

September 23, 2024

## *Insights*

### **Article 30 - “Teaching Workload Memorandum”**

Article 30 defines teaching as “an essential function of the University and a major component of a Teaching Member’s workload.” Teaching workloads can vary from Member to Member, and require a judicious and equitable balancing of the full scope of teaching activities. For this reason, the Collective Agreement divides teaching activities into two categories:

**Category I Teaching:** refers to contact hours taught by the Member as scheduled by the Registrar and spent in instruction in lectures, laboratories, tutorials, seminars, directed readings, directed studies, supervision of internships, clinical instruction, etc.

**Category II Teaching:** refers to all other teaching activities that support teaching. Some examples include supervision of students or post-doctoral fellows, advising, mentoring students, coordination of teaching of others, etc.

#### **How is teaching workload assigned each year?**

For Faculty Members, the annual Category I teaching workload normally constitutes 40% of the Faculty Member’s overall workload and is equivalent to 12 semester contact hours of teaching. For Senior Instructors, the annual Category I teaching workload normally constitutes 70% of the Senior Instructor’s overall workload and is equivalent to 21 semester contact hours of teaching. For Senior Lab Instructors and other positions, the teaching workload is stated in the Member’s employment contract and can be renegotiated from time to time. These teaching workload percentages, or SCHs, are a starting point for the Deans to assign teaching workload annually and can be adjusted “up” (more than 12 SCHs) or “down” (less than 12 SCHs) taking into consideration the effort required to deliver 12 SCHs, the amount and complexity of Category II teaching, and all other aspects of a Member’s overall workload. Examples of this are found in Article 30.3.2, and keep in mind that these additional considerations are not limited to those provided in Article 30.3.2.

To assist the Chair in recommending teaching workloads to the Dean, and to assist the Dean in assigning teaching workloads to Members, the Collective Agreement outlines a process whereby the Member can provide documentation

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to the Chair and Dean on factors that the Member deems appropriate to be considered. This is referred to as the “**teaching workload memorandum**”. Submission of the teaching workload memorandum is optional by the member and is an opportunity to inform the Chair and Dean of all of the activities the Member is engaged in, that the Chair and Dean may not be aware of, and gives the Member an opportunity to advocate for their Category I SCH assignment. For example, should a Member not be engaged in Category II teaching, the Dean may choose to assign up to 15 SCHs of teaching.

The teaching workload memorandum is a tool available to Members to educate their Chair and Dean. While the Collective Agreement states that the teaching workload memorandum is due by September 30<sup>th</sup>, given the provincial statutory holiday falls on this date, memorandums are due by no later than October 1<sup>st</sup>.

We encourage all our members to be familiar with the process for assigning teaching workloads and timelines as set out in Article 30.

