

## FACULTY WORK ASSIGNMENT POLICY

This document is the parent policy for any College or Divisional procedures. Questions regarding this policy are to be directed to the identified Policy Administrator.

<b>Functional Category:</b>	Human Resources
<b>Approval Date:</b>	April 29, 2014
<b>Effective Date:</b>	May 1, 2014
<b>Policy Owner:</b>	Vice President, Teaching and Learning
<b>Policy Administrator:</b>	Executive Director, Workforce Development and Human Resources

### Objective:

NorQuest College's (college) faculty work assignments are designed for two purposes: to support faculty members with the time and resources they need to be successful in delivering high quality programming; and to align with the college's model of faculty roles and responsibilities in which faculty have three key roles and responsibilities: teaching, service (institutional and/or professional), and scholarship.

Authority to establish this policy is derived from the [NorQuest College Board of Governors Policy No. 5](#) which delegates authority to the President and CEO to establish policies and procedures for the college's management and operation.

### Policy:

Faculty work assignments within each department are expected to be fair, equitable, transparent, and reasonable.

Individual work assignments will be determined in accordance with the following principles:

- Work assignments will be arrived at through consultation between faculty members, their immediate supervisors, and the supervisor's manager, as required.
- Supervisors will consult the related information section of this policy and use the tools provided there as resources for allocating work assignments.
- Whenever possible, Academic Deans will ensure that over the course of a two-year period their Faculty **as a whole** maintains a ratio of approximately 80% teaching and 20% institutional or professional service and/or scholarship.
- It is understood that an **individual** faculty member's work assignment may not correspond to the 80% teaching and 20% institutional or professional service and/or scholarship ratio. In some cases, the range may need to be considerably broader in order to meet divisional/program business goals and the needs of students.
- It may be neither practical nor equitable to expect faculty members in different programs to have the same number of classroom contact hours. The following common factors will be considered when determining work assignment of individual faculty members:
  - Class size, enrolment target, and student needs
  - Amount of preparation required
  - Expertise required; complexity of courses
  - Mode of instructional delivery
  - Method of assessment and evaluation, including marking requirements of individual faculty members
  - Whether the course is new or existing
  - Faculty member's instructional experience and familiarity with the course
  - Percentage of laboratory, practicum, or lecture hours
  - Number of different courses assigned

- Every effort should be made to have a faculty member's workload assignment determined and communicated to them a minimum of eight (8) weeks prior to the start of the term.

Faculty members may appeal their work assignment. Refer to the [Work Assignment Appeal Procedure](#) for details.

## Definitions:

**Institutional Service:** Approved activities, engaged in by faculty, that support the college mission and vision and that enhance college governance and operations. Faculty member need not be from any specific Faculty or knowledge area. Institutional service may include the following:

- Working on Faculty and college committees
- Review and recommendation of academic policies
- Creation, development, evaluation, and revision of academic programs

**Professional Service:** Approved activities, engaged in by faculty, that support the college mission and vision and that specifically calls upon the skills, expertise, credentials, and knowledge of a faculty member. Includes service provided to a faculty member's discipline for both internal and external organizations. Examples of service provided to internal bodies may include the following:

- Involvement in a faculty mentoring program
- Providing applied research peer review
- Involvement in the selection of new faculty members
- Service to other internal bodies and task teams struck to ensure effective college operation

Examples of service provided to external bodies/organizations may include the following:

- Providing service to community groups
- Working with provincial and national professional bodies and organizations
- Providing service to an external partner organization, post-secondary institution, government, non-profit agency, or business as part of a collaborative project

**Scholarship:** Approved scholarly activities that enhance teaching and learning, improve quality of life, prepare individuals to be active and responsible members of society, or contribute to the economic well-being of the communities we serve.

Scholarship includes the continuous maintenance of academic and professional currency, the scholarship of teaching and learning, and applied research.

Scholarship activities may include the following:

- Engaging in research that leads to enhanced instruction through the scholarship of teaching and learning
- Engaging in research with business, industry, or other organizations to create technological innovations and/or social innovations
- Providing consultation services, based on research, to various internal and external partners and stakeholders
- Using a variety of processes, including steering committees, focus groups, and internal/external task teams to ensure programs have a connection with and are relevant to external and internal partners
- Publishing the results of research to both internal and external publications
- Presenting at, participating in, or coordinating professional or academic learning events

- Developing primary and secondary texts and learning materials
- Advancing the knowledge of specific disciplines

**Teaching:** The approved activities required to create and facilitate stimulating and supportive learning environments that actively engage learners and build knowledge. These activities include, but are not limited to, the following:

- Development, identification, and communication of relevant best practices
- Connecting content, learners, and society in a relevant whole
- Instructing in classroom environments that may be face-to-face, lab, library, clinical, advisory, distance/online, simulation, and hybrid
- Facilitating group and individual learning and personal advancement and empowerment through clear, positive, caring, open, and accountable learning environments
- Designing learning experiences and environments in which students demonstrate achievement of NorQuest’s College-Wide Learning Outcomes
- Designing, implementing, and analyzing student assessments
- Organizing, monitoring, and evaluating practicum and field placements
- Designing and delivering high-quality workshops and consultation services to internal and external clients
- Assessment of prior learning and determination of credit awards
- Actively facilitating access to teaching and learning resources and services
- Supporting learners in accessing and assessing information and ideas
- Creation and internal publication of effective teaching and learning materials
- Monitoring curriculum quality; updating and developing curricula and resources to ensure that course content meets the Faculty’s disciplinary needs and the standards of external organizations and stakeholders

**Related Information:**

- Work Assignment Tools (in development)

**Related Procedures:**

- [Work Assignment Appeal Procedure](#)

**Next Review Date:**

April 2018

**Revision History:**

New: April 2014  
 May 2014: reviewed  
 May 2015: reviewed and approved as per Policy and Procedure Framework  
 June 2016: reviewed and approved as per Policy and Procedure Framework