

Article 19: Teaching Workload Guidelines

One of the most important gains we made in the last round of bargaining was the right to have significant input into what our workloads will look like – and it took us three weeks on a picket line to win that right.

Our work doesn't end there, though – only you and the Members in your Faculty, School, or College can make this language effective. What follows are some suggestions on how to get the best possible teaching guidelines in your unit.

The Process

Each Faculty, School, and College must develop its own Workload Guidelines. Part of the strength of this new CA language is that Deans and Directors must turn to all UMFA Members in a unit for advice on what workloads should look like, transform that advice into a Workload Guideline, and present that draft document to UMFA Members for approval via a secret ballot vote.

These are the steps that your Dean or Director must follow:

- The Dean/Director has to call a meeting of all UMFA Members and Administrators within your Faculty to solicit advice on what the Guidelines should look like. It's important to note that this is **not a meeting of faculty council**. This is a special meeting that is to **only** include UMFA Members and staff who would be UMFA Members if they weren't in administrative positions. NOTE: Administrative staff at these meetings **do not get to vote** on any matter [19.A.1.3.1 (i)]
- This is not the only consultation the Dean has to have, however. As they prepare draft Guidelines the Dean/Director has to further consult with Members or **strike a sub-committee** to take on this consultative role. This sub-committee must include a majority of UMFA Members who are elected by other UMFA Members – the committee cannot include Administrators [19.A.1.3.1.(ii)]
 - UMFA **strongly recommends** that at **your first meeting with the Dean** you discuss how further consultations will be done: (1) with all UMFA Members of the faculty meeting in committee, or by some other means, or that (2) further consultations will be done via subcommittee. If option 2 is chosen, be sure to compose the committee and elect its Members during the first meeting with the Dean.
- The Dean/Director is also able to do any other consultations that they think are advisable and must write a **report on what was included/excluded from the Guidelines**, and make it available to Members [19.A.1.3.1.(iii)], 19.A.1.3.1 (iv)]
- After these consultations are completed, the Dean must call another meeting of only UMFA Members (and

not Administrators) to discuss the **draft Guidelines** and submit them to a **secret ballot** vote. Again, this is not a meeting of Faculty Council, but only of UMFA Members. The results of the vote must be made known to Members in writing. A simple majority vote in favour of the Guidelines makes them official [19.A.1.3.1 (v), 19.A.1.3.2]

- If the draft Guidelines are rejected, however, the Dean must do further work on the Guidelines with the Members in committee or sub-committee, and then call another meeting of UMFA Members meeting in committee to vote on the new draft. However, **this vote and any subsequent vote only requires 1/3 (one third) of Members to vote in favour** to make them official. Until new guidelines are voted in, existing Guidelines or past practices in regard to workload remain in effect. [19.A.1.3.3, 19.A.1.3.4]

This last step repeats until a new set of guidelines is approved.

It's **important to make sure this process is properly followed** for two reasons: (1) if it isn't followed, you diminish your ability to affect what guidelines are put in place, and (2) the Central Administration or the Association can challenge the outcomes of the process if it isn't adhered to.

What the Guidelines Should Include

Different Faculties have different methods of teaching and research, and service can take many forms – this is why the Collective Agreement leaves the wording of Workload Guidelines up to the discretion of Deans and Members.

The Collective Agreement states that the **Guidelines must include a standard teaching load range and reference to how circumstances will affect that range** (for example, new faculty may be offered a slightly reduced teaching load, or other teaching reductions may be given for major service/administrative contributions.)

In addition, the development of the guidelines **must** take into consideration the full range of academic work of all the Members of the Faculty, as well as:

- Research, scholarly work, and other creative activities
- The full range of demands associated with teaching, including:
 - The nature of the course
 - Course level
 - Enrollment
 - Class size
 - Prep time
 - Prescribed methods of instruction and evaluation
 - Undergraduate and graduate supervisory work
 - The practice of professional skills
 - Assigned service duties
 - Assigned work for other departments, schools, colleges, programs, or Faculties
 - The priorities and integrity of the academic programs of your Faculty, School, or College
 - The range of activities required for granting tenure, continuing appointments, and promotion.

Guidelines for which adequate consideration of these items is not given will be contrary to the Collective Agreement, and could be grieved.

It's also a good idea to propose ways to account for:

- Academic coaching, counseling, and mentoring

- Consultation with students (e.g. office hours)
- Curriculum and course development
- Supervising TAs and Marker-Graders
- Tutorials, laboratory/clinical demonstration and supervision.

(These are all found in the CA at sections 19.A.1.3.5 and 19.A.1.3.6)

The Guidelines **must address what to do when courses are cancelled because of low enrollment**. For example, Members in such a position could be deemed to have taught the course for the purposes of workload counts. The Guidelines must also **include provisions governing the granting and use of banked teaching credits** earned once the guideline comes into force. For example, credits could be banked for an indefinite period before being used.

Text of the Collective Agreement re: Workload Guidelines

19.A.1.3 Guidelines for Assignment of Teaching Duties

- 19.A.1.3.1 Promptly following this Agreement coming into effect, the dean/director of each faculty/school, and in the case of the Faculty of Health Sciences, the dean of each respective college, shall:
- seek the advice of the Members of his/her faculty/school/college meeting in committee for the purpose of establishing of a set of teaching guidelines (the “Guidelines”). This meeting shall include (solely for the purposes of seeking advice) individuals who would be Members but for the provisions of Article 30, providing they hold a primary appointment in the faculty/school/college.
 - following receipt of the advice, the dean/director will prepare Guidelines, in consultation with either the Members, or a sub-committee of Members, the majority of whom shall be elected by Members meeting in committee.
 - undertake any other consultations they deem advisable in order to better inform the preparation of the Guidelines.
 - consider all the input received in preparing the final Guidelines, and prepare a report regarding what he/she decided to include or not include in the final Guidelines. The dean/director’s report will be made available to all Members.
 - submit the Guidelines to a secret ballot vote of the Members meeting in committee. Only Members shall vote. The results of the vote shall be made known in writing to the Members.
- 19.A.1.3.2 If a faculty/school/college does not approve the Guidelines by majority vote on its first attempt, the dean/director of the faculty/school/college shall continue working with the Members meeting in committee on the establishment of the Guidelines in accordance with s. 19.A.1.3.1.
- 19.A.1.3.3 On any subsequent vote to attempt to establish the Guidelines in accordance with s. 19.A.1.3.1, the Guidelines will be established if they are approved by one-third of the Members meeting in committee.
- 19.A.1.3.4 Until new Guidelines are approved, deans/directors shall continue to follow existing guidelines

or past practice where there are no guidelines.

19.A.1.3.5 Guidelines shall take into consideration the full range of academic work of Members, and:

- a. The priorities and integrity of the academic programs of the faculty/school/college;
- b. The range of activities required for the granting of tenure, continuing appointments and promotion;
- c. The full range of demands associated with teaching, including the factors in s. 19.A.2.4.1 and s. 20.A.1.2.2, nature of the course, course level, course enrolment, class size, course preparation, prescribed methods of instruction and evaluation. Faculties/schools/colleges may consider activities such as academic coaching, counseling, and mentoring; consultation with students; curriculum and course development; supervision of teaching assistants and graders/markers; and, where part of a Member's assigned duties, tutorials, and laboratory or clinical demonstration or supervision;
- d. Supervisory work that is part of graduate and undergraduate teaching;
- e. Practice of professional skills;
- f. Research, scholarly work, and creative activities in accordance with s. 19.A.2.4.2 and s. 20.A.1.2.1;
- g. Assigned service, in accordance with s. 19.A.2.4.3 and s. 20.A.1.2.3; and
- h. Assigned work performed for other departments, faculties, schools, colleges, or programs.

19.A.1.3.6 Guidelines of a faculty/school/college shall include a standard teaching workload range, and address the circumstances when the teaching load of a Member shall differ. The Guidelines shall also provide guidance on when a course is cancelled.

19.A.1.3.7 The Guidelines shall be reviewed at least every five (5) years, or no more than once per year upon request of the dean/director or a two-thirds majority of the Members of the faculty/school/college meeting in committee. Reviews of the Guidelines shall follow the same process as set out in s. 19.A.1.3.1 – s. 19.A.1.3.3.

19.A.1.4 **Limitations on Assignment of Teaching Duties**

19.A.1.4.1 The assignment of teaching shall take into consideration the priorities and integrity of academic programs, teaching space, and the individual preferences of Members.

19.A.1.4.2 All banked teaching credits held by Members as of the date this Collective Agreement comes into effect and all teaching credits which come into effect prior to the Guidelines being established by the applicable faculty/school/college shall remain in full force and effect and shall be honoured by the faculty/school/college. Banked teaching credits will not be paid out upon the Member's retirement or departure from the University. Members shall make reasonable efforts to use their banked credits.

19.A.1.4.3 The Guidelines of each faculty/school/college shall contain a provision governing the granting and use of the banked teaching credits earned after the Guideline comes into force and effect.

19.A.1.4.4 The teaching credit/reduction arrangement in place at the time the Member accepts their administrative or service assignment shall apply to the Member for the duration of their assignment. Where the Guidelines established pursuant to this Article revise the teaching credits or reductions, the revisions shall apply to assignments accepted or renewed after the applicable Guidelines come into force and effect.

We're Here to Help!

If you want to **organize a meeting of your constituency** to discuss workload, contact your Representative on the UMFA Board. A list of reps is available [here](#).

If you don't have a rep, or you're a rep interested in having additional UMFA representation at your planning meeting, contact Greg Flemming at gflemming@umfa.ca.

Looking to **organize a meeting of all the reps in your Faculty?** We can help with that too – send a request to gflemming@umfa.ca.

Questions or Comments? Email FAUM@UMFA.CA or call the office at **204-474-8272**.

Workload Guidelines: Process at a Glance

