

FACULTY PROPOSALS - WORKLOAD

The following initial proposal was presented to the CEC negotiations team on July 15, 2024. Below, you will find our overview of the proposal, as well as the specific changes to the Collective Agreement that we tabled. In the margins of the table below, you will find brief notes explaining the intent of the changes.

Faculty Demands:

The following demands were passed by delegates from the 24 Ontario College Locals, at our final demand-setting meeting in March 2024. They were drafted following an extensive consultation process with faculty across the province, including surveys and Local demand-set meetings:

1. Ensure that all faculty (professors, instructors, counsellors, librarians) workload is accurately measured, recorded, and fair.
2. Ensure that faculty workload measurements reflect current changes in our profession, including student needs (e.g. accommodations and language proficiency, delivery modes, artificial intelligence), and other relevant factors.
3. Ensure that faculty have no less than 2 months of faculty-controlled and -determined non-SWF'd work during one term per academic year.
4. Teaching faculty total workload be reduced to 40 hours or less in any given week.
5. Counsellor and librarian workload measurements be quantified to ensure that services support student needs and meet professional obligations to regulatory bodies.

Workload Taskforce:

In the last round of bargaining, the Colleges were exceptionally clear that a "Rayner style study" was required to "review the functioning of the formula" and to produce "clear, objective, and reliable data" (College's workload proposal [MO2] and Laurie Rancourte's speaking notes, *August 11, 2021*) before changes to the formula or workload arrangements could occur. A Workload Taskforce was later awarded by arbitrator William Kaplan ([Kaplan 2022 Award](#)).

Under the direction of the neutral chair (Michelle Flaherty) the joint College and Union Taskforce undertook a multi-pronged research endeavour. Data was collected on the workload experiences of faculty (full time and partial load professors and instructors, and counsellors and librarians). Consensus was achieved on the research methodology and third parties chosen to conduct the research. The data collected represents one of the largest studies of its kind and was designed specifically to address the concerns raised during the 2021 round of bargaining. The data has been thoroughly vetted by third party researchers and is credible and reliable.

The data analyzed by the Taskforce supports the demands that all faculty (full-time and partial-load professors and instructors, counsellors and librarians) have consistently put forward: that they are experiencing an increase in workload not captured in their workload assignments. This hidden work is required and performed by faculty to ensure student success and has maintained the functioning of colleges despite massive technological and sociological changes.

Some of this hidden work was captured in the Taskforce mandate and as such the following was examined; the impact of mode(s) of delivery, the impact of AODA compliance requirements and student accommodations, evaluation in general, time spent on administrative duties in general, the impact of student language of instruction proficiency and time assigned for teaching, preparing courses identified as "Special A" (continuous intake) and "Special B" (placements, clinical, fieldwork) course assignments and the overall workload issues faced by counsellors and librarians.

The Workload Taskforce Recommendations have been redacted as the report has not been publicly released.

Changes to our Working Conditions since 1985:

Since 1985 (the year the SWF was awarded to College Faculty), the standard workload formula has remained the same. The only material change that has occurred was in 2005 when faculty were awarded one additional hour for out-of-class student class assistance, and in 2009 where faculty whose total workload exceeded 260 students were awarded an additional 0.015 hour for every student in excess of 260 for out-of-class student assistance. However, as it relates to additional out-of-class assistance time for faculty whose total workload includes more than 260 students, CBIS data indicates that this time is rarely assigned.

Faculty have tried, in multiple rounds, to negotiate language that would enable the Colleges to address the "hidden work" occurring but not compensated – work which is only hidden in workload recognition, but work which is necessary for the success of our students. However, these attempts to have these variables considered in workload assignment as additionally attributed time (for preparation or evaluation) have failed. The CBIS data analyzed by the Workload Taskforce is clear – additionally attributed time for preparation or evaluation occurs in a vanishingly small number of instances. For example, in 2022, province-wide a total of 29 faculty received additional evaluation time, and 36 faculty received additional preparation time. In addition, a decreasing trend for both (additionally attributed time for preparation and evaluation) is evidenced.

However, the hidden work continues and is compounded yearly with new changes to our working conditions occurring, but not considered in workload assignments (e.g. the shift from teaching in the classroom to teaching with students in the classroom and online, or the shift from teaching students whose first language matched that of instruction to teaching the majority of students whose first language differs from that of instruction).

In forty years, our working conditions have changed significantly, and has long left the 1985 calculation behind. The landscape of teaching now includes:

- technological advancement in general (e.g. the widespread use of the internet in workspaces occurred in 1990),
- email communications (it was in the late 90's that email became accessible via the internet from any computer), use of cell phones and text (this began in 1992),

- the use of alternative mode(s) of delivery using the internet (we now have students streaming into our classrooms, counselling spaces and libraries from multiple geographical locations [synchronously and asynchronously]),
- the use of online learning management systems (students now have access to course content, and each other through chat functions, 24 hours a day and these technological learning platforms are constantly changing and evolving),
- the influence of artificial intelligence (AI) and Large Language Models (LLMs) increased substantially including an impact on academic integrity (AI boomed in 2020 in the academic space and is now being used by students to prepare assignments, take tests and occasionally circumvent plagiarism and academic integrity),
- the introduction of AODA legislation and large-scale efforts to update materials which were not adjusted (the number of student accommodations has steadily increased as has the complex needs of our students)
- skyrocketing enrolment alongside the simultaneous growth of contract faculty (fewer and fewer programs have more than one full time faculty associated to the program)
- the change in student demographics (many of our students entering the system have a first language that differs from the language of instruction and domestic students are increasingly presenting as underprepared for the post-secondary environment)

Overview:

It is time that the Colleges invest in the learning conditions of students by addressing the persistent and consistent workload issues presented by faculty in both their demands and in the research conducted by the Taskforce. Faculty care deeply about their students and are committed to ensuring their success.

The Union is proposing that workload language is improved to ensure that all faculty work is accurately recorded. We are also proposing changes to the workload formula which has not been modernized in forty years to ensure that faculty workload measurements capture all work associated with changes in our working conditions outlined above. Faculty are performing this hidden work to ensure our students' success. It is time that compensation for this work is finally addressed.

Given the lack of modification to the SWF in the previous forty years, substantial modifications are required to bring the assignment of workload into the current college environment. Partial-Load workload will be addressed to consider the same concerns in Article 26.

Changes to our working conditions have been occurring at a rapid rate. Technology, changes to student demographics, and program deliveries have transformed the system. Faculty have been working diligently to adapt and pivot to meet the needs of their students in the face of unprecedented change. This unacknowledged work is resulting in unreasonable workloads including unpaid overtime. Consequently, faculty made high-ranking demands that the Colleges recognize the work that they are doing – again.

Regarding our first workload proposal, as has been noted, faculty are reporting performing work not recorded in the workload assignments. Attendance at marketing and promotional events, supporting students outside of the classroom whose needs demand more time than is assigned, research and mentorship of other faculty are some examples of the work that is being

performed by faculty and not being recorded. The problem extends to counsellors and librarians who do not have any accurate record of their workload and who report high levels of additional work demanded by their academic managers.

Our members take pride in their professionalism, they are eager to make such contributions for the benefit of their institutions and students; however, the lack of recognition of this work has adverse effects on both faculty and the colleges. An increasing number of our members are reporting feeling stressed and overworked, which, ultimately, leads to decreased productivity for colleges. The amount of hidden work has implications for staffing, as there are too few full-time faculty for all of the work that needs to be done.

Faculty have always understood the Colleges' need for flexibility and have spent decades showing that they are willing to do their part in delivering curriculum using a variety of methods. This has been borne out over the last four decades of experience, and unequivocally reiterated by faculty experiences in the Workload Taskforce. Students, the communities we serve, and the wider public expect it.

If Ontario Colleges are to be leaders in the post-secondary education sector, then it is time that the workload recognitions are brought up to date with the modern world.

It is now time.

Note on Proposed Language

Housekeeping

All references to ~~teacher~~ shall be changed to **faculty, faculty member** or **teaching faculty**.

Any Article that is not referenced remains unchanged

**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.

The balance of the academic year shall be reserved for complementary functions and professional development.

Workload factors to be considered are:

- (i) teaching contact hours
- (ii) attributed hours for preparation
- (iii) attributed hours for evaluation and feedback
- (iv) attributed hours for complementary functions

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**

Notes

Faculty specifically demanded a maximum of a standard 40-hour work week.

Provides clarity and consistency around the assignment of Special A and B per the Workload Taskforce Report recommendations

The Workload Taskforce recommends that mode of delivery must now be incorporated on the SWF. Faculty report in both their demands and in their survey that their workloads have increased as it

- (iv) contact hours occur asynchronously using an electronic system.
Multi-Mode Course Delivery: Where course teaching contact hours involves more than one mode of delivery (In Person, Online Synchronous and/or Online Asynchronous).

relates to teaching in alternative mode(s) of delivery.

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:

Delivery Mode Multiplication Factor

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

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 : 1.120
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
<u>Curriculum Development</u>	<u>1 : 2.30</u>
<u>Curriculum Review</u>	<u>1 : 0.50</u>

Workload Taskforce results indicate increased preparation time is required

Workload Taskforce recommendation for better reporting (CBIS) including curriculum development/update

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).

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).

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

- (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.

When delivery modes change, significant work is required to adjust the course content and pedagogy for the new delivery mode(s). This is seen in both survey results and in faculty demands.

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).

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).

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

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:

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

Essay or project	Routine or Assisted	In-Process
1:0.03045 per student	1:0.01530 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

Workload Taskforce recommendation for better reporting (CBIS) including curriculum development/update.

Workload Taskforce results indicate increased Evaluation and Feedback time is required.

- 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.~~

CBIS data clearly indicates a downward trend in the time assigned for evaluation to faculty. This downward trend exists as the blended factor is being assigned more often. Faculty are receiving less time to evaluate students learning, than in the past.

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.

Workload Taskforce results show the need for increased time for assistance and administrative duties.

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.

Flows from changes in F1

[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**

Workload Taskforce recommends that

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**

CBIS expand to ensure that the range of complementary functions be analyzed.

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*;**

CBIS data indicates that additionally attributed time for preparation or evaluation is rarely assigned. This must be corrected, allowing for better flexibility in the SWF for individual course needs.

- (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

Ten days of PD is no longer enough. Faculty are now required to develop skills in the use of technology that did not exist in 1985 and that are constantly changing. In addition, faculty are now required to deliver complex curriculum including degrees and graduate degrees sometimes in a compressed format.

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;~~

This language allows the WMG functions set out in (11.02 C1 and 11.02 C2) to be sent to arbitration to ensure compliance with the mandate set out for WMG

This language has been moved to 11.01 G2 and expanded with language from the Workload Taskforce.

~~(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.

This language permits, the Colleges, WMG's and WRA's to address these workload variables when resolving workload disputes. As well, they have been adjusted to address the factors identified by the Taskforce Survey.

**Instructional modes have been removed as it is now addressed with the proposed changes in 11.01 B3 and 11.01 B4 (modes of delivery).*

Putting parameters around timelines improves the functioning of the WMG process and meets the spirit and intent to come to "speedy resolutions".

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

This language permits the WRA to address these variables when resolving workload disputes.

Workload Taskforce recommendations indicate that Counsellors and Librarians require access to Overtime Provisions.

Ten days of PD is no longer enough for Counsellors or librarians.

Counsellors and librarians report experiencing bullying by managers preventing workload complaints.

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.

They require access to a workload dispute mechanism.

Faculty require self-directed time to ensure that they are able to maintain quality education for students and made this clear in their demands.