

WORKLOAD APPROACH for faculty members

PREAMBLE

UBC's Collective Agreement with the Faculty Association (CA, Part 1, Article 13) requires that each unit develops guidelines governing workload expectations and notifies each faculty member about these annuallyⁱ. Faculty members' workload is a combination of self-directed and assigned tasks undertaken in the areas of teaching, scholarly activityⁱⁱ and service to the university and the communityⁱⁱⁱ.

UBC Science is committed to ensure its tenure-stream faculty members can accomplish their responsibilities and succeed in their roles based on equitable workload expectations within and among its units and for faculty jointly appointed in two or more units.

These guidelines will also help with self-assessment for career progression, clarify academic expectations for new hires, and serve as reference for departments as they ensure a reasonable and equitable distribution of workload for their members.^{iv}

UBC Science is committed to the development of guidelines that provide transparency to the normal workload expectations for faculty members. Fairness will be achieved through a careful and collegial assessment of faculty member's activities, which recognizes the distinct contributions that faculty members make to the institution.

To assure transparency of equitable criteria on workload, each unit should have written guidelines ("policy") based on the following principles. Furthermore, for transparency, each year, the teaching and service assignments for the unit should be made available to the faculty arranged by faculty member as well as by course or committee.

PRINCIPLES

- Workload distribution has to be reasonable and equitable, taking into consideration the scope of activities and expectations for the different faculty streams, including annual determination and communication of workload expectations for each of the activities^v:
 - Teaching Faculty (Lecturer)
 - Teaching
 - Education Leadership-stream Faculty (Assistant, Associate and Full Professor of Teaching)
 - Teaching
 - Educational Leadership
 - Administration/Service
 - Research-stream Faculty (Assistant, Associate and Full Professor).
 - Research
 - Teaching
 - Administration/Service
- The balance of and contributions to the facets of academic activities can vary with a faculty member's stage of career and the responsibilities assigned, but a minimum contribution with respect to each facet is expected in order to meet the expectations for each job title, support career progression and to promote a fundamental level of equity among colleagues.

Policy details

The following components should be included in each unit policy:

Research stream

- Research-stream faculty are expected to:
 - Seek and maintain an active research and scholarly program.
 - Participate in both undergraduate and graduate student education, and advising and supervising duties.
 - Perform service to the department, university and community, including committee and service assignments from their head.

- **Research:** Expected research responsibilities and level of research productivity for the unit should be outlined and must be consistent with the expectations outlined in the CA for level of scholarly activity of each rank.^{vi} Scholarly activity means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.ⁱⁱ
 - For example: To be eligible for the standard teaching and service workload distribution for research faculty, they are expected to be engaged in scholarly activity and to have a continuous record of:*
 - Developing and maintaining an independent line of scholarly activity or demonstrating one's independent contributions to collaborative research
 - Publishing in peer-reviewed and internationally recognized media (e.g., journals/ conferences/ academic books in the field or other venues demonstrating impact, e.g. community based)
 - Obtaining independent, external research funding or demonstrating one's independent contributions to obtaining collaborative research funding
- Scholarly activity can include a range of research activities. The quality and significance of the contributions may be taken into account as it relates to workload effort needed for specific achievements.
- The process and criteria involved for assessing a faculty member's degree of scholarly activity should be outlined.
 - For example: The activity report that has to be submitted by each faculty member annually (in context with the merit/PSA review) will be assessed by the unit head in consultation with a reasonable number of colleagues and separate from the merit committee.*
- A reasonable time frame needs to be provided for what constitutes lack of a continuous research record.
 - For example: X years where at least Y out of Z criteria listed above have not been met.*
- Benchmarks or conditions should be outlined that initiate a process (e.g., mentoring, describing opportunities, suggesting new avenues of research) by which faculty who have not maintained a continuous research record (as outlined above) can be supported in their efforts to restore research momentum consistent with their rank.
- **Teaching:** Expected teaching responsibilities for the unit should be outlined.
 - For example: As graduate student supervision represents a significant time investment, research-stream faculty are expected to teach X undergraduate courses (Y small upper- level and Z intensive or large-enrolment course) plus V graduate courses per year.*
- An incremented approach to teaching loads for pre-tenure Assistant Professors is encouraged and timing of increased duties should be outlined.
- Expected teaching performance should be outlined including the methods of ensuring an objective assessment of teaching performance.
- Expected levels of Supervising and/or co-supervising graduate students and expected level of participation on graduate student advising committees should be outlined.
- **Service:** All faculty members are expected to contribute to service.
- Expected service loads should be outlined with the understanding of smaller service loads expected from junior faculty with increasing involvement over time and greatest involvement expected from full professors.
 - For example: Assistant Professors are expected to contribute as a member to at least one committee per year and by the time of promotion should have sat on a substantial committee such as a search committee. Associate Professors are expected to take on a higher level of responsibility and by the time of promotion should have chaired a substantial committee. Professors are expected to make the most significant contribution to service with substantial contributions to committees such as the Promotion and Tenure and Peer Evaluation of Teaching Committees.*
- It is expected that more senior faculty will take on greater administrative duties. In cases where



Educational Leadership Stream

these may take the place of research and/or teaching duties, an agreement must be reached that takes into consideration the operational requirements of the university and the unit.

- Availability of, criteria and credit for service for extensive informal mentoring or engagement activities that may fall, for example, particularly on BIPOC faculty, should be outlined.
- Availability of credit for service or administrative opportunities external to the department (e.g. DACOPAT, SAC, Senate, other leadership opportunities in or outside UBC) and the corresponding approval process involving the head or workload committee should be outlined and demonstrate consistency across similar types of appointments.

- Educational Leadership-stream faculty are expected to:
 - Design and maintain an active educational leadership program.
 - Participate in undergraduate and potentially graduate student education
 - Perform service to the department, university and community, including committee and service assignments from their head.
- **Educational Leadership:** Expected educational leadership time commitment (as a percent), responsibilities and productivity for the unit should be outlined and must be consistent with the expectations outlined in the CA for level of educational leadership of each rank.^{vii}
For example: To be eligible for the standard teaching and service workload distribution for educational leadership faculty, they are expected to be engaged in educational leadership activity and to have a continuous record of:
 - *Developing and maintaining contributions to educational leadership commensurate with rank.*
 - *Disseminating their educational leadership advances at workshops, seminars, conferences, in peer-reviewed literature, online or through other mechanisms which could include directly through mentorship to colleagues.*
- Educational leadership can include a range of activities. The quality and significance of the contributions may be taken into account as it relates to workload effort needed for specific achievements.
- The process and criteria involved for assessing a faculty member's degree of educational leadership should be outlined.
For example: The activity report that has to be submitted by each faculty member annually (in context with the merit/PSA review) will be assessed by the unit head in consultation with a reasonable number of colleagues and separate from the merit committee.
- A reasonable time frame needs to be provided for what constitutes lack of a continuous educational leadership record.
- Benchmarks or conditions should be outlined that initiate a process (e.g. mentoring, describing opportunities, suggesting new avenues for projects) by which faculty who have not maintained a continuous educational leadership record (as outlined above) can be supported in their efforts to restore educational leadership momentum consistent with their rank.
- **Teaching:** Expected teaching responsibilities for the unit should be outlined.
For example: Educational Leadership-stream faculty are expected to teach X undergraduate courses (Y small upper-level and Z intensive, or large-enrolment courses).
- Expected teaching performance should be outlined including the methods of ensuring an objective assessment of teaching performance.
- Similar to the incremented approach to teaching loads for Assistant Professors as they set-up their research programs, some reduction in teaching load is encouraged as Educational Leadership faculty set-up their program. Timing and scale of the reduced duties should be outlined.
For example: Between years 3 and 6 of service, Educational Leadership Faculty's teaching load will be reduced by X courses total to give them extra time to develop their Educational Leadership programs,



with timing to be decided in consultation between the Head and faculty member.

- **Service:** All faculty members are expected to contribute to service.
- Expected service loads should be outlined with the understanding of smaller service loads expected from junior faculty with increasing involvement over time and greatest involvement expected from Professors of Teaching.

For example: Assistant Professors of Teaching are expected to contribute as a member to at least one committee per year and by the time of promotion should have sat on a substantial committee such as a search committee. Associate Professors of Teaching are expected to take on a higher level of responsibility and by the time of promotion should have chaired a substantial committee. Professors of Teaching are expected to make the most significant contribution to service with substantial contributions to committees such as the Promotion and Tenure and Peer Evaluation of Teaching Committees.

- It is expected that more senior faculty will take on greater administrative duties. In cases where these may take the place of educational leadership and/or teaching duties, an agreement must be reached that takes into consideration the operational requirements of the university and the unit.
- Availability of, criteria and credit for service for extensive informal mentoring or engagement activities that may fall, for example, particularly on BIPOC faculty, should be outlined.
- Availability of credit for service or administrative opportunities external to the department (e.g. DACOPAT, SAC, Senate, other leadership opportunities in or outside UBC) and the corresponding approval process involving the head or workload committee should be outlined and demonstrate consistency across similar types of appointments

Teaching stream

- **Teaching:** Expected teaching responsibilities and loads should be outlined.
For example: The standard teaching load is X undergraduate courses.
- Expected teaching performance and the methods used to evaluate teaching performance should be outlined.
- See *Teaching Reductions* for spelling out any potential teaching releases.
- **Service:** Service is not required of Lecturers^{viii}
- The course release for assigned administrative or service duties for Lecturers should be described and the corresponding approval criteria and process involving the head or workload committee should be outlined.

Teaching load

- The distribution and assignment of teaching loads should take into consideration the differences in effort associated with different types of courses and be based on various criteria, such as class size, work intensity of course, level of teaching assistance, type of course (lecture or laboratory). The credit assigned to different types of courses should be communicated to faculty and be consistent from year to year.
- Default teaching loads for different streams should take into consideration the other expectations of faculty members in those streams, e.g. research, educational leadership, and service.
- The type and amount of credit for incremented teaching loads for early career faculty members (both research and educational leadership) should be outlined.
- The type and amount of credit for teaching program development activities e.g., coordinator duties for (multi-section) course, development of a new course or learning technology, curriculum reform program should be outlined.
- It should be determined and indicated if teaching two sections of one course is equivalent to teaching of two separate courses.
- Teaching duties should rotate and the time frame for teaching the same course should be outlined (*for example, three or five years*).



Teaching reductions

- The type and amount of credit for teaching a course for the first time should be outlined.
- It needs to be outlined how a course cancellation will be accounted for. *For example: accumulate teaching duties to the next year per cancelled course.*
- The default in most UBC Science units is not to provide teaching reductions for research purposes. The unit's workload policy must clearly articulate whether teaching reductions are allowed and if so, under what conditions and if relevant what type of funds are allowed.
For example: Every faculty member with a full-time appointment should teach at least "X" full undergraduate course (or its equivalent) per academic year. The only exceptions are fellowships that mandate no teaching (e.g., MacDonald Fellowship), or faculty with significant administrative appointments. Buy-outs of teaching using research grants must not use tri-agency funds. Availability of funding alone is not a sufficient criterion for awarding a teaching reduction.

Teaching overloads

- The eligibility criteria for consideration of teaching reductions must be spelled out (e.g., indicate what signifies a significant administrative appointment) and applied equitably and consistently.
- Eligibility for teaching reductions for external service should be explicitly stated.
- In cases of teaching reductions provided, priority is given where the reduction is critical to advancing momentum of a research program (research stream faculty) or of educational leadership (educational leadership stream faculty). The reduction from the default load should not normally be given to the same individual in more than one of every three successive years.
- All teaching reductions are subject to approval by the unit head and are possible only if a suitable alternative instructor can be arranged
- The unit's workload policy must clearly articulate under what circumstances teaching overloads will be used, who will be eligible, and the compensation faculty will receive.

Service load

- For determining expected amount of committee work, the work intensity of the various committees should be assessed/quantified and spelled out.
- It should be indicated whether and what kind of service/committee work outside the unit will be recognized (e.g., service on an NSERC or CIHR review committee will or will not be taken into consideration).
- The typical time split for service for Research and Educational Leadership Faculty should be specified and the amount of time that represents for committee tasks should be outlined.
For example: The expectation is that both Research and Educational Leadership Faculty will spend 20% of their time on service with at least half of that spent on services within the department. 10% translates to 4 hours per week or approximately 180 hours per year. General activities including department meetings, tenure and promotion meetings, retreat etc. will take up roughly 80 hours with 100 hours left per year for department service assignments, typically on committees.

Joint appointments

- The unit's policy must outline how workload will be coordinated and assigned for joint appointees.
- Workload for joint-appointed faculty (cross-appointed within or outside of Science) should be assigned by each of their units and in consultation with the other unit's head(s). The process should be pre-arranged and communicated to joint-appointees at time of appointment and from then on with annual notice.

ACCESS and UPDATES

- Faculty members should be given the opportunity to provide input into their unit's workload policy prior to their voting and ratifying it.^{ix}
- All units should post their written, clear and transparent guidelines ("policy") on workload



approach on their internet or intranet site and review these guidelines with faculty at their annual meetings.

- The policy should be filed with the Dean's office. Any new or revised departmental policy should be provided to the Dean's office for review (on compliance with the Collective Agreement) and for approval before its implementation in the department.

References to the *Collective Agreement Between The University of British Columbia and The Faculty Association of The University of British Columbia July 1, 2016 to June 30, 2019 (CA)*

- ⁱ CA, Part 1, Art. 13.02: "Principles Governing the Assignment of Workload. The University is committed to: (...)"
"b) A transparent process of workload allocation within a unit, which has decisions being made in accordance with criteria that are communicated to members within that unit;
"d) A general approach to workload allocation that has been developed taking into consideration the operational requirements of the University and the unit and the input of members of the unit;"
CA, Part 1, Art. 13.03:
"a) The Head of each academic unit shall notify members annually of the unit's general approach to workload."
- ⁱⁱ CA, Part 4, Art. 1.01
"Scholarly activity means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity."
- ⁱⁱⁱ CA, Part 1, Art. 13.01
"a) The academic workload of a faculty member is a combination of self-directed and assigned tasks undertaken in fulfilment of their academic responsibilities in the areas of teaching, scholarly activity, educational leadership, and service to the University and the community as appropriate to the member's stream or rank. In the assignment of workload, consideration shall be given to the balance of these areas to afford the member adequate opportunity to perform their responsibilities."
- ^{iv} 13.03 Unit Workload:
"d) The Head shall assign workload to members in accordance with the principles governing the assignment of workload Article 13.02), the unit's general approach to workload, and other factors relevant to the individual member."
- ^v CA, Part 1, Art. 13.02: Principles Governing the Assignment of Workload. The University is committed to:
"a) a reasonable and equitable distribution of workload for faculty;
"c) flexibility in workload allocation that reflects the University's obligations and the unique missions of units, and is consistent with the type of appointment held by faculty members;
"e) workload allocation that takes into consideration the comprehensive nature of the scope of activities and expectations appropriate to the faculty member's appointment, including approved participation in programs outside the unit."
- ^{vi} CA, Part 4 (Conditions of Appointment), Art. 3: Assistant Professor: "...involved in scholarly activity" (Art. 3.07); Associate Professor: "evidence... of scholarly activity beyond that expected of an Assistant Professor. ...judged on...sustained and productive scholarly activity..." (Art. 3.08); Professor: "...contributions ... are considered outstanding. ...They must have shown high quality in teaching and sustained and productive scholarly activity." (Art. 3.09) (For definition of "scholarly activity" see (ii) above).
- ^{vii} CA, Part 4 (Conditions of Appointment), Art. 3: Assistant Professor of Teaching: "promise of educational leadership" (Art 3.03); Associate Professor of Teaching: demonstrated educational leadership, involvement in curriculum development and innovation..." (Art 3.04); Professor of Teaching: "evidence of outstanding achievement in teaching and educational leadership, ... innovative contributions to curriculum development, course design..." (Art 3.05)
- ^{viii} CA, Part 4(Conditions of Appointment), Art. 2.02 h: The assignment of workload to lecturers shall be consistent with the unit's general approach to workload as required by Part 1, Article 13. Within that assignment, lecturers shall not be assigned teaching responsibilities that exceed the teaching assignment at that time in the unit for full-time sessional lecturers. Lecturers shall be given appropriate course release for assigned administrative or services duties.
- ^{ix} CA, Part 1, Art. 13.03:
"c) Prior to finalizing workloads, the Head shall offer the opportunity for members of the unit to provide their views and relevant information pertaining to workloads."

