



Guidelines for Faculty Workload Planning

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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 or educational leadership, 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 or educational leadership, 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. Some faculty members may, for a variety of reasons, have lower research or service activity in a given period and can be accommodated with a higher teaching or service load to ensure equitable distribution of work among members of the Department.
- h. When lower than expected activity or performance in one area (for example, in scholarly activity, graduate student supervision, 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 scholarly activity, teaching, and service. This includes making reasonable efforts to ensure that all faculty members have opportunities to include in their workloads the kinds of teaching, scholarly activity 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 are sample templates for Heads to use when confirming workload plans with faculty (see Attachment 1). Completed templates for each faculty member should be made available for review by all members of the department either in the Head’s 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, or their designate, their preferences for teaching and other information requested. Heads, or their designate, analyze these preferences, make tentative assignments, then determine other departmental needs and assign duties to 12-month lecturers and other instructional staff.

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

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-stream 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 an average of 12 credits of teaching annually assuming satisfactory performance in scholarly activity and service. A normal full-time workload, in a year, may vary up to ± 3 credits as long as there is an average of 12 credits/year assigned in a 2-year period.

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 educational leadership and 20% service. The normal teaching load for this category is 24 credits per year in direct teaching and teaching-related activities (such as course coordination or curriculum development) assuming satisfactory performance in educational leadership and service.

c. 12-month Lecturers

A normal full-time 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 full-time load.

Note that some 12-month Lecturers in the Faculty’s support units are in administrative roles; that is, they do not have any, or a full teaching load. The full-time 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 (service) duties.

d. Sessional Lecturers

A normal full-time 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 Lecturer 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 Lecturer 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 the requirements of the Collective Agreement. If multiple units are involved in determining the workload of a Continuing Sessional Lecturer, 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 the 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%).

A normal load for seconded teachers is based on a 36-credit full-time 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 among 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 \$10,000 per 3-credit course. Research buyouts must be approved by Heads as part of overall workload planning.
- b. *Research chairs and professorships.* Research chairs and professorships may 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 6-credit release is provided in the first year and a 3-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 the 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 graduate 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 member is approved a reduced appointment by the University, the make-up of his/her workload (as well as salary) will be affected. The types of arrangements for reduced appointments range from full workload for part of the year in combination with no assigned duties in the balance, to a partial workload for all or part of the year. A reduced appointment cannot fall below 50% of full-time.
- h. *Retirement Options.* Faculty members who elect to participate in one of the Retirement Options may have a workload that deviates from the “normal” 40/40/20 proportion of teaching, scholarly activity and service. Such deviation should be discussed with and approved by the Head and clearly outlined on the Retirement Option Election Form.
- i. *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.
- j. *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, Administration and Innovation. 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 that part of the load could be carried forward into the following year resulting in a higher than “normal” teaching load, as described on p. 3, “Normal Workloads” for “(a) Tenure-track And Appointments without Review in the Professoriate Stream.”

Overload Assignments

Any overload assignments that result in honoraria payments (teaching or administrative duties that exceed the expected load of a member) must be approved in advance by the Head and Dean or Senior Associate Dean, Administration and Innovation. 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). 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.

Guidelines for the determination of credit weighting assigned to the coordination of multi-section courses of the Teacher Education Program are provided in Attachment 3.

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

Attachments

Attachment 1:

EXAMPLE 1

FACULTY WORKLOAD REQUEST FOR 2015-2016 ACADEMIC YEAR

Please enter the courses that you would like to teach in each academic term in the order of preference. List more than the actual number of courses you expect to teach to give us some flexibility in assigning courses according to everyone's preference. **Please fill in all the boxes including section, day and time.** In the second table indicate if you have expected administrative duty or other buy-outs, study-leave, or other considerations.

NAME: _____

2015-2016								
TERM should be entered as S1 for Summer 1, W1&2 for Winter 1 and 2, etc. Put check marks for each course under ON and OFF LOAD depending on how you want that course to count								
	TERM	COURSE	SECTION	DAY	TIME	CREDITS	OFFLOAD*	ONLOAD
1.								
2.								
3.								
4.								
5.								
6.								
Course buy-out								
Administrative duties								
Applying for study-leave?		<input type="checkbox"/> Yes <input type="checkbox"/> No						
Anticipated dates								
Notes:								

*Please note all offload requests must be accompanied with a rationale and require the approval of the Head and the Dean or Senior Associate Dean, Administration & Innovation.

EXAMPLE 2

Department of Curriculum & Pedagogy
Faculty Member Workload Worksheet for 2015-2016

Name: _____

Term	S1	S2 (A)	S2 (B)	W1	W2
Undergraduate Courses					
Graduate courses in EDCP					
Grad courses in other Depts.					
Grad courses for CCFI or MET					
Buyouts (SSHRC/Admin)					
Practicum Supervision					
Alternate Course					
Sabbatical					

Please return form to Anna Ip no later than October 20, 2014.

EXAMPLE 3

LLED Confirmation of Instructional Load Form
Academic Year: May 2015 – April 2016

NAME:

Sabbatical dates (approved / anticipated) if any:

ADMIN DUTIES / BUYOUTS / LEADERSHIP WORK

Please confirm any anticipated or approved internal or external buyouts. This can include coordination or supervision with the TEO, committee work, or any duties where credits are allocated. Instructors should list leadership work where credit is given:

SUMMER 2015_16 COURSE LOAD

Please list courses you (in consultation with your Program Area Coordinator) have planned for the Summer session. Please indicate whether any courses are PDCE, and if any are off-load.

Summer Term 1

May 11 – June 18, 2015

Summer Term 2A

July 6 – July 24, 2015

Summer Term 2B

July 27 – August 13, 2015

WINTER 2015_16 COURSE LOAD

Please list courses you (in consultation with your Program Area Coordinator) have planned for the Winter session. Please indicate whether any courses are PDCE, and if any are off-load.

Winter Term 1

September 8 – December 4, 2015

Winter Term 2

January 4 – April 8, 2016

Please provide any additional information that may help Program Area Coordinators and the Scheduling Team understand your workload request:

ADMIN FTE:

COURSE FTE:

TOTAL FTE:

DEADLINE to Deputy Head, Friday October 17th 2014

EXAMPLE 4

**Confirmation of Instructional Load
May 1, 2015 – April 30, 2016**

Name:

Leave dates, if any:

Research and/or other buy-outs:

Administrative responsibilities (e.g., program/area coordination):

Other notes:

Courses by term

Summer Session Term 1 (May-June)

Summer Session Term 2 (early July-mid August, 6 weeks)

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

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

Winter Session Term 1 (September 4 – November 30)

Winter Session Term 2 (January 2 – April 5)

Faculty: _____ Date: _____

HoD: _____ 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 workload in the Faculty of Education for tenured and tenure-track faculty in the professoriate stream is normally an average of 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 two workload years.
- For an 8-month study leave, faculty are expected to teach 15 credits within two workload years.
- For a 6-month study leave, faculty are expected to teach 18 credits within 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								

Attachment 3:

Guidelines for Credit Weighting for Coordination of Multi-Section Courses

In an attempt to standardize the teaching loads of those who accept responsibility for coordinating BEd multi-section courses, the following guidelines are offered:

- Specific teaching assignments and coordination responsibilities are determined by the Head
- The weighting assigned may vary and will depend on the work to be undertaken (# of sections and # of students), the experience of the faculty member, the composition of the team of instructors teaching the various sections, including the extent to which mentoring is required (e.g., tenure-track faculty, sessionals, experienced instructors, new instructors)
- The goal in having some coordination available is to achieve a reasonable degree of consistency in course delivery across the course sections
- The TEO is willing and able to advise, as needed, to determine the nature of coordination responsibilities

As a touchstone, faculty members (including seconded adjuncts) who are asked to coordinate the cohorts in the elementary teacher education option are assigned 2 credits for coordination. They typically undertake:

- Overseeing two orientation sessions (June and September) or a retreat for cohort instructors
- Planning and hosting 2 to 3 meetings in a term
- Liaising with about 16 instructors involved in the delivery of the cohort's courses
- Communicating with personnel in the school districts hosting the cohort
- Meetings with students, the Teacher Education Office, and instructors, as needed
- Preparing a report for the Director of Teacher Education, at end-of-term, about outcomes, successes, and challenges

Multi-section course coordinators may:

- Supervise Graduate Teaching Assistants
- Assist with hiring of sessionals
- Host a meeting at the beginning of the term with section instructors
- Communicate via email with section instructors
- Conduct peer evaluations of teaching, including the preparation of report

It is advised that 0- to 3- credits, including 0.5 increments, be assigned for multi-section course coordination. The weights may be assigned on an incremental basis. For example:

- In the first year of undertaking the coordination role, 2 credits could be assigned and in subsequent years, 0 or 1 credit is assigned, depending on the nature of the work (i.e., how many of the five activities noted above are undertaken)

- 2 credits could be assigned if all instructors are new sessionals or seconded adjuncts and there is an intention to provide substantial mentorship, otherwise 0 or 1 credit would be assigned
- 3 credits could be assigned if the faculty member is coordinating the department's contribution to Teacher Education, in its entirety and is contributing to committee work and other activities including the five noted above
- The weighting might be further influenced by whether a GTA is assigned to the coordinator or other relevant factors should be considered, as appropriate