

School of Health Policy and Management Workload Document
Faculty of Health
January 25, 2010

- The normal course load for tenure stream faculty is 2.5 full courses. For Contractually Limited Appointees that involve primarily undergraduate teaching it is 3 full courses, while for CLAs that involve primarily graduate teaching and supervision it is 2.5 full courses.

Administrative Roles with Course Release:

- Undergraduate Program Director–SHPM: gets 1 full course release (teaches three half courses);
- Graduate Program directors: Critical Disability Studies Program (MA and PhD), and Health Program (MA and direct-entry PhD) get 1 full course release (i.e. teach three half courses).

Respectfully submitted,



Mary Wiktorowicz
Chair and Associate Professor
School of Health Policy and Management

YORK UNIVERSITY

ARTS
SCIENCE

School Of
KINESIOLOGY AND HEALTH SCIENCE

MEMORANDUM

To: Joint Committee on Administration of the Agreement (JCOAA)

From: Roger Kelton, Chair

Subject: 2000/2001 Workloads



Date: June 20, 2000

Enclosed please find the School of Kinesiology and Health Science Workload Formulation, Unit Teaching Load and Faculty Workloads 2000-01. ,

SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE

WORKLOAD FORMULATION

Workload Units

Course Director	
6 credit	3
3 credit	1.5
Course Co-ordinator (100+ students)	.5
Laboratory Co-ordinator	.75
Laboratory Demonstrator	.75
PKIN Instructor	.5
Graduate Student Supervision	1- maximum 2
Certificate Program Co-ordinator	1
Coaching	3.75--4.95
Administration	3.33--10
Others:	variable
Course development	
Program development	
Research start-up	
Computational Skills (KINE 1000)	

SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE

UNIT TEACHING LOAD: 2000/2001 (June 1, 2000)

<u>Course Equivalents</u>	<u>Workload Units</u>		<u>Instructors Faculty</u>
	<u>On-load</u>	<u>Overload</u>	
Course Director (3.0 credit)	43.66	3	Arts
	15.17	7.33	FPAS
Course Co-ordinator (100+ students)	10	3	Arts
	12	2	FPAS
Lab Co-ordinator	1		FPAS
Laboratory Demonstrator	14		Arts
	1	1	FPAS
PKIN Instructor	49		Arts
	1		FPAS
Graduate Student Supervision	8		Arts
	10		FPAS
Certificate Program Co-ordinator	3		Arts
	1		FPAS
Coaching	9.9		Arts
	3.75		FPAS
Administration	23		Arts
	5.5		FPAS
Others:			
Course Development	5		Arts
Program Development	.5		Arts
Research Start-up	8.5		Arts
	4		FPAS
<u>Computational Skills</u>			
KINE 1000	.5		Arts

School of Nursing Workload Document
Atkinson Faculty of Liberal & Professional Studies

The normal course load for tenure stream faculty is 2.5 full courses, and for Contract Limited Appointees, it is 3 full courses.

In the summer of 2003, the School of Nursing (SoN) struck a new committee called the *Faculty Assignment and Succession Planning Committee* in order to carry out course assignments in a collegial manner. The terms of reference of this committee are appended.

Roles with Course Release

- Undergraduate Program Directors–SoN: get 1 full course release (i.e., teach three half courses)
- Lead Practicum Coordinator-SoN gets 1 full course release (i.e., teach three half courses)
- Coordinators of Certificates: The Coordinator(s) for Health Informatics and Health Administration and for BA Liberal Studies in Health Studies each get .5 course release
- Effective Fall 2003, lead Course Directors (CDs) of clinical courses (i.e., those with both a theory and practicum component) receive 0.25 course credit per semester for undertaking the responsibilities outlined in the appended document, *Workload of Lead Course Directors in Clinical Courses*.

In a document previously submitted to YUFA, I collated feedback on workload from faculty members in the SoN. I have also appended this feedback here.

Respectfully submitted,

Beryl Pilkington
Steward, School of Nursing
Atkinson Faculty of Liberal & Professional Studies

Appendix A
Terms of Reference
School of Nursing
Faculty Assignment and Succession Planning Committee

Mandate:

The purpose of this committee is to:

1. Schedule courses in the most advantageous way to maximize student learning within the York/Atkinson context;
2. Assign the most qualified and most interested faculty to teach courses, taking into account the principles of continuity and equity;
3. Facilitate a mentoring process whereby faculty members are prepared to assume administrative (e.g., UPD) and academic leadership positions (Lead teacher) within the School of Nursing.

The terms of reference of this committee shall be reviewed by the SON Council at least every 2 years.

Membership: Membership shall consist the Undergraduate Program Directors for the Collaborative and Post-RN Programs and 3 probationary/tenured faculty with a minimum of 2 years full-time teaching experience at York University. Members may serve up to 3 successive 2-year terms on the committee. The Director of the School of Nursing is an ex-officio member of the committee.

Quorum: Quorum shall consist of a majority of the voting members of the committee.

Chair: The chair of the committee shall be elected by members of the committee for a two-year term. The chair may serve no more than 2 successive terms.

Meeting Frequency: At the call of the chair.

Responsibilities:

General

1. Provide an annual written report of activities to the SON Council by May 1 of each year.

Scheduling

1. Subsequent to each term, solicit feedback from team leaders regarding adequacy of existing scheduling and classroom assignments;
2. Consider requests of team leaders (for multiple section courses) and course directors (for single section courses) related to course schedules and/or types of rooms allocated;
3. Create a course schedule for each semester according to Registrar's timelines and timetabling requirements, within context of budget, projected student enrolment,

students' program of study, clinical placement availability, and types of classrooms required.

Faculty Assignments

1. Develop and maintain a database of faculty areas of expertise and teaching preferences for the purpose of making faculty assignments;
2. Work with the Administrative Assistant or designate to develop and to maintain a database of courses faculty members have taught, preferences etc;
3. Make faculty assignments according to the timetable in Appendix I, taking into account the above databases as well as faculty availability (sabbaticals, course releases, etc.)

Succession Planning

1. Identify and invite suitably experienced faculty members to consider future administrative and academic leadership positions within the School of Nursing;
2. Facilitate learning/mentoring opportunities for interested faculty members with incumbents and persons in other relevant related positions.

Appendix I - Relevant Time Lines

Deadline	Working Timeframe	Tasks to be Completed
September 15	August-September	Update data base with faculty preferences, interests etc. Clarify availability for next academic year (consider sabbaticals, teaching load)
Early October	September-October	Early September – request feedback from lead teachers re: SU courses just completed. Develop plans for course offerings for following summer based on sequencing of courses and availability of full-time faculty: submitted to Administrative Assistant by early October, to Office of the Dean by mid October. Begin list of teaching load for the next academic year with data for Summer semester.
Early November	September-November	Review information from lead teachers from past Fall-Winter courses. Develop plans for course offerings for following Fall-Winter semesters based on sequencing of courses: submitted to Administrative Assistant by early November, to Office of the Dean by mid November.
November 15	October-November	Review/update faculty teaching preferences, including course and teaching time (semester, time of day/week)
November 15	October	SU session – draft teaching assignments for current full-time faculty, revise and complete
February 1	November-January	F/W session – draft teaching assignments for current full-time faculty, revise and complete

Note: Fall 2003 need to establish data based of faculty teaching expertise, preferences, and interests; then maintain.

Appendix B
Workload of Lead Course Directors in Clinical Courses

Effective Fall 2003, lead Course Directors (CDs) of clinical courses (which have a theory and practicum component) receive 0.25 course credit per semester for undertaking the responsibilities outlined below.

1. Preparation, Evaluation and Revision of Course Curriculum

- Each semester, review course content, materials, and evaluation methods based on student and CCD evaluations of the course and the clinical practicum
- Conduct literature review and update course kit accordingly
- Revise evaluation methods as necessary
- Reorganize syllabus as indicated
- Prepare and submit course kit to Bookstore

2. Hiring Clinical Course Directors (CCDs)

(As of Winter 2004, approximately 15 CCDs are required for each of three clinical courses: NURS 4110, NURS 4120, and NURS 4130)

- Update job ad annually with specifics about position
- Review applications
- Interview applicants
- Contact 2 referees to obtain reference for each new applicant
- Communicate with Administrative Assistant re: preparing contracts for successful applicants
- Communicate with Director of Nursing re hiring decisions

3. Organizing and Conducting Orientations for CCDs and Students

- Each semester, the lead teacher plans and facilitates two orientations addressing the clinical practicum: one for CCDs, and one for students (which CCDs attend). A half-day session is required for each orientation,* which is usually held in the week prior to start of classes. In the orientation, CCDs and students are informed about the course goals and learning outcomes, evaluation approaches, and policies/expectations regarding professional conduct, safety issues, and clinical competency. In addition, students meet their CCDs to begin preparation for the first day of clinical practicum.

*In 2003, an additional half-day has been added to the student/CCD orientation to address safety and clinical competency in relation to SARS.

4. Coordination of Course Team

A course team currently consists of 15 CCDs, 2-3 CDs, and a practicum coordinator (CPM position) who is assigned to the course.

The lead teacher:

- Organizes and facilitates several team meetings each semester. The purpose of these meetings is to enable CCDs to learn from and support each other through sharing experiences and jointly problem-solving around clinical and student issues that arise during the practicum.

- Regularly communicates (by email and telephone) with the Practicum Coordinator and other team members to share information and to seek feedback on course-related issues that arise.
- Periodically communicates by email with entire group of students enrolled in course concerning specific issues or questions that periodically arise
- At the end of each semester, consults with other course CDs and CCDs concerning course revision in response to student and CCD evaluations of the course and the clinical practicum

5. Providing Leadership and Consultation

- Assumes overall responsibility for monitoring and ensuring the quality of the course
- Consults with other CDs and CCDs regarding issues or problems concerning the course and student performance in the practicum.
- Facilitates student-CCD problem-solving by meeting with individuals separately and together and assisting them to jointly formulate a plan to address concerns
- Involves Director in intervening in situations where there are serious or potentially serious student performance issues
- Represents the course team on to the School Curriculum Council in matters concerning the course

Workload for Clinical Course Directors (CCD)

CCDs receive 0.5 course credit per clinical course, wherein they are responsible for clinical teaching the practicum part of the course. (NB: Clinical courses have a theory and practicum component. At present, there are three clinical courses: NURS 4110 6.0, NURS 4120 6.0, and NURS 4130 6.0.) For CCDs in NURS 4120 and 4130, some flexibility is required for availability outside the two scheduled days for student activities, grading clinical assignments, and attending team meetings. Each CCD must work closely with the "course team," comprised of the CDs, other clinical course directors, and the Practicum Coordinators. The CCD role involves approximately 14 hours of clinical supervision per week, primarily concentrated on two days, for a 12-week semester.

For CCDs in 4110 (Integrated Practicum, the final practicum for completing students), the contact hours are as follows: 4 one-day sessions at York with students and other CCDs; weekly email/web page contact, three formal meetings with each student and preceptor; periodic CCD meetings and, if a student is in difficulty, much more regular onsite and phone/email contact as needed. In addition, there is the usual reading/ feedback/grading (P/F) prep time.

Appendix C
Feedback from School of Nursing, Atkinson¹
RE Workload/Faculty Complement

Travel

- The additional work we encounter with a collaborative program (e.g., many more committees, need to travel off-site for meetings, retreats, etc.) has not ever been factored into our workload.
- In our Collaborative BScN Program we have a governance structure that requires monthly meetings of major committees such as Theory-Practice Committee, numerous sub-committees, faculty retreats (one to two times per year), and visits to each others sites for participating in classrooms or advisory group meetings. Most of this work is unfunded, not reimbursed, and invisible.

Answering Email

- Answering emails takes 1-2 hours per day at least six days per week. Time spent on email includes responding to students, as well as other work-related emails

Anti-Plagiarism

- The plagiarism protection has certainly increased, whether that is using TURNITIN, to adding stuff to syllabi, to cross-checking students' papers.
- I know plagiarism can be a problem but I find the add-on of TURNITIN and other devices time-consuming

Administrative Reporting

- Additional time is required for reporting information related to grades, such as requirements from CEAS (Committee on Evaluation and Academic Standards) and additional things such as dates assignments were due and handed back and other such trivia.

Program Development

- We are developing a proposal for graduate program which requires an enormous amount of work on behalf of the working group responsible for it. The person who originally was responsible for the proposal got course release but as her successor, I am doing it on a volunteer basis
- At Atkinson Council it was determined that one committee a year or 100 hours of service a year is adequate service. Currently, I am on a university Senate committee, an Atkinson committee, and countless school committees (including chairing Curriculum Council). The service demands in a developing program are enormous and way beyond the norm but are required in order to get the work of the School and York done. This has not been taken seriously enough in terms of how it interferes with our research and publication work. Increasingly I find my impulse is to withdraw to make time for my scholarship. Seeing our service load as something we choose and seeing the solution as bringing in more senior

¹ Bullets represent comments of individuals who responded to an email query seeking feedback. They are arranged under alphabetized headings which do not necessarily represent prioritization.

faculty with research records is insulting to those of us who have the potential and interest to contribute through scholarship.

Supervision of Part-time Faculty

- There is no doubt but that my workload has expanded exponentially. For example, last year I was the only full-time Professor in two core classroom courses. One course had three part-time teachers and the other course had two part-time teachers. Four of the 5 teachers had never taught in a classroom before. All four stipulated that they would be unwilling to accept the position unless they received substantive assistance with lesson plans. This meant, in effect, that I provided them with detailed lesson plans, including overheads, one week in advance of the lesson. Toward the end of the course, each teacher agreed to provide one lesson plan each. It worked out well and the quality of the teaching was preserved but at enormous cost to me in terms of workload.
- This year in NURS4110, the two lead teachers had to hire, orientate and provide substantive assistance to 7 new part-time teachers (Clinical Course Directors), who had never taught this course before. Again there was a steep learning curve. This work is largely "invisible" and is not taken into account when work-loads are arranged.
- Supervision of part-time faculty in the clinical courses takes an inordinate amount of time. That is not necessarily an increase but rather, something that has not been recognized in calculating workload to date. Supervision of part-time faculty creates an increasing workload in our school as our student numbers increase. It involves hiring, orientation, and ongoing mentoring and support. In the practicum course I am involved with, the time for problem-solving and acting as an administrative stand-in is considerable.

Clinical Teaching

- The liaison role that lead teachers of clinical courses have with clinical agencies and preceptors or agency facilitators is very time-consuming. It is very important to the success of the course that the lead teacher communicate with agencies early on, well before the course starts, about what the course outcomes are, what the expectations for students will be, what will be required of the preceptor and what supports can be expected from the Clinical Course Directors (CCDs) and York.
- I think the clinical equivalents need to be examined. Clinical teaching is demanding and requires far more time than we presently acknowledge. Let me just give an example from my own experience last year in N4120. When I calculated my time, I found that I spent between 13 and 14 hours/week on clinical supervision of 9 students in 3 groups, averaged out over 17 weeks (which is the time for which part-time CCDs were paid). I suspect I would have had the lowest possible time expenditure in N4120 because my travel time was low because of the location of my 3 placements. If I had to drive substantial distances, as many CCDs did, my time would have increased significantly. I think we need to think about the number of hours of credit for clinical supervision and what equals a half course equivalent.

Another issue with clinical courses is that we use many sites in which there is no Registered Nurse present. That means the CCD provides the only nursing supervision of students' practice. Those sites definitely need closer supervision by CCDs and yet we use the same formula for supervision as we do for those sites in which nurses precept the students. Some of these issues may well be internal to the School of Nursing but you asked for workload issues and I think they need discussion.

- Where I worked before, clinical teaching was valued more than a classroom course (it was equivalent to 3 classroom courses). When I started, the numbers of students supervised was between 7 and 10 although later, the numbers were increased, particularly in indirect clinical supervision, to around 30 (which was the equivalent of 3 classroom courses). However, the expectations of clinical faculty regarding site visits, etc., were much lower (e.g. one site visit, unless there were problems). There were also fewer journals to mark. Meetings with the whole practicum group were held on campus, minimum once a month and individual meetings with students were held once a month and as necessary. York tries to provide excellent quality supervision and guidance to students, however, the increased work it requires should be more recognized for what it is and entails.

Teaching Load

- I suspect the nursing workload will be a recruitment issue in future as I have checked with other universities and we are high (many have 3-4 versus our 5 half course equivalents). While my experience at York is limited, I have taught at UWO (FT, tenure track) and will relate these experiences as examples. At UWO I taught 2 courses in the fall and winter with 70 and 90 students respectively. I had TAs for both courses and co-taught the one with 90 students.

At York, my teaching load is more time consuming because of travel and contact hours, and marking for 2 clinical courses. The large numbers of assignments to mark, the newness of the program, the type of student (college background) are other factors affecting the workload. The travel was an additional component that needs to be considered. If we are moving to distance education, there is literature to support that online teaching requires several hours per day for student contact so that should be built in.

Committee Work

- Development of promotion and tenure criteria and processes for our school contributed to an increased workload, related to the newness of our program, our uniqueness, and changes to the process.

Class Size

- I always have large classes and yet, some people who teach electives have very small classes. This summer, for example, there are several classes with about 20 students. I am running at over 40. There is no difference in the amount of workload recognition I get, versus those teaching classes with low enrollment. This is despite the fact that marking is about double for a class of over 40.

Conversion of Courses to Web-Based, Or Creation Of Web-Based Courses

- There is no release time for course development—all upfront work (at least one semester) is without credit. In my case, I co-developed a new web-based course. This meant we did not make full use of the Learning Space software as we had neither the time nor the expertise to do "bells and whistles" (graphics, video or audio, links etc).

PSYCHOLOGY DEPARTMENT
FACULTY OF ARTS

WORKLOAD CALCULATION GUIDELINES

August 2005

Revised after Department Meeting of March 27 2006

"The Chair gave the background of the document. There is a problem regarding the wording of the allocation of 1.5 fce. One of the requirements is 'officially providing supervision of graduate and/or undergraduate students'. The Dean has said this is not the wording of the initial agreement. The Chair asked for the wording to be consistent with the allocations in the rest of the document where the wording is '...supervision of graduate and undergraduate students'."
It was moved "that we remove the word OR from section 1.5". The motion was carried.

This document is revised accordingly.

The intent of this workload allocation is to recognize active and productive scholarship alongside good teaching, graduate and undergraduate supervision and department service/administration, with a lower teaching load allocation.

All faculty members are expected to devote 40% of their time to research/scholarship, 40% to teaching and 20% to service/administration. Furthermore, every faculty member, when receiving opportunities for teaching "buy outs", is expected to teach at least a .5 full course equivalent (fce) each academic year.

The targeted teaching allocation will be 1.5 full course equivalents (fce) and it is expected that most if not all faculty members will meet the criteria listed below in order to receive the 1.5 fce allocation. In any event, the allocation below begins with a 3 fce allocation that is subsequently reduced based on the following criteria.

3.0 fce teaching allocation will be made to those members who are not appointed to the Graduate Faculty. Normally those who are members of the Graduate Faculty spend considerable time supervising graduate students, being official members of various thesis/dissertation and minor area Ph.D. paper committees, and are engaged in *active scholarship* that contributes to the graduate program.

Active scholarship is current research and/or writing designed to contribute to the discipline of psychology. Normally such research/scholarship is presented at conferences, colloquia, is recently published or clearly forms the basis for future publications and /or presentations. Examples of the latter would be: conducting pilot studies or developing theoretical papers, research reports published within the department, or research/professional proposals.

2.5 fce. This allocation will be given to those who are:
 ___ members of the Graduate Faculty but
 ___ are not, in a given year, doing *active scholarship* that contributes to their discipline and
 ___ are not actively participating in supervising theses/dissertations (graduate or undergraduate) throughout the academic year.

2.0 fce. The allocation will be given to those who are:
 ___ members of the Graduate Faculty but
 ___ are not, in a given year, doing *active scholarship* that contributes to their discipline. However,
 ___ they are providing official supervision of graduate and undergraduate students and are active on supervisory committees and doing service/administration for the department.

1.5 fce. This allocation recognizes full involvement throughout the academic year (i.e. across at least two academic terms/semesters but normally spanning the entire year exclusive of vacation) with (i) *active scholarship* activities as well as (ii) officially providing supervision of graduate and undergraduate students, (iii) active membership on various graduate theses committees, and (iv) participation in department service/administration committees or roles. University and professional administrative duties (e.g. journal editorship or president of professional organization) will be recognized as contributing towards or under special circumstances meeting fully the service/administration responsibilities, depending on the amount of work involved.

Additional workload allocation bases.

Clarification. The previous practice of providing teaching allocation reductions for supervision of theses, including honours theses, or clinical training will be discontinued in light of the criteria above. It should be noted that the following courses that provide clinical training in the form of practicum experience already receive extra teaching allocation. These courses are: Psy6430P, Psy6445.6P, Psy6930.P

Furthermore, past practices of teaching credit allocation were done when the baseline for teaching allocation was the equivalent of 3 fce's. Thus, in order to implement workload allocations targeting 1.5 fce's, it is required that (a) any teaching credit allocation be reduced and (b) many service/administrative duties be undertaken as part of the normal 20% of faculty member's time devoted to service/administration. It is anticipated as well that the provision of various service and administration duties will be rotated among faculty members (i.e. members will take their turn participating on various service/administrative roles where only one person can undertake the role such as the Affirmative Action Representative) and where appropriate, shared among faculty members. Examples of the latter would be overseeing the Undergraduate Research Participants Pool (URPP) or organizing/running of the annual In-house conference.

Administrative Release: The following teaching allocation credits are given for Administration Releases. These are deducted from the normal load of the faculty member such as being deducted from the normal 1.5fce. However, these administrative releases may not be done on overload but may be banked for future credit when arranged with the Dean.

Chair	full reduction
Clinical-Development Director of training	.5
Clinical Director of Training	.5
Honors Thesis Full Coordinator A	.5
Graduate Director	full reduction
Under Grad Director	full reduction (normally 1.67 when CUPE contracted)

New Faculty Release:

One half course reduction for the first year.
That is, the teaching load is 1 fce for the first year.

Procedures for allocating workload

The same procedures as used in the past will be followed with one important addition. The normal procedures will begin with each faculty member submitting their request to teach courses, indicating the preferred day(s) and time(s). These requests are used by the committee that makes the allocation as done in past practices. However, an added step will require each faculty member to submit a single page report indicating evidence of (1) her/his level of current *active scholarship*, (2) Official graduate and undergraduate supervision, Official graduate committee membership, and (3) Official Service/Administration functions. The Chair of the Department will use this information, in consultation with the Graduate Director and Undergraduate Director, in determining the suitable teaching load allocation in light of the criteria outlined above. Any appeals will be directed to the Department Chair who in turn may consult the Department Executive Committee for a final decision. It is especially important that the Chair seek the input of the Executive where there is a challenge to either the interpretation of the Criteria or the procedures of decision making in an individual case.

The following is a list of some of the normal Service/Administration duties that members of the department will undertake as part of their service/administration duties. An extended list is kept by the Chair's office.

Rehab Coordinator(s)
 URPP Coordinator(s)
 Honors Thesis seminar coordinator(s)
 In-house conference coordinator(s)
 Department Grade Reappraisal Officer
 Ethics Committee Chair
 Practicum Coordinator(s)
 Internship Coordinator(s)
 Ethics Committee member(s)
 Assistance to Organized Research Units or Centres.
 Editorship of a journal
 President of a professional organization

Updated Sept. 23, 2005. Edits only after Exec mtg.
Discussed at Sept 26 dept mtg, changes discussed
but not recorded on document. Still to be approved by a ballot vote

File: F: Workload doc voted on Aug 2005

File: F: Workload doc voted on Mar 27 2006