

interest for an administrative appointment the Dean shall strike a committee to review and recommend candidates for the position.

The committee shall undergo training workshops which cover employment equity. The program of such workshops shall be established by the Committee on Employment Equity.

- b) The Dean in consultation with the committee may appoint a 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 Faculty Member.
- c) Once the selection for an administrative appointment has been made, the Dean shall forward that recommendation to the Provost for approval.
- d) Normally an academic administrative appointment shall not exceed three (3) years in duration.
- e) A Faculty Member's academic administrative appointment may be renewed by the Dean.
- f) Stipends or course releases for administrative appointments are set in accordance with Article 25.07.
- g) Acting Department Chairs/Program Directors/Program Coordinators may be appointed by the Dean for short terms or in special circumstances. Such Appointments may not exceed a term of one (1) year, or until the process outlined in Article 15.05 has been completed, whichever is sooner.

## Article 16 – Academic and Professional Career/Workload

### 16.01 Rights, Responsibilities, and Duties of Tenured and Tenure-Track Faculty Members

- a) Faculty Members have rights, duties and responsibilities which derive from their positions as teachers and scholars working within the University community.
- b) Faculty Members have a right and responsibility to engage in an appropriate combination of the following activities:
  - i. Research: Whereby Faculty Members make original contributions to their fields of learning.
  - ii. Teaching: Whereby Faculty Members convey information and techniques to students and foster critical and creative thinking.

- iii. Service: Whereby 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.
- c) The workload of a Faculty Member shall balance Research, Teaching, and Service such that the standard relative commitments of activity in each of these areas over the course of an Academic Year is 40% Research, 40% Teaching, and 20% Service. Deviations from this weighting are permitted to reflect a Faculty Member's specific activities and priorities, as determined by the Dean in discussion with the Faculty Member.

#### 16.02 Research for Tenured and Tenure-Track Faculty Members

- a) Research may include but is not limited to:
- i. 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;
  - ii. conducting scholarly work, investigations and analysis;
  - iii. preparing and submitting research proposals for grant applications;
  - iv. receiving research grants and contracts;
  - v. writing case studies;
  - vi. defining, designing and/or developing scientific/engineering systems;
  - vii. developing teaching materials and/or learning tools which have a wider application than the Faculty Member's own teaching activities;
  - viii. compiling and publishing of scholarly bibliographies and literary work;
  - ix. creating literary or artistic works appropriate to one's discipline;
  - x. engaging in the scholarship of teaching;
  - xi. applying existing knowledge;
  - xii. supervising graduate students academic work;
  - xiii. engaging in creative professional practice (e.g. original design, clinical therapeutic techniques, etc.);
  - xiv. consulting; and
  - xv. creative application of existing knowledge.
- b) It is recognized that a level of scholarly competence may be achieved by a Faculty Member such that the 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 resource shall be accepted as evidence of scholarly activity.

### 16.03 Teaching for Tenured and Tenure-Track Faculty Members

- a) Faculty Members have an obligation to develop and maintain their scholarly competence and effectiveness as teachers. Faculty Members have an obligation to continue their professional development to enhance and broaden their professional and teaching ability.
- b) It is the responsibility of the Faculty Member to teach as assigned at the time and place designated by the Dean in a manner which reflects the area of the content of the course as approved by Academic Council consistent with the University calendar.
- c) Teaching may include but is not limited to:
  - i. delivering and coordinating courses; conducting seminars; guiding tutorials, and laboratories; supervising fieldwork and individual study projects;
  - ii. developing and revising courses and programs;
  - iii. preparing and revising teaching materials;
  - iv. assessing and evaluating assignments, tests and examinations and other course work;
  - v. training and supervising the work of teaching assistants;
  - vi. supervising, advising, assessing and evaluating students' individual work, such as theses, projects 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. writing textbooks, it being understood that such textbooks are primarily considered a component of a Faculty Member's scholarship.
  - x. counseling students on their academic progress;
  - xi. supervising the academic work of graduate students; and
  - xii. mentoring students.
- d) Faculty Members shall 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 shall incorporate at minimum the components as outlined in the model course syllabus 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 the University 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. Should the Faculty Member not agree with

the change, the Faculty Member may request to be assigned to teach a different course. The Dean shall not unreasonably deny such a request.

- 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 Faculty Member, the Faculty Member is free to innovate within that mode to establish the best pedagogy using the technologies of instruction available.
  - iii. The Dean shall assist any Faculty Member to acquire additional skills in any mode of delivery where skills are required to deliver the course. In the interim, the Faculty Member shall be assigned teaching duties in another mode of delivery.
  - iv. If a Faculty Member believes that a change in the mode of delivery of a course that they have been assigned should be changed, the Faculty Member shall initiate a discussion with the Dean who shall make reasonable efforts to address the concern.
- f) All Faculty Members are expected to actively incorporate modern information technology in their Teaching.
- g) The Dean may assign teaching duties to a Faculty Member in two (2) Academic Terms in an Academic Year. Assignment in an additional term shall only be done with the agreement of the Faculty Member.

#### 16.04 Service for Tenured and Tenure-Track Faculty Members

- a) The University believes that a great university should reach out to the world. Accordingly, the Employer encourages Faculty Members to participate in the activities of professional associations, learned societies, or the voluntary practice of the Faculty Member's profession, activities which support and/or promote the advancement of Research, scholarship, Teaching, artistic creation, or professional development.
- b) 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. administering student activities including co-op and community placements;
  - vi. advising students;
  - vii. taking an active role in professional associations; including the Faculty Association, and learned societies;
  - 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. organizing and/or leading conferences, symposia, workshops, short courses, speaking events, public seminars, and other types of professional activities;
  - xi. taking an active role in community groups that are connected to the Faculty Member's area of expertise;
  - xii. representing the University at internal and/or external events and on external organizations; and
  - xiii. mentoring colleagues.
- c) 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.

#### 16.05 Workload Assignment for Tenured and Tenure-Track Faculty Members

- a) The Dean shall allocate the proportion of the Faculty Member's workload that is assigned to Research, Teaching, and Service in an annual workload plan in accordance with Article 16.01 c).
- b) The annual workload plan for each Faculty Member shall be assigned by the Dean after consultation with the Faculty Member. The Dean shall provide each Faculty Member an opportunity to respond to their tentative assignment before the Dean finalizes the workload assignments. If a Faculty Member encounters difficulty with the workload plan assigned by the Dean, the Faculty Member shall indicate to the Dean within ten (10) Days of receiving the plan that a meeting is necessary to discuss possible revisions to the plan. Specific Teaching assignments shall be finalized before July 1<sup>st</sup>.
- c) The Teaching workload for a Faculty Member who is an Assistant Professor in their first year of employment in a University tenure-track position shall be the equivalent of three (3) standard courses.
- d) Faculty Members' Teaching workloads may vary. The normal course load for a Faculty Member with a 40% Teaching load responsibility is the equivalent of a maximum of four (4) standard courses per year. In assigning this component of a Faculty Member's workload and whether there shall be any variation in the number of courses, the Dean shall consider the following factors:
  - i. the career stage of the Faculty Member;
  - ii. the Faculty Member's area of expertise;
  - iii. class size;
  - iv. the number of separate courses taught by the Faculty Member;
  - v. the number of scheduled contact hours per course;
  - vi. whether or not the Faculty Member has ever taught the material before;
  - vii. whether or not the material or course being taught is newly developed;

- viii. whether the mode of delivery for the course has been changed;
  - ix. what is appropriate and reasonable for the discipline;
  - x. the number of hours of student counseling and student project supervising per course;
  - xi. the extent of teaching support provided by teaching assistants, markers, lab supervisors, and similar personnel; and
  - xii. supervising graduate and undergraduate students, capstone students, internships, independent study students and clinical supervisions.
- 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 Faculty Member to discuss the appropriate adjustments in light of the factors listed in Article 16.05 d) above.
- f) By agreement between the Faculty Member and the Dean, a Faculty Member may undertake up to one (1) overload course per Academic Year for a reduced Teaching load assignment no later than the following Academic Year, or for an overload payment.

#### 16.06 Reduced Workload for Tenured and Tenure-Track Faculty Members

Even though all Faculty Members have full-time appointments, individual 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 Faculty Member's total responsibilities shall be lowered to some fraction of a full-time workload, typically fifty percent (50%). The standard balance of forty percent (40%) Research, forty percent (40%) Teaching, and twenty percent (20%) Service commitments may be adhered to, but variations from this mix may also be agreed to by the Faculty Member. Faculty Members on reduced workload arrangements have the same rights, privileges and responsibilities as other Faculty Members in all respects except for the prorated workload.

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

- a) Faculty Members have rights, duties, and responsibilities, which derive from their positions as teachers and scholars working within the University community.
- b) Faculty Members have a right and responsibility to engage in an appropriate combination of the following activities:
- i. Teaching: Whereby Faculty Members convey information and techniques to students and foster critical and creative thinking.

- ii. Service: Whereby 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 Faculty Members engage in activities of professional associations, learned societies, or the voluntary practice of the 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 Faculty Member, the Faculty, the University, and broader communities.
- c) There is no expectation that a Faculty Member shall engage in Research as part of their employment.
- d) The workload of a 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 seventy percent (70%) Teaching, twenty percent (20%) Service, and ten percent (10%) Other. Deviations from this weighting are permitted to reflect a Faculty Member's specific activities and priorities, as determined by the Dean in discussion with the Faculty Member.

#### 16.08 Teaching for Teaching Faculty Members

- a) Faculty Members have an obligation to develop and maintain their scholarly competence and effectiveness as teachers. 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 Faculty Member engages for the purpose of student learning.

c) Faculty Members shall 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 shall 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 Faculty Member to design the course in the new mode shall 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 Faculty Member, the Faculty Member is free to innovate within that mode to establish the best pedagogy using the technologies of instruction available.
- iii. The Dean shall assist any Faculty Member to acquire additional skills in any mode of delivery where such skills are required to deliver the course. In the interim, the Faculty Member shall be assigned teaching duties in another mode of delivery.
- iv. If a Faculty Member believes that a change in the mode of delivery of a course that they have been assigned should be changed, the Faculty Member shall initiate a discussion with the Dean who shall make reasonable efforts to address the concern.

#### 16.09 Service for Teaching Faculty Members

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 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.

#### 16.10 Other for Teaching Faculty Members

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 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 Faculty Member such that the 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 resource shall be accepted as evidence of scholarly activity.

#### 16.11 Workload Assignment for Teaching Faculty Members

- a) The Dean shall allocate the proportion of the Faculty Member's workload that is assigned to Teaching, Service, and Other in an annual workload plan in accordance with Article 16.07 d).
- b) The annual workload plan for each Faculty Member shall be assigned by the Dean after consultation with the Faculty Member. The Dean shall then provide each Faculty Member with an opportunity to respond to their tentative assignment before the Dean finalizes the workload assignments. If a Faculty Member encounters difficulty with the workload plan assigned by the Dean the 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. Specific Teaching assignments shall be finalized before July 1st.
- c) The Teaching workload for a Faculty Member who is an Assistant Teaching Professor in their first year of employment shall include one (1) standard course release.
- d) Faculty Members' Teaching workloads may vary. The normal course load for a 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 Faculty Member's workload and whether there shall be any variation in the number of courses, the Dean shall consider the following factors:
  - i. the career stage of the Faculty Member;
  - ii. the Faculty Member's area of expertise;

- iii. class size;
  - iv. the number of separate courses/sections taught by the 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 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 Faculty Member to discuss the appropriate adjustments in light of the factors listed in Article 16.11 d) above.
- f) By agreement between the Faculty Member and the Dean, a 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.

### [16.12 Reduced Workload for Teaching Faculty Members](#)

Even though all Faculty Members have full-time appointments, individual 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 Faculty Member's total responsibilities shall be lowered to some fraction of a full-time workload, typically 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 Faculty Member. Faculty

Members on reduced workload arrangements have the same rights, privileges, and responsibilities as other Faculty Members in all respects except for the prorated workload.

#### 16.13 Rights, Responsibilities, and Duties of Limited Term Faculty Members

- a) Faculty Members have a right and responsibility to engage in an appropriate combination of the following activities as assigned:
  - i. Research: Whereby Faculty Members make original contributions to their fields of learning.
  - ii. Teaching: Whereby Faculty Members convey information and techniques to students and foster critical and creative thinking.
  - iii. Service: Whereby 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.
  - iv. Other: Whereby Faculty Members engage in activities of professional associations, learned societies, or the voluntary practice of the 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 Faculty Member, the Faculty, the University, and broader communities.
  - v. Administrative duties may be assigned which supplant a portion of the workload of an individual Faculty Member.

#### 16.14 Workload Assignment for Limited Term Faculty Members

- a) The workload of a Faculty Member shall balance Teaching, and may include Research, Service, and Other. The workload split may consist of a combination of Teaching 10-70%, Research 0-90%, Service 0-90%, Other 0-90% and the culmination of some or all of these components shall result in a workload of 100%. No contract shall exceed the equivalent of a maximum of seven (7) standard courses per contract year. Deviations from this weighting are permitted to reflect a Faculty Member's specific activities and priorities, as determined by the Dean in discussion with the Faculty Member.
- b) By agreement between the Faculty Member and the Dean, a 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.