Workload Assignment Policy

Department of Computing and Information Science

As adopted at the Departmental Meeting of May 26, 1997

Revised April 16, 1998

This document outlines the expected normal workload patterns in the CIS department. It is divided into two parts: the workload policy itself, and and appendix with answers to questions we anticipate might be asked. Note: since all our courses are currently half courses, the word "course" below means half course.

The normal division of workload in CIS is 40% teaching, 40% research, 20% administration and service. Each faculty member normally negotiates his or her percentages with the Head each year, and can propose a reduction in one area compensated by an increase in another. The Head may refuse such adjustments; a voluntary increase in workload in one area cannot be used to insist on reductions in others. It should be possible for someone with a light workload in a particular area to be considered excellent in that area, relative to the amount of time spent, although this would make a proportionately lighter contribution to their overall evaluation.

1 Teaching

A normal CISC course is considered to be 12% of one's workload; this number may be somewhat higher than in some other disciplines because of the need for continual update of courses in our rapidly-changing field.

Normal teaching workload is 2 undergraduate courses and a graduate course in one's research area (totaling 36%), plus a proportionate share of supervision of CISC 499 projects (4%, currently about 4 students), totaling about 40% of one's workload. Undergraduate courses are divided into light

(e.g. CISC 499 coordination, or an undergraduate course with less than 20 students), normal, and heavy (e.g. courses with over 100 students).

Anyone teaching a heavy course in a given year can normally expect to have a light course in the same year or the next year, and vice versa. Anyone teaching a course for the first time can normally expect to be compensated for the increased work by being assigned the same course in the following year. The standard teaching load of 3 courses is normally divided over two terms.

Cross-numbered courses are normally considered to be advanced undergraduate courses, and thus part of the undergraduate teaching load. At the discretion of the curriculum committee, a cross-numbered course explicitly constructed as a research course may be considered as part of the graduate teaching load. The normal criterion for classifying a cross-numbered course as a research course is the fraction of the course material that corresponds to recent research results.

2   Research and Supervision

The department has a collective responsibility to supervise its students; a proportionate share of new graduate students would currently be about 3 new MSc students every 2 years and 1 new PhD student every 3 years. Other collective responsibilities include participation in a proportionate share of examining committees, giving research talks in CISC 897, and recruitment of new graduate students.

Highly valued research activities include production of papers in respected journals and conferences, and graduation of MSc and PhD students; many other research activities are also valuable.

Administration of research grants (including operating grants) and consulting are considered to be research activities.

3   Administration and Service

Normal administrative and service workload is 20%. Normal workload is: 5% small tasks, not explicitly kept track of, and 5% active participation in a departmental committee. Active participation means attendance at meetings and carrying out some of the specific duties of the committee, which are

normally expected to be distributed among the committee members. Other identifiable administrative tasks, and their weights in addition to the above 10%, are as follows:

5%: resources chair, admissions committee chair, research committee chair, active member of University committee

10%: undergraduate chair, MSc coordinator, PhD coordinator, chair of University committee, academic advisor

A member may negotiate with the Head to consider significant service to the profession as administrative load. Those faculty members whose administrative load as figured above is less than 20% can expect the Head to assign them a proportionate share of such ad-hoc administrative tasks as may arise from time to time.

4   Workload reductions

A workload reduction (reduced responsibility) is normally dealt with as negotiating some split whose percentages add up to less than 100. Normally, a reduction should be expected to be "across the board", proportionate in all areas.

5   Teaching Release

It may sometimes be possible to negotiate a teaching and administrative reduction as a way of generating more time for research. This would normally require payment to the department of more than the cost of replacement. The exact amount would depend on the source of funds; a prestigious but small research fellowship might require very little payment, if any, whereas a large industrial contract might require a substantial payment. An Arts and Science committee of the early 1990's proposed two models for teaching release:

- The model we have been using for several years: (departmental entry-level salary) / (average courses taught in department)

- The SSHRC model: (individual professor's salary)/9

A variety of means of estimating appropriate amounts leads to numbers in the $10k-$15k range.

A Answers to potential questions

This appendix answers questions that came up in discussing reasons for various aspects of the policy.

1. As a consequence of the policy regarding new courses, it may be that sabbaticants may have to teach a higher proportion of new courses in the year after the sabbatical, because those who took over the courses they had been teaching would get to teach the courses for a second year.

2. The material on research responsibilities is so phrased because the collective agreement forbids the assignment of specific research responsibilities.

3. Including MSc student supervision under research workload is meant to encourage faculty members to insist on reasonable research productivity from their students.

4. Reduced research workload would normally be matched by increased teaching workload (at about 12% per course), although of course increased administrative load is also possible.

5. The maximum teaching load would thus be 6 courses (72%). The collective agreement forbids assignment of teaching in all 3 terms unless the instructor agrees.

6. Faculty members finding that their teaching effort is more than 12% per course are encouraged to either find ways to reduce their time or consider the extra effort to be voluntary.

7. The distinguishing characteristic of the "Research and Supervision" section is that under the Collective Agreement this work cannot be assigned, whereas administration and teaching (including 499 supervision) can be assigned.

8. The fundamental purpose of this document is to clarify assignable workload. During the annual meeting between the faculty member and the Head, the discussion may well need to cover how one's work is evaluated, and in particular how the split between graduating MSc/PhD

students and production of research results will be judged. Such discussion may well subdivide the workload percentages more finely than in this document.

9. The required paragraph has no implications for the manner in which instructors must answer (or refrain from answering) student questions.

10. One reason for wanting the teaching release cost to be higher than the cost of a replacement is that normally one wants the release to be of benefit both to the researcher and to the department.

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