



**Document U-1**

**July 15, 2024**

## **UNION PROPOSALS**

### **FOR THE MODIFICATIONS TO THE COLLECTIVE AGREEMENT**

Between the

Ontario Public Service Employees Union (OPSEU)

For the College Academic Staff

(the “Union”)

And

The College Employer Council

The “Employer”

The Union proposes the continuation and renewal of the current provisions in the collective agreement (including relevant Schedules, Letters of Understanding, Memoranda of Agreement or Settlement, Appendices and Letters of Agreement or Understanding), with the exception of the following modifications;

The following Union proposals are tabled without prejudice. Further the Union reserves the right to ADD, DELETE, AMEND or otherwise alter these proposals during the course of bargaining.

Unless otherwise stated, all changes to be effective October 1, 2024.

It must be expressly understood that agreement on some proposals may require a parallel change elsewhere in the collective agreement.

## Article 11

### WORKLOAD

**11.01 B 1** Total workload assigned and attributed by the College to a teacher shall not exceed 44 **40** hours in any week for up to 36 weeks in which there are teaching contact hours for teacher, in post-secondary programs and for up to 38 weeks in which there are teaching contact hours in the case of teacher not in post-secondary programs.

*(Balance of sub-article remains unchanged)*

**11.01 B 2** A "teaching contact hour" is a College scheduled teaching hour assigned to the teacher by the College. **The parties agree that this includes all modes of delivery including when courses have students entering on a continuous basis, or which have been organized into individualized self-learning packages, or courses in which the objectives describe the students' application of knowledge in actual workplace settings outside of college premises.**

Regardless of the delivery mode, courses shall be deemed to have the same number of teaching contact hours as they would if taught entirely in the classroom or laboratory **or in a workplace setting outside of college premises. For each mode of delivery, teaching contact hours shall be deemed to be the same as the credit hours students receive for that course.**

[New]

#### **11.01 B 3 Modes of Delivery:**

- (i) **In-Person Course Delivery: all course teaching contact hours are scheduled to occur synchronously in a face-to-face setting.**
- (ii) **Online Synchronous Course Delivery: all course teaching contact hours are scheduled to occur synchronously with students participating virtually, using an electronic system.**
- (iii) **Online Asynchronous Course Delivery: all course teaching contact hours occur asynchronously using an electronic system.**
- (iv) **Multi-Mode Course Delivery: Where course teaching contact hours involve more than one mode of delivery (In Person, Online Synchronous and/or Online Asynchronous).**

**And**

[New]

**11.01 B 4** The Attributed Hours (preparation and evaluation) for each course shall be multiplied by the Delivery Mode factor in accordance with the following formula:

<b>Delivery Mode Multiplication Factor</b>				
<b>Delivery Mode</b>	<b>In Person</b>	<b>Online Synchronous</b>	<b>Online Asynchronous</b>	<b>Multi Mode</b>
<b>Delivery Mode Factor</b>	<b>1</b>	<b>1.17</b>	<b>1.22</b>	<b>1.27</b>

**11.01 D 1** Weekly hours for preparation shall be attributed to the teacher in accordance with the following formula:

TYPE OF COURSE	RATIO OF ASSIGNED TEACHING CONTACT HOURS TO ATTRIBUTED HOURS FOR PREPARATION
New	1 : 1.20
Established A	1 : 0.8105
Established B	1 : 0.680
Repeat A	1 : 0.465
Repeat B	1 : 0.355
Special A	as indicated below
Special B	as indicated below
<b>Curriculum Development</b>	<b>1 : 2.30</b>
<b>Curriculum Review</b>	<b>1 : 0.50</b>

**11.01 D 3** For purposes of the formula:

- (i) "New" refers to the first section of a course which the teacher is

- teaching for the first time. (This definition does not apply to a new full-time teacher who has previously taught the course as a Partial-Load, Sessional or Part-time employee, nor to courses designated as "Special" as defined below); or
- teaching for the first time since a major revision of the course or curriculum has been approved by the College.
- **teaching for the first time in a new delivery mode**

- (ii) "Established A" refers to the first section of a course which the teacher has previously taught but not within the previous three academic years.
- (iii) "Established B" refers to the first section of a course which the teacher has taught within the previous three academic years.
- (iv) Where a non-language course is to be taught in more than one language the first section taught in a second language shall be regarded as "New" or "Established".
- (v) "Repeat A" refers to another section which the teacher is teaching concurrently with the same course for which hours of preparation have been attributed under "New" or "Established", but to students in a different program or year of study.
- (vi) "Repeat B" refers to another section which the teacher is teaching concurrently with the same course for which hours of preparation have been attributed under "New" or "Established" or "Repeat A" to students in the same program and year of study.
- (vii) "Special A" refers to sections of courses in which students may enter on a continuous intake basis or courses which have been organized into individualized self-learning packages.

The first section of a "Special A" course which the teacher has not taught before or which the teacher has not taught within the previous three academic years attracts the numerical value in "Established A" (~~1:0.85~~ **1.05**).

The first section of a "Special A" course which the teacher has taught within the previous three academic years attracts the numerical value in "Established B" (~~1:0.60~~ **.80**).

Repeat sections of a "Special A" course attract the numerical value in "Repeat A" (~~1:0.45~~ **.60**).

- (viii) "Special B" refers to preparation for sections of a course in which the objectives describe the students' application of knowledge in actual work settings.

The first section of a "Special B" course which the teacher has not taught before or which the teacher has not taught within the previous three academic years attracts the numerical value in "Established A" (1:0.85 **1.05**).

The first section of a "Special B" course which the teacher has taught within the previous three academic years attracts the numerical value in "Established B" (1:0.60 **.80**).

Repeat sections of a "Special B" course attract the numerical value in "Repeat B" (1:0.35 **.65**).

Additional time necessary to arrange and prepare for student placement in such learning situations shall be attributed on an hour for hour basis and recorded on the Standard Workload Form (SWF), as referred to in 11.02.

- (ix) Hours for curriculum review or course development assigned to a teacher on an ongoing basis, ~~in lieu of teaching or in a non-teaching period,~~ shall be attributed on an hour for hour basis and recorded on the SWF **as a course with the intended TCH but no students, and attract the numerical value "Curriculum Development" (1:2.30) or "Curriculum Review" (1:0.50).**

**11.01 E 1** Weekly hours for evaluation and feedback in a course shall be attributed to a teacher in accordance with the following formula:

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RATIO OF ASSIGNED TEACHING CONTACT HOURS  
TO ATTRIBUTED HOURS FOR EVALUATION AND FEEDBACK

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Essay or project	Routine or Assisted	In-Process
1:0.03 <u><b>45</b></u>	1:0.01 <u><b>530</b></u>	1:0.0092
per student	per student	per student

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**11.01 E 2** For purposes of the formula:

- (i) "Essay or project evaluation and feedback" is grading:
  - essays
  - essay type assignments or tests
  - projects; or
  - student performance based on behavioral assessments compiled by the teacher outside teaching contact hours.
- (ii) "Routine or assisted evaluation and feedback" is grading by the teacher outside teaching contact hours of short answer tests or other evaluative tools where mechanical marking assistance or marking assistants are provided.
- (iii) "In-process evaluation and feedback" is evaluation performed within the teaching contact hour.
- (iv) Where a course requires more than one type of evaluation and feedback, **the single factor that attributes the most time on the SWF shall be applied for the entire course.** ~~teacher and the supervisor shall agree upon a proportionate attribution of hours. If such agreement cannot be reached the College shall apply evaluation factors in the same proportion as the weight attached to each type of evaluation in the final grade for the course~~

**11.01 F 1** Complementary functions appropriate to the professional role of the teacher may be assigned to a teacher by the College. Hours for such functions shall be attributed on an hour for hour basis.

An allowance of a minimum of ~~six~~ **eight** hours of the ~~44~~ **40** hour maximum weekly total workload shall be attributed as follows:

~~four~~ **Five** hours for routine out-of-class assistance to individual students

~~two~~ **Three** hours for normal administrative tasks.

The teacher shall inform their students of availability for out-of-class assistance in keeping with the academic needs of students.

**11.01 F 2** The attribution of ~~four~~ **five** hours of out-of-class assistance for students may not be sufficient where a teacher has unusually high numbers of students in their total course load. When a teacher who has more than 260 students in their total course load considers that they will not have sufficient time to provide appropriate levels of out-of-class

assistance, the teacher will discuss the issue with their supervisor. Possible means of alleviating the concern should be considered such as additional types of assistance being provided or additional hours being attributed. Failing agreement on how to best manage the situation the teacher shall be attributed an additional 0.015 hour for every student in excess of 260.

[New]

**11.01 F 3 For the purposes of the SWF, all complementary functions assigned to the teacher, in addition to those listed in 11.01 F1 and 11.01 F2, shall be specifically named on the SWF as well as categorized into one of the following areas and reported to CBIS:**

- i. **Committee Work**
- ii. **Coordinator Duties**
- iii. **Accreditation Duties**
- iv. **Program Renewal Duties**
- v. **Community Engagement**
- vi. **Student Recruitment**
- vii. **Special Projects**
- viii. **Mentorship**
- ix. **Guidance to Instructors**
- x. **Scholarship**
- xi. **Research**
- xii. **Union purchased release**
- xiii. **Other not above**

**11.01 G 2** ~~Where there are atypical circumstances affecting the workload of a teacher or group of teachers which are not adequately reflected in this Article 11, Workload, additional hours shall be attributed, following discussion between each teacher individually and the supervisor, on an hour for hour basis.~~

[New]

**11.01 G2** **Where there are additional factors affecting the workload of a teacher or group of teachers which are not reflected in this Article 11, Workload, additional hours shall be attributed, following discussion between each teacher individually and the supervisor, on an hour for hour basis and the rationale reported to CBIS. Additional factors include, but are not limited to:**

- (i) **nature of subjects to be taught, including type of program (e.g. apprenticeship, certificate, diploma, advanced diploma, degree);**
- (ii) **level of teaching and experience of the teacher and availability of technical support and other resource assistance;**

- (iii) size and amenity of classroom, laboratory or other teaching/learning facility;
- (iv) numbers of students in class;
- (v) availability of time for the teacher's professional development;
- (vi) previously assigned schedules;
- (vii) lead time for preparation of new and/or changed schedules;
- (viii) availability of current curriculum;
- (ix) additional time required for compliance with the *Accessibility for Ontarians with Disabilities Act, 2005*;
- (x) students requiring accommodation;
- (xi) introduction of new technology;
- (xii) the timetabling of workload, including changes to the length of the course;
- (xiii) level of complexity and rate of change in curriculum;
- (xiv) requirements for applied research;
- (xv) required translation of materials;
- (xvi) Indigenous pedagogy, land-based learning and/traditional practices/customs;
- (xvii) student proficiency in the language of instruction;
- (xviii) additional time required to determine the impact of artificial intelligence on academic integrity.

**11.01 H 1** The College shall allow each teacher at least ~~ten~~ **fifteen** working days of professional development in each academic year.

**11.01 H 2** Unless otherwise agreed between the teacher and the supervisor, the allowance of ~~ten~~ **fifteen** days shall include one period of at least ~~five~~-**ten** consecutive working days for professional development.

**11.02 A 2** The SWF shall include all details of the total workload including teaching contact hours, accumulated contact days, accumulated teaching contact hours, number of sections, type and number of preparations, type of evaluation/feedback required by the curriculum, class size, attributed hours, contact days, language of instruction, **mode of delivery**, and complementary functions.

**11.02 A 6**

(a) In the event of any difference arising from the interpretation, application, administration or alleged contravention of 11.01, 11.02, or 11.09, a teacher shall discuss such difference as a complaint with the teacher's immediate supervisor.



The discussion shall take place within 14 days after the circumstances giving rise to the complaint have occurred or have come or ought reasonably to have come to the attention of the teacher in order to give the immediate supervisor an opportunity of adjusting the complaint. The discussion shall be between the teacher and the immediate supervisor unless mutually agreed to have other persons in attendance. The immediate supervisor's response to the complaint shall be given within seven days after discussion with the teacher.

Failing settlement of such a complaint, a teacher may refer the complaint, in writing, to the WMG within seven days of receipt of the immediate supervisor's reply. The complaint shall then follow the procedures outlined in 11.02 B through 11.02 F.

- (b)** Grievances arising with respect to Article 11, Workload, other than 11.01, 11.02 (**except as it relates to the WMG and the application of 11.02 C1 and 11.02 C2**) and 11.09 shall be handled in accordance with the grievance procedure set out in Article 32, Grievance and Arbitration Procedures.

**11.02 C 2** ~~The WMG shall in its consideration have regard to such variables affecting assignments as:~~

- ~~(i) nature of subjects to be taught, including type of program (e.g. apprenticeship, certificate, diploma, advanced diploma, degree);~~
- ~~(ii) level of teaching and experience of the teacher and availability of technical support and other resource assistance;~~
- ~~(iii) size and amenity of classroom, laboratory or other teaching/learning facility;~~
- ~~(iv) numbers of students in class;~~
- ~~(v) instructional mode including requirements for alternate delivery;~~
- ~~(vi) availability of time for the teachers professional development;~~
- ~~(vii) previously assigned schedules;~~
- ~~(viii) lead time for preparation of new and/or changed schedules;~~
- ~~(ix) availability of current curriculum;~~

- ~~(x)~~—students requiring accommodation;
- ~~(xi)~~—introduction of new technology;
- ~~(xii)~~—the timetabling of workload, including changes to the length of the course;
- ~~(xiii)~~—level of complexity and rate of change in curriculum;
- ~~(xiv)~~—requirements for applied research;
- ~~(xv)~~—required translation of materials;
- ~~(xvi)~~—Indigenous land-based learning and/or traditional practices/customs.

**11.02 C2** **In resolving workload disputes presented to the WMG, and in determining the assignment of additionally attributed time for preparation and evaluation in course assignments, the following variables (but not limited to) shall be considered in WMG decision making:**

- (i) nature of subjects to be taught, including type of program (e.g. apprenticeship, certificate, diploma, advanced diploma, degree);
- (ii) level of teaching and experience of the teacher and availability of technical support and other resource assistance;
- (iii) size and amenity of classroom, laboratory or other teaching/learning facility;
- (iv) numbers of students in class;
- ~~(v)~~—instructional modes, including requirements for alternate delivery;
- (vi) availability of time for the teacher's professional development;
- (vii) previously assigned schedules;
- (viii) lead time for preparation of new and/or changed schedules;
- (ix) availability of current curriculum;
- (x) additional time required for compliance with the *Accessibility for Ontarians with Disabilities Act, 2005*;**
- (xi) students requiring accommodation;
- (xii) introduction of new technology;
- (xiii) the timetabling of workload, including changes to the length of the course;
- (xiv) level of complexity and rate of change in curriculum;
- (xv) requirements for applied research;
- (xvi) required translation of materials;
- (xvii) Indigenous **pedagogy**, land-based learning and/traditional practices/customs;
- (xviii) student proficiency in the language of instruction;**

**(xix) additional time required to determine the impact of artificial intelligence on academic integrity.**

- 11.02 D 1** The WMG shall meet ~~where feasible~~ within one week of receipt of a workload complaint or at the request of any member of the WMG, **except by mutual agreement between the college and the local.**
- 11.02 D 4** Any decision made by a majority of the WMG with respect to an individual workload assignment shall be in writing and shall be communicated by the College to the teacher, the supervisor, the senior academic officer at the College and the Union Local President as ~~soon as possible~~ **within 7 days** after the decision is arrived at.
- 11.02 E 1** If following a review by the WMG of an individual workload assignment which has been forwarded to the WMG, the matter is not resolved, the teacher shall be so advised in writing **within 7 days of the matter being heard by WMG.** The matter may then be referred by the teacher to a WRA provided under the agreement. Failing notification by the WMG within three weeks of the referral of the workload assignment to the WMG, the teacher may refer the matter to the WRA.
- 11.02 F 5** A WRA shall determine appropriate procedure **but will consider the variables outlined in 11.01 G2 and 11.02 C2, in resolving the workload dispute.** The WRA shall commence proceedings within two weeks of the referral of the matter to the WRA. It is understood that the procedure shall be informal **(legal representation from either the Union Local or the College shall not occur)** that the WRA shall discuss the matter with the teacher, the teacher's supervisor, and whomever else the WRA considers appropriate.

[New]

- 11.04 A 2** **Counsellor or Librarian workload hours agreed to in excess of the 35 hour weekly workload maximum shall be compensated at the rate of 0.1% of annual regular salary. Such overtime payments shall be for the greater amount but shall not be pyramided.**
- 11.04 B 1** The College shall allow each Counsellor and Librarian at least ~~ten~~ **fifteen** working days of professional development in each academic year.

**11.04 B 2** Unless otherwise agreed between the Counsellor or Librarian and the supervisor, the allowance of ~~ten~~ **fifteen** days shall include one period of at least ~~five~~ **ten** consecutive working days for professional development.

[New]

**11.04 D**

**In the event of any difference arising from workload being assigned to the Counsellor or Librarian, the faculty member shall discuss such difference as a complaint with their immediate supervisor.**

**The discussion shall take place within 14 days after the circumstances giving rise to the complaint have occurred or have come or ought reasonably to have come to the attention of the Counsellor or Librarian in order to give the immediate supervisor an opportunity of adjusting the complaint. The discussion shall be between the Counsellor and Librarian and the immediate supervisor unless mutually agreed to have other persons in attendance. The immediate supervisor's response to the complaint shall be given within seven days after discussion with the Counsellor or Librarian.**

**Failing settlement of such a complaint, a Counsellor or Librarian may refer the complaint, in writing, to the WMG within seven days of receipt of the immediate supervisor's reply. The complaint shall then follow the procedures outlined in 11.02 B through 11.02 F.**

**11.08** In keeping with the professional responsibility of the teacher, non-teaching periods **(which will occur in at least one eight week period, or two four week periods, per year)** are used for activities initiated by the teacher ~~and by the College~~ as part of the parties' mutual commitment to professionalism, the quality of education and professional development.

Such activities will be undertaken by mutual consent and agreement will not be unreasonably withheld.

No SWF will be issued but such activities may be documented. Where mutually agreed activities can be appropriately performed outside the College, scheduling shall be at the discretion of the teacher, subject to the requirement to meet appropriate deadlines.