

Joint Working Group on Workload

Introduction

The Joint Working Group on Workload (JWG) identified six key deliverables:

1. To establish definitions for “workload”
2. To identify major workload issues for academic staff
3. To identify 1 or 2 workload issues to address
4. To see the extent to which UNB/AUNBT’s FT CA speaks to the issues in (3) and describe gaps
5. To see the extent to which the issues in (3) are dealt with in FT CAs at other institutions
6. Given the information in (4) and (5), to recommend changes to UNB/AUNBT’s FT CA

The JWG reviewed the Collective Agreements (CA) of all universities identified in the Memorandum of Understanding #14 of the Thirteenth CA between the University of New Brunswick and the Association of University of New Brunswick Teachers Full-time (Group 1) which includes: Memorial, Dalhousie, Concordia, Carleton, Queen’s, McMaster, Guelph, Waterloo, Windsor, Manitoba, Regina, Saskatchewan, Simon Fraser, and Victoria. A list of questions/ideas were developed to try to determine areas that impact workload, such as processes and inefficiencies. This led to a further refinement of key aspects to examine with the intent to inform ongoing discussions related to workload that could be addressed outside of formal negotiations. The following workload issues were selected for a more in-depth analysis among the CAs:

Workload Issues as Identified by Joint Workload Working Group

1. Balance of workload (within year and over time)

- **Issue 1:** Variations in teaching workloads can result when covering courses for an academic staff member on sabbatical, undertaking administrative roles, etc. Variations in service workloads can occur when programs are under quality assurance review, accreditation review, etc. Variations in research workload can occur when academic staff are particularly successful in attracting funding, etc. How to balance workload over longer-term to avoid burn-out.
- **Issue 2:** Currently, the CA only speaks to teaching load (i.e., that academic staff are expected to teach an ‘average’ teaching load in the Faculty over time). There is no mention of other activities that contribute to workload (i.e., research, service, admin). Should the CA focus on an ‘average’ overall workload?
- **Other CAs:** All collective agreements contain workload clauses that address the assignment of workload, variations in workload through time and balance between the components of workload. Some CAs have workload standards and norms that are established through collegial processes and guide broader workload assignment. These

are difficult to compare to UNB because the relationship between teaching and research at UNB is mediated by employment category.

- **Recommendation:** The JWG recommends to the parties that a joint committee be established to evaluate the workload models at UNB and, in particular, consider the following:
 - How can “teaching load” be reconfigured to account for variations and balance between research and service?
 - How can flexibility in various elements of workload (teaching, research and service) be better integrated into models that impose employment categories (Teaching Professor/Professor)
 - How can workload models better integrate and support research and service work?

2. Grey work

- **Issue:** Over time, and possibly as a result of reduced administrative support, academic staff have found an increasing amount of time is being spent on filling out forms, etc. How to deal with this?
- **Examples:**
 - New academic staff need extra guidance and support from existing academic staff.
 - New contract academics can also require extra guidance and support.
 - Learning new software systems
 - Forms, forms, and more forms. All requiring a signature for approval. No standardization of forms and processes. Some form-fillable, some not. Some accepting electronic signatures, some not.
 - Introduction of new technologies or technology outages during fall/winter terms (ex: multi-factor authentication)
- **Other CAs:** Not specifically considered in other CAs.
- **Recommendation:** The JWG recommends that UNB commit to making a concerted effort to review procedures and processes and take action to improve efficiency and avoid untimely disruption of services.

3. Leave/Secondment Replacement

- **Issue:** Faculty leaves contribute to the increased workload of the membership. Unless stipends are available, the work of faculty who are on leave or who take up administrative positions with reduced teaching loads is often shifted to other faculty within departments/faculties. Even when stipends are available, the service component of the work is not covered by these stipend positions.
- A joint committee was established to address this issue but has failed to reach agreement.

- UNB has a policy for leaves/secondments, whereby Deans of impacted units are asked to request of their VP, within their operating budgets, stipends to cover-off the teaching responsibilities of members on leave.
- **Other CAs:** Several CAs mention replacements for faculty on various kinds of leave. Few describe who has the responsibility for the decision to replace academic staff on leave.
- **Recommendation:** That replacement of academic staff on leave be explored/considered. That either the joint committee on salary savings be reconstituted to undertake this work or that a new joint committee be struck for this purpose. The terms of reference for this committee may include but may not be limited to: 1) Investigate salary savings accrued by UNB from leaves; and 2) determine a fair and equitable means to implement replacement leaves.

4. Labs and Clinical

- **Issue:** Labs and Clinical courses can require a higher workload compared to other courses. How to give proper credit for this?
- **Other CAs:** Five CAs mention laboratory teaching of which two were medical doctoral – Queen’s and Manitoba, two were comprehensive - Simon Fraser and Windsor and one a medical/doctoral but not a U15 - Memorial. References for laboratory related to the inclusion of labs as part teaching and/or supervisory responsibilities within a course. None of the 13 comparator CAs made any reference to the inclusion of clinical teaching. It should be noted that the CAs from the Universities of Manitoba, Saskatchewan, Regina, and Guelph make specific reference to unit level faculty criteria for teaching assignments. It is unknown if or how labs/clinical workload is calculated at the unit level.
- **Recommendation:** Variation exists in the types of laboratory teaching and experiential learning requirements particularly in professional programs. Defining teaching to include laboratory teaching would be consistent with comparator CAs. To interpret experiential learning requirements and consider the associated allocation of teaching workload may be too discipline specific to realistically try to capture. This could be addressed under issue #1 regarding the balance of workload.

5. Teaching Professors

- **Issue:** Teaching Professors tend to teach 1st year introductory courses which can have many sections and a higher workload compared to other courses. How to give proper credit for this?
- **Other CAs:** Only Dalhousie, Saskatchewan, Victoria, SFU, and Regina have CA language that is specific to non-research faculty. However, Carleton, Victoria, SFU, and Windsor all attempt to thoroughly define what workload encompasses including teaching specific workload criteria like: course level, class size, labs, contact hours, etc. Victoria defines

workload quite thoroughly and mandates that an agreed to “Standard” of academic responsibilities be defined in each academic unit.

- **Recommendation:** If consideration for what parameters impact workload, equitable distribution of workload can be defined generally for all academic staff and all types of workload, independent of whether Professors, Teaching Professors, or Librarians.

6. EDI Representatives on Committees

- **Issue:** EDI representatives tend to be nominated for many committees. This may overburden them, and make their overall workload unbalanced. How to deal with this?
- **Other CAs:** Only 2 CAs speak to considerations of workload issues for EDI representatives on committees. Manitoba’s CA focuses on gender-balance requirements. SFU considers under-represented groups more generally. See Appendix 6 for details.
- **Recommendation:** If UNB’s FT faculty CA incorporates language that requires EDI representatives on committees, it should also include language that considers the impact this has on their workload, similar to the wording used in SFU’s CA.

7. Working Hours

- **Issue:** With the advancement of technology, there has been a tendency for academic staff to feel like they should be available even after work hours. Should we establish working hours?
- **Other CAs:** Although several CAs address the assignment of teaching to evenings and weekends (see Dalhousie Article 20.08, Queen’s Article 37.2.9, Guelph 18.27, and Regina 16.4.6), there is relatively little language relating to correspondence and electronic communication, except for Concordia, Article 13.2g. This article states “There shall be no expectation that faculty employees will respond to email or phone calls from students between the hours of 5:00 PM and 8:30 AM or on weekends”.
- **Recommendation:** The JWG considers the approach taken by Concordia to reflect an important principle to establish, especially for newly appointed academic staff, who may feel compelled to undertake overload work. The JWG recommends that the parties consider similar language. This language should indicate that work outside of normal working hours be elective or voluntary on the part of academic staff, and should consider establishing a “normal working day” in the definitions section of the CA.

8. Teaching in Summer Term

- **Issue:** Some Faculties are developing and/or running programs that require courses to be taught in the summer term. However, the CA only allows for the assignment of teaching duties over the fall/winter terms. Summer term teaching is voluntary. How to deal with this?
- **Other CAs:** Only three of the comparator universities did not address summer terms within the CA: Manitoba, Queen’s, Waterloo and Victoria. McMaster did refer to an

employee's workload as 35 hours a week averaged over the year. Appendix 8 shows that some CAs refer to equitable distribution of teaching loads and/or unit level allocations of teaching without mention of summer. It could be assumed that units make this distinction, although it is unknown.

- The University of Saskatchewan CA offers the most explicit allocation of teaching in summer with a definition of the academic year divided into three terms. A distinction is made between the assignment of research faculty as compared to instructors/lecturers. Researchers and full-time faculty receive a non-teaching term and are not required to teach in summer more than once in three years. This does not apply to instructors/lecturers. Memorial has a similar expectation.
- Within the comprehensive universities, there is more language related to faculty and instructors teaching in summer. Guelph provides compensation in a reduced teaching load if a research faculty member has been assigned to teach in three consecutive terms. Simon Fraser's CA refers to teaching in summer depending on the needs of the unit, but lecturers will receive one in six semesters free from teaching. Concordia also refers to teaching in all three terms with teaching loads assigned over any two of the three terms. Exceptions are made for those units with specific program offerings in the summer with the condition that vacations can be allocated. Windsor CA defines the academic year as July 1- June 30 with workload assigned in two of the three semesters, similar to Concordia. Regina's CA does not explicitly state summer but refers to duties to be, "...performed over the entire 12 months of the academic year".
- **Recommendation:** UNB and AUNBT should continue to engage in dialogue that addresses the expectations of teaching throughout the calendar year. Consideration should be given to the research expectations of faculty and equity in providing summer vacations. University of Saskatchewan and Simon Fraser and Concordia CAs could be further explored for implementation of teaching in summers and lessons learned that could be adapted. Moving forward with guidelines to support faculties can provide a more inclusive to determining best practice for UNB. This work can be done external to bargaining.

9. New faculty

- **Issue:** New faculty need time to get their teaching and research programs developed. How can we promote this? Reduction in service component might help but can also leave new faculty members disconnected from programs and wider university issues.
- **Other CAs:** Dalhousie and Queen's CAs explicitly state that new faculty members will receive a reduction in the normal teaching and administrative duties assigned for workload. Both provide the reduction at the beginning of their appointment with Dalhousie providing two years of a reduction and Queen's one year. It appears that individual units have the autonomy to determine the actual reduction based on the needs of the unit. The CA only specifies that the reduction is to occur. While the other

U15 comparators were silent on the assignment of duties, there was reference to unit level guidelines. The assumption could be made that any reductions in teaching would be defined at the unit level and applied consistent with the definition. As a medical/doctoral university which is also research intensive, Memorial is consistent but more explicit in stating the actual reduction of "...one less course than the teaching norm...during first two years."

- Within the comprehensive comparators, Simon Fraser states that different teaching loads will be assigned to new faculty, Concordia defines the number of courses that can be assigned to a faculty member during a probationary appointment and Regina defers to the unit level guidelines but states new members in the first year would normally receive a lighter load. Victoria CA refers to research stream faculty as having "...one four-month period (the research terms) and restricts teaching assignments within the research term. No time frame is mentioned such as within the first year of an appointment.
- Overall, most CAs recognize the need to support new faculty to begin their research careers with a reduction in teaching and in some cases both teaching and service. No CAs made any similar reductions for the scholarship of teaching at the instructor or lecturer ranks.
- **Recommendation:** That this issue be considered collectively with the recommendations made under item 11, research.

10. Administrative Support

- **Issue:** A different interpretation of administrative was the assignment of academic staff to roles that include the work of Assistant and Associate Deans. Most of these individuals are eligible for promotion – how is that work credited towards contribution as does not fit within existing CA categories?
- Academic staff take on administrative roles and responsibilities in addition to their normal workload, but which are over the expected service and that may or may not be accompanied by course releases, such as undergraduate, graduate and program coordinators, for example. Responsibilities within these positions have increased and appropriate compensation for those responsibilities should be considered. Much of these additional responsibilities are the result of the downloading of administrative tasks to units, changes to various automated systems and decreases in support staff.
- While non-academic support units fall outside of the Collective Agreement, the work they do have a significant impact on academic work and members.
- **Other CAs:** Most CAs have provisions for course releases for academic staff who take up administrative positions or administrative stipends.
- **Recommendation:** 1) That there be a joint committee that a) defines and reviews administrative work of the membership with the intention of understanding its impact on workload and developing appropriate compensation for that work; 2) review the role/work of non-academic support units (not individuals) with the intention of

improving the efficiency of systems and procedures to alleviate administrative workload of the membership.

- The parties should consider ways to integrate recognition for assessment purposes of service work of members who leave the bargaining unit for administrative responsibilities (e.g., associate or assistant deanships) or who take on exceptional service tasks while in the bargaining unit (e.g., union leadership or COVID emergency committee)

11. Research

- **Issue:** The CA addresses teaching, research and service but emphasis is on 'normal teaching workload' rather than full workload of academic staff for the 3 key areas. As vision for all academic staff to be research active evolves, the vagueness of what is research and what is scholarly and artistic work plus even less understanding of service needs to be reconsidered. Comparators that are medical-doctoral universities have more examples to guide
- **Other CAs:** All of the CAs more-or-less define "research" in the same way, namely: research, scholarly, and/or creative activities. Only one CA, Guelph, explicitly states that a faculty members workload is distributed in a 40:40:20. Victoria does not explicitly use the 40:40:20 language but "spells" it out as "teaching activities is roughly equal to the commitment to Research activities and that the commitment to Service is roughly half of the commitment to Teaching activities". There are a number of CA's (Windsor, Concordia, SFU and MUN) that explicitly allow for reduction in teaching load if a member has a significant research or administrative commitment. Other CA's (Carleton, Vic, Saskatchewan and Queens) require "standards" be created that outline the "normal" requirements for a faculty members workload. It might be expected that these standards outline how workloads can be adjusted if a member is committing significantly above the average in specific areas. These "standards" appear to be created and approved at the unit level and are reviewed on a periodic nature (5-10 years). As has been noted in item 8 above, many CA's (Dal, MUN, Guelph and Concordia) have a provision that states that new research faculty get a reduced teaching load for a period of time, often one year, but in at least one instance (Dal) two. Finally, as many universities have a three-semester system, they explicitly state that "research" faculty, or professoriate stream, are guaranteed to have one semester per year that is devoted to research. As increasing Faculties at UNB move to having more teaching in the summer semester, this may be something that UNB considers.
- **Recommendation:** Not sure what requirements should be made as many of these changes would likely need to be bargained, in some way. However, as noted in our group discussion, UNB's CA is not very clear on how workload is determined to be "equitable" when members research endeavors are not explicitly, nor implicitly for that matter, taken into account. If there was an agreement to look at the inclusion of language around establishing "workload standards" then this might be something that a

subgroup could look at coming up with best practices. I think explicit inclusion of language around reduced teaching for new tenure-track professoriate academic staff would be beneficial, but again I think this likely only happens at the bargaining table. The JWG further recommends this issue be considered by a joint committee and that the parties consider some way to protect the workload of new hires (perhaps limiting the assignment of heavy service tasks while allowing them to remain elective on the part of the member.

Overall Recommendations:

In some instances, the JWG made specific recommendations for some of the issues. In other instances, the JWG's recommendation was that the parties should consider developing (a) joint committee(s) to look at workload overall. The issues we have identified for further work by committee are:

- Teaching in the summer term
- Balance of workload, including consideration of the following:
 - o How can "teaching load" be reconfigured to account for variations and balance between research and service?
 - o How can flexibility in various elements of workload (teaching, research and service) be better integrated into models that impose employment categories (Teaching Professor/Professor)
 - o How can workload models better integrate and support research and service work?
- Leave/Secondment Replacement
- Labs and clinical, insofar as it relates to balance of workload
- New faculty, collectively with research
- Administrative support
- Research

Appendix 1. Balance of workload

Appendix 2. Grey Work

Not specifically addressed in any CAs.

Appendix 3: Comparisons of Collective Agreements relative to Leave/Secondment Replacements

<p>Dalhousie</p>	<p>Letter of Understanding. Clause 14.16 (i) The total number of limited-term appointments for less than one year shall not be greater than 6% of the total number of Members of the Bargaining Unit effective July 1, 2017 and thereafter.</p> <p>(ii) Appointment of members starting July 17 and thereafter shall not be for less than ten months except where:</p> <ol style="list-style-type: none"> 1. The appointment is to replace a Member who is on leave for less than ten months provided that the length of the replacement appointment equals the length of the leave (or the remainder of the leave in the case of sick leave) excluding the time required to recruit the replacement;
<p>Manitoba</p>	<p>22.6. Leaves of Absence With or Without Pay</p> <p>22.6.1.1 the Member's primary duties can be covered by a replacement deemed to be satisfactory to the University;</p>
<p>Queens</p>	<p>Article 25 Appointments</p> <p>25.1.4.2 A Non-Renewable appointment is a non-renewable limited-term faculty appointment where the appointee replaces another Member who is on leave, holds an administrative post, or has been seconded to another function, and who is expected to return within five (5) years. This appointment is with appropriate rank and a full range of academic responsibilities, and shall be for a period of not more than three (3) years.</p>
<p>Regina</p>	<p>Article 5 Academic Planning</p> <p>5.8 Whenever an academic staff member holding a tenure-track, tenured or multi-year term appointment is absent from the University and it is known that the member will not be returning within the next year, the University shall endeavor to make a term appointment to cover the member's teaching duties. Though all candidates will be considered, sessional lecturers holding preference and priority status in accordance with Article 13.7 will receive first consideration for these replacement appointments.</p>
<p>Carleton</p>	<p>Article 36: Term Appointments</p> <p>36.1 An appointment may be made in the term category in the following circumstances:</p> <ol style="list-style-type: none"> (a) where there is a position exclusively associated with particular non-recurring programs or situations, including the replacement of an employee on leave or the temporary filling of a vacant position while a competition is still open;

	<p>(b) in the case of an individual of recognized distinction in their field who is on temporary leave from another position outside the University (Visiting Professors);</p> <p>(c) where there exists a position associated with an instructional program which is self-funding (i.e., funded from student fees), or funded to the extent of at least 50% from sources outside the University's normal operating funds;</p> <p>(d) when vacancies occur or new positions are created as a direct result of:</p> <ul style="list-style-type: none"> (i) the development of a new program; (ii) the modification of an existing program; (iii) the resignation of an employee first notified to the Employer between June 1st and September 1st of any year, providing that the term replacement is appointed with an effective date between June 1st and December 31st of that year; (iv) a Senate declaration that a program is established on a probationary basis (i.e., subject to review), and only for that specified period of the probation. <p>(e) A term appointment may also be offered to an employee on preliminary appointment as an alternative to the granting of tenure, in accordance with the provisions of Article 10.</p>
<p>Windsor</p>	<p>Article 12</p> <p>12:05 The parties recognize full-time appointments of faculty members as established by the Senate are of three (3) classes:</p> <p>(a) Appointment of Limited Term - i.e., an appointment of a specified period of one (1) to three (3) years subject to annual review and continuation for appointments of two (2) and three (3) years, implying no commitment by the University of renewal or continuation beyond the specified term and limited to:</p> <ul style="list-style-type: none"> (i) replacement of persons on sabbatical or other leave; (ii) engagement of distinguished visiting professors or persons with special knowledge, expertise, or experience; (iii) accommodation of enrollment fluctuations of probable short duration; (iv) accommodation of vacancies in the full-time academic staff until full-time qualified persons acceptable for appointments are available... <p>Service shall not include the period of leave under clauses 18:05 (a) and 18:05 (b) and Article 20 of this Agreement, but service at another University may be considered in determining the time required, if any, for granting of tenure.</p>

<p>Saskatchewan</p>	<p>Article 13.3.3.1 Purpose of Limited Term Appointments Limited term appointments are not a substitute for probationary appointments. They are made in the professorial, librarian, lecturer, or instructor ranks only where a position is not tenurable because:</p> <ul style="list-style-type: none"> i. it is a replacement for an employee on leave; or ii. it is a replacement for an employee who is appointed to another position within the University but who retains a tenurable academic rank; or iii. the appointment is funded from research grants, contracts, or similar sources; or iv. a position is tenurable, but there has been inadequate opportunity to conduct a satisfactory search for an appointee; or v. a search has failed to produce a candidate considered suitable for a probationary appointment; or vi. funds, budgeted for part-time appointments, are combined.
<p>Simon Fraser</p>	<p>Article 13.5.5. Contractually Limited Term Appointments Librarians hired on contractually limited term appointments will have the length of appointment, rank and salary clearly stated in a letter of appointment. Contractually limited term appointments should normally be used only in hiring for special projects of limited duration or for temporary replacements for librarians on leave.</p>
<p>McMaster</p>	<p>10. Appointments for Contractually Limited Periods 10.a. A contractually limited appointment shall be made only: ... 10.a.ii when a contract is need to replace a faculty members taking leave of less than a year’s duration (though not for less than a term).</p>
<p>Concordia</p>	<p>Article 12.05 a) Limited Term Appointments (LTAs) shall be made only for one (1) of the following purposes: 1) to appoint a suitably qualified person to replace a faculty member who is on leave</p> <p>Article 13.04 LIMITED TERM APPOINTMENTS (Librarian) a) Limited Term Appointments (LTA) shall be made only for one (1) of the following purposes: i) to appoint a suitably qualified person to replace a probationary or tenured librarian member who is on leave</p>

Appendix 4. Comparisons of Collective Agreements relative to workload for Labs/clinical U15 Comparators

<p>Queens</p>	<p>37.1.5 The Workload Standard for each Unit shall (a) allow Members, in co-operation with the Unit Head, to arrange their responsibilities in a manner that provides for the most efficient allocation of work and time while allowing the Unit to fulfill its academic program obligations; (b) allow Members to see and understand the calculation of their own responsibilities and the responsibilities of their colleagues. To facilitate transparency, the Unit Head shall make available a list of teaching and service duties of all Members as they are being formulated for the following Academic Year, and a summary list of final allocations in the fall for that year; (c) distribute responsibilities among Unit Members as equitably as possible, and reflect the need among all tenured and tenure-track Members for research time; (d) integrate teaching with research by providing for the assignment of teaching within a Member’s area(s) of research interest and expertise, subject to the Unit’s ability to fulfill its academic program obligations; and (e) distribute teaching loads as equitably as possible in a manner that encompasses all of the teaching responsibilities undertaken by Members, including classroom teaching, lab teaching and supervision, class and lab preparation, course planning and scheduling graduate supervision, individual project supervision, extracurricular academic student coaching, and student consultation, as applicable for the Unit.</p>
<p>Manitoba</p>	<p>Article 19.A.1.3.5 (c) The full range of demands associated with teaching, including the factors in s. 19.A.2.4. I and s. 20.A. I.2.2, nature of the course, course level, course enrolment, class size, course preparation, prescribed methods of instruction and evaluation. Faculties/schools/colleges may consider activities such as academic coaching, counseling, and mentoring; consultation with students; curriculum and course development; supervision of teaching assistants and graders/markers; and, where part of a Member's assigned duties, tutorials, and laboratory or clinical demonstration or supervision;</p>

Comprehensive and non-U15

<p>Memorial</p>	<p>Article 3.13 Teaching assignments shall be made and announced at least two (2) months before the start of a semester. In making such assignments, the Administrative Head shall take into account the following factors. (a) The number of separate courses taught by each Faculty Member; (b) The number of scheduled contact hours per course; (c) The number of hours of preparation, grading and administration per course; (d) The number of students enrolled in each course; (e) The number of hours of academic advising and consulting per course; (f) The level (introductory, upper year,</p>
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	graduate, et cetera) of each course; (g) The type (lecture, laboratory, seminar, et cetera) of each course; (h) The Academic Unit in which the teaching is to be carried out; (i) Assistance of graduate students or colleagues in the teaching of courses; Page 16 (j) Additional hours of preparation required for a new course; (k) The amount of intern, clinical, research, thesis, and other academic supervision of undergraduate and graduate students; (l) Responsibility for the supervision of laboratory work as part of the scheduled courses; (m) The abilities and scholarly competence of each Faculty Member; (n) The number of years of university teaching experience of each tenure-track Faculty Member in their first year
Guelph	<p>Article 18.12 Distribution of Effort (DOE) The DOE shall be the basis for the assignment of duties. The translation of DOE percentages into Teaching and Service assignments, while it may vary from Department to Department, must be clearly delineated for the Members of each Department. The DOE may only be modified through negotiation and agreement of the Dean and the Member.</p> <p>No specific reference to labs in CA but may be in DOE or unit guidelines</p> <p>NOTE:</p> <p>Article 18.20 Any change in a Member's assigned teaching made less than eight (8) months in advance of the commencement of the assigned teaching shall take place only when a significant change in circumstances has occurred and in consultation with the Member. Appeals regarding TA support shall be submitted to the Dean.</p>
Simon Fraser	<p>Responsibilities of Lecture Faculty</p> <p>35.16 Lecture Faculty have full responsibility for: the preparation and instruction of courses, including laboratory courses; the supervision of any teaching assistants or laboratory instructors associated with these courses; curriculum development; and associated duties.</p>
Windsor	<p>Article 5.04 (c) The Head, before recommending the assignment of teaching and academic counselling duties shall consult with each faculty member in the AAU and those members who have responsibilities for coordination of programs. Each member's teaching assignment shall be based on all relevant factors, including in particular, but not limited to: (i) the number of separate courses taught at different times by each faculty member; (ii) the number of scheduled contact hours per course; (iii) the amount of preparation, grading and administration per course; (iv) the number of students enrolled in each course; (v) the level (e.g., introductory, upper</p>

	year, graduate) of each course; (vi) the type (e.g., lecture, laboratory, seminar, tutorial, workshop, or other form of delivery) of each course;
Regina	Refers to unit level Faculty Criteria Document which may identify labs – CA does not list types of teaching

Appendix 5. Comparisons of Collective Agreements relative to workload of Teaching Professors

U15 Comparators

University	Articles in Collective Agreements	Comments
Dalhousie	<p>Article 12.03 (a) There shall be a job description, including related workloads, prepared by the appropriate Department Chairperson in consultation with the Member concerned for each current position held by instructor Members. Job descriptions shall set out in as much detail as is reasonable the teaching, service and other academic responsibilities (if appropriate) of the instructor Member.</p> <p>Article 12.04 (b) An instructor Member whose workload exceeds the normal workload performed in accordance with their existing job description and the existing policies and procedures within the Department shall be entitled to additional remuneration equivalent to that fraction of the Member's salary that the overload represents of the Member's normal workload.</p>	
Queens	No instructor/teaching professor faculty stream	
McMaster	Unable to interpret – only librarians on sharepoint	
Manitoba	<p>Article 19.A.1.3.5 (c) The full range of demands associated with teaching, including the factors in s. 19.A.2.4. I and s. 20.A. I.2.2, nature of the course, course level, course enrolment, class size, course preparation, prescribed methods of instruction and evaluation. Faculties/schools/colleges may consider activities such as academic coaching, counseling, and mentoring; consultation with students; curriculum and course development; supervision of teaching assistants and graders/markers; and, where part of a Member's assigned duties, tutorials, and laboratory or clinical demonstration or supervision;</p> <p>Article 19.A.1.3.6 Guidelines of a faculty/school/college shall include a standard teaching workload range, and address the circumstances when the teaching load of a Member shall differ. The Guidelines shall also provide guidance on when a course is cancelled.</p> <p>Article 19.A.1.4.3 The Guidelines of each faculty/school/college shall contain a provision governing the</p>	Listed articles not specific to teaching faculty.

	granting and use of the banked teaching credits earned after the Guideline comes into force and effect.	
Saskatchewan	Article 11.2.2 (iv) Teaching assignments for Instructors and Lecturers shall not exceed 30 credit units per academic year.	

Comprehensive and non-U15

Carleton	<p>Article 13.2 (f) The Chair/Director shall give consideration to the factors affecting faculty teaching workload which include, but are not necessarily limited to, the following:</p> <ul style="list-style-type: none"> (i) the number of separate courses taught by each faculty employee; (ii) the number of scheduled contact hours per course; (iii) the number of hours of preparation, grading, and administration per course; (iv) the number of students enrolled, on average, per course; (v) the number of hours of student counselling per course; (vi) the level (introductory, upper year, graduate, etc.) of each course; (vii) the type (lecture, seminar, etc.) of each course; (viii) assistance of graduate students or colleagues in the teaching of courses; (ix) additional hours of preparation required for a new course; (x) the relation of thesis and special project supervision to classroom teaching; (xi) the relation of the individual faculty employee's teaching responsibilities to their research and scholarship; (xii) comparison of faculty workload at Carleton with that of other universities in Ontario; (xiii) the relationship between workload policy and other aspects of long-range academic planning; (xiv) whether the course is filmed or videotaped; (xv) the deployment and supervision of teaching assistants; (xvi) the number of undergraduate theses supervised; 83 (xvii) the number of directed studies and tutorials offered; (xviii) the number of graduate students supervised. <p>Article 13.4 (a)</p> <ul style="list-style-type: none"> (i) The workload of Instructor employees includes assigned teaching responsibilities, professional and/or instructional development, assigned administrative tasks, and, where the position in question is governed by a job description 	Article 13.2 (f) is specific to “Faculty Employees” not “Instructor Employees”.
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	<p>(appended to this Collective Agreement) such duties as are contained in the relevant job description.</p> <p>(ii) The workload of Instructor employees shall not exceed an average of thirty-five (35) hours per week over eleven (11) months each year (with one (1) calendar month annual vacation). When an instructor is appointed to assume a workload less than the full workload (Article 12) or assumes such a lesser workload by agreement with the Employer, (Article 13.7), their salary shall be pro-rated accordingly.</p> <p>(v) No Instructor employee shall be required to teach more than the equivalent of three (3) different courses per term in the Fall and Winter terms, or more than four (4) in any one twelve (12) month period from September 1st to August 31st and shall not be required to teach more than the limit established in Article 13.4(b)(iv) below.</p> <p>(viii) There shall be no expectation that instructor employees will respond to email or phone calls from students between the hours of 5:00 PM and 8:30 AM or on weekends.</p> <p>Article 13.4 (b)(iv) Maximum contact hours per week in any one term shall be as follows:</p> <p>(1) in all other units in the Faculty of Arts and Social Science, except for the Modern Languages units in SLALS, seventeen (17) hours where five (5) sections are taught in that term; fourteen (14) hours where four (4) sections are taught in that term; and eleven (11) hours where three (3) sections are taught in that term; and,</p> <p>(2) in the Modern Languages unit in SLALS, a maximum of sixteen (16) hours per week averaged over two (2) years where necessary.</p>	
<p>Memorial</p>	<p>Article 3.13 Teaching assignments shall be made and announced at least two (2) months before the start of a semester. In making such assignments, the Administrative Head shall take into account the following factors: (a) The number of separate courses taught by each Faculty Member; (b) The number of scheduled contact hours per course; (c) The number of hours of preparation, grading and administration per course; (d) The number of students enrolled in each course; (e) The number of hours of academic advising and consulting per course; (f) The level (introductory, upper year, graduate, et cetera) of each course; (g) The type (lecture, laboratory, seminar, et cetera) of each course; (h) The Academic Unit in which the teaching is to be carried out; (i) Assistance of graduate students or</p>	<p>Memorial has no equivalent to UNB's Teaching Professors stream.</p>

	<p>colleagues in the teaching of courses; Page 16 (j) Additional hours of preparation required for a new course; (k) The amount of intern, clinical, research, thesis, and other academic supervision of undergraduate and graduate students; (l) Responsibility for the supervision of laboratory work as part of the scheduled courses; (m) The abilities and scholarly competence of each Faculty Member; (n) The number of years of university teaching experience of each tenure-track Faculty Member in their first year</p>	
<p>Victoria</p>	<p>Article 12.2 A Faculty Member’s Academic Responsibilities in the Teaching Stream include Teaching, Scholarly Activity and Service, as further described in s. 25.5 – s. 25.7, s. 25.11 – s. 25.14 with a balance of commitment between each component as set out in s. 13.11 of Article 13 Standards and Workload.</p> <p>Article 12.9 The Unit process for distribution of assigned Academic Responsibilities among Faculty Members of the Unit shall give consideration to factors such as:</p> <ul style="list-style-type: none"> a) the academic objectives, mandate and operational obligations of the Academic Unit; b) the Standards of the Unit determined under s. 13.1; c) the Academic Responsibilities assigned to the Faculty Member in previous years; d) the Faculty Member’s Workload balance as established by Normal Workload or any Alternative or Reduced Workload arrangement; e) a Faculty Member’s administrative and other contributions outside the Faculty Member’s Unit; f) a Faculty Member’s program of Research and scholarship, where such a program requires supervision of staff and students and significant administrative responsibilities; g) the Faculty Member’s career stage, where addressed in the Unit Standard; h) factors relevant to teaching which are beyond the norm and beyond the control of the Faculty Member, such as course preparation, curriculum design work, mode of delivery, level of courses, availability of teaching support, requirement to supervise teaching and laboratory assistants, the size of the class; i) in Units with graduate programs, the number of graduate students supervised and/or advised by the Faculty Member, which are pre-approved by the Chair; 	<p>Victoria defines workload quite thoroughly and mandates that an agreed to “Standard” of academic responsibilities be defined in each academic unit.</p>

	<p>j) the number of directed reading courses and Honours supervisions by the Faculty Member, which are pre-approved by the Chair;</p> <p>k) participation by the Faculty Member in Teaching within other Units, including interdisciplinary programs;</p> <p>l) the legal duty to accommodate; and</p> <p>m) the responsibilities of the Academic Unit to contribute to the University community.</p> <p>Article 13 Standards and Workload</p> <p>13.1 Each Academic Unit must have a written Standard setting out expectations for Academic Responsibilities and the distribution of assigned duties of Faculty Members (hereafter, the “Standard”). The Unit must review the Standard and amend it as required, no later than March 31 following each renewal of this Agreement to ensure that the academic objectives and mandate and operational requirements of the Unit are achieved, and to ensure compliance with the renewed Agreement.</p> <p>13.11 Subject to the provisions relating to Alternative Workload below, the Normal Workload of a Teaching Stream Faculty Member shall reflect a ratio of 70% Teaching, 10% Scholarly Activity, and 20% Service.</p>	
Guelph	No instructor/teaching professor faculty stream	
Simon Fraser	<p>Article 35.79 In assigning the annual teaching workload of a Lecture Faculty Member, the Chair will give due consideration to those factors affecting workload that may serve to increase or decrease the amount of time and effort required. Factors to be considered include, but are not limited to the following:</p> <p>35.79.1 The abilities and specific area of expertise of the Lecture Faculty Member</p> <p>35.79.2 Whether the Lecture Faculty Member has previously taught the assigned course</p> <p>35.79.3 Whether the assigned course is a new preparation</p> <p>35.79.4 Whether the assigned course or the method of delivery has undergone significant revision</p> <p>35.79.5 The mode of instruction</p> <p>35.79.6 The student enrollment</p> <p>35.79.7 The scheduled contact hours</p> <p>35.79.8 The level of the course (lower division, upper division or graduate)</p> <p>35.79.9 The amount and type of preparation, grading and course administration</p>	

	<p>35.79.10 The amount of supervision of teaching assistants and laboratory instructors required</p> <p>35.79.11 The overall balance between courses with diverse subject matter and those with similar subject matter</p>	
Concordia	<p>Article 16.04 The annual teaching assignment for each member shall be fair and equitable, taking into account the nature of the courses (e.g. course levels, class sizes), number of different course preparations, and the member's research profile and service responsibilities.</p>	<p>Concordia has no equivalent to UNB's Teaching Professors stream.</p>
Windsor	<p>Article 5.08 The Head, before recommending the assignment of teaching and academic counselling duties shall consult with each faculty member in the AAU and those members who have responsibilities for coordination of programs.</p> <p>Each member's teaching assignment shall be based on all relevant factors, including in particular, but not limited to:</p> <ul style="list-style-type: none"> (i) the number of separate courses taught at different times by each faculty member; (ii) the number of scheduled contact hours per course; (iii) the amount of preparation, grading and administration per course; (iv) the number of students enrolled in each course; (v) the level (e.g., introductory, upper year, graduate) of each course; (vi) the type (e.g., lecture, laboratory, seminar, tutorial, workshop, or other form of delivery) of each course; (vii) the delivery by the use of alternative learning technology; (viii) the assistance of Teaching Assistants and/or Graduate Assistants or colleagues in the teaching of courses; (ix) new course preparation and development of materials; (x) the amount of intern, clinical, research, thesis, and other academic supervision of undergraduate and graduate students; (xi) special factors such as the use of video-conferencing and other emerging instructional technologies; (xii) the faculty member's engagement in research/scholarship/creative activity; (xiii) the faculty member's engagement in academic service, including committee work and her/his representation on external bodies, provided such representation has been mutually agreed between the member and the Dean, after consultation with the Head; 	<p>Windsor has no equivalent to UNB's Teaching Professors stream.</p>

	<p>(xiv) the faculty member’s engagement in activities that disseminate knowledge to the general public on behalf of the University;</p> <p>(xv) the faculty member’s voluntary engagement in student recruitment;</p> <p>(xvi) the faculty member’s voluntary engagement in fundraising;</p> <p>(xvii) the faculty member’s approved teaching, research, scholarly work and service outside of the home AAU, and</p> <p>(xviii) continuing professional education as required for ongoing licensure.</p>	
<p>Regina</p>	<p>Article 16.1.3 The duties of an instructor shall normally include:</p> <p>a) teaching and related duties; and</p> <p>b) service.</p> <p>Article 16.3.3 Academic staff members shall be assigned duties in a fair and equitable manner to ensure a reasonable workload.</p> <p>Article 16.6 Laboratory/Clinical Instructors Whenever there is an additional assignment made to the agreed upon workload, overload stipends shall be provided on a per lab or clinical course basis in accordance with Appendix A. Laboratory or Clinical Instructors shall not be required to accept an assignment that exceeds the agreed upon workload, nor shall the Laboratory or Clinical Instructor receive adverse performance reviews or be disciplined for declining such an assignment.</p>	

Appendix 6. Workload considerations in other Collective Agreements for EDI Representatives on Committees

University	Articles in Collective Agreements
Manitoba	19.A.2.4.3.2 Where, in order to fulfill gender-balance requirements on committees, some faculty members are required to assume increased service duties, the University shall implement a reasonable workload adjustment so that the Member's responsibilities under this Article may be fulfilled.
SFU	Article 28.17 “members may have exceptional service duties or expectations due to their membership in a particular group. These contributions should be taken into account in the context of the faculty member’s overall contribution encompassing teaching, scholarly activity, and service”.

Appendix 7. Workload norms

Appendix 8 Comparisons of Collective Agreements relative to workload during Summer Term

U15 Comparators

University	Articles in Collective Agreements	Comments
Dalhousie	Article 20.08 A Member's workload may include the teaching of scheduled instruction during evening hours, during summer sessions, in a second department, or other unit with Dalhousie University, or off-campus teaching as provided in Article 21.	
Queens	Article 37.1.5 The Workload Standard for each Unit shall (a) allow Members, in co-operation with the Unit Head, to arrange their responsibilities in a manner that provides for the most efficient allocation of work and time while allowing the Unit to fulfill its academic program obligations; (b) allow Members to see and understand the calculation of their own responsibilities and the responsibilities of their colleagues. To facilitate transparency, the Unit Head shall make available a list of teaching and service duties of all Members as they are being formulated for the following Academic Year, and a summary list of final allocations in the fall for that year; (c) distribute responsibilities among Unit Members as equitably as possible, and reflect the need among all tenured and tenure-track Members for research time; (d) integrate teaching with research by providing for the assignment of teaching within a Member's area(s) of research interest and expertise, subject to the Unit's ability to fulfill its academic program obligations; and (e) distribute teaching loads as equitably ... [does not mention summer]	Article 37.1.6 With respect to a review by a Unit of its Workload Standard: (a) A Unit shall review its Workload Standard by the date that is the later of the date that is ten (10) years after the date that the Workload Standard is implemented, having been ratified by the Members and accepted by the Dean, and the date that is three (3) years after the date that the Parties have ratified the 2015-2019 Collective Agreement, unless Article 37.1.6 (b) or (c) applies. A review as per Article 37.1.6(a) shall be precipitated by an announcement that, at a Unit meeting, the Workload Standard will be reviewed provided that the Unit's normal quorum requirements for such a meeting have been met;
McMaster	An employee's workload shall be such that the required position-related responsibilities, professional service and professional activity can reasonably be expected to be performed within a 35 hour work week, averaged over the year.	

<p>Manitoba</p>	<p>Article 19.A.1.3.6 Guidelines of a faculty/school/college shall include a standard teaching workload range...</p> <p>No mention of summer term in CA but may be unit specific within the unit guidelines</p>	<p>Article Summer Session & Extended Education Division – refers only to above and beyond normal teaching assignment</p> <p>19.A.1.3.7. The Guidelines shall be reviewed at least every five (5) years, or no more than once per year upon request of the dean/director or a two-thirds majority of the Members of the faculty/school/college meeting in committee. Reviews of the Guidelines shall follow the same process as set out in s. 19 .A.1.3 .1 - s. 19 .A.1.3 .3.</p>
<p>Saskatchewan</p>	<p>Article 11.2.1 Employees are required to perform their duties on a twelve-month basis unless otherwise specified in their letter of appointment or subsequently by amendment in accordance with procedures set out in the Agreement. The academic year shall be divided into three terms: T1, T2, and T3. For the purposes of the assignment of teaching duties, with the exception of Instructors and Lecturers, yearly assigned teaching shall be distributed as evenly as possible across a maximum of two terms. One of the three terms shall be designated as a non-teaching term. Yearly assigned teaching for Instructors and Lecturers shall be distributed as evenly as possible across the three terms. Instructors and Lecturers will not have a non-teaching term.</p> <p>11.2.2 (i) No employee shall be required to teach during their non-teaching term. Teaching classes during a non-teaching term is rewarded with extra compensation in accordance with Article 18.5.1, unless the employee and the</p>	

	<p>employee's Department Head or Dean, in accordance with the procedures specified in Article 11.1, mutually agree to reduce the employee's teaching load at other times during the year on a pro rata basis in lieu of extra compensation. (ii) With the exception of Instructors and Lecturers, no employee shall be required to teach during T3 more than once spanning a period of three consecutive academic years.</p>	
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Comprehensive and non-U15

University	Articles in Collective Agreements	Comments
<p>Carleton</p>	<p>Article 13.2 Teaching Workload of Faculty tice and consultation, assign teaching duties to individual faculty members in accordance with the provisions of Article 25 of the Collective Agreement in the light of the individual's discipline, abilities and specialties, and consistent with the normal teaching load of the faculty and department in question. As a part of the normal workload assignment the chairperson or equivalent may assign teaching in the Summer Session. Teaching duties shall include, but not be limited to, advising students and prospective students, and conducting scheduled classes.</p> <p>Instructors Article 13.4 (a) General: (ii) The workload of Instructor employees shall not exceed an average of thirty-five (35) hours per week over eleven (11) months each year (with one (1) calendar month annual vacation). When an instructor is appointed to assume a workload less than the full workload (Article 12) or assumes such a lesser workload by agreement with the employer, (Article 13.6), his/her salary shall be pro-rated accordingly.</p>	<p>(vii) Subject to Article 19.8(c), the Employer shall provide an opportunity each year to take at least three (3) consecutive weeks of annual vacation sometime during the year, and will provide an opportunity at least every second year to take a full month of annual vacation in the period from July 1st to August 31st</p> <p>(ii) Subject to operational requirements, Instructor employees shall normally teach their full course load in the Fall/Winter Session.</p>

	<p>Article 13.4 (e) (i) When an Instructor employee is scheduled to teach a course in the summer as part of their workload as per their job description, they shall have the option of taking two (2) months' leave of absence without pay instead of teaching. Such leave shall require the consent of the appropriate Dean after consultation with the department Chair/Director concerned. However, the leave may be withheld only in the case of essential department need.</p>	
<p>Memorial</p>	<p>Article 3.14 Faculty Members shall not be required to teach in more than two (2) of the three (3) semesters which comprise the Academic Year. A Faculty Member who agrees to teach in all three (3) semesters of an Academic Year shall not be required to teach in more than four (4) of the six (6) semesters of two (2) successive Academic Years. The Administrative Head shall make a serious effort to arrange the courses to be taught and the scheduling of teaching duties in a fair and equitable manner when viewed over a two (2) year period.</p>	<p>Article 3.09 The normal amount of teaching assigned for an Academic Year for Faculty Members in each Academic Unit shall be referred to as the "teaching norm". The teaching norm for each Academic Unit is shown in Appendix E. The norms shown in Appendix E shall remain the norms for the duration of the Collective Agreement.</p> <p>3.10 The teaching load of all Faculty Members shall be set at the teaching norm for their Academic Unit except as varied by writing in accordance with this Collective Agreement</p> <p>Appendix E ranged between 4 & 5 three-hour lecture course equivalents per academic year per faculty</p>
<p>Victoria</p>	<p>Article 13.1 Each Academic Unit must have a written Standard setting out expectations for Academic Responsibilities and the distribution of assigned duties of Faculty Members (hereafter, the "Standard"). The Unit must review the Standard and amend it as required,</p>	<p>12.13 During each 12-month period (except when on leave), a Research Stream Faculty Member with Tenure, Tenure-track or Research intensive Limited-Term</p>

	<p>no later than March 31 following each renewal of this Agreement to ensure that the academic objectives and mandate and operational requirements of the Unit are achieved, and to ensure compliance with the renewed Agreement. 13.2 Each Unit will establish its own procedures for preparing and revising its Standard. The Standard and any revision must be recommended by a majority of the votes cast by those holding Regular Academic Appointments in the Unit, after which it is to be forwarded to the Dean for approval.</p> <p>No specific reference to new faculty in CA but could be in the unit standards. Reduced workload can occur with 6 months notice but not sure intent is the same as providing reduction at time of hire.</p>	<p>Appointment will have one four-month period (the “research term”) within which to devote themselves primarily to Research and Scholarship. During the research term the Chair will not assign the teaching of any course to the Faculty Member except in special circumstances and with the agreement of the Faculty Member and will not assign administrative duties to the Faculty Member except with the agreement of the Faculty Member or where, due to academic or administrative requirements of the Unit, the administrative duties must be performed during that term.</p>
Guelph	<p>Article 18.26 Newly-appointed Members shall have at least 0.5 credit teaching release, at least once, in the first three (3) years of appointment.</p> <p>Article 18.32 By mutual agreement, the Faculty Member and the Dean may choose to reschedule the timing of a Research and Development Semester so that teaching occurs in three (3) semesters. 18.33 With the exception of 18.31.1, 18.31.2, and 18.32, a Faculty Member may not be assigned teaching responsibilities for more than four (4) consecutive semesters or have more than two (2) consecutive semesters entirely as Research and Development Semesters.</p>	
Simon Fraser	<p>Tenure Track Faculty</p> <p>Article 27.3 The University operates on a trimester basis with three teaching semesters, each of four months’ duration. Article 27.4 In</p>	<p>Tenure Track</p> <p>Article 27.14 : The Chair will inform faculty members in writing whether they will be on teaching or research in</p>

	<p>each academic year, the normal trimester workload for research faculty is two semesters of teaching and one semester dedicated to research in which no teaching duties are assigned.</p> <p>Teaching Faculty Article 35.69 Laboratory Instructors: A full-time Laboratory Instructor position entails a time commitment of approximately 35-40 hours per week. An exceptionally heavy workload in one semester should be offset by a lighter-than-average workload in a subsequent semester....</p> <p>Lecture Faculty Article 35.77 Lecture Faculty Members' normal annual teaching workload across the three semesters depends on the needs of the department and will be determined by the Chair in consultation with the Lecture Faculty Member and in accordance with the following provisos: 35.77.1 Normally, a Lecture Faculty Member should teach no more than four regular courses (or their equivalent) in any one semester. 35.77.2 A Lecture Faculty Member is entitled to have their workload configured so that no teaching duties are assigned at least one semester in six. There is, however, no reduction in the normal annual teaching load.</p> <p>Article 35.77.4 At least one semester in nine, no teaching duties are assigned. This nonteaching semester is one in which at least two regular courses (or their equivalent) would normally have been taught.</p>	<p>the forthcoming semester(s) and the particular courses that they have been assigned based on principles of general equity and the overall needs of the departmental teaching program. Normally, faculty members will be expected to maintain the ratio of two teaching semesters to one research semester. 27.15 In exceptional circumstances, a Chair may ask a faculty member to teach more than two consecutive semesters. The teaching of more than three consecutive semesters is discouraged.</p> <p>Article 35.77.3 In a year in which teaching duties are assigned in all three semesters, a Lecture Faculty Member may request to the Chair and ask to be scheduled to teach intersession or in a similarly-compressed manner in at least one semester, and the full vacation allotment will be taken in this semester. Where such courses are available, this request will not be unreasonably denied.</p>
<p>Concordia</p>	<p>Article 16.04 (j) When the teaching program of an academic unit or a Faculty includes courses in each of the three (3) terms of the academic year, the faculty member's teaching assignment is spread out over the fall and winter terms,</p>	

	<p>unless there is a written agreement with the faculty member to the contrary. In the case of those academic units that offer programs in the Institute for Cooperative Education, a faculty member's teaching assignment may be spread over any two (2) of three (3) terms, if the faculty member is participating in the programs, unless there is written agreement with the faculty member to the contrary.</p> <p>k) Notwithstanding the above, and in the case of other special or extensive summer programs, a faculty member may, by mutual agreement, spread the teaching assignment over two (2) or three (3) terms, but no faculty member shall be required to teach during all three (3) terms except as specified in Article 16.12. l) Provision may be made for the averaging of the teaching load over a two (2) year period. Other duties and responsibilities will be adjusted to reflect the averaging of teaching duties.</p> <p>16.10 LTA MEMBERS a) The parties consider that a teaching load of seven (7) courses in a given academic year is appropriate for a member holding a twelve (12) month LTA appointment whose duties and responsibilities include minimal service to the University. However, for a member holding a nine and a half (9.5) month LTA appointment, a teaching load of six (6) courses is appropriate for the period of appointment. b) At least one (1) of the courses may be assigned in the summer term provided that twenty-two (22) consecutive days are available for vacation as per Article 31.06.</p>	
<p>Windsor</p>	<p>Article 5:04 Faculty members are normally engaged on a full-time yearly basis from July 1 to the subsequent June 30. Faculty members shall fulfill their duties and responsibilities as specified in this Article, unless otherwise provided for in the letter of appointment or by reduction of duties and responsibilities as specified in this Agreement, or as specified in</p>	<p>(h) a faculty member shall not unreasonably deny a request by the Dean, after consultation with the Head, to undertake extra teaching for up to one (1) week in order to replace another faculty member who is</p>

	<p>clauses 5:05 and 5:06. Faculty members shall meet the reasonable requirements and needs of students, colleagues and the University on a basis and at a location consistent with their obligations to undertake teaching, research/scholarship/creative activity and service activity.</p> <p>5:05 A faculty member is entitled to take her/his uninterrupted annual vacation. The member may take part or all of her/his annual vacation at a time which shall be mutually agreed between the member and the Dean, or Head as designate of the Dean, to ensure the uninterrupted continuation and quality of program(s) of the University in which the member is involved. Nothing in this paragraph derogates from the faculty member's obligation to be regularly accessible.</p> <p>5.07 (c) the teaching component of the overall workload may be assigned during the summer semester, fall semester and winter semester. Except for courses assigned in accordance with clause 5:07 (d), faculty members shall not be required to teach in more than two (2) of the three (3) semesters of the teaching year;</p>	<p>unable to teach her/his course. When such extra teaching duties do not exceed half of the scheduled contact hours of the course, the faculty member shall be paid a prorated stipend, based on Article N, for the total portion of the course taught. When such extra teaching duties exceed half of the scheduled contact hours of the course, the faculty member shall be compensated by a course remission from future teaching duties or by payment of a stipend as specified in Article N, at the option of the member. If the faculty member elects to be compensated by a course remission, this shall be set forth in a letter signed by the member and the Dean.</p>
Regina	Article 16.4.1 Except for vacation time and approved leaves, or unless otherwise specified in the terms of appointment, academic staff members shall carry out their duties for the entire twelve months of the academic year.	

Appendix 9. Comparisons of Collective Agreements relative to workload of New Faculty U15 comparators

University	Articles in Collective Agreements	Comments
Dalhousie	<p>Article 20.05 (page73): In order that a Member may balance the need for time to prepare new courses and to establish a research program, when the Member is appointed to a probationary tenure-track position, the Member will be given a teaching and administrative workload that is less than the normal teaching and administrative workload for the Department or other such unit for the first two years of the Member’s appointment</p>	
Queens	<p>Article 37.1.7 A Unit shall review its Workload Standard after a shorter interval if, in the view of the Dean or in the view of a majority of Members who cast ballots, one or more of the following applies: (a) There has been a significant change in the resources of the Unit; (b) There has been a significant change in the academic program obligations of the Unit; (c) The current Workload Standard does not adequately lead to a fair allocation of workload in the Unit and/or a fair balance between scheduled and unscheduled duties.</p> <p>37.2.6 In assigning teaching and service activities, the Unit Head shall (a) assign a less-than-typical load of both teaching and service duties during the first year of a Member’s Initial Tenure-track appointment. Normally, a less than-typical combined load of teaching and service duties should continue for the entire Initial Tenure-track appointment</p>	
Manitoba	<p>Article 19A.1.3 refers to Guidelines for Assignment of teaching duties. ... “the dean of each respective college shall: (i) seek the advice of the Members of his/her faculty/college meeting in committee for the purpose of establish of a set of teaching</p>	Teaching duties shall be assigned reasonably and fairly using a transparent method, equitably among Members of a

	<p>guidelines (the "Guidelines"). This meeting shall include (solely for the purposes of seeking advice) individuals who would be Members but for the provisions of Article 30, providing they hold a primary appointment in the faculty/school/college.</p> <p>(ii) following receipt of the advice, the dean/director will prepare Guidelines, in consultation with either the Members , or a sub-committee of Members, the majority of whom shall be elected by Members in committee.</p>	<p>unit, taking into consideration:</p> <p>(i) the full range of academic responsibilities of individual Members, including teaching, research, scholarly work and creative activity, and service;</p> <p>(ii) available human resources;</p> <p>(iii) the rank and type of appointment (term, contingent, probationary, continuing, tenured, or reduced/half-time) of individual Members; and</p> <p>(iv) relevant faculty/school/college procedures and guidelines for awarding of tenure, continuing appointments and promotion. Guidelines shall take into consideration the full range of academic work of Members, and:</p> <p>(a) The priorities and integrity of the academic programs of the faculty/school/college;</p> <p>(b) The range of activities required for the granting of tenure, continuing appointments and promotion;</p> <p>(c) The full range of demands associated with teaching, including the factors in s. 19.A.2.4. I ands. 20.A. I.2.2, nature of the course, course level, course enrolment, class size, course preparation,</p>
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		<p>prescribed methods of instruction and evaluation. Faculties/schools/colleges may consider activities such as academic coaching, counseling, and mentoring; consultation with students; curriculum and course development; supervision of teaching assistants and graders/markers; and, where part of a Member's assigned duties, tutorials, and laboratory or clinical demonstration or supervision;</p> <p>(d) Supervisory work that is part of graduate and undergraduate teaching;</p> <p>(e) Practice of professional skills;</p> <p>(f) Research, scholarly work, and creative activities in accordance withs.</p> <p>l 9.A.2.4.2 and s. 20.A. l .2.1;</p> <p>(g) Assigned service, in accordance withs. 19.A.2.4.3 ands. 20.A. l.2.3; and</p> <p>(h) Assigned work performed for other departments, faculties, schools, colleges, or programs.</p> <p>OTHER: 19.A.2.4.3.2 Where, in order to fulfill gender-balance requirements on</p>
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		<p>committees, some faculty members are required to assume increased service duties, the University shall implement a reasonable workload adjustment so that the Member's responsibilities under this Article may be fulfilled.</p>
<p>Saskatchewan</p>	<p>Article 11.5.1 Guidelines shall be developed by each academic unit, discussed at a meeting of the faculty of the unit, and ratified by secret ballot. Each employee shall receive a copy of the Guidelines. Guidelines shall be reviewed periodically or at the request of the Dean, and revised according to the same process. 11.5.2</p> <p>Guidelines shall take into consideration the full range of academic work of employees. Each academic unit shall be responsible for identifying the activities under the following criteria: (i) the priorities and integrity of the academic programs of the unit; (ii) The range of work required for renewal of probation, tenure and promotion, and the changing distribution of workload over the careers of employees; (iii) The full range of demands associated with teaching, including the nature of the course, course level and its enrollment, the methods of instruction and evaluation. Academic units may consider activities such as academic coaching, counseling, and mentoring, consultation with students, curriculum and course development, supervising academic and teaching assistants, and, where part of a employee's assigned duties, laboratory demonstration or supervision and tutorials; (iv) Supervisory work that is part of graduate and undergraduate teaching; (v) Research, scholarly, and/or artistic work; (vi) administrative work. Academic units may consider activities such as participation in departmental, college and University</p>	<p>Article 11.1 Authority to Assign Duties. In departmentalized Colleges, duties shall be assigned by the Department Head following consultation and discussion with faculty at a meeting of the departmental faculty, subject to the approval of the Dean. In non-departmentalized Colleges and the Library, duties shall be assigned by the Dean following consultation and discussion with faculty at a meeting of the College or Library faculty. The process of assignment of duties shall be completed by Department Heads by March 31, and approved by Deans by April 30 for the next academic year. No decision on assignment of duties shall be set aside or reversed only because of technical non-compliance with the dates and times established by this section.</p>

	<p>committees, participation in Association activities, manuscript and grant 11 assessments, letters of recommendation, editorial or executive membership and policy research or writing for the profession; (vii) Outreach activities; (viii) Practice of professional skills; (ix) Public service and contributions to academic and professional bodies. Academic units may consider activities such as service to the outside community, service on the editorial board of academic journals, executives of academic or professional bodies, or selection committees for granting agencies; (x) Work performed for other academic units or programs, including associate membership agreements and joint appointment agreements under Articles 13.8 or 13.9.</p>	
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Comprehensive Universities & non U15

University	Articles in Collective Agreements	Comments
Carlton	<p>Article 13.1 refers to workload of faculty & Instructors</p> <p>13.2 Teaching Workload of Faculty Employees</p> <p>(a) Subject to Article 13.2(b), within a normal workload, "normal teaching load" within a Faculty shall be defined by past practice in relation to the number of full-course equivalents taught per faculty member or as may be agreed to hereafter by the parties.</p> <p>There is no reference to new faculty workload</p>	<p>(g) There shall be no expectation that faculty employees will respond to email or phone calls from students between the hours of 5:00 PM and 8:30 AM or on weekends.</p> <p>(h) CUASA members shall not be required to mark deferred examinations set by non CUASA members</p>
Memorial (med/doc but not U15)	Article 3.13 lists a-n considerations in assignment of teaching	Article 3.22 University Research Professors , during the five-year period of the

	<p>(n) The number of years of university teaching experience of each tenure-track Faculty Member in their first year.</p> <p>Article 3.23 Tenure-track Faculty Members who have not previously held a tenure-track appointment at a university shall be assigned one (1) less course than the teaching norm for their Academic Unit during the first two (2) years of their tenure-track appointment.</p>	<p>award, shall teach the number of courses per Academic Year as determined by the University policy governing Research Professors.</p>
<p>Victoria</p>	<p>Article 12.13 During each 12-month period (except when on leave), a Research Stream Faculty Member with Tenure, Tenure-track or Research intensive Limited-Term Appointment will have one four-month period (the “research term”) within which to devote themselves primarily to Research and Scholarship. During the research term the Chair will not assign the teaching of any course to the Faculty Member except in special circumstances and with the agreement of the Faculty Member and will not assign administrative duties to the Faculty Member except with the agreement of the Faculty Member or where, due to academic or administrative requirements of the Unit, the administrative duties must be performed during that term.</p>	

<p>Guelph</p>	<p>Article 18.26 Newly-appointed Members shall have at least 0.5 credit teaching release, at least once, in the first three (3) years of appointment.</p> <p>Article 18.31 A Faculty Member holding a Full-time Tenured, Tenure-track or Contractually Limited appointment of one or more years and who has assigned teaching responsibilities for two semesters in an Academic Year will devote a third semester to research and scholarly activities, except as modified in 18.31.1, 18.31.2, or 18.32, where the R/D semester will be deemed to have been taken (i.e., there is no 'banking' of time for a R/D semester to be taken at a later date).</p>	<p>Article 18.27 Classes assigned to a Member shall be scheduled to permit twelve (12) hours to pass between the completion of teaching one day and the commencement of same on the next day, unless the Member agrees otherwise. No Member shall be assigned, on any day, a class schedule that requires more than three (3) consecutive hours of classroom contact, excluding labs. Exceptions for special circumstances (e.g., six week courses) may be made with the agreement of the Member.</p>
<p>Simon Fraser</p>	<p>Article 27.7 Teaching loads will be distributed equitably. Subject to this general principal, different teaching loads may be provided to:</p> <p>27.7.1 faculty members with externally-funded appointments, and holders of research chairs funded in part through endowments or other external sources, when the terms of appointment prescribe teaching load;</p> <p>27.7.2 faculty members who have assumed a leading role in major externally-funded research projects;</p>	

	<p>27.7.3 new faculty members who are at the outset of their careers;</p> <p>27.7.4 recognize variations in workload contemplated elsewhere in this Agreement.</p>	
<p>Concordia</p>	<p>Article 16.03 In accordance with the established procedures of the academic unit, and by mutual agreement with the faculty member, the academic unit heads and the Dean(s), academic duties may be assigned and carried out in academic units other than the member's primary unit. In the case of members holding a joint or cross appointment, or participating in an 67 interdisciplinary teaching or research project with one (1) or more members of another academic unit, academic duties in both primary and secondary units shall be considered part of the member's duties for the purposes of all evaluations conducted under the provisions of Articles 14 and 18.</p> <p>16.07 PROBATIONARY MEMBERS A teaching load not exceeding four (4) courses is appropriate during a probationary appointment to enable the member to establish a research program and to prepare new courses.</p>	<p>16.08 TENURED MEMBERS a) A teaching load not exceeding four (4) courses per academic year shall be assigned to a tenured faculty member where there is clear evidence of satisfactory productivity in research and scholarship during the most recent evaluation period, taking into account the extent of the member's service. b) A teaching load not exceeding five (5) courses per academic year shall be assigned to a tenured faculty member where there is evidence of minimal productivity in research and 69 scholarship during the most recent evaluation period, taking into account the extent of the member's service. c) A teaching load not exceeding six (6) courses per academic year shall be assigned to a tenured faculty member where there is no clear evidence of productivity in research and scholarship during the most recent evaluation period, taking into account the extent of the member's service.</p> <p>d) In setting the teaching load, the Dean may: i)</p>

		<p>increase the member's teaching load if justified under the provisions of Articles 16.08 a), b) and c), taking into account the extent of the member's service; ii) reduce the member's teaching load if justified under the provisions of Articles 16.08 a), b) and c) in cases where the member combines the teaching assignment with assigned extensive administrative responsibilities (e.g., undergraduate or graduate program Director), or with heavy responsibilities to manage and administer her or his research project(s)</p>
<p>Regina</p>	<p>Article 16.2.1 The following lists of activities as related to duties are understood not to be exhaustive. Faculty Criteria Documents shall further develop these lists with a view to ensuring that 1) all the activities in which members engage in pursuit of their duties are duly recognized in performance review and in considerations of workload, and 2) members, depending on the duties corresponding to their appointment, are enabled to provide adequate and effective teaching, maintain a productive level of scholarship, research, and creative or equivalent professional activities, and perform service both within the University community</p>	

	<p>and to the external communities.</p> <p>16.3.1 Each Faculty shall develop collegially and include in its Criteria Document a transparent process for the assignment of duties, based on decisions made in accordance with criteria known to members within that Faculty and in accordance with Article 17.</p> <p>Article 16.3.4 New members in their first year of appointment shall normally be assigned a lighter teaching load.</p>	
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Appendix 10. Administrative Support

Not specifically addressed in any CAs.

Appendix 11. Research

U15 comparators

University	Articles in Collective Agreements	Comments
Dalhousie	<p>Article 17.17: When research, scholarly, artistic and/or professional activities are reviewed and assessed in relation to reappointment, tenure, promotion, or salary increases, they shall be assessed in relation to these primary objectives. Such review and assessment shall likewise take due account of the quality and not merely the quantity of such activities. In keeping with the Boyer model, scholarship includes the scholarship of discovery, the scholarship of integration, the scholarship of application and/or the scholarship of teaching. Review and assessment of scholarship should recognize non-traditional forms of scholarship and traditional ways of knowing.</p> <p>Article 17.18: Members have the right and responsibility to devote a reasonable proportion of their time to research, scholarly, artistic and/or professional activities. Insofar as it is within its power, the University will endeavor to facilitate these activities</p> <p>Article 17.19: It is agreed that research, scholarly, artistic and/or professional activities may take a variety of diverse forms and contributions to the University may arise from a variety of accomplishments including, but not limited to, publications, unpublished papers, transcripts or tapes of broadcast material, films, and other art forms as appropriate to the subject matter of the Member's work. Research carried out under contract may be considered as evidence of the Member's scholarly activity or reputation, and it will be assessed as research if the results of the work are available to others and meet acceptable standards of scholarship as judged by peers.</p> <p>Article 20.4: A Member's workload normally includes, in varying proportions, the duties indicated in Article 17, namely: (a) undergraduate and/or graduate teaching; (b) research, scholarly, artistic and/or professional activity; (c) academic administration within Dalhousie University; (d) professional responsibilities outside Dalhousie University.</p> <p>Unless otherwise indicated in the Member's letter of appointment, or unless this conflicts with established</p>	

	<p>practice within the Member's Department or other unit, (a) and (b) constitute the Member's principal duties.</p> <p>Article 20.05 (e): In order that a Member may balance the need for time to prepare new courses and to establish a research program, when the Member is appointed to a probationary tenure-track position, the Member will be given a teaching and administrative workload that is less than the normal teaching and administrative workload for the Department or other such unit for the first two years of the Member's appointment.</p>	
<p>Queens</p>	<p>Article 15.1: The Parties recognize that the nature of the University gives rise to academic responsibilities. The academic responsibilities of Members arise from their involvement in an appropriate combination of: (a) undergraduate and graduate teaching, counselling, supervision, and/or professional practice of Librarians and Archivists; (b) research, scholarly, and/or creative activities; and (c) administrative and professional service. The exact distribution of these duties may vary among disciplines and may vary among individuals and their type of appointment, in accordance with the relevant provisions of this Agreement. Members shall meet their obligations in a professional manner.</p> <p>Article 26.3: The proportion of a faculty Member's efforts devoted to each of teaching, research and service may be altered by a Reduced Responsibility appointment. Normally, faculty Members whose appointments include the full range of academic responsibilities set out in Article 15.1.1 will be expected to retain some level of activity in each of the three areas.</p> <p>Article 37.12: Each academic Unit must have a Workload Standard that: (a) conforms with the provisions of Article 37; (b) addresses all academic responsibilities of Members per Article 15; (c) ensures that the academic program obligations of the Unit as approved by the Senate can be met; (d) ensures that the assignment of scheduled duties of Members in the Unit is carried out as equitably as possible; (e) has been ratified by a majority of Members in the Unit who cast ballots in a ratification vote; and (f) has been approved by the Dean.</p> <p>Article 37.14(d): Normal expectations of the extent of commitment to scholarly/research or other creative</p>	

	<p>work, without stipulating quantity of research work to be produced.</p> <p>Article 37.15: The Workload Standard for each Unit shall: (a) allow Members, in co-operation with the Unit Head, to arrange their responsibilities in a manner that provides for the most efficient allocation of work and time while allowing the Unit to fulfill its academic program obligations; (b) allow Members to see and understand the calculation of their own responsibilities and the responsibilities of their colleagues. To facilitate transparency, the Unit Head shall make available a list of teaching and service duties of all Members as they are being formulated for the following Academic Year, and a summary list of final allocations in the fall for that year; (c) distribute responsibilities among Unit Members as equitably as possible, and reflect the need among all tenured and tenure-track Members for research time; (d) integrate teaching with research by providing for the assignment of teaching within a Member’s area(s) of research interest and expertise, subject to the Unit’s ability to fulfill its academic program obligations; and (e) distribute teaching loads as equitably as possible in a manner that encompasses all of the teaching responsibilities undertaken by Members, including classroom teaching, lab teaching and supervision, class and lab preparation, course planning and scheduling graduate supervision, individual project supervision, extracurricular academic student coaching, and student consultation, as applicable for the Unit.</p> <p>Article 32.2.10: The University will make a reasonable effort to assign and schedule teaching responsibilities in a manner that provides each Member with one day each week in each Academic Term that is free of teaching and administrative responsibilities in order to be able to concentrate on research activities.</p>	
McMaster (MUFA)	Unable to interpret – only librarians on sharepoint	
Manitoba	<p>Article 19A.2.3: refers to Faculty rights, duties and responsibilities.</p> <p>... “duties assigned to a faculty member shall include an appropriate combination of: undergraduate and/or graduate teaching;</p>	

	<p>research, scholarly work and other creative activities; service.</p> <p>The assignment of these duties may vary from individual to individual and from faculty/school to faculty/school as determined by the dean/director in consultation with the faculty member.</p> <p>Article 19.A.2.4.2: Research, Scholarly activity and other creative activities. Faculty members shall be responsible for and have the right and opportunity to carry out a reasonable amount of meaningful research, scholarly work and other creative activities.</p> <p>Article 19.D.18: Research Metrics - Any evaluation and/or assessment of a Member's research shall be based on a full review of the quality of their contribution to research, scholarly work, and other creative activity. Quantitative factors (such as the number of publications, research funding amounts, and number of conference presentations) have been an element of evaluation and/or assessment and shall continue to be an element in the evaluation and/or assessment of research, scholarly work, and creative activities.</p> <p>Research metrics shall not be used as a substitute for a more comprehensive assessment of quality and quantity.</p> <p>Article 20.A.1.2.1: Research, Scholarly work and other creative activities (Promotion) – Factors that may be considered include: the publication of books, monographs, and contributions to edited books; papers in both refereed and nonrefereed journals; papers delivered at professional meetings; participation in panels; unpublished research including current work in progress both supported and non-supported; editorial and refereeing duties; creative works and performances; and scholarship as evidenced by the candidate's depth and breadth of knowledge and general contributions to the research life of the University. The quality and originality of both published and unpublished work shall be evaluated.</p>	
Saskatchewan	<p>Article 15.9.1: propose the criteria and standards of performance to be used in assessing employees for renewal of probation and tenure and submit these to the College Review Committee for approval;</p>	<p>Units need to set the standards for their discipline based on what is normal</p>

Waterloo (not med/doc)	Not found on sharepoint. On U Waterloo website but could not figure out how to interpret	

Comprehensive Universities & non U15

University	Articles in Collective Agreements	Comments
Carlton	Article 10.3: unit approved standards for tenure/promotion	<p>Appendix B: Unit Standards for the Application of the Criteria for Tenure, Promotion to Associate Professor and Promotion to Full Professor</p> <p>Evidence appropriate to the discipline or field used to demonstrate the originality and quality of research/scholarly activity or creative work in support of an application for tenure or promotion may include, but is not limited to, the following items, with selection and weighting of the items as appropriate to the candidate's scholarship or creative work:</p> <p>(1) the publication of books, case studies, monographs, and contributions to edited books;</p> <p>(2) papers in peer refereed journals;</p> <p>(3) the judgments of scholars through letters of reference, particularly of senior scholars in the same and cognate disciplines;</p>

		<p>(4) papers delivered at professional meetings;</p> <p>(5) contributions to panels, workshops, and clinics;</p> <p>(6) consulting with government, related professionals, and agencies, or preparation of instructional, clinical, curriculum or policy materials for such agencies;</p> <p>(7) editorial and refereeing duties;</p> <p>(8) the creation, performance, direction, programming, design, and staging of creative works for the public, or curation of exhibitions, particularly when recognized by competent external peers;</p> <p>(9) adjudicating festivals and competitions, master classes, consulting on curricula, workshops at the post-secondary level or with professional orchestras, choirs, theatres, galleries, or professional residencies;</p> <p>(10) the development of software, hardware or equipment;</p> <p>(11) scholarly contributions to pedagogy;</p> <p>(12) scholarly contributions to agencies, communities, governments, or organizations and the extent to which the faculty member's professional services are in demand by such organizations outside the University;</p>
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		<p>(13) scholarship as evidenced by the candidate's depth and breadth of knowledge and general contributions to the research life of the University;</p> <p>(14) applications to secure funding for research/scholarly and creative activities as appropriate for a discipline or field;</p> <p>(15) other publications demonstrating a high quality of scholarship with significant public impact;</p> <p>(16) external grants, industrial research and development contracts; and,</p> <p>(17) other evidence appropriate to the candidate's research/scholarship, creative work, and/or discipline.</p> <p>(ii) Bibliometrics and publications metrics may be used to assess the quality of research but such metrics and other quantitative measures must be assessed within the context of judgment by peers inside and outside the university.</p>
<p>Memorial (med/doc but not U15)</p>	<p>Article 3: Duties and responsibilities (3.03) The duty to engage in scholarly activity includes: (a) the conduct of research, scholarship, and critical, creative, professional or developmental work; and (b) the dissemination of such work through publication, demonstration, presentation,</p>	

	<p>exhibition or performance, or by other means appropriate to the discipline. Both (a) and (b) must be present to comprise scholarly activity when viewed over a three (3) year period.</p> <p>Article 3.19 Variation from teaching norm: a) voluntary increase; b) When, in the previous three (3) years, a Faculty Member has not engaged in scholarly activity in accordance with Clause 3.03, the proportion of their work devoted to teaching may be increased by up to two (2) courses or equivalent above the teaching norm for their Academic Unit. The Administrative Head shall consult with the Faculty Member before increasing the amount of teaching.</p> <p>Article 3.23: Tenure-track Faculty Members who have not previously held a tenure-track appointment at a university shall be assigned one (1) less course than the teaching norm for their Academic Unit during the first two (2) years of their tenure-track appointment.</p> <p>Article 12.13: Criteria for promotion (b) a demonstrated record of research, scholarship, and critical, creative, professional or developmental work; Scholarship includes the scholarship of discovery, the scholarship of integration, the scholarship of application and/or the scholarship of teaching. Review and assessment of scholarship should recognize non-traditional forms of scholarship and traditional ways of knowing. (A very long list ensues).</p>	
<p>Victoria</p>	<p>Article 13: Standards and Workload Each Academic Unit must have a written Standard setting out expectations for Academic Responsibilities and the distribution of assigned duties of Faculty Members (hereafter, the “Standard”). The Unit must review the Standard and amend it as required, no later than March 31 following each renewal of this Agreement to ensure</p>	

that the academic objectives and mandate and operational requirements of the Unit are achieved, and to ensure compliance with the renewed Agreement.

Article 13:6: The Standard must address such matters as: a) the number of course units taught by a Faculty Member with Normal Workload in the Unit; b) supervision of graduate and undergraduate students; c) release provided to tenure-track Faculty Members; d) how instructional and preparation hours beyond the norm associated with distance (on-line) teaching, laboratories, tutorials, field components, large enrollment classes, course coordination of multiple-section courses and other required components are accounted for in Workload calculation; e) the normal Service responsibilities that may be either assigned to a Faculty Member in the Unit or to which a Faculty Member may be elected by members of the Unit.

Article 13.10: Subject to the provisions relating to Alternative Workload below, the Normal Workload of Research Stream Faculty Members shall reflect a balance of commitment between Teaching, Research, and Service such that the commitment to Teaching activities is roughly equal to the commitment to Research activities and that the commitment to Service is roughly half of the commitment to Teaching activities.

Article 13.13: It is recognized that fluctuations in the Workload associated with Teaching and Service may occur from year to year based on the operational needs of the Unit. The Workload of each Faculty Member shall be equivalent to the Normal Workload identified in the Unit Standard when averaged over a maximum of five years.

Article 25.8: Research, scholarship and creative activity (“Research”) means continuing mastery of one’s field of knowledge and the awareness of current

	<p>scholarship in one's own and closely related fields, and the nature, quality, and extent of one's research, scholarship and creative activity as described in the FEP and Unit Standard applicable to the Faculty Member.</p> <p>Article 25.9: Research will be evaluated, in accordance with the FEP and Unit Standard, in all possible manifestations and may include, but is not limited to, the following: (long list included)</p>	
<p>Guelph</p>	<p>Article 18.6: Faculty Members rights and responsibilities, 18.6 - A Faculty Member's Responsibilities in the Area of Scholarship include some or all of the following: a) the creation of new knowledge, understandings, or concepts; b) the creative application of existing knowledge; c) the organization and synthesis of existing knowledge; d) creative expression; and, e) if applicable, mentoring graduate students to do some or all of a) through d).</p> <p>Article 18.8: Each Member shall be entitled to, and expected to, engage in, and have time available for, research and creative and scholarly activities. Subject to Article 52: Intellectual Property, it is the right of the Member to make the results of such work accessible to the scholarly and general public through publication, conference presentations, lectures, public concerts or performances, and other appropriate means.</p> <p>Article 18.13: Distribution of Effort - Unless otherwise agreed to in writing by the Dean and the Faculty Member, the default DOE shall be forty percent (40%) teaching, forty percent (40%) Scholarship, and twenty percent (20%) Service.</p> <p>Article 18.26: Newly-appointed Members shall have at least 0.5 credit teaching release, at least once, in the first three (3) years of appointment</p> <p>Article 18.31: A Faculty Member holding a Full-time Tenured, Tenure-track or Contractually Limited appointment of one or</p>	

	<p>more years and who has assigned teaching responsibilities for two semesters in an Academic Year will devote a third semester to research and scholarly activities, except as modified in 18.31.1, 18.31.2, or 18.32, where the R/D semester will be deemed to have been taken (i.e., there is no 'banking' of time for a R/D semester to be taken at a later date).</p>	
<p>Simon Fraser</p>	<p>Article 27.1.1: Research responsibilities require faculty to maintain a program of research, scholarship, or artistic creativity through which they should aspire to a national or international reputation as scholars.</p> <p>Article 27.2: A normal annual faculty workload will include contributions from all three areas of activity, though the particular components of a faculty member's annual responsibilities may vary from time to time. Research and teaching will take precedence, but all faculty members will carry their share of service work and achieve an appropriate balance among all three areas of activity.</p> <p>Article 27.12: During a research semester faculty members carry out research, continue to supervise graduate students, and may be asked to fulfill selected service obligations. Faculty members must continue to respond to inquiries from their Chair or Dean during a research semester. Where research obligations are likely to impede the ability to respond to such inquiries in a timely fashion, this will be communicated in advance to the Chair.</p> <p>Article 27.13: The research semester may be taken as any one of the three semesters of the calendar year, subject to the teaching requirements of the Department.</p> <p>Article 27.19: In assigning the annual teaching workload of a faculty member, the Chair will give due consideration to those factors affecting workload that may serve to increase or decrease the amount of time and</p>	<p>Balance in Teaching and Research Semesters</p> <p>Article 27.14: The Chair will inform faculty members in writing whether they will be on teaching or research in the forthcoming semester(s) and the particular courses that they have been assigned based on principles of general equity and the overall needs of the departmental teaching program. Normally, faculty members will be expected to maintain the ratio of two teaching semesters to one research semester.</p> <p>Article 27.15: In exceptional circumstances, a Chair may ask a faculty member to teach more than two consecutive semesters. The teaching of more than three consecutive semesters is discouraged.</p> <p>Article 27.16: A faculty member's contributions will be reviewed in each biennial review cycle. Where teaching or research semesters are owed, the Chair will ensure that a plan is in place to redress what may be owing prior to the start of any study</p>

	<p>effort required. Factors to be considered include, but are not limited to: A list ensues</p> <p>Scholarly Activity - Article 28.16: Research achievement is of fundamental importance in the evaluation of the performance of a faculty member. The nature of research achievement will vary by discipline. Consideration should be given to evidence of scholarship reflected in the ability of the faculty member to have their research published or otherwise subjected to appropriate peer evaluation. In judging research, emphasis must be placed on quality as well as quantity. Consideration should be given to the particular conditions of community- engaged research and knowledge-mobilization activities. Consideration should also be given to recognition by national and international professional societies and granting agencies, and special recognition by such societies, agencies, or other universities should be noted.</p> <p>Criteria for Promotion, Tenure - Article 28.24: Each department, school, and non-departmentalized faculty or area within a non- departmentalized faculty will draw up and have adopted by the tenure-stream faculty in the department sets of criteria, standards, and methods of assessment for tenure and for promotion in all three areas of responsibility that will be reviewed and either reaffirmed or revised no less than every three years.</p>	<p>leave or resignation or retirement. Where the plan will take more than one biennial review cycle to complete, approval of the Dean is required.</p>
<p>Concordia</p>	<p>Article 16.01b: Research and Scholarship, which in general includes: research, scholarly and critical or creative work within the faculty member's field; the dissemination of such work through respected publications, presentation of scholarly papers, exhibitions and performances, and other appropriate means; if so specified by the Dean (see Article 14.01 a)), the supervision of student research and theses, and the seeking of external research funding as appropriate to the</p>	

	<p>discipline and the member's research profile. The primary objectives of such research shall be to increase knowledge and understanding and to further the faculty member's teaching and scholarly competence.</p> <p>Article 16.07: A teaching load not exceeding four (4) courses is appropriate during a probationary appointment to enable the member to establish a research program and to prepare new courses.</p> <p>Article 16.08a: A teaching load not exceeding four (4) courses per academic year shall be assigned to a tenured faculty member where there is clear evidence of satisfactory productivity in research and scholarship during the most recent evaluation period, taking into account the extent of the member's service. [Note Articles 16.08 b and c: 5 courses for faculty with minimal research activity and 6 courses for those with no research activity]</p>	
<p>Windsor</p>	<p>Article 5.07f: on an annual basis, a teaching assignment one (1) course lower than the overall average teaching load assigned pursuant to clause 5:13 may be made where the faculty member demonstrates a significant current record of research/scholarship/creative activity.</p> <p>Article 5.08d: The Dean, in assigning teaching and counselling duties, shall give due consideration to the member's actual and prospective level of involvement in research/scholarship/creative activity, teaching, student supervision and counselling, and to the member's service activities, as indicated in the member's annual <i>curriculum vitae</i>. A greater involvement in research/scholarship/creative activity and/or service may result in the assignment of fewer teaching and counselling duties to a member, to no fewer than two (2) semester courses in the teaching year. A</p>	

	<p>lesser involvement in research/scholarship/creative activity may result in the assignment of one (1) semester course beyond the overall average teaching load determined under clause 5:13 in the following circumstances.</p> <p>Articles 5.26-5.33 – Rights duties and responsibilities of scholar researchers.</p>	
<p>Regina</p>	<p>Article 16.2.3 Research, scholarship, and creative or equivalent professional activities include the following, but may include additional activities if agreed to by the Faculty:</p> <ul style="list-style-type: none"> - intellectual and creative contributions to research and scholarship and critical or creative work - dissemination of such work through publications, presentation of scholarly papers, exhibitions and performances, and other means - community-engaged scholarship and the particular forms of dissemination that stem from it - peer review or other forms of engagement with the scholarly work of others - the research component of the supervision of student research and theses - seeking external research funding as appropriate to the discipline and the member’s research profile - the scholarship of teaching, which consists of original and innovative thought and analysis related to pedagogy and/or learning 	