



Workload Guidelines

Approved: August 2013

General Principles

All faculty members in the **professorial ranks** are expected to engage in scholarly activity, teaching and service to the university and community.

- **Scholarly Activity:** The Collective Agreement states that “Evidence of scholarly activity varies among the disciplines. Published work is, where appropriate, the primary evidence.” The Collective Agreement defines the scholarship of teaching as follows: “scholarly activity may be evidenced by originality or innovation, demonstrable impact in a particular field or discipline, peer reviews, dissemination in the public domain, or substantial and sustained use by others”.
- **Teaching:** Teaching is defined by the Collective Agreement as: “all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students' work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit.”
- **Service:** Service is defined by the Collective Agreement as follows: “service performed for the benefit of Departments, Faculties, Continuing Studies, or other parts of the University (including the Faculty Association), and for professional organizations and the community at large”. Instructors are tenure track or tenured faculty who are expected to engage primarily in teaching and service to the university and community.

All faculty members in the **instructor ranks** are expected to engage in teaching, curriculum development, educational leadership and service to the university and community.

- **Teaching:** Teaching is defined by the Collective Agreement as: “all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students' work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit.”
- **Educational leadership** is defined in the Guide to Reappointment/Promotion and Tenure at UBC 2012/2013 as: contributions to curriculum renewal; pedagogical



innovation; scholarly teaching within and outside the unit; applications of and contributions to the scholarship of teaching and learning that enhance department/faculty educational quality, leadership of/contributions to teaching and learning-related initiative and programs, dissemination efforts (3.4.1) including leadership taken at UBC and elsewhere to advance innovation and excellence in teaching; development of learning/instructional print and electronic material; funding obtained for advising or mentoring; TLEF grants; and other activities that support evidence-based educational excellence and impact within and beyond the University(4.4.1).

- **Service:** Service is defined by the Collective Agreement as follows: “service performed for the benefit of Departments, Faculties, Continuing Studies, or other parts of the University (including the Faculty Association), and for professional organizations and the community at large”.

UBC is committed to a policy of workload equity. At UBC Okanagan the typical distribution across scholarly activity, teaching, and service for faculty in the professorial ranks is 40:40:20 respectively. The typical workload distribution across teaching and service for faculty in the teaching ranks is 80:20 respectively.

In order to achieve equity, the distribution of workload may be changed with two conditions:

- No component of the workload can be reduced to zero
- The Head must approve the redistribution

Teaching Responsibilities:

Tenured Faculty in the Professorial Ranks: The departmental baseline for teaching is the equivalent of 2 courses each semester for tenured faculty in the professorial ranks with the exception of CRC chairs, and faculty members who have protected research time as a condition of a grant received from a funding agency, or who have funding to buy out a section of a course. The minimum teaching requirement for all tenured faculty members will not be less than the equivalent of 1 course each semester. (Note: the Faculty Association defines 1 + 1 as 20 % of a load). Faculty members will be given credit for coordinating tutorials, labs and seminars based on the formula shown below.

Tenured Faculty in the Instructor Ranks: the departmental baseline for teaching is the equivalent of 7 courses per year, which may be assigned over 3 semesters. The teaching may include a mixture of lecture and lab courses, and course credits will be calculated as per the formula for tenured faculty in the professorial ranks.

Pre-tenure Faculty in the Professorial Ranks: A new faculty member’s first year teaching assignment is negotiated during the hiring process. In years subsequent to the



initial year of employment, pre-tenure faculty teaching assignments will normally be maintained at 1:1 at least up until the first reappointment, or until tenure is achieved, if possible. An effort will be made to maintain stability in the course assignments for a reasonable period of time. However, in the promotion and tenure process, it should be noted that consideration will be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction. (SAC guidelines 3.2.3).

This policy recognizes that faculty members in Biology will need to develop courses, obtain funding to set up a lab, supervise construction or renovation of the space, deal with ordering of equipment and supplies, and supervise HQP such as graduate students, directed study and honors students, work study students and technicians and post-doctoral fellows.

Pre-tenure Faculty in the Instructor Ranks: A new instructor's teaching assignment in the first year will be negotiated in the hiring process and will normally consist of lecture and laboratory teaching. The department Head will endeavor to provide mentoring and assistance in course development in the first two years, and will also endeavor to maintain stability in the course assignments for a reasonable period of time. However, in the promotion and tenure process, it should be noted that consideration will be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction. (SAC guidelines 3.2.3).

Guidelines for Assignment of Teaching:

The Head is responsible for assigning teaching to ensure that the requirements of the unit academic programs are fulfilled within the framework of workload equity. The following are guidelines for the Head to use when assigning teaching.

The unit norm for **tenured faculty** in biology is 2 + 2 courses (~12 credits) per year where:

- **Lecture courses** are given 1.0 credit /hour of lecture. Therefore a course that has 3 hours of lecture per week would be given 3 credits.
- **Lab that is part of a course or where faculty member teaches all or part of the lab would normally be given credit as shown below:**
 1. 0.5 credits / hour the faculty member is in the lab.
 2. Very high prep labs will normally be assigned TA help.



- **Labs that involve a field component:**
 1. 0.5 credits/hour that the faculty member is in the field with the students.
 2. 0.5 credits / hour the faculty member is in the lab,.
 3. Field courses will normally be assigned TA help
- **Lab coordination credit:** In general workload is estimated as a linear function of numbers of sections, with a non-zero intercept to reflect the baseline requirement to develop lab exercises and organize materials, which is largely independent of the number of sections. $Y = mx + B$. The baseline credit (B) for lab coordination normally equals 0.5 course credits. The value of m will vary depending on the number of lab sections. If extensive re-writing of the labs is required, more credit may be assigned.
 1. For labs with up to 7 sections, $B=0.5$ and $m=0.2$ (e.g. $y= 0.2 \times 4 + 0.5 = 1.3$ or $y= 0.2 \times 7 + 0.5 = 1.9$)
 2. For labs with from 8 to 15 sections, $B = 0.5$ and $m = 0.25$ (e.g. $y= 0.25 \times 8 + 0.5 = 2.5$) ($y= 0.25 \times 15 + 0.5 = 4.25$)
 3. For any labs over 15, use $m= 0.15$ (e.g. for 20 labs: $y= 0.25 \times 15 + 0.5 = 4.25 + y = 0.15 \times 5 = 0.75$. Total = 5)
- **Tutorials:** 0.5 credits/hour (without TA help). If a TA is assigned, and the faculty member is not in the tutorial for the full time, the credit will be calculated using the formula above: prep = 0.5 credits + .15 x number of tutorials. (e.g. $0.5 + .15 \times 8 = 1.7$). If class size is very large, and both the faculty member and the TA need to be present in the tutorial, the formula will revert to 0.5 credits/hour for the faculty member.
- **Seminars:** 0.5 credits/hour (without TA's). With TA's, prep = 0.5 credits + .15 x number of seminars (e.g. $0.5 + .15 \times 8 = 1.7$). (This assumes smaller student numbers).

Factors that will be considered in assignment of teaching will include the following: (It is important to note that these factors must not result in the inability of the department to deliver the academic program/programs).

- **Scholarly activity with external funding and supervision of HQP:** An externally funded faculty member who supervises graduate students or other HQP (post-docs, technicians, research assistants etc.) would normally be given an assignment of 2 +1 (~9 credits).
- Faculty members who teach **large classes** i.e. > 60 students will be given Teaching Assistant/marker help.



- **Equivalency of Service:** there are a range of service commitments at different levels that require differing commitments of time and effort. A redistribution of workload may occur in the case of exceptional service unless the redistribution results in the inability of the Head to offer the programs in the unit.
- **Administrative Duties:** Faculty assigned administrative duties below the level of Faculty Dean will be assigned teaching equivalents based on responsibility. For example, the Department Head will have a teaching assignment of 1+ 1, and the Chair of the Graduate Studies Committee will receive a one course release.