

# Revised Union Positions

Tabled March 6, 2006

2.04	<u>The College will give preference to the designation of full-time positions as regular rather than part-time teaching positions, subject to such operational requirements as the quality of the programs, attainment of the program objectives, the need for special qualifications and the market acceptability of the programs to employers, students, and the community.</u>	Brings principles of bargaining unit protection into line with existing language for partial-load and sessional. No valid reason for excluding this one group of employees. Part-time teachers should be used in appropriate circumstances for sound educational and pedagogical reasons - NOT as part of an efficiency scheme at the cost of quality
2.05	<u>Where a full-time position becomes vacant, it shall be posted and filled by a full-time appointment as soon as an applicant with the competence, skill, and experience to perform the functions of the position is identified.</u>	Replacement of full-time positions is essential to maintain quality
4.02 A 2	<u>All employees covered by this Agreement have a right to freedom from harassment, intimidation, coercion, and/or bullying by the employer or agent of the employer or by another employee.</u>	No valid reason not to protect employees against bullying in the workplace. Hard to see how any responsible employer would oppose an agreement to prohibit bullying.
4.02 A 2 3	Amend to add " <u>and clause 4.02 A 2.</u> "	Housekeeping
7.02	Add  <u>(vii) If requested by the Union Local, the college shall provide the course number, course title, hours per week and number of students in all courses taught by partial-load teachers, part-time teachers, and sessional teachers.</u>	A right already set out by arbitrator Paula Knopf. Why would an employer committed to quality be reluctant to share information regarding teaching assignments - information that must exist since the college has to know who is teaching how many students, where and when.

## **Workload Option A**

11.01 D 1 Amend to:

New <b>A</b>	<b><u>1 : 2.03</u></b>
<b><u>New B</u></b>	<b><u>1 : 1.96</u></b>
Established A	<b><u>1 : 1.46</u></b>
Established B	<b><u>1 : 1.25</u></b>
Repeat A	<b><u>1 : 0.87</u></b>
Repeat B	<b><u>1 : 0.69</u></b>

11.01 D 3 Amend

- (i) "New **A**" 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 define below); ~~or,~~
- (ii) **"New B" refers to the first section of a course which the teacher is** teaching for the first time since a major revision of the course or curriculum has been approved by the College.

11.01 E 1 Amend

Essay or Project	Routine or Assisted	In-Process
<b><u>1:0.0485</u></b>	<b><u>1:0.025</u></b>	<b><u>1:0.0150</u></b>
per student	per student	per student

The union has tabled two alternative positions for resolution to the quality issues. The employer can choose either Option A or Option B as set out here. All other workload positions apply to both of the options.

These are the factors which are generated from the workload survey conducted as an activity of the Workload Task Force.

<p><b><u>Workload Option B</u></b></p> <p>11.01 D 1 Add</p> <p><b><u>Each teacher shall have an additional 3 hours attributed each week as additional preparation for general course updating, addressing necessary adjustments for the level of student preparedness, diversity of students, students having special needs, changes in methodology, subject renewal, professional currency, and consistency.</u></b></p> <p><b><u>Where part of the teacher's assignment is delivered electronically or course materials are posted electronically, an additional 2 hours per week shall be attributed to the teacher.</u></b></p>	<p>These proposals respond to the employer's declaration at the bargaining table that they did not have a mandate to alter existing factors.</p> <p>All teachers to receive a flat 3 additional hours for general preparation - not tied to a specific section or course.</p> <p>An additional 2 hours for any teacher required to use electronic delivery modes including web</p>
<p><b><u>New Article</u></b></p> <p><b><u>XX.01 Each college shall establish and maintain an average section size of no greater than 25 students per section for credit courses.</u></b></p> <p><b><u>XX.02 No section shall have more than 40 students, except where the Workload Monitoring Group, or a Workload Resolution Arbitrator in the event that the Workload Monitoring Group cannot agree, determines that a higher number of students may be assigned to a section or sections.</u></b></p> <p><b><u>XX.03 Each college shall maintain a complement of full-time teachers such that not less than 80 percent of the teaching contact hours in credit courses are assigned to regular full-time or probationary teachers.</u></b></p> <p><b><u>XX.04 A college which does not meet the requirements of New .01 or New .03 shall increase its complement of full-time teachers by not less than 10 percent in any year or by the number of full-time teachers needed to comply with New .01 and New .03.</u></b></p>	<p>A staffing model that addresses excessive loads.</p> <p>Lowers average class size</p> <p>A soft cap on class size</p> <p>A ratio of full-time to non-full-time teachers.</p>
<p>11.02 C 1 Add</p> <p><b><u>(vi) reviewing requests to exceed the maximum limit of 40 students in a section.</u></b></p>	<p>An implementation schedule</p>
<p><b><u>11.02 E</u></b></p> <p><b><u>If, following a review by the WMG, a matter raised by the Union Local or the College is not resolved, the Union Local or the College shall have the right to refer the matter to the WRA.</u></b></p>	<p>Allows the college to apply for class size over the cap via application to the WMG/WRA</p>
<p><b><u>26.02 C New</u></b></p> <p><b><u>A partial-load employee shall be credited with two teaching</u></b></p>	

11.02 C 1	Add  <b><u>(vi) reviewing requests to exceed the maximum limit of 40 students in a section.</u></b>	Gives College mechanism to exceed 40 students in a class
11.02 E 3	<b><u>If, following a review by the WMG, a matter raised by the Union Local or the College is not resolved, the Union Local or the College shall have the right to refer the matter to the WRA.</u></b>	Gives College mechanism to exceed 40 students in a class
11.01 B 1	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. <del>for teachers in post-secondary programs and for up to 38 weeks in which there are teaching contact hours in the case of teachers not in post-secondary programs.</del>  Remove all references throughout the Collective Agreement to teachers not in post-secondary programs.	Removes discrimination against students not in post-secondary programs. The distinction is anachronistic, unfair, unjustified. Most apprenticeship is now post-secondary. What changed other than the designation of the students? There was not a problem when colleges made the adjustment – indeed the change helped in a small way to enhance quality for those students.
11.01 D 2	Add  <b><u>(ii) A section of a course is any distinct group of students that is scheduled for one or more hours on a weekly basis to meet with the teacher assigned to that course.</u></b>  <b><u>(iii) Where a course is delivered electronically, each group of 20 students or fewer shall constitute a section.</u></b>	This addresses possible confusion especially in electronic delivery.
11.01 D 3	Add  <b><u>(xi) Where a course requires that a teacher translate material, the numerical value which the first section of the course attracts shall be increased by 10 percent.</u></b>	It takes extra time for Francophone teachers to deliver their programs and courses of study in Ontario

11.01 E 2	<p>(iv) Delete and replace with:</p> <p><b><u>The teacher shall determine the method(s) of evaluation appropriate to the course. Where more than one method is used, the teacher shall determine a proportionate attribution of factors.</u></b></p>	<p>Every other teacher in Ontario has the right to determine how best to evaluate their students. This removes managerial interference with the delivery of courses of study and teachers' need to work closely with their students in evaluation and feedback. It is consistent with Task Force findings, which highlighted the need for teacher control of evaluation</p>
11.01 F 1	<p>Amend "five" to "<u>six</u>" and amend "three" to "<u>four</u>".</p>	<p>A minor adjustment with minimal impact - for the overwhelming majority no change at all.</p>
	<p>Add:</p> <p><b><u>The teacher shall inform his/her students of availability for out-of-class assistance in keeping with the academic needs of the students.</u></b></p>	<p>Flexible - not tied to be at one's desk for set hours each week - open to allow teachers to meet their student's changing needs throughout the course of the term.</p>
11.02 A 1(b)	<p><b><u>Prior to the establishment of a total workload for any Counsellor or Librarian, the supervisor shall discuss the proposed workload with the Counsellor or Librarian and complete the Counsellor/Librarian Workload Form (CLWF), attached as Appendix II, to be provided by the College. The supervisor shall give a copy to the Counsellor or Librarian not later than six weeks prior to the beginning of the assignment excluding holidays and vacations.</u></b></p>	<p>This itemizes Counsellor and Librarian workloads</p>
11.02	<p>Amend "teacher" to "<u>employee</u>" and "teachers" to "<u>employees</u>"</p> <p>Amend "SWF" to "<u>SWF or CLWF</u>"</p>	<p>Housekeeping</p>

11.02 A 2	<p>Add the following paragraph to the end:</p> <p><b><u>The CLWF shall include all assigned duties and time allocated thereto including, where applicable, any assigned teaching, attributed preparation, evaluation and feedback, and complementary functions.</u></b></p>	Housekeeping
11.02 A 6(a) and (b) and 11.02 F 9	Add " <b><u>11.04</u></b> "	Housekeeping
11.02 C 2	<p>Add</p> <p><b><u>(xiv) numbers of students to be counselled;</u></b>  <b><u>(xv) nature of students to be counselled;</u></b>  <b><u>(xvi) assigned liaison;</u></b>  <b><u>(xvii) size, amenity, and availability of counselling facilities;</u></b>  <b><u>(xviii) numbers of students using the library facilities;</u></b>  <b><u>(xix) size, amenity, and availability of library facilities;</u></b>  <b><u>(xx) size and nature of library collection and circulation.</u></b></p>	<p>If there is a workload dispute, the Counsellors and Librarians should have access to the expedited process to resolve concerns.</p> <p>Quality depends not just on teachers but on Counsellors and Librarians with the time to meet the students' needs in their areas of expertise as well.</p>
11.02 E 3	<p><b><u>If, following a review by the WMG, a matter raised by the Union Local is not resolved, the Union Local shall have the right to refer the matter to the WRA.</u></b></p>	An avenue to resolve general differences of interpretation.

11.04 A	Amend	<p>The assigned hours of work for Librarians and Counsellors shall be 35 hours per week. <del>Where the Counsellor or Librarian is assigned teaching duties, the hours credited for teaching, preparation, evaluation and feedback, and complementary functions associated with any teaching shall be included in the 35 hours.</del></p>	<p>The students being taught by a Counsellor or Librarian should be treated with the same respect as other students, not treated as second class.</p>
11.04 C	Delete and replace with:	<p>Where Counsellors and Librarians are assigned teaching responsibilities, the College will attribute preparation, evaluation and feedback as in Article 11.01.</p>	
11.05 A	Amend	<p>The parties agree that no College shall circumvent the provision of this Article by <del>arranging for unreasonable teaching loads on the part of assigning teaching or workloads which exceed the limits set out in this Article to</del> persons who are excluded from or not included in the academic bargaining unit.</p>	<p>This creates a measure for workload protection for part-time and sessional teachers</p>
<b>11.05 B</b>	New	<p><del>The maximum workload assignment for a partial-load teacher shall be 2.17 times the hours of teaching assigned in any week. Workload shall be determined by adding to the number of teaching contact hours attributions to be determined by the application of the factors in Article 11.01 D and Article 11.01 E.</del></p>	<p>This protects partial-load teachers from unreasonable workloads</p>
.06	Delete		<p>This Article has been used at at least one college to abuse of faculty professionalism</p>



<u>New Article</u>	<u>Academic Freedom</u>	
a) <u>The parties agree that the unimpeded search for knowledge and its free expression are vital to learning at the post-secondary level.</u>	This is typical of the language in every University Collective Agreement.	
b) <u>Employees have the right to academic freedom which includes the freedom, individually or collectively, to develop and transmit knowledge and opinion through research, study, discussion, documentation, production, creation, teaching, lecturing, and publication, regardless of prescribed or official doctrine and without limitation or constriction by institutional censorship.</u>	It is a no cost item Management have asserted that such academic freedom is "not appropriate" for college faculty. We could not disagree more strongly.	
c) <u>The parties agree to uphold and to protect principles of academic freedom, not to infringe upon or abridge academic freedom as set out in this article, and to use all reasonable means in their power to protect that freedom when it is threatened.</u>		
d) <u>Academic freedom includes the following interacting freedoms: the freedom to teach, freedom to research, freedom to publish, freedom of expression, freedom to acquire materials. Academic freedom ensures that:</u>		
<ul style="list-style-type: none"> <li>• <u>Employees teaching courses have the right to the free expression of their views and may choose course content, use teaching methods and refer to materials without censorship or reference or adherence to prescribed doctrine except where an external accrediting body requires that specific curriculum be covered.</u></li> </ul>		
<ul style="list-style-type: none"> <li>• <u>Employees have the right to carry out scholarly research without interference or adherence to prescribed doctrine.</u></li> </ul>		
<ul style="list-style-type: none"> <li>• <u>Employees have the right to publish the results of their research without interference or censorship by the institution, its agents or others.</u></li> </ul>		
<ul style="list-style-type: none"> <li>• <u>Employees have the right to freedom of expression, including the right to criticize the government of the day, the administration of the institution, or the</u></li> </ul>		

<p>14.03 A and 26.04</p> <p>Drop the bottom two steps on all scales and add one step.</p> <p>Increase scales by 4% on September 1 of 2005, 2006, and 2007.</p>	<p>Three year term</p> <p>Wage increase based on agreed comparator groups</p> <p>The parties agree on the addition of a step to the grid.</p>
<p>14.03 A 6      Delete</p>	<p>The deletion of the recognition allowance is dependant upon the addition of a full step to the agreement.</p>

.01	<p><del>The e</del>Employees shall pay the full premium of the present Long-Term Disability Plan<sup>7</sup>. <del>The employee shall select a Long-Term Disability benefit level of 60%, 55%, or 50% of the monthly base salary in effect as of the date of disability and shall pay a premium based on that selected benefit level. Once an employee has selected a lower benefit level, the employee will not be entitled to move to a higher benefit level at any time. The benefit level to be 60% of monthly base salary in effect as of the date of disability shall be</del> reduced by:</p> <p>...</p>	This amendment make the plan more closely resemble those of the comparator groups.
.01	<u>Add "comfort and convenience items"</u>	Minimal cost and considerable benefit to the few in need.
	<u>Add Certified Athletic Therapists</u>	No added costs - within the existing maximum
	<u>Amend to provide for a combined maximum coverage for all covered paramedical services of \$3000 in any two-year period.</u>	No change to the maximum - just allowing a roll-over for 2 years.
Dental Plan	<p><u>Allow coverage for dental implants.</u></p> <p><u>Increase maximum benefit under Schedules A, B, and C to \$2,500</u></p> <p><u>Increase Schedule E maximum to \$3,000</u></p> <p><u>Remove the clause in the dental plan that allows the insurance company to substitute a cheaper procedure (the alternated benefit clause)</u></p>	Updating of dental plan coverage to meet current standards and dental care needs.
.04	<u>Increase vision care plan coverage to \$500.</u>	Reflects the rising costs of vision corrective equipment and procedures

20.02	<p>Increase eligibility for professional development leave from “two percent” to “<b>three percent</b>” and “one percent” to “<b>two percent</b>”</p> <p>Increase maximum payment to <b>85</b> percent after <b>12</b> years.</p> <p>Add:</p> <ul style="list-style-type: none"> <li>• <u>professional development leave plans in which the nature of the proposed leave is to carry out work normally assigned in accordance with Article 11 do not meet the criteria for professional development leave.</u></li> <li>• <u>the College may not impose any additional conditions or criteria regarding professional development leaves.</u></li> </ul>	<p>The need for periodic professional development is increasing as the colleges expand fields of “high-end” expertise. More faculty should be on renewal and development leaves. And the compensation has to be sufficient to allow and encourage such leaves.</p>
26.06 D	<p><b>Group Insurance – <u>Extended Benefits Bridging Benefit</u></b></p> <p>Delete first two paragraphs and replace with:</p> <p><u>Upon termination of a contract, the partial-load employee, by paying 100% of the premiums for benefits, shall be entitled for a period of 12 months to continue participation in any group insurance plan in which the employee was participating.</u></p>	<p>Partial-load faculty are infrequently given the written contract for future employment, yet many of them are in a regular ongoing employment relationship with the college. They should be allowed to continue the benefit of the group plan that they pay for themselves for a longer time between contracts.</p>
<u>26.10 D</u>	<p><u>Where a partial-load employee is hired to a full-time position, the credit for on-the-job experience shall count toward completing the probation period up to a maximum of 12 months credits.</u></p>	<p>This right exists now for sessional faculty. Partial-load employees should be have their work credited as well.</p>
<u>26.11</u>	<p><u>Where the College designates a partial-load position, the position shall be offered on the basis of greater service with the college to those partial-load employees who have had a contract with the College in the last 12 months and where such partial-load employees have the competence, skill, and experience to perform the functions of the position.</u></p>	<p>This is a matter of fairness. Good employees should not be released because cheaper ones are available.</p>

27.02 A 2     Delete " <b><u>in Ontario</u></b> ".	There is no reason to deny experience outside Canada
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When the College decides to lay off or to reduce the number of full-time employees who have completed the probationary period or transfer involuntarily full-time employees who have completed the probationary period to another position from that previously held as a result of such lay-off or reduction of employees, the following placement and displacement provisions shall apply to full-time employees so affected. Where an employee has the competence, skill, and experience to fulfill the requirements of the full-time position concerned, seniority shall apply consistent with the following:

Improved job security based on available work. Full-time positions protected from conversion to part-time.

- (i) The College shall assign the employee to a vacant position created from unassigned workload.
- (ii) The College shall make every reasonable effort to retain full-time employees. The College shall displace personnel in the following order: part-time, sessional, partial-load employees with lesser service, and full-time employees with less seniority. The College shall reassign the employee designated for layoff to a vacant full-time position created through the displacement of personnel identified through this process.
- (iii) In determining reassignment, the College shall consider the competence, skill, and experience necessary to fill a full-time position at the college.
- (iv) The College shall review all courses, programs, and assignments taught and/or provided by part-time, sessional, partial-load with lesser service, and full-time employees with less seniority and shall make every reasonable effort to establish a full-time position for the designated employee.
- (v) If the College cannot establish a full-time position, the College shall review all courses, programs, and assignments taught and/or provided by part-time, sessional, partial-load with lesser service, and full-time employees with less seniority and shall make every reasonable

<p><b>27.06 B</b></p>	<p><b><u>Failing placement under Article 27.06 A, the following shall apply:</u></b></p> <p><b><u>(i) (a) Such employee shall be granted release from all of the normally assigned duties for a period of 1 year for the purpose of engaging in retraining activities. Where such release is not possible, the retraining period shall be extended to ensure that 1 year of retraining is afforded. Where the College and the employee agree to a non-full-time assignment during the retraining period, the retraining period shall be extended by the number of weeks of the assignment.</u></b></p> <p><b><u>(b) The employee shall retain current salary, benefits, and employment status.</u></b></p> <p><b><u>(c) Where the employee has waived in writing the right to retraining, the employee shall be laid off with written notice of not less than 90 calendar days.</u></b></p> <p><b><u>(ii) (a) At the termination of the retraining period referred to in 27.06 B (i)(a), such employee shall be reassigned in accordance with Article 27.06 A.</u></b></p> <p><b><u>(b) Failing placement under Article 27.06, the employee shall be laid off without further notice.</u></b></p> <p><b><u>Renumber existing 27.06 B</u></b></p>	<p>This language also includes a useful retraining component making every effort to retain proven good teachers.</p>
<p>27.08 A, B</p>	<p>Delete and replace with:</p> <p><b><u>An employee claiming improper layoff, contrary to the provisions of this Agreement, shall state in the grievance the work, including all courses, programs, and assignments taught and/or provided by part-time, sessional, partial-load with lesser service, and full-time employees with less seniority for which the employee claims the competence, skill, and experience, such that a full workload can be established.</u></b></p> <p><b><u>Upon request after receipt of notice of layoff, the College shall provide the employee with a list of all courses, programs, and assignments taught and/or provided by part-time, sessional, partial-load with lesser service, and full-time employees with less seniority.</u></b></p>	<p>This aligns the grievance process in relation to layoffs with the proposed changes to the re-assignment process.</p>

27.11 B	Add	<u>Persons who have been partial-load employees in the 8 months preceding the posting shall be considered internal applicants.</u>	When a full-time position arises, partial-load employees should not be disadvantaged simply because the job has been posted at a time that is inconvenient to that individual's circumstances.
Article 29	Amend to:	<b><u>EXTRAORDINARY STAFF REDUCTION</u></b>	The reasons that give rise to significant numbers of layoffs are not always financial. The intent of the parties was not to restrict use of this Article to only fiscal causes.
29.01	Delete:	<u>"because of an extraordinary financial exigency"</u>	
29.03	Replace	"extraordinary financial exigency" with <u>"staff reduction"</u>	
(iv)	Delete	<u>"for meeting the exigency"</u>	
32.04 A	Delete	<u>P. Picher</u>	
32.10	Delete	<u>"an unreasonable standard that is patently in violation of this Agreement and that adversely affects the rights of employees."</u>	These restrictions impede and slow resolution. Unnecessary barriers to resolution are not helpful to the parties.

*This form will be used within all Colleges in the assignment of counsellor/librarian workloads. It is understood that this form may require revision by the EERC.*

**APPENDIX II  
COUNSELLOR/LIBRARIAN WORKLOAD FORM**

College \_\_\_\_\_ Dept. \_\_\_\_\_

( ) Counsellor                      ( ) Librarian  
 ( ) Full-Time                      ( ) Part-Time                      ( ) Sessional

Period Covered by CLWF From \_\_\_\_\_ To \_\_\_\_\_

**ASSIGNED DUTIES**




Course / Subject Identification	Assigned Teaching Contact Hours	Language (s) of Instruction	Preparation				Evaluation Feedback				Complementary Hours Assigned	Total Time Assigned & Attributed for Teaching
			Type	Factor	Attrib'd Hours	Additional Attrib'd Hours	Class Size	Type	Factor	Attrib'd Hours		
References to Collective Agreement	11.01 B & C	11.01 D	11.01 D	11.01 D	11.01 D	11.01 D	11.01 E	11.01 E	11.01 E	11.01 E	11.01 D,F,G	
Weekly Totals												

Preparation Hours / Subject = Factor X Teaching Contact Hours  
 Evaluation Feedback Hours / Subject = Factor X Class Size X Teaching Contact Hours

Dates of Discussion of Proposed Workload:

\_\_\_\_\_

\_\_\_\_\_

Date CLWF Received by Faculty Member: \_\_\_\_\_

Supervisor's Comments:

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member's Comments:

\_\_\_\_\_

\_\_\_\_\_

NOTE: If not in agreement with the total workload, the Faculty Member must so indicate in writing within three days from the date of receipt of the CLWF and return a copy to the Supervisor.

Faculty Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<input type="checkbox"/> Mutual Agreement of Assigned Workload <input type="checkbox"/> Proposed Workload referred to College Workload Monitoring Group <input type="checkbox"/> Proposed Workload referred to Workload Resolution Arbitrator
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APPENDIX V

- 8 **A There shall be a subcommittee of the Joint Insurance Committee whose mandate is to review and make decisions on complaints or differences involving the denial of insured benefits under the Collective Agreement when such issues have not been resolved through the existing administrative procedures. The subcommittee shall be composed of two representatives selected by the Council, two representatives selected by OPSEU, and an independent third party who is agreed to by both parties.**
- B Appropriate impartial medical consultants shall be available to the subcommittee in an advisory capacity to provide information on the nature of specific illnesses or disabilities.**
- C Membership on the subcommittee shall be for a one-year period, and is renewable at the discretion of the nominating party, or parties in the case of the renewal of the term of the independent third party.**
- D Decisions of the subcommittee are final and binding.**
- E The fees and expenses of the medical consultants referred to in clause (b) and the independent third party referred to in clause (a) shall be divided equally between the Council and the Union.**

This is a proven, effective, less-costly mechanism to resolve disputes over insurance claims. Why shouldn't college employees be given this means to address concerns. The government of Ontario has given just such an avenue for Public Service employees to have their concerns heard. Why would any reasonable employer want to force employees with a problem into the court system to fight for their issues, when a simpler and quicker route is available?

**LETTERS OF UNDERSTANDING**

Update the Dates in the Letters of Understanding

Re: Employment Equity

Amend:

1. At the local level, the parties will ~~work together to facilitate~~ **establish a joint employment equity committee with the responsibility to develop and implement an employment equity plan designed to achieve:**

Add **and, recruitment, selection, and hiring that reflects the diversity of the communities that the college serves.**

Equity remains a priority for the faculty. The employer's response that there are now more female College presidents in Ontario than male confirms the need for these amendments.

**SECTION I  
CLASSIFICATION PLAN FOR PROFESSORS AND  
COUNSELLORS AND LIBRARIANS**

**FACTORS**

and

**SECTION II  
CLASSIFICATION PLAN FOR INSTRUCTORS**

**FACTORS**

Delete "at a level comparable with the level required of the applicant"

Delete "maximum of 4 years, maximum of 6 years, maximum of 5 years"

**C) Computing Initial Placement**

- ii) Computation of the initial salary ~~is, therefore, A + B - 8.~~ **comprises two steps:**

**Step 1: A + B - 8 determines entitlement to be placed above the lowest step.** The product is rounded to the next higher number, e.g.

$$\begin{aligned}
 A &= 8 \text{ points} \\
 B &= 4 \frac{1}{2} \text{ points} \\
 A + B &= 12 \frac{1}{2} \text{ points} \\
 12 \frac{1}{2} - 8 &= 4 \frac{1}{2} = 5
 \end{aligned}$$

**Step 2: to the result in Step 1, add the lowest existing step number of the current salary scale, currently "5."**

The starting position is the **resulting** corresponding step (Step ~~5~~ **10**) on the scale.

- iii) No individual will have a starting salary of less than the **minimum lowest existing step** on the salary scale.

This is a historic anomaly that has bearing only for persons yet to be hired. It has been adjusted to reflect the proposed changes to the salary schedule. The anomaly arose when the calculation was not adjusted to match the changes when the lower steps "Minimum, 1 & 2" were dropped. This proposal only restores what should have been done as a housekeeping matter but was neglected in the past.

Page 141	<p><b>CLASS DEFINITION</b></p> <p><b>PROFESSOR</b></p> <p>Delete</p> <p><u>“Under the direction of the senior academic officer of the College or designate”</u></p>	<p>Part of academic freedom package -- professionalism</p>
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E. & O.E.