

UTFA Proposals on Workload for Faculty and Librarians

Without Prejudice.

Tuesday, May 19th, 2009

Preamble

In general, UTFA seeks agreement that workload, along with other non-monetary issues identified in negotiations, will be added to the list of items subject to ongoing negotiation, mediation and arbitration as per what is now covered under Article 6 of the MoA. Moreover, it is to be understood that the general intent of these measures is to reduce excessive workloads and enhance equity and good governance. It is not consistent with the spirit of these proposals to apply them in a punitive manner or in a manner that reflects an intent to increase workload for any specific individual members or groups of individuals.

We seek agreement on the following workload related provisions in the current round of negotiations.

1. Faculty and Librarian Workload Assignment Principles

a) Workload for faculty (including teaching stream faculty), and librarians shall be assigned in a *fair, reasonable, timely, and equitable* manner, to be guided by principles of *transparency, good governance, comprehensiveness, flexibility, enforceability* and *proportionality*.

Fair. In this context, fairness includes the obligation to assign workload in a manner consistent with a climate of professional support and mentorship, with due consideration for the abilities of members, and in a manner that is not punitive or detrimental to individual members or groups of members.

Reasonable. Reasonableness in this context includes the obligation to assign workload in a reasonable manner and in light of due consideration of the full range of activities undertaken by the member, as well as the expectations, capabilities, and aptitudes of that member.

Equitable. Equity in this context includes the obligation to ensure equitable workload assignment, primarily within units, including those units wholly or partially split across more than one campus.

Transparent. Transparency in this context includes the obligation to ensure that decisions with regard to workload assignment are made in a manner that is known to members within a unit, and also, that workload assignments for individual members will be made in explicit relation to workload assignments for other members of the same unit in a manner that allows members to compare aspects of their own workloads to their peers.

Good Governance. In this context, good governance includes an obligation to ensure that the propagation and administration of workload norms and the production of workload related metrics within units shall be subject to meaningful and ongoing input and participation by members of the units; that members have regular opportunities to review and revise workload assignments; and generally that workload assignment respects academic freedom and a reasonable degree of professional autonomy, and is not simply imposed by unit chairs, heads, coordinators, or more senior members of the administration.

Comprehensive. In this context, comprehensiveness includes an obligation to ensure that workload assignment and the enforcement of workload provisions will be based on assessments of all duties and activities by members of a unit that fall reasonably within the scope of activities and expectations appropriate to the member's appointment, including any employer approved participation of the unit's members in programs outside the unit.

Flexibility. Flexibility in this context includes an obligation to ensure that propagation, administration and enforcement of workload norms will reflect the diversity of responsibilities and activities of members as well as meaningful input from those members.

Enforceability. In this context, enforceability includes an obligation to ensure that the standards and processes for determining and monitoring workload metrics and norms can be enforced, and that there is a remedy for individuals or groups who believes that their workload has not been assigned in accordance with the principles and applicable norms.

Proportionality. In this context, proportionality includes an obligation to ensure that workload assignment for individual members will correspond in proportion to the appointments and professional expectations of members.

- b) Workload shall be assigned equitably within each unit, consistent with each member's appointment, and including all teaching, research/scholarly/creative/professional activities and service to university
- c) The "normal workload" of a Unit shall be defined by current practices, or as may hereafter be agreed to by the parties.
- d) The Employer shall use all available means to provide an infrastructure, both human and material, to support and enhance teaching and research activities. In fulfilling this responsibility, the Administration will give serious consideration to all reasonable recommendations from Unit Workload Committees respecting such matters.
- e) The parties recognize that class sizes are a pedagogical concern, and are normally determined by collegial decisions in conformity with established practices.

2. Unit Workload Committees

In pursuit of these aims, and consistent with the principle of good governance, UTFA seeks agreement that Unit Workload Committees shall be established primarily for the purposes of propagating workload norms appropriate to particular units. In this context, *unit* shall mean Department, Division, School or College, as applicable, or, in the case of Faculties without a Department or School structure, Faculty or Library.

A Unit Workload Committee of representative members shall be created in each unit. Establishment of the committee shall be a collegial process that provides opportunity for all members of the unit to have meaningful and substantive input regarding which members shall serve on the committee. The committee shall be broadly representative of all members in the unit. A thorough review of workloads within each unit shall be conducted by this committee. Subsequently, by October 1st of each year, the committee shall propagate "Normal Workloads" for members of the unit, taking into account workload guidelines, if any, broadly established between the Association and Employer for the tenure stream, the teaching stream, and the librarian stream (any such guidelines to be consistent with workload assignment principles).

Norms for each unit shall be signed by the Dean of the respective unit and communicated to all members of the unit and to the Association. By November 15 of each year, if the Dean does not agree that the proposed Normal Workload permits the Unit to fulfil its obligations, the proposal shall be returned to the Unit Workload Committee along with written reasons for the Dean's disagreement. The Committee shall review the proposed Normal Workload and submit the same or a revised version to the members of the Unit for ratification by a majority ballot of the members of the unit.

"Normal workload" standard shall subsequently be communicated to all members of the unit to which they apply.

The principle of pro-ration shall apply where members are appointed to more than one unit. A common meeting involving the member and all chairs, heads, directors, or other senior administrators of the units to which a member is cross-appointed shall take place before September 1st of each year, at the written request of the member, in order to discuss workload and professional expectations and to resolve any conflicts in such expectations between units. A written record of this meeting shall be created and signed by the member and by the respective unit chairs or heads. Any remaining conflicts pertaining to differing unit norms for cross-appointed members shall be resolved subject to existing and negotiated grievance procedures.

3. Establishing Individual Workloads

The Dean or Dean's designate shall assign workload to individuals in accordance with the general workload assignment principles outlined above, the "normal workload" of the unit, and relevant factors relating to the individual. These factors shall include the relationship of teaching duties to the member's area of research and teaching expertise, the number of separate courses taught, the level (introductory, upper year, graduate) of each course, the total number of students in the course (or section in multi-section courses), the availability of assistants, the location of the course or field supervision, whether the course is new or requires substantial revision, the nature of the subject and the teaching and evaluation methods including modes of delivery, requirements for supervision of/advising of/additional contact with undergraduate and graduate students, work with graduate students, and any circumstances originating in the individual's research and teaching that warrant special consideration in the establishment of individual workloads.

Individuals shall have the right to a written appeal to and to appear before the Normal Workload Committee in their Unit with any concerns related to their workload. The chair, head, director, or other senior administrator in the appropriate unit shall record the outcome of this meeting and communicate it to the member.

A member will not normally be required to teach more than four (4) days in any week. A member will not normally be required to teach over a period of time spanning more than eight (8) hours in any one (1) day. A member will not normally be required to teach within eleven (11) hours following the end of his/her scheduled teaching on one (1) day and the beginning of his/her scheduled teaching on the following day. A member shall not normally be required to teach or be physically present on more than one campus of the university in the same day. It is understood that a member may voluntarily agree to teach other than as set out above but that such a decision shall be free of coercion or undue influence by others in positions of authority vis-à-vis the member in question.

Individual workloads shall be communicated annually to all unit members in accordance with principles of transparency and timeliness.

Only teaching and service responsibilities may be assigned to a faculty member. While time can be allocated for research, specific research areas shall not be assigned.

In exceptional cases, the Dean or designate may increase or reduce the teaching load or service commitments of an individual faculty member in the light of the individual's research/scholarly/creative and service contributions. Any increase in the teaching load or service commitments of an individual shall be based on the individual's research/scholarly/creative and service contributions as assessed by the academic unit in question, or by procedures agreed to by the academic unit in question.

The reasons for any variations in the normal teaching or service load, and the exceptional circumstances therefore, shall be communicated in writing to the faculty member so affected, with a copy to the Association, and the decision shall be subject to the grievance and arbitration procedures established by this Agreement, for the purpose of determining whether such a variation was justified.

Establishing the Teaching Component of Normal Workload

In the course of formulating the Normal Workload of Members, the Unit Workload Committee shall identify the teaching component of the Normal Workload. The teaching component of Normal Workload is recognized to constitute a comprehensive mix of all teaching related activities, including course direction (including duties corresponding to mode of delivery), tutorial or laboratory direction or advising or their equivalents, supervision of dissertations, theses, senior essays or their equivalents and directed reading courses.

The number of full courses or full course equivalents (FCEs) constituting the teaching component of Normal Workload shall be defined by current practices unless otherwise determined by the Unit Workload Committee. In calculating full course equivalents, the elements below shall be considered:

- (a) Class size;
- (b) The expected total number of students in all of a member's courses;
- (c) Course coordination and program direction;
- (d) The mix of course levels (introductory, upper year, graduate, etc.);
- (e) The nature of the course (e.g., team-taught, inclusion of writing intensive or critical skills components, first-year seminars, Foundations courses, etc.);
- (f) Mode of delivery;
- (g) Contact hours, including in-class and outside of formal scheduled class time;
- (h) Advising duties or equivalent;
- (i) Tutorial, lab, or studio direction or equivalent;
- (j) Supervision of tutors, markers/graders or equivalent;

- (k) Availability of markers or laboratory assistants or teaching assistants;
- (l) Marking/grading responsibilities or their equivalent;
- (m) Course preparation, including extraordinary course preparation such as new courses, “short notice”, preparation of courses delivered by alternate modes, and for courses which are cancelled;
- (n) Supervision of seniors’ essays or their equivalent;
- (o) Directed reading courses and independent studies courses or their equivalent;
- (p) Guest lecturing or its equivalent;
- (q) Graduate supervision, including but not limited to supervision of dissertations, theses or equivalent, and including membership on graduate supervision committees in capacities other than primary supervision.

With regard to enrolment, student:faculty ratios have increased substantially in recent years without proportional increases in teaching support (in the form of TAs). No clear mechanism is now in place to determine fair levels of teaching support. Unit Workload Committees shall establish fair and equitable guidelines for TA support levels. Faculty may refuse to teach courses for which adequate TA support is not provided.

Establishing the Service Component of Normal Workload

Each member shall be entitled and expected to accept an equitable share of administrative responsibilities by participation in the work of the University through membership on, for example, Department, Faculty, and University committees. Members are encouraged to participate in the work of learned societies, academic and professional associations, funding agencies and programs, editorial boards, and academic and professional journals, to serve as external readers of theses or dissertations from other universities, and to take an active role in the community.

The service component of normal workload is recognized as including contributions to the governance of the University and collegial academic and administrative activities. Service to the University is an important part of a member’s professional obligations and responsibilities.

Service includes, but is not limited to, the factors listed below:

- participation on Committees created by the Office of the President, the Office of the Provost, and/or by Governing Council;
- participation on Faculty, School, Library or Departmental Councils and their subcommittees;
- participation in UTFA and its committees
- participation in joint UTFA/Administration committees and activities;
- participation in the Colleges and their various committees;

- participation in such units as the Writing Centres and in activities designed to support teaching and learning;
- holding of academic administrative positions;
- participation in unit level academic and administrative committees
- University Advisory Committees, Task Forces and the like;
- service to organizations outside the University which is of an administrative nature, and not part of a member's research program, including serving on review committees for awards, grants, and scholarships;
- University related development activities.

Service may include both service of a routine administrative nature, as well as service which contributes to the academic goals and governance of a member's unit and/or faculty, UTFA, and the University as a whole. Consideration of service may distinguish between membership on and leadership of the various activities and committees. The time horizon used in considering service may exceed one (1) academic year.

4. Guidelines Specifically Applicable to Teaching Stream

For the Teaching Stream, the following definitions apply:

Scholarship refers to a any combination of discipline-based scholarship (including research), the scholarship of teaching and learning, and creative/professional activities. Teaching stream faculty engaged in any one of these areas are engaged in scholarship.

Teaching load refers to the elements for measuring FCEs in the Workload Principles document referred to above.

Workload shall be interpreted comprehensively, consistent with the principles articulated above, and specifically for the teaching stream, shall refer to teaching load, scholarship, and service activities

Specific measures

1. In general, teaching loads are too heavy and do not allow time for service and/or scholarship. Teaching loads of 3.5 and 4 FCEs per year are considered "normal" by some unit heads but are seen as unmanageable by faculty. Depending on how a "course" or "teaching" is defined, and depending on the faculty member's other duties, even teaching loads of 3.0 FCEs per year are proving too heavy. Calculation of teaching loads is unsystematic and problematic. For example, courses that run three hours per week are, in some cases, not differentiated in terms of workload from courses that run two hours per week. Lab instruction is time-consuming, but is often not assigned enough credit in terms of teaching load. UTFA seeks agreement that the teaching load of a teaching stream faculty member, when all teaching-related work is counted, should not exceed either a) the total of

50% more than the normal teaching load of his/her tenure stream colleagues or b) 3.0 FCEs (except where the faculty member has agreed to a temporary overload for which compensation is paid).

2. The “80/20” PTR formula, although it appears in no policy or guideline, has been adopted by unit heads and has been used to assign punitive teaching loads. The University should make explicit a formula that reflects more clearly the scholarship component that is implied in all teaching stream appointments. This formula would normally be articulated as follows: no more than 60% teaching; no less than 20% scholarship; 20% service. This formula should be flexible, however, and, at the beginning of each academic year, teaching stream faculty should be permitted to choose a variation on the formula annually in consultation with the unit head.
3. Teaching stream faculty are often asked to teach in all three terms, in violation of the Memorandum of Agreement, Article 8. Often, teaching stream faculty feel that they must volunteer to teach in a third term in order to spread out a too-heavy course load. Faculty report being so busy with teaching and administrative duties that they cannot take the annual one-month vacation. Three-term teaching that is mandatory or that is the result of excessive teaching loads violates Article 8 and should be stopped immediately, wherever it is occurring. Unit heads should be alerted to the vacation issue and should ensure that work is organized and distributed to allow all faculty to take vacation.
4. Workload expectations indicated in appointments letters are arbitrarily increased by chairs and deans. Faculty feel that they have little recourse, especially if they are lecturers (not yet senior lecturers). Chairs, principals, and deans should be reminded regularly that appointments letters are contractual agreements and may not be violated.
5. Many recent hires have been given higher teaching loads than their colleagues. The appointment letter of a new hire should reflect loads that are equitable with those established in the teaching stream in the unit. The practice of giving new hires heavier loads violates Article 8. Temporary reductions in teaching loads for pre-promotion faculty are encouraged and should be based on equitable loads. See # 6 below.
6. No policy is in place to reduce teaching loads and service for pre-promotion faculty. Academic culture within a unit often plays a role in determining workload. Service, for example, is routinely reduced substantially for pre-tenure faculty but not for pre-promotion faculty in the teaching stream. Teaching stream faculty are increasingly carrying the burden of service. The research culture in the tenure stream strives to “protect” research time. No analogous “protection” is provided teaching stream faculty who should, according to the PPAA and rigorous promotion guidelines, be engaging in scholarship. A reasonable teaching load and service reduction for pre-promotion faculty should be implemented, one that is applied fairly and consistently for each faculty member who is at the rank of lecturer in a continuing position.
7. Tenure stream faculty have had course loads reduced in recent years, but in some cases no analogous reductions have been implemented for the teaching stream. Any reduction in teaching load in the tenure stream within a unit should be accompanied by an analogous reduction in the teaching stream.

8. Administrative tasks are arbitrarily increased, with no accompanying reduction in teaching load. Teaching and coordinating large sections carry a heavy administrative burden. Coordinating TAs often falls to teaching stream faculty, who are rarely accorded enough teaching release for this kind of duty. Any increase in administrative tasks should be accompanied by teaching release.
9. Teaching release is more generous for professorial faculty who take on administrative positions than it is for teaching stream faculty who take on the same or similar positions (e.g., program coordinator/director or associate chair positions). Faculty in both streams who take on administrative positions should receive analogous compensation and analogous teaching release in terms of percentage of teaching load.
10. In some units, teaching stream faculty must wait for professorial faculty to select courses and schedules each year. These teaching stream faculty feel that they are left with the least desirable courses and the worst teaching schedules. Because they have no control over course selection, teaching stream faculty cannot properly develop areas of teaching expertise. In some units, tenure stream faculty are assigned upper-level courses that tend to have lower enrolments, leaving high-enrolment first and second-year courses to the teaching stream. As permanent members of the university, teaching stream faculty should teach at all levels, and students at all levels should benefit from their teaching skills. The workload committee in each unit, in consultation with the chair, principal, or dean, should create a means by which the unit head may assign courses, perhaps on a rotating basis, that allows the teaching stream access to all courses which they are qualified to teach.

5. Guidelines Specifically Applicable to Librarians

Librarians are reporting problems with heavier and heavier workloads and with related governance problems concerning workload management and workload assignment. Concerns voiced include:

- Negative impacts of increasing workload on quality in the libraries.
- Increasing focus on daily library operations leading to the detriment of scholarship and service. This creates a tension between librarians' daily duties, and expectations and recognition in other areas.
- Decreasing opportunities for participation in library governance and administration.
- Erosion of academic freedom with regard to individual librarians and groups of librarians.
- Concerns regarding a lack of meaningful and collegial input from librarians concerning work and work assignment. These problems are inconsistent with a collegial workplace and impinge on the professionalism and academic freedom which librarians should expect in their workplace

This section is underpinned by the principles of academic freedom for librarians, and also UTFA's workload principles (above), including reasonable provisions to assure professional autonomy.

This proposal presumes that any librarian with a currently more favourable arrangement will be grandfathered; no librarian should be adversely affected by the implementation of any of these proposals.

Article 5.3 of the MoA states:

“A librarian’s professional obligations and responsibilities shall encompass (i) the development of his or her professional knowledge and performance, (ii) contributions to scholarship, (iii) service to the University. While the patterns of these duties may vary from individual to individual, they constitute the librarian’s principal obligation during the employment year.”

Hence, the duties of a professional librarian member with permanent status shall be a combination of

- (1) professional practice for the Library;
- (2) scholarly contributions, including academic, professional, pedagogical and/or creative activities, and;
- (3) service, which should be broadly understood to include service to the University, the profession and the community.

The proportionate distribution of time among these activities shall be:

- i. a minimum of 60 % to a maximum of 80% professional practice;
- ii. a minimum of 10% to a maximum of 20% scholarly contributions; and
- iii. a minimum of 10% to a maximum of 20% service

Appointed librarians will, in consultation with the appropriate unit head or senior administrator, determine duty distribution for the upcoming academic year annually at the performance review.

A librarian’s request for a specific distribution shall not unreasonably be denied.

A normal work week for librarians shall not normally exceed 37.5 hours.

The workload for librarians shall be established with due regard for their research and scholarly responsibilities. Release time shall be made available, within the scheduling of the normal work week, so that librarians may pursue research and scholarly work. The librarian desiring release time shall notify his/her supervisor to the Head Librarian. Such requests shall not be unduly denied.

Newly hired librarians with permanent status shall determine their workload distribution prior to the start of their contract.

When previously unforeseen circumstances warrant, professional librarian members may request an in-year adjustment to their selected workload distribution pattern. Such an adjustment will not be unreasonably denied.

The workload distribution chosen will be taken into account during performance review.

Unit workloads shall include considerations of equity amongst librarians with comparable duties in other units.

6. Additional Guidelines Specifically Applicable to Tenure or Professorial Stream

The parties agree to develop such provisions in this and subsequent rounds of negotiations. Particular concerns in the stream originate in the proliferation of service and administrative work, some of it tied to teaching and graduate supervision, some if it tied to dwindling levels of staff support. Other concerns originate in the need to protect (as opposed to limiting) research time to ensure adequate volume of time for research, but also an adequate distribution of research time over the course of an academic year.