

Daniels Faculty of Architecture, Landscape, and Design
Workload Policy and Procedures
December 2020

PREAMBLE

To inscribe workloads;
Fair, transparent, flexible;
A policy sprouts.

1.0 GENERAL PRINCIPLES

Limits of Policy

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

Application of the Policy

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

Decanal Discretion & Workload Equity

1.2 Teaching & Service assignments are assigned at the Dean's discretion, in consultation with the Program Directors, who will ensure that the work is distributed equitably over a three-year cycle.

Self-Directed Research

1.4 The remainder of a faculty member's working time is self-directed and may consist of research, scholarly, or relevant creative professional activity consistent with the type of appointment each faculty member holds.

Pro-Rated Workload for Part-time Faculty

1.5 Faculty having appointments less than full-time will be assigned teaching loads and service loads comparable to that of corresponding full-time faculty but those loads will be prorated according to their percentage FTE appointment.

2.0 TEACHING

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

2.1 The normal teaching load of full-time tenure stream/tenured and non-tenure stream faculty ranges from 2.0 to 2.4 FCEs, prorated to their FTE for corresponding part-time faculty

Normal Teaching Load for Teaching Stream Faculty

2.2 The normal teaching load of full-time teaching stream faculty ranges from 3.0 to 3.4 FCEs prorated to their FTE for corresponding part-time faculty.

Teaching Load Adjustments

2.3 In assigning workload, additional credit may be granted for particularly onerous teaching responsibilities such as the development of required core courses, or the teaching/coordination of multi-section lecture, studio or comprehensive field courses shall be considered in line with

Faculty norms and made at the discretion of the Dean, and in consultation with Program Directors.

Equitable Distribution

2.4 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. This may be accommodated over a three-year period.

Class Size

2.5 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 sections of 200 or more students. Supplemental credit for large sections may also depend on the degree to which there is additional personnel support (i.e. TAs and/or technicians) in line with Faculty norms.

Course Coordination

2.6 For courses with multiple sections, the course coordinator will normally receive credit for coordination work in line with Faculty norms.

Course Sections with Significant Guest Contributors

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. The Program Director in consultation with the instructor and the Associate Dean, Academic shall review each course that has a significant proportion of guest contributors to assess the extent, if any, of the credit reduction.

Co-teaching

2.8 As multidisciplinary and interdisciplinary perspectives are increasingly important to students' learning outcomes, co-teaching is a normal part of contemporary pedagogy. Faculty members who co-teach a course section (lecture, seminar, studio or other) will share the teaching credit for that course section. Normally, each co-instructor will have an equal share of the course credit, unless they mutually agree to different proportions based on their relative contributions to the course in line with Faculty norms.

Teaching Organization and Preparation

2.9 Administrative tasks normally related to teaching, coordination, online course prep, and organization are included in the teaching assignment, and reflected in the FCE assigned.

Unassigned Teaching (Independent Study and Voluntary Thesis Consultation)

2.10 Directed reading courses, 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.

New Tenure Stream and Teaching Stream Hires

2.11 Full-time faculty members appointed to a tenure stream or continuing teaching stream faculty position will receive a teaching release of 0.5 FCE in the first year of teaching.

Pre-Tenure and Pre-Continuing Status Consideration

2.12 Under the terms of the Policy and Procedures on Academic Appointments, after a successful interim or probationary review, pre-tenure and pre-continuing status faculty will be entitled to an adjustment to their workload assignment for one academic term in order to allow them to focus on preparing for their tenure or continuing status consideration and to address any advice from the review of their initial appointment.

For tenure stream faculty: "Appointees who have been granted a renewal of their initial contract are entitled to request 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." (PPAA, 2015, Part II, 9)

For teaching stream faculty: "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 ½ of the normal teaching assignments or service, but with the candidate's agreement the term may include more than ½ of the normal teaching assignments or some assigned service, in order to reflect feedback from the interim review." (Amended PPAA)

Research Leave and Other Approved Leaves

2.13 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 University-approved leaves (e.g. parental leave, research leave, or sick leave) that do not fully coincide with the academic year, 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

2.14 Teaching occurs at University of Toronto across a sessional schedule of three terms (but typically the Fall and Winter terms). To protect faculty members' time for research and creative work, faculty are only required to teach two terms per academic year, and cannot be required to teach in three consecutive terms, unless they agree or elect to do so in discussion with the Program Director and/or Dean.

Overload Teaching

2.15 Faculty who elect to teach more than their stream's maximum prescribed load in any given year may, in consultation with the Dean and Program Director, carry over FCEs to one subsequent year.

Additional Consideration

2.16 Only undergraduate courses with an enrolment of at least 12 students and graduate courses (excluding thesis or doctoral advising) with at least 5 students will be included in a faculty member's teaching workload calculation. Certain types of courses (small courses related to one's own research) will normally be considered part of a faculty member's research load rather than teaching load.

Special Circumstances

2.17 The Dean may, at their discretion, reduce the teaching load of a faculty member or provide other adjustments (such as dedicated teaching assistant hours) when a full-time faculty member receives a special award (e.g., Canada Research Chair or Industrial Research Chair) 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 course 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 full-time and part-time faculty members are required 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 members should inform the Dean and Program Directors of any University service not directed by the Faculty (such as election to the Academic Board, Governing Council, UTFa, etc).

Equitable Service Distribution

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

Committee Work

3.3 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. Faculty who feel their commitments to such tasks call for more of their effort than is normal for extended periods of time can discuss with the Dean the extent, if any, to which their normal teaching workload should be reduced to compensate for such demands. Such a reduction would be at the Dean's discretion.

Special Faculty Service Work

3.4 The Dean may occasionally call on faculty members to conduct special projects and other *ad hoc* service assignments. If this special service work represents a significant commitment of the faculty member's time, then the Dean shall have discretion to provide appropriate teaching release to offset this new commitment.

Protection of Scholarly Time

3.5 The Dean and other faculty administrators recognize the need to protect the scholarly time of all faculty and particularly that of pre-tenure/pre-continuing status faculty. To the extent possible in a small Faculty, the Dean, and Associate Deans, in consultation with the Program Directors, shall distribute a lighter service workload to pre-tenure/pre-continuing status faculty.

4.0 PROCEDURES

Written Notification of Workload Duties (Annual Teaching & Service Assignment Memo)

4.1 The Annual Teaching & Service Assignment Memo will normally be issued by the Dean (or designated Associate Dean) to each faculty member in the spring of each year and will include basic details of teaching and service. The annual teaching & service assignment memo will outline the faculty member's teaching commitments (undergraduate and graduate)

for the upcoming academic year, and outline the majority of their service commitments. It is recognized, however, that not all service commitments may be established at this point in the cycle. 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. Service activities are varied and are sometimes difficult to predict (e.g., search committees, T&P committees, working groups and *ad hoc* committees).

Dispute Resolution

4.2 A faculty member who has a complaint with their annual teaching and service assignments shall at first seek to have the matter resolved with the Associate Dean, Academic. If no resolution is forthcoming, then the process outlined in the *University of Toronto Workload Policy and Procedures For Faculty and Librarians* ("WLPP"), 10.0: Dispute Resolution shall apply.

Tri-Annual Review of the Workload Policy

4.3 Per University policy, the Faculty's Workload Policy will normally be reviewed every three years by a Faculty Workload Policy Review Committee struck for that purpose and chaired by the Dean. The draft updated Faculty Workload Policy will be posted on the Faculty web site where it can readily be viewed by all faculty members, and will also be discussed at a faculty town hall/core faculty meeting. Any faculty member can suggest revisions of the policy to the Committee. All revisions must be consistent with and supportive of both the Memorandum of Agreement between The Governing Council of the University of Toronto, The University of Toronto Faculty Association, and the University of Toronto Workload Policy. When the Committee has considered collegial feedback and made revisions that it deems advisable, the draft workload policy will be transmitted by the Dean to the Provost for review and approval.