

Article 16 – Professional Responsibilities and Workload

16.01 Responsibilities of Teaching Faculty Members

- a) Teaching Faculty Members engage in a combination of Teaching and Service/Other.
- b) There is no expectation that a Teaching Faculty Member will engage in research as part of his/her employment.

16.02 Teaching

- a) Teaching: Whereby Teaching Faculty Members convey information and techniques to students and foster critical and creative thinking.
- b) 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. keep abreast of his/her discipline and/or field;
 - ii. contribute to the development of Teaching and curriculum in his/her Faculty;
 - iii. be conversant with emerging learning technologies and teaching strategies, and incorporate these where appropriate;
 - iv. promote student engagement; and
 - v. support student success.
- c) Teaching includes some or all of the following 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, markers, and laboratory technicians;
 - vi. supervising, advising, assessing, and evaluating students' 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. developing/coordinating materials in support of accreditation;
 - xi. co-supervising the academic work of graduate students;
 - xii. mentoring students;
 - xiii. professional development on teaching or teaching methods;
 - xiv. preparing and/or designing laboratory experiments and laboratory manuals;
 - xv. ensuring safe practices in laboratories;
 - xvi. setup and maintenance of laboratory equipment for teaching purposes;
 - xvii. counseling students on their academic progress;
 - xviii. all other activity in which the Teaching Faculty Member engages for the purpose of student learning.
- d) Teaching Faculty Members will provide a detailed course outline for each assigned course to their Dean normally at least three (3) weeks prior to the beginning of each course. All course outlines will incorporate at minimum the components as outlined in the model course outline as approved and included in the Quality Assurance Handbook.
- e) 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.

- iv. If a Teaching Faculty Member believes that a change in the mode of delivery of a course that he/she has been assigned should be changed, he/she shall initiate a discussion with the Dean who will make reasonable efforts to address the concern.

16.03 Service/Other

- a) Service/Other: Whereby Teaching Faculty Members contribute operationally to the University as well as to its governance through active and engaged participation on its collegial and administrative bodies. Service/Other may also include community and professional practice that extends beyond the boundaries of the University.
- b) UOIT believes that a great University should reach out to the world. Accordingly, the Employer encourages Teaching Faculty Members to participate in the activities of professional associations, learned societies, or the voluntary practice of the employee's profession, activities which support and/or promote the advancement of research, scholarship, teaching, artistic creation, or professional development.
- c) Service/Other 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. representing the University at internal and/or external events and on external organizations;
 - ix. mentoring colleagues;

- x. professional practice;
 - xi. administering student activities including co-op and community placements, coordinating practica;
 - xii. advising students;
 - xiii. administrative work;
 - xiv. creating and/or compiling documentation for accreditation and/or program review; and
 - xv. coordination of accreditation efforts.
- d) At the request of the Teaching Faculty member and with the approval of the Dean, Service/Other may include:
- i. research, which is taken to include the scholarship of teaching;
 - ii. serving on editorial boards for journals, conferences, conference proceedings;
 - iii. taking an active role as a reviewer for journals, granting bodies, and refereed conferences and publishers; and
 - iv. writing textbooks.
- e) 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 Workload Assignment

- a) The workload of a Teaching Faculty Member shall be 80% Teaching and 20% Service/Other. Deviations from this weighting of up to 15% 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.
- b) The Annual Workload Plan for each Teaching Faculty Member shall be assigned by his or her Dean after consultation with the Teaching Faculty Member. The Dean shall then provide each Teaching Faculty Member with an opportunity to respond to his or her tentative assignment before the Dean finalizes the workload assignments. Specific teaching assignments will be finalized before July 1st.
- c) If a Teaching Faculty Member encounters difficulty with the workload plan assigned by the Dean he/she shall indicate to the Dean that a meeting is necessary to discuss possible revisions to the plan.
- d) The Teaching Faculty Members' Teaching workloads may vary. 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 experience 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 session);
 - 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, markers, and similar personnel; and
 - xv. the extent of support provided for designing, setting up, and preparing for Teaching.
- e) The Dean shall consider in particular 16.04 d) i), iii), iv), viii), ix), xiv) and xv) in determining the workload assignment of a Teaching Faculty Member in his/her first year of employment at UOIT.
- f) If circumstances require the Dean to change the assigned workload less than two (2) months prior to the start of the course, he/she shall meet with the Faculty Member to discuss the appropriate adjustments in light of the factors listed in 16.4 d) above.
- g) By agreement between the Faculty Member and the Dean, a Teaching Faculty Member may undertake up to two (2) overload courses per Academic Year for a reduced teaching load assignment no later than the following Academic Year, or for an overload payment.

16.05 Reduced Workload

- a) Normally, Teaching Faculty Members shall have full-time appointments.
- b) Individual Teaching Faculty Members may enter into a voluntary reduced workload arrangement for fixed periods of time with the agreement of their Dean. 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 80% Teaching and 20% Service/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 have the same rights, privileges and responsibilities as other Teaching Faculty Members in all respects except for the prorated workload.
- c) A Teaching Faculty Member on a reduced workload may advise his/her Dean that he/she is open to an increased workload. The Dean shall take this into consideration when making future workload assignments. The Teaching Faculty Member and Dean may agree to make such increased workloads temporary for a fixed period of time or permanent.