

Revising Your Unit Workload Policy

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Why are we doing this ?

- Expectation of WLPP that units review their Workload Policy every 3 years.
- Considerations:
 - ensure it has been serving your needs
 - ensure it is in line with the WLPP
 - ensure it is in line with emerging best practice
 - reflect the impact of SJAC changes (rank and releases)



Timelines and Process

- Revised Policies due November 1, 2015, with approval or rejection of Unit Workload Policies by the relevant Dean, Provost (or designate) November 15, 2015.
- Status of discussions with UTFA relative to the revision of the WLPP?



Background

WLPP

- Negotiated between the University and the Faculty Association.
- Recognizes that:-
 - What constitutes normal workload varies from one unit to another
 - Flexibility important to recognize the different missions and activities within units
 - Faculty experience different demands from year to year so individual workload may vary
 - Research or CPA is not an element to be specified under workload



Background

WLPP

■ Principles:

- Local: establishment and assignment of workload is at the local level
- Fair, reasonable and equitable in distribution
- Transparent
- Collegial: criteria for workload allocation must be developed in a collegial process
- Inclusive: Research/CPA are not assigned by Chairs/Deans and so are not specified in the unit policy, but WLPP requires that the workload assigned (teaching and service) takes all the components of a faculty member's appointment into account



Definitions

- What is a Unit
 - single department faculty
 - a department within a multi-department faculty
 - an Institute, Centre or School with EDU A or B status
 - a College where the primary appointment of a faculty member is held in the College
- Unit Head =
 - Dean or Chair or Director or Principal
 - appointed under the *Policy on the Appointment of Academic Administrators*



Expectations: Faculty

- Unit workload policy is determined through a collegial process as set out in the WLPP
- All faculty members and librarians should be covered by a Unit Workload Policy
- Every year, the unit head should prepare a letter for each faculty member/librarian specifying their teaching and service assignments in accordance with the Unit Workload Policy



Expectations: Process

- Collegial
- Every unit should establish a Unit Workload Policy Committee to create and maintain a Unit Workload Policy, including workload norms, standards or ranges
 - Chaired by Chair, Dean or Principal (as appropriate)
 - Faculty to have a reasonable opportunity for input into membership of Committee
 - Membership will reflect types of appointments within the unit
- Library
 - Single Workload Policy Committee across the three campuses chaired by Chief Librarian



Best Practice: Balance Between Teaching, Research and Service

- Unit workload policies should recognize the three elements of workload: teaching research/scholarship, and service
- Avoid quantitative breakdowns of teaching, research, service (e.g. 40/40/20 or 80/20)



Best Practice: Thinking About Teaching

Scope

- Teaching includes preparation for teaching and related administrative tasks
- Under the MOA, you cannot oblige a faculty member to teach in all three semesters



Best Practice: Measuring Teaching

- Workload is normally expressed in full course equivalents (FCE)
- If your unit workload is expressed in hours, units, or based on a unique point based system, it is helpful to provide a rough fce equivalent where possible or an explanatory note.
- Explanatory notes are very helpful where the context isn't straightforward
- Graduate Supervision
 - Normally acknowledged as an expectation of tenure stream faculty
 - Approaches are varied (fce equivalency to included generally in workload)



Best Practice: All Faculty Teach

Principles:

- All faculty teach
- Deans and Chairs require discretion to accommodate award holders



Best Practice: Workload Adjustments

- Section 3.2 of the WLPP encourages temporary reductions in teaching and service for pre-tenure and pre-promotion faculty
- In revising policies, units should take into consideration the workload adjustment provide by SJAC



Best Practice: Tenure Stream Workload Adjustment (PPAA)

“Appointees who have been granted a renewal of their initial contract are entitled to ***an adjustment to their workload*** assignment for one academic term in order to allow them to focus on preparing for their tenure consideration and to address any advice from the review of their initial appointment.

Normally, this term will not include assigned teaching or service; but the term may include assigned teaching, with the candidate's agreement, in order to address advice from their review.” *Amended PPAA*



Best Practice: Teaching Stream Workload Adjustment (PPAA)

“Upon reappointment, the faculty member will be offered an academic term to focus on preparing for continuing status review and to address any advice from the interim review. Normally this term will not include assigned teaching above $\frac{1}{2}$ of the normal teaching assignments or service, but with the candidate’s agreement the term may include more than $\frac{1}{2}$ of the normal teaching assignments or some assigned service, in order to reflect feedback from the interim review.” *Amended PPAA*



Best Practice: Thinking about Research / Scholarship

Guiding Principles

- The policy should not specify research output or research activities
- The WLPP (section 7.2) defines scholarship relative to the teaching stream as “*any combination of discipline-based scholarship in relation to or relevant to the field in which the faculty members teaches, the scholarship of teaching and learning, and creative /professional activities*”



Best Practice: Thinking about Research / Scholarship

For Teaching Stream: **contd.** *Language of the PPAA relative to criteria for promotion, 30, x. b)*

“Evidence of demonstrated and continuing future pedagogical/professional development may be demonstrated in a variety of ways e.g. discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches; participation at, and contributions to, academic conferences where sessions on pedagogical research and technique are prominent; teaching-related activity by the faculty member outside of his or her classroom functions and responsibilities; professional work that allows the faculty member to maintain a mastery of his or her subject area in accordance with appropriate divisional guidelines.”



Best Practice: Service

- Can state minimal levels of departmental service but cannot exclude University service or relevant external service
- Teaching stream and tenure stream faculty generally should have similar service expectations



Questions

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