



We have set out below an overview of our revised Without Prejudice Settlement Proposal (see attached). This revised proposal includes the same items that were in our original Without Prejudice Settlement Proposal and incorporates the following changes:

- A revised **EDI LOU** which is based in part on your U13 proposed language;
- A revised **Workload** resolution proposal which provides for a structure which is designed to address some of the concerns you have raised and to ensure that meaningful work occurs between rounds of bargaining;
- The addition of a **new proposed Article 11.02 B 2** and an **amended Article 32.02** to allow for the support of Indigenous Elders/Traditional Knowledge Keepers for employees who identify as Indigenous and wish to engage such support;
- The addition of our previously proposed language regarding the documentation of coordinator duties;
- Modified language in the proposed **COVID-19 Pandemic Emergency Conversion of Electronic Materials** in an attempt to address concerns that you have articulated regarding that proposal; and
- A revised **Counsellor Class Definition** which incorporates much of the language that you have left on the table in this regard.

OVERVIEW OF REVISED MANAGEMENT WITHOUT PREJUDICE SETTLEMENT PROPOSAL

1. To achieve employment equity, and address **Equity, Diversity, and Inclusion**, we must first know where we are and then identify barriers and solutions. To do that, we had proposed to create a new joint Advisory Group on Equity, Diversity, and Inclusion, charged with concrete deliverables, and chaired by a neutral expert.

Given the feedback you have provided to us and given the fact that you have rejected our proposal in favour of a jointly chaired committee of the EERC, we have included a revised EDI proposal in this Without Prejudice Offer of Settlement.

At the provincial level, our revised proposal includes the acceptance of the language you have proposed for the EDI LOU, with the exception of the word “binding”. Recommendations are, by definition, non-binding.

At the local level there are already college level structures, initiatives, and groups that are focused on EDI, and which include participation from and inclusion of all employee groups (including Academic). Additionally, the current LOU already provides structures for Academic focused work at the local level. We have



therefore maintained the original language, other than deleting the phrase “identified by the Province of Ontario” and replacing it with “the groups identified below”. [Go to Proposal]

2. As we have stated previously, and as has been emphasized by Mediator Brian Keller, in a mature Collective Agreement such as ours, changes are expected to be incremental.

The **workload** proposals that you have left on the table represent sweeping changes that would have a significant impact on College operations. Given that these proposals would almost double the cost of delivering the same amount of teaching hours that is currently provided, they would also result in a violation of Bill 124.

In your response to us (received on October 15th and referring to our October 14th discussions), you confirmed that the revised workload factors that you are proposing have not been developed based on calculation and analysis, but rather based on anecdotal feedback that you “...have received from faculty over the course of the demand setting and bargaining process, and the many years of direct experience [you] have as both professors and members of Workload Monitoring Groups”.

Even when considering relevant and valid lived experience, appropriate research methodology is required to guide the generalization of that lived experience, and to guide the development of any proposed system-wide interventions to address any issues. ‘The plural of anecdote is not evidence’. We don’t discount the lived experiences. We just don’t see them as a stand-alone method of providing the data we need to review workload provisions.

The workload formula has not been static. When it has been amended in the past, those amendments were preceded by review by neutral experts. We agree that these systems should be reviewed from time to time and therefore propose to have another expert panel review the functioning of the workload formula.

Given the feedback that you have given us and your concerns regarding the potential ineffectiveness of task forces, we have amended our proposed LOU on Workload in an attempt to ensure that it has clear direction and is positioned to achieve concrete outcomes.

The revised LOU proposes the creation of a two-step process with the purpose of resolving workload considerations. [Go to Proposal]

3. The duty to accommodate has evolved over time, so that now we are called on to provide **retroactive accommodations** from time to time. Recognizing that this may involve more academic work, we have added two new articles regarding retroactive accommodation. **For Full-Time Employees** we propose:



- Where a full-time teacher is assigned to provide an accommodation under the *Human Rights Code* after a semester has ended and the accommodation entails additional academic work for the Teacher, they can discuss it with their supervisor and may advance the issue to the WMG. [Go to Proposal]
4. Coordination is a position of added responsibility which is assigned in management's discretion. Under article 14.03 A 3, management grants a 1 or 2 step compensation increase for the functions that are agreed to between the faculty member and their academic manager. This is not an assigned workload as is dealt with in article 11. WRAs have consistently held that coordinator functions are not subject to litigation through the WMG/WRA process. We have included our proposal for the documentation of coordinator duties in this revised Without Prejudice Settlement Proposal. [Go to Proposal]
 5. Regarding **retroactive accommodation for Partial-Load Employees** we propose:
 - Where a partial-load employee is assigned to provide an accommodation under the Human Rights Code after a semester and the accommodation entails additional academic work for the partial-load employee, they can discuss it with their supervisor to negotiate additional compensation. [Go to Proposal]

Based on your feedback and the desire to begin to include positive changes into the Collective agreement immediately, we have included two new proposed changes in this revised Without Prejudice Settlement Offer”:

6. New 11.02 B 2 A teacher who identifies as Indigenous may bring an Indigenous Elder/Traditional Knowledge Keeper to attend WMG as an advisor or support person for the teacher. [Go to Proposal]
7. Amended 32.02 to include where an employee identifies as Indigenous, the employee may bring an Indigenous Elder/Traditional Knowledge Keeper to attend the grievance meeting as an advisor or support person to the employee. [Go to Proposal]
8. The Colleges embrace and support the findings and recommendations of the **Truth and Reconciliation** Commission of Canada. We also recognize that it does not solely lay to the CEC and OPSEU, two settler organizations, to determine the manner in which we should address reconciliation and the specific needs of Indigenous Employees. We are guided by the principle: ‘Nothing about us without us’.

Recognized members of the affected Indigenous communities need to be a part of the process of addressing reconciliation and Indigenous aspirations. To



achieve this, we have maintained our proposal for the creation of a joint Truth and Reconciliation Round Table. The joint Round Table will:

- Be established with a neutral chair and 4 representatives of OPSEU and the Colleges, one from each of the North, South, East and West regions of the Province.
- Engage with recognized Indigenous organizations to review the collective agreement through the lens of Indigeneity.
- Review the actions of the individual colleges to address Truth and Reconciliation and make both central and local recommendations.
- Report to the parties well before the next round of bargaining so that the parties can address any identified issues in bargaining.

[Go to Proposal]

9. The COVID-19 pandemic has required all of us to pivot a number of times in seeking to meet the educational needs of students. Content was quickly moved online in order to deliver courses remotely. We have maintained our commitment (and related proposal) to not use **Pandemic related e-materials** without the consent of the teacher who developed them. To do this, we propose a Letter of Understanding which provides this assurance. [Go to Proposal]
10. The social distancing requirements occasioned by the health directives during the pandemic have significantly affected Colleges' staffing requirements for courses that did run on campus. Where in non-pandemic times, a course or lab may have run with 40 students and one faculty member, during the pandemic class sizes were dramatically reduced to meet social distancing requirements. During one period, they were in fact limited to 10, meaning that the same course would have run with four sections of 10 students. To address these anomalies, we have maintained our proposal to amend article 2.03 D to provide that **staffing data during the pandemic emergency can not be used in Article 2 staffing disputes**. [Go to Proposal]
11. The Collective Agreement does not currently recognize paid public holidays for the purposes of partial-load service. To address this, we have maintained our proposal to amend article 26.09 to **provide that partial load employees accrue service for Holidays on which they were scheduled to teach**.

[Go to Proposal]

12. To better align the partial load priority process with the operation of the academic year, we propose to amend article 26.10 D. We have maintained our proposal that the **partial-load registration date** would change from October 30 to April 30. [Go to Proposal]



13. Based on your feedback, we have modified our proposal to modernize the **Counsellor Class Definition** to incorporate much of the language that you have left on the table in this regard, while at the same time recognizing that Counsellors work in multi-disciplinary teams with Support Staff employees and Administrators in meeting the needs of students. [Go to Proposal]
14. Under current legislation, there is a 3-year limit on allowable total **compensation increases** for college employees. We have maintained our proposal to provide the maximum 1 % wage increase in each of the 3 years covered by the proposed Collective Agreement. [Go to Proposal]
15. We have also maintained our proposal that if the wage restraint legislation is repealed, amended, or struck down by a Court, there would be discussion with the Union of possible additional wage increases. [Go to Proposal]
16. Given that Bill 124 permits up to 1% increase in benefits costs per year, and the Union indicated an interest to us in upgrading the benefit plan to include medical cannabis, we have maintained our proposal to add a new article providing for the coverage of medical cannabis under the benefit plan. [Go to Proposal]
17. Finally, we have maintained our proposal to amend article 36.01 to reflect the new dates of operation of this collective agreement which would expire on September 30th, 2024. [Go to Proposal]

We ask that you give serious consideration to this revised Without Prejudice Settlement Proposal.

MANAGEMENT WITHOUT PREJUDICE SETTLEMENT PROPOSAL **October 19, 2021**

1. Amend the Letter of Understanding on Employment Equity:

Letter of Understanding

Re: ~~Employment Equity~~ Equity, Diversity, and Inclusion

The parties recognize a shared commitment to achieving employment equity within the college system. This, therefore, will confirm the understanding reached at negotiations between the parties that:

1. At the local level, the parties will work together to facilitate:
 - the implementation of employment systems, policies and practices, including matters relating to child-care, that are non-discriminatory in nature and effect; and
 - the implementation of practices and policies to enhance the hiring of, and transfer, promotion, training and developmental opportunities of, persons from designated groups; and



- generating data as to the current representation and distribution of the designated groups; and
 - examination of recruitment and practices of hiring into the bargaining unit of persons from designated groups; and
 - the removal of any barriers that may exist in employment policies and the monitoring of data relative to employment equity; and
 - the attainment of appropriate representation of targeted groups **identified below** ~~identified by the Province of Ontario.~~
2. At the provincial level, the parties **shall establish a jointly-chaired committee of the EERC (including equal representation from the union and employer) to research and make joint recommendations for each subsequent Collective Agreement at least 12 months prior to the expiry of the current Collective Agreement** ~~will work together~~ to ensure that all provisions of the Agreement are non-discriminatory in nature and effect.
3. At both the provincial and local level, the parties will work together to enhance the participation of individuals from populations identified by the Province of Ontario as designated groups in the day-to-day administration of the Agreement. This could include, but not be limited to, the administration of Articles 7, 9, 11, 32, 33, Appendix II and IV.

The designated groups referred to above are considered to be, for the purpose of this letter:

- Women
- ~~visible and ethnic minorities~~ **Racialized people**
- ~~disabled persons~~ **People with disabilities**
- ~~native persons~~ **Indigenous People (First Nations, Inuit and Métis)**
- **Lesbian, Gay, Bi-Sexual, Trans, Queer and 2-Spirit People (LGBTQ2S*)**
- Francophones

[Return to Overview]

2. Add a new Letter of Understanding regarding the creation of a Workload Committee.

New Letter of Understanding Re: Workload

The parties agree to engage in a two-step process with the purpose of resolving workload considerations.

Step 1 – Neutral-led inquiry

The parties will establish, no later than February 1, 2022, a Committee on Workload. Both parties will nominate one member. If the parties are unable to agree upon a chair, William Kaplan will choose the chair in a



process of final offer selection. The Committee is to complete its work by February 1, 2023. The Committee shall discuss and examine the following issues relating to the assignment of work to full-time faculty under Article 11:

- The impact, if any, of mode of delivery including in person, remote learning that is synchronous, asynchronous, blended synchronous and asynchronous or multi-modal 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” including but not limited to student accommodation activities, meetings, and training.
- The impact of the diversity of students on the time required for evaluation.
- Whether “routine” and “assisted” evaluation methods are best considered separately and to what extent each form of evaluation ought to attract different rates of attribution.
- Whether the preparation time required for field placement supervision assignments differs from that required for theory/classroom courses.
- The impact, if any, of AODA compliance requirements on teacher workload.
- The impact, if any, of student accommodation requirements on teacher workload.
- The impact, if any, of experience teaching a course on teacher workload.
- The impact, if any, of language of instruction on teacher workload.
- The application of Article 11.04 to Counsellors.
- The application of Article 11.04 to Librarians.
- Whether the current workload formula is appropriate for the recording of workload in Apprenticeship Programs.
- Whether the current workload formula is appropriate for the recording of workload in Academic Upgrading.
- Whether the current workload formula is appropriate for the recording of workload in specialized programs such as Aviation.



- and any other matters deemed appropriate by the Committee.

To complete its work, the Committee shall conduct system-wide research including, but not limited to:

- Survey and interview stakeholders.
- Review SWF records.
- Review WMG complaints and resolutions.
- Review WRA proceedings and resolutions.
- Review local agreements related to workload.
- Review the change over time of teaching and learning resources available to teachers and how this may or may not differ.
- Review the change over time in supports available to students and its effect on the workload of teachers.
- Review the change over time in technology and its impact in increasing and decreasing workload demands.
- Examine other approaches that can potentially be taken to decrease teacher workload which do not require a change in the formula.
- Collect and review workload requirements from other comparative environments.

The Committee shall attempt to reach, with the assistance of the Chair as mediator, unanimous agreement with respect to any necessary changes to the existing workload formula. Where unanimous agreement is not reached, the management and union nominees shall each present to the Chair their recommendations for changes to the workload formula, if any.

The Committee may engage, upon majority agreement, third party assistance respecting stakeholder surveys and statistical analysis. The costs of the Committee shall be paid by the CEC and OPSEU in equal shares.

The College will be reimbursed by the Union for the release time granted to the Union representative on the Committee in accordance with Article 8.02. CEC will bear the cost of its representative.

Step 2 – Chair Recommendation



The Chair will conduct a hearing, where each party may attend with counsel, and make representations on each of the Union and Management positions. The Chair shall, thereafter, recommend changes to the workload formula that the Chair considers necessary.

[Return to Overview]

3. Add new article 11.01 M:

11.01 M Where a teacher is assigned by the college to provide a retroactive accommodation under the *Human Rights Code* to a student after the conclusion of the teaching period in which the teacher taught the course, and that accommodation objectively entails additional academic work for the teacher, the teacher shall discuss with their supervisor the impact of the accommodation on their workload and, failing satisfactory resolution, the teacher may advance the matter as provided for under Article 11.02 A 1.

[Return to Overview]

4. Amend 14.03 A 3

14.03 A 3 Coordinator Allowance – Coordinators are teachers who in addition to their teaching responsibilities are required to provide academic leadership in the coordination of courses and/or programs. Coordinators report to the academic manager who assigns their specific duties, which shall be determined **and reduced to writing** prior to the acceptance of the designation, subject to changes as circumstances require. It is understood that coordinators do not have responsibility for the supervision or for the disciplining of teachers in the bargaining unit. **The acceptance of the designation of coordinator and the assignment of coordinators duties is voluntary.** ~~It is not the intention of the Colleges to require employees to accept the designation of coordinator against their wishes.~~

[Return to Overview]

5. Add new Article 26.11:

26.11 Where a partial-load employee is assigned by the college to provide a retroactive accommodation under the *Human Rights Code* to a student after the conclusion of the teaching period in which the partial-load employee was contracted to



teach the course, and that accommodation objectively entails additional academic work for the partial-load employee, the partial-load employee shall discuss with their supervisor the impact of the accommodation and the supervisor will consider the provision of additional compensation to the partial-load employee for the accommodation related work.

[Return to Overview]

6. Add new 11.02 B 2:

11.01 B 2 A teacher who identifies as Indigenous may bring an Indigenous Elder/Traditional Knowledge Keeper to attend WMG as an advisor or support person for the teacher.

[Return to Overview]

7. Amend 32.02 by adding the following statement before the last sentence of the second paragraph:

Where an employee identifies as Indigenous, the employee may bring an Indigenous Elder/Traditional Knowledge Keeper to attend the grievance meeting as an advisor or support person to the employee.

[Return to Overview]

8. Add a new Letter of Understanding creating a Truth and Reconciliation Round Table:

**New Letter of Understanding
Re: Truth and Reconciliation**

The parties will establish, no later than March 1, 2022, a joint Indigenous Lead Round Table on Truth and Reconciliation. Each party will nominate four Indigenous members – one each from each of the four regions of the Province (North – Confederation College, Sault College, Northern College, Cambrian College, Collège Boréal, Canadore College; Central - Georgian College, Seneca College, Humber College, Centennial College, George Brown College, Sheridan College, Durham College; East – Algonquin College, Collège La Cité, Loyalist College, St. Lawrence College, Fleming College; and West – Conestoga College, Lambton College, Fanshawe College, St. Clair College, Niagara College, Mohawk College) in order to ensure regional representation. If the parties are unable to agree upon a chair, William Kaplan will choose the chair in a process of final offer



selection. The Round Table is to complete its work by February 1, 2023. The Round Table shall undertake the following:

- Identify recognized appropriate Indigenous organizations to assist the parties in their review of the collective agreement through the lens of Indigeneity;
- Review and understand the efforts undertaken at the various Colleges with their Indigenous communities to address truth and reconciliation in the Colleges related to employment within the bargaining unit, including consultation with the established Indigenous Education Councils or equivalent at each College;
- Provide recommendations to the parties on centrally appropriate changes to the collective agreement no later than twelve months prior to the expiry of the Collective Agreement;
- Provide recommendations individually to colleges on locally appropriate actions to address the unique needs of Indigenous employees within the bargaining unit as a part of the truth and reconciliation process pursuant to Article 36.02.

The Round Table may engage, upon majority agreement, third party assistance respecting Indigenous community and stakeholder surveys and statistical analysis. The costs of the Round Table shall be paid by the CEC and OPSEU in equal shares.

The College will be reimbursed by the Union for the release time granted to the Union representative on the Round Table in accordance with Article 8.02. CEC will bear the cost of its representative.

[Return to Overview]

9. Add a new Letter of Understanding regarding COVID-19 Pandemic Emergency Conversion of Electronic Materials:

New Letter of Understanding
Re: COVID-19 Pandemic Emergency Conversion Electronic Materials

In this letter of understanding:

Face-to-Face Delivery means learning that occurs when the educator and students are together in the same place at the same time. Traditional classroom and lab settings are examples of face-to-face delivery. Face-to-face delivery is synchronous.

Remote Delivery means delivery that occurs when classes are taught at a distance and when students and educators are not



present together in a traditional classroom or lab setting. Remote learning may be synchronous or asynchronous and can be delivered through a Learning Management System, by using videoconferencing tools, emails, printed materials, broadcast media or through telephone or other voice calls or a combination thereof. Remote learning may be online or by correspondence.

Online Delivery means the delivery of educational content using an electronic Learning Management System or otherwise through the internet. Online delivery may be synchronous or asynchronous.

Commencing in March, 2020, and continuing at least until May 2022:

Because of the COVID-19 Pandemic, courses which were in the process of being taught using Face-to-Face Delivery, or which would otherwise have been taught using Face-to-Face Delivery, were converted by faculty, on an emergency basis, to be delivered using Remote Delivery. In effecting this emergency conversion, faculty prepared various electronic materials including video and audio content, recordings of lectures and labs and other online content.

Recognizing that the Colleges, from time to time, engage Faculty to develop Online Delivery Courses it is understood that this letter applies only to those materials that were specifically prepared for the emergency conversion of Face-to-Face Delivery courses to Remote Delivery Courses during the Pandemic (hereinafter “Pandemic E-materials”) and not to courses specifically developed for the purpose of Online Delivery Courses.

The Colleges agree that Pandemic E-materials shall not be used in the non-pandemic delivery of courses except by the Faculty member who developed the Pandemic E-materials or with the consent of the Faculty member who developed the Pandemic E-materials. It is further understood that where a Faculty member is assigned to develop a Purpose-Built Online Course, and the Faculty member uses any of the Pandemic E-materials that the Faculty member previously developed in the Purpose-Built Online Course, this Letter of Understanding shall not apply to the Pandemic E-materials included in the Purpose-Built Online Course.

[Return to Overview]

10. Amend Article 2.03 D to provide as follows:

2.03 D Grievances alleging a violation of Article 2.02 and Article 2.03 A cannot rely on staffing which occurred from September 1, 2014 to December 20, 2017, or from March 23, 2020 to April 30, 2022 to assist in establishing a breach of either of those Articles.



[Return to Overview]

11. Amend article 26.09 to provide as follows:

26.09 Statutory and College Holidays

Partial-load employees who are under contract on the last working day prior and the working day subsequent to a holiday as defined in Article 16, Holidays, shall be paid for these if they are regularly scheduled teaching days **and shall have such day counted for the purposes of service pursuant to Article 26.10 C.** Under contract means there is a written contract between the College and the employee. Details regarding participation, eligibility, waiting period and benefit level are as follows:

	Statutory and College Holidays
Participation	All partial-load employees under contract
Eligibility	All partial-load employees under contract
Waiting Period	Nil
Benefit Level	Partial-load employees will receive regular pay and be considered to have accrued the scheduled day's service if: (i) The holiday occurs on a day the employee would have been scheduled to work, and (ii) the employee was in attendance the scheduled day of work, both before and after the holiday.

*Clarity note: The change from the 2017 to 2021 version of this article to the above version shall become effective January 3, 2022.

[Return to Overview]

12. Amend article 26.10 D to provide as follows:

26.10 D In addition to maintaining a record of a partial-load employee's job experience, the college will keep a record of the courses that the employee has taught and the departments/schools where the partial-load employee has taught such courses.



By **April 30th** in each year, a currently or previously employed partial-load employee must register their interest in being employed as a partial-load employee in the following academic year. This individual will be considered a registered partial-load employee for the purpose of 26.10 E. **For the Fall, Winter, Spring and Summer terms of the 2021 – 2022 academic year and the Fall 2022 semester, partial load employees must register no later than October 30, 2021.**

[Return to Overview]

13. Amend the Counsellor Class Definition.

Amend to:

CLASS DEFINITION COUNSELLOR

A Counsellor is responsible for assisting students and potential students to function effectively as learners and as individuals by helping them understand, prevent or overcome personal, social or educational problems that may hinder learning or their ability to cope with everyday living.

Where so assigned, as part of a multi-disciplinary team, the Counsellor's duties may include:

- a) Developing and ~~maintaining~~ **providing** appropriate counselling programs **through various modes of delivery including one-on-one and group counselling (as a non-instructional activity) , to support students with mental health, personal, and/or academic issues, including:**
 - **developing and providing person-centred counselling support and treatment plans, both in-person and virtually;**
 - **providing traditional and culturally-specific counselling support and advising to Indigenous students, and building community connections with Indigenous partners;**
 - **maintaining clinical records in adherence to relevant legal and privacy standards;**
 - **referring students to appropriate internal and external supports as appropriate;**
 - **identifying and assisting with student problems, and relationship problems among students.**
- b) Interviewing individuals, ~~by appointment,~~ to explore personal or social difficulties or vocational/educational decision-making **development,** including:



- providing one-on-one counselling and complex case management support for students experiencing significant mental health issues;
 - Providing educational/vocational information to individuals or directing them to available sources;
 - referring students individuals to both internal and external service providers;
 - conducting assessments and interventions;
 - facilitating discussion/dialogue between students, faculty and administration;
 - assisting students in developing self-advocacy skills;
 - participating in pre-admission interviewing and testing, as required;
 - assisting new students in their transition to the College.
- e) ~~Group counselling as a non-instructional activity~~
- c) Testing **Assessing** and **evaluating** ~~evaluation~~ of individuals to assist them in their personal, educational/vocational development;
 - d) Assisting administration, faculty and staff, in a consultative role in identifying student problems, dealing with student problems, and relationship problems among students.
 - e) Providing educational/vocational information ~~information~~ **counselling** to students or directing them to available sources;
- g) ~~Participating in the orientation of new students to the College.~~
- f) Responding appropriately to crisis situations affecting either the mental health or academic performance of students or the broader College community;
 - g) Promoting positive mental health wellness in the college and beyond;
 - h) Supervising interns from postsecondary institutions on field placement/practicum;
 - i) Engaging in applied research related to counselling as required by the College;
 - j) Teaching, as assigned.



In addition, the Counsellor may, from time to time, be called upon to contribute to other areas ancillary to the Counsellor's role, such as student recruitment and selection, student employment, liaising with community service programs and agencies, professional development and control of supplies and equipment.

[Return to Overview]

14. Amend Rates of Pay as follows:

Wage increases

Renewal collective agreement shall be for the term October 1, 2021 to September 30, 2024.

Term:

- Three (3) year term (October 1, 2021 – September 30, 2024)

Increase consistent with Bill 124

Compensation Adjustments:

(ATB = across-the-board to all salary steps)

- 1.0% ATB (October 1, 2021)
- 1.0% ATB (October 1, 2022)
- 1.0% ATB (October 1, 2023)

Salary Schedules for Full-Time Professors, Counsellors and Librarians

14.03 A 1

The following table indicates the annual base salary paid at each step on the Salary Schedule to full-time Professors, Counsellors and Librarians

STEP LEVEL	1.0% Effective October 1, 2021	1.0% Effective October 1, 2022	1.0% Effective October 1, 2023
Step 5	\$67,221	\$67,893	\$68,572
Step 6	\$70,308	\$71,011	\$71,721
Step 7	\$73,394	\$74,128	\$74,869
Step 8	\$76,478	\$77,243	\$78,015
Step 9	\$79,563	\$80,359	\$81,163
Step 10	\$82,647	\$83,473	\$84,308
Step 11	\$85,733	\$86,590	\$87,456
Step 12	\$88,818	\$89,706	\$90,603



Step 13	\$91,905	\$92,824	\$93,752
Step 14	\$94,989	\$95,939	\$96,898
Step 15	\$98,077	\$99,058	\$100,049
Step 16	\$101,153	\$102,165	\$103,187
Step 17	\$104,230	\$105,272	\$106,325
Step 18	\$107,304	\$108,377	\$109,461
Step 19	\$110,381	\$111,485	\$112,600
Step 20	\$113,457	\$114,592	\$115,738
Step 21	\$116,532	\$117,697	\$118,874

Salary Schedules for Full-Time Instructors

14.03 A 2

The following table indicates the annual base salary paid at each step on the Salary Schedule to full-time Instructors

STEP LEVEL	1.0% Effective October 1, 2021	1.0% Effective October 1, 2022	1.0% Effective October 1, 2023
Minimum	\$44,221	\$44,663	\$45,110
Step 1	\$47,311	\$47,784	\$48,262
Step 2	\$50,392	\$50,896	\$51,405
Step 3	\$53,476	\$54,011	\$54,551
Step 4	\$56,564	\$57,130	\$57,701
Step 5*	\$59,649	\$60,245	\$60,847
Step 6	\$62,733	\$63,360	\$63,994
Step 7	\$65,819	\$66,477	\$67,142
Step 8	\$68,905	\$69,594	\$70,290
Step 9	\$71,991	\$72,711	\$73,438
Step 10	\$75,077	\$75,828	\$76,586

*Control point of Range

26.04 Post Secondary Partial-Load Professors

STEP LEVEL	1.0% Effective October 1, 2021	1.0% Effective October 1, 2022	1.0% Effective October 1, 2023
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Step 5	\$89.81	\$90.71	\$91.62
Step 6	\$93.94	\$94.88	\$95.83
Step 7	\$98.06	\$99.04	\$100.03
Step 8	\$102.18	\$103.20	\$104.23
Step 9	\$106.32	\$107.38	\$108.45
Step 10	\$110.41	\$111.51	\$112.63
Step 11	\$114.54	\$115.69	\$116.85
Step 12	\$118.68	\$119.87	\$121.07
Step 13	\$122.78	\$124.01	\$125.25
Step 14	\$126.92	\$128.19	\$129.47
Step 15	\$131.03	\$132.34	\$133.66
Step 16	\$135.15	\$136.50	\$137.87
Step 17	\$139.29	\$140.68	\$142.09
Step 18	\$143.40	\$144.83	\$146.28
Step 19	\$147.53	\$149.01	\$150.50
Step 20	\$151.67	\$153.19	\$154.72
Step 21	\$155.80	\$157.36	\$158.93

26.04 Non-Post-Secondary Partial-Load Professors

STEP LEVEL	1.0% Effective October 1, 2021	1.0% Effective October 1, 2022	1.0% Effective October 1, 2023
Step 5	\$80.82	\$81.63	\$82.45
Step 6	\$84.57	\$85.42	\$86.27
Step 7	\$88.24	\$89.12	\$90.01
Step 8	\$91.96	\$92.88	\$93.81
Step 9	\$95.67	\$96.63	\$97.60
Step 10	\$99.37	\$100.36	\$101.36
Step 11	\$103.10	\$104.13	\$105.17
Step 12	\$106.80	\$107.87	\$108.95
Step 13	\$110.52	\$111.63	\$112.75
Step 14	\$114.23	\$115.37	\$116.52
Step 15	\$117.92	\$119.10	\$120.29
Step 16	\$121.65	\$122.87	\$124.10
Step 17	\$125.36	\$126.61	\$127.88
Step 18	\$129.08	\$130.37	\$131.67
Step 19	\$132.79	\$134.12	\$135.46
Step 20	\$138.17	\$139.55	\$140.95
Step 21	\$143.53	\$144.97	\$146.42

26.04 Post-Secondary Partial-Load Instructors



STEP LEVEL	1.0% Effective October 1, 2021	1.0% Effective October 1, 2022	1.0% Effective October 1, 2023
Minimum	\$59.06	\$59.65	\$60.25
Step 1	\$63.22	\$63.85	\$64.49
Step 2	\$67.32	\$67.99	\$68.67
Step 3	\$71.45	\$72.16	\$72.88
Step 4	\$75.56	\$76.32	\$77.08
Step 5	\$79.71	\$80.51	\$81.32
Step 6	\$83.82	\$84.66	\$85.51
Step 7	\$87.92	\$88.80	\$89.69
Step 8	\$92.04	\$92.96	\$93.89
Step 9	\$96.14	\$97.10	\$98.07
Step 10	\$100.30	\$101.30	\$102.31

26.04 Non-Post-Secondary Partial-Load Instructors

STEP LEVEL	1.0% Effective October 1, 2021	1.0% Effective October 1, 2022	1.0% Effective October 1, 2023
Minimum	\$53.16	\$53.69	\$54.23
Step 1	\$56.87	\$57.44	\$58.01
Step 2	\$60.58	\$61.19	\$61.80
Step 3	\$64.31	\$64.95	\$65.60
Step 4	\$67.98	\$68.66	\$69.35
Step 5	\$71.71	\$72.43	\$73.15
Step 6	\$75.43	\$76.18	\$76.94
Step 7	\$79.12	\$79.91	\$80.71
Step 8	\$82.85	\$83.68	\$84.52
Step 9	\$86.54	\$87.41	\$88.28
Step 10	\$90.28	\$91.18	\$92.09

[Return to Overview]

15. Add a new Letter of Understanding regarding Bill 124.

New Letter of Understanding Re: Bill 124

Should Bill 124 - *Protecting a Sustainability Public Sector for Future Generations Act, 2019* be found unconstitutional by a court of competent



jurisdiction or the legislation is either repealed or amended in such a way as to shorten the moderation period or increase the 1 percent restraint measures prior to the expiry of the Collective Agreement, the parties shall meet within 60 days of the decision to negotiate a remedy, if any, for bargaining unit employees impacted by the legislative restraints. Further, the parties agree to invite William Kaplan, Mediator to assist the parties.

[Return to Overview]

16. Add new Article 19.01 C regarding medical cannabis.

19.01 C Effective three months after date of ratification, all full-time employees shall be covered by an employer paid addition to the extended health insurance plan cover medical cannabis prescribed by a licensed physician to a maximum of \$4,000 per year subject to prior authorization by the insurer to the eligibility requirements and terms and conditions of the Plan and for the conditions listed

[Return to Overview]