

- have or maintain such credential(s) or designation(s) could be grounds for dismissal;
- vi. a statement as to whether the offer is conditional upon the candidate being legally eligible to work in Canada;
  - vii. a statement that the position is in the bargaining unit represented by the Association, with web references to the Agreement and to the Association; and
  - viii. a statement that the candidate is expected to model the integration of technology into Teaching in UOIT's web-centric and mobile learning environment.
- b) Once an offer of employment has been accepted by a candidate, a copy shall be placed in the Official File and a copy shall be provided to the Association.

#### 15.05 Administrative Appointments

- a) The Dean may appoint a Teaching Faculty Member to an administrative position in a Faculty as an Assistant Dean, a Department Chair, a Program Director or a Program Coordinator. The Dean of the Faculty shall set out the duties of the position with the Teaching Faculty Member.
- b) Normally, an academic administrative appointment shall not exceed two (2) years in duration.
- c) A Teaching Faculty Member's academic administrative appointment may be renewed by the Dean.
- d) Stipends or course releases for administrative appointments are set in accordance with Article 24.08.

## Article 16 – Academic and Professional Career/ Workload

#### 16.01 Rights, Responsibilities, and Duties of Teaching Faculty Members

- a) Teaching Faculty Members of the bargaining unit have rights, duties, and responsibilities, which derive from their positions as teachers and scholars working within the University community.
- b) Teaching Faculty Members have a right and responsibility to engage in an appropriate combination of the following activities:

- i. Teaching: Whereby Teaching Faculty Members convey information and techniques to students and foster critical and creative thinking.
  - ii. Service: Whereby Teaching Faculty Members contribute to the governance of the University through active and engaged participation on its collegial and administrative bodies. Service may also include community and professional Service that extends beyond the boundaries of the University.
  - iii. Other: Whereby Teaching Faculty Members engage in activities of professional associations, learned societies, or the voluntary practice of the Teaching Faculty Member's profession, activities which support and/or promote the advancement of pedagogy, professional development, scholarship, and artistic creation that contribute to the development and advancement of the Teaching Faculty Member, the Faculty, the University, and broader communities.
- c) There is no expectation that a Teaching Faculty Member will engage in research as part of their employment.
- d) The workload of a Teaching Faculty Member shall balance Teaching, Service, and Other such that the standard relative commitments of activity in each of these areas over the course of an Academic Year is 70% Teaching, 20% Service, and 10% Other. Deviations from this weighting are permitted to reflect a Teaching Faculty Member's specific activities and priorities, as determined by the Dean in discussion with the Teaching Faculty Member.

#### 16.02 Teaching

- a) Teaching Faculty Members have an obligation to develop and maintain their scholarly competence and effectiveness as teachers. Teaching Faculty Members have an obligation to continue their professional development to enhance and broaden their professional and teaching ability. This includes but is not limited to:
- i. keeping abreast of their discipline and/or field;
  - ii. contributing to the development of Teaching and curriculum in their Faculty;
  - iii. being conversant with emerging learning technologies and teaching strategies, and incorporating these where appropriate;
  - iv. promoting student engagement; and
  - v. supporting student success.

b) Teaching may include but is not limited to:

- i. delivering and coordinating courses; conducting seminars; guiding tutorials; coordinating and supervising laboratories; supervising fieldwork and individual study projects;
- ii. developing and revising courses, laboratories, and programs;
- iii. preparing and revising teaching and learning materials;
- iv. assessing and evaluating assignments, tests, examinations, and other course work;
- v. training and supervising the work of teaching assistants, and laboratory technicians;
- vi. supervising, advising, assessing, and evaluating students' individual work, such as theses, projects, practica, placements, capstones, and papers;
- vii. supporting and consulting with students outside of class or laboratory time;
- viii. participating in the development of teaching methods, programs, or course content;
- ix. coordinating with colleagues on synchronizing laboratory and lecture components;
- x. mentoring students;
- xi. preparing and/or designing laboratory experiments and laboratory manuals;
- xii. ensuring safe practices in laboratories;
- xiii. setup of laboratory equipment for teaching purposes;
- xiv. counseling students on their academic progress;
- xv. administering student activities including co-op and community placements; coordinating practica;
- xvi. applying existing knowledge; and
- xvii. all other activity in which the Teaching Faculty Member engages for the purpose of student learning.

c) Teaching Faculty Members will provide a detailed course syllabus for each assigned course to their Dean normally at least three (3) weeks prior to the beginning of each course. All syllabi will incorporate at minimum the components as outlined in the model course syllabus as approved and included in the Quality Assurance Handbook.

d) The Employer establishes the mode of delivery for Teaching through its established Internal Quality Assurance Process (IQAP). The principal modes of delivery for a standard course at UOIT are face-to-face, hybrid, and fully online.

- i. The Employer shall provide at least six (6) months' notice of any change to the mode of delivery of a course. The time it takes the Teaching Faculty Member to design the course in the new mode will be taken into consideration in the assignment of workload.
- ii. Once the mode(s) of delivery is/are established by the Employer for a course, or a particular section of a course assigned to a Teaching Faculty Member, the Teaching Faculty Member is free to innovate within that mode to establish the best pedagogy using the technologies of instruction available.
- iii. The Dean will assist any Teaching Faculty Member to acquire additional skills in any mode of delivery where such skills are required to deliver the course. In the interim, the Teaching Faculty Member shall be assigned teaching duties in another mode of delivery.
- iv. If a Teaching Faculty Member believes that a change in the mode of delivery of a course that they have been assigned should be changed, the Teaching Faculty Member shall initiate a discussion with the Dean who will make reasonable efforts to address the concern.

### 16.03 Service

a) Service may include but is not limited to:

- i. chairing and participating on Faculty standing and ad hoc committees;
- ii. chairing and participating on University standing and ad hoc committees;
- iii. developing academic programs;
- iv. directing academic programs;
- v. taking an active role in professional associations, including the Faculty Association, and learned societies;
- vi. organizing and/or leading conferences, symposia, workshops, short courses, speaking events, public seminars, and other types of professional activities;
- vii. taking an active role in community groups that are connected to the Teaching Faculty Member's area of expertise;
- viii. taking an active role as a reviewer for journals, granting bodies, refereed conferences, and publishers;
- ix. serving on editorial boards for journals, conferences, conference proceedings, etc.;

- x. representing the University at internal and/or external events and on external organizations;
- xi. mentoring colleagues;
- xii. professional practice;
- xiii. advising students; and
- xiv. administrative work.

b) While community and professional service beyond the boundaries of the University is valued, Service must include active and engaged participation in the University's collegial and administrative bodies.

#### 16.04 Other

a) Other may include but is not limited to:

- i. professional development on teaching or teaching methods and pedagogical pursuits in areas of field expertise;
- ii. developing/coordinating materials in support of accreditation; creating and/or compiling documentation for accreditation and/or program review, and coordination of accreditation efforts;
- iii. maintenance of laboratory equipment for teaching purposes;
- iv. writing, editing and/or publishing peer reviewed or non-peer reviewed:
  - a. books,
  - b. chapters in books,
  - c. textbooks,
  - d. papers in journals,
  - e. papers in conference proceedings;
- v. conducting scholarly work, investigations, and analysis;
- vi. developing teaching materials and/or learning tools which have a wider application than the Teaching Faculty Member's own teaching activities;
- vii. compiling and publishing of scholarly bibliographies and literary work;
- viii. creating literary or artistic works appropriate to one's discipline;
- ix. engaging in the scholarship of teaching;
- x. co-supervising graduate students academic work;
- xi. engaging in creative and professional practice (e.g. original design, clinical therapeutic techniques, etc.);
- xii. creative application of existing knowledge;
- xiii. research, which is taken to include the scholarship of teaching;
- xiv. preparing and submitting research proposals for grant applications;
- xv. receiving research grants and contracts;
- xvi. writing case studies;

- xvii. defining, designing and/or developing scientific/engineering systems;
  - xviii. serving on editorial boards for journals, conferences, conference proceedings;
  - xix. taking an active role as a reviewer for journals, granting bodies, and refereed conferences and publishers;
  - xx. writing textbooks; and
  - xxi. consulting.
- b) It is recognized that a level of scholarly competence may be achieved by a Teaching Faculty Member such that the Teaching Faculty Member becomes an acknowledged authority in their field(s), and is regularly consulted by established researchers or authorities outside the University. Evidence of such extensive use as a research resources shall be accepted as evidence of scholarly activity.

#### 16.05 Workload Assignment

- a) The Dean shall allocate the proportion of the Teaching Faculty Member's workload that is assigned to Teaching, Service, and Other in an Annual Workload Plan in accordance with Article 16.01 d).
- b) The Annual Workload Plan for each Teaching Faculty Member shall be assigned by the Dean after consultation with the Teaching Faculty Member. The Dean shall then provide each Teaching Faculty Member with an opportunity to respond to their tentative assignment before the Dean finalizes the workload assignments. Specific Teaching assignments will be finalized before July 1st. If a Teaching Faculty Member encounters difficulty with the workload plan assigned by the Dean the Teaching Faculty Member shall indicate to the Dean preferably within ten (10) Days of receiving the plan that a meeting is necessary to discuss possible revisions to the plan.
- c) The Teaching workload for a Teaching Faculty Member who is an Assistant Teaching Professor in their first year of employment shall include one (1) standard course release.
- d) Teaching Faculty Members' Teaching workloads may vary. The normal course load for a Teaching Faculty Member with a seventy percent (70%) Teaching load responsibility is the equivalent of a maximum of seven (7) standard courses per year. Workloads shall be consistent with norms in the discipline. In assigning this component of a Teaching Faculty Member's workload and whether there will be any variation in the number of courses, the Dean shall consider the following

factors:

- i. the career stage of the Teaching Faculty Member;
  - ii. the Teaching Faculty Member's area of expertise;
  - iii. class size;
  - iv. the number of separate courses/sections taught by the Teaching Faculty Member;
  - v. whether the course or lab is team taught;
  - vi. the number of scheduled contact hours per course;
  - vii. whether the course is to be delivered in a compressed timeframe (e.g., in the spring/summer Academic Term);
  - viii. whether or not the Teaching Faculty Member has ever taught the material before;
  - ix. whether or not the material or course being taught is newly developed;
  - x. whether the mode of delivery for the course has been changed;
  - xi. what is appropriate and reasonable for the discipline;
  - xii. the number of hours of student counseling/advising;
  - xiii. the number of undergraduate student projects supervised, capstone students, internships, independent study students, clinical supervisions, and undergraduate thesis students;
  - xiv. the extent of teaching support provided by teaching assistants and similar personnel;
  - xv. the extent of support provided for designing, setting up, and preparing for Teaching; and
  - xvi. co-supervision of graduate students.
- e) If circumstances require the Dean to change the assigned workload less than two (2) months prior to the start of the course, the Dean shall meet with the Teaching Faculty Member to discuss the appropriate adjustments in light of the factors listed in Article 16.05 d) above.
- f) By agreement between the Teaching Faculty Member and the Dean, a Teaching Faculty Member may undertake up to two (2) overload courses each Academic Year for a reduced Teaching load assignment no later than the following Academic Year, or for an overload payment.

#### 16.06 Reduced Workload

- a) Even though all Teaching Faculty Members have full-time appointments, individual Teaching Faculty Members may enter into a voluntary reduced workload arrangement for fixed periods of time with the agreement of their Dean. Normally

these arrangements are for one (1) or more years and may be part of a phased retirement. While on a reduced workload arrangement, the Teaching Faculty Member's total responsibilities will be lowered to some fraction of a full-time workload, not less than fifty percent (50%). The standard balance of seventy percent (70%) Teaching, twenty percent (20%) Service, and ten percent (10%) Other commitments may be adhered to, but variations from this mix may also be agreed to by the Teaching Faculty Member. Teaching Faculty Members on reduced workload arrangements have the same rights, privileges, and responsibilities as other Teaching Faculty Members in all respects except for the prorated workload.

## Article 17 – Performance Review

### 17.01 Purpose

Performance review is an important method for promoting excellence in Teaching, Service, and Other. Performance reviews assist Teaching Faculty Members in meeting their professional duties and responsibilities. Performance review allows for the acknowledgement and recognition of Teaching Faculty Member's professional successes and assists Teaching Faculty Members in setting targets for improvement and career development.

### 17.02 Annual Review

#### a) Annual Activity Report: May 1 – April 30

By May 15<sup>th</sup>, Teaching Faculty Members will submit to their Deans an annual activity report summarizing their achievements in the areas of Teaching, Service, and Other for the past review period.

Teaching Faculty Members shall submit an annual activity report, on a form supplied by the Dean. The report shall include the following information:

- i. curriculum development;
- ii. course development, including innovation in delivery models;
- iii. Teaching responsibilities including courses taught and supervised;
- iv. results of student evaluations;
- v. awards and other honours received;
- vi. Faculty, Academic Council, and other University Service activities;
- vii. contributions to Teaching Faculty Member's profession;
- viii. contributions to Teaching Faculty Member's community and other forms of