



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Education**

## **Guidelines for Faculty Workload Planning** (5 March 2014)

---

### **Table of Contents**

|   |    |
|---|----|
| Principles to Guide Workload Planning .....                           | 2  |
| Timelines and Process .....   | 3  |
| Appointment Types and Normal Workloads.....                           | 3  |
| Variations in Workload .....  | 5  |
| Adjusting Workloads during the Year.....                              | 7  |
| Overload Assignments.....   | 7  |
| Clarifying Categories of Work and Responsibilities.....               | 8  |
| Consulting.....   | 9  |
| Sample Administrative/Teaching Workload Confirmation Form .....       | 10 |
| Guidelines for Workload Planning that Incorporates Study Leaves ..... | 11 |

---

These guidelines were developed with reference to Article 13, Notification of Workload, of the Agreement on the Framework for Collective Bargaining between UBC and the Faculty Association dated July 1, 2010 – June 30, 2012. The purpose of these guidelines is to increase equity, transparency, and consistency of workload planning in each of the departments in the Faculty of Education, to support the work of the Head, and to provide clarification of the process. This document replaces the *Faculty Framework for Workload Negotiations and Decisions* (April, 2007).

## Principles to Guide Workload Planning

---

- a. Faculty members' workloads will, depending on the type of appointment, be distributed across three areas: teaching, scholarly activity (research), and service.
- b. The academic workload of a faculty member is a combination of self-directed and assigned tasks undertaken in fulfillment of his or her academic responsibilities in the areas of teaching, scholarly activity and service to the University and the community.
- c. There is a general expectation that all faculty members will contribute to the teaching and service needs of the department, the Faculty and the university.
- d. Annual workload assignments should be consistent with the expectations found in the *Collective Agreement* related to annual reviews, promotion/tenure and merit. Differences between basic workload requirements and performance worthy of merit awards should be clearly communicated by departments to all members.
- e. While workload profiles are created in consultation with a number of individuals, Department Heads are ultimately responsible for ensuring a fair distribution of work within Departments while the Dean is responsible for ensuring a fair distribution of work across the Faculty.
- f. Reasons for variations from "normal" expectations in workloads and opportunities generally available to modify workloads must be clearly communicated to all faculty members.
- g. There may be some variability in each type of activity as a percentage of overall workload. For example, certain types of research chairs/professorships come with an expectation that a larger proportion of time will be devoted to research and supervision. Higher than "normal" teaching loads may be applied in cases where there is lower than expected research or service activity.
- h. When lower than expected activity or performance in one area (for example, in scholarly activity or service) suggests the need to increase activity in another area (for example, teaching), a reasonable period of notice should be given so that adequate preparations can be made.
- i. Overall allocation of workload is expected to be equitable even though there may be variations in distribution between research, teaching, and service. This includes making reasonable efforts to ensure that all faculty have opportunities to include in their workloads the kinds of teaching, research and service activities that are expected as members progress in their careers.
- j. Workload planning processes within departments will be communicated to all

faculty and “final” workload profiles for all faculty within a department will be accessible to other faculty within that department. Attached is a proposed template for Heads to use when confirming workload plans with faculty. Completed templates for each faculty member should be made available for review by all members of the department either in the Heads office or in a password protected area of the department’s website.

---

## **Timelines and Process**

---

The workload year in the Faculty of Education is May 1-April 30. Following is the suggested process and timelines for workload planning:

**September 1**—DNSO/TEO provide to Heads the expected number of teaching and administration credits assigned to their unit for the upcoming workload year. These may need to be adjusted based on budget considerations but can be used by Heads to begin the workload planning process.

**September 15**—Heads (or designates) distribute to all tenure-track faculty a request for preferences for teaching in the coming year (May-April), indications of any expected research or administrative buyouts, or plans for leaves or research terms that may affect their workload.

**October 15**—Members submit to Heads their preferences for teaching and other information requested. Heads analyze these preferences, make tentative assignments, then determine other departmental needs and assign duties to 12-month lecturers and other instructional staff.

**January 15**—Departments submit to DNSO preliminary workloads for all tenure-track faculty, continuing sessionals and other instructional staff on the spreadsheets provided. These will be updated as needed by departments throughout the year so they accurately reflect actual workload assignments.

**April 1**—Departments confirm expected workload assignments with all instructional staff, subject to adjustments required based on budget considerations. See Attachment 1 for a sample confirmation form.

**May 1**—Departments make available for access by all instructional staff the expected workload profiles of all members of the unit.

---

## **Appointment Types and Normal Workloads**

---

- a. Tenure-track and Appointments without Review in the Professoriate Stream**  
Ranks in this category are Assistant Professor, Associate Professor and Professor. Appointments in this category normally consist of 40% teaching, 40% scholarly

activity (research) and 20% service. A normal full-time workload in the Faculty of Education for those in the professoriate stream is 12 credits of teaching annually assuming satisfactory performance in scholarly activity and service.

**b. Tenure-track Appointments in the Teaching Stream**

Ranks in this category are Instructor I, Senior Instructor and Professor of Teaching. Appointments in this category normally consist of 80% teaching and 20% service. Therefore, the normal teaching load is twice that for those in the professoriate stream or 24 credits per year in direct teaching and teaching-related activities assuming satisfactory performance in service.

**c. 12-month Lecturers**

A normal fulltime load in the Faculty of Education is 30 credits per year all of which should be in direct teaching or in “teaching-related” activities (such as course coordination or curriculum development). Part-time 12-month lecturers are assigned a proportional workload based on a normal 30-credit fulltime load.

Note that not all 12-month lecturers in the FoE have teaching assignments. The fulltime workloads of these individuals should be the equivalent of 30 credits of teaching but responsibilities are primarily in administrative (service) activities or a combination of teaching and administrative duties.

**d. Sessional Lecturers**

A normal fulltime load for Sessional Lecturers in the Faculty of Education is equivalent to 15 credits per term (30 credits per academic year). Sessional Lecturers are normally hired to teach specific courses so their workloads would be the sum of the credits of the courses they are hired to teach for that workload year.

Each sessional appointed should be assigned to a “home” department that should take the lead in workload planning each year and coordinate with any other units for which the instructor teaches.

A sessional without *continuing status*, who has previously taught in a department as a sessional is entitled to be assigned one course per year assuming the work is available, they are qualified, and they have performed satisfactorily (per the Germaine Agreement).

A sessional lecturer who has achieved *continuing status* is entitled to a workload that conforms to requirements of the Collective Agreement. If multiple units are involved in determining the workload of a Continuing Sessional, those units are expected to coordinate their assignment processes so the Faculty meets its obligations to the member.

- i. A Sessional Lecturer without *continuing status* is entitled to reappointment to teach one (1) course each academic year (July to June).

- ii. A Sessional Lecturer with *continuing status* is entitled to reappointment with a specified minimum course load in any academic year—at least equal to the percent of a full-time equivalent position upon which his/her continuing status is based. It is therefore important to be aware of the obligation to provide an ongoing workload at the required percent FTE for anyone who achieves *continuing status*.
- iii. In order to attain *continuing status*, a Sessional Lecturer must accumulate 36 FTE months' of teaching over a period of six or fewer consecutive academic years. In Education, a 3-credit course equals 0.8 FTE months so 36 FTE months equals 45 3-credit courses (or 135 credits). Therefore, a sessional instructor who, on average, teaches 7.5 3-credit courses (22.5 credits) per year for 6 years will achieve continuing status. Note that courses taught anywhere in the university count toward continuing status.

It is recommended that, before offering an appointment to a Sessional Lecturer, administrators run the “Course History Inquiry/Report” in ISIS to see the university-wide appointment details for this Sessional Lecturer and his/her accumulated FTE months to date so you know how far he/she is from attaining continuing status. The department head should be notified if it looks like a proposed appointment will trigger *continuing status* so he/she is aware of the implications for overall departmental workload planning and the need to coordinate with other units that may be involved.

- e. **Seconded Teachers (Adjuncts).** Note that seconded teachers are appointed as “Adjuncts” and that current university policy (Policy #42) limits these to part-time appointments (less than 100%). However, the UBC Faculty Association has agreed that for a three-year period (2012-2014) seconded teachers appointed through the Teacher Education Office can hold full-time appointments.

A normal load for seconded teachers is based on a 36-credit fulltime equivalent workload over 12 months which would normally include teaching and supervision of teacher candidates. For example, a half-time seconded/adjunct appointment (50%) would involve 18 credits of teaching and teaching-related activities.

---

## Variations in Workload

---

In addition to variations based on the type of appointment held, there are several other reasons why workloads may vary between individuals with the same type of appointment and why workloads may be adjusted.

- a. *Research buyouts.* A person holding a research grant may have funds available to “purchase” a buyout from teaching in order to devote proportionally more time to research. At the present time, the buyout rate in the Faculty of Education is \$7,500 per three credit course. Research buyouts must be approved by Heads as part of overall workload planning.
- b. *Research chairs and professorships.* Most research chairs and professorships include some teaching release as part of the appointment. These releases will be specified in the appointment letter and generally continue as long as the chair or professorship is held.
- c. *Administrative buyouts.* Some administrative and other major service roles involve release from teaching. Department Heads, Deputy Heads, and Graduate Advisors typically receive some release from teaching during the period of service. Appointments of Associate Deans and the Dean also involve release from teaching as do those who are seconded by the Provost’s Office and other units on campus.
- d. *Initial tenure-track appointments.* When UBC is the first academic appointment for “new” assistant professors, course releases are normally provided for the first two years so that the member can devote proportionally more time to establishing her/his research program. Normally, a six-credit course release is provided in the first year and a three-credit release in the second. These releases are included in the initial appointment letter so the Head is aware of these commitments.
- e. *Joint appointments.* Some faculty members hold joint appointments in two or more units. Typically, their workloads are split proportionally between the units. This requires coordination between the Heads of both units. In such cases, it is very important that the proportional assignments and workload expectations be made clear in writing to all those involved.
- f. *Leaves of absence.* There are several kinds of leaves available to faculty depending on type of appointment. Workload planning must take into account the nature of the leave and the work expectations—if any—during the period of the leave.
  - i. Medical leaves. These can be part-time or full-time. The work expected during a medical leave will be determined by the extent of the leave and the capacity of the member to perform the work.
  - ii. Study leaves. Those granted study leaves do not teach classes or participate in service activities during the period of the leave, but are expected to continue their scholarly activities and student supervision. See Attachment 2 for guidelines on workload planning that involves study leaves.

- iii. Maternity, parental and adoption leaves. These are unpaid leaves during which no university duties are expected.
- g. *Reduced appointments.* If a reduced appointment agreement has been made between a member and the Dean, then the terms of this agreement will affect the make-up of the workload. In most cases, these agreements anticipate retirement and involve deviations from the “normal” 40/40/20 proportion of teaching, scholarly activity and service and are typically less than full time appointments.
- h. *Variations due to rank and tenure status.* Those who have been promoted and hold tenure may be expected to assume different types of service and leadership roles than early-career and untenured members. However, department heads should keep in mind the need to provide equitable opportunities for *all members* to engage in the kinds of activities that are expected on a CV if they are to advance through the ranks and qualify for merit awards.
- i. *Other accommodations.* Variations to workload can also be made to accommodate personal circumstances, health and other conditions—temporary and ongoing—of members. These accommodations are most often arranged directly with Heads and may involve confidential details that will not be made public.

### **Adjusting Workloads during the Year**

---

Faculty members who wish to change their workload because of special circumstances need to negotiate the request with their Head who will seek final approval in writing from the Dean or Senior Associate Dean. Such decisions—and all other changes affecting workload—need to be communicated to the Administrative Manager in the faculty member’s department and the Manager, Faculty Relations and Appointments in DNSO.

If a course that is included in a member’s workload is cancelled, the Head and the member will discuss how that part of the load will be reconfigured. Other duties could be substituted in that year or—in exceptional circumstances—that part of the load could be carried forward into the following year resulting in a higher than “normal” teaching load.

### **Overload Assignments**

---

Any overload assignments (teaching or administrative duties that exceed the expected load of a member during a workload year) must be approved in advance by the Head and Dean or Senior Associate Dean. Before approving overload assignments, Heads should ensure that the work involved is consistent with the unit’s needs and priorities and will not interfere with other responsibilities—or the career progression—of the faculty member.

Payments for approved overload assignments are normally processed using Faculty Honoraria forms (one-time lump sum payments) unless otherwise agreed. Payments are processed only after the assignments are completed.

## **Clarifying Categories of Work and Responsibilities**

---

### **a. Teaching and teaching-related activities**

Teaching of credit courses, coordination of multi-section courses, involvement in major curriculum projects, and student supervision are all considered under the general category of “teaching.” Student supervision and advisement is an important aspect of teaching. Responsibilities for student supervision should be distributed as equitably as possible given the varying experience and expertise of faculty and the preferences of students. Departments and programs are encouraged to consider cohort-based and other alternative forms of supervision that are effective for students and efficient for programs.

In accordance with university guidelines, faculty should be available to students for advisement or the faculty member should make arrangements with colleagues to ensure that student support can be ongoing when the faculty member is absent.

Because the quality of teaching is an important aspect of the reappointment, promotion, tenure and merit systems at UBC, expectations related to the quality of teaching should be communicated to all members of the department.

### **b. Scholarly activity (Research)**

Generally speaking, faculty members whose responsibilities include scholarly activities should work toward completing scholarly publications, presenting at scholarly conferences, and seeking to acquire and maintain a basic level of external funding to support their research and graduate students. Expectations will vary across disciplines and specializations but should be clarified as much as possible within each department. Although general guidelines like the expected number of publications, amount and sources of research funding, number and quality of venue of research presentations have limited utility in communicating expectations, departments are encouraged to provide as much clarity as possible about what constitutes acceptable and meritorious activity.

Faculty members whose research activity has fallen below a minimum level (defined within the unit) will be assigned teaching or administrative duties with a workload comparable to the reduction in research activity.

### c. Service

Faculty members are expected by the university and the public-at-large to make their professional knowledge and skills available to the local community, province, nation and world. In addition, as professionals committed to governance by peers, there are many internal activities that must be performed to maintain the operations of the institution. Thus, service to the community as well as to academic and professional organizations is an important component of the faculty member's obligation.

Service to the University and community includes a wide range of activities including serving on and chairing departmental, Faculty and university-wide committees. In principle, all faculty members should rotate serving on various committees, providing coordination within programs, and serving in other leadership roles.

Service to the Faculty and University also includes administrative appointments. When such appointments require significant amounts of time, the Dean will be responsible for distributing administrative buy-out allocations. Service to the Community includes all activities that are directly related to the education profession beyond the University and are often unique to individuals and their areas of interest.

---

## Consulting

---

Providing expert advice to private sector, non-governmental, community or government clients enhances our Faculty's reputation and is an example of outside activities that "add value" to the Faculty beyond traditional teaching, research and service. These activities "add value" if they promote the mission of the Faculty and enhance teaching and research. This work outside the university needs to be balanced with the responsibilities of the individual to the university and Faculty. The Collective Agreement specifies a maximum amount of such work that any individual may undertake within a given year, and faculty members must declare annually the time they have spent on such activities.

All Faculty are expected to be aware of UBC Policy #97 on Conflict of Interest and Conflict of Commitment and to complete an annual declaration.

Attachment 1:

## **Sample Administrative/Teaching Workload Confirmation Form**

[Department/Unit]  
Faculty of Education  
Academic Year 2014–2015  
(May 1, 2014-April 30, 2015)

Name:

Leave dates, if any:

Research and/or other buy-outs:

|  |
|--|
| <b>ADMINISTRATIVE RESPONSIBILITIES</b> |
|--|

Role(s)

Credits

|  |
|--|
| <b>SUMMER SESSION TEACHING &amp; TEACHING-RELATED ACTIVITIES</b> |
|--|

Credits

Summer Session Term 1 (May-June, 6 weeks)

Summer Session Term 2A (early July-late July, 3 weeks)

Summer Session Term 2B (late July-mid August, 3 weeks)

|  |
|--|
| <b>WINTER SESSION TEACHING &amp; TEACHING-RELATED ACTIVITIES</b> |
|--|

Credits

Winter Session Term 1 (September–December, 13 weeks)

Winter Session Term 2 (January–April, 13 weeks)

Original     Revised

**TOTAL CREDITS:**

Faculty Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head of Department's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Attachment 2:

## **Guidelines for Workload Planning that Incorporates Study Leaves**

---

Questions occasionally arise about faculty teaching responsibilities in relation to study leaves. Because study leaves often span workload planning years—which run from May 1 through April 30 the following provides guidance on determining teaching loads prior to and following study leaves.

The expected teaching load in the Faculty of Education for tenured and tenure-track faculty in the professoriate stream is normally 12 credits per workload year, and therefore, 24 credits over two workload years. Specific teaching assignments and the terms during which they are scheduled are determined by the Head, subject to needs of the department. Note that faculty are not permitted to teach during the period of a study leave.

Use the following guide based on the length of the study leave:

- For a 12-month study leave, faculty are expected to teach 12 credits within the two workload years.
- For an 8-month study leave, faculty are expected to teach 15 credits within the two workload years.
- For a 6-month study leave, faculty are expected to teach 18 credits within the two workload years.

The shaded areas in the chart below indicate the permitted start dates and length of leave options available under the Collective Agreement. The un-shaded areas represent the terms during which teaching can be scheduled to fulfill workload obligations prior to and following the leave as outlined above.

| Length of Leave (in months) | May 1- June 30 (Yr 1) | July 1- Aug 31 (Yr 1) | Sept 1- Dec 31 (Yr 1) | Jan 1- April 30 (Yr 1) | May 1 - June 30 (Yr 2) | July 1- Aug 31 (Yr 2) | Sept 1- Dec 31 (Yr 2) | Jan 1- April 30 (Yr 2) |
|-----------------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|-----------------------|-----------------------|------------------------|
| 12                          |                       |                       |                       |                        |                        |                       |                       |                        |
| 12                          |                       |                       |                       |                        |                        |                       |                       |                        |
| 12                          |                       |                       |                       |                        |                        |                       |                       |                        |
| 8                           |                       |                       |                       |                        |                        |                       |                       |                        |
| 8                           |                       |                       |                       |                        |                        |                       |                       |                        |
| 6                           |                       |                       |                       |                        |                        |                       |                       |                        |
| 6                           |                       |                       |                       |                        |                        |                       |                       |                        |