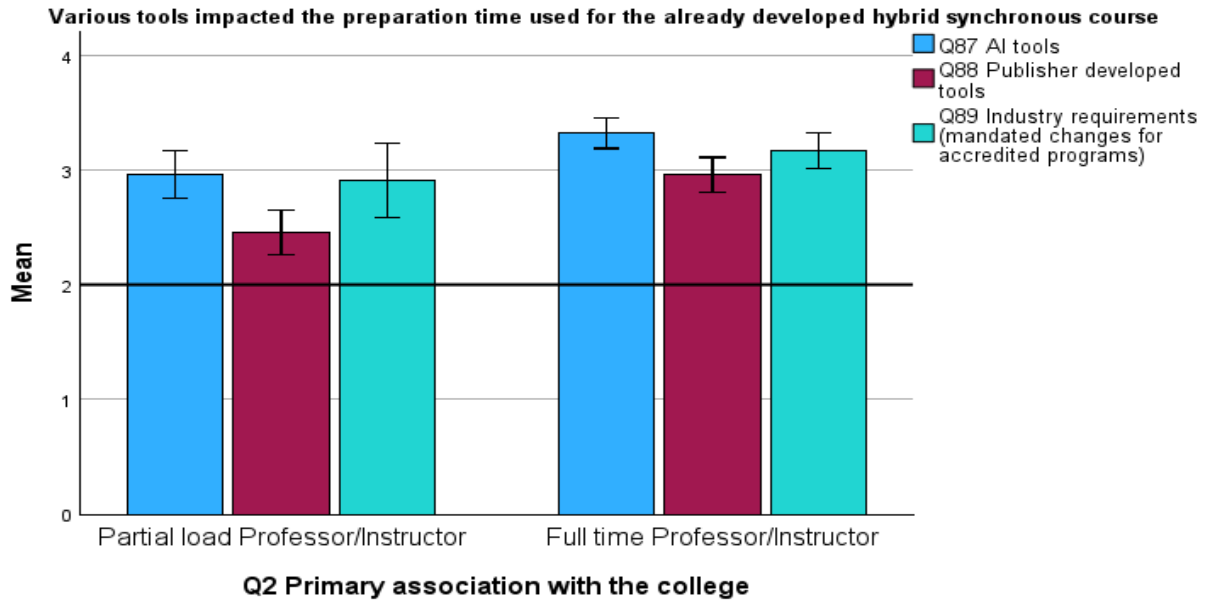


Q74 ($p = .018^*$), Q75 ($p = .018^*$), Q76 ($p = .012^*$) BY Q2



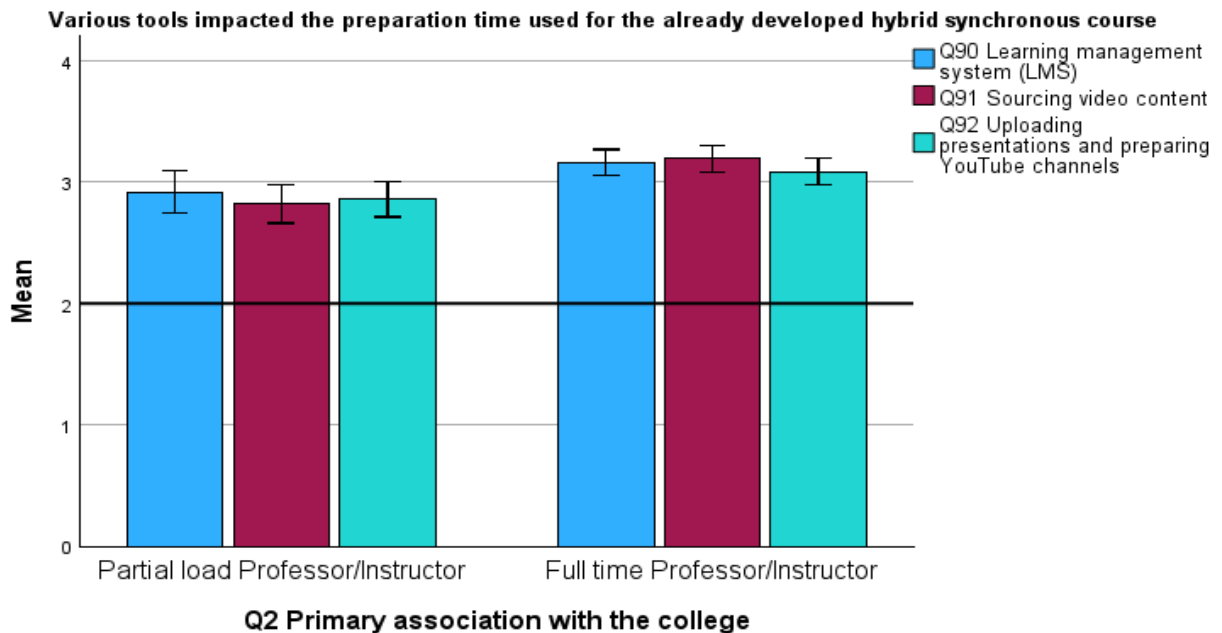
Hybrid synchronous: Q87, Q88, Q89, Q90, Q91, Q92 BY Q2

Q87 ($p = .004$ **), Q88 ($p < .001$ ***), Q89 ($p = .134$) BY Q2



Statistical test Mean=2 "stayed about the same": Q87 ($p = .004$ **), Q88 ($p < .001$ ***), Q89 ($p = .134$) BY Q2

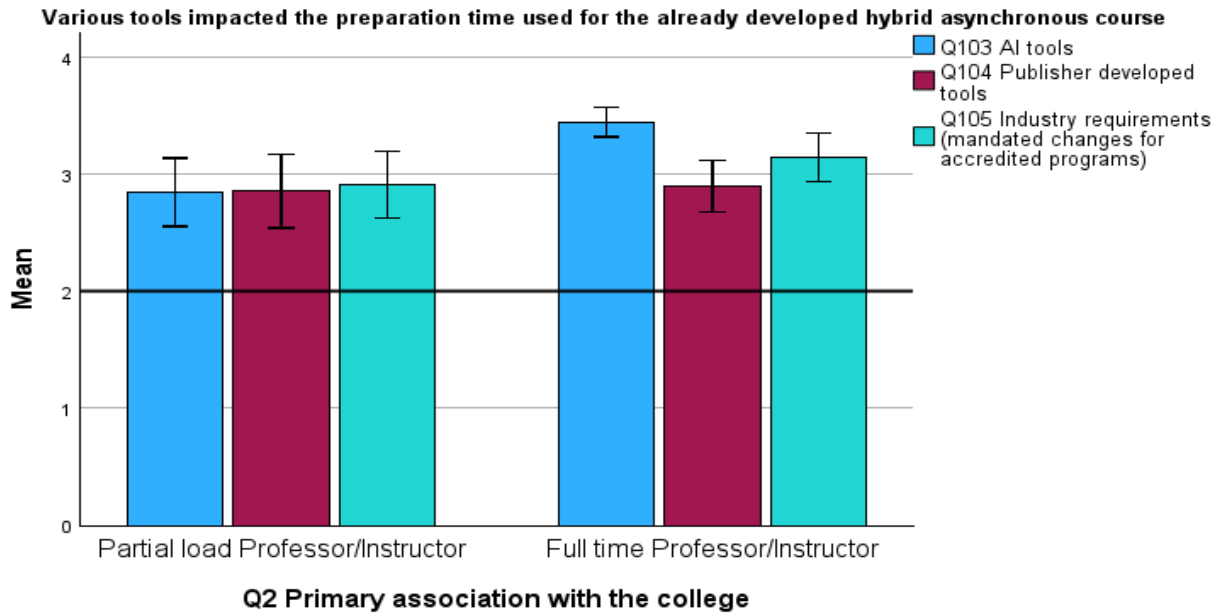
Q90 ($p = .019$ *), Q91 ($p < .001$ ***), Q92 ($p = .017$ *) BY Q2



Statistical test Mean=2 "stayed about the same": Q90 ($p = .019$ *), Q91 ($p < .001$ ***), Q92 ($p = .017$ *) BY Q2

Hybrid asynchronous: Q103, Q104, Q105, Q106, Q107, Q108 BY Q2

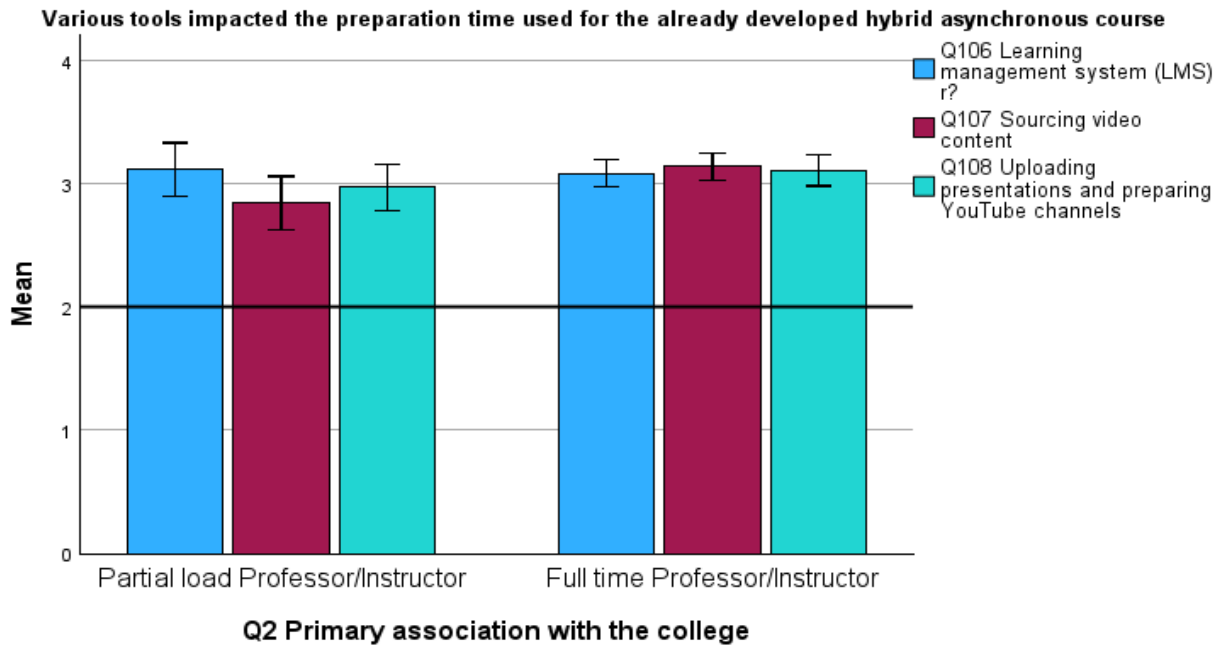
Q103 ($p < .001$ ***), Q104 ($p = .824$), Q105 ($p = .243$) BY Q2



Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": Q103 ($p < .001$ ***), Q104 ($p = .824$), Q105 ($p = .243$) BY Q2

Q106 ($p = .803$), Q107 ($p = .010$ *), Q108 ($p = .244$) BY Q2

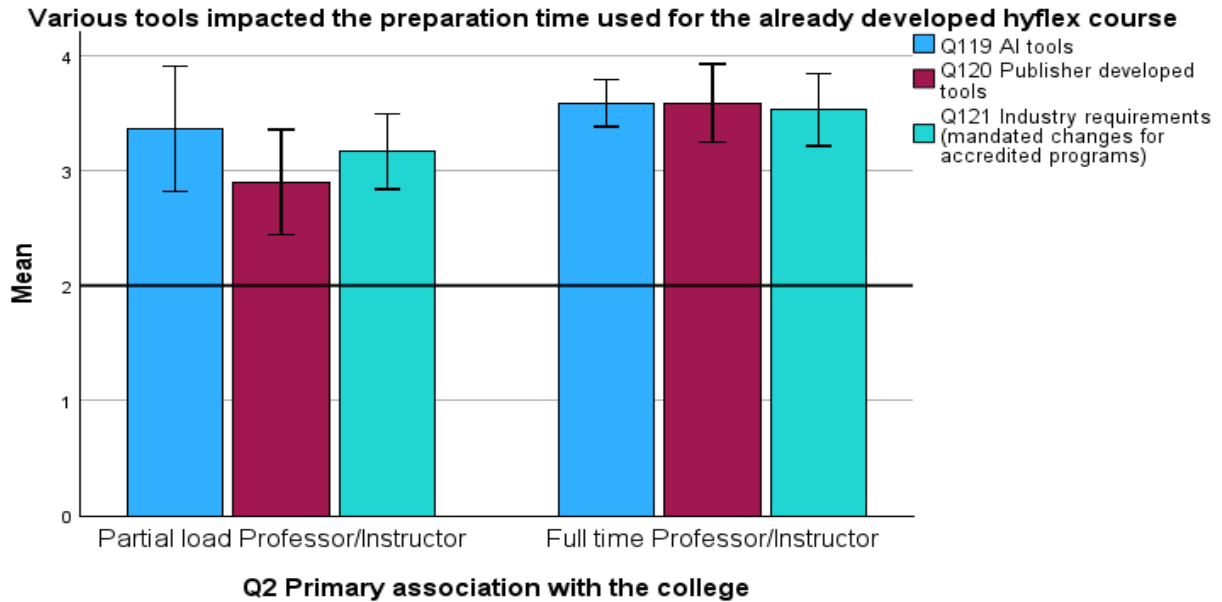


Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": Q106 ($p = .803$), Q107 ($p = .010$ *), Q108 ($p = .244$) BY Q2

Hyflex: Q119, Q120, Q121, Q122, Q123, Q124 BY Q2

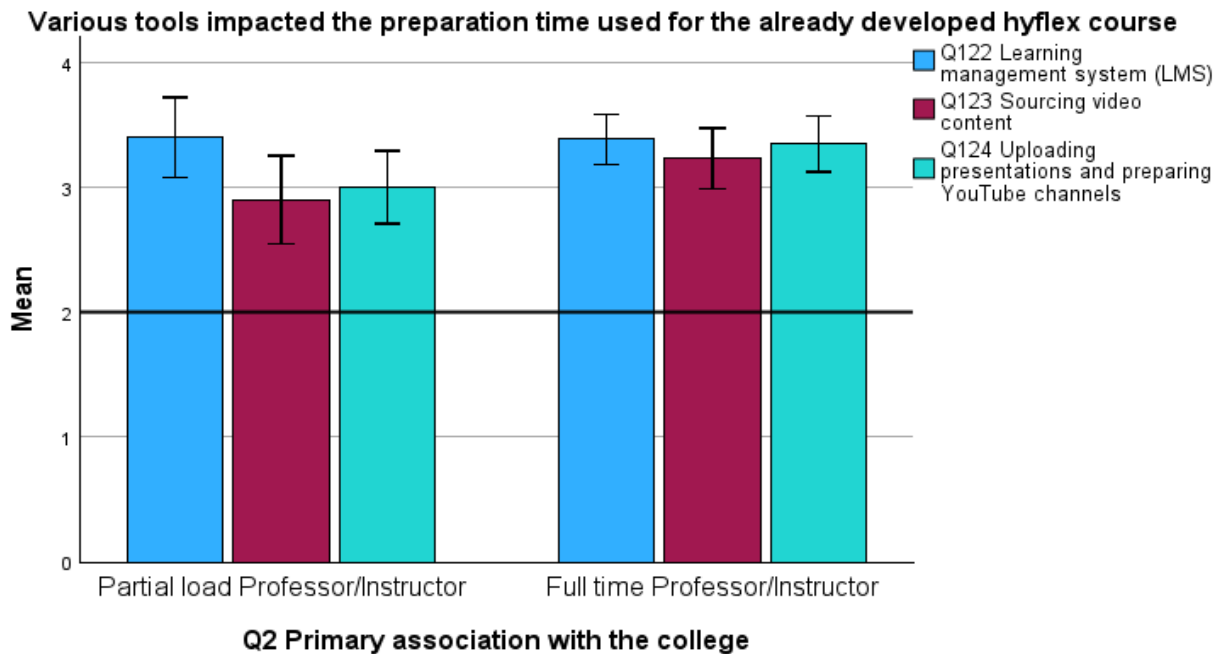
Q119 (p =.357), Q120 (p =.025 *), Q121 (p =.246), BY Q2



Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": Q119 (p =.357), Q120 (p =.025 *), Q121 (p =.246), BY Q2

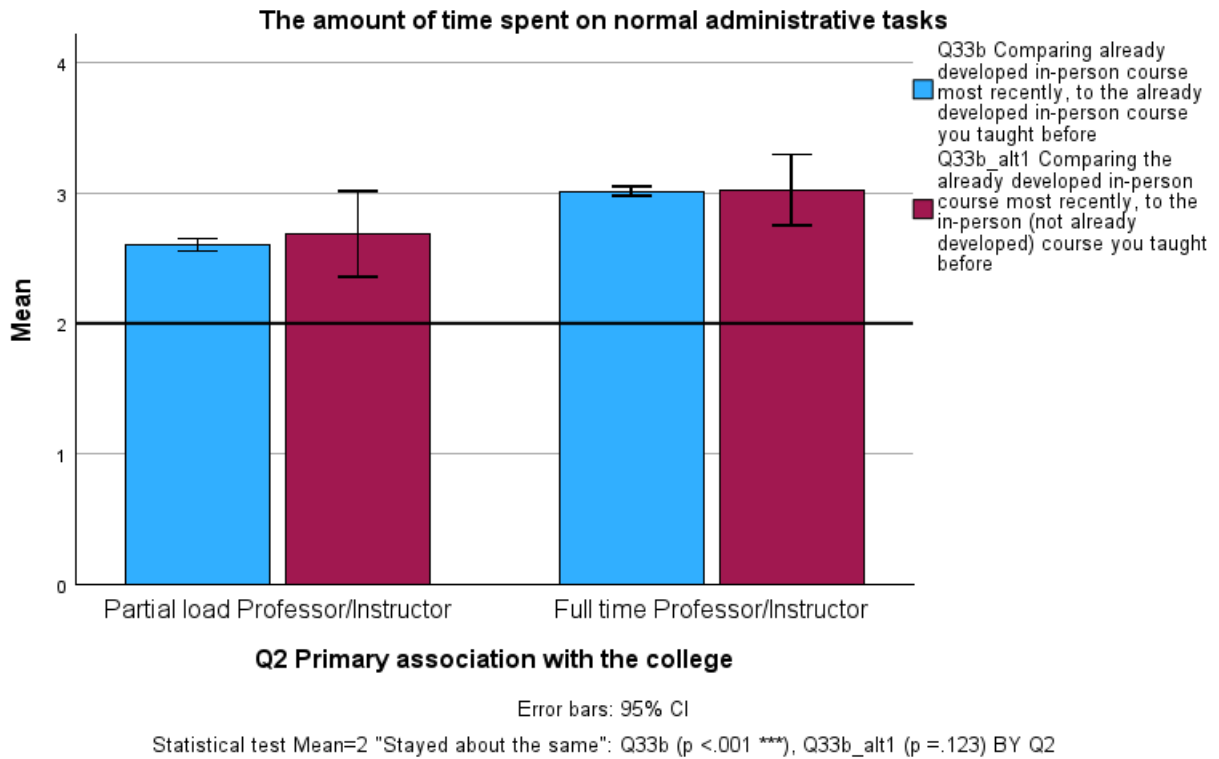
Q122 (p =.934), Q123 (p =.197), Q124 (p =.095) BY Q2



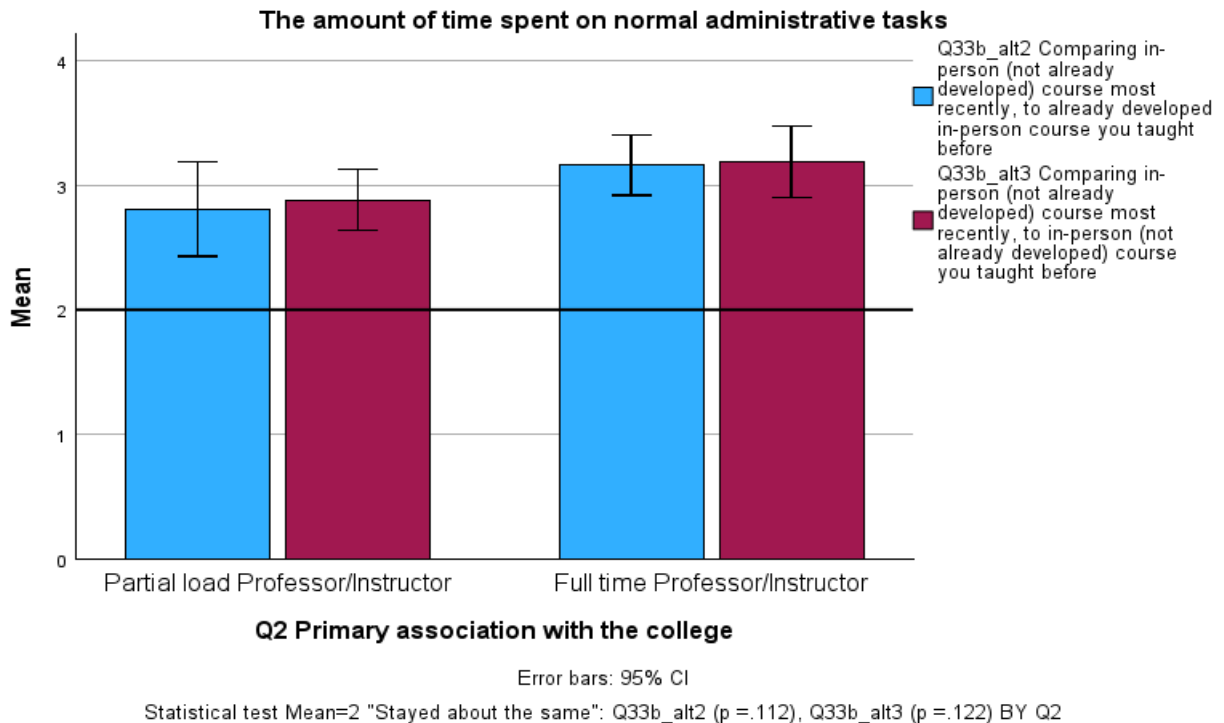
Error bars: 95% CI

Statistical test Mean=2 "stayed about the same": Q122 (p =.934), Q123 (p =.197), Q124 (p =.095) BY Q2

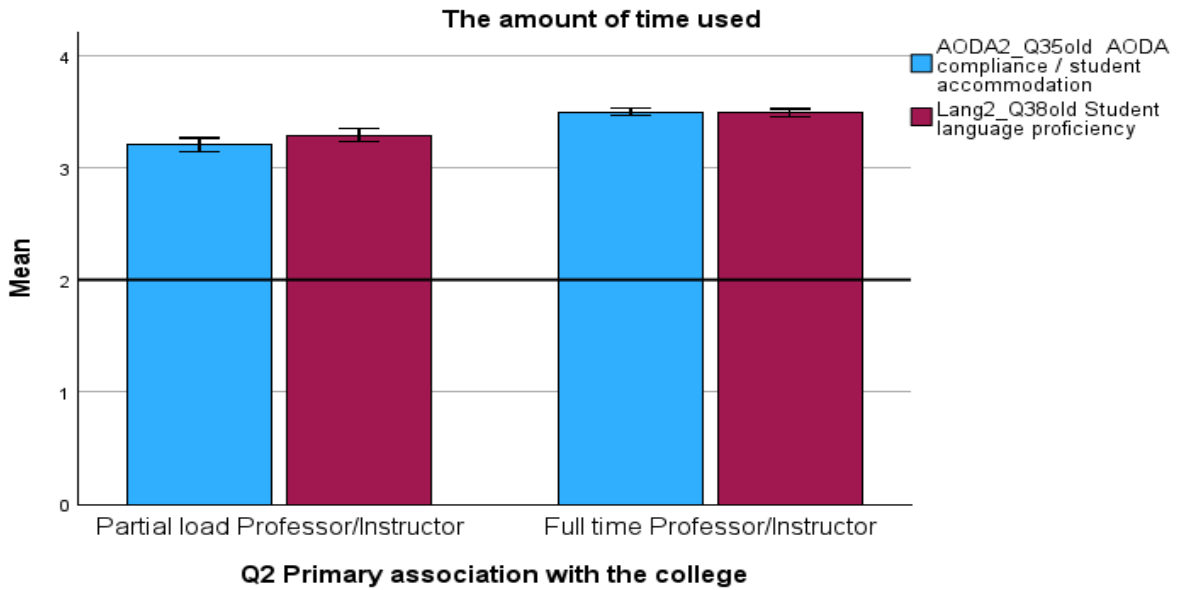
Q33b ($p < .001$ ***), Q33b_alt1 ($p = .123$) BY Q2



Q33b_alt2 ($p = .112$), Q33b_alt3 ($p = .122$) BY Q2



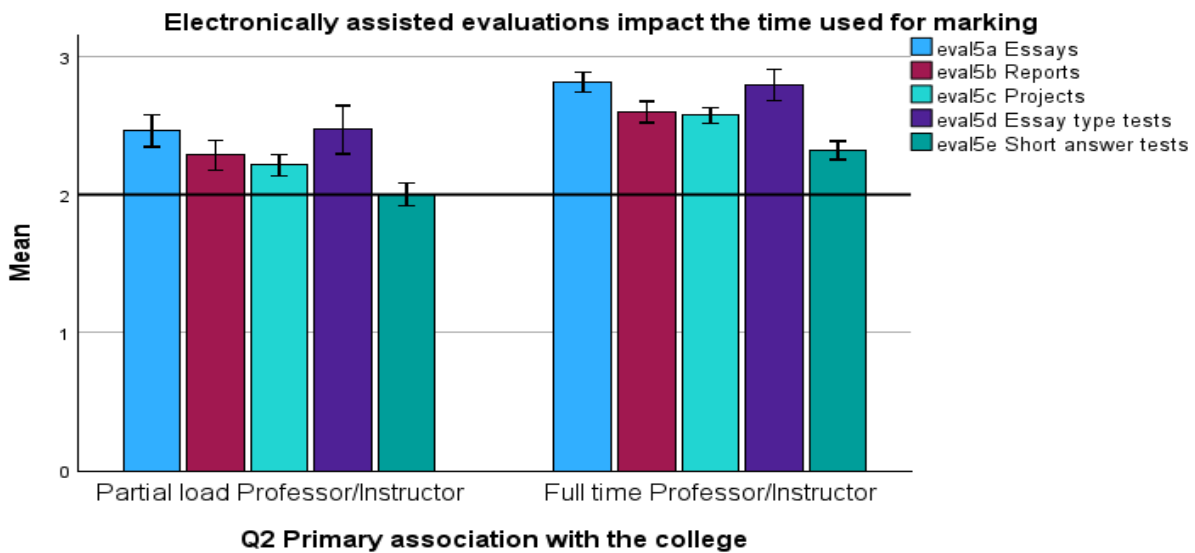
AODA2_Q35 (p <.001 ***), lang2_Q38old (p <.001 ***) BY Q2



Error bars: 95% CI
 Statistical test Mean=2 "Stayed about the same": AODA2_Q35 (p <.001 ***), lang2_Q38old (p <.001 ***) BY Q2

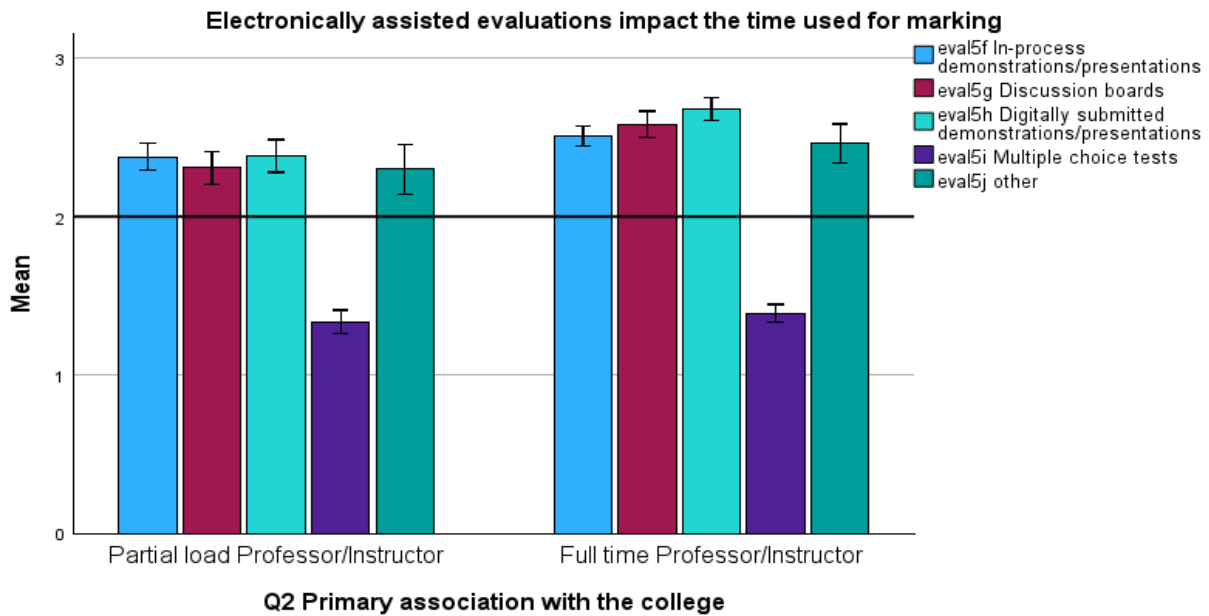
Electronically assisted evaluations for marking: eval5a, eval5b, eval5c, eval5d, eval5e, eval5f, eval5g, eval5h, eval5i, eval5j BY Q2

eval5a (p <.001 ***), eval5b (p <.001 ***), eval5c (p <.001 ***), eval5d (p <.001 ***), eval5e BY Q2



Error bars: 95% CI
 Statistical test Mean=2 "Stayed about the same": eval5a (p <.001 ***), eval5b (p <.001 ***), eval5c (p <.001 ***), eval5d (p <.001 ***), eval5e BY Q2

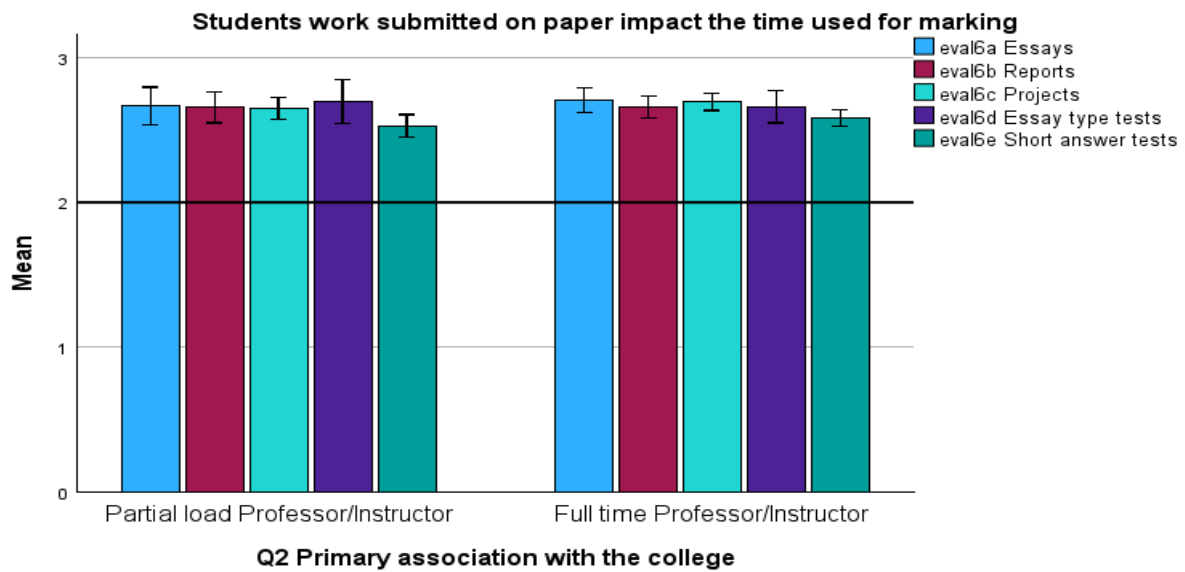
eval5f (p =.018 *), eval5g (p <.001 ***), eval5h (p <.001 ***), eval5i (p =.254), eval5j (p =.110) BY Q2



Statistical test Mean=2 "Stayed about the same": eval5f (p =.018 *), eval5g (p <.001 ***), eval5h (p <.001 ***), eval5i (p =.254), eval5j (p =.110) BY Q2

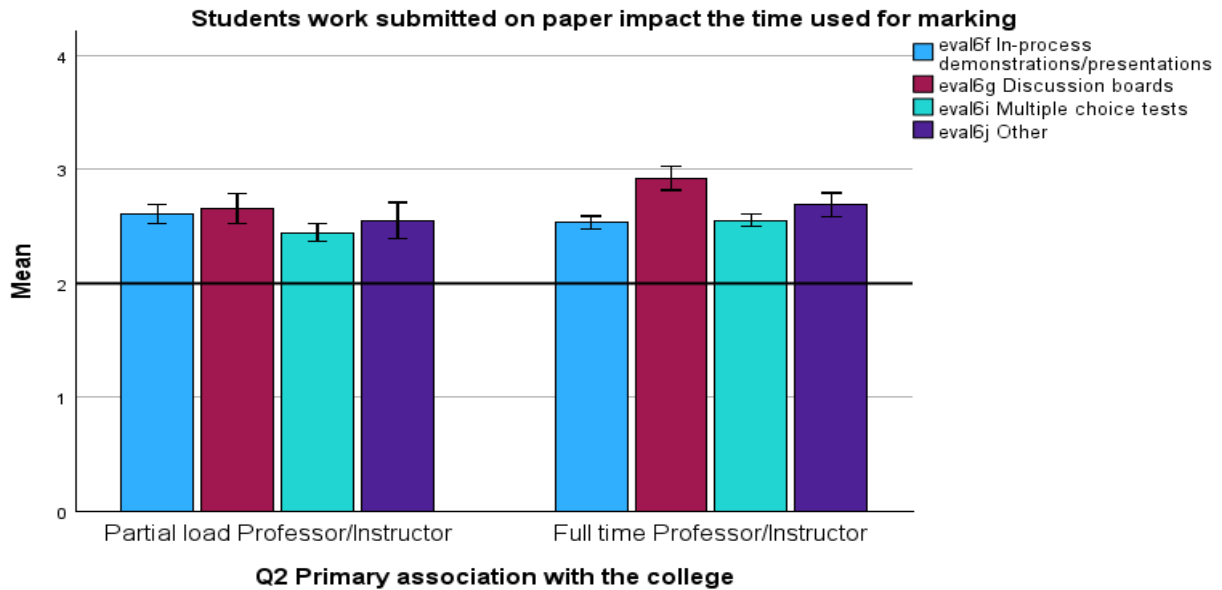
Submitted on paper: eval6a, eval6b, eval6c, eval6d, eval6e, eval6f, eval6g, eval6i, eval6j BY Q2

eval6a (p =.604), eval6b (p =.967), eval6c (p =.378), eval6d (p =.727), eval6e (p =.258) BY Q2



Statistical test Mean=2 "Stayed about the same": eval6a (p =.604), eval6b (p =.967), eval6c (p =.378), eval6d (p =.727), eval6e (p =.258) BY Q2

eval6f (p =.143), eval6g (p =.002 **), eval6i (p =.023 *), eval6j (p =.154) BY Q2

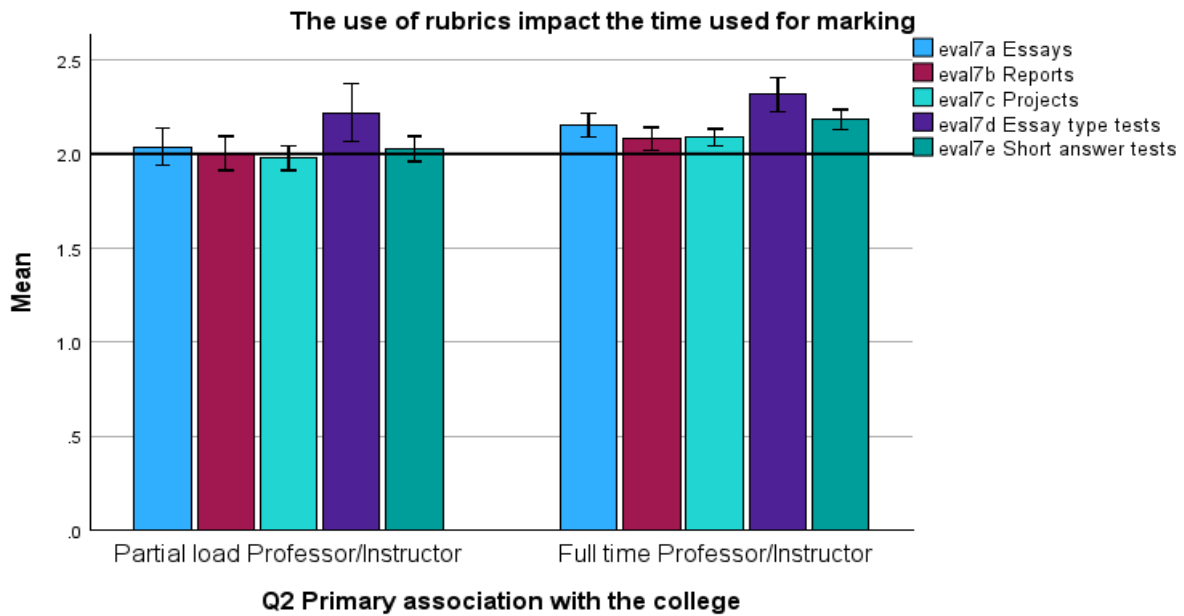


Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval6f (p =.143), eval6g (p =.002 **), eval6i (p =.023 *), eval6j (p =.154) BY Q2

Rubrics: eval7a, eval7b, eval7c, eval7d, eval7e, eval7f, eval7g, eval7h, eval7i, eval7j BY Q2

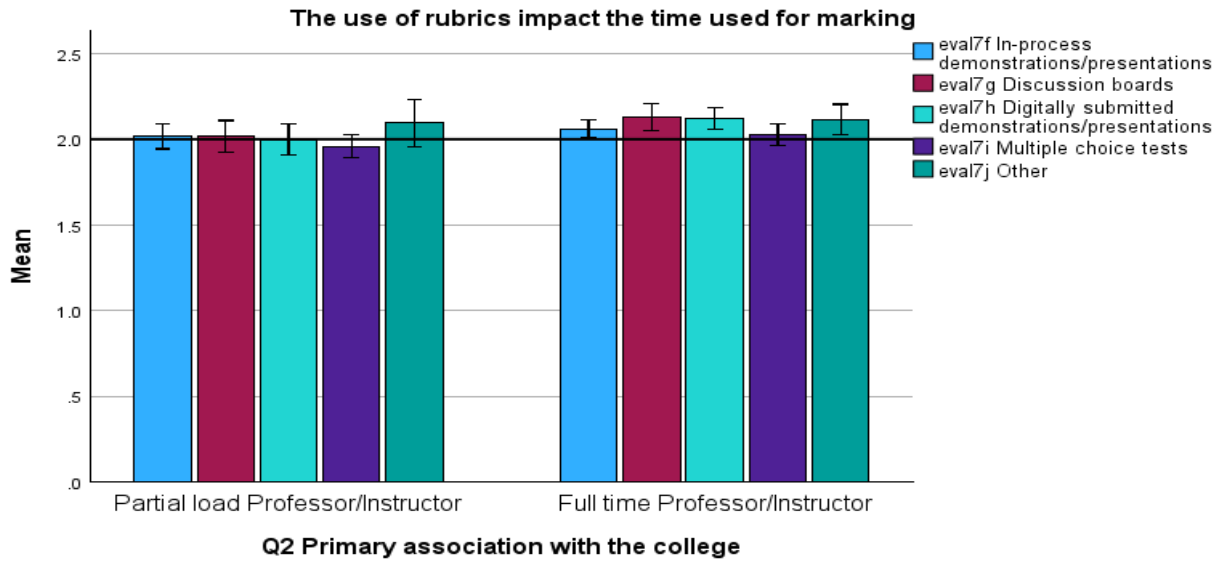
eval7a (p =.056), eval7b (p =.170), eval7c (p =.008), eval7d (p =.270), eval7e (p <.001 ***) BY Q2



Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval7a (p =.056), eval7b (p =.170), eval7c (p =.008), eval7d (p =.270), eval7e (p <.001 ***) BY Q2

eval7f (p =.343), eval7g (p =.071), eval7h (p =.025 *), eval7i (p =.162), eval7j (p =.798) BY Q2

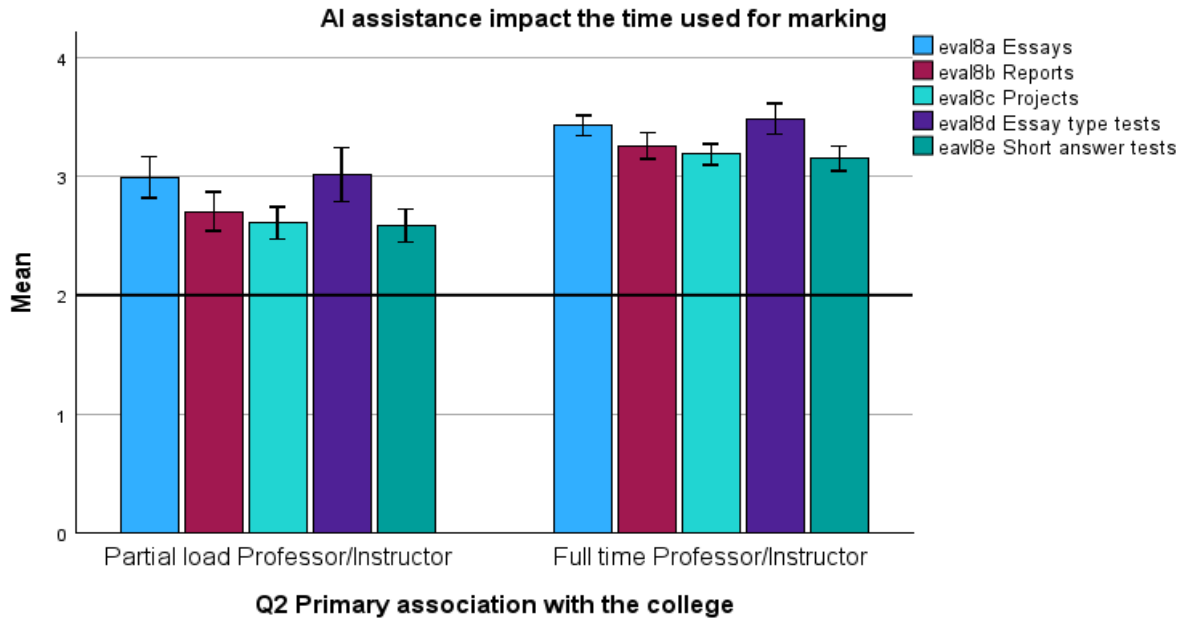


Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval7f (p =.343), eval7g (p =.071), eval7h (p =.025 *), eval7i (p =.162), eval7j (p =.798) BY Q2

AI assistance: eval8a, eval8b, eval8c, eval8d, eval8e, eval8f, eval8g, eval8h, eval8i, eval8j BY Q2

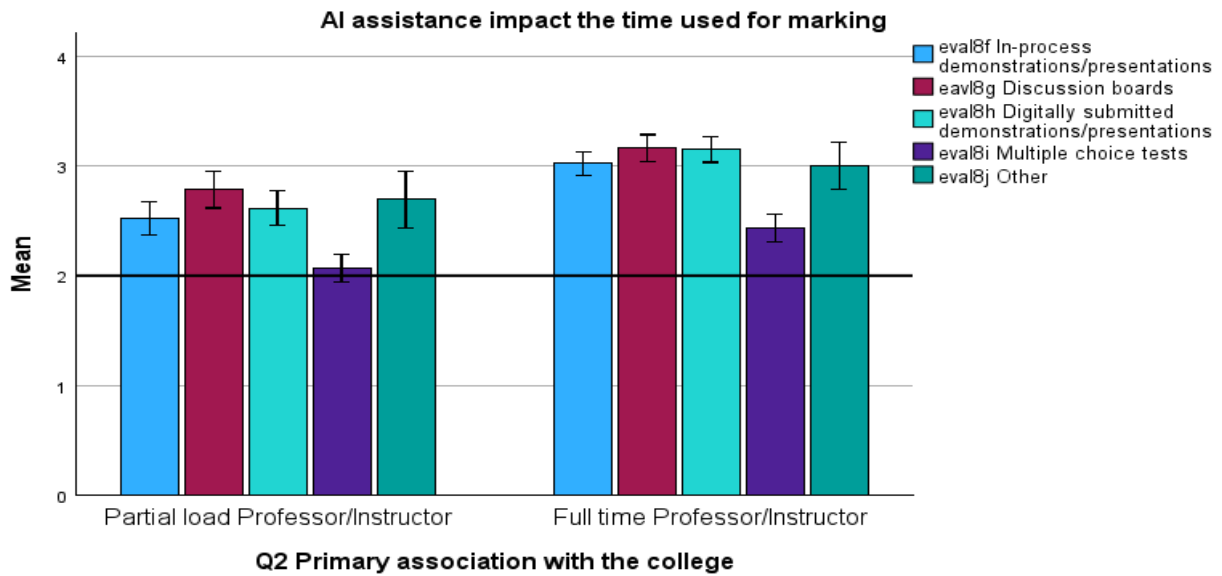
eval8a (p <.001 ***), eval8b (p <.001 ***), eval8c (p <.001 ***), eval8d (p <.001 ***), eval8e (p <.001 ***) BY Q2



Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval8a (p <.001 ***), eval8b (p <.001 ***), eval8c (p <.001 ***), eval8d (p <.001 ***), eval8e (p <.001 ***) BY Q2

eval8f (p <.001 ***), eval8g (p <.001 ***), eval8h (p <.001 ***), eval8i (p <.001 ***), eval8j (p =.077) BY Q2

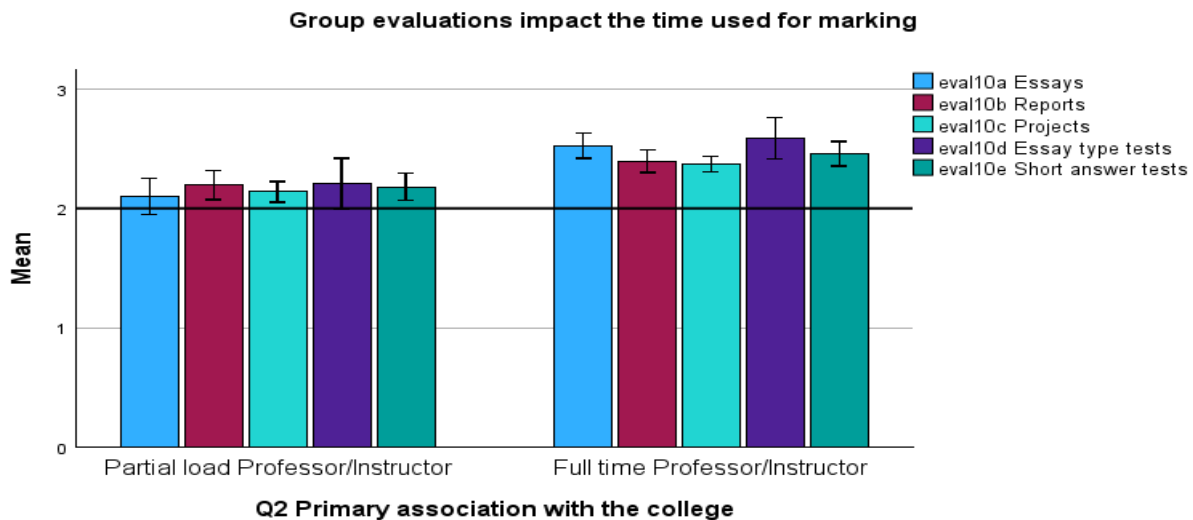


Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval8f (p <.001 ***), eval8g (p <.001 ***), eval8h (p <.001 ***), eval8i (p <.001 ***), eval8j(p =.077) BY Q2

Group evaluations: eval10a, eval10b, eval10c, eval10d, eval10e, eval10f, eval10g, eval10h, eval10i, eval10j BY Q2

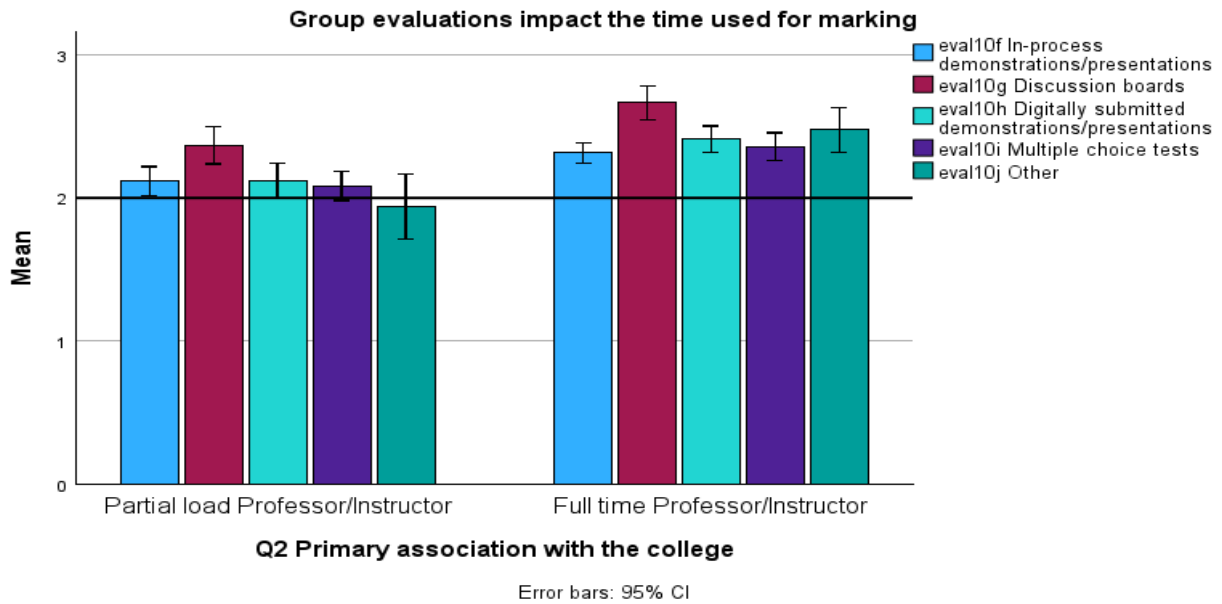
eval10a (p <.001 ***), eval10b (p =.012 *), eval10c (p <.001 ***), eval10d (p =.008 **), eval10e (p <.001 ***) BY Q2



Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval10a (p <.001 ****), eval10b (p =.012 *), eval10c (p <.001 ***), eval10d (p =.008 **), eval10e (p <.001 ***) BY Q2

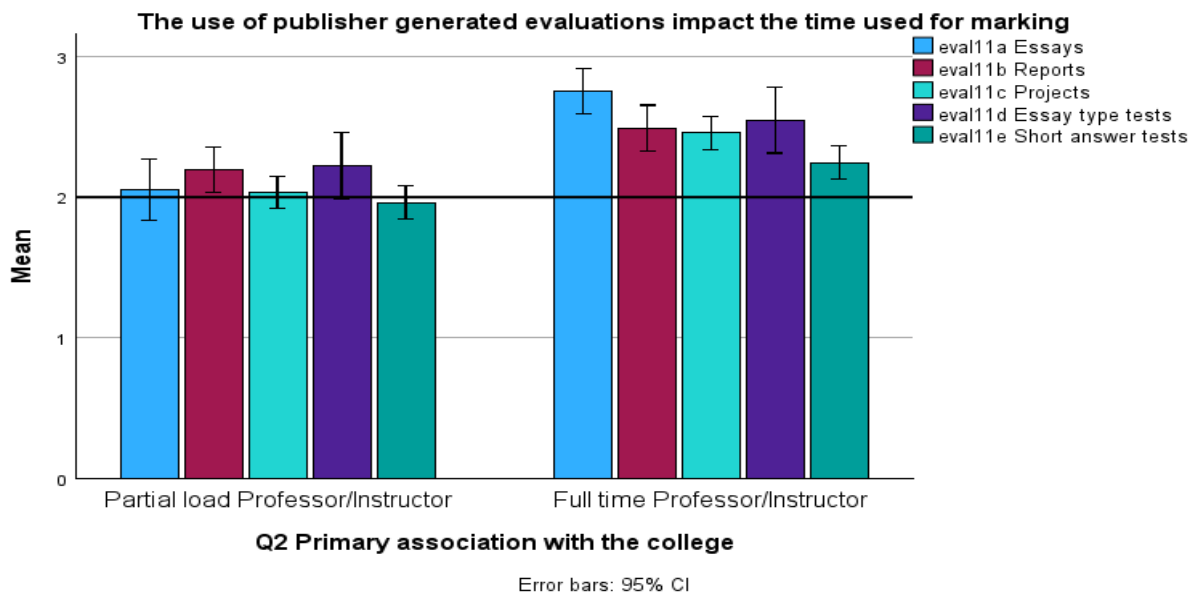
eval10f (p =.002 **), eval10g (p =.001 **), eval10h (p <.001 ***), eval10i (p <.001 ***), eval10j (p <.001 ***) BY Q2



Statistical test Mean=2 "Stayed about the same": eval10f (p =.002 **), eval10g (p =.001 **), eval10h (p <.001 ***), eval10i (p <.001 ***), eval10j (p <.001 ***) BY Q2

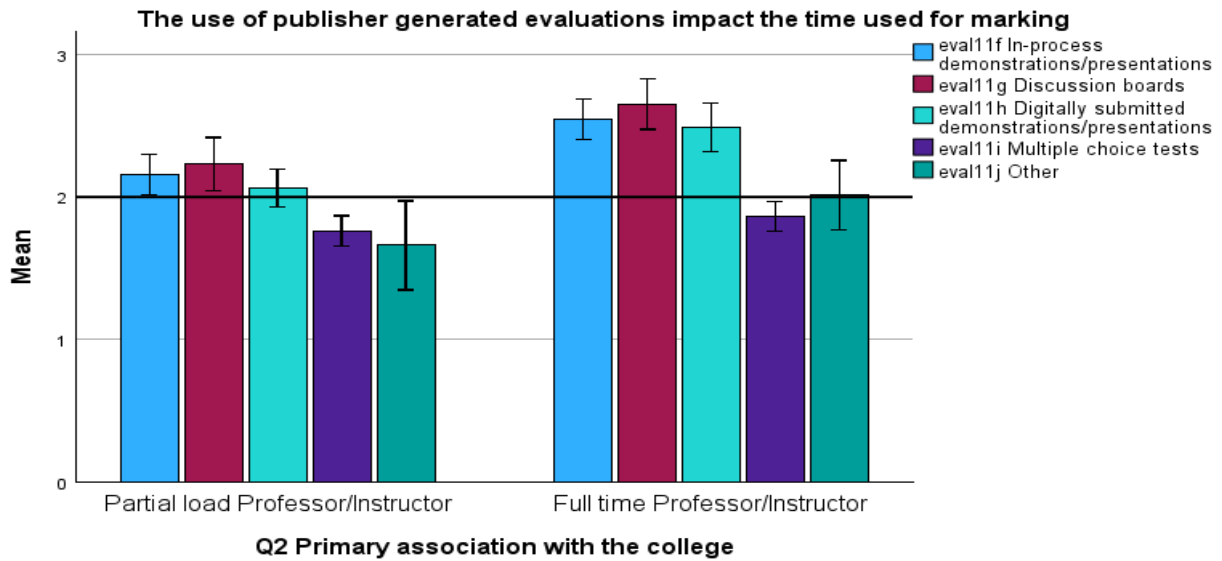
Publisher generated evaluations: eval11a, eval11b, eval11c, eval11d, eval11e, eval11f, eval11g, eval11h, eval11i, eval11j BY Q2

eval11a (p <.001 ***), eval11b (p =.013 *), eval11c (p <.001 ***), eval11d (p <.057), eval11e (p <.001 ***) BY Q2



Statistical test Mean=2 "Stayed about the same": eval11a (p <.001 ***), eval11b (p =.013 *), eval11c (p <.001 ***), eval11d (p <.057), eval11e (p <.001 ***) BY Q2

eval11f (p <.001 ***), eval11g (p =.002 **), eval11h (p <.001 ***), eval11i (p <.193), eval11j (p <.081) BY Q2

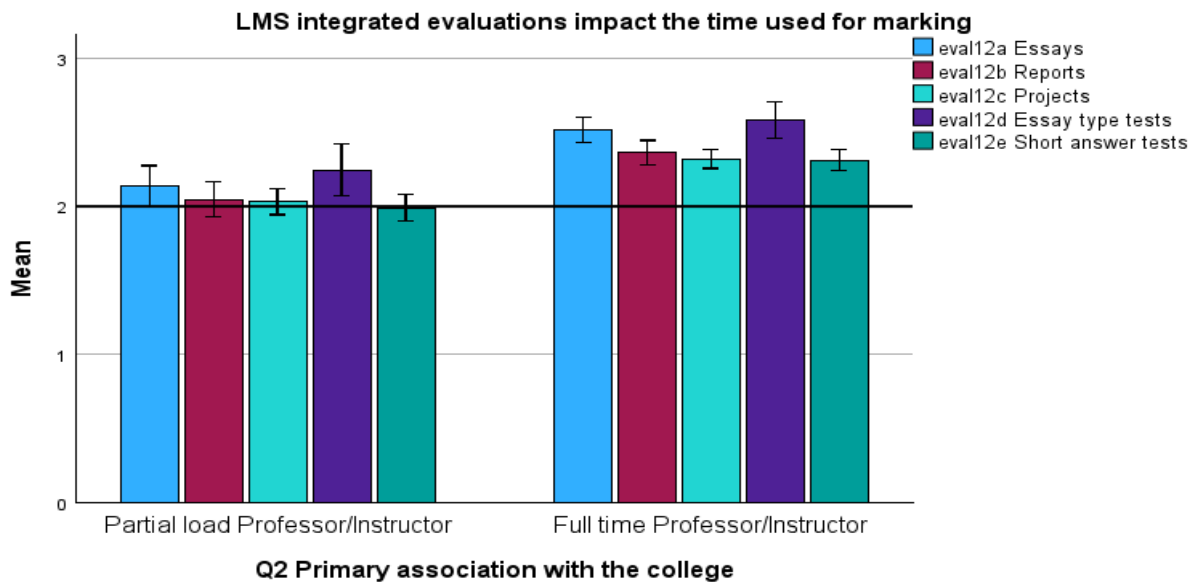


Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval11f (p <.001 ***), eval11g (p =.002 **), eval11h (p <.001 ***), eval11i (p <.193), eval11j (p <.081) BY Q2

LMS integrated evaluations: eval12a, eval12b, eval12c, eval12d, eval12e, eval12f, eval12g, eval12h, eval12j, eval12j.0 BY Q2

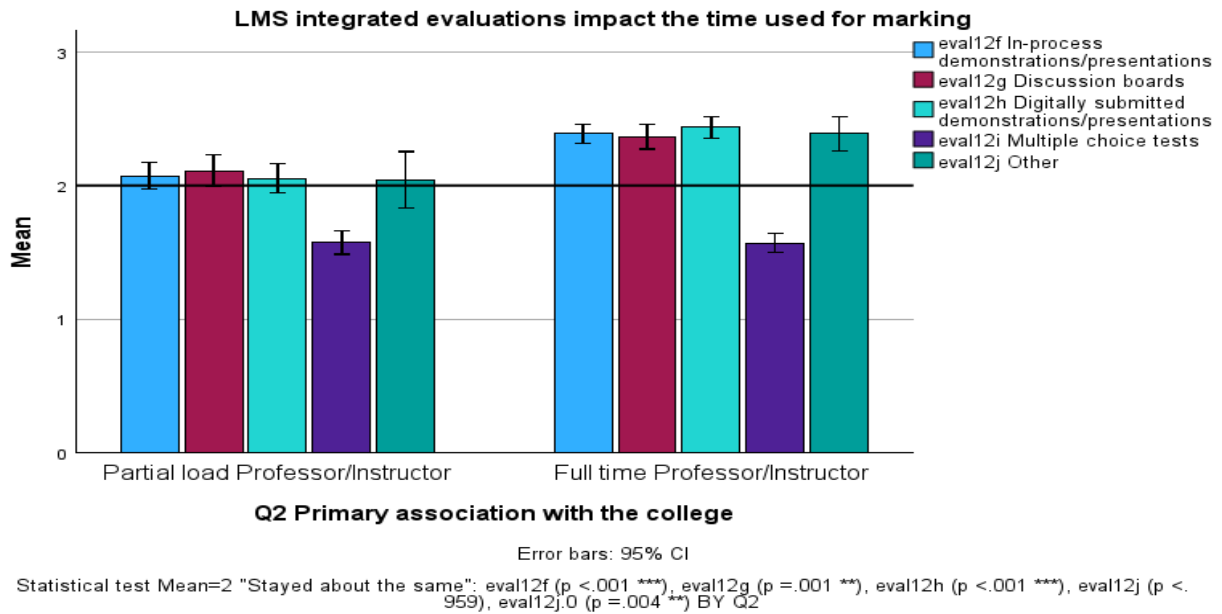
eval12a (p <.001 ***), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p =.003 **), eval12e (p <.001 ***) BY Q2



Error bars: 95% CI

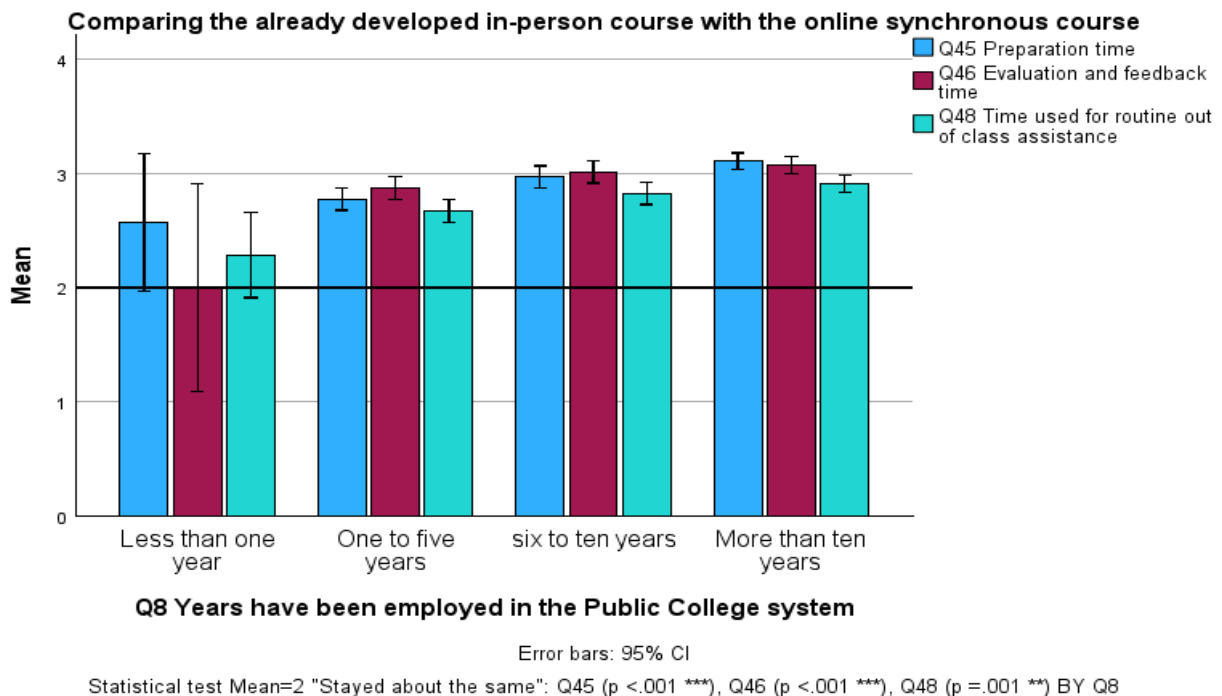
Statistical test Mean=2 "Stayed about the same": eval12a (p <.001 ***), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p =.003 **), eval12e (p <.001 ***) BY Q2

eval12f ($p < .001$ ***), eval12g ($p = .001$ **), eval12h ($p < .001$ ***), eval12j ($p < .959$), eval12j.0 ($p = .004$ **) BY Q2

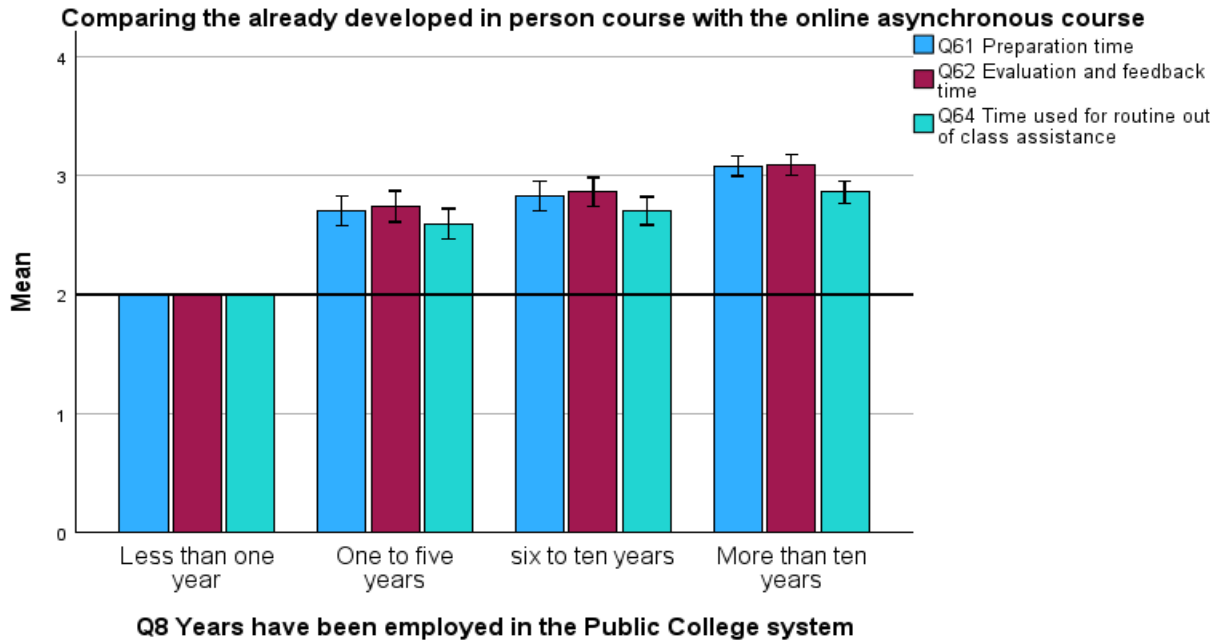


The increases in work time mentioned above were most often not associated with years employed (Q8). However, increasing years employed (Q8) was sometimes positively associated with increases in work time.

Online synchronous: Q45 ($p < .001$ ***), Q46 ($p < .001$ ***), Q48 ($p = .001$ **) BY Q8



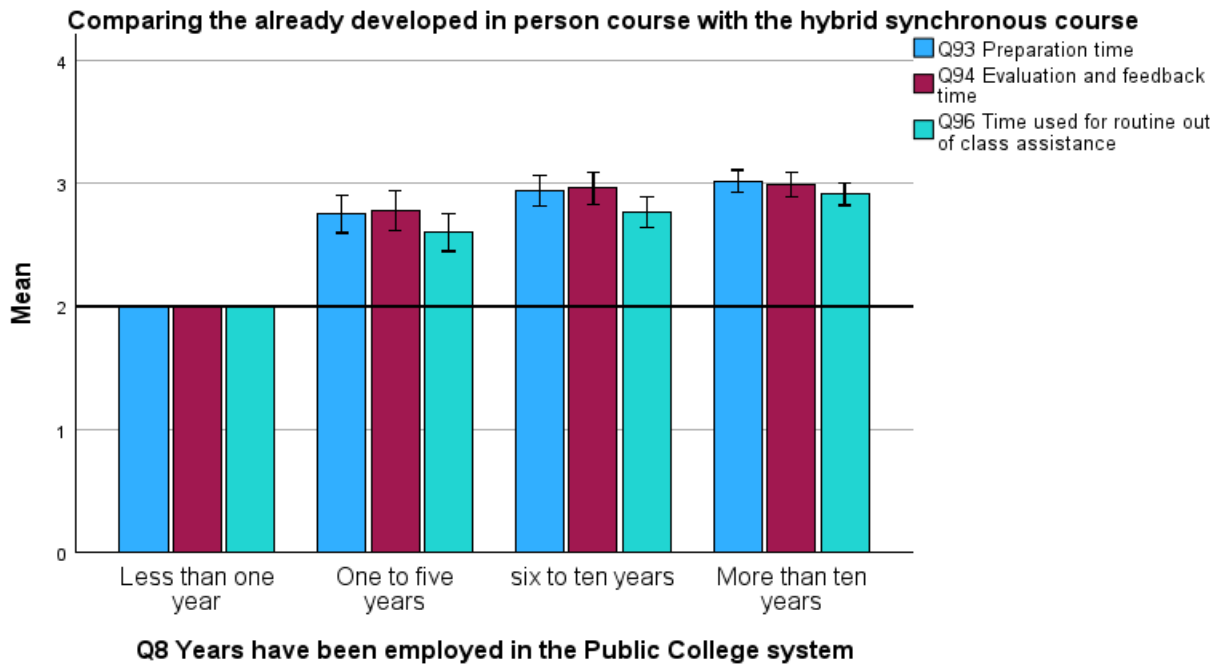
Asynchronous: Q61 (p <.001 ***), Q62 (p <.001 ***), Q64 (p =.006 **) BY Q8



Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": Q61 (p <.001 ***), Q62 (p <.001 ***), Q64 (p =.006 **) BY Q8

Hybrid synchronous: Q93 (p =.006 **), Q94 (p =.009 **), Q96 (p =.201) BY Q8

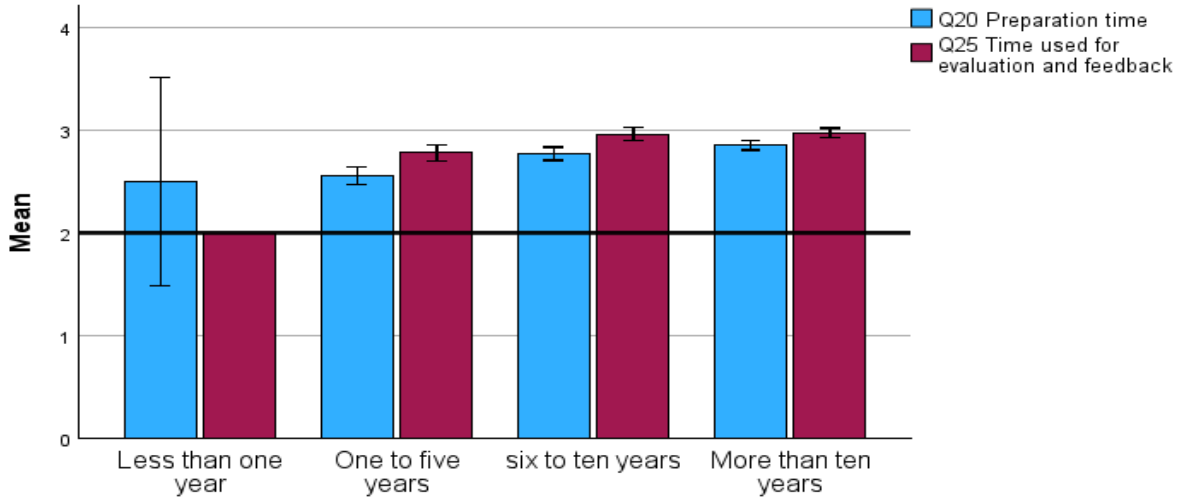


Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": Q93 (p =.006 **), Q94 (p =.009 **), Q96 (p =.201) BY Q8

In-person: Q20 (p <.001 ***), Q25 (p <.001 ***) BY Q8

Comparing the already developed in-person course most recently, to the already developed in-person course you taught before



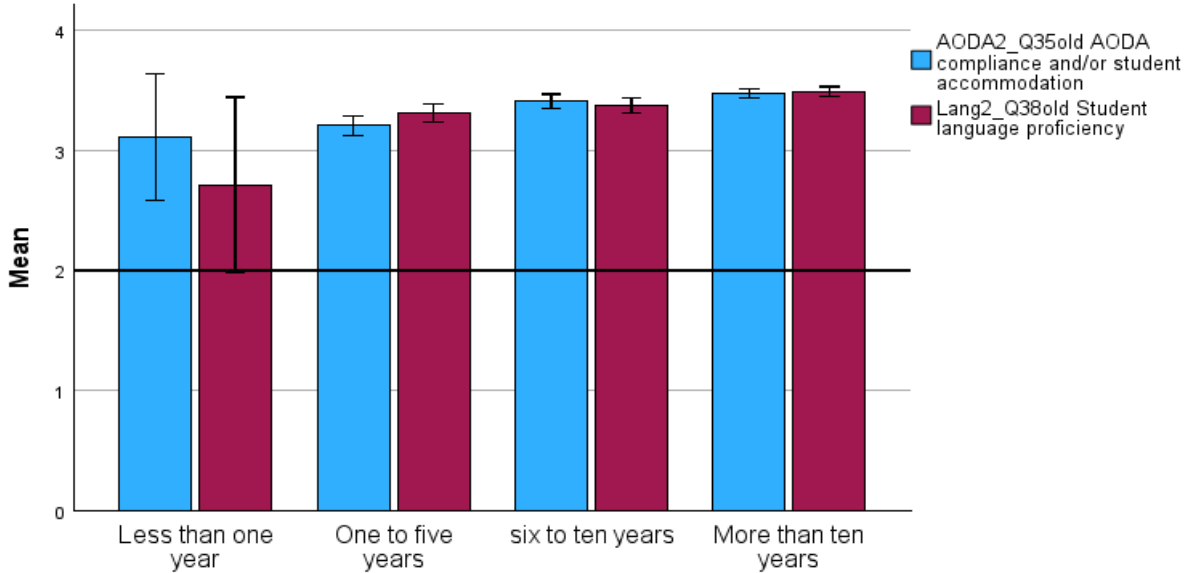
Q8 Years have been employed in the Public College ...

Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": Q20 (p <.001 ***), Q25 (p <.001 ***) BY Q8

AODA2_Q35old (p <.001 ***), lang2_Q38old (p <.001 ***) BY Q8

The amount of time used for



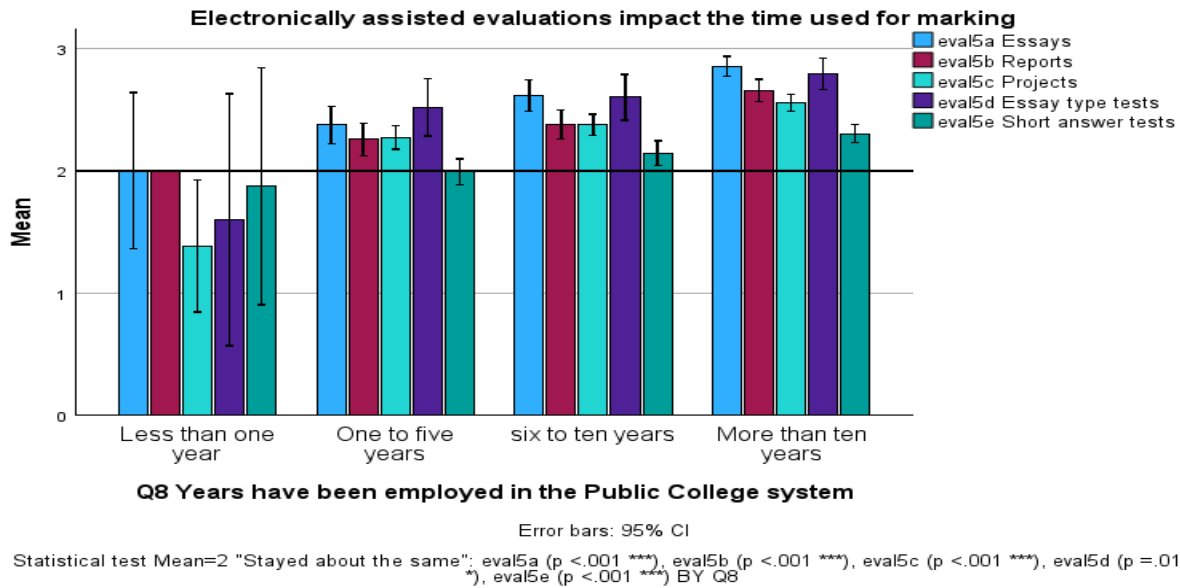
Q8 Years have been employed in the Public College system

Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": AODA2_Q35old (p <.001 ***), lang2_Q38old (p <.001 ***) BY Q8

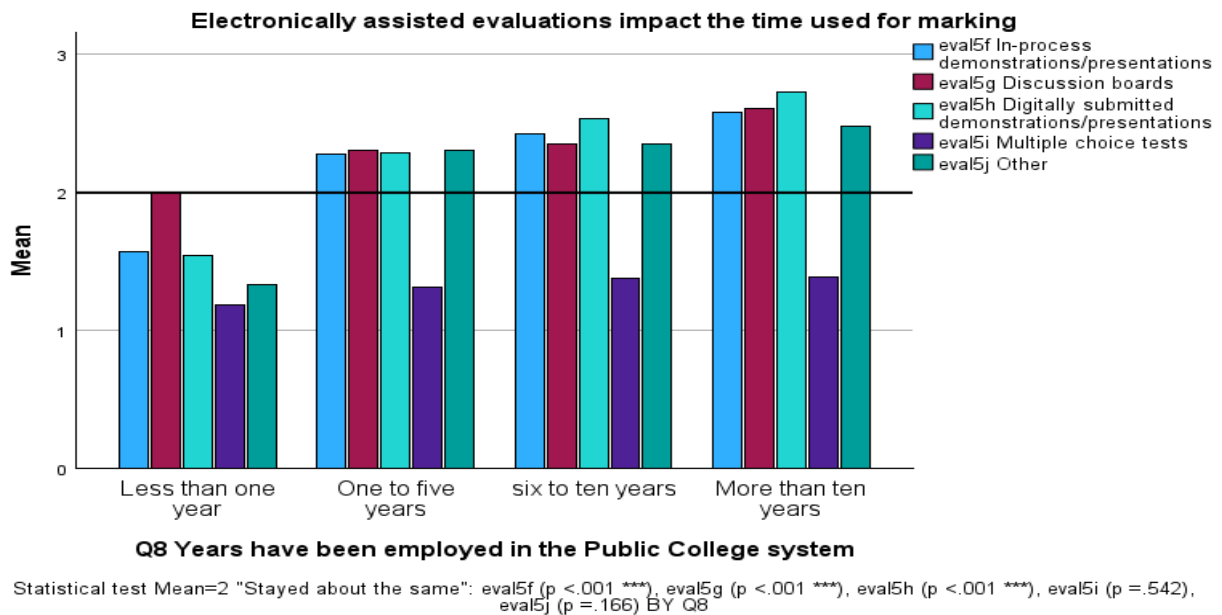
Electronically assisted evaluations for marking: eval5a, eval5b, eval5c, eval5d, eval5e, eval5f, eval5g, eval5h, eval5i, eval5j BY Q8

eval5a (p <.001 ***), eval5b (p <.001 ***), eval5c (p <.001 ***), eval5d (p =.014 *), eval5e (p <.001 ***) BY Q8



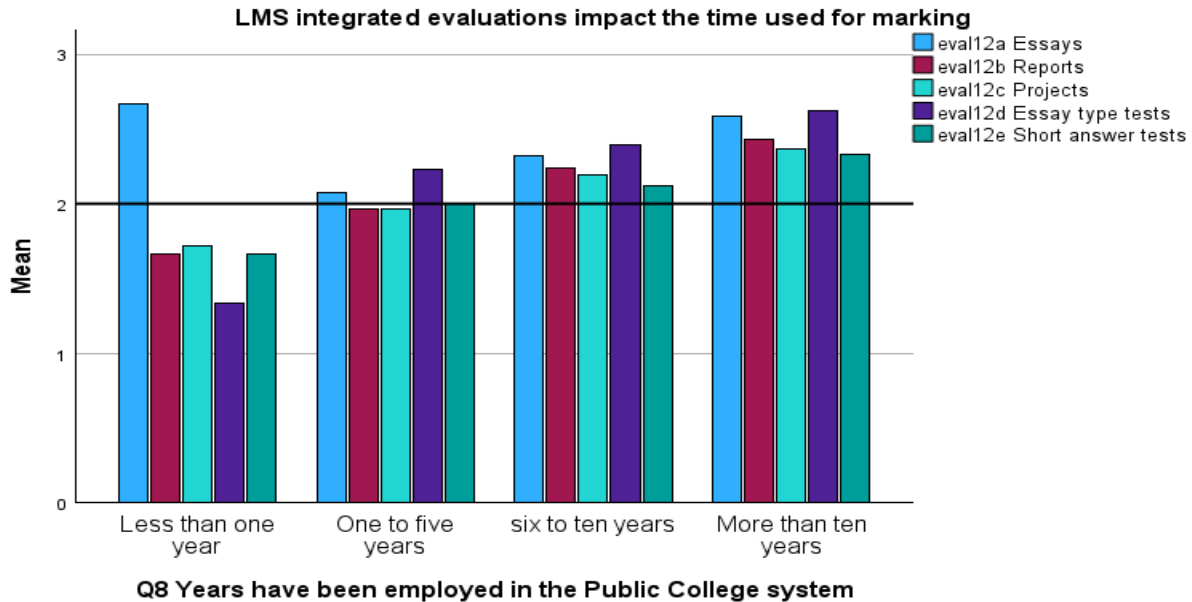
eval5f (p <.001 ***), eval5g (p <.001 ***), eval5h (p <.001 ***), eval5i (p =.542), eval5j (p =.166) BY Q8

95% C.I. bars are not included due to some small subsample sizes for "Less than one year" for how many years employed.



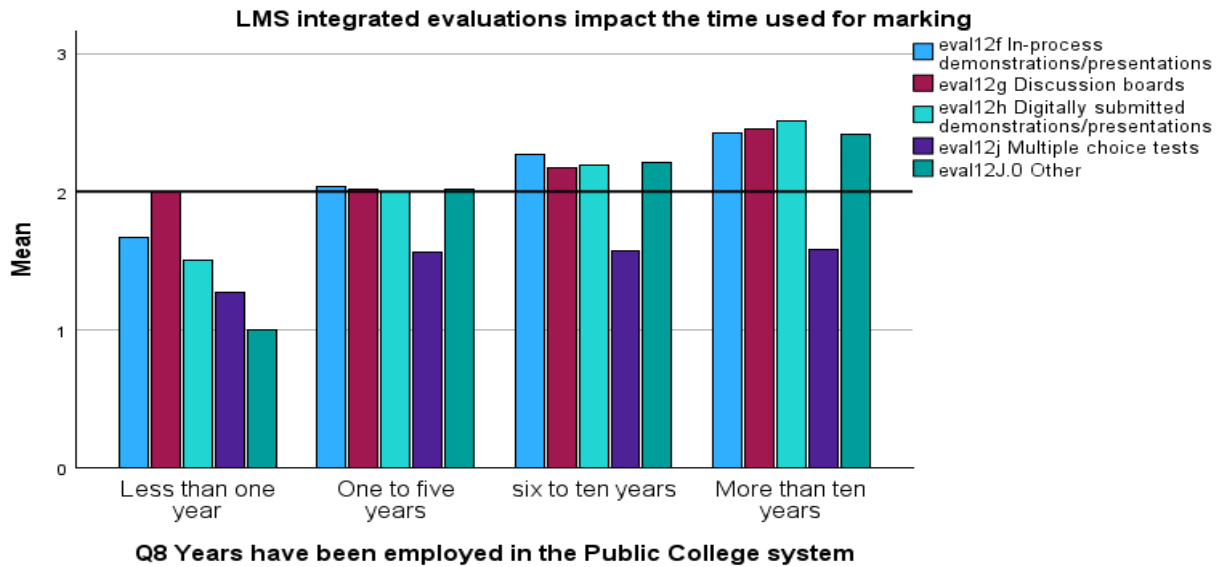
LMS integrated evaluations: eval12a, eval12b, eval12c, eval12d, eval12e, eval12f, eval12g, eval12h, eval12j, eval12j.0 BY Q8

eval12a (p <.001 ***), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p =.004 **), eval12e (p <.001 ***) BY Q8



Statistical test Mean=2 "Stayed about the same": eval12a (p <.001 ***), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p =.004 **), eval12e (p <.001 ***) BY Q8

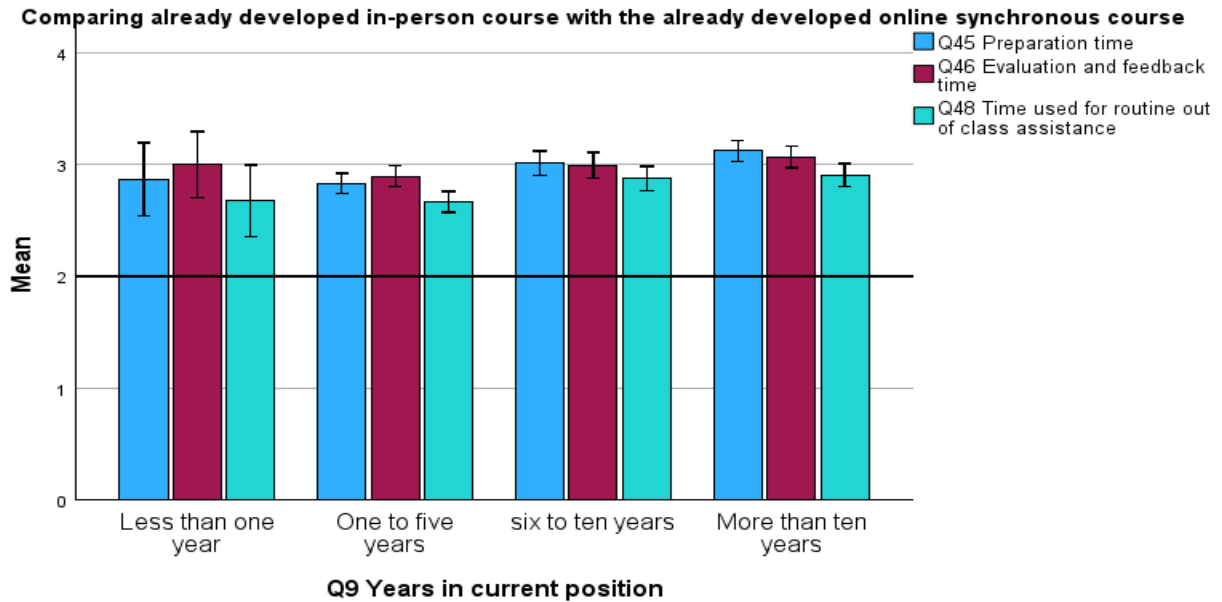
eval12f (p <.001 ***), eval12g (p <.001 ***), eval12h (p <.001 ***), eval12j (p =.835), eval12j.0 (p <.013 *) BY Q8



Statistical test Mean=2 "Stayed about the same": eval12f (p <.001 ***), eval12g (p <.001 ***), eval12h (p <.001 ***), eval12j (p =.835), eval12j.0 (p <.013 *) BY Q8

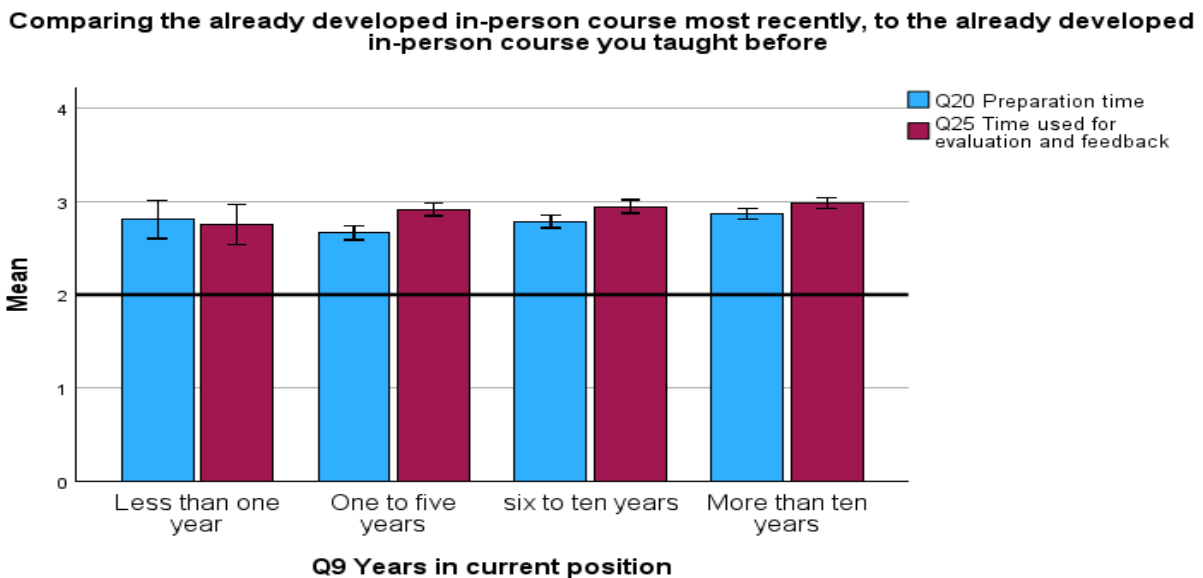
The increases in work time mentioned above were generally not associated with years employed at current position (Q9). However, increasing years employed at current position (Q9) was occasionally positively associated with increases in work time.

Online synchronous: Q45 ($p < .001$ ***), Q46 ($p < .001$ ***), Q48 ($p = .001$ **) BY Q9



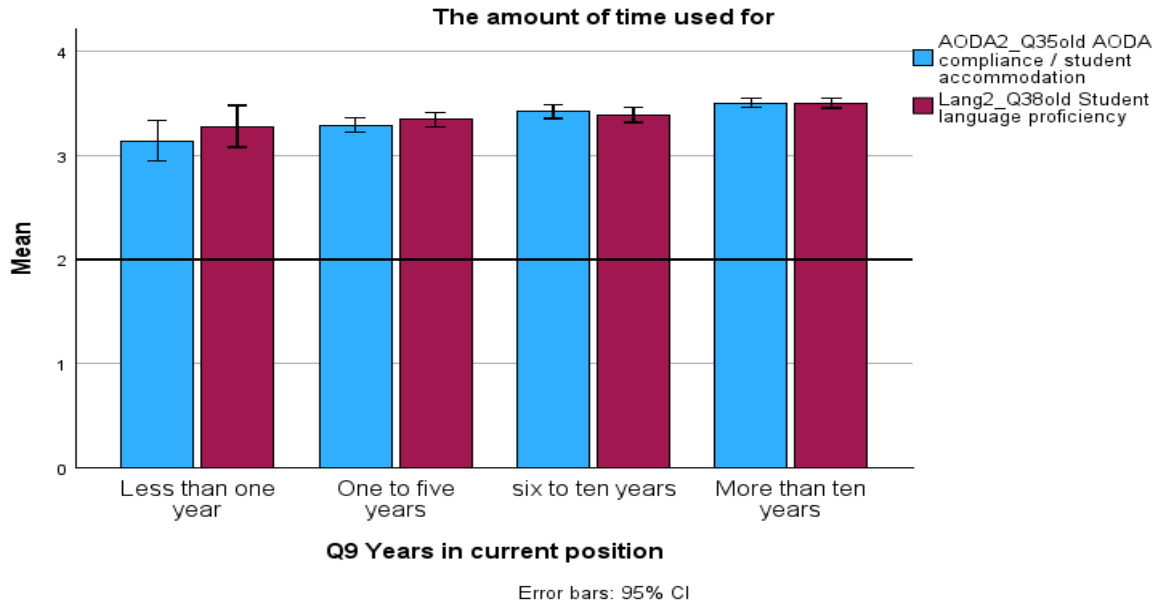
Statistical test Mean=2 "Stayed about the same": Q45 ($p < .001$ ***), Q46 ($p < .001$ ***), Q48 ($p = .001$ **) BY Q9

In-person: Q20 ($p < .001$ ***), Q25 ($p = .135$ ***) BY Q9



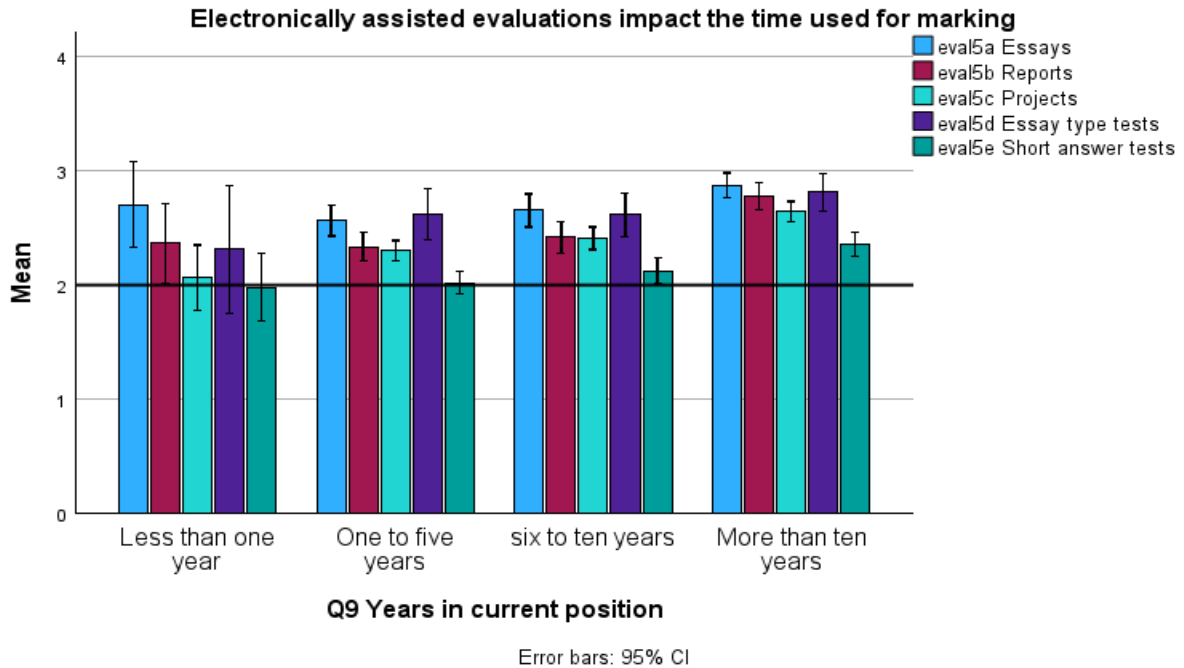
Statistical test Mean=2 "Stayed about the same": Q20 ($p < .001$ ***), Q25 ($p = .135$ ***) BY Q9

AODA2_Q35old (p <.001 ***), lang2_Q38old (p <.001 ***) BY Q9

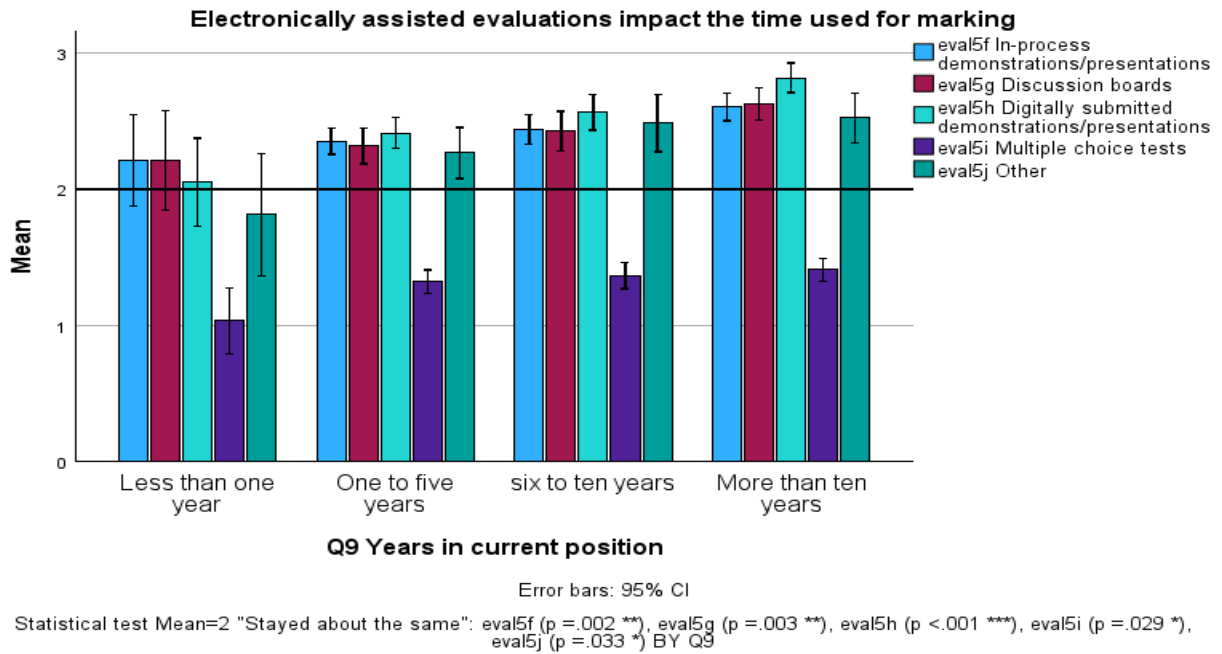


Electronically assisted evaluations for marking: eval5a, eval5b, eval5c, eval5d, eval5e, eval5f, eval5g, eval5h, eval5i, eval5j BY Q9

eval5a (p =.005 **), eval5b (p <.001 ***), eval5c (p <.001 ***), eval5d (p =.168), eval5e (p <.001 ***) BY Q9

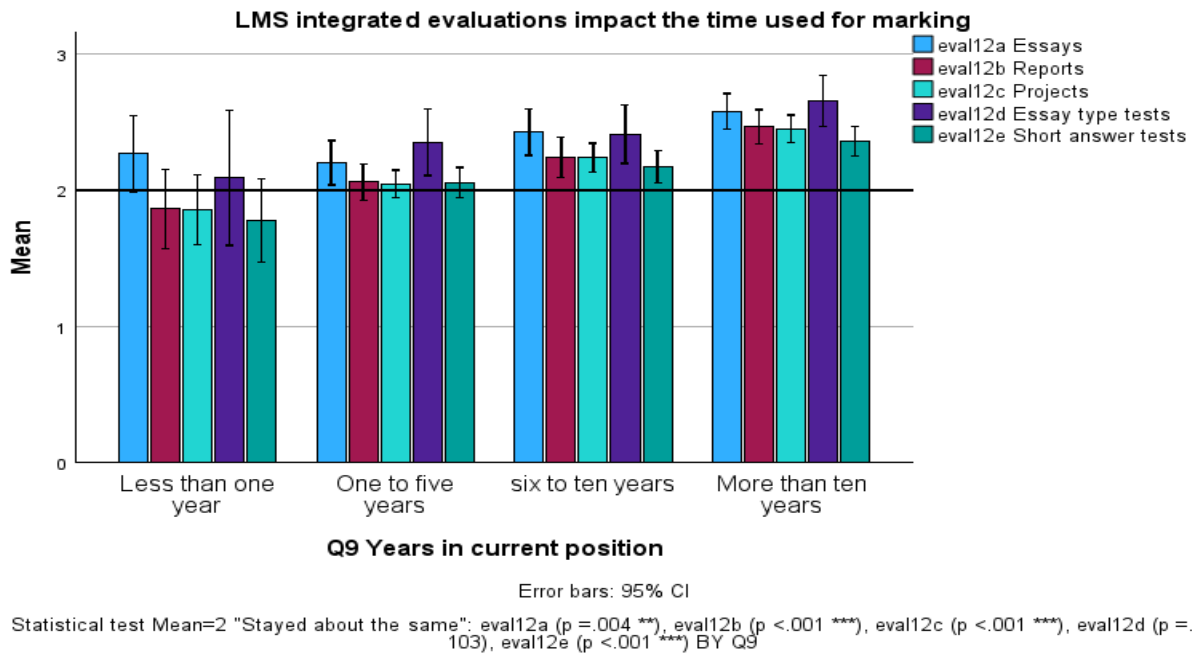


eval5f (p =.002 **), eval5g (p =.003 **), eval5h (p <.001 ***), eval5i (p =.029 *), eval5j (p =.033 *) BY Q9

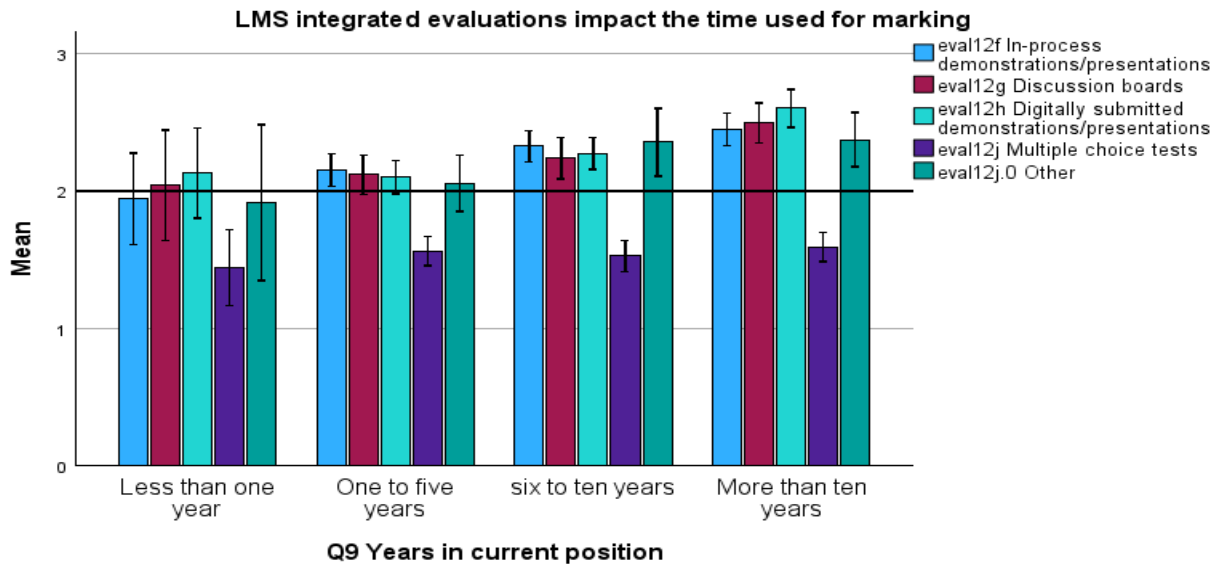


LMS integrated evaluations: eval12a, eval12b, eval12c, eval12d, eval12e, eval12f, eval12g, eval12h, eval12j, eval12j.0 BY Q9

eval12a (p =.004 **), eval12b (p <.001 ***), eval12c (p <.001 ***), eval12d (p =.103), eval12e (p <.001 ***)



eval12f (p <.001 ***), eval12g (p =.002 **), eval12h (p <.001 ***), eval12j (p =.722), eval12j.0 (p =.080) BY Q9



Error bars: 95% CI

Statistical test Mean=2 "Stayed about the same": eval12f (p <.001 ***), eval12g (p =.002 **), eval12h (p <.001 ***), eval12j (p =.722), eval12j.0 (p =.080) BY Q9

APPENDIX J: MODERATOR GUIDES

Introduction

On behalf of the Provincial Workload Taskforce, I'd like to thank you all for participating in this process. My name is, and I am with ISR from York University. We are conducting focus groups for counsellors/librarians/administrators (select appropriate) for the workload Taskforce, as your experiences are often individual, and cannot be easily expressed in the form of a survey.

This focus group will provide essential data to ensure the Taskforce's findings are grounded and meaningful and will lead to a mutually informed conversation during the next round of bargaining. Thank you very much for agreeing to help us by participating in this focus group.

Guidelines

The way this process will work is that I will start with some questions that I would like each of you to try to answer. There are no right or wrong answers - we just want to hear about your experiences. In answering the questions, please draw on your work experiences that took place during the fall 2022, winter 2023, or spring/summer 2023 semesters.

If you have different experiences or views than others in the session, please feel free to say so. Everyone will have a chance to share their experiences and it helps if only one person is speaking at a time. In the interest of time, I will ask you to be succinct in your reply. I may have to ask you to cut short an answer – this is just to keep things moving so we can finish on time.

I may ask you to expand on some of your answers as well, and I may have some guiding follow-up questions as needed.

We will be recording this session to ensure we have accurate notes, because it is very difficult to write notes and follow the discussion at the same time. The transcripts will be stored at ISR, and when the project is completed, we will destroy the notes and the audio tapes. Everything you say will be kept strictly confidential. No names or other identifying information will be included in the final transcripts to ensure anonymity. Similarly, any information you obtain through your participation in this focus group must also be kept confidential.

Are there any questions before we begin?

LIBRARIANS		
QUESTION	PROBES (can be read to participants)	WHAT WE HOPE TO LEARN (do not read to participants)
<p>1. During the fall 2022, winter 2023, or spring/summer 2023 semesters, please tell us how your workload was established.</p> <p>Were there opportunities to discuss your workload with your manager?</p>	<p>Please elaborate.</p>	<p>To understand the negotiation process for the establishment of workload. Is there a discussion between employee and manager? Is this discussion routine or “as needed”?</p>
<p>2. We would like to understand how you have contact with students (i.e. online, in person, synchronous, asynchronous).</p> <p>Please describe a typical work week that you experienced during the fall 2022, winter 2023, or spring/summer 2023 semesters.</p>	<p>Was this contact in person or online?</p> <p>How did the mode used for student contact impact your workload?</p>	<p>To gain insight into the potential impact that modes of student contact (i.e. online, in person, synchronous, asynchronous) may have on the workload for the librarian. How the tasks completed might be impacted by these modes of contact.</p>
<p>3. Was your workload consistent from week to week? If not, has that been addressed? How?</p>	<p>How was the work dispersed among the team?</p> <p>In the event of a week where you worked overtime, was that addressed? How?</p>	<p>To understand how overtime is addressed.</p>
<p>4. Have recent changes in the workplace affected your workload? Please elaborate.</p>	<p>Please provide examples,</p> <p>How have those changes impacted your workload?</p>	<p>To gain insight into elements outside of mode of contact/delivery that have affected the way the workload is experienced, dispersed, or assigned?</p>
COUNSELLORS		

<p>1. During the fall 2022, winter 2023, or spring/summer 2023 semesters, please tell us how your workload was established.</p> <p>Were there opportunities to discuss your workload with your manager?</p>	<p>Please elaborate.</p>	<p>To understand the negotiation process for the establishment of workload. Is there a discussion between employee and manager? Is this discussion routine or “as needed”?</p>
<p>2. We would like to understand how you have contact with students (i.e. online, in person, synchronous, asynchronous).</p> <p>Please describe a typical work week that you experienced during the fall 2022, winter 2023, or spring/summer 2023 semesters.</p>	<p>Describe your contact with students during that time? (e.g. appointments in-person, telephone, online video chat, emails? Was your student contact in person, online, or some combination? How did the mode used for student contact impact your workload?</p>	<p>To gain insight into the potential impact that modes of student contact (i.e. online, in person, synchronous, asynchronous) may have on the workload. How the tasks being completed might be impacted by these modes of contact. Also, to understand how overtime is addressed.</p>
<p>3. Was your workload consistent from week to week? If not, has that been addressed? How?</p>	<p>How was the work dispersed among the team?</p> <p>In the event of a week where you worked overtime, was that addressed? How?</p>	<p>To understand how overtime is addressed.</p>
<p>4. Have you been involved in emergency crisis intervention? Has that impacted your workload?</p>	<p>Please elaborate.</p>	<p>To gain insight in how this process was handled and how overtime was addressed in the event that these situations occurred outside of scheduled hours or pushed a counsellor into overtime</p>
<p>3. Have recent changes in the workplace affected your workload?</p>	<p>Please elaborate, provide examples.</p> <p>How have those changes impacted your workload?</p>	<p>To gain insight into elements outside of mode of contact/delivery that have affected the way the workload is experienced, dispersed, or assigned?</p>

ADMINISTRATORS OF LIBRARIANS AND COUNSELLORS		
<p>1. During the fall 2022, winter 2023, or spring/summer 2023 semesters, please describe the process of how you established the workload for counsellors and/or librarians.</p> <p>Were there opportunities for counsellors and/or librarians to discuss their schedules and workload with you?</p>	<p>Please elaborate.</p> <p>Please describe how the work was dispersed among the team.</p>	<p>To understand the negotiation process for the establishment of workload.</p>
<p>2. We would like to understand how counsellors and librarians have contact with students (i.e. online, in person, synchronous, asynchronous).</p> <p>Can you please describe a typical work week for counsellors and/or librarians during the fall 2022, winter 2023, or spring/summer 2023 semesters?</p>	<p>Describe their contact with students during that time– Roughly, how much of their time was it in person or online?</p> <p>Have you taken steps to support their mode for student contact? (training, etc)? If yes, how?</p>	
<p>3. Was their workload consistent from week to week? If not, has that been addressed? How?</p>	<p>How was the work dispersed among the team?</p> <p>In the event of a week where they worked overtime, was that addressed? How?</p>	<p>To understand how overtime is addressed.</p>
<p>4. Have recent changes in the workplace affected the workload</p>	<p>Have you taken steps to support the work</p>	

<p>of counsellors and/or librarians? How? Please elaborate. Provide examples.</p>	<p>impacted by these changes? How?</p>	
<p>Administrators of Counsellors only: Has emergency crisis intervention impacted the workload of counsellors in your area? How?</p>	<p>Have you taken steps to address this? How?</p>	