

York University  
Faculty of Arts  
Department of English  
Memorandum

From: Kim Ian Michasiw, Chair  
To: Bernie Lightman, Administration Co-Chair, JCOAA  
Penni Stewart, YUFA CO-Chair, JCOAA  
Re: Faculty Workload  
Date: 10 August 2000

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The shortest answer to the question of calculating "normal teaching load" in the Department of English (Arts) is that nothing has been counted except the teaching of full-course equivalents. Arts English is also anomalous in that the normal workload is 3 full-course equivalents. In 1999-2000 the Department passed a motion reducing the "normal teaching load" of pre-tenure members to 2.5 courses.

Without entering into a long historical essay attempting to explain how this circumstance came into being, allow it to be said that Arts English has a much higher than average percentage of YUFA members who are not appointed to the graduate programme (or, more precisely, were once appointed but have at one point of another been discarded). This group has been active and influential and has made any attempts to include graduate supervisions, for instance, as a portion of workload more or less impossible. The semi-official position of the Department has been, for a number of years, that, as graduate courses are smaller than undergraduate classes, those privileged to teach such courses are receiving a form of workload relief which compensates for other forms of labour in the graduate programme.

Over the past decade there have been several attempts to move to a more inclusive method of calculating workload. The first of these fizzled inconclusively in 1992; the second foundered on the questions of scholarship and extra-academic responsibilities in 1997. A spate of recent appointments and the encroachment of a large number of retirements have, however, realigned the Department. By the end of the 00-01 academic session 27.16 of our 35.16 active FTEs will be appointed to the Graduate Programme in English. This transformation, together with the new language regarding workload in the YUFA Collective Agreement, gives us hope for a more productive outcome to our current project. We are currently engaged in an exhaustive survey of various forms of academic labours undertaken by faculty members. This research will result in the creation of a workload database which, we hope, will permit a fully informed collegial reopening of these issues.

In the absence of a formal policy beyond the blanket statement that all full-time faculty will teach 3 full-course equivalents, there has evolved a relatively coherent, but perhaps not always equitably administered, attempt to apportion additional course releases to those carrying exceptional burdens whether in the graduate programme or in Service to one level or another of the University community. Because of the inequality of supervisory loads in the Grad Programme in English, it has not been difficult to identify 7 or 8 members of Arts English who do vastly more than their nearest competitor colleagues. Allowing these colleagues an additional .5 FCE release when the budget allows is increasingly the norm.

As noted, we are trying to develop a workload database that will effectually factor in all of those elements that make up workload. Not wishing to overburden this memo, I will send these under separate cover, \in case they might be of use.

I hope that the foregoing serves to answer the questions posed to departments by the JCOAA and I apologize for the long delay in responding. Should further information be required, please do not hesitate to ask.

Kim Ian Michasiw  
Associate Professor & Chair

## Workload Policies in Arts/Economics

prepared by : S. Bucovetsky, chair, Arts/Economics  
for JCOAA (as per 18.08.1 of the YUFA collective agreement)  
April 25 2000

There are two main rules governing the teaching load of full-time faculty members in the Department of Economics, Faculty of Arts. These rules have been in place for over a decade, and were approved by the department members, and by the Dean of Arts, in the late 1980's.

The first main rule is that the normal teaching load is 2.5 courses per year. The second main rule is that the normal teaching load is reduced to 2 courses per year for faculty members on "research release".

Research release is granted to faculty members who are actively involved in research. Individual faculty members must apply to the chair to get this release, demonstrating the nature of their ongoing research agenda. Moreover, research release requires more than just a record of research achievement. It requires participation in the research activities of the department. Faculty members on research release are expected to attend, and help organize, the various seminar series in the department. They also are expected to present their own work in departmental seminars, at least once every two years. Faculty members on research release are not allowed to teach extra courses on overload ; the release is meant to provide more time for professional contribution, not extra cash.

In 1999-2000, of the 24 faculty members who were on campus (that is, not on sabbatical or on unpaid leave for the year), 15 were on research release.

Enrolments in courses vary greatly, from fewer than 10 in some graduate courses, to over 500 in some sections of first-year undergraduate principles. However, all courses count equally. Prior to 1995, instructors in the largest first-year sections received a "large-course" credit. However, the department voted to abolish this credit. The rationales for treating all courses the same are that smaller, more advanced courses, do take more preparation, and more attention per student, and that the assignment of marker/graders adjusts for many of the differences in class size. The general principles for assignment of marker/grader hours within the department are that sections of 50 or more get marker/grader support, and that courses get (approximately) 130 hours per term of marker/grader support per 100 students.

No courses in AS/ECON or in GS/ECON have tutorials. The only teaching assistants we hire are markers/graders, whose duties are usually restricted to marking and holding office hours. All courses in AS/ECON and GS/ECON have 3 (50-minutes) lecture hours per week, all conducted by the course director.

Faculty on research release are also expected to take an active role in the graduate programme in economics. In 1999-2000, 25 of 33 faculty members of Arts/Economics were also members of the graduate faculty. (There are also GS/ECON faculty members from Atkinson's School of Applied Economics, from Schulich, and from the Department of Mathematics and Statistics.) Setting and grading comprehensive examinations is considered part of the normal workload of graduate faculty members. These comprehensive examinations comprise "core" exams in microeconomics and macroeconomics, given twice each year, and "field" examinations, in areas of specialization such as money and banking, or resource and environmental economics, given up to twice each year.

Thesis supervision, membership on thesis committees, and participation in thesis examinations are also considered to be part of the normal workload of graduate faculty members. In 1992, the graduate

department voted that some credit be given against teaching for thesis supervision. However, no-one has claimed any credit yet under this provision.

Advising students during the March course selection period is also considered part of the normal workload of department members. Typically, faculty members are assigned one 3-hour period in March to meet with students during this period. Further advising of students on their programmes of study is considered the duty of the Undergraduate Director, and of the Undergraduate Assistant (who is a YUSA member).

There are some deviations from the two main rules mentioned at the start of this memorandum. The chair, the Undergraduate Director, and the Graduate Director (if she or he happens to be from Arts/Economics) are given course releases for their administrative duties. So, as everywhere in the university, are faculty members who hold outside administrative appointments, such as college masters or members of the YUFA executive. Finally, in some cases, incoming faculty members have negotiated temporary reductions in their initial teaching load. The practice seems fairly commonplace in the discipline of reducing the teaching load of newly-hired faculty to 1 or 1.5 courses in the first year of the appointment. In several cases the Dean and the Academic Vice-President have agreed to such an adhoc reduction for new faculty, in order to match a credible competing offer from another university, which involves such a reduction.

The accompanying table lists the teaching load of all (YUFA) faculty members in Arts/Economics in the academic year 1999-2000, along with the enrolment figures for those courses, a brief explanation of any deviations from the normal teaching load, and a listing of any particularly time-consuming departmental duties. A little more detail on this table is provided by some notes.

*DEPARTMENT OF ANTHROPOLOGY*

*MEMORANDUM*

**TO:** Bernie Lightman  
**FROM:** Kenneth Little, Chair, Anthropology  
**RE:** Normal Workload Determination  
**DATE:** October 11, 2000

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Here is the way we determine normal workload in the Department of Anthropology for Full Time Faculty.

All faculty members teach 2.5 courses per year. All faculty members are expected to take on graduate supervision and committee work.


Faculty members are responsible for course creation, direction, marking and grading (except in the case of tutored courses) and co-ordination.

Faculty do not tutor for their own courses. All tutoring is the responsibility of CUPE Unit 1, members. Faculty members are responsible for supervising the work of their tutors. Directed reading courses are considered optional for faculty.

Depending on other responsibilities, fit of student interests, and other factors, a faculty member may choose whether or not to consider a reading course with one or more undergraduate or graduate students. Most faculty members accept directed reading students.

**MEMORANDUM**  
**Department of Languages, Literatures and Linguistics**

**TO:** JCOAA

**FROM:** Nick Elson   
Chair

**RE:** Departmental Workload: DLLL

**DATE:** August 27, 2000

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The Department of Languages, Literatures and Linguistics is a multi-section department consisting of the following sections:

Chinese  
Classics  
English as a Second Language  
German  
Hebrew  
Italian  
Japanese  
Linguistics  
Russian  
Spanish

**Normal Loads**

There are 45 full-time faculty associated with the Department. Some of these have part of their appointments in the Division of Humanities, Women's Studies, or Atkinson College. The normal full load in the department is three full courses. Although there are variations in the hours-per-week of courses in the department, ranging from four to three hours, we count a load in terms of courses, not hours.

For Alternate Stream members in the Department, for whom teaching is the primary responsibility, a full load is also considered to be three full courses. In some cases this means that in certain years, individual members will be teaching more or fewer hours per week, depending on the particular courses that make up their load for that year.

In Linguistics, in recognition of the size of classes, the full-course load is counted as 2.5 courses per week.

No modification in course load takes place because of membership on departmental committees. For faculty teaching in the MA in Theoretical and Applied Linguistics

programme, no recognition is currently given for MRP or thesis supervision, even in cases where an individual may have as many of four such supervisions underway at one time.

### **Class Size**

In language courses, maximum class size is considered to be 30. Pedagogically, for a language course, this is generally considered to be extraordinarily high. The literature generally supports a language class size of 15 to 20 for optimum learning conditions. In other courses, class sizes are governed by the collective agreement and student demand.

### **Unpaid Overload**

Individual reading courses, when agreed to by an instructor, are done on un-paid overload. Occasionally, although rarely, an instructor will take on a very small course on unpaid overload, in order to meet specific student demand.

### **Section Coordinators**

Administratively, each of the sections has a Coordinator, who is elected by the section and approved by the Chair. Section Coordinators are given stipends for the position. The regular Section Coordinator stipend is \$852.00. The stipend for the Italian Section, because of its size, is \$1704.00 plus a ½ course load reduction.

### **Directors of Undergraduate Programmes**

There are two Directors of Undergraduate Programmes, one for Languages and Literatures, and one for Linguistics. Each receives a stipend and a one full-course load reduction. The Languages and Literatures DUP receives \$3,124.00 and a full course load reduction. The Linguistics DUP receives \$2,272.00 and one full-course load reduction.

### **Chair**

The Chair receives a two full-course course load reduction, and a stipend of \$3,408.00

### **Class Size/Tutorial Supervision**

There is some modest accommodation for class size built into workload assessment. In Japanese, because there are around 200 students and only one full-time instructor, one lecture and a three hour group counts as 1.25 courses. In Linguistics, if an instructor does all the lectures in a course, that counts as one full course, without having to do a tutorial. Hence, in designated courses, responsibility for two hours of lectures plus supervision of tutorial leaders equals one full-course (or half-course in the case of 3.0 courses). Some instructors are involved with Foundations Courses, which are counted according to the established formula.

re: workload report

Subject: re: workload report

Date: Thu, 31 May 2001 10:17:21 -0400 ()

From: Madelyn Dick <dickmb@YorkU.CA>

To: bmiller@yorku.ca

CC: sandra.armogan-geness <Sandra.Armogan-Geness@mail.atkinson.yorku.ca>

Dear Mr. Miller,

This is the workload report for the School of Arts and Letters, The Atkinson Faculty of Liberal and Professional Studies. The School of Arts and Letters contains the disciplines of English, Fine Arts, History and Humanities and the programs of Canadian Studies, Classical Studies, Religious Studies and Woman Studies as well as the Atkinson Writing Program.

We have 33 faculty members as of May 31, 2001. Of these 24 are appointed full-time to the School with a workload of 2.5 courses. We also have 5 faculty members appointed at 2/3 of their workload (part of 2.5 courses) and 4 faculty members at 1/3 of their workload (part of 2.5 courses).

I hope that this report is what is required under the Collective Agreement.

Regards,

Madelyn Dick, Chair  
School of Arts and Letters



Division of Social Science  
Office of the Chair



FACULTY OF ARTS

4700 KEELE STREET • TORONTO • ONTARIO • CANADA • M3J 1P3

16 August 2000

Bernie Lightman  
Penni Stewart  
Co-Chairs  
JCOAA

Hi Bernie and Penni

Please find attached the statement of the Division of Social Science's statement of existing workload policy as approved at a Division Council meeting on 10 April 2000. I apologize for the delay in getting this to you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Craig".

Craig Heron  
Chair

**DIVISION OF SOCIAL SCIENCE  
Teaching Workload Policy  
for Full-Time Faculty Members**

(Adopted 10 April 2000)

In addition to contributions to scholarship in their fields and service inside and outside the university, the following are the expectations of full-time faculty's teaching workload in the Division of Social Science.

**1. UNDERGRADUATE**

**1.1 Normal load**

All full-time faculty in the Division are expected to teach 2.5 full six-credit or nine-credit courses each academic year (7.5 hours per week), or two courses (six hours) one year and three (nine hours) the next.

In calculations of this normal load, directing a course of more than 150 students or any Foundations course will be counted as one hour of teaching credit.

Full-time faculty members in the Division are expected to participate regularly in the teaching of introductory courses at the 1000 and 2000 level and in upper-level courses (3000 and 4000).

**1.2 New tenure-stream faculty**

New faculty will be expected to teach only two courses (six hours) in their first year in a tenure-stream position.

**1.3 Contractually limited faculty**

Since contractually limited faculty are not expected to contribute to service in the university, they will normally be expected to teach three courses per year (or a combination of two and three over more than one year).

**2. GRADUATE**

Provided the Division's undergraduate courses are adequately covered, faculty members who are members of a graduate program may normally request the right to teach the equivalent of a half-course in a graduate program in the Faculty of Graduate Studies every year.

**To: JCOAA  
: Dean Fallis**

**From: Chair, Centre for Academic Writing Workload Committee  
John Spencer**

**Subject: Normal Teaching Workload In CAW**

**Date: June 30, 2000**

#### **Workload Committee Structure**

**The Centre for Academic Writing's Workload Committee is made up of all YUFA members teaching in the Centre. The Committee met together to write the following report, and records that this report is filed without prejudice to claims under YUFA grievances or Article 18.13 of the collective agreement.**

#### **Alternate Stream Teaching Load in CAW**

**All three tenure-stream appointments in the Centre for Academic Writing are in the Alternate Stream. Since 1989, the expected teaching load for each appointment has been 4 course directorship equivalents (12 hours). This is an increase over the normal teaching load prior to 1989 which was 3 course directorship equivalents (CDE's), a load that had been the norm since the founding of CAW in 1967. While other Alternate Stream Appointments at York require a 12 hour teaching load annually, those appointments are normally spread over 3 courses, whereas in CAW the teaching load is normally spread over 4 courses or equivalent. The one Professorial Appointment loaned in part to CAW from Arts Psychology has a teaching load based on the norm of 3 CDE's per year (9 hours).**

## **Normal Teaching Load Distribution in CAW**

### **1. Tutoring:**

Most of the teaching in CAW involves individual tutoring of students. The tutoring load for full-time faculty follows the same principles outlined in the CUPE 3903 collective agreement and practised since the inception of CAW. Each CDE of tutoring is comprised of 174 hours of individual tutoring, in addition to preparation, review and professional development, spread over the academic year.

### **2. CAW Courses:**

For regular CAW courses, the counting of course teaching loads follows usual Faculty practices: each full course directorship normally counts as 1 CDE. When courses are writing intensive and explicitly designed to improve student writing, compulsory individual consultation with each student is included since progress in writing requires such individual attention to student writing. In such cases, additional teaching credit is normally granted: 1/6 CDE for half courses and 1/3 CDE for full courses.

### **3. Foundations Courses:**

CAW faculty are encouraged to teach in the Divisional Foundations courses. Normally each faculty member teaches 1 CDE in a Foundations course. This usually requires teaching one two-hour tutorial in the course, giving a series of lectures on critical skills, designing assignments in consultation with the course director, and working with the course team to effectively integrate explicit critical skills instruction into the course.

### **4. Critical Skills Development:**

Part of the mandate of CAW is to develop critical skills teaching in the Faculty. Most of this responsibility lays with the full-time faculty in CAW, under the co-ordination of the Director. Until 1997, up to 9 CDE's of the Centre's teaching was devoted to explicit critical skills instruction. We now allot a total of between 2 and 3 CDE's annually to this activity. Each full-time faculty member is normally expected to devote at least a 1/2 CDE each year to critical skills instruction and development.

**WORKLOAD CALCULATION  
SCHOOL OF SOCIAL SCIENCES (SSS)  
ATKINSON**

**Application**

The following apply to all full-time, and contractually limited, members of the SSS. If a faculty member is cross appointed, the following will be pro-rated in terms of the amount of time committed to the SSS.

**Research, Teaching, and Service**

Normally, faculty are expected to devote 40% of their working time to research, 40% to teaching, and 20% to service. From time to time, these ratios may vary.

**Class Size**

1. Unit values attached to courses:
  - a. A full course (covers 2 terms) = 3.0 units
  - b. A half course (covers 1 term) = 1.5 units
2. Faculty are eligible for marker/grader and teaching assistants in accordance with the following principles:
  - a. 50 plus students = marker/grader assistance
  - b. 90 students = 3 tutorial groups of 30 students.  
The course director (cd) is responsible for 1 group.
  - c. 120 students = 4 tutorial groups of 30 students.  
The course director (cd) is responsible for 1 group.
  - d. 125 students = 5 tutorial groups of 30 students.  
The course director (cd) is responsible for 1 group.
  - e. 150 students = 6 tutorial groups of 30 students.  
The course director (cd) does no tutorials but instead receives a course management hour for directing 3 full TA's.
3. Additional release for atypical course situations:
  - a. Very large full course (enrollment of 500+) = 1.5 units.

- b. Very large half course (enrollment of 500+) = .75 units.
  - c. Web-based courses – OTO per the development of a web-based course = 1.5 unit release.
  - d. Courses that involve marking beyond the norm, i.e. writing intensive etc., release to be determined by the School Chair (note: “marking beyond the norm” should be recognized as an inherent requirement of a course and not the preferred teaching style of the faculty member).
  - e. Course in Research Methods capped at 35 with no TA’s or at 40 or 80 with smaller tutorials of 20 students each due to more labour intensive or “workshop” nature of the course.
  - f. Courses with an Experiential Education (EE) component are allocated an additional .5 TA and the CD receives a course management hour for engaging in reflective activities in a separate tutorial with those students.
4. General education courses:
- General education courses (1000 level) are capped at 60 students with marker/grader assistance. Large general education correspondence courses are capped at 200 students with the course director responsible for 50 students. The remaining students are grouped in tutorials of 30 students each.
5. Upper level courses:
- 2000 and 3000 level courses are capped anywhere from 60 to 200 students. This decision is made during the course planning exercise each year (September/October). It is arrived at by the Chair with the approval of the course director in collaboration with the UPD, Coordinators and the Administrative Assistant of the School based on past practice, assessment of demand and course draw.

## Teaching

- 1. Basic principles:
  - a. Over a three year period, no faculty member will teach more than the average teaching load without adjustments being made.
  - b. Over a three year period, faculty members should have the opportunity to teach at all levels.

- c. Faculty (tenure-stream or CLA) will not be expected to teach 3 terms in a row.
- d. As part of their teaching load, faculty have the right to teach in graduate programs.

### **Anomalous Service Compensation**

1. Unit values for service functions in the School:
  - a. Chair = 4.5 units and stipend = \$5,000.
  - b. Undergrad Director = 3.0 units and stipend = \$4,000.
  - c. Area Coordinator (sociology degree and RMS Certificate) = 1.5 units & stipend = \$2,500.
  - d. Area Coordinator (political science degree & PS Certificate) = 1.5 units & stipend = \$2,500.
  - e. Area Coordinator (social science degree & communications) = 1.5 units & stipend = \$2,500.
  - f. Area Coordinator (gen eds and curriculum) = .75[1.5] units & stipend = \$1,250.
  - g. Area Coordinator (Race, Ethnicity, Indigeneity and CARRP) = 1.5 units & stipend = \$1,250.
  - h. Development of new degree programs = 1.5 units.

### **Course Development**

It is expected that each faculty member will be responsible for an initial development of 7.5 teaching units or 2.5 full courses. If a faculty member is asked *by the School* to develop new courses (undergraduate or graduate), he/she will receive teaching reductions of 1.5 units for the development of a 3.0 credit course and a reduction of 3.0 units for a six credit course. No faculty member shall be asked to develop more than one six credit course a year. If a faculty member *elects to develop courses on his/her own initiative* (i.e., is not asked) there will be no reduction in teaching.

*Faculty of Arts*

Office of the Dean  
York University  
Memorandum

YORK UNIVERSITY

APR 12 2000

ACADEMIC STAFF RELATIONS

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**TO:** Joint Committee on the Administration of the Agreement  
**FROM:** George Fallis, Dean  
**SUBJECT:** Teaching Loads  
**DATE:** April 6, 2000

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Attached please find a statement from the Chair of the Department of History regarding teaching loads in the Department of History.

*George*

as  
encl.

April 18, 2000

cc: Co-Chair, JCOAA - Walter Whitely  
Brian Abner  
Barney Savage  
Ian Greene  
Phillip Silver



## Department of History (Arts) Determination of Teaching Load

The Department of History (Arts) has a teaching load of 2.5 courses per year. As we have very few half courses in either the undergraduate or graduate programme, the vast majority of our colleagues rotate between 3 and 2-course years.

In September and October the Chair meets individually with each member of the Department to determine teaching loads for the following year. Each colleague's load results from a balance among his/her preferences, the Chair's assessment of the needs of the undergraduate curriculum and the needs of the Graduate Programme in History as decided by the Director. (The Department contributes approximately 10 courses to the Programme Each year and graduate courses form part of the 2.5 course load.)

The Chair is guided by a set of shared principles that form part of the Department's culture: 1) that no colleague is exempt from teaching at any level of the curriculum, 2) that all colleagues are expected to teach regularly in first or second year courses and that all colleagues, junior as well as senior, have access to upper-level and seminar teaching, and 3) that while colleagues' preferences are to be taken very seriously, curricular need is the determining consideration.

The Chair is also guided by the nature of History as a discipline, specifically the importance of field specialization within it. This means that surveys are not susceptible to being assigned to any member of the Department and that individuals teach 'outside their field' only in some thematic or team courses. This means that surveys cannot be assigned to just anyone, but only to those whose work is in that field. Historians are not by and large expected to teach outside a broad area of expertise for which they were hired or into which they have grown. They are, however, expected to take their turn in service or departmental teaching at the introductory level, whether in field surveys or the first year problems courses.

In endeavouring to assure that over time all colleagues have as equal a teaching load as possible, the Chair takes into account a number of considerations: course levels, mode of delivery, class size and total student load, tutorial responsibilities, marking/grading responsibilities, writing intensity, and special circumstances (such as "short notice"), and how all these balance over time. The Department has long-established, written policy that no colleague may supervise more than three undergraduate directed reading courses and/or honours theses in a single year and that these activities will not be considered part of the normal teaching load. Graduate supervision is not formally included in teaching load calculations, although there has been an ad hoc system of granting credit for graduate supervision through negotiation between individual colleagues and the Chair. Establishing a formal scale of credit for Graduate supervision is currently under discussion.



**FACULTY OF ARTS**

**Office of the Dean**

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**Memo**

To: Professors Y. Benslimane; R. Campeanu; L. Cysneiros; V. Ivanova;  
J. Huang; M. Walker; E. Wheeler; Z. Yang

From: Deans Robert J. Drummond and Rhonda Lenton

Date: February 7, 2005

Subject: ITEC Reorganization - Agreement

The assurances requested in the most recent version of the transfer agreement go some distance beyond what we had discussed in earlier meetings. In particular, you request guarantees with respect to complement that cannot be given to any unit. No other department, division or school has been guaranteed a particular full-time complement, and we will not start with ITEC.

There is also confusion in your letter with respect to the name of the Faculty to which you are being asked to re-deploy (Atkinson Faculty of Liberal and Professional Studies, not Atkinson College) and the local unit in which you would be housed. For now, the re-deployment is to SASIT. Though the Dean of Atkinson is supportive of the ITEC faculty putting forward a proposal for the creation of a new School of Information Technology, this proposal must proceed through the appropriate committees for approval. Thus for now, the unit in which ITEC will be housed is SASIT.

Finally, while there is a present commitment to maintain the BA and Honours BA in ITEC separate and apart from any professional program, we cannot bind you and your successors never to embark on a different course. Any decision to alter the above commitment however would require agreement from the ITEC faculty.

Attached is a revised version of the combined document you provided. We hope it will constitute the basis for eventual agreement.

cc: Sheila Embleton; B. McKee; S. Warwick; André Kushniruk; Gene Denzel;  
Neal Madras; Arthur Hilliker (Chair of YUFA)



FACULTY OF ARTS

Office of the Dean

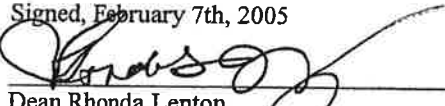
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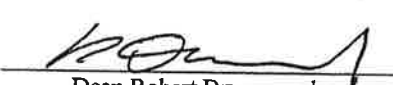
**Agreement on Working Conditions, Complement, Curriculum and T&P Process for the new ITEC Area, Atkinson Faculty of Professional and Liberal Studies.**

The following agreements will apply to all YUFA members in the new ITEC Area in Atkinson Faculty created by the transfer of faculty from the ITEC Section in the Faculty of Arts and by the faculty in the ITEC Area in Atkinson.

- 1. Workload, including Normal Teaching Workload.** The workload will follow the current practices in the ITEC Section in the Faculty of Arts. For clarity, and for recording as an agreement under Article 18.08.1 at the JCOAA, this practice is recorded in Appendix A.
- 2. Faculty Complement.** The Dean of Arts is prepared to confirm that the current CLAs in the Faculty of Arts ITEC will receive one-year contract renewals for 2005-2006. The Dean of Atkinson is aware of Professor Kushniruk's leave of absence, and plans to meet with the ITEC faculty (once agreement on the proposed merger is complete) in order to discuss the needs for faculty complement. The nature of further appointments will be decided in consultation with the ITEC faculty and the VPA, but, so far as funds permit, Deans always have among their priorities maintaining a balance in the faculty-student ratio and T/S hires.
- 3. Curriculum.** It is expected that any changes in programs offered by the Arts and Atkinson Information Technology areas will be subject to approval of ITEC curriculum committee members. There is a commitment at the present time to maintain an Honours BA and a BA in Information Technology that involve the interdisciplinary study of information technology, separate and apart from any professional program in the area. However, we also recognize that future circumstances may occasion changes in programs and in the types of degrees offered. Should such changes be proposed, they would be subject to the normal processes for curriculum approval in the School and Faculty.
- 4. Tenure and Promotion standards and Procedures.** We agree that current probationary ITEC faculty will have the option of applying for tenure within the unit where they were hired. In all circumstances, tenure-track faculty will have the option of being evaluated under the expectations in effect in their hiring unit at the time of their hire. This agreement pertains only to current members and is without prejudice. For clarity, the standards and procedures for the current Arts ITEC faculty are recorded in Appendix B.

Signed, February 7th, 2005

  
Dean Rhonda Lenton,  
Atkinson Faculty of Liberal and Professional Studies

  
Dean Robert Drummond,  
Faculty of Arts

Y. Benslimane  
L. Cysneiros  
Z. Yang  
V. Ivanova

R. Campeanu  
J. Huang  
M. Walker  
E. Wheeler

Appendix A 18.08.1 Workload Document Combined ITEC Area Atkinson

The teaching workload will follow the current practice in the ITEC courses taught by Arts faculty members in the ITEC Section of the Department of Mathematics and Statistics, as outlined in the 2000 teaching workload document filed by the then Chair of Mathematics and Statistics with the JCOAA. This workload is consistent with the letters of appointment of the Arts ITEC faculty. For clarity, we summarize this entire current practice, as a workload document under Article 18.08.1 and 18.09.

The normal teaching load of an ITEC faculty member in the professorial stream, tenure-track, will be 2.5 courses, with a half course reduction available to all faculty members with substantial scholarly activity. This reduction is made to equalize the normal workload, including normal teaching load, in the sense of Article 18.09. Decisions to award this reduction are made annually within the area, by a transparent and collegially approved process. Decisions to award this reduction are based solely on evidence of scholarly activity, consistent with the criteria for appointability to a graduate program. Members holding NSERC or external SSHRC grants will routinely qualify, but this is not a requirement and other evidence of scholarly activity will also be considered. Members appointed to the tenure-track, in their period of pre-candidacy or candidacy also routinely qualify. For untenured faculty in their first year of appointment, it is routine to receive an additional half course reduction. (The normal teaching load in mathematics, computer science, and comparable ITEC programs across North America is 2.0 courses or less, and this workload goes some way to keeping York competitive.) In lieu of teaching 2.0 full course equivalents, faculty may teach 1.5 full course equivalents and conduct hands-on lab supervision of 2-3 hours weekly for two terms (assuming they have an active research programme). Therefore, current practices acknowledge an equivalence between hands-on lab supervision of 2-3 hours per week for the year and direction of a half course. This equivalence will continue to be recognized.

The teaching workload associated with a class, particularly a large class, is dependent on the TA support for that class. Accordingly, the TA support for ITEC courses will follow the current practices for the assignment of marker/grader or individual tutor support in the ITEC section in the Department of Mathematics and Statistics in the Faculty of Arts. Specifically, the formula is a minimum of 1 hour of TA support per student enrolled in the section at the end of the first week of classes. Any increase in minimum or maximum class sizes will take place only after agreement on new TA support structures and appropriate recognition for course equivalence of large classes.

Although there can be no guarantees of permanence, the normal teaching workload above, including reductions for scholarly activity and TA support will be maintained as a minimum for at least the five (5) years following the transfer. Any subsequent changes will be negotiated between the parties to the Collective Agreement.

#### **Appendix B Standards and Procedures for the Current Arts/ITEC Faculty**

Current Arts/ITEC faculty<sup>1</sup> will have the option of applying for tenure within the department of Mathematics and Statistics according to their standards and procedures and those of the Faculty of Arts. The tenure and promotion will implemented with ITEC expectations and be handled within the Applied Mathematics section. This agreement pertains only to these current members and is without prejudice.

gladys

From: Bernard Lightman [lightman@yorku.ca]  
Sent: Wednesday, October 18, 2000 6:13 PM  
To: Gladys Strangeways  
Subject: [Fwd: Report on normal teaching load]

This is Atkinson Social Work. Add it to the teaching load file if you please. Regards, Bernie

Amy Rossiter wrote:

>  
> Hi Bernie-  
> I did e-mail you about a month ago asking for more specific detail about  
> what should be included in the report, but I never got a reply. So I will give  
> you give you normal workload for social work here, and if you require further  
> detail, please let me know.  
> As per Atkinson, we teach 2 1/2 courses per year. Of those courses, one  
> half course per faculty is dedicated to field liaison responsibilities - meaning  
> carrying responsibility for a group of students doing their field practice.  
> Also, of those courses, faculty normally divide the load between undergraduate  
> and graduate teaching. Faculty are expected to teach one course in the  
> undergrad program and one course in the grad program, depending on course  
> allocation issues. Our graduate student do a major research paper - and this  
> is supervised in a practicum research seminar which is counted among the  
> graduate courses.  
> We all serve on thesis committees external to the School at York and in  
> other universities, for which there is no workload credit. Two of us are  
> cross-appointed to Women's Studies and do supervision of major papers or thesis  
> committee work in the School, for which there is no workload credit.  
> Let me know what else you require.


> Bernie Lightman <lightman@yorku.ca>  
> 10/11/2000 11:52 AM

To: Amy Rossiter/Atkinson@Atkinson  
> cc:  
> Subject: Report on normal teaching load  
>  
> Dr. Rossiter, we don't have your School's report and we need it as soon  
> as  
> possible. We need to have information on how each unit defines normal  
> teaching load so that the administration and YUFA can discuss this issue  
> together. For further information, please see the YUFA CA 18.08.1. Send  
> the report to me at C28 EOB. If this is the first you've heard of this,  
> please give me a call at Academic Staff Relations (extension 55155).  
> Regards, Bernie Lightman (Acting Director, Academic Staff Relations)

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## DEPARTMENT OF FRENCH STUDIES

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**TO:** Ian Greene, Associate Dean, Faculty of Arts  
**FROM:** Raymond Mougeon, Chair, French Studies/Arts   
**RE:** Teaching load assignment in DFS  
**DATE:** 22 May 2000

### Background

The Department of French Studies includes two groups of YUFA faculty members (8 from the Alternate Stream and 12 from the Regular Stream). Faculty members from the Regular Stream teach linguistics or literature courses, but also some language courses. Our courses involve either three hours or four hours of classroom teaching. Most of our four-hour courses are language courses. All the other courses (language, linguistics and literature) are three-hour courses. The decision to adopt a four-hour format for our language courses was taken by DFS in the 80s.

### Teaching load

The standard teaching load in DFS is equivalent to three full courses. The actual teaching loads of DFS faculty members can differ from the standard teaching load in two ways: i) higher than three courses, and ii) lower than three courses.

Higher teaching load are typically the result of: i) a faculty member's teaching one graduate or one undergraduate course overload (e.g., Professor Villani taught one half course overload for our graduate program in 99/00, see the attached ALIAS form). The overload courses are usually banked and the accrued course credits are normally cashed within two years.

Lower teaching loads are the result of course releases or of course credits being cashed. Course releases are granted for: i) administrative positions to which course releases have been attached in our part time budget (e.g., the course releases for Prof. Sévigny and Raymond Mougeon, see the attached ALIAS form); ii) internal or external research or development grants that include a funded course release; iii) special course releases (e.g., Prof. Pioffet who started at York in 1999 and who received from the Dean's office an OTO reduction of one course; Prof. Villani who held the position of CUPE Conversions and Career Advisor and who was awarded a release of one course, see the attached ALIAS form).

Up to now, the faculty members' activities in graduate supervision (i.e., thesis or MRP supervision) have not been taken into account when determining the actual teaching load

of DFS faculty members. As it has been pointed out in our last AP, we will have discussions in our unit to develop a formula for quantifying such activities and for factoring them into the calculation of the teaching load.

I remain at your disposal for further information on how teaching load is assigned in DFS.

June 16, 2000

...fyi

Ian Greene

tel 416-736-5260

cc:

Walter Whiteley, JCOAA  
Brian Abner  
Barney Savage  
Ian Greene  
Phillip Silver

----- Forwarded message -----

Date: Tue, 9 May 2000 16:36:10 -0400

From: Stephen Newman <snewman@YorkU.CA>

Reply-To: "Political Science Dept. (Arts)" <POL-SCI@YorkU.CA>

To: POL-SCI@YORKU.CA

Subject: POLS Workload Policy

George:

As requested, and in compliance with the Collective Agreement (Art. 18.14c), I am reporting on the Workload Policy currently in force in the Department of Political Science.

\* We require all members of the Department to teach 2.5 full course equivalents (f.c.e.) in the course of an academic year. (Normally, this load is spread across two terms such that 1.5 f.c.e. are taught in one term and 1.0 f.c.e. in the other.)

\* Undergraduate and graduate courses are weighted equally.

\* All courses, regardless of size or format, count the same in the determination of Teaching Loads.

\* Graduate supervisions, undergraduate advising, and reading courses are assumed by faculty on a voluntary basis over and above the 2.5 course load. In point of fact, most advising is performed by the Undergraduate and Graduate Programme Directors and the number of reading courses offered in the Department is relatively small. Graduate supervisions, however, are an important component of the Graduate Programme and these are not evenly spread out among the faculty. Our assumption has been that, considered over time, the number of supervisions handled by each member of the Department does, in fact, even out. This assumption is currently under review and a new policy regarding graduate supervisions may be discussed in Department Council next year.

Course Releases: Departmental officers (Chair, Undergraduate Programme Director, Graduate Programme Director, MA Co-ordinator, and PPA Co-ordinator) are released from a part of their teaching load in order to facilitate the execution of their duties under the terms of their administrative appointments.

Other faculty are allowed to buy themselves out of teaching, normally through Research Grants earmarked for that purpose.

Stephen L. Newman  
Associate Professor and Chair  
Department of Political Science  
York University  
phone: (416) 736-5265 ext. 88836  
fax: (416) 736- 5686



YORK UNIVERSITY · FACULTY OF ARTS

**MEMORANDUM**


*Department of Geography*

YORK UNIVERSITY.

MAY 15 2000

ACADEMIC STAFF RELATIONS

To: Joint Committee on the Administration of the Agreement

From: André Robert, Chair 

Subject: Workload

Date: 11 May 2000

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In accordance with Article 18.08.1 of the collective agreement, I am hereby attaching information on the guidelines used by the Chair of Geography to assign teaching loads. These guidelines were approved in 1993 and have been used since then. Every member of the unit also routinely receives a description of the actual workload for all members of the unit in the fall of each academic year. Please note that 3.0 units in our guidelines refer to 3 lecture hours per week or a combination of 2 lecture hours and 2 tutorial (or laboratory) hours.

These guidelines do address most of the points raised on page 74 of the 1999-2001 collective agreement, either directly or indirectly (e.g. class size being to some extent related to course level and extra credit being given to first-year instructors). However, the modes of delivery and class preparation are not explicitly taken into account in Geography when establishing teaching loads for full-time teaching.

cc: G. Fallis, Dean

*May 15, 2000.*

*cc: W. Whiteley  
JCOAA-Admin.*

# **GUIDELINES ON TEACHING LOADS**

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## **DEPARTMENT OF GEOGRAPHY**

**Implemented June 24, 1993**

**Updated February 25, 2000**

### Preamble

A set of principles has been identified to be used by the Chair of the Department when assigning teaching loads. These principles will assist in the determination of equitable teaching loads which take into account contributions to the graduate and undergraduate programmes. In addition to large introductory classes, lectures and tutorials it should be noted that geography uses a variety of distinctive formats such as laboratory work and field components in a number of courses and teaching load arrangements are designed to reflect these special teaching needs.

### Principles

1. Normally teaching loads (TL) should reflect the time devoted to teaching and supervising students at the graduate and undergraduate levels.
2. The normal TL is 7.5 units. Faculty in candidacy and pre-candidacy will normally have a TL of 6.0 units.
3. A one-term undergraduate-level course is assigned 1.5 units and full-year undergraduate-level course is assigned 3.0 units.
4. Exceptions to 3 above include:

1000.06:

CD + 8 weeks, some marking and supervising TA's	2.5 units
8 weeks lectures, some marking and supervising TA's	2.0 units

1400.06:

CD + 8 weeks, some marking and supervising TA's	2.5 units
8 weeks lectures, some marking and supervising TA's	2.0 units

1410.06:

CD + 8 weeks, some marking and supervising TA's	2.5 units
8 weeks lectures, some marking and supervising TA's	2.0 units

5. It is expected that all members of the Department will share the responsibilities of teaching large courses. Specifically, the burden of teaching classes with more than about 100 students should not fall on only a small group of faculty members.

- 
6. 4000.06 will be directed by the Chair of the Department: 0 unit
  7. Graduate teaching and supervision should be calculated separately in the normal TL.
  8. Graduate course (min. 4 students), one-term: 1.0 unit
  9. Graduate core course: 1.5 units
  10. Fall Graduate colloquium: 0.5 unit  
Winter Graduate colloquium: Graduate Director: 0 unit
  11. Graduate course taught with 4th year undergraduate course and including 3+ graduate students: 0.5 unit
  12. MA/MSc (Supervisor): up to 2 years: per student 0.5 unit
  13. PHD (Supervision): up to 4 years: per student 0.5 unit
  14. The max credit for supervision: 1.5 units
  15. The max credit for graduate teaching: 1.5 units
  16. With the exception of the graduate core course and colloquium, graduate teaching and supervision will normally be accounted for using a slip-year procedure.
  17. Honours Thesis Supervision:
    - 1 student: 0 unit
    - 2+ student: .5 unit
  18. Reading Courses: 0 unit
  19. MA/MSc/PhD Committee membership: 0 unit
  20. Under items 12 and 13 supervision of a graduate student at York, in another graduate programme, is allocated 0.5. Only one student is permitted in this category.
  21. Administrative teaching release time:
    - Undergraduate Programme Director 3.0 units
    - Graduate Programme Director 3.0 units
    - Departmental Chair 4.5 units
  22. Credit for graduate work done in the year prior to a sabbatical will be credited to the year after return from sabbatical leave.
  23. Graduate supervision during sabbaticals be assigned as normal to the year when the faculty member returns from leave.
-

School of Women's  
Studies

- Glendon
- Atkinson
- Arts

arpu lindstrom wrote:

Dear Bernie,

The SWS does not have a defined teaching load. Our Faculty at Glendon teach 3 courses. Our Faculty at Atkinson teach 2.5 courses. Our Faculty at Arts (all of whom are cross-listed) teach according to the regulations in their department. Currently we have two cross-appointed Faculty whose teaching load is 3 and 11 whose teaching load is 2.5. In addition we have one CLA assigned 100% to the School of Women's Studies and her teaching load is 2.5. The SWS has not offered any course release time for graduate teaching although it would very much like to do so. Our complicated administrative structure makes uniform planning very difficult. Hope this is of assistance to you, Varpu

Bernie Lightman wrote:

- > Varpu, we don't have your department's report and we need it as soon as
- > possible. We need to have information on how each unit defines normal
- > teaching load so that the administration and YUFA can discuss this issue
- > together. For further information, please see the YUFA CA 18.08.1. Send
- > the report to me at C28 EOB.
- > Regards, Bernie Lightman

# **interoffice**

## MEMORANDUM

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**to:** Bernie Lightman, Administrator/Co-Chair JCOAA  
Cc. Penni Stewart, YUFA Co-Chair, JCOAA

**from:** Marty Lockshin, Chair  
Division of Humanities

**subject:** Faculty Workload, HUMA

**date:** August 14, 2000

The standard workload in HUMA is defined as 2.67 courses.

The standard teaching position for a full-time faculty member is doing (a) half the lectures plus two groups in a 1000 or 2000 level Foundations course; (b) one additional course at the 3000, 4000 or graduate level.

Practically speaking, the faculty member will do teaching and all the grading for 70 - 86 students per year.