

2026 LOU & COLLECTIVE AGREEMENT GUIDANCE FOR ACADEMIC LEADERS



Date: April 8, 2026

Re: Interpreting Article 25: Continuous Learning Requirement

Purpose

The following provisions are effective as of April 7, 2026, until as noted below. This is to provide notice of a recently agreed Letter of Understanding between the University and the Faculty Association regarding continuous learning under Article 25 of the Collective Agreement. The LOU replaces the previous course review requirement with an expectation that faculty members engage in at least 40 hours of continuous learning over a two-year period. This change is intended to recognize the professional development and learning activities already embedded in academic work and is not meant to create a new workload, compliance exercise, or audit process.

*This guidance is intended to support leaders in interpreting the revised language in Article 25 – on Continuous Learning. Additional information is provided in the LOU as posted on the*****. Should you have any questions please reach out to your respective Faculty Relations Consultant who would be happy to guide you through the process.*

Summary

The current (2022) Collective Agreement has been amended to include a requirement for Faculty Members to engage in at least 40 hours of professional development over a two-year period. This language replaces the requirement for course reviews which was introduced in the 2022 Collective Agreement. Once ratified, this language will also be included in the 2025 Collective Agreement.

This language is intended to **recognise ongoing professional development and continuous learning already embedded in academic work**. This is not a **new workload requirement**. The goal is to recognize and support the continuous learning activities that colleagues engage in and enable formative guidance where needed.

The Requirement (At a Glance):

- Members are expected to engage in **at least 40 hours of continuous learning over a two-year period**.
- This is **not a new workload requirement**.
- It is **not a compliance or audit exercise**.
- It is an opportunity to **encourage** and have professional learning **recognized** in RPT and salary evaluation

Key Intent of the Continuous Learning Requirement:

- **Recognition, not counting:** The language acknowledges professional learning already occurring as well as new professional learning as part of professional and academic responsibilities.
- **Breadth and flexibility:** Continuous learning takes many forms and varies by role, discipline, and career stage.
- **Formative focus:** The provision supports constructive feedback and early guidance, not discipline or developing an audit trail.



What Counts as Continuous Learning:

Leaders are encouraged to take a **comprehensive and inclusive view** of what counts as continuous learning. Examples include (but are not limited to):

- participation in University workshops or workshops or conferences about teaching organized by organizations external to the university;
- self-study, departmental or Faculty activities aimed at improving curriculum and pedagogical approaches, or related to community-engagement or Equity, Diversity, Inclusion and Decolonization;
- course revision/updating courses;
- active participation as mentors or mentees in faculty mentorship programs;
- participation in research conferences where the research is integrated into the Member's teaching;
- participation in conferences related to community-engagement, or Equity, Diversity, Inclusion and Decolonization. FEPs can also include other discipline specific activities.
- Any mandatory training and development required as per CA 12.5 h) including privacy training, equity training and Indigenous Acumen training.

These examples are illustrative—not exhaustive and further disciplinary specific options may be included in FEPs.

Documentation & Reporting Expectations:

- **Do not require timesheets or hour-by-hour reporting.**
- Encourage a **brief narrative or reflective summary** in teaching dossiers to be submitted for RPT and salary evaluation, describing:
 - The types of learning activities undertaken
 - How this learning supports teaching, leadership or other areas of academic responsibilities
- Emphasis should be on **activities undertaken and reflections on these activities**, not precise hour counts.

Chair's Role:

- Use Article 25 as a **basis for collegial, developmental and as appropriate, mentorship conversations**. It is expected that these discussions will take place at annual review meetings for pre-tenure members and at the biennial salary meetings for all members.

Guiding Principles:

- Trust and good faith
- Flexibility and disciplinary sensitivity
- Equity and accessibility
- Development and professional growth

In summary: Article 25 is designed to make existing professional learning visible, support excellence in teaching and encourage formative dialogue—not to introduce new reporting burdens.

