



University of
Lethbridge

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March 5, 2026

RE: Article 6.05 – Information about Assignment of Duties and Workload Equity

Please find attached the workload process for each Faculty, School, as well as Career Bridge and the University Library, in accordance with Article 6.05.1 of the 2020-2024 University of Lethbridge Academic Staff Collective Agreement which were to be delivered by October 31, 2025. Please note that the formatting of some documents has been adjusted during compilation. A brief note after each process summarizes the change from the previous academic year.

Thank you,

Karl Laderoute, PhD
Director, Academic Employee and Labour Relations
University of Lethbridge

Career Bridge

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 Assistant Dean, 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 Assistant Dean 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 Assistant Dean 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 Assistant Dean (who is delegated to consult with Members throughout the process).

2025/2026 Update

“Academic Director” changed to “Assistant Dean”

Dhillon School of Business Workload Process



Dhillon School of Business - 2013 (policy #'s updated Feb '26)

Policies and Procedures for Managing Assigned Duties

Moving Forward

The Dean, in consultation with the Executive Committee and School Council, will provide policy and procedure guidelines for the assignment of duties in the Dhillon School of Business as required by Article 6.05 of the Academic Staff Collective Agreement.

To ensure equitable and reasonable assignment of research, teaching and service responsibilities in the Dhillon School of Business, the Dean will consider the following principles subject to Article 6 of the Academic Staff Collective Agreement.

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

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 37.02.3 of the Faculty Handbook.

2025/2026 Update

In February 2026, article/policy references were updated to accurately reflect other documents.

As previously reported, Area Chairs are no longer directly involved in assigning teaching duties to academic staff (excluding sessionals).

DSB uses an iterative process. Tenure Track Faculty and Instructors are surveyed as to their preferences by the Dean's Office, and a draft timetable is built around those preferences to the greatest extent possible. The draft timetable is then sent to Tenure Track faculty and Instructors for feedback.

That feedback is incorporated, as much as possible, into the next revision of the timetable. A further version is then sent out for feedback and to collect Tenure Track faculty and staff room and other preferences such as class length etc.

The next revision is then sent out to Tenure Track faculty and Instructors once times and days have been added for feedback.

Once finalized, after the last round of feedback, the timetable then serves as faculty and instructors' notification of their teaching duties for the following academic year.

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.

2025/2026 Update

No Changes

Faculty of Education Workload Process



ASSIGNMENT OF DUTIES AND WORKLOAD ALLOCATION

CONSIDERATIONS

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 Education. Drawing on the Mission and Vision of the Faculty of Education, these workload principles represent our commitments to being a supportive, ethical academic and educational community rooted in professional practice, valuing and strengthen our relationships with professional partners in the communities we serve and modelling belonging and well-being in our relationships with and among each other. These policies and procedures also recognize that flexibility is a necessary feature 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.

OVERVIEW

Workload allocation procedures in the Faculty of Education follow the 2020-24 Academic Staff Collective Agreement (ASCA) Assignment of Duties of Members (Article 21). The weighting of each Academic Staff member’s duties, as outlined in Article 21.03, shall add to 100% (ASCA Article 23.05.2). In line with Faculty of Education practices, the typical distribution of workload for tenure stream Academic Staff is 40% Teaching, 40% Research and Creative Activity and 20% Service to the University and Society. Duties of non-tenure stream include Teaching and Service, as specified in Article 37.02. In the Faculty of Education, the typical weighting of instructor stream Academic Staff is 80% Teaching 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. Academic Staff propose weightings to the Associate Deans 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 Academic Staff Members of any significant new adjustments due to department or research/teaching chair-ships, committee service, accommodations, or other reasons.

ACADEMIC STAFF: TENURE STREAM

Academic staff members in the tenure stream may propose a workload allocation. Their proposal (max. 1 page) should include a brief rationale and intended outcomes for each aspect of assigned duties: Teaching effectiveness (40-50%), Research, professional development, scholarly work,

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and creative activity (30-40%) and Service to the university and society (20%). The following are examples of reasonable workload allocations:

Example One:

Dr. Manitoba is an Assistant Professor in their second year in the Faculty of Education. They are teaching undergraduate courses and supervising 6 students in PSI. Last year, Dr. Manitoba taught two sections of one course; in total they taught approximately 125 students and did not have any TA support. Dr. Manitoba is also a member of the nominations and graduate program committees. They also serve on Graduate Council. Dr. Manitoba has an active research agenda that includes supervising a GA, one academic article, a national conference presentation and a podcast focused on professional identity development among preservice teachers. They are revising a SSHRC Insight Development Grant as a Principal Investigator to support research on identity and AI with teachers from two high schools in the Westwind School Division. The application was not successful in the first application, but they are working with ORIS on revising the application for resubmission. They have a GA working on the project with them. Dr. Manitoba is supervising two master's thesis students from the MEd program and is on the committee for another graduate student from the University of Alberta. Based on Dr. Manitoba's overall contributions to teaching, research and service, their proposed workload allocation is: 40% Teaching (4 course equivalents including undergraduate field supervision), 40% Research & Creative Activity and 20% Service to the University and Society.

Example Two:

Dr. Yukon is an Associate Professor in their 15th year in the Faculty of Education. They are passionate about teaching Professional Seminar and have also taught educational foundations courses at both the undergraduate and graduate levels. On average, they teach approximately 90 students per year. Dr. Yukon usually supervises in PSIII as part of their assigned teaching load. Their research agenda is generally a max of two theoretically based articles or chapters per year as well as presentation at CSSE each year if it is held in Western Canada. Dr. Yukon has not sought out funding for research since 2012. Dr. Yukon does not usually serve on graduate committees. They attend EFC and serve on the student appeals committee. Based on Dr. Yukon's overall contributions to teaching, research and service, their proposed workload allocation is: 50% Teaching (5 course equivalents including undergraduate supervision), 30% Research & Creative Activity and 20% Service to the University and Society

Example Three:

Dr. Ontario is an Associate Professor is in their eighth year in the Faculty of Education. They primarily teach in the Master of Education program. On average they teach approximately 75 students with TA support in 2 of their assigned courses. Dr. Ontario serves on Executive Committee and the Research Advisory Committee as well as the GFC Appeals subcommittee. Dr. Ontario is often a reviewer for CASEA and the English Editor for the Journal of Educational Leadership. Dr. Ontario is an active co-investigator, which includes the supervision of a GA, on SSHRC Partnership Engage Grant based out of the University of NWT. Dr. Ontario is also listed as a co-investigator on another research

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grant but plays a limited role in the active research. Dr. Ontario is an active graduate thesis supervisor for four students and recently agreed to supervise an incoming PhD student. Dr. Ontario's graduate supervision is generally consistent from year to year. Dr. Ontario has been recognized in the field with several awards and is often called upon to serve on conference panels or as a keynote. Informally, Dr. Ontario is often called upon to mentor graduate students as they navigate their research even though they are not part of these students' formal graduate committees. Dr. Ontario is working on the development of a Partnership Development Grant as a Principal Investigator that they are planning to submit next year. Based on Dr. Ontario's overall contributions to teaching, research and service, their preferences and the needs of the faculty: 40% Teaching (4 course equivalents), 40% Research & Creative Activity and 20% Service to the University and Society.

Example Four:

Dr. Saskatchewan is a Professor is in their twentieth year in the Faculty of Education. They primarily teach in the M.Ed. Counselling program because they are a registered psychologist with CAP. Generally, they teach about 65 students with TA support in 3 of 4 classes. Dr. Saskatchewan has not supervised a graduate thesis in the last 6 years. Dr. Saskatchewan has a light research agenda: no research funding, publishes one or two papers per year but rarely presents at conferences unless they are in Lethbridge or destination conferences. Dr. Saskatchewan attends EFC and reviews applications to the M.Ed Counselling program each year. Based on Dr. Saskatchewan's overall contributions to teaching, research and service, their preferences and the needs of the faculty, their proposed workload allocation is: 50% Teaching (5 course equivalents), 30% Research & Creative Activity and 20% Service to the University and Society.

ACADEMIC STAFF: INSTRUCTOR STREAM

Academic staff members in the instructor stream may propose a workload allocation. Their proposal (max. 1 page) should include a brief rationale and intended outcomes for each aspect of assigned duties: Teaching effectiveness (70-80%) and Service to the university and society (20-30% *may include community engagement). The following are examples of reasonable workload allocations:

Example One:

Dr. Quebec is an Instructor III with a continuing appointment in the Faculty of Education. Dr. Quebec joined the Faculty of Education after 15 years as a teacher and administrator with the Livingston Range School Division and after completing their PhD. Prior to joining the faculty, Dr. Quebec served as a sessional instructor primarily in PSI and II. Dr. Quebec has deep ties to the school community and regularly connects students with teachers in the field. They are primarily motivated by developing the skills of our undergraduate students to prepare them for the complex reality they will face in schools. Dr. Quebec feels their strengths are best situated in teaching. Dr. Quebec serves on the Curriculum and Indigenous Education committees and is a representative for the faculty on two ATA committees. Based on the teaching and service preferences and the needs of the faculty,

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Dr. Quebec’s proposed workload allocation is: 80% Teaching (8 course equivalents including field supervision) and 20% Service to the University and Society.

Example One:

Mr. Newfoundland is an Instructor II in their second year in the Faculty of Education. Mr. Newfoundland joined the Faculty of Education after a 12-year teaching career with Horizon School Division and five years teaching in international schools. Mr. Newfoundland feels strongly in the connection between theory and practice which has translated into a partnership with several local elementary schools. Mr. Newfoundland has been working with teachers in the elementary schools to bring best practise in the use of technology for developing critical and creative thinking. He uses what he is learning with the elementary teachers and elementary students when teaching his undergraduate classes to make the important connection between theory and practice. Based on the teaching and service preferences and the needs of the faculty, Mr. Newfoundland’s proposed workload allocation is: 70% Teaching (7 course equivalents including field supervision) and 30% Service to the University and Society (which includes 10% community engagement).

Note: Community engagement connects the academic staff in the instructor stream to areas of interest to local, regional, provincial, national, or global communities. Instructors may partner with educators, district leaders and administration, neighborhoods, schools, nonprofit organizations, government agencies, and other external entities in ways that will enhance their teaching or strengthen connections between the university and field. An instructor may also choose to take on a more formal coaching/mentoring role among university consultants that would enhance our relationships with field partners. At the time of declaring preferred workload, the academic staff in the instructor stream would provide a brief overview outlining the intended purpose of the community engagement allocation. Examples of community engagement may be coaching university consultants on effective supervision throughout practicum placements, focus on programming based on the new Alberta curriculum, curriculum mapping across programs, meaningful connections based on shared resources and expertise to enhance opportunities for the teaching profession.

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ASSIGNMENT OF TEACHING DUTIES

TEACHING DUTIES OF ACADEMIC STAFF MEMBERS: TENURE STREAM

Teaching performance expectations are outlined in ASCA Article 13.01. In the Faculty of Education, a typical teaching allocation for tenure stream academic staff is 40-50% of workload which includes approved undergraduate and/or graduate teaching equivalents. Teaching equivalents may also include supervision of undergraduate students in their field placements. Academic staff members are expected to support experiential learning, graduate research supervision (i.e. thesis/project supervision, committee participation, internal/external evaluation etc.), undergraduate field supervision and effective practices in teaching and learning. When contributions to these high-quality teaching activities are significant, Faculty Members may request an increased workload allocation to teaching depending on budgetary approval. Note: expectations for graduate student supervisors are available from the School of Graduate Studies. While there is no minimum or maximum number of graduate students an eligible academic staff member is required to supervise, graduate supervision is an expectation with responsibilities reflective of program need, rank of academic staff member and expertise necessary to support the graduate student.

TEACHING DUTIES OF ACADEMIC STAFF MEMBERS: INSTRUCTOR STREAM

As outlined in Article 37.02, duties of Instructors include Teaching and Service. In the Faculty of Education, the typical teaching assignment for Instructors is 80%. This may include the instruction of courses, student practicum supervision, workshops, 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. Alternate teaching loads are assigned when there is a need for above-standard Service contributions (e.g. Coordinator or Assistant Dean) as reflected in a position description or when an individual wishes to include community engagement as a focus of their workload. Instructors will be consulted by the Dean or designate if there are significant adjustments required to their duties.

GENERAL INFORMATION ABOUT ASSIGNMENT OF TEACHING DUTIES

Course reductions for Associate Deans, Assistant Deans and/or Coordinators may shift some teaching

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allocation to a service allocation. 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 or other exceptional circumstances. Research/teaching chair-ship requiring course reductions normally reduce allocation from teaching to research and creative activity. Typically, reduced course load for a research/teaching chair-ship is funded from outside of the faculty.

STAFFING PRIORITIES

Allocation of courses is generally prioritized based on the following needs,

A. Program Integrity

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

B. Student program needs

1. Course allocations will be assigned to ensure that no student’s program trajectory would be unfairly compromised.

C. Faculty expertise

1. Course assignments will be made to maximize the relationship between course content and academic staff members expertise and credentialling

D. Financial realities of the Faculty

STAFFING PRIORITIES FOR COUNSELLING PROGRAMS

Given the requirements of the counselling programs relative to our CAP approved program pathway, workload staffing for the counselling programs is prioritized as follows:

1. MEd courses requiring R-Psych instructor qualification.
2. MEd courses requiring Psych Grad instructor qualification.
3. MC summer courses requiring R-Psych instructor qualification.
4. MC summer courses requiring Psych Grad instructor qualification.

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5. Remaining MC courses.

Whenever possible, Associate Deans will endeavor to minimize excessive course preparation that is not deemed essential by attending to the preceding priorities. Further, the Associate Deans will consider the level of assigned courses, expected enrolment, frequency of new course preparation, medium of course delivery, and unforeseen circumstances affecting the programming of the Faculty.

TIMELINE FOR ASSIGNMENT OF TEACHING DUTIES

Prior to final teaching assignments, Associate Deans will follow the following process:

By June 15	A list of all courses to be time-tabled in the coming academic year will be provided to all Academic staff. Invite course preferences in the undergraduate and graduate programs from all Academic Staff. Teaching proposals (max. 1 page) submitted by academic staff should include a brief rationale explaining: (a) preferred workload allocation for each of the assigned duties, (b) specific courses in order of preference, and (d) intended outcomes for each of the assigned duties
By October 15	A draft set of assigned courses is e-mailed to each Academic Staff member individually. Academic Staff members are invited to submit alternatives or consent for the assigned course allocation. Academic staff members may also indicate reasonable preferences for course scheduling (Note: preferences cannot be guaranteed).
By November 15	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 Academic Staff member.
By January 15	Once the Academic Staff member has agreed to the assigned courses, an official workload letter is sent to each individual Instructor or Professor that is signed by the Academic Staff member and returned to the Dean’s office.

Note staffing priorities listed earlier guide decision making. Indications of preference are welcome; however, it may not be possible to accommodate all requests.

INVITATION TO PARTICIPATE IN THE CONSULTATION/ASSIGNMENT PROCESS

15 June YEAR Hello

all,

This is just a friendly reminder to submit your workload preferences for the INSERT ACADEMIC YEAR academic year if you haven’t already done so. Principles governing

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Assignment of Duties within the Faculty of Education can be found at: [INSERT LINK](#)
These include exemplars of various workload distributions that might help you in your selections.

Attached you will find a list of all courses that need to be staffed in ACADEMIC YEAR at both the undergraduate and graduate levels within the Faculty of Education.

Please respond using the [Faculty of Education Workload Allocation form](#) no later than [INSERT DATE](#) at [INSERT TIME](#) to begin the process. By 01 November, we will then send you a draft workload based on program needs with your preferences in mind once we hear back from everyone.

If you would like to meet with [NAME OF ASSOCIATE DEAN UNDERGRADUATE PROGRAMS](#), [NAME OF ASSOCIATE DEAN GRADUATE STUDIES AND RESEARCH](#) to discuss your workload instead of responding via e-mail, please reach out to arrange a meeting.

EXPECTATIONS FOR RESEARCH DUTIES (TENURE STREAM ACADEMIC

STAFF MEMBERS)

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 Academic Staff Members will spend this percentage of their time carrying out original research that advances their discipline(s), with quality dissemination through the publication of peer-reviewed journal articles, book chapters, books, as well as presentations, invited speeches, performances or exhibitions 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 can vary by discipline. Alternative forms of research impact not described above are encouraged, including unpublished scholarly work. Requests for Research duties below 20% will not normally be approved.

RESEARCH CHAIRS

Upon the awarding of a Research Chair, workload allocation to Research and Creative Activity may increase with an appropriate reduction in Teaching or Service.

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RESEARCH DURING STUDY LEAVE

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%.

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 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. Program delivery and service needs will be foregrounded in such considerations.

ASSIGNMENT OF SERVICE TO THE UNIVERSITY AND SOCIETY

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 Education is that Service should typically constitute 20% of duties of a Faculty Member. Service duties are wide-ranging. In the Faculty of Education, all Members are expected to commit to 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.).

Further examples of meritorious service activities include but are not limited to serving on, or chairing committees internal/external to the faculty, representing the Faculty of Education on university and/or professional committees/associations (e.g. SWATCA), leadership and/or engagement with schools and community groups in ways that benefit the Faculty of Education,

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organizing outreach and/or recruitment activities/events, administrative organisation of national and/or international workshops and conferences, arranging for or delivering public lectures, invitations as keynote speaker, leadership of and/or participation in professional, academic, or governmental activities and organizations and serving as a reviewer for internal groups (e.g. graduate admissions), external groups (e.g. program review) or external applications for promotion.

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.

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 which could apply to Teaching while the dissemination that may include the supervisor could be considered a Research output. It is the responsibility of the member to articulate impact, significance and/or originality, as it pertains to their discipline/field of study.

Associate Deans 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. Weightings assigned at the beginning of the process are reflected in the assessment of PAR.

2025/2026 Update

New policy adopted in September 2025

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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.

2025/2026 Update

No changes

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.

2025/2026 Update

No changes

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.

2025/2026 Update

No changes

Faculty of Fine Arts Workload Process

Policy and Procedures – Discussed at FAFC March, 2024

Faculty of Fine Arts Policies and Procedures for Managing Assigned Duties

Institutional Context and Purpose

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 Fine Arts, as required by Article 21.04 of the University of Lethbridge Academic Staff Collective Agreement.

To ensure equitable and reasonable assignment of research, teaching, and service responsibilities in the Faculty of Fine Arts, the Dean will consider the following principles, subject to Article 21 of the Collective Agreement, and follow the procedural guidelines outlined in this document. This document also outlines the responsibilities delegated to Department Chairs and the Assistant Dean.

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 Fine Arts. 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.

Policy

The normal assignment of duties for tenured and tenure-track faculty (faculty) is 40% research, 40% teaching, and 20% service. The current typical teaching duty for faculty is five three-credit hour courses, with the expectation of involvement in MFA/MMus/MA programs and supervision of applied studies and/or independent studies. In optimal circumstances, Faculty members have one non-teaching day per week to provide them with a block of time to allocate toward research and service responsibilities.

The normal assignment of duties for Instructors/Academic Assistants (instructors) is 80% teaching and 20% service. Recognizing there is diversity in the types of teaching responsibilities in which academic staff engage, the following duties will typically be assigned to Instructors/Academic Assistants in accordance with Article 37.02 of the Collective Agreement:

The full-time teaching workload for an Instructor/Academic Assistant (continuing or term) is seven workload units. One workload unit is equivalent to a three-credit course

Active Research

Faculty 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 11.03.3 of the Collective Agreement.

Course Reductions for Teaching, Research, and Service

The overall integrity of a program takes priority over course reduction per se. Department Chairs, Directors, or Coordinators receive a reduction in their teaching workload to reflect the nature and scope of the duties and responsibilities involved. New tenure-track faculty typically receive one course reduction in their first semester. The Dean may, at their discretion, offer course reductions to faculty or instructors to support teaching, service responsibilities exceeding typical expectations, graduate supervision (of students supervised to completion), or research (for faculty). Faculty and instructors receiving course reductions may be expected to report on their activities.

Procedures

Assignment of Duties of Faculty and Instructors

Department Chairs shall consult with members before determining that Member's assignment of teaching duties. The Department Chair shall submit the planned assignment of teaching duties to the Dean for approval. Once approved, the Department Chair (by delegation of the Dean) will inform each faculty member and instructor in writing of their teaching duties for the forthcoming academic year. Scheduling of classes within the academic timetable is delegated to the Assistant Dean, in consultation with Department Chairs.

Approximate Annual Timelines

May 1 – May 31 – the Dean and Assistant Dean establish the number of available sections available for each department for the upcoming academic year (e.g. in May 2024, establish number of sections for 2025-26 academic year), and set departmental enrolment targets, based on prior course history and department enrolment goals.

June 1 – Chairs receive planning worksheet, including the number of available sections, departmental enrolment target, as well as enrolment history for courses.

June 1 – June 30 – Chairs discuss teaching workload with all permanent faculty and instructors and prepare planning worksheet, including course plan, faculty/instructor workload plan, enrolment plan, and target enrolments for each course. Chairs can indicate anticipated GA/marketing needs as part of this planning process.

June 30 - Chairs submit first draft of planning worksheet to Dean's office.

July-August – Dean's office reviews and prepare feedback on planning worksheets.

September 1 – September 15 – Dean's office meets with Chairs to discuss planning worksheets and preliminary discussion of staffing plan requests.

September 15 – October 1 – Chairs revise planning worksheets and consult with faculty/instructors as needed, approximate discussion of planning worksheets at chairs advisory to identify potential challenges or opportunities for collaboration.

October 1 – October 15 – Chairs meet with Dean's office to finalize planning worksheet and timetable, and further discuss staffing plans.

October 15 – October 31 – timetable and staffing plan preparation by Assistant Dean and Dean, Department Chairs tentatively confirm workload assignments for faculty and instructors.

2025/2026 Update

No changes