

A Resource Guide for Reporting Faculty Workload

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Introduction

One administrative task every Chair/Director faces is the assignment of workload activities to the members in her/his school or department. This activity must sometimes meet a number of competing objectives:

1. The optimum use of your faculty's human resources to provide quality instruction to graduate and undergraduate students, SRC and service obligations.
2. Appropriate use of space in the context of planned enrollment.
3. Meeting the requirements of the collective agreement, both in terms of loading, and subsequently, in terms of reporting to the University's administration and the Ryerson Faculty Association.

The skillful and thoughtful assignment of workload will have a significant bearing on the morale of your faculty, the quality of student experience and the health of your budget.

When initiating this process, one must keep in mind the delineation of your faculty in terms of being Mode I or Mode II, and further, if Mode II, whether they have a Teaching focus or an SRC focus. Their status impacts on the amount of teaching a faculty member can be assigned, the types of administrative duties they can carry out and expectations surrounding SRC.

Workload therefore consists of a variety of components. Given the complexities of meeting the above objectives, and taking into account the multitude of academic programs at Ryerson and its tripartite curriculum, the individual workloads for each faculty member cannot be exactly the same. However, the expectation is that faculty members' workloads will be fair and equitable within each School or Department.

Objectives

The rules regarding faculty workload are based on the provisions contained in Article 10, WORKLOAD, of the Ryerson Faculty Association Collective Agreement. In addition to the contract language, various practices have developed over time (consistent with collective agreement provisions) and have become part of the workload rules.

Implementing the workload formulas and reporting workload is a complex task. The purpose of this document is to assist those individuals responsible for reporting faculty workload data by providing a comprehensive guide which explains how to complete the prescribed workload documents.

Workload data and reports serve three general purposes:

1. To meet the requirement of the RFA Collective Agreement that a workload statement be provided to each faculty member and the Association, to ensure that workload conforms to the terms of the collective agreement;
2. To provide each department with information for planning future teaching assignments, physical and technical requirements and University Planning for statistical reporting; and
3. To provide information for consideration when planning each year's staffing budgets.

It is hoped that this Guide will provide answers to most questions about the reporting of faculty loading. At the same time, given the complexity of the workload language in the collective agreement, it is acknowledged that questions may arise. In these circumstances, you are invited to contact your Human Resources Consultant.

Guidelines

- Extra work for extra compensation (overload courses) is recorded separately on both Mode I and Mode II forms, in the “Comments” section of each form.
- When assigned work involves individuals from departments other than the course department, record only the “transferred in” FTE and associated workload.
- Do not record data to more than one decimal place.
- All data are recorded as of each term’s official count date (July 1, November 1 and February 1). The Section Summary Report (RREGRO40) sent to each Department by the Registrar is the most convenient and accurate source for registration counts and Student Contact Hours (SCH) data.
- All definitions and interpretation guidelines are based on the current Faculty Association Collective Agreement.

Revisions Effective January 2004

- Mode I research projects are credited at least 6 ACH per academic year (if undertaken within the Department's operating budget and approved by the Chair. Use of the Other Assignment Hours - Research Hours (OAR) entry is discontinued on the Mode I Individual Workload Statement and the Mode I Departmental Workload Summary. The **Research Project(s)** entry at the bottom of the Academic Course Hours (ACH) column 10 is to be used instead. A brief description of the research project(s) is to be included in the comments section. (See Article 10.1.F)
- Mode II faculty members are entitled to **teaching assistant support** if the total number of students exceeds **120** on the official count date which is a lower threshold than the previous 180. (See Article 10.12.B.d)
- Mode II faculty members may (in a given academic year and with the faculty member's consent) teach **up to 3 additional ACH in one semester provided that there is an equal reduction in ACH in the other semester.** (See Article 10.12.B.B)

Forms & Reports

FORMS

1. Mode I Individual Workload Statement

Used to record the workload for an individual faculty member within the department. The information from all individual forms is transferred to the “Departmental Workload Summary” form for each semester. Also includes Comments section.

2. Mode II Individual Teaching Workload Statement

Used to record the teaching load for an individual faculty member. The information from all individual forms is transferred to the Departmental Teaching Summary for each semester.

3. Mode I Departmental Workload Summary

Used to summarize the entire semester’s workload information data for a department from information recorded on the Individual Workload Statements.

4. Mode II Departmental Teaching Workload Summary

Used to summarize the entire semester’s teaching data for a department from information recorded on the Individual Teaching Statements.

REPORTS

1. Registrar Section Summary (RREG040)

This report, distributed by the Registrar, provides each term’s official registration counts and Student Contact Hours’ data

2. Faculty Timetable Review

This report, distributed by the Registrar, sets out the criteria utilized by University Scheduling when considering a departmental request to change a specific timetable, that is, requests received during the “White Space” review timeframe.

FORMS DISTRIBUTION

Mode I Individual Workload Statement

And

Mode II Individual Teaching Workload Statement

Copies Distributed To	Due Date
<ul style="list-style-type: none">• Faculty member• Secretary of the RFA, Business Building• Dean• University Planning Office• "Home" Department Chair (if the individual is on "transfer")	As soon as possible after the count date of February 1, but no later than March 31. Distribution done once yearly.

Mode I Departmental Workload Summary

And

Mode II Departmental Teaching Workload Summary

Copies Distributed To	Due Date
<ul style="list-style-type: none">• Dean• University Planning Office• Secretary of the RFA, Business Building	The Fall and Winter term summaries are due by March 31 each year.

INSTRUCTIONS FOR FORMS COMPLETION

Mode I Individual Workload Statement

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
A: COMPLETION OF COLUMNS 1 - 17		
<p style="text-align: center;">1</p> <p>Teaching Full Time Equivalent (FTE)</p> <p>The proportion of a faculty member's workload assigned to teaching relative to a normal full time load.</p>	<p>Normally 1.0 FTE for "full teaching" Faculty; "partial teaching" is recorded as a decimal FTE in proportion to the full teaching assignments typical of the Department.</p> <p>Most Departments will find it convenient to use a relationship of 0.2 teaching FTE. for each 3 ACH of "partial teaching" in any given term.</p>	<p>Workload data is prepared separately for each teaching term. Therefore, teaching assignments of 9.0 ACH in the Fall term and 3.0 ACH in the Winter term would be recorded as 0.6 teaching FTE for Fall and as 0.2 FTE for Winter.</p> <p>However, for the whole academic year, these term assignments would represent 0.4 FTE of the Department's annual staffing budget.</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
<p align="center">2</p> <p>Other (Assignment) FTE An allocation of a Faculty member's activities for significant non-teaching assignments during the academic term.</p>	<p>Make an appropriate allocation if the individual's Total Other Hours (TOH – COLUMN 16) are 10% or more of Aggregate Workload Hours (AWH – BOX 17).</p>	<p>The sum of these two FTE allocations may not exceed 1.0; if it is less than 1.0, the reason should be noted under Comments. For example, part-time or transfer time to or from another budgetary unit, reduced work status, or unpaid leave.</p>
<p align="center">3</p> <p>Course Number The alpha-numeric code under which assigned students are registered for grade reporting.</p>	<p>If a teaching assignment includes different course numbers for academically equivalent courses, the calculation of Course Preparation Hours (CPN/CPO/CPR – COLUMN 12) will involve "repeat" section credits.</p> <p>Each different mode of curriculum delivery (Lecture component and Lab component) of a given course should be reported on a separate line.</p>	<p>Example of course number: BRD038</p> <ul style="list-style-type: none"> - Courses starting with a 0 are two semester courses. - Courses starting with a 1 are one semester courses. - Courses numbered 070 are day school courses taught at night.
<p align="center">4</p> <p>Section Code The number under which assigned students are registered for grade reporting.</p>	<p>Record each assigned section number even if sections are combined and even if part of the course/section instruction is assigned to more than one teacher.</p>	<p>Example of Section Code: BRD 038, Section 001, 002 etc.</p>
<p align="center">5</p> <p>Number of Registered Students The number registered as of official count dates of July 1, November 1 and February 1.</p>	<p>These numbers should be taken from the Registrar's Section Summary Report (RREGR040).</p>	<p>See Article 10.5.A: A faculty member is entitled to refuse to teach the class or classes involved if, at any time during the semester, any one of his/her classes has a registered enrolment of more than 48 students or any two of his/her classes have registered enrolments of more than 44 students in each. Such refusal will not be cause for disciplinary action.</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
<p align="center">6</p> <p>Curriculum Hours The number of instructional hours per week during an academic term as published in the Ryerson Calendar.</p>	<p>Include lecture <u>and</u> other modes and adjust for alternate week periods, or accelerated term.</p>	
<p align="center">7</p> <p>Notes on Shared Teaching Shared Teaching: When more than one person has an assigned responsibility for a common group of students in a course.</p>	<p>Record if shared teaching is involved. Normally, (see Article 10.6.B) each person will be credited with an appropriate share of the teaching workload factors entered in columns 8, and 10 through 13.</p> <p>An exception exists <u>only</u> for “team-taught” courses that <u>require</u> the simultaneous presence in class of more than one teacher (see Article 10.6.C).</p> <p>For exceptions re “team-taught” courses see adjacent column “Further Explanation/Example”.</p>	<p>The following rules apply only in the cases where exceptional circumstances apply.</p> <ul style="list-style-type: none"> ▪ Team course approval of the Dean will be initialed below the Comments section ▪ Student Contact Hours (SCH) and Evaluation and Counseling Hours (ECH) will be shared among the team members ▪ Each team member will be credited with the full Academic Course Hours (ACH) of the simultaneous instructional periods ▪ Each team member will be credited with Course Preparation Hours (CPN/CPO/CPR) calculated as the average of “full” ACH and “shared” ACH.

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
<p align="center">8</p> <p>Student Contact Hours (SCH) The product of curriculum hours and the section's number of registered students.</p>	<p>Calculate, then record the Student Contact Hours (SCH) and enter in this Item. Remember to prorate the SCH for any "shared" teaching (see Article 10.6.B).</p>	<p>The number of students in any class or section is the number of students registered on July 1, November 1, or February 1. See #5 above.</p>
<p align="center">9</p> <p>Notes on Combinations Combinations are the teaching of two or more course sections together.</p>	<p>Record if assigned sections are combined (or divided) for some or all of the Curriculum Hours.</p>	<p>This affects the ACH to be credited.</p>
<p align="center">10</p> <p>Academic Course Hours (ACH) An Academic Course Hour is a fifty minute period scheduled for the instruction of a group of students.</p>	<p>Record the average weekly periods scheduled for the instruction of a group of students, after adjusting for any "shared" teaching and any section combinations. See #'s 7 and 9 above (also, see Article 10.6.B).</p> <p>Mode I research projects are credited at least 6 ACH per academic year (if undertaken within the Department's operating budget and approved by the Chair. Use of the Other Assignment Hours - Research Hours (OAR) entry is discontinued on the Mode I Individual Workload Statement and the Mode I Departmental Workload Summary. The Research Project(s) entry at the bottom of the Academic Course Hours (ACH) column 10 is to be used instead. A brief description of the research project(s) is to be included in the comments section. (See Article 10.1.F)</p>	<p>N.B. Data items 10 through 13 are not applicable to the practicum courses in Nursing and Social Work as specified in Appendix D of the Collective Agreement. Instead, the all-inclusive credits are entered as Course Teaching Hours (CTH), in Item 14 below.</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
<p align="center">11</p> <p>Post Six Hours (PSH) Academic Course Hours scheduled after 6:00 p.m.</p>	<p>Each ACH scheduled after 6:00 p.m. is credited at 0.5 additional hours for each hour taught when, in a span of six teaching semesters, the assigned teaching with post-six schedules exceeds a total of three semester hours.</p>	<p>This workload factor will require maintaining a continuing record of post-six p.m. assignments, for each Faculty member. Also, The first time a faculty member teaches after six p.m. there is no extra credit for the three hours. See #10 above.</p>
<p align="center">12</p> <p>Course Preparation Hours (CPN, CPO, CPR)</p>	<p>Calculate Course Preparation Hours (CPN/CPO/CPR) from the credited ACH at the amounts specified in Article 10.1.B of the Faculty Association collective agreement.</p> <p>These may be summarized as follows:</p> <p>(a) "First" section credits per ACH are:</p> <ul style="list-style-type: none"> ▪ 3 credits for new courses (CPN), <u>or</u> continuing courses not taught in the previous four years, <u>or</u> continuing courses with major changes not taught in the previous three years ▪ 2 credits for continuing (CPN) courses not taught in the previous two years, <u>or</u> continuing courses with major changes but taught within the previous three years. ▪ 1 credit for all other first section courses (CPO) (Record under "Old"). 	<p>See also # 10 above.</p> <p>Special credit rate for new or continuing courses:</p> <ul style="list-style-type: none"> ▪ Note the special credit rate if the course has more than six curriculum hours per week. Record these credits under the column labeled "New" (CPN). <p>The special credit rate is one hour and applies to each of the three categories in (a) in the adjacent column.</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
	(b) "Repeat" section credits (CPR) are 1/3 hour credit per ACH. This applies for each of the three categories in (a) above.	
<p>13 Evaluation and Counselling Hours (ECH) Evaluation and counselling hours are faculty office hours for the evaluation and counselling of students in a course.</p>	<p>Calculate the credited hours from the Number of Registered Students in the assigned course and section at:</p> <p>(a) 1 hour per 9 students for single evaluation mode courses, or for the first mode (ECF) of dual evaluation mode courses; and in addition</p> <p>(b) 1 hour per 9 students for the second mode (ECS) of dual evaluation mode courses (see Article 10.6.A).</p>	<p>See also #10 above.</p> <p>Where the faculty member voluntarily receives marking assistance, the ECH credit will be reduced by a level determined by the Chair.</p> <p>Note: $ECH = ECF + ECS$</p> <p>Dual evaluation mode courses are "courses designated in the Ryerson Calendar as having two distinct teaching modes each of at least two academic course hours per week and having two distinct evaluation systems each weighted at least 25 per cent of the final course grade".</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
<p style="text-align: center;">14</p> <p>Course Teaching Hours (CTH)</p> <p>The total of the workload credit hours recorded for the preceding factors 10 through 13.</p>	<p>Record column totals for each factor (10 through 13) and for total CTH.</p>	
<p style="text-align: center;">15</p> <p>Other Assignment (FTE) Hours (OAA, OAC, OAD, OAP, OAS, OAT)</p> <p><u>Other Assignment Hours:</u></p> <p>Departmental Routine Hours - OAD Curriculum Development – OAC Paid Leave - OAP Administrative - OAA Thesis - OAT Special – OAS</p>	<p>In this item record credit to Faculty members for assigned responsibilities for departmental academic activities during the academic term, other than course teaching.</p> <p>Record on an “hour for hour basis” as agreed on between the Faculty member and the Chair and as if undertaken in equal amounts during each week of term.</p>	<p>“Other Assignment Hours” workload is not credited for activities that involve extra compensation other than an administrative allowance, nor for departmental FTEs transferred out to another budgetary unit.</p> <p>Record “Other” credits under one or more of the following seven categories. Guidelines follow to assist in the determination of consistent and comparable ‘other’ assignment credits.</p> <p>(a) <u>Departmental Routine Hours (OAD)</u>: assignments of a routine nature normally undertaken by any one or all Faculty members such as departmental and divisional meetings, regular curriculum and course updating, teaching assessments, and scholarly, educational, or industrial liaison. No faculty member will be credited with less than 0.5</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
		<p>hours per week under this category. Any greater credit should be associated with specific individual assignments and recorded under the following categories. It may be appropriate to increase the 0.5 hours per week standard if the faculty member is undertaking an exceptionally large number of teaching assessments of probationary faculty members or instructors.</p> <p>(b) <u>Curriculum Development Hours (OAC)</u>: includes significant individual assignments for academic development activities such as program planning, course or laboratory development, or professional development (other than paid academic leave) As a guide, ten percent of a Faculty member's time during term (other FTE of 0.1) would be recorded as 4.5 hours per week.</p> <p>(c) <u>Paid Academic Leave Hours (OAP)</u>: record as 1.0 Other FTE and with a workload credit of 45 hours per week.</p> <p>(d) <u>Administrative Hours (OAA)</u>: formal administrative assignments such as Chair, Director, Assistant Chair/Director, Program Coordinator or Course Coordinator - credit normally at 4.5 hours AWH per 0.1 FTE of work allocation.</p> <p>(e) <u>Thesis Hours (OAT)</u>: workload credit for</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
		<p>supervision and evaluation of assigned students in project, thesis, or independent study courses that do not involve regularly scheduled classes and therefore cannot be recorded readily with the normal measures of course teaching . As a guide, credit 1.0 AWH hours per assigned student.</p> <p>(f) <u>Special Hours (OAS)</u>: formal academic assignments not covered by the preceding categories such as regular membership in Academic Council or involvement on its Academic Standards Committee, Board of Governors, or their major committees. Record with credit hours as consistent as possible with other categories.</p>
<p>16 Total Other Hours (TOH) The sum of hours credited for all "Other Assignment Hours".</p>	<p>Total of all of the hours credited in Item 15.</p>	
<p>17 Aggregate Workload Hours (AWH)</p>	<p>Add the totals in Items 14 and 15.</p>	<p>The assigned teaching and related work averaged over a faculty member's two teaching semesters in the academic year will not exceed 50 hours per week,</p>

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
The sum of the total Course Teaching Hours (CTH) and the Total Other Hours (TOH).		as measured by the aggregate of: <ul style="list-style-type: none"> • Box 10 - Academic Course Hours (ACH); • Box 12 - Course Preparation Hours; • Box 13 - Evaluation and Counselling Hours; • Box 15 – Other Assignment Hours (Routine Department/School Duties, Curriculum Development, and Special Assignments).
B: COMPLETION OF SUMMARY SECTION OF STATEMENT		
Section Name	Instructions	Further Explanation/Example
Term Summary	Record each member's overall workload assignments (SCH and AWH) for the academic term (Fall or Winter). Also, record any SCH and/or AWH undertaken on 'transfer' to another Department.	The Term Summary is completed by each person's home department and records Student Contact Hours and Aggregate Workload Hours.
Yearly Summary of Individual Workload Statement for Fall and Winter Terms	Record each member's overall workload assignments for the academic year. On the faculty member's winter term Individual Workload Statement, record the total Student Contact Hours (SCH) and the Aggregate Workload Hours (AWH) for both the Fall and Winter terms. Include any SCH or AWH undertaken on 'transfer' to another department.	The faculty member's "home" department completes this summary for each Individual Workload statement in the Winter Term for both the Fall and Winter terms. The winter Individual Workload Statement is due not later than March 31. Workload assignments are to be equitably distributed across teaching faculty in the department and need to take into account the redress required for any loads in the prior year(s) that exceeded the maxima stipulated by the collective agreement.
Year Average	Calculate Year Average entries as one half the sum of the component entries (up to 4).	

Column Number, Column Heading and Definition	Instructions	Further Explanation/Example
Comments	Use this section to record any comments, for example, Course XXX is team taught by Faculty member #1 and Faculty member #2, and you may use this section to list overload courses.	
Team Approval	The Dean will initial this section if the course is team taught.	
Chair/Director Signature and Date	The Chair/Director signature is required to approve all the information on the Individual Workload Statement. Ensure the statement approval date is included.	

Mode II Individual Teaching Workload Statement

Instructions for Completing Statement:

1. Complete columns A through G of the form for each Mode II faculty member, including Limited Term Faculty (LTF's), who will hold an appointment in the department during the Fall and/or Winter terms.
2. Fill in Academic Department at the top right. For secondments, the faculty member's "home" department is used to complete the form. "Home" department is the faculty member's designated department in their letter of appointment.
3. Report all sections of every course taught as part of a faculty member's normal workload. Exclude only that teaching for which additional remuneration was paid.
4. Include teaching done in other departments when it is part of a faculty member's normal workload. Identify these sections by writing the name of the other department in the Comments section.
5. For Academic Course Hours (ACH) record the actual number of hours of classroom instruction. Teaching-focus faculty may have no more than 12 ACH in each semester and SRC-focus faculty must have less than 12 hours in each semester.

Mode II faculty members may (in a given academic year and with the faculty member's consent) teach up to 3 additional ACH in one semester provided that there is an equal reduction in ACH in the other semester. (See Article 10.12.B.B)

6. In courses having dual modes of delivery (lecture component and lab component), the Registered Students (column C) total for a given course must only include the primary meeting enrolment in order to avoid double counting. For example, a course with 40 students that meets as a class for a lecture component, but then breaks out into two separate labs of 20 students each is to be recorded as having 40 Registered Students, not 80 students (ie. 40 students in the lecture, 20 students in lab #1 and 20 students in lab #2).
7. Pro-rate any shared teaching.
8. For Academic Assistant Hours (AAH), report the total number of weekly hours of paid employment by such assistants for a given course section. For example, if 3 Academic Assistants were each paid for 10 hours to assist with a course section, then the number of academic assistant hours to be reported

for that course section is $3 \times 10 = 30$ AAH. Eligibility for Academic Assistant support is dependant on student enrollment (normally 120 students entitles a Mode II faculty member to support. See Article 10.12.B.A(d)).

9. For thesis supervision when a faculty member is not responsible for any stand up teaching or other independent study associated with a particular course, list the course under Course Number [column A], but do not attribute any ACH or SCH. Instead, note information relative to the supervision details in the "Comments" section. Thesis supervision would be one of several potential factors having bearing on the member's overall workload.

DEPARTMENTAL WORKLOAD SUMMARIES

Mode I Departmental Workload Summary

Instructions for Completing Summary:

1. Prepare a Departmental Workload Summary from the data recorded on each Individual Workload Statement.

It may be convenient to list individuals in a sequence of groups such as

- faculty with regular assignments,
- faculty with “extra compensation” teaching, and
- faculty teaching on transfer from other Departments.

2. Then calculate and enter departmental totals for each column of data.
3. Check the accuracy of addition by ensuring that the grand total of AWH is the same as the grand total of all item totals 1 through 16.
4. Perform the following cross-check to the information on the Registrar’s Section Summary (RREGR040)
 - Ensure the Total SCH (Item 8) equals the department total Student Contact Hours on the RREGR040
 - Ensure the Total ECF (Item 13 excluding ECS) equals the total actual registrations divided by nine as shown on the RREGR040.
 - Ensure total number of students matches totals listed in RREGR040.

Mode II Departmental Teaching Workload Summary

Instructions for Completing Summary:

1. Complete the summary form for all Mode II faculty members within the department by transferring the data in Columns C (Registered Students), E (SCH hours), F (ACH hours) and G (AAH hours) of the Individual Teaching Statements to the summary form for the Fall term.
2. Repeat Step 1 for the Winter term. Note that corresponding column letters are J, L, M and N.
3. Next complete the averaging of each of Columns (C & J), (E & L), (F & M) and (G & N).
4. Total all columns.

RESOURCES

RESOURCE #1: SAMPLE FACULTY WORKLOAD CYCLE

Sample Faculty Workload Cycle: A Two Year Overview	
2002 (Year 1 of Cycle)	2003 (Year 2 of Cycle)
<p>January 2002 [planning for 2002-03]: the Chair/Director consults with faculty members, students and service departments to obtain input on their teaching preferences for the 2002-2003 academic year.</p>	<p>January 2003 [planning for 2003-2004]: the Chair/Director consults with faculty members, , students and service departments to obtain input on their teaching preferences for the 2003-2004 academic year .</p>
<p>February/March 2002 [planning for 2002-03]: the Chair/Director reviews the response from faculty members and begins preparing preliminary loadings for the Fall 2002 and Winter 2003 terms.</p> <p>Pre-registration also occurs in this timeframe.</p>	<p>February 2003 [action required for 2002-03]: Official count date for Winter 2003 term. Departments receive the student count date data from Registration and Records. This information is utilized in completing the final 2002-2003 Workload Statement for each faculty member member (i.e. to input student contact hours and evaluation and counseling hours).</p>
<p>Late March/early April 2002 [planning for 2002-03]: University Scheduling meets with departments to obtain information from the departments, relative to what courses will be offered and which students will get which courses. Schedulers give departments pre-registration data at this time.</p> <p>Departments must complete Scheduling's timetabling forms for both the Fall 2002 and Winter 2003 terms ("Faculty/Instructor Assignment" form for each faculty member and the "Course Information Summary" form for each course offered). Among other things, these forms set out faculty members' class scheduling preferences and special classroom requirements. University Scheduling uses this information in its allotment of class locations and class times.</p>	<p>February/March 2003 [action required for 2002-03]: the Chair/Director forwards to each faculty member their final Workload Statement for the 2002-2003 academic year. The collective agreement deadline for delivery is March 31.</p> <p>Copies of the Workload Statements should be placed in each faculty member's PCF or, alternatively, in an accessible file for future reference. A copy of each faculty member's Statement should also be forwarded to the Associate V.P., Faculty Affairs, the University Planning Office and the Secretary to the RFA, along with the Mode I Departmental Workload Summary and the Mode II Departmental Teaching Summary.</p>
<p>Late April 2002 [planning for 2002-03]: Departments are required to return the 2002-2003 timetabling forms to University Scheduling.</p> <p>(Continued next page)</p>	<p>February/March 2003 [planning for 2003-04]: the Chair/Director reviews the responses from faculty members regarding teaching preferences for the 2003-2004 academic year and begins the preparation of preliminary loadings for the Fall 2003 and Winter 2004 terms.</p> <p>(Continued next page)</p>

<p>May 2002 [planning for 2002-03]: the Chair/Director provides a draft workload statement or information regarding workload for the upcoming academic year to each faculty member setting out their workload for the Fall 2002 and Winter 2003 terms. Workload redress from the previous academic year should be taken into account. This is still a preliminary workload document, pending potential new hires, sabbaticals, enrollments, add/drops etc.</p>	<p>Late March/early April 2003 2003 [planning for 2003-04]: University Scheduling meets with departments to provide pre-registration data, discuss anticipated course offerings for 2003-2004 academic year and distribute Scheduling's timetable forms for completion by each department.</p>
<p>Mid-July, 2002 [planning for 2002-03]: University Scheduling distributes draft Fall 2002 timetabling schedules to departments.</p>	<p>Late April 2003 [planning for 2003-04]: Departments are required to return the 2003-2004 timetabling forms to University Scheduling.</p>
<p>July 22 – 24, 2002 [planning for 2002-03]: White Space Review time period for departments to review draft timetable schedules for 2002-2003 academic year. Departments may request revisions, but University Scheduling adheres to established guidelines) when considering the requests for revisions (see "Faculty Timetable Review" document from University Scheduling.</p>	<p>May 2003 [planning for 2003-04]: the Chair/Director provides a draft Workload Statement to each faculty member setting out their workload for the Fall 2003 and Winter 2004 terms. Workload redress from the previous academic year should be taken into account. This is still a preliminary workload document, pending potential new hires, sabbaticals, uncertainty on actual student numbers, etc.</p>
<p>End of July 2002 [action required for 2002-03]: University Scheduling finalizes the timetabling schedule of classes for the 2002-2003 academic year after the White Space Review period. The schedule is then uploaded to RISIS.</p>	<p>July 1, 2003 [action required for 2002-03]: Official count date for Spring/Summer 2003 term. Departments receive the student count date data from Registration and Records.</p>
<p>November 1, 2002 [action required for 2002-03]: Official count date for Fall 2002 term. Departments receive the student count date data from Registration and Records. This information is utilized in completing the final 2002-2003 Workload Statement for each faculty member (i.e., to input student contact hours and evaluation and counseling hours).</p>	<p>Mid-July 2003 [planning for 2003-04]: University Scheduling distributes draft Fall 2003 timetabling schedules to departments.</p>
	<p>July 22 – 24, 2003 [planning for 2003-04]: White Space Review time period for departments to review draft timetable schedules for 2003-2004 academic year. Departments may request revisions, but the "Faculty Timetable Review" document from University Scheduling sets out the guidelines adhered to by University Scheduling when considering the requests for revisions.</p>
	<p>End of July, 2003 [action required for 2003-04]: University Timetabling's schedule of classes for 2003-2004 is finalized after White Space Review and is uploaded to RISIS.</p>

**Go to the Teaching at Ryerson Website at www.ryerson.ca/teaching for current significant dates.
(Click on Schedules & Events, then Important Dates, then RFA + current year)**

RESOURCE # 3: FREQUENTLY ASKED QUESTIONS

1. **Q:** Should overload courses be reported on the Faculty Workload Statements? Note that overload courses are additional work undertaken for extra payment in addition to regular workload.

A: Yes, but in the “Comments” section of the Mode I Individual Workload Statement and of the Mode II Individual Teaching Statement.

Do not include in the list of courses that make up the faculty member’s regular workload that are listed in column 3 of the Mode I statement or column A of the Mode II statement.

2. **Q:** Should supervision of theses or major papers be reported on the Faculty Workload statements?

A: For Mode I faculty, supervision of theses and major papers should be reported under Other Assigned Hours - Thesis Hours (OAT) with further details in the “Comments” section of the Mode I Individual Workload Statement.

For Mode II faculty, supervision of theses and major papers should be reported under the “Comments” section of the Mode II Individual Workload Statement.

Do not include supervision of theses or major papers in the list of courses making up the faculty member’s regular workload that are listed in column 3 of the Mode I statement or column A of the Mode II statement.

3. **Q:** Should a faculty member be assigned any SCH and ACH for hours that are unsupervised or for which another person (e.g., demonstrator, other instructor, academic assistant) carries out the instruction?

A: No.

4. **Q:** What effect does combining sections or hours have on ACH?

A: Combining sections or hours reduces the ACH that can be reported. For example, if a faculty member teaches two sections of a three-hour course separately then six ACH should be reported. However, if the two sections are combined then only three ACH should be reported because the faculty member is now spending

three fewer hours teaching in the classroom (albeit with more students during the three hours remaining). ACH should reflect the actual number of hours per week spent teaching in the classroom.

5. Q: How should workload be reported in cases where two or more faculty members share the workload for a course?

A: Each faculty member should be credited with only that portion of the workload which he or she completes. For example, if course duties are divided exactly equally between two faculty members then each should be credited with half of the total ACH and SCH for the course.

Workload should be pro-rated when it is shared so that each faculty member's Individual Workload Statement reflects his or her share of the total course workload; workload should not be double-counted by crediting two or more people for the same work.

An exception would be in special circumstances where both (all) faculty are required to be present in the classroom at the same time AND where the Dean has approved this arrangement.

RESOURCE #3: ARTICLE 10 - RFA COLLECTIVE AGREEMENT

WORKLOAD PROVISIONS - MODE I

The workload provisions of Mode I apply to all Faculty members hired before January 1, 1992, who have not elected the option described in 10.9 following.

10.1 ASSIGNED TEACHING AND RELATED WORKLOAD

Assigned teaching and related work averaged over a Faculty member's two teaching semesters in the academic year will not exceed 50 hours per week, as measured by the aggregate of the following factors:

A. Academic Course Hours

1. Faculty members will teach from 9-16 academic course hours per week. An academic course hour is a fifty minute period scheduled for the instruction of a group of students.
2. Teaching after 6 p.m.

A Faculty member, who in a span of any six of his/her teaching semesters teaches after 6 p.m. a total of more than the equivalent of three academic course hours per week for one semester, will be given extra credit as follows: Each academic course hour taught after 6 p.m. in excess of the above limit will be credited as a 1-1/2 academic course hour for all purposes of this Article except for the purpose of calculating course preparation hours under B. below, and for the purpose of calculating student contact hours under 10.2.

3. The maximum daily teaching span will be seven hours, including a meal period, except that once a week it may be eight hours, including a meal period. However, at the Faculty member's request the daily teaching span will be extended to ten hours to achieve a four day work week. Should the Chair be unable to accede to the request he/she shall so notify the Faculty member in writing with reasons. Should the Faculty member be dissatisfied with the reasons, he/she may appeal to an ad hoc committee consisting of an appointee of each of the Vice President, Faculty Affairs or his/her designate, the Registrar, and the Association President. The decision of this committee shall be final.

B. Course Preparation Hours

1. For the first section of a new course, or a course not taught by the Faculty member in the previous four years, three preparation hours for each academic course hour.
2. For the first section of a course taught within the previous four years, but not within the previous two years, including superseded courses in the same subject at the same level, two preparation hours for each academic course hour.
3. For the first section of a course taught within the previous two years, including superseded courses in the same subject at the same level, one preparation hour for each academic course hour.
4. If a course which would otherwise be covered by 2. or 3. above has undergone major changes in content or methodology since the last time the Faculty member taught it, first section preparation credits will be as follows:
 - a) For a course not taught in the previous three years, three preparation hours for each academic course hour.
 - b) For a course taught in the previous three years, two preparation hours for each academic course hour.
5. For courses with more than six academic course hours per week, the first section preparation credits for the first six academic course hours will be as indicated in 1., 2., 3. and 4. above. For academic course hours after the first six, one preparation hour per academic course hour.
6. For each additional section of a course in 1., 2., 3., 4. or 5. above, 1/3 preparation hour for each academic course hour.

C. Student Evaluation and Academic Counselling Hours

1. For marking assignments, assessing student performance on tests and examinations, developing evaluation techniques, academic advising, and individual instruction, one evaluation and counselling hour for each nine students in each course taught. In courses where with the agreement of the Faculty member marking assistance is provided, this credit will be reduced to a level determined by the Chair. For the purpose of calculating evaluation and counselling hours, the number of students in any class or section is the number of students registered on July 1, November 1, or February 1.

2. Each Faculty member will schedule at least one counselling hour per week for every three academic course hours assigned.

D. Routine Department/School Duties

No Faculty member will be credited with less than one half-hour per week for the performance of routine Departmental/School duties such as departmental and Departmental Council meetings.

E. Curriculum Development

1. Before a Faculty member undertakes to design a new course, or revise an existing course, the Faculty member and the Chair will agree in writing on the amount of time to be allowed for the task, on an hour-for-hour basis.
2. The amount of time so allowed will be deemed to be distributed evenly over the academic term for the purpose of this Article only.

F. Research Projects

Before a Faculty member undertakes a research project with workload credit, he/she and the Chair will agree in writing that at least 6 academic course hours per the academic year will be allowed for the task.

G. Special Assignments

1. Before a Faculty member undertakes a special assignment, such as committee work or course coordination, he/she and the Chair will agree in writing on the amount of time to be allowed for the assignment, on an hour-for-hour basis. Appropriate time on an hour-for-hour basis will also be allowed for assigned students in project, thesis, or independent study courses.
2. The amount of time so allowed will be deemed to be spread evenly over the academic term for the purpose of this Article only.

10.2 STUDENT CONTACT HOURS

The number of weekly student contact hours averaged over a Faculty member's two teaching semesters in the academic year will not exceed 540. For the purpose of determining student contact hours, the number of

students in any class or section is the number of students registered on July 1, November 1, or February 1.

10.3 PERMISSIBLE REASONS FOR REFUSAL OF TEACHING ASSIGNMENTS

A Faculty member is entitled to refuse his/her teaching assignment before the beginning of a semester for any of the reasons listed below. Such refusal will not be cause for disciplinary action.

- A. The number of assigned weekly academic course hours for the semester exceeds 16.
- B. The sum of assigned weekly academic course hours over the two teaching semesters in the academic year exceeds 32.
- C. The teaching span exceeds eight hours on any one day or seven hours on any two or more days.
- D. The teaching span exceeds ten hours on any one day for a Faculty member who, by his/her own request, is on a four day work week.
- E. The potential aggregate of weekly workload hours for the semester exceeds the Faculty member's maximum average for the academic year by 20 per cent or more.
- F. The potential number of weekly student contact hours for the semester exceeds the Faculty member's maximum average for the academic year by 20 per cent or more.

Note: The potential measures referred to in subsections E and F above are calculated by assuming that the number of students in any class or section on the official count date will equal the maximum number of students that will be allowed to register in that class or section.

10.4 REDRESS FOR ACTUAL WORKLOAD INFRACTIONS

- A. As soon as practicable after the February 1 count date, but not later than March 31, every Faculty member will be issued a Workload Statement indicating his/her actual aggregate workload hours and student contact hours for the academic year. Copies of all Workload Statements will be forwarded to the Secretary of the Association at the time that they are issued to Faculty members. Any subsequent changes or corrections will also be forwarded to the Secretary of the Association.

- B. Infractions of the aggregate workload hour limit and/or student contact hour limit will be redressed by reducing the Faculty member's corresponding limit or limits for his/her next teaching year by 110% of the excess incurred. If these infractions are not addressed in the next teaching year, the reduction in the Faculty member's corresponding limit or limits will accumulate until the redress is provided.
- C. To assist in the settlement of disputes involving the facts of the Workload Statement, a Workload Facts Committee consisting of an appointee of the Vice Provost, Faculty Affairs or his/her designate, an appointee of the Association President, and a third person jointly appointed will review and verify relevant data.

10.5 CLASS OR SECTION SIZE

- A. A Faculty member is entitled to refuse to teach the class or classes involved if, at any time during the semester, any one of his/her classes has a registered enrolment of more than 48 students or any two of his/her classes have registered enrolments of more than 44 students in each. Such refusal will not be cause for disciplinary action.
- B. Normally, class or section sizes will not reach the above refusal limits. With the agreement of the Faculty member, a Chair may combine classes or sections, provided effective teaching is not prejudiced thereby. With the agreement of the Chair, a Faculty member may combine classes or sections, provided effective teaching is not prejudiced thereby.

10.6 WORKLOAD INTERPRETATIONS

- A. In courses designated in the Ryerson Calendar as having two distinct teaching modes each of at least two academic course hours per week and having two distinct evaluation systems each weighted at least 25 per cent of the final grade, an evaluation and counselling credit of one hour for every nine students will be assigned for each teaching mode.
- B. When more than one Faculty member has an assigned responsibility for a common group of students in a course, each Faculty member will be credited with an appropriate share of the teaching workload factors, except as in C. below.
- C. For team-taught courses that, with the Dean's approval, require the simultaneous presence in class of more than one Faculty member, each team member will be credited with the full academic course

hours of the simultaneous instructional periods, and the preparation credits will be the average of full credit and prorated credit.

- D. For Practicum courses in the departments of Nursing and Social Work, workload credits will be as specified in Appendix E (Workload Credits for Practicum Courses in Nursing and Social Work).

10.7 DECREASED TEACHING LOAD

With the approval of the Chair, a Tenured Faculty member who has embarked on a program of professional improvement may accept a decreased teaching load at the University with a proportionate reduction in salary.

10.8 VOLUNTARY REDUCED WORKLOAD

- A. A Tenured Faculty member will be granted up to fifty percent reduction in teaching workload with a proportionate reduction in salary, provided that:
1. the Faculty member has a minimum full-time service of five years;
 2. the reduction normally will be effective for a twelve-month period;
 3. the request is made to the Chair six months in advance;
 4. the Chair is able to make suitable arrangements to cover the remaining teaching workload;
 5. the University reserves the right to limit the number of Faculty members on reduced workload at any one time to not more than ten per cent of the total number of Faculty members;
 6. the University reserves the right to limit the number of Faculty members on a fifty percent reduced teaching workload in a given Department/School at any one time to not more than ten per cent of the total number of Faculty members of the Department.
- B. In order to facilitate gradual retirement, for Tenured Faculty members whose age plus years of Ryerson service equals 80 or more:

1. the provision of A. 4. above shall not apply;
 2. the University shall make every reasonable effort to accommodate such Faculty members who request a fifty per cent teaching workload reduction with all of the required teaching done in one specified semester. Where the number of applicants for such a reduced teaching workload exceeds the limit in A. 6. above, those applicants with the highest total of age and years of Ryerson service shall be granted the teaching workload reduction.
- C. Notwithstanding section A. 2. above, the University will make every reasonable effort, upon request, to grant voluntary reduced workload for periods longer than twelve months and/or renewals of twelve-month reduction periods, subject to the other provisions of 10.8.
- D. 1. During the period(s) of reduced workload/reduced salary, a Faculty member shall receive benefits coverage as if he/she were employed on a full workload/full salary basis, and he/she shall make contributions accordingly, except that, as regards the Long-Term Disability Protection Plan, this provision shall be operative only for a maximum of two years and that thereafter for any remainder of the reduced workload/reduced salary period, the coverage under that plan shall be provided on the basis of the reduced salary.
2. Subject to applicable pension plan provisions, the Faculty member and the University will continue to contribute to the pension plan on the basis of the Faculty member's full normal salary level, with the objective of not affecting adversely either the Faculty member's future pension or the funding basis of the pension plan. Each Faculty member should seek the advice of the Human Resources Department in advance of requesting reduced workload to determine the effect, if any, of the specific provisions of the applicable pension plan in which the Faculty member is participating. In cases where the pension plan prohibits contributions on the basis of full normal salary, the University will pay the Faculty member the balance of the contribution it would otherwise have had to make.

10.9 WORKLOAD OPTIONS

Faculty members appointed before January 1, 1992, may elect to accept the same range of academic duties and responsibilities required of Faculty members appointed after December 31, 1991, and described in Mode II below as follows:

- A. A change in workload mode will be effective at the beginning of the Fall term and cannot be changed during an academic year.
- B. The Faculty member will indicate in writing to his/her Chair with a copy to the Dean on or before December 15 of his/her desire to change to Mode II workload provisions the following Fall term.
- C. On or before the following March 31 the Faculty member and the Dean will agree in writing as to which focus of emphasis (Teaching or SRC duties as defined below in Mode II) will prevail.
- D. Once a Faculty member commences working under the provisions of Mode II below he/she loses all rights to the workload provisions and protections of Mode I except those mentioned in this section on Workload Options. He/she also loses all rights, privileges, obligations and protections reserved elsewhere in this Agreement for Faculty members appointed before January 1, 1992, and listed in Article 2.5 (Terms of Agreement), for as long as the Faculty member is working under the provisions of Article 10, Mode II (Workload).
- E. During the first three years of working under the provision of Mode II the Faculty member may, by giving notice in writing to the Chair, with a copy to the Dean, on or before December 15, return to the workload provisions of Mode I effective the following Fall semester.
- F. The right to choose the provisions of Mode II of Article 10 (Workload) as articulated in B. and C. above may be exercised a total of three times. It is understood that the third such choice is final and binding such that the Faculty member's workload and consequent rights, privileges, obligations, and protections will, until retirement, be those applicable to Faculty members hired after December 31, 1991.
- G. No Faculty member who has not exercised for the third time the choice described in B. and C. above will be required to elect the workload provisions applicable to Faculty members hired after December 31, 1991.

10.10 CHANGES TO THE PROVISIONS OF MODE I

- A. Changes to Mode I of Article 10 (Workload) require negotiation and ratification by two-thirds of the Faculty members hired before January 1, 1992, and still working under the provisions of Mode I.
- B. Changes to Mode I of Article 10 (Workload) cannot be made as a result of arbitration.

- C. Mode I of Article 10 (Workload) forms a part of this Agreement until all Faculty members hired before January 1, 1992, have retired or are permanently under the provisions of Mode II of Article 10 (Workload), whichever comes first.

WORKLOAD PROVISIONS - MODE II

The workload provisions of Mode II of Article 10 (Workload) apply to all Faculty members hired after December 31, 1991, and to those Faculty members hired before January 1, 1992, who have made the choice described in 10.9 B. and C. of Mode I above.

10.11 ACADEMIC DUTIES AND RESPONSIBILITIES

- A. The academic duties and responsibilities of Faculty members shall be an appropriate combination of:
1. teaching, curriculum development and student counselling, evaluation and supervision (hereinafter, "Teaching duties");
 2. administrative duties and service to the profession and community (hereinafter, "Service duties"); and,
 3. scholarly, applied research and creative activities (hereinafter, "SRC duties").
- B. The distribution of these responsibilities may vary among Departments/Schools and may vary between individual Faculty members. The "appropriate combination" mentioned in A. above is determined by University standards and local norms (i.e., within the Department/School and Division). The letter of appointment shall specify, in a manner consistent with the position advertised, which focus of emphasis, Teaching or SRC duties, is involved in the appointment. A change in a Faculty member's focus requires a written agreement between the Dean and the Faculty member recording their mutual agreement. This written agreement is to be reviewed and, if appropriate, revised every five years. Copies of this agreement are to be submitted to the Vice President, Faculty Affairs or his/her designate and the Association.
- C. A Faculty member in fulfilling his/her duties and responsibilities shall deal ethically and fairly with colleagues and students and shall respect principles of confidentiality.

10.12 TEACHING DUTIES

A. Teaching Responsibilities

Faculty members are obligated to develop and maintain their scholarly competence and effectiveness as teachers, and perform the teaching duties assigned to them. Faculty members' teaching responsibilities include, but need not be limited to, the following:

1. to prepare and to present courses which reflect the current state of knowledge and the course description in the University Calendar;
2. to adhere to the Academic Council's policy on Course Management;
3. to be available for student consultations, including the posting and observance of reasonable office hours (a minimum of one appropriately scheduled hour per week for every three academic course hours assigned);
4. to meet at scheduled times with lecture, tutorial, seminar, studio and laboratory groups; and to obtain advanced approval from the Chair/Director for any deviation from their teaching schedules or courses of studies;
5. to be responsible for the preparation, supervision, coordination and grading of all course assignments, tests and examinations;
6. to submit final grades as required by the University;
7. to serve as academic advisors in the preparation and defence of theses or projects;
8. to undertake special assignments; and,
9. to supervise the work of Teaching/Academic Assistants assigned to them.

B. Teaching Workload

A. Assignment of teaching load to a Faculty member shall depend on relevant factors including but not limited to the following:

- a) the number of different courses or course areas taught by each Faculty member (which number may not be more than three in any semester);

- b) the number of scheduled hours per course;
- c) the number of hours of preparation, grading and administration per course;
- d) the expected student enrolment in each class, and the total number of students in a Faculty member's classes, it being understood that if the total number of students exceeds 120 on the official count day in a semester the Faculty member will be entitled to teaching assistant support unless the Faculty member has agreed to take more students in one semester in return for a smaller number in the other semester such that the average across the two semesters is 120 students or less;

Academic Assistants for courses where the trigger is not reached will continue in accordance with current practices during the life of this collective agreement.

- e) the number of hours of academic counselling and consulting per course;
- f) the type (lecture, laboratory, seminar, etc.) of each course;
- g) the level (introductory, upper year, etc.) of each course;
- h) the availability of academic assistants;
- i) additional hours of preparation for a new course or substantially revised course;
- j) the amount of field, clinical, research, thesis, and other academic supervision of students;
- k) supervisory responsibility for laboratory or tutorial sessions;
- l) off-campus teaching; and,
- m) the Faculty member's focus of workload emphasis.

B. Faculty members will teach from 6-12 academic course hours per week. An academic course hour is a fifty minute period scheduled for the instruction of students.

In a given academic year, a faculty member may, with his/her consent, teach up to three (3) additional academic course hours per week in one semester, provided there is an equal reduction in

her/his academic course hours in the other semester. The Association will be notified of any such arrangement.

- C. The maximum daily teaching span will be seven hours, including a meal period, except that once a week it may be eight hours including a meal period. However, by mutual agreement, the daily teaching span may be extended to ten hours to achieve a four day teaching week.
- D. A Faculty member shall not be required in any academic year to teach more than one full course (one two-semester course) or two half-courses that begin at or after 6 p.m. (A course taught on a Saturday shall be deemed equivalent to an evening course as mentioned in this paragraph.)
- E. Normally, a Faculty member shall be required to teach two terms out of three terms in an academic year.
- F. In programs in which the Department's/School's curriculum structure and student enrolment patterns are such that the combined limits described in sections 1. d) and 2. immediately above result in a teaching workload in which fewer than 100 students are covered by the maximum of 12 academic course hours per week an ad hoc committee comprising three nominees of the Dean and three nominees of the President of the Association shall meet and agree upon appropriate maxima for student contact and academic course hours for the Department/School.
- G. Workload Redress
 - a) A Faculty member who believes that the workload provisions described above have been violated may ask that the Dean review his/her teaching assignment in the light of other SRC and Service duties required. If the Dean agrees with the Faculty member they shall record in writing a mutually satisfactory resolution of the violation. Such resolutions may be, but are not limited to, agreements involving adjustment of the current workload, appropriate workload reduction in the following semester or academic year, or support from academic assistant(s).
 - b) If the Dean disagrees with the Faculty member, the Faculty member may request that his/her workload be evaluated by a three person ad hoc committee drawn from the membership of the FPC, one selected by the Faculty member, another by the Dean and a third mutually agreeable person to serve as chair. If there is a dispute involving the facts of the teaching workload assigned, a

Workload Facts Committee consisting of an appointee of the Vice President, Faculty Affairs or his/her designate, an appointee of the Association President, and a third person jointly appointed will review and verify relevant data. The decision of the ad hoc committee is binding on both the Dean and the Faculty member.

The ad hoc committee referred to in this section will normally report its decision no later than 45 days after the request for a review of his/her workload as made by the Faculty member.

- H. With the approval of the Chair, a Tenured Faculty member who has embarked on a program of professional improvement may accept a decreased workload at the University with a proportionate reduction in salary.

10.13 SRC DUTIES

- A. Faculty members have the right and responsibility to devote a reasonable proportion of their time to scholarly, research or creative activities so as to contribute to the advancement and application of knowledge in their discipline/field as well as to maintain discipline currency.
- B. Faculty members shall indicate in their published or exhibited work(s) their affiliation with the University and acknowledge the work and cooperation of others.
- C. Faculty members have the right to choose the topics or areas in which they will carry out their SRC duties.
- D. Faculty who have SRC duties as a focus of emphasis understand that beyond applying for grants and other forms of support from appropriate public and private agencies, SRC activities shall include but shall not be limited to the following:
 - 1. applied research projects/investigations or works conducted individually or in cooperation with others, so that the results or products/creations are (i) published in academic and professional journals, public reports, conference proceedings, or as patents or (ii) presented/exhibited at conferences, seminars or showings and are available for peer review;
 - 2. studies, works or writings that are published as books, chapters in books, or disseminated by other suitable means in a manner which makes them available for peer review;

3. experimentation with classroom, laboratory, studio and fieldwork techniques and formats, creative works and processes, etc., provided the results are made available for peer review;
 4. other scholarly, research or creative activities as recommended by a Department/School and approved by the Dean. Such activities must be consistent with the promotion criteria adopted by the FPC and should be reviewed and, as appropriate, revised every five years.
- E. Faculty members who have SRC duties as the focus of emphasis will be assigned fewer than 12 academic course hours per week.

10.14 SERVICE DUTIES

- A. Service to the University
1. Consistent with their primary teaching and scholarly responsibilities, Faculty members shall share in the governance of their Department/School and their Faculty/Division through active membership on appropriate bodies such as Departmental and Division councils, and shall participate to a reasonable extent in other University bodies including Departmental, Division, and University committees, Academic Council and the Board, when called upon to do so or when elected to such bodies.
 2. While carrying out administrative duties, Faculty members shall treat academic colleagues, other employees and students ethically, so that objectivity and fairness are maintained in all deliberations, including assessment of performance of any colleague, other employee or student. Faculty members shall observe the principles of confidentiality in a manner consistent with the performance of their collegial responsibilities.

B. Service to the Profession and the Community

1. Faculty members have the right to participate in the work of learned societies, professional associations and union/labour organizations, including the Faculty Association, the Ontario Confederation of University Faculty Associations, and the Canadian Association of University Teachers. When a Faculty member's service to such bodies conflicts with scheduled teaching and/or administrative duties, the Faculty member shall make alternate arrangements subject to the approval of his/her Chair or equivalent to ensure that such scheduled teaching and/or administrative duties are fulfilled. A Faculty member's service to such societies and associations shall be considered in the assessment of the academic performance of the Faculty member.
2. Faculty members are encouraged to serve the community in a manner that enhances the reputation of the University. However, except when specifically authorized to speak on behalf of the University, Faculty members must make it clear that their positions and opinions are personal.

10.15 ANNUAL REPORT

- A. Each Faculty member shall submit to his/her Chair/Director two copies of an annual report by May 15 of each year. The report shall include activities of the Faculty member from May 15 of the previous year to May 15, except as noted in Article 13.2 D. One copy of this report shall be placed in the Performance and Conduct File of the Faculty member and a second copy shall be forwarded to the Dean.
- B. The annual report, which shall be completed on a standardized form supplied by the Dean, shall include only the following information:
 1. teaching responsibilities including courses taught and supervised;
 2. results of student evaluations of his/her teaching from the evaluation instruments contained in Appendix F;
 3. books and papers published;
 4. conference papers, presentations, exhibitions, etc. given;

5. scholarly, applied research and creative work completed or in progress;
6. research grants and contracts awarded, name of granting body, research title, amount awarded and the date of the award;
7. graduate degrees obtained or graduate studies in progress and expected date of completion, University, and title of thesis;
8. awards and other honours received;
9. Department/School, Faculty/Division, Academic Council, Board, Association and other University activities;
10. contributions to Faculty member's profession;
11. contributions to Faculty member's community;
12. a statement of Faculty member's outside professional practice in the previous year;
13. an account of the academic activities pursued by the Faculty member during the semester he/she did not have assigned teaching duties; and
14. any other information that the Faculty member deems relevant.

10.16 VOLUNTARY REDUCED WORKLOAD

- A. A Tenured member of Faculty will be granted up to a fifty per cent reduction in academic workload with a proportionate reduction in salary, provided that:
 1. the Faculty member has a minimum full-time service of five years;
 2. the reduction normally will be effective for a twelve-month period;
 3. the request is made to the Chair six months in advance;
 4. the Chair is able to make suitable arrangements to cover the Faculty member's teaching and Departmental/School service functions which are part of the reduction;

5. the reduction, unless otherwise agreed to by the Chair and approved by the Dean, will be prorated across the Teaching, SRC and Service components of the Faculty members' normal workload;
 6. the reduction does not abrogate the Faculty member's obligation to complete any contractual obligations that form a part of an SRC or Service project to which the Faculty member was obligated prior to requesting a reduced workload; and
 7. it is understood that the University reserves the right to limit the number of Faculty members on reduced workload at any one time to not more than ten percent of the total number of Faculty and to limit the number of Faculty members on a fifty percent reduced workload in a given Department/School to not more than ten per cent of the total number of Faculty members of the Department/School.
- B. In order to facilitate gradual retirement, for Tenured Faculty members whose age plus years of Ryerson service equals 80 or more:
1. the provision of A. 4. above shall not apply; and,
 2. the University shall make every reasonable effort to accommodate such Faculty members who request a fifty per cent workload reduction with all of the work done in one specified semester. Where the number of applicants for such a reduced workload exceeds the departmental limit in A. 7. above, those applicants with the highest total of age and years of Ryerson service shall be granted the workload reduction.
- C. Notwithstanding section A. 2. above, the University will make every reasonable effort, upon request, to grant voluntary reduced workload for periods longer than twelve months and/or renewals of twelve-month reduction periods subject to the other provisions of A. above.
- D. 1. During the period(s) of reduced workload/reduced salary, a Faculty member shall receive benefits coverage as if he/she were employed on a full workload/full salary basis, and he/she shall make contributions accordingly, except that, as regards the Long-Term Disability Protection Plan, this provision shall be operative only for a maximum of two years and that thereafter for any remainder of the reduced

workload/reduced salary period, the coverage under the plan shall be provided on the basis of the reduced salary.

2. Subject to applicable pension plan provisions, the Faculty member and the University will continue to contribute to the pension plan on the basis of the Faculty member's full normal salary level, with the objective of not affecting adversely either the Faculty member's future pension or the funding basis of the pension plan. Each Faculty member should seek the advice of the Human Resources Department in advance of requesting reduced workload to determine the effect, if any, of the specific provisions of the applicable pension plan in which the Faculty member is participating. In cases where the pension plan prohibits contributions on the basis of the full normal salary, the University will pay the Faculty member the balance of the contribution it would have otherwise have had to make.

10.17 THE ACADEMIC YEAR

- A. It is recognized that the three components of the academic duties and responsibilities described in 10.11 A. above will generally be distributed unevenly across the three terms depending on such factors as when the Faculty member is assigned to do his/her teaching, whether his/her focus of emphasis is on Teaching or SRC duties, the balance among Teaching and SRC duties, the amount of administrative responsibilities involved in the service component, etc.

WORKLOAD PROVISIONS - MODES I AND II

10.18 SATURDAY AND EVENING OBLIGATIONS

Teaching on Saturdays will be on a voluntary basis. Faculty members may be required to invigilate two Saturday examinations per academic year. Unless agreed to as a special condition at the time of employment, teaching after six p.m. will be on a voluntary basis.

APPENDICES

APPENDIX #1: GLOSSARY

MODE I

Aggregate workload hours (AWH): assigned teaching and related work [that is, the sum of total Course Teaching Hours (CTH) and Total Other Hours (TOH)] averaged over a faculty member's two teaching semesters in the academic year will not exceed 50 hours per week, as measured by the aggregate of Academic Course Hours, Course Preparation Hours, Student Evaluation and Counselling Hours, Routine Department,/School Duties, Curriculum Development, Research Projects and Special Assignments. (See Instructions section for calculation)

Combinations: is the teaching of two or more course sections together.

Course Preparation Hours: CPN refers to course preparation time for new or continuing courses, CPO to old courses and CPR to repeat courses. The allowable time is determined from the credited ACH as per the collective agreement (refer to Article 10.1.B).

Course Teaching Hours (CTH): the sum of Academic Course Hours, Post Six Hours Course Preparation Hours, and Evaluation and Counselling Hours [column 14 of the Mode I form].

Dual evaluation mode courses: courses designated in the Ryerson Calendar as having two distinct teaching modes each of at least two academic course hours per week and having two distinct evaluation systems each weighted at least 25% of the final course grade.

Evaluation and Counselling Hours: Evaluation and counseling hours are faculty office hours for the evaluation and counseling of students in a course.

Other (Assignment) FTE Hours (OPP, OAC, OAD, OAP, OAS, OAT): An allocation of a Faculty member's activities for significant non-teaching assignments during the academic term in one or more of the following seven categories: departmental routine hours, curriculum development hours, paid academic leave hours, administrative hours, thesis hours, special hours [column 15 of the Mode I form].

Post Six Hours (PSH): Academic Course Hours scheduled after 6:00 p.m.

Shared Teaching Mode I: When more than one person has an assigned responsibility for a common group of students in a course.

Total Other Hours (TOH) Mode I: The sum of hours credited for all “Other Assignment Hours”.

MODE I and MODE II

Academic Course Hour (ACH): a fifty minute period scheduled for the instruction of a group of students [column 10 of Mode I form, column F of Mode II form].

Course number: the alpha-numeric code under which students are registered, e.g. BRD 038 [column 3 of the Mode I form, column A of the Mode II form].

Curriculum Hours: The number of instructional hours per week as in the Ryerson Calendar.

Full Time Equivalent (FTE) is The proportion of a faculty member’s workload assigned to teaching relative to a normal full time load.

Home Department: is the faculty member’s designated department in their letter of appointment.

Overload Courses: Overload courses are additional work assumed for extra payment on top of the regular workload. If you list these courses on this form, do so in the Comments section.

Registrar Section Summary report: A report (RREGR040) distributed by the Registrar listing each term’s official registration counts and student contact hours data.

Registered Students: the number of students registered as of the official count dates (July 1, November 1 and February 1) as published in the Registrar’s Section Summary Report.

Section Code: the number under which assigned students are registered for grade reporting, for example BRD 038, section 001, 002, etc.

Student contact hours (SCH): the product of curriculum hours and the section’s number of registered students.

White Space” Review: A policy document of the University Scheduling unit used for implementation of teaching schedules and to review draft timetables of faculty and students to ensure optimum room use.

APPENDIX #2: ABBREVIATIONS

AAH	Academic Assistant Hours
ACH	Academic Course Hours
AWH	Aggregate Work Hours
CPN	Course Preparation Hours: New Course
CPO	Course Preparation Hours: Old Course
CPR	Course Preparation Hours: Repeat Course
CTH	Course Teaching Hours
ECF	Evaluation / Counselling Hours, First Mode
ECS	Evaluation / Counselling Hours, Second Mode
FTE	Full Time Equivalent
OAA	Other Assignment Hours: Administration
OAC	Other Assignment Hours: Curriculum
OAD	Other Assignment Hours: Departmental
OAP	Other Assignment Hours: Paid Leave
OAS	Other Assignment Hours: Special
OAT	Other Assignment Hours: Thesis
PSH	Post-Six Hours
SCH	Student Contact Hours
TOH	Total Other Hours

**APPENDIX #3: QUICK GUIDE TO RFA MODE I INDIVIDUAL
WORKLOAD STATEMENT**