

# Daniels Faculty of Architecture, Landscape, and Design Workload Policy and Procedures

December 22, 2015

## ***PREAMBLE***

The teaching and service loads described in this document represent levels that have been established by convention for several years at the Daniels Faculty and are similar in kind and extent to those practiced by peer programs within professionally and academically oriented schools of Architecture, Landscape Architecture, Design and Art in universities throughout Canada, and across North America. The proscribed and rigorous teaching demands of our professional curricula are stipulated in policies established by the Canadian Architectural Certification Board (CACB) and Landscape Architecture Accreditation Council (LAAC). The Daniels Faculty's teaching and time-intensive studio teaching model, and coordinated curriculum of technology, history/theory and professional practice courses must address applicable accreditation requirements, and require a highly diverse, and expert teaching faculty drawn from both academic and professional backgrounds. Given the demands of our professional, non-professional graduate, and undergraduate curricula, and the necessarily diverse nature of our faculty, in terms of background, training, and type/percentage of appointment, we are committed to a workload policy that is not only equitable and transparent, but flexible enough to allow us to meet the collective demands of our students, programs and individual faculty.

## ***1.0 GENERAL PRINCIPLES***

### **Limits of Policy**

1.1 This document only outlines policy with regard to the assignment of teaching and service workload. It does not determine the assignment of particular courses, which is the purview of the Program Directors in consultation with the Dean.

### **Workload Assignments**

1.2 The principles of workload assignment for teaching and service articulated in this policy apply across the whole Faculty.

### **Decanal Discretion & Workload Equity**

1.3 Teaching & Service assignments are assigned at the Dean's discretion, in consultation with the program directors, who will collegially ensure that the work is distributed equitably over specified time periods (1-3 years).

### **Minimum Load**

1.4 The standard teaching and service loads described in this document represent the minimum. Faculty members with higher than normal research activity are required to

maintain these minimum teaching and service loads unless the Dean in consultation with Programs Directors specifically approves other arrangements. Faculty having appointments less than full time will be assigned teaching loads and service loads in a similar manner as full-time faculty but those loads will be prorated according to their percentage of FTE appointment.

### **Faculty FCE Assignment Template**

1.5 The Faculty shall develop and maintain an internal teaching and service load template, which shall evolve with the Faculty's undergraduate and graduate curricula, clearly indicating credit assigned for teaching the Faculty's array of course types, coordination, thesis advising and major administrative assignments. This template will be reviewed annually.

### **Written Notification**

1.6 Each member will be provided with a written assignment of his/her workload duties on an annual basis, which will include basic details of teaching and service. The letter will outline the faculty member's teaching commitments (undergraduate and graduate) for the current academic year, and outline the majority of their Faculty service commitments. It is recognized, however, that not all service commitments may be established at this point in the cycle. Service activities are varied and are sometimes difficult to predict (e.g., search committees, participating in comprehensive examinations, appeals, PhD defenses).

## **2.0 TEACHING**

### **Normal Teaching Load for Tenure-Stream/Tenured Faculty and Non-Tenure-Stream CLTAs**

2.1 The normal teaching load of tenure-stream/tenured faculty and non-tenure-stream CLTAs ranges from 2.0 to 2.5 FCEs. Credit for master's and doctoral thesis advising is calculated on a per student basis, and is specific to the manner in which the thesis is administered in each of the professional programs.

### **Normal Teaching Load for Teaching-Stream Faculty**

2.2 The normal teaching load of full-time teaching stream faculty, including teaching stream CLTAs, ranges from 3.0 to 3.5 FCEs. Credit for master's thesis advising is calculated on a per student basis, and is specific to the manner in which the thesis is administered in each of the professional programs.

Teaching stream faculty may engage in professional development activities or discipline and/or pedagogically-based scholarship and creative practice, which is self-directed. Adjustments in service may be made in the case of significant discipline and/or pedagogical scholarship and creative practice by arrangement in advance with the Dean in consultation with Program Directors.

### **Teaching Load Adjustments**

2.3 Adjustments in teaching load, or additional credit assigned for new course development, or the teaching/coordination of large or complex, multi-section lecture, studio or workshop courses shall be considered in reference to the template specified in item 1.5 of General Principles, (above) and made at the discretion of the Dean, and in consultation with Program Directors.

### **Class Size**

2.4 While it is understood that class size will affect prescribed pedagogy (such as using a lecture format versus a seminar or experiential format), there can be no across-the-board equation between size of a course, the preparation work required to deliver a course, and the complexity of delivery. Course instructors are not therefore entitled to supplemental credit for teaching larger sections, except for truly large sections of 200 or more students.

### **Coordination**

2.5 For courses with multiple sections, the course coordinator will receive credit for coordination work.

### **Equitable Distribution**

2.6 Whenever possible, there shall be an equitable distribution across the Faculty of teaching required core courses and advanced courses related to a faculty member's research or area(s) of expertise. In the case of individual faculty members, an equitable distribution between core and advanced courses may need to be spread across more than one academic year (but not greater than 3 years).

To the extent possible, a faculty member's annual teaching assignment will include a balance of graduate and undergraduate teaching, and a balance of new courses and previously taught courses.

### **Course Sections with Significant Guest Speakerships**

2.7 Bringing allied academics and practicing professionals into the classroom as guest speakers is normal pedagogy in a professional Faculty. Where multiple guest speakers account for an exceptionally-high proportion of a course section's student contact time, the instructor will get credit for teaching the section, but may have credit proportionally reduced based on the extent of outside input to the section and the degree of coordination required.

### **Teaching Organization and Preparation**

2.8 Administrative tasks normally related to teaching (e.g., Studio Coordinator, setting up Blackboard, organizing guest lecturers, organizing course-specific opportunities, photocopying), and approving the hire of Teaching Assistants are included in the teaching assignment, and reflected in the FCE assigned.

### **Unassigned Teaching**

2.9 Directed reading courses (or independent study, undergraduate research supervision, etc.) are a valuable component of a faculty member's teaching duties and workload, but as unassigned, such activities do not reduce the FCE expectations of a normal teaching load.

### **Doctoral Advising**

2.10 The doctoral stream student supervision expectation for a full-time tenure stream faculty member in the upcoming PhD Program will be determined in consultation with the Dean and the Program Directors. Supervision of students will be considered under teaching for the purposes of workload load assignments will be added to the template, specified in General Principles (part 1.5), when the Program commences and amended to this policy.

### **Pre-Tenure and Pre-Continuing Status Consideration**

2.11 Pre-tenure and pre-continuing status faculty members will be provided with a reduced teaching load as per section 9 of the University Policy & Procedures on Academic Appointments.

### **Research Leave and Other Approved Leaves**

2.12 Faculty members on a full-year research leave are not expected to teach for the entire academic year. Faculty members on a 6-month leave are expected to do a half-load of teaching in the remaining half year. In cases of approved leaves (e.g., parental leave, research leave, or sick leave) the teaching load in that academic year will be pro-rated, depending on the percentage of the academic year that the member was on leave.

### **Consecutive Teaching**

2.13 Teaching occurs at University of Toronto across a sessional schedule of three terms, (but normally not at the Daniels Faculty beyond Fall and Winter terms). Faculty are only required to teach 2 terms per academic year, and cannot be required to teach in 3 consecutive terms, unless they elect to do so under special circumstances.

### **Year-to-Year Equivalency**

2.14 Faculty who elect to teach more than the prescribed load in any given year may, in consultation with the Dean and Program Director, carry over course equivalents to one subsequent year. Faculty may also elect to teach more than required in any given year on a voluntary basis in consultation with the Dean and Program directors. This will not result in any carry over course equivalents in any subsequent years.

### **Special Circumstances**

2.15 The Dean may, at his or her discretion, reduce the teaching load of a faculty member or provide other adjustments when a full-time faculty member receives a special award that requires specific protected time for research or is engaged in other, time-consuming special initiatives (e.g., curriculum renewal). Under this circumstance, a

faculty member normally may not be relieved from more than one half-course equivalency in any academic year.

### **3.0 SERVICE**

#### **Normal Service**

3.1 Service to the Faculty and the University are inherent components of academic life, and all faculty members with FTE appointments above 50% are expected to perform Faculty service. There is no dispensation from service responsibilities by the Dean. Service includes attending Faculty Council meetings, Faculty and Program meetings and participation in the committee and governance processes of the Faculty and the University. Faculty should inform the Dean and Program Directors of any University service not directed by the Faculty.

#### **Part-Time Service**

3.2 Faculty holding an appointment of 50% FTE, or less, are not required to engage in service to the Faculty.

#### **Service Distribution**

3.3 It is the responsibility of the Dean to ensure that Faculty members (a) are engaged in service at a level that will allow the department to function optimally, (b) allow each faculty member to thrive in all aspects of their work, and (c) be seen by all as a reasonable distribution of service workload amongst its members.

#### **Academic & Program Administrators**

3.4 At the discretion of the Dean, Program Directors, Associate Deans, academic coordinators or equivalent, normally receive course release for administrative duties. Allocation of release for academic administrative duties will be dependent on Program size and administrative responsibilities, and will be listed on the template specified in part 1.5 of general principles.

#### **Committee Work and Special Faculty Service Work**

3.5 Except for the position of Faculty Council Chair, committee work is a normal and basic part of collegial governance and as such there is no course release associated with such work, whether as a committee or working group member or as a chair. Course release may be provided at the Dean's discretion in certain cases where the sum of a faculty member's Fall-Winter term Daniels committee and special Faculty service work take up more than an average of one day per week.

#### **Equitable Distribution of Service**

3.6 Normally Faculty members are expected to make equitable service contributions to the Program, Faculty, University, or the profession(s). Any exceptional commitments beyond an equitable distribution are at the discretion of the faculty member and no

release from Faculty service obligations will be provided. Consideration will be given to balancing service on committees deemed to have lighter, moderate, and heavy time commitments and service on tenure and review committees and special administration and research grant assignments to benefit the department.

### **Protection of Scholarly Time**

3.7 The Dean and other faculty administrators recognize the need to protect the scholarly time of all faculty and particularly that of assistant professors prior to tenure. The Dean, and Associate Deans, in consultation with the Program Directors, may distribute a lighter service workload to junior members of the department.

## ***4.0 PROCEDURES***

4.1 In June of each year, the Dean, in consultation with Program Directors and faculty members will determine teaching and service loads for the following academic year. Throughout the year, additional, ad hoc assignments may be made at the mutual consent of both the Dean and a faculty member, in consultation with the Director of the relevant program.