

University of  
**Lethbridge**



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October 31, 2022

**RE: Article 6.05 – Information about Assignment of Duties and Work Load Equity**

Please find attached from the Provost's office the Workload processes for each faculty and the CO-OP office in compliance with Article 6.05.1 of the 2020-2024 University of Lethbridge Academic Staff Collective Agreement.

Thank you,

Scott Harling, JD, BMgt  
Director, Academic Employee and Labour Relations  
University of Lethbridge

# CO-OP Instructor Workload Process

### **Workload Assignment Process: WIL Instructor II (Career Bridge Centre)**

Below is the established and practiced procedure for the assignment of workload for academic staff in Career Bridge.

#### **Semester Start: WIL Course Assignments**

- WIL course assignments (Co-op work terms and Applied Studies courses and cohorts) are made each semester after the add/drop deadline
- WIL Instructors meet as a team and review list of course registrations
- Each instructor is assigned an equal number of courses (with the exception of the Academic Director, who assumes fewer courses)
- Each instructor will often choose courses (and the registered student) who they have consulted with in setting up the APST course. In some circumstances, the courses are assigned to instructors by the Director based on complexity, best-match to instructor background, academic training, or related-experience

#### **General Teaching, Teaching Service, Service, Research related to WIL Teaching, and PD Duties**

- The nature of the unit as a combined provider of WIL programs, Career Development and the ME Platform and Transcript requires a unique combination of specialist and generalist duties. All academic staff in our department share additional responsibilities, including but not limited to: student development, Co-op and APST consulting and administration, employer development and engagement, WIL and Career advocacy and research, internal and external committees and , career events and workshop delivery, etc.
- Instructors will negotiate these duties and responsibilities between themselves according to the departmental (administrative) timeline, their own interests, special training, or passion. At other times, the Director will recommend assigned duties and responsibilities to ensure fairness of workload across the department. The balance and extent of these assigned tasks in any given semester are dependent on the number of co-op and applied studies activities in that semester (in busier semesters less attention/time is given to the non-required pieces of work).
- The Vice-Provost (designated with ASCA Dean duties in this unit, given the institutional rather than Faculty level reporting of these academic staff members), then approves or adjusts the workload recommended by the Department and assigns this workload, in consultation with the Academic Director (who is delegated to consult with Members throughout the process).

# Dhillon School of Business Workload Process

# Faculty of Management

## Policies and Procedures for Managing Assigned Duties

### Moving Forward

The Dean, in consultation with the Executive Committee and Faculty Council, will provide policy and procedure guidelines for the assignment of duties in the Faculty of Management, as required by Article 13.03 of the Faculty Handbook.

To ensure equitable and reasonable assignment of research, teaching and service responsibilities in the Faculty of Management, the Dean will consider the following principles subject to Article 13 of the Faculty Handbook.

### Principles

The purpose of this document is to guide decisions regarding a workload system and course equivalency that is transparent and consistently applied for the assignment of duties of tenured, tenure-track and continuing academic staff in the Faculty of Management. It also recognizes that flexibility be built into the policy to reflect the different demands from year-to-year and to recognize that duty assignment may vary from one area to another, from one campus to another and from one colleague to another. The assignment of duties will respect academic freedom and professional autonomy.

### Past and Current Practice:

The current teaching duty is four three-credit hour courses with the expectation of involvement in MSc Program and an active research agenda. The normal assignment of duties for tenured faculty members has been allocated as 40% research, 40% teaching, and 20% service. Tenured and tenure-track faculty typically teach two courses in the fall and two courses during in the spring semesters. Faculty has usually not taught on Fridays to provide them with a block of time to allocate toward research and service responsibilities.

The normal assignment of duties for Academic Assistants (continuing) in accordance with past practice is 80% teaching and 20% service. The teaching "norm" has been seven courses.

### Assignment of Duties of Tenured or Tenure-Track Faculty Members

1. The process will allow area Members to understand the determination of their own responsibilities and the responsibilities of their colleagues.
2. The Dean and Area Chairs shall consult with area members before determining that Member's assignment. The Area Chair shall submit the planned schedule to the Dean for approval. Once approved the Area Chair (by delegation of the Dean) shall inform each faculty member in the area in writing of the faculty member's teaching duties for the forthcoming academic year.

3. It is recommended that each area produce a rolling three-year workload plan, including any new positions required.

#### Factors in Determining Teaching Duties:

The Dean in consultation with the Area Chairs shall take into account the following factors when assigning teaching duties course assignments:

- Program and area needs;
- The expected number of different preparations the area member teaches;
- The level (introductory, advanced, graduate) of each course;
- The expected number of students enrolled in each course;
- Course enrolment guidelines;
- Frequency of new course preparation, whether a course is substantially revised, or consideration of the last time the faculty member taught the course;
- Consideration of the marking required in terms of amount and type;
- Assistance of graduate students, staff, or colleagues in the teaching of courses and marking as well as the extent of such assistance;
- The total number of graduate students supervised;
- The number of Independent Studies and/or Applied Studies students supervised in the academic year;
- The role in a course taught by a faculty team;
- The format or medium of delivery of the course, including the use of information and communication technologies and the support available;
- Special factors such as the use of video-conferencing and other emerging instructional technologies;
- The financial realities of the Faculty;
- Unforeseen circumstances affecting the programming of the Faculty.

#### Involvement in the MSc Program

The MSc program provides an opportunity for all Faculty of Management members of the School of Graduate Studies to deliver courses and for participation on thesis or project committees. Involvement in the MSc program affect faculty members' teaching duties:

- MSc (Mgt) courses taught to all MSc students in the areas of the cohort are included in faculty members' regular teaching assignments.
- Supervision of graduate students is a normal part of the duties for all FoM members of the School of Graduate Studies.

#### Active Research

Faculty Members are expected to engage in research, scholarly or creative work, to show scholarly integrity therein, and to endeavor to disseminate the results of their scholarship or exhibit the results of their creative work as outlined in Article 11.04.2 of the Faculty Handbook.

### Course Reductions for Teaching, Research and Service

The overall integrity of a program takes priority over course reduction per se.

Faculty members performing the duties of Area Chairs and Directors shall receive a reduction in their teaching workload to reflect the nature and scope of the duties and responsibilities involved.

The Dean may offer course reductions to support faculty teaching and research.

### Academic Assistants

Recognizing the diversity in the types of teaching responsibilities in which academic staff engage, the following duties will normally be assigned to Academic Assistants in accordance with Article 15 of the Faculty Handbook:

The normal teaching workload for an Academic Assistant/Term Instructor is 7 workload units. One workload unit is equivalent to a 3 credit course with 3 contact hours.

Labs are credited as follows:

Where contact time is 3 hours per week or less, the lab is credited as .5 workload units per semester

Duties for Academic Support Staff will be in accordance with Article 15.01.2 of the Faculty Handbook.

# Faculty of Arts and Science Workload Process



## Assignment of Duties and Workload Allocation Policy and Procedures

### 1. Overview

Workload allocation procedures in the Faculty of Arts & Science follow the 2020-24 Academic Staff Collective Agreement (ASCA) Assignment of Duties of Members (Article 21). The weighting of each Faculty Member's duties, as outlined in Article 21.03, shall add to 100% (ASCA Article 23.05.2). In accordance with ASCA Schedule E, the standard weighting of Faculty Members is 40% Teaching, 40% Research and Creative Activity and 20% Service to the University and Society. Coupled with duties outlined in offers of appointment, this policy constitutes notice of the standard assignment of duties, as well as procedures for adjustments from this standard for all Members. Faculty Members propose weightings to the Chair for approval by the Dean *post hoc*, upon submission of their Professional Activities Report (PAR) but may also discuss alternative weighting proposals with the Dean before a new academic year and/or reporting period begins. The Dean or designate will notify Faculty Members of any significant new adjustments due to department or research chairships, committee service, accommodations or other reasons. There is no need to notify the Dean each year to confirm existing workload allocation that deviates from the above norms. Duties of Instructors and Academic Assistants include Teaching and Service, as specified in Article 37.02.

### 2. Assignment of Teaching Duties

#### 2.1 Teaching Duties of Faculty Members

Teaching performance expectations are outlined in ASCA Article 13.01. A standard Teaching allocation typically consists of four approved undergraduate or graduate courses. Faculty Members are also expected to be involved in supporting experiential learning, though graduate supervision, supervision of Independent Studies, Honour's Theses and/or Applied Studies. When contributions to these high-quality teaching activities are significant, Faculty Members are expected, but not necessarily required, to request an increased workload allocation to Teaching.

Course reductions for Department Chairs and Program Coordinators may shift some Teaching allocation to Service. Research Chairships requiring course reductions normally reduce allocation from Teaching to Research and Creative Activity. The Dean or designate may offer reallocation from Teaching or Research for other exceptional activities that increase Service commitments above 20%. Workload allocation to Teaching will not normally be approved at a level above 50% or below 20%, except during a Study Leave.

#### 2.2 Teaching Duties of Instructors and Academic Assistants

As outlined in Article 37.02, duties of Instructors and Academic Assistants include Teaching and Service. The standard Teaching assignment is 7 teaching equivalents. This may include the instruction of courses laboratories, tutorials or other forms of teaching, with the course-equivalent value of these activities approved by the Dean or designate and based on the workload required for their delivery in a particular unit. Lower teaching loads are assigned when there is a need for above-standard Service contributions,

as reflected in a Position Description. Instructors and Academic Assistants will be consulted by the Dean or designate if there are significant adjustments required to their duties.

### 3. Assignment of Faculty Member Research Duties

Research and Creativity performance expectations are outlined in ASCA Articles 13.03 and 21.03-4. Within a standard Research allocation, the expectation is that Faculty Members will spend this percentage of their time carrying out original research that advances their discipline(s), with quality written and oral dissemination through the publication of peer-reviewed journal articles, book chapters, books, as well as presentations, invited speeches, performances or expositions at conferences, symposia or professional organizations and institutions, both internally and externally. The nature of the disseminated work varies by discipline and is not restricted to the examples provided above. Grant application submission and acquisition are also considered research-related activities and accomplishments, even when unsuccessful, with the understanding that the need and success rate in securing funding for research and HQP vary by discipline. Alternative forms of research impact not described above are encouraged, including unpublished scholarly work.

Upon the awarding of a Research Chair, workload allocation to Research and Creative Activity may increase with an appropriate reduction in Teaching or Service. However, many Research Chair awards come with graduate supervision and leadership expectations that also fall under Teaching or Service to the University and Society. Workload allocation is normally deemed to be 100% Research, 0% Teaching and 0% Service during a six-month or one-year period of Study Leave, with workload allocation re-weighted accordingly for the biennial or annual reporting period. Requests to continue some graduate or postdoctoral supervision, as required within some research programs, will be considered, and may result in some very limited workload allocation to Teaching during a Study Leave, but typically at or below 10%. Requests for Research duties below 20% will not normally be approved.

#### 3.1 Research Performed by Instructors and Academic Assistants

In accordance with ASCA Article 37.02.6, Instructors and Academic Assistants are not expected to conduct research or scholarship other than that directly related to their professional development, teaching, or Position Description duties or responsibilities. When Instructors or Academic Assistants elect to partake in Research and Creative activities, these activities will only be considered as part of their assigned duties and for the purposes of performance evaluation if they are specifically required to maintain competence and effectiveness in their area of expertise or support the teaching and/or research functions of the University and are part of the Position Description for that Instructor or Academic Assistant. Program delivery and Service needs will be foregrounded in such considerations.

### 4. Assignment of Service to the University and Society

#### 4.1 Service Duties of Members

Service to the University and Society expectations are outlined in ASCA Article 13.04 and defined as per Article 13.04.1-4 and 21.03.7. The standard expectation in the Faculty of Arts & Science is that Service

should constitute 20% of duties of a Faculty Member. Service duties are wide-ranging. In the Faculty of Arts & Science, all Members are expected to commit to Departmental committee service. Internally, administrative service may also extend to the Faculty or University level, while external service may be at the local community, regional, provincial, national or international scale. Examples of Service include active participation in University governance and other internal bodies (e.g., committees of all forms, including but not limited to STP, GFC and ULFA, centres and institutes and Teaching Centre activities) or external organizations at all levels (e.g., Tri-Council agencies, Boards, professional organizations, outreach, involvement in social justice organizations or interest groups, not-for-profit, entrepreneurship and industry or government engagement, media activities, etc.). Service duties may contribute to teaching excellence or support research and creative activity at the university, but activities that are directly related to one's own teaching preparation or that directly support one's own research performance are normally allocated to Teaching or Research. Where Service duties exceed or are less than 20% of workload, alternative allocations can be approved, though the Service commitment should normally range from 10-40% except during Study Leave with a higher frequency of values in the lower half of this range.

#### 5. Other Considerations

Activities of Members often contribute to more than one workload category. In such cases, the Member may choose the category or categories to which such activities are allocated *ante* or *post hoc* and such requests will not be unreasonably denied by the Dean. An example of this would be a contribution to the Scholarship of Teaching and Learning, in which the activities and outputs may fall within the Service, Teaching and/or Research categories or some combination therein, depending on the nature of the work. Another example is where a community-directed Service activity is directly related to one's field of research and creative activity and leads to a planned or serendipitous research output. Graduate supervision involves supervision and mentorship (Teaching) and dissemination that may include the supervisor (Research).

Chairs play a key role in assisting the Dean in the assessment of workload and performance in alignment with the expectations appropriate for a particular discipline. Quality is valued as much as quantity and each of the Teaching, Research and Creative Activity, and Service to the University and Society categories are valued equally for a given weighting for PAR processes, though specific criteria and guidelines with respect to Salary, Tenure and Promotion are found in ASCA Articles 13 and 35, respectively.

# Faculty of Education Workload Process

The Faculty of Education process for assignment of duties is as follows:

1. An e-mail is sent to all Instructors and Professors by the Dean's office asking for each of them to submit the courses that they would like to teach in the next academic year.
2. These course requests are considered alongside programmatic needs between the undergraduate and graduate programs.
3. A draft set of assigned courses is e-mailed to each Instructor and Professor individually. Instructors and Professors are invited to submit alternatives or they are asked to agree with the courses they have been assigned.
4. If alternatives are suggested and those suggestions can be incorporated in the overall programmatic needs, then those suggested changes are made and a new draft set of courses is e-mailed to the Instructor or Professor.
5. Once the Instructor or Professor has agreed to the assigned courses, an official workload letter is sent to each individual Instructor or Professor that is signed by the Instructor or Professor and returned to the Dean's office.

# Faculty of Health Sciences Workload Process

## Internal Dean's Office Memo:

### Principles Guiding Workload Assignment in FoHS

#### **1. Equity and Fairness**

- The FoHS employs a discourse of 100% workload, as opposed to a focus on number of courses taught.
- Service and research are not normally specifically assigned under the collective agreement, but the expected weighting of service and research commitments shall be identified in the workload assignment of each academic staff member.
- One course equivalent shall normally equal 10% of assigned duties. A Course Equivalent is normally defined as a one semester course, scheduled by SEARS, with a 3 credit weighting. Such a course could receive a partial course equivalency.
  - o Instructors normally carry 80% teaching load, which means 8 course equivalents.
  - o Faculty members normally carry 40% teaching load, which means 4 course equivalents.
  - o Faculty members who wish to teach more than 4 course equivalents shall have their workload assignment adjusted accordingly (5 CE = 50%; 6 CE = 60%).
  - o Research chairs shall be assigned course equivalents commensurate with their expected teaching load (20% = 2 CE; 30% = 3 CE).
  - o No academic staff member shall normally receive a teaching assignment below 2 CE per year.
- The Dean's office drafts a suggested assignment in consultation with the program coordinator (who in turn shall have consulted with academic staff); academic staff members shall have the opportunity to respond to the Dean and suggest an alternative assignment.

#### **2. Effective program delivery and responsible stewardship of FoHS resources**

- Required courses will be prioritized in all teaching assignments for ongoing academic staff members.
- Overload stipends should normally only be permitted for purposes of meeting program requirements.
- Sessional appointments should normally only be permitted for purposes of meeting program requirements or net revenue generation.
- Partial course equivalents (e.g., for clinical teaching, supervision of practicums) shall be assigned where appropriate.

# Library Workload Process



**UNIVERSITY OF LETHBRIDGE**  
**Procedures for the Assignment of Duties of Professional Librarians**  
**Assigned to the University Library**

*No part of these Procedures is intended to be at variance with or over-ride any of the provisions in the University of Lethbridge Faculty Handbook, or other collective agreements in place at the University. Where any ambiguity might arise between these Procedures and the Faculty Handbook, or other collective agreements, the Faculty Handbook, or whichever other collective agreement that applies to the ambiguity at issue, shall be authoritative.*

**Preamble:**

These procedures have been developed in accordance with the provisions of Faculty Handbook Article 13.03, which provides for the University Librarian to establish such procedures, subject to the limitations of the Faculty Handbook, following consultation with Professional Librarians assigned to the University Library, for the purposes of the assignment of duties to such Professional Librarians. Given the wide range of services provided in the University Library, by a diversity of staff categories, and the wide range of duties in Article 13.02 to be executed by Professional Librarians, these procedures establish a transparent means of assigning duties, in a collegial, fair and consultative manner, while recognizing that all such duties are deemed to have been assigned by the University Librarian (Article 13.01). Furthermore, these procedures are developed to take into account the core, specific areas of duty of Professional Librarians articulated in Articles 14.11.1(a) through 14.11.1(c), namely: (a) Performance as a Professional Librarian; (b) Research and Professional Development; and (c) Service to the University and Society.

The procedure for the assignment of duties is also informed by the following contextual factors:

- the University's Strategic Plan
- the Library's Unit Academic Plan
- the operational needs of the Library, broadly defined
- the changing academic environment and best practices in university libraries
- the need, where appropriate, to provide support to the Professional Librarian for the acquisition of new skills
- disciplinary variations within the University, and within the professional expertise inventory of Professional Librarians assigned to the University Library
- variations in assignments of duty which allow for the career development of Professional Librarians in areas of interest to them, and of benefit to the Library and the University
- that Professional Librarians embarking on periods of Study Leave will be given an opportunity to take up some proportion of the portfolio they held, following their return from Study Leave
- professional development accrued on Study Leave will be a factor taken into account in the assignment of duties, to facilitate leveraging of the University's investment through such Study Leave

## **Procedures:**

- (1) For each Professional Librarian who is evaluated under the Faculty Handbook, duties are to be assigned in advance of the prospective evaluation period, for the complete prospective evaluation period. That is, duties are assigned in advance of July 1 of the prospective evaluation period. Professional Librarians eligible for biennial evaluation under Article 21 shall have an assignment running over two contract years; Professional Librarians who are annually evaluated under Article 21 shall have an assignment running over one contract year. Should Study Leave or other Leave be accorded to a member, the assignment of duty shall be adjusted accordingly.
- (2) Under normal circumstances, no later than November 30 in the year for which duty has currently been assigned, the University Librarian shall schedule a meeting of all Professional Librarians assigned to the Library, for a consultation in committee, to establish prospective assignments of duty for the forthcoming contract years, for all such Professional Librarians evaluated under Article 21. The University Librarian shall serve as Chair at this meeting, which will also be attended by the Associate University Librarians.
- (3) All duties of a Professional Librarian (as described in Handbook Article 14.11.1(a)), and which therefore require an explicit assignment of duty, shall be identified, and a listing of these assignments shall be circulated to all Professional Librarians prior to the November 30 meeting. The purpose of this meeting is to ensure that there are opportunities for members to be considered for all available types of assignment listed in Article 13.02, and to ensure that the total amount of work to be undertaken by each member is reasonable and roughly equivalent in terms of the time and effort required for the competent execution of that work, including duties encompassed in (4) and (5) below.
- (4) Research and professional development duties are not normally specifically assigned to the Professional Librarian by the University Librarian. However, such duties are a clear expectation for the member, as indicated in Articles 11.04 and 14.11.1(b), therefore the percentage of time to be devoted to such duty shall be established for each member, as part of the assignment of duties procedure.
- (5) Service duties to the University and society are not normally specifically assigned to the Professional Librarian by the University Librarian. However, again, such duties are a clear expectation for the member, as indicated by Articles 11.04 and 14.11.1(c), therefore the percentage of time to be devoted to such duty shall be established for each member as part of the assignment of duties procedure.
- (6) The percentages of total time allocated to each of the duties in (3)-(5) above, which are reflective of the duties defined, respectively, in: Handbook Article 14.11.1(a), Performance as a Professional Librarian; Handbook Article 14.11.1(b), Research and Professional Development; and (c) Handbook Article 14.11.1(c), Service to the University and Society, are understood to be 80%, 10% and 10% for (3)-(5) respectively, in keeping with the historical practices pertaining to assignments of duty of Professional

Librarians assigned to the Library. These percentages do not apply to a Professional Librarian who is on Study Leave for all or part of an evaluation period, and is executing a normal range of duties encompassed by activities in (3)-(5) through the balance of the evaluation period. A Professional Librarian who is on Study Leave for all or part of an evaluation period will have the 80%, 10%, 10% weights adjusted accordingly, to be reflective of the portion of the evaluation period spent on Study Leave, and the portion of the evaluation period spent on the regular duties in (3)-(5) above.

- (7) Notwithstanding the percentages of time allocated to each of (3)-(5) above, and identified in (6) above, a Professional Librarian may, *ex post* to the evaluation period, propose minor deviations from their prospectively agreed percentages when submitting their Professional Activities Report (PAR) for the evaluation period in question. Final percentages for a given review period are set following consultation between the Professional Librarian and the University Librarian, in a manner to reflect a balance of the three duties in (3)-(5).
- (8) Duties to be assigned shall take into account acknowledged and agreed upon contextual factors. Every effort shall be made to complete the procedure for the assignment of duties in a timely fashion. This may require additional meetings beyond the November 30 meeting described in (2) above, such additional meetings to be at the call of the University Librarian.
- (9) Assigned duties shall be established for each member by March 31 prior to the prospective evaluation period, as well as the percentage of time to be devoted to each of the areas of duty described in Articles 14.11.1(a) through 14.11.1(c). These assignments and percentages shall be communicated to each member in writing by May 31 prior to the prospective evaluation period. A summary of this assignment of duty and percentages of time for each area of duty for all members shall also be provided to each member by August 31.

*Note: These Assignment of Duties procedures have been developed based on the advice contained in the document "Policies and Procedures to Determine the Assignment of Duties of ULFA Library Members", discussed at the Professional Librarians' Committee (PLC) meeting of May 17, 2012, and following consultative meetings of the PLC on November 15, 2012 and December 20, 2012. These procedures may be revised from time to time, depending on evolving Library operational needs, broadly defined, through further consultative PLC meetings, as contemplated in Faculty Handbook Article 13.03.*

**Version 3.0, Final, January 4, 2013.**

# School of Liberal Education Workload Process

PROCEDURES FOR ASSIGNMENT OF TEACHING LOAD AND TIMETABLING  
SCHOOL OF LIBERAL EDUCATION  
SHELLY WISMATH, DEAN OF SLE  
OCT. 17, 2022.

The School of Liberal Education currently consists of 6 members. The teaching load for each person is set in contract at hiring or amendments made later.

- One associate professor who teaches 5 courses per year;
- One tenure-track assistant professor, teaching 4 courses per year;
- One tenure-track assistant professor holding the Evelyn Hamilton Chair, and teaching 3 courses per year;
- One Instructor II, teaching 7 mostly lower-level courses plus 3 sets of labs per year, for a yearly course equivalent of 8 courses.
- One Instructor III, funded by the Mastercard Foundation to teach 6 sections per year of LBED/NEUR 2300.
- Current Dean, who has been teaching 3 to 4 courses per year.

Given the diversity of subject, teaching and research areas of our faculty members, we almost all have a specific package of courses that we normally teach. This makes assignment of courses to teach quite straightforward. The Dean annually sends a tentative list of what courses should be offered in the subsequent year, with suggestions as to who will teach what. This is followed by email or in-person discussions with individuals to flag any concerns or changes desired. We also discuss as a group what changes might be needed to number of sections per course, increase or decrease in enrolments, etc.

# Faculty of Fine Arts Workload Process

This is the process in the Faculty of Fine Arts as summarised by the current interim Dean:

The process in Fine Arts is driven primarily by the chairs and by the assistant dean of student services, James Dobbie. Individual chairs consult with James about what needs to be offered in the upcoming semester and who usually teaches those courses. I am consulted if there is a decision to be made to, for example, cancel a course (which I have only done at the request of the faculty member, when enrollment was too low to make the course viable), or when a faculty member has asked for some specific conditions -- to teach online for example, or to teach in a time slot that accommodates their childcare needs. In my experience so far, we have accommodated those requests as much as possible.

My greatest involvement happens when the usual person can't teach the usual courses, because they are on medical or study leave. In those cases, in consultation with the chair and with James, we decide if a course doesn't need to be offered, or can be offered in another semester, or can be substituted for something else, or can be taught by a term or sessional. As I said, that's really driven by the chairs and their suggestions of who we could hire. I facilitate getting the contracts approved; the actual labour of the contracts is all done by our academic assistant, Sarah Hilliard. I am of course especially involved if it's a contract for a new faculty member. In those cases, I would consult with Cathy Kanashiro about salary, and I've had to consult with Angela Rosenau about a couple of new hires who are American.

Faculty members usually teach 5 courses. I have left exceptions to that rule largely to the chairs or to individual requests. For example, the chair of Music argued that two faculty members holding large research grants should get a course release; this practice had been established by the previous dean, so I agreed. An individual faculty member requested a course release in lieu of full parental leave. We accommodated a particularly stressful need for compassionate leave by getting a sessional to cover a few weeks in a semester. We always give new tenure-track faculty one course release in their first year. There is an arrangement that was put in place by a previous dean that once a faculty member supervises two graduate students to completion, they get a course release. These are all tracked by Sarah, in addition to the course releases for being a chair or a research chair and so on.

Most instructors teach 7, because that's the precedent, and I have left that to chairs to timetable based on their need to cover curriculum. We also have some complicated situations where instructors serve as, for example, the studio coordinator or a designer on theatre productions, or are particularly involved in new curriculum development, and those duties are counted as course equivalents.

I am sure this is probably far more narrative than you were hoping for. To summarize: workload is assigned in consultation with the member and their chair, with essential input from James Dobbie, and is driven primarily by the curriculum.