

## 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 annually<sup>i</sup>. Faculty members' workload is a combination of self-directed and assigned tasks undertaken in the areas of teaching, scholarly activity<sup>ii</sup> and service to the university and the community<sup>iii</sup>.

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.<sup>iv</sup>

UBC Science is committed to the development of guidelines that provide transparency to the normal workload expectations for faculty members. This 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.

- 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<sup>v</sup>:
    - Teaching-stream faculty (Lecturer, Instructor 1, Senior Instructor, Professor of Teaching)
      - Teaching
      - 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 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.
    - Carry out committee and service assignments.
  - **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.<sup>vi</sup> 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.<sup>ii</sup>

*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*
  - *Supervising and/or co-supervising graduate students*
- 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 an active research program and graduate student supervision represent 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 Z 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.
  - **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.
    - It is expected that more senior faculty will take on greater administrative duties. In cases where 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 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 six 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:**
  - 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 Professor of Teaching.
  - It is expected that more senior faculty will take on greater administrative duties. In cases where 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.
  - Service and administrative assignments for teaching stream faculty should include professional development opportunities in educational leadership.
  - 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 criteria and process involving the head or workload committee should be outlined and made consistent across similar types of appointments.

**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.
- The type and amount of credit for educational leadership 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*).
- 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.*

**Teaching reductions**

- 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.  
*For example: Every faculty member with a full-time appointment in a professorial rank 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., Steacie Fellowship), or faculty with significant administrative appointments. Availability of funding alone is not a sufficient criterion for awarding a teaching reduction.*
- 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 (teaching 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.

**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).

**Joint  
appoint-  
ments**

- 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  
UP-  
DATES**

- Faculty members should be given the opportunity to provide input into their unit's workload policy prior to their voting and ratifying it.<sup>vii</sup>
- All units should post their written, clear and transparent guidelines ("policy") on workload approach at 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, 2012 to June 30, 2014 (CA)***

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- 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 fulfillment of his/her academic responsibilities in the areas of teaching, scholarly activity and service to the University and the community.”
- iv 13.03 Unit Workload:  
“d) The Head shall assign workload to members in accordance with the principles governing the assignment of workload, 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. 3.06); Associate Professor: “evidence... of scholarly activity beyond that expected of an Assistant Professor. ...judged on...sustained and productive scholarly activity... ” (Art. 3.07); Professor: “...contributions are considered outstanding. ...They must have... high quality in teaching and sustained and productive scholarly activity.” (Art. 3.08) (For definition of “scholarly activity” see (ii) above).
- vii 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.”

