



COLLEGE
EMPLOYER
COUNCIL

CONSEIL DES
EMPLOYEURS
DES COLLÈGES

College Employer Council M12 Proposal



Presented by:

The College Employer Council

(on behalf of the Colleges of Applied Arts and
Technology)

To:

The Ontario Public Service Employees Union
(for CAAT Academic Employees)

September 25, 2024

CEC Presents this complete package in respect of Article 11. It includes proposals from CEC as well as a response to OPSEU's proposals. While the parties may discuss the proposal, individual responses/proposals are not subject to piecemeal acceptance.

Furthermore, the workload proposals are subject to an implementation period to allow Colleges to modify their systems to implement the changes and to eliminate the need for SWFs to be reissued for an upcoming term. The implementation period is subject to negotiation and depends on the date of ratification/acceptance of a renewal collective agreement.

11.01 B 1

CEC does not agree with OPSEU's proposal

OPSEU's proposal results in Professors and Instructors spending less time in the classroom with students. This would reduce the number of workload hours by almost 10% for every professor and instructor. The cost to the system would be massive as significant overtime costs would be borne by the Colleges and courses and complementary functions would need to be reassigned to other employees and new hires.

CEC makes the following proposal which aims to provide much needed flexibility in the scheduling of high demand programs such as apprenticeship where block release scheduling requires 8 week increments of teaching.

CEC makes the following proposal

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

11.01 B 2

CEC does not agree with OPSEU's proposal

CEC considers OPSEU's proposal to be unnecessary and the concerns raised are appropriately addressed in other areas of article 11. CEC's proposal more accurately reflects the assignment of teaching, preparation and evaluation, and notes the increase in out-of-class assistance for alternate modes of delivery in article 11.01 G.

CEC makes the following proposal

11.01 B 2 A "teaching contact hour" is a College scheduled teaching hour assigned to the teacher by the College. ~~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.~~

Teaching contact hours shall only be assigned on the standard workload form for modalities with synchronous delivery. For any assigned asynchronous hours, the number of teaching contact hours that would have been assigned if such hours were being delivered synchronously shall be used to calculate attributed hours for preparation and evaluation only.

11.01 B 3

CEC does not agree with OPSEU's proposal

It is not an appropriate convention to restate the word being defined within the definition of the word.

CEC has worked closely with the colleges to articulate definitions which provide enough clarity to effectively address workload considerations yet are high-level enough to apply to the many variations in terminology and approach that exist across the 24 colleges.

CEC makes the following counter-proposal

NEW

11.01 B 3 Modes of Delivery are defined as:

Synchronous: The College schedules Teaching Contact Hours to occur in real time (in person and/or online).

Asynchronous: The College does not schedule any Teaching Contact Hours; teachers and students engage with course content at different times, from different locations, using a College learning management system.

Hybrid: A combination, predetermined by the College, of Synchronous and Asynchronous delivery modalities.

Multi-Modal Flexible Delivery (aka Hyflex): The College schedules Teaching Contact Hours and determines that students may choose to attend synchronously (in person or online) or participate asynchronously.

NEW

11.01 G 3 Where a College assigns an Asynchronous or Hybrid course, it shall attribute time for additional out-of-class assistance according to the following formula: (number of students enrolled in the course) x (number of asynchronous hours assigned) x 0.015.

NEW

11.01 G 4 Where a College assigns a Multi-Modal Flexible course, it shall attribute time for additional out-of-class assistance according to the following formula: (number of students enrolled in the course) x 0.015.

11.01 B 4

CEC does not agree with OPSEU's proposal

The modes of delivery identified and the factors assigned are not appropriate. CEC is not prepared to accept the compounding effect of the factors proposed by OPSEU. CEC makes a counter-proposal on this in 11.01 D 3. See below.

11.01 C

This proposal aims to provide more flexibility for faculty scheduling, without undermining the intent of 11.01 C. This allows for the scheduling of half-hour blocks in cases where this delivery pattern supports the best presentation of content, for the benefit of students. At the same time, it ensures colleges cannot break courses up into a series of multiple half-hour blocks over the course of a week.

CEC makes the following proposal

11.01 C Each teaching contact hour shall be assigned as a 50 minute block plus a break of up to ten minutes. **No teaching block will be scheduled for less than one hour. Teaching blocks may be extended by half-hour increments provided that the total weekly teaching contact hours assigned to a course equal a whole number. Each half-hour extension to a teaching contact hour shall include a break of up to five minutes.**

The voluntary extension of the **assigned** teaching contact **time hour beyond 50 minutes** by the teacher and any student(s) by not taking breaks or by re-arranging breaks or by the teacher staying after the period to consult with any student(s) shall not constitute an additional teaching contact hour.

11.01 D 1

CEC does not agree with OPSEU’s proposal

OPSEU’s proposal results in Professors and Instructors spending less time in the classroom with students. OPSEU’s proposal classifies curriculum development and curriculum review as “teaching” when no teaching is occurring.

CEC makes the following counter-proposal

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
<u>New Multi-Modal Flexible</u>	<u>1 : 1.20</u>
New	1 : 1.10
Established A	1 : 0.85
Established B	1 : 0.60
Repeat A	1 : 0.45
Repeat B	1 : 0.35
Repeat C	1 : 0.25
Special A	as indicated below
Special B	as indicated below

11.01 D2

CEC makes the following proposal

11.01 D 2 No more than four different course preparations shall be assigned to a teacher in a given week, except by voluntary agreement which shall not be unreasonably withheld. **However, in situations where four course preparations are assigned and result in fewer than 35 total workload hours, the College may add additional course preparations.**

11.01 D 3

CEC does not agree with OPSEU's proposal.

OPSEU's proposal results in Professors and Instructors spending less time in the classroom with students. OPSEU's proposal defines course development and curriculum review as "teaching" when no teaching is occurring. The CEC's counter-proposal recognizes the additional work reported by teachers in the Flaherty Workload Taskforce report by increasing the preparation factor to new whenever the teacher is teaching a course for the first time in a new delivery mode.

CEC makes the following counter-proposal

11.01 D 3 For purposes of the formula:

- (i) **"New Multi-Modal Flexible" refers to the first section of a Multi-Modal Flexible 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.**

- (ii) "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; **or**
 - **teaching for the first time in a new Mode of Delivery as assigned by the College, unless it is a Multi-Modal Flexible delivery course.**

Renumber subsequent

- (vii) **"Repeat C" refers to additional asynchronous sections of a course which the teacher is also delivering asynchronously and concurrently and for**

which hours of preparation have already been attributed under "New" or "Established".

Renumber subsequent

11.01 E 1 & 11.01 E 2

CEC does not agree with OPSEU's proposals

OPSEU's proposal results in Professors and Instructors spending less time in the classroom with students. However, CEC acknowledges the feedback which suggests that more time is needed to properly evaluate essays and projects. CEC also notes that the tables in the Flaherty Workload Task Force report indicate a decrease in time required to complete electronically assisted evaluations. The CEC's counter-proposal incorporates both elements.

CEC makes the following counter-proposals

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

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

Essay or project	Routine or Assisted	In-Process or Assisted
1:0.0350 per student	1:0.015 per student	1:0.0092 per student

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 of short answer tests 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. "Assisted evaluation and feedback" is grading generated through the use of computer-based question and answer software or other similar evaluative tools or where marking assistants are provided.
- (iv) Where a course requires more than one type of evaluation and feedback, the 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.

The balance of 11.01 E remains unchanged

11.01 F 1 & F 2

CEC does not agree with OPSEU's proposal

OPSEU's proposals result in Professors and Instructors spending the equivalent of an entire day per week on the attributed allowance.

CEC makes the following counter-proposal

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 hours of the 44 hour maximum weekly total workload shall be attributed as follows:

four and a half hours for routine out-of-class assistance to individual students

two 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 3

CEC maintains its rejection of this proposal

11.01 G 2

CEC maintains its rejection of this proposal and counter-proposes new 11.01 G 3 and 4, above

11.01 H 1

CEC rejects the OPSEU's proposal and maintains its proposal in M2

11.01 H 2

CEC rejects the OPSEU's proposal and maintains its proposal in M2

11.01 I

This proposal aims to provide more flexibility in the scheduling of high demand programming such as Apprenticeship. In Apprenticeship programming scheduling is impacted by requirements such as Block Release (8-week semesters) and Day Release (8 and ½ hour day).

CEC makes the following proposal

11.01 I Teaching contact hours for a teacher in post-secondary programs shall not exceed 18 in any week. Teaching contact hours for a teacher not in post-secondary programs shall not exceed ~~20~~ **22** in any week.

11.01 J 1

This proposal permits faculty who wish to engage in voluntary overtime to do so for appropriate compensation.

CEC makes the following proposal

11.01 J 1 Notwithstanding the above, overtime worked by a teacher shall not exceed ~~one teaching contact hour in any one week or three~~ **four** total workload hours in any one week and shall be voluntary.

11.01 K

CEC makes the following proposal

11.01 K 1 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, ~~190~~ **200** contact days per academic year for a teacher not in post-secondary programs.

11.01 K 2 remains unchanged

11.01 K 3 Teaching contact hours shall not exceed 648 teaching contact hours per academic year for a teacher in post-secondary programs, ~~760~~ **880** teaching contact hours per academic year for a teacher not in post-secondary programs.

Remainder of 11.01 K remains unchanged

11.01 L 1

This permits faculty in programs that have specific needs, such as apprenticeship to establish an appropriate work-day that supports students.

CEC makes the following proposal

11.01 L 1 The contact day shall not exceed eight hours from the beginning of the first assigned hour to the end of the last assigned hour **except when established at the time of hire based on program requirements**, or by written voluntary agreement, which shall not be unreasonably withheld. The Union Local shall receive a copy of such agreement within seven days.

Remainder of 11.01 remains unchanged

11.02 A 2

CEC is prepared to accept OPSEU's proposal to include mode of delivery as part of our package on Article 11.

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 (b)

CEC maintains its rejection of this proposal

11.02 C 2

CEC maintains its rejection of this proposal

11.02 D 1

CEC maintains its rejection of this proposal

11.02 F 5

CEC maintains its rejection of this proposal

11.04 A 2

This proposal clarifies the method for compensating overtime assigned to counsellors and librarians at an amount equivalent to one and a half times regular salary.

CEC makes the following counter-proposal

Where a Counsellor or Librarian is assigned to work overtime in excess of 35 hours in any given week, such time shall be compensated at the rate of 0.083% of annual regular salary.

11.04 B 1

CEC rejects the OPSEU's proposal and maintains its proposal in M2

11.04 B 2

CEC rejects the OPSEU's proposal and maintains its proposal in M2

11.04 D

CEC does not agree with OPSEU's proposal

The nature of counsellor and librarians work does not require this, and there are other mechanisms available to them if they have issues with their workload.

11.08

CEC does not agree with OPSEU's proposal

OPSEU's proposal results in Professors and Instructors spending less time in the classroom with students.

11.09

Modified Workload Arrangements

CEC makes the following proposal

11.09 A 1 In order to meet the delivery needs of specific courses or programs, Modified Workload Arrangements may be agreed on instead of the workload arrangements specified in Articles 11.01 B 1, 11.01 C, 11.01 D 1 through 11.01 F, 11.01 G 2, 11.01 I, 11.01 J, 11.01 L, 11.01 M, 11.02 A 1 (a), 11.02 A 2, 11.02 A 3, 11.02 A 4, 11.02 A 5 and 11.08. A Modified Workload Arrangement requires the consent of the teacher(s) involved and the consent of the Local Union, **which shall not be unreasonably withheld**.

Remainder of 11.09 remains unchanged

The CEC reserves the right to add to or to modify these proposals during the course of bargaining.