

CUASA proposal

Date:

## Article 13: Academic Workload

### 13.1 Workload of Faculty Employees

The normal workload of faculty employees shall include teaching, research/scholarly/creative activities, and service to the University in proportions of approximately 50%, 35% and 15% respectively of each employee's time, as governed by and varied in accordance with past practice. For each faculty a normal workload shall be defined by past practice.

### 13.2

(b) Subject to approval by the appropriate dean, the appropriate chairperson or equivalent shall, with due notice and consultation, assign teaching duties to individual faculty members in accordance with provisions of Article 25 of the Collective Agreement in 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 **with the consent of the faculty member**. Teaching duties shall include, but not be limited to, advising students and prospective students, and conducting scheduled classes.

~~(c) Adherence to the normal teaching load shall encompass necessary minor year-to-year fluctuations in an individual's teaching load, these fluctuations balancing out over time.~~  
**The employer shall consult with each individual faculty member in writing as to their time of day preferences for scheduling their teaching. No later than May 15th each year, the employer shall consult with each faculty member whose teaching schedule does not conform to their specified preferences. The faculty member shall have the right to override any alterations to their scheduling preferences. No later than June 15th, the employer shall provide each individual faculty member with their teaching schedule for the next year.**

(d)

(i)

An employee may, with the agreement of his/her chairperson, undertake more than the normal teaching load for his/her department. Normally, such an arrangement shall be formalized in writing between him/herself and the appropriate chairperson, and shall be included in the employee's dossier for promotion, career development and scholarly achievement assessments.

(ii)

~~Where an employee's performance in research/scholarship, as assessed pursuant to Article 41.3(a), is substantially below the norm and has been so for at least five (5) consecutive years, the dean may assign the employee more than the normal teaching load for the employee's department. Such additional assignment shall not exceed one (1) full-~~

~~course equivalent in any academic year. This assignment shall be formalized in writing by the dean, and shall be included in the employee's dossier for promotion, career development and achievement award assessments~~

(e)

The chairperson shall endeavour to arrange teaching duties in a manner acceptable to each faculty member. Normally, the assignment of scheduled instruction shall be concentrated in two (2) consecutive terms of any academic year ending August 31.

(f)

**The chairperson shall give consideration to the ff**Factors affecting faculty teaching workload **which** shall include, but **are** not necessarily be limited to, the following:

(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, **project, undergraduate thesis**, 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 his/her 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 availability of teaching assistants**

(xvi)

**the supervision of teaching assistants**

**(xvii)**  
**the career stage of the member.**