

WRA book
file



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MEMORANDUM TO: ✓ Ms. P. Musson
Mr. D. L. Busche

FROM: Madeline Hardy, W.R.A.

RE: Workload Calculation of Assigned Examination Supervision

DATE: April 2, 1987

Note: This matter was not presented as that of an individual teacher, but as a policy matter and it is being considered in that way.

Statement of Dispute:

The position of the Union is that the supervision of examinations which takes place during examination weeks, following each semester, and which is assigned work, is properly teaching contact and should be counted as such in the total workload.

The College submits that supervision of examinations or invigilation is not teaching contact, in the language of the contract. Examination supervision is considered as a complementary function by the College.

Discussion:

An examination of the contract, with regard to this matter, reveals the following:

- a) Clause 4.01.(2)(a) refers to workload factors to be considered in determination of total workload and outlines them as -
- i) teaching contact hours
 - ii) attributed hours for preparation
 - iii) attributed hours for evaluation and feedback
 - iv) attributed hours for complementary functions.

In this context, the evaluation referred to in (iii) above is marking and grading which takes place outside the teaching contact hours and for which credit is attributed. (iii) does not refer to attributed hours for examination supervision.

- b) Clause 4.01(2)(b) defines a teaching contact hour as "a College scheduled teaching hour assigned to the teacher by the College".

This clause contains two important dimensions which bear on this case, i.e. "College scheduled" and "assigned to the teacher by the College".

- c) Clause 4.01(5)(a)(b) deals with the attribution of credit for evaluation and feedback which the teacher performs outside the teaching contact hours and for "in-process evaluation and feedback" which is performed within the teaching contact hours. This clause does not speak to the supervision of College scheduled examinations.

Decision: The assigned supervision of examinations is properly teaching contact and should be considered as "teaching contact hours", under the contract.

Reasons for Decision:

1. While the contract does make reference to the attribution of hours for evaluation and feedback, performed both within and outside of the teaching contact hours, it does not make direct reference to the matter of the supervision of examinations and how credit is to be given for hours assigned to teachers for such supervision.

Examination supervision is scheduled by the College and assigned to teachers by the College. During examination supervision teachers are not carrying out evaluations and feedback for which time is attributed under the contract. Rather, they are in a scheduled, assigned situation with a group of students in which they are interacting with them and supervising their work. Clause 4.01(2)(b) refers to a "teaching contact hour" as scheduled and assigned. Examination supervision falls within the definition of scheduled and assigned teaching contact hours.

Reference must be made to clause 4.01(3) which refers to a teaching contact hour as a fifty-minute block. In spite of the differing lengths of examinations, generally exceeding fifty minutes, the scheduled and assigned nature of examination supervision places it within the realm of teaching contact and overrides the time discrepancy.

2. In some classes final examinations are carried out during class periods at the end of the semester and are not scheduled during examination week. In such cases supervision of the examination is counted as teaching contact. Consistency would lead to the consideration of all examination supervision as teaching contact.
3. The major reason for the decision to consider examination supervision as teaching contact has to do with the theory of instruction. Modern curriculum theory considers evaluation as an integral part of instruction or teaching.

The curriculum cycle places evaluation as an integral part of instruction, providing information for the teacher upon which further instruction is based. Any practice which sets evaluation apart from teaching violates the integrated nature of teaching. The best and most successful methods of evaluation, then, are closely tied to teaching and should be carried out in the teaching mode. Examination supervision is an important and substantial part of the teaching/learning process and should be so viewed.

4. The absence of a College policy on student evaluation adds to the difficulty of resolving this dispute. The development of such a policy would clarify the College's philosophy of student evaluation and would resolve the matters of:
 - when tests and examinations are to be given;
 - how examinations are to be supervised etc.

The above reasons for the decision are considered to be those called for under clause 4.02(6)(g) of the contract.



Madeline Hardy
Workload Resolution Arbitrator