

FACULTY OF ARTS
FACULTY COUNCIL
ACTION BRIEFING NOTE

For Approval For Recommendation For Discussion

SUBJECT: Faculty of Arts Guidelines on Work Assignment

MOTION:

<p>That the Faculty of Arts Council approve the <i>Faculty of Arts Guidelines on Work Assignment</i> as detailed in the following document: Faculty of Arts Guidelines on Work Assignment</p>

PROPONENT(S):

Florentine Strzelczyk, Vice Dean

REQUESTED ACTION

The Faculty of Arts Council (FC) is being asked to approve the *Faculty of Arts Guidelines on Work Assignment*.

KEY CONSIDERATIONS/KEY POINTS

The Collective Agreement, in Article 12, Work Assignment, stipulates:

12.2. Each Dean or equivalent shall make available to the academic staff of the faculty or unit the process and factors taken into consideration for workload assignment.

Most other faculties have workload policies or guidelines on assigning work. The present document captures the factors entering into the assignment of work in the Faculty of Arts.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
X	DAC	2015-11-27			X	
X	Executive Committee	2016-01-28		X		
	Faculty Council	2016-10-06	X			

SUPPORTING MATERIALS

1. Faculty of Arts Guidelines on Work Assignment

Faculty of Arts

Guidelines on Work Assignment

I. Introduction:

All academic staff members are expected to undertake activities appropriate to the responsibilities of their rank or position as outlined in the following:

- Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff (https://www.ucalgary.ca/hr/files/hr/apt_manual_current.pdf) approved by General Faculties Council.
- Rules and criteria set out in the Collective Agreement (hyperlink).
- Terms of their appointment.
- Accepted practices and existing agreements within academic units in the Faculty of Arts.

According to the Collective Agreement, Article 12.2, “each Dean or equivalent shall make available to the academic staff of the faculty or unit the process and factors taken into consideration for workload assignment.” “Duties are assigned following consultation in good faith, with the academic staff member, subject to the approval of the Dean or equivalent” (Collective Agreement 12.3). “While the duties of academic staff members will necessarily vary, such duties shall be assigned in a reasonable and non-arbitrary manner” (Collective Agreement 12.5), consistent with the mission and plans of the Faculty of Arts.

The Faculty of Arts Guidelines on Work Assignment will

- Inform academic staff and administrators about how work assignment is defined in Arts.
- Set out clearly the criteria and factors that enter into decisions about work assignment.
- Assist heads, directors and administrators with assigning work transparently and equitable.
- Assist academic staff in actively shaping their career.
- Support academic staff and heads/directors in matching faculty medium and long-term career goals with program and unit needs.

II. Definition of Academic Work

Academic work is defined as the distribution of academic staff effort over a period of time. It combines teaching and advising, research and scholarship, and service. Balance among these aspects of academic work will vary among academic staff depending on the needs and priorities of the faculty, academic unit and/or program, as well as the professional goals, expertise and interest of academic staff members.

Teaching and advising refers to the efforts of academic staff towards instruction, advising, guiding, supervising, and mentoring students’ academic progress. It also includes program administration and curriculum development. Normally, academic staff members are regularly involved in all facets of teaching and advising over the course of their career.

Research, Scholarship, Research Creation, and Practice-based Research is to be understood as academic staff efforts towards conducting research, managing and leading funded research initiatives and projects, producing scholarly works, and publishing and dissemination efforts related to scholarly and creative works, exhibitions, compositions and performances. Adjustment in the balance of work may be made in accordance with the funding obtained for research or other scholarly and creative endeavors, or the needs of faculty members based on appointment and academic rank.

Service relates to the activities in which academic staff contribute to the mission of the faculty and university community and beyond, through their professional role. All academic staff members are expected to actively involve themselves in the governance of their unit, faculty, university and their professional organizations; such engagement includes but is not limited to committee work, attendance at meetings of the academic unit and Faculty Council, and leadership roles in accordance with academic rank.

III. Principles

- Work assignments will be “fair and equitable” (Collective Agreement 12.3) and consistent with the mission and plans of the Faculty of Arts.
- The work assignment process will ensure that academic staff members contribute to all or as many facets of the programs and disciplines to which they are appointed as possible.
- Work assignments will be communicated clearly, transparently, and in a timely manner.
- Opportunities for academic staff development as part of the career trajectory form an important aspect of the work assignment process.
- Each academic staff member is assigned a full workload based on the default or differential distribution of work as well as on the plans and agreements in place in individual academic units.
- Work, both assigned and chosen, form the basis for reporting and assessment.

IV. Default and Differential Distribution of Work

In the Faculty of Arts, the default distribution of work for academic staff in the professorial stream is 40-40-20, whereby 40% of a staff member’s work is dedicated to teaching, 40% to research and 20% to service. The default distribution of work for academic staff in the instructor stream is 70-10-20, with 70% of an academic staff member’s work dedicated to teaching, 10% to “the scholarship required to maintain currency in pedagogy and content in the discipline” (APT 392), and 20% to service.

The Faculty of Arts Guidelines on Work Assignment recognize that academic staff can contribute a full workload in differential proportions of activity across three main categories of teaching, research and service for the professorial stream, and teaching, scholarship of teaching, and service for the instructor stream. The proportions of work produced across these three areas may vary depending on the career trajectory and development plan of the individual faculty member, as well as on existing workload demands at the academic unit and program level.

The duties of an academic staff member may be adjusted by the department head, school director, or equivalent, with the approval of the dean or equivalent in consultation with, or at the request of, the academic staff member (see Collective Agreement, 12.6). Such a differential distribution of work typically includes the assignment of additional duties in one area of work combined with a corresponding reduction of the staff member's other assigned duties over the course of an academic year or reporting period. The academic staff member, the department head or school director, and the dean must agree in writing to a differential work assignment. Either the academic staff member or the department head/school director can initiate discussions of differential work assignments. The performance assessment of academic staff must be based on duties and work, both assigned and chosen.

V. Assignment of Work

Department heads, school directors, or equivalents have the authority to assign work to academic staff members following consultation in good faith, subject to the approval of the dean or equivalent (Collective

Agreement 12.3). At the same time, some facets of academic work, such as research and sometimes service, are more self-directed than assigned. In assigning work, administrators take into consideration a number of processes and considerations, i.e. the overall requirements for the delivery of programs within a unit (12.4), the full range of responsibilities of individual staff members and the unit as a whole (12.1), the equitable distributions of work among all the members of an academic unit or program, and the preferences of academic staff members.

1. Assignment of Teaching

Many factors determine the assignment of teaching. In the Faculty of Arts, class sizes vary from 1 to 500 students, and range from individualized instruction to large enrolment lectures with labs and seminars. Student contact per course in the Faculty of Arts varies between three and six hours a week, and some courses have significant lab, tutorial, and field school components. While course instructors in some programs work with graduate teaching assistants and markers, others do not. Graduate and/or undergraduate supervision are important functions in the Faculty of Arts. Academic staff members serve as Honours and graduate supervisors, as examining committee members, as neutral chairs and as external examiners. Faculty of Arts instructors also engage in team-teaching activities and are involved in independent study courses (see also Collective Agreement, Independent Study Courses, 88). Academic staff may be engaged in large-scale curriculum development, initiatives relating to leadership in teaching, or the training and supervision of teaching assistants.

The dean, department head, school director or equivalent balances these different considerations to ensure an equitable and fair assignment of teaching duties across the unit or program, with consideration given to program needs and individual preference. It is expected that academic staff contribute to multiple facets of the program(s) in which they teach over the course of a reporting period. Academic staff members in the professorial stream normally dedicate 40% of their overall work duties to teaching; academic staff members in the instructor stream normally dedicate 70% of their overall work duties to teaching. Assigned teaching duties do not translate by default into a set number of courses, but will vary according to departmental and disciplinary norms as well as the considerations outlined below:

- Class size
- Contact hours (including labs and tutorials)
- Class format (writing intensive, computer assisted assessment etc.)
- Optional independent study courses
- Availability of teaching assistants as markers and instructors
- Assignment of teaching assistants to a class for training
- Developing and implementing TA training and workshops
- Lab research assistance and training
- Team-teaching
- Teaching and organizing field work courses
- Group and travel study courses
- Major curricular redesign or development (including on-line or course design to meet the requirement of another discipline)
- Undergraduate research supervision
- Undergraduate mentorship
- Significant advising activities
- Overseeing extracurricular student development activities
- Graduate supervision and examination
- Graduate student mentorship
- Leading a large research group of graduate students

- External thesis examination
- Serving as neutral chair
- Post-doctoral supervision and mentorship

2. Research

Research activity in the Faculty of Arts takes many forms, including scholarship, research creation, practice-based research, and creative practice. There is a wide spectrum of scholarly and intellectual work that results in the discovery, application and translation of new knowledge; the development of new technologies, interpretive methods; exhibited or performed works; compositions and performance activities. Research in the faculty also includes scholarship focused on teaching and learning, as well as community engagement.

The Scholarship of Teaching and Learning refers to extending knowledge of the teaching and learning process through practitioner-based inquiry or systematic investigation, and the sharing and review of findings with peers. This includes the systematic study of teaching and learning processes and practices that advance student learning, and embeds such study in research methodologies that contribute to expanding our knowledge about teaching and learning.

Community Engaged Scholarship involves academic staff engaging with communities outside of the academy. This engagement often takes the form of mutually beneficial partnerships that produce new knowledge. Faculty members apply their expertise to real-world problems and collaborate with peers in the community and pool their knowledge and experiences in an effort to effect positive change in strategic and innovative ways. Community Engaged Scholarship integrates engagement with the community into research activities, and as such is a central feature of these scholarly activities. Community Service, on the other hand, involves offering one's expertise to the community, but is less likely to have the characteristics of scholarship and scholarly activities, such as high levels of disciplinary expertise, innovation, documentation, peer-review, or impact.

Scholarly peer review is the process used by publishers and editors ensure that what they publish meets the accepted standards of their discipline. Manuscripts being considered for publication are scrutinized by independent experts, i.e. peers in the same field, who evaluate the quality of the scholarship, reliability of findings, quality of ideas, and relevance to the field. In the creative, fine and performing arts, formal review by informed peers from the appropriate disciplinary or interdisciplinary community normally takes place prior to or as a result of presentation, publication, distribution, performance, or exhibition. Academic presentations, performances and exhibitions often come about through invitation from academic or professional institutions, and the work flowing from such invitations is considered to have been peer reviewed.

Scholarly activity in the faculty takes a variety of forms including the following:

- Analysis
- Applications for external research funding
- Archival research
- Classroom studies
- Clinical trials
- Composition
- Creative research
- Data gathering
- Exhibitions

- Field work
- Interpretation
- Interview and Survey Design
- Lab work
- Oral history
- Performances
- Practice-based research
- Writing

Forms of scholarly dissemination in the Faculty of Arts include the following:

- Application of new knowledge in professional practice
- Artistic works
- Bibliographies
- Books
- Book chapters
- Book reviews
- Creative writing
- Creation of research tools
- Dance pieces
- Data sets
- Encyclopedia entries
- Exhibitions
- Films and Documentaries
- Journal articles
- Performances
- Policy documents
- Presentation of conference papers, invited lectures and seminars
- Theatre productions
- Textbooks
- Websites
- Workshops

Research is self-directed rather than assigned. Expectations of research productivity both in terms of quality and quantity need to be consistent with disciplinary norms as well as with the faculty and university plans, policies, and guidelines that set out these expectations.

During an individual's career, opportunities may arise that justify an increased focus on research and scholarly activities beyond what is normally expected. Such opportunities should be recognized and the distribution of work shifted whenever possible to enable faculty members to heighten their focus on research and scholarship. There may also be times in an academic staff member's career that require a decreased focus on research and scholarship resulting in an increase of work assignments in the areas of teaching and/or service. These temporary arrangements must be communicated clearly and agreed upon in writing by the academic staff member, the head or director, and the dean.

3. Service Assignments

Service work is both assigned and self-directed. Academic staff in both the professorial and the instructor streams are expected to dedicate 20% of their work duties to service within their program, unit, faculty,

university, and profession, as well as within the broader community when relevant to their scholarly expertise. As academic staff members move through the ranks, the expectation for service will change in terms of

- Engagement
- Responsibility
- Impact

Service activities undertaken by academic staff in the Faculty of Arts may occur outside of the University of Calgary; these are considered part of staff members' service contributions as they enhance the university's external reputation. At the same time, service contributions within the university are critical as academic staff shape the decisions that have important implications for academic careers, programs, and the functioning of the faculty and university.

Service activities may include:

- Artistic adjudication
- Associate headship/division chairs
- Chairing of a departmental, faculty, or university committee or task force
- Community engagement and outreach activities tied to the academic staff member's professional expertise
- Directorship of a Research Centre or Institute
- Editorial board member of a scholarly journal or publisher
- Executive board member of a professional organization
- External professional service, such as serving on SSHRC, CIHR, NSERC and Canada Council evaluation committees
- Fund development initiatives
- Graduate program directorship
- Internationalization activities beyond scholarly collaborations
- Membership on a departmental, faculty, or university committee or task force
- Peer-reviewing and assessment
- Program coordination
- Undergraduate program directorship
- Service to the Faculty Association (Department Representative, Board of Directors, Executive Officer)

The assignment of overload duties as well as spring and summer teaching is covered in Articles 12.7–12.9 of the Collective Agreement and does not require further explanation within these guidelines.

VI. Work Assignment Timeline

Teaching should normally be assigned by April 30 for the following academic year.

Faculty of Arts Work Assignment Committee

Florentine Strzelczyk, Chair
Bruce Barton, SCPA
Jacqueline Jenkins, English
Hendrik Kraay, History
Brenda O'Neill, Political Science

Brian Rusted, Art
Nicole Wyatt, Philosophy

Approved by Faculty of Arts Executive Committee on [January 28, 2016].
Approved by Faculty of Arts Faculty Council on [October 6, 2016].