

Faculty of Pure & Applied Science



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DEPARTMENT OF BIOLOGY

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December 5, 2000

Professor Bernie Lightman
Acting Director
Academic Staff Relations and
Co-Chair, JCOAA

Dear Professor Lightman,

Enclosed is the Faculty Workload policy document of the Department of Biology. This document was approved at the Biology Department Faculty Meeting of December 5, 2000.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Arthur J. Hilliker".

Arthur J. Hilliker
Professor and Chair

Cc: Professor Penni Stewart, Co-Chair, JCOAA
Professor Robert H. Prince, Déan, FPAS

Encl.

Faculty Workload, Department of Biology

The Department of Biology has an egalitarian view of faculty workload. All professorial stream faculty members have active research programs, nearly all of which are supported by external funding. The Department has an excellent research reputation as evidenced by the consistently high output of high quality publications. All faculty members are expected to participate in service functions for the Department, Faculty and University. Research and service duties necessitate that faculty are normally here every weekday (as well as often, voluntarily, on weekends), with the seasonal exception of those faculty members conducting field research. Workloads are arranged such that each faculty member normally has the same amount of time available for research (including graduate supervision) and service activities. (This can however vary with the agreement of an individual faculty member and the Chair.) Accordingly, faculty members are assigned roughly equal undergraduate teaching loads.

For alternative stream faculty, undergraduate advising and undergraduate laboratory supervision and coordination duties replace the research component. The undergraduate teaching and service duties are comparable to those of the professorial stream.

In addition to graduate courses and graduate supervision, each faculty member is assigned for the academic year one full undergraduate course or two half courses. Where possible, one high enrolment 1000 level or 2000 level half course and a lower enrolment senior (3000 or 4000 level) half course are assigned. Sometimes higher or lower levels of undergraduate teaching are assigned, always with consultation with the faculty member concerned and with a long-term view. (For example, it may be that a faculty member developed one or more new courses or had a higher than usual undergraduate teaching load in a previous year and thus is assigned a lighter than normal undergraduate teaching load the next year.)

Faculty members are expected to teach graduate courses as required for the graduate program and as negotiated with the Graduate Director. Although graduate courses are not normally relevant to the determination of faculty undergraduate teaching workload, consideration can be given to an unusually high graduate course load in previous years in determining the undergraduate teaching load for a particular year.

Approved by the Department of Biology, York University, December 5, 2000

MEMORANDUM

York University

Department of Chemistry

TO: Joint Committee on the Administration of the Agreement
FROM: Diethard Bohme, Chair of Chemistry
SUBJECT: Normal teaching load assignment
DATE: June 14, 2000

In response to Article 18.08.1 of the Collective Agreement, please find attached a specification of current practices in the assignment of teaching loads within the Department of Chemistry.

Diethard Bohme

Specifications of normal teaching loads within the Department of Chemistry

Enumeration of Current Practices (1999/2000)

Prepared by C.M. Sadowski[†] and D.K. Bohme[‡] (June, 2000)

([†]Chair, 1/7/96 - 31/12/99; [‡] Chair, 1/2/00 -)

- At the end of September each year (when timetables are decided) the chair begins to compose a first draft of the teaching-load assignments for each faculty member of the Department for the following academic year.
- Teaching loads are assigned in consultation and presented to all members of the Department in the form of a departmental teaching matrix.
- Teaching loads are finalized usually by the end of March through iteration as a consequence of changing needs and circumstances.

The average assigned teaching load is equivalent to 1.5 courses according to the following weighting scheme (NOTE HOWEVER THE ACTIVITIES BELOW FOR WHICH NO CREDIT IS GIVEN). For *new faculty* the load is 0.5 + course preparation (year 1), 1.0 + course preparation (year 2) and 1.5 + course preparation (year 3).

<u>Lectures:</u> 1/6 equivalents per course credit.	6 credits	1.0 FCE
	4 credits	0.67 FCE
	3 credits	0.5 FCE
<u>Tutorials:</u> 1/6 equivalents for 1 hr/week/term.	1 term at 1hr/wk	0.17 FCE
<u>CHEM 4100 Course Direction:</u>		0.2 FCE
<u>CHEM 1000 Course Direction (including labs)</u>		0.5 FCE

Graduate Courses: same as for undergraduate courses unless $\leq 1/6$ FCE, in which case no credit is given.

NB: Currently no credit is given for directed reading courses, for supervising CHEM 4100 students, for undergraduate advising and for graduate supervision.

FCE = Full-Course Equivalent

Other factors NOT taken into account include course direction and coordination (except for CHEM 1000), class size and student load, course level, nature of the course, mode of delivery, supervision of tutors, marking and grading, course preparation or new courses (except for new faculty).

August 18, 2000

From: Robert H Prince [rhprince@yorku.ca]
Sent: Friday, August 18, 2000 9:59 AM
To: gladys
Cc: Cheryl Colman
Subject: Workload Reports

JCOAA INFORMATION
Cc: Bernie Lightman
Brian Abner
Barry Miller
Phillip Silver
Barney Savage
Ron Bordessa
Norm Ahmet

On Fri, 18 Aug 2000, gladys wrote:

> Bernie Lightman asked that I let you know that we have received the
> Mathematics and Statistics report on Workload. Would you please remind your
> other Departments that these Reports are due as soon as possible. Thanking
> you in advance.

Gladys: Have issued reminder August 4, but the obligation is a unit one rather than administrative one. One department, Computer Science, has recently provided its report, however:

>From jenkins@cs.yorku.ca Fri Aug 18 09:53:39 2000
From: Michael Jenkin <jenkins@cs.yorku.ca>
To: rhprince@yorku.ca
Cc: clara@cs.yorku.ca
Subject: assignment of workload

As per your memo of August 4.

Within COSC workload is initially assigned by the chair. Faculty members are broadly grouped into two groups,

* research intensive - faculty who have an active research program, supervise graduate students, seek and obtain external funding.

* teaching intensive - faculty who have decided to concentrate on their research rather than engage in an active research program.

Each year the chair makes an initial assignment of faculty into these two groups, and provides this information plus information related to teaching buyouts and administrative teaching reductions to the undergraduate coordinator and graduate director so that teaching matrices can be computed. Faculty who have been reclassified from one group to the other are informed of the reclassification and faculty who disagree with their classification can appeal to the departmental executive committee.

The normal in-class assignment for research intensive faculty is three half-courses per 12 months, made up from courses at the undergraduate and graduate level. The normal in-class assignment for teaching intensive faculty is four half-courses per 12 months, made up from courses at the undergraduate level (and graduate level if the faculty member is appointed to the graduate program). In addition to the required in-class assignment, all faculty are expected to assist in student advising, and assisting with organized laboratories within the Ariel Laboratory as required.

Faculty with alternate stream appointments are typically assigned teaching loads comparable with 'teaching intensive' professorial stream appointments, but are also assigned specific additional teaching related duties (eg. 1st year Czar).

Michael

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Michael Jenkin
Department of Computer Science

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Prof. Robert H. Prince, Internet: <rhprince@yorku.ca>
Professor, Department of Physics and Astronomy,
Dean, Faculty of Pure and Applied Science,
York University, Toronto, Ontario, Canada M3J 1P3
tel: (416) 736-5051 fax: (416) 736-5950

Dear Bernie,

The normal teaching load in the Department of Earth and Atmospheric Science consists of 3 undergraduate half-courses, many of which are cross-listed as graduate courses. In principle pure graduate courses are given equal weight to undergraduate courses; however, in practice we do not currently offer any pure graduate courses due to limited human resources. In addition faculty members are expected to assist as tutors in some of the large undergraduate courses. No credit is given for supervising graduate students.

A half-course reduction in teaching load is granted to the Director of the Graduate Program in Earth and Space Science, and to the Director of the Centre for Research in Earth and Space Science. The Chair of the Department is granted a full-course reduction in teaching load.

Please let me know if you need further details.

Sincerely,

Gary Jarvis

Gary Jarvis, Chair <jarvis@mantle.eats.yorku.ca>
Department of Earth & Atmospheric Science, York University
Toronto, Ontario M3J 1P3 (Canada)
(416) 736-5245 [voice]; (416) 736-5817 [fax]

Dr. Lightman's Physics and Astronomy wrote:

- >
- > Dr. Lightman,
- >
- > this is the first time I did hear about it.
- >
- > I was not in office during 99/00. So I don't know whether my
- > office was notified about the April 2000 deadline.
- >
- > I also don't know how much detail your committee wishes to see.
- >
- > Our normal teaching load is 1.5 courses and 2 full-year tutorials.
- > The 1.5 courses are assigned as a mix of large/small classes,
- > and usually a mix of lower/upper year courses.

Faculty members may be exempted from tutorials when they teach a large class and run extended office hours (in lieu of tutorials), or when they prepare a new difficult course assignment.

We also have faculty teaching laboratory courses, and these are assigned not on the basis of the credit value of the course, but the workload is assessed separately.

The fairness of the process is adjudicated by the department's Executive and Planning Committee.

I hope that these remarks satisfy the needs of your committee. If there is a particular format in which my report ought to be cast, please let me know where I can find the guidelines.

Best Regards,

marko horbatsch

On Wed, 11 Oct 2000, Bernie Lightman wrote:

- > Dr. Horbatsch, 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)
- >

DRAFT (May 21)
TEACHING LOAD LANGUAGE—MATH & STATS
Combined Department of Mathematics and Statistics (FSE)

The normal teaching load of Department members is the same for all members, regardless of their original faculty of appointment. In a few cases it is affected by external factors (eg. administrative release-time) above and beyond those addressed below.

Specifically; the Chair of the Department receives a 1.5 course reduction, and the Graduate Director receives a 1.0 course reduction. The associate chair and each of the four Area Coordinators receive a 0.5 course reduction.

For those with **Professorial Stream appointments**, the normal teaching load is 2.5 courses. Faculty members will normally have the option replacing a 0.5 course with conducting four one-semester standard one-hour tutorials (see below). As a means of equalizing workload, Faculty demonstrating a significant ongoing level of scholarly activity are granted a 0.5 course release each year. Individuals apply for this release on a yearly basis, with decisions being made by the Chair of the Department, by a transparent and collegially approved process. (The normal practice across North America is for Departments of Mathematics and Statistics to be located in Faculties of Science, and at research-intensive universities to have a normal teaching load of 1.5 courses or less. So the above reduction goes some way to keeping York University competitive). The parameters applied by the Chair have been consistent with those governing appointment to the graduate program. Members of the department holding NSERC research grants routinely qualify, but this is not a requirement, and other indicators of ongoing scholarly activity can 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 above workloads apply to all Professorial Stream faculty members, including faculty with a CLA or SRC Appointment.

The normal teaching load of Department members appointed in the **Alternate Stream** is 2.5 courses. Faculty members in the alternate stream will also normally have the option of replacing a 3 credit course with supervision of four, one semester, one hour tutorials (see below). This same workload applies to any CLAs (or SRCs) in this stream.

Where Faculty members teach sections offered by other units, these sections will be counted in the same manner as in MATH. If the other unit (e.g. NATSCI) has a workload practice giving additional credit for large classes, this additional credit will also be counted towards the workload in MATH.

Courses mounted in FSE, at the first and second year level, currently have tutorials, taught by Faculty members. One standard tutorial consists of one contact hour per week for one semester, starting in the second week of classes. Four one-semester standard tutorials (approximately 44 hours) can replace one 3-credit one-semester course in a

faculty member's teaching load. With the move to FSE, and our response to the UPR, it is anticipated that a number of additional courses will have faculty-run tutorials. This offering of tutorials in place of a 0.5 course is applicable to all faculty members in Mathematics and Statistics, in all streams. As these are mounted, the first option to offer them will go to Faculty members who had been members of FSE, or who had accepted appointments in FSE, before July 1, 2006. The Department also runs some more intensive "background tutorials", normally consisting of 16 contact hours over one or two weeks. Three of these background tutorials (approximately 48 contact hours) can be used as an alternative replacement for one 3-credit course. One faculty member can replace at most one 3-credit course with tutorials in a given year.

The teaching workload associated with a class, particularly a larger class, is dependent on the TA support for that class. Accordingly, the TA support for courses will normally follow the following practices:

No TA support is normally given for courses with fewer than 20 students.

If the course has 20 or more students, then:

For courses at 1000 or 2000 level:

Number of TA hours = $1.5 \times (\text{number enrolled} - 20)$

For courses at 3000 or 4000 level:

Number of TA hours = $1.5 \times (\text{number enrolled})$

The Math and Stats Lab will also be staffed by graduate students, as needed, to provide drop-in tutorial support for first and second year courses.

No MATH classes are larger than 190 students.

All reasonable variables and requests are taken into account when making teaching assignments and individuals are able to identify their own priorities, whether it be Honours or year level, or preferred times, including evening teaching, and on-load summer teaching. Some members prefer two sections of the same course, others prefer upper level courses or the teaching of a familiar course. Class size is factored into teaching load only in so far as it is balanced against individuals' other requests and every attempt is made at equitable assignments for all. There are no official point allocations or any other substitutions.

Any courses that are not officially scheduled by the Chair or Graduate Director (typically very small reading or project courses) are left to the discretion of the individuals and, in the case of graduate courses, are generally considered as part of one's graduate program participation rather than part of their teaching load. Such offerings are never coerced. Such individuals are typically on a 2.0 course load rather than a 2.5 course load. The teaching load of each member is, in principle, public knowledge, and will, in light of Article 18.08.1, be available in tabular form on an annual basis.

Except as specified above, no course equivalent credit is currently given for:

- | | |
|--------------------------------------|--|
| * supervision of teaching assistants | * total student load |
| * advising or equivalents | * graduate and undergraduate supervision |
| * thesis supervision | * reading courses |
| * cancelled courses | |