

Daniels Faculty of Architecture, Landscape, and Design
Workload Policy
Effective July 1, 2024

1.0 GENERAL PRINCIPLES

Limits of Policy

1.0 This document only outlines policy with regard to the assignment of teaching and service workload. Apart from overall workload, it does not determine the assignment of particular courses, which is the purview of the Dean in consultation with the Program Directors.

Application of the Policy

1.1 This policy is based on the [University of Toronto Workload Policy and Procedures for Faculty and Librarians \(WLPP\)](#). The principles of workload assignment for teaching and service articulated in this policy apply across the whole Faculty. Workload is a combination of tasks assigned and tasks determined through collegial interaction.

Decanal Discretion & Workload Equity

1.2 The Dean or Associate Dean, Academic (as delegated by the Dean) will review and finalize workload assignments based upon Program Director proposals undertaken in consultation with faculty members.

Self-Directed Activities

1.3 The remainder of a faculty member's working time is self-directed and may consist of research or pedagogical/professional development including scholarship, scholarly, or relevant creative professional activity consistent with the type of appointment each faculty member holds.

Pro-Rated Workload for Part-time Faculty

1.4 Faculty having appointments less than full-time will be assigned teaching loads and service loads comparable to that of corresponding full-time faculty, but those loads will be pro-rated according to their FTE.

Annual Workload Assignments

1.5 Each member will be provided with a written assignment of their workload duties on an annual basis that includes the member's percentage appointment and details of teaching and service by no later than June 30th.

Budgetary Cross-Appointments

1.6 Faculty members holding budgetary cross-appointments to more than one unit should be assigned teaching and university service duties in a manner consistent with their percentage appointment in each unit, in accordance with Section 6.1 of the WLPP.

2.0 TEACHING

Normal Teaching Load for Tenure Stream/Tenured Faculty and Non-Tenure Stream Contractually Limited Term Appointment (CLTA)/Part-Time Faculty

2.1 The normal teaching load of full-time tenure stream/tenured faculty and non-tenure stream CLTA faculty ranges from 2.0 to 2.4 FCEs, with an understanding that this FCE range is linked to an expectation of an assignment of 4 half courses, or a combination of half courses and PhD or MScF advisees, and not less than 2.0 FCE nor more than 2.4 FCE. The teaching load of part-time non-tenure stream faculty will be pro-rated to their FTE.

Normal Teaching Load for Continuing Stream Teaching Stream Faculty and Teaching Stream Contractually Limited Term Appointment (CLTA)/Part-Time Faculty

2.2 The normal teaching load of full-time continuing stream teaching stream faculty and teaching stream CLTA faculty ranges from 3.0 to 3.4 FCEs, with an understanding that this FCE range is linked to an expectation of an assignment of 6 half courses, and not less than 3.0 FCE and not more than 3.4 FCE. The teaching load of part-time teaching stream faculty will be pro-rated to their FTE.

Teaching Load Adjustments

2.3 In assigning workload, credit may be granted for heavier teaching responsibilities such as the new development of required core courses, or the teaching/coordination of multi-section lecture, studio, or comprehensive field courses which shall be considered in line with Faculty norms and in consultation between Program Directors, the Associate Dean, Academic, and the Dean.

Equitable Teaching Distribution

2.4 Course offerings are determined by the Program Director and Associate Dean, Academic in consultation with faculty members, and approved by the Dean. Whenever possible, there shall be an equitable distribution across the Faculty of teaching required core courses and advanced courses related to a faculty member's research or area(s) of expertise. In the case of individual faculty members, an equitable distribution between core and advanced courses may need to be spread across more than one academic year (but not more than 3 years).

Over the course of a three-year period, a faculty member's annual workload assignment should include a balance of graduate and undergraduate teaching. Teaching assignments should be balanced between new courses and previously taught courses.

Class Size

2.5 While it is understood that class size will affect prescribed pedagogy (such as using a lecture format versus a seminar or experiential format), there can be no across-the-board equation between size of a course, the preparation work required to deliver a course, and the complexity of delivery. Course instructors are not therefore entitled to supplemental credit for teaching larger sections, except for sections of 200 or more students. Supplemental credit for large sections is not guaranteed and may depend on the degree to which there is additional personnel support (i.e. TAs and/or technicians) in line with Faculty norms.

Course Coordination

2.6 For courses with multiple sections, the course coordinator will normally receive credit for coordination work in line with Faculty norms.

Course Sections with Significant Guest Contributors

2.7 Bringing allied academics and practicing professionals into the classroom as guest speakers is normal pedagogy in a professional Faculty. Where multiple guest speakers account for an exceptionally high proportion of a course section's student contact time, the instructor will get credit for teaching the section, but may have credit pro-rated based on the extent of outside input to the section and the degree of coordination required. The Program Director in consultation with the instructor and the Associate Dean, Academic shall review each course that has a significant proportion of guest contributors to assess the extent, if any, of the credit reduction.

Co-Teaching

2.8 As multidisciplinary and interdisciplinary perspectives are increasingly important to students' learning outcomes, co-teaching is a normal part of contemporary pedagogy. Faculty

members who co-teach a course section (lecture, seminar, studio or other) will share the teaching credit for that course section. Normally, each co-instructor will have an equal share of the course credit, unless they mutually agree to different proportions based on their relative contributions to the course in line with Faculty norms.

Teaching Organization and Preparation

2.9 Administrative tasks normally related to teaching, coordination, online course preparation, and organization are included in the workload assignment, and reflected in the FCE assigned.

Unassigned Teaching (Independent Study and Voluntary Thesis Consultation)

2.10 Directed reading courses, independent study, undergraduate research supervision, etc. can be a valuable component of a faculty member's teaching duties and workload, but as they are unassigned, such activities do not reduce the FCE expectations of a normal teaching load.

New Tenure Stream and Continuing Stream Teaching Stream Hires

2.11 Full-time faculty members appointed to a tenure stream or continuing stream teaching stream faculty position will receive a teaching release of 0.5 FCE in their first year of teaching.

Pre-Tenure and Pre-Continuing Status Consideration

2.12 Under the terms of the Policy and Procedures on Academic Appointments (PPAA), after a successful interim or probationary review, pre-tenure and pre-continuing status faculty will be entitled to an adjustment to their workload assignment in order to allow them to focus on preparing for their tenure or continuing status consideration and to address any advice from the review of their initial appointment.

For tenure stream faculty: "Appointees who have been granted a renewal of their initial contract are entitled to request an adjustment to their workload assignment for one academic term in order to allow them to focus on preparing for their tenure consideration and to address any advice from the review of their initial appointment. Normally this term will not include assigned teaching, or service; but the term may include assigned teaching, with the candidate's agreement, in order to address advice from their review." (PPAA, Part II, 9)

For continuing stream teaching stream faculty: "Upon reappointment, the faculty member will be offered an academic term to focus on preparing for continuing status review and to address any advice from the [probationary] review. Normally this term will not include assigned teaching above ½ of the normal teaching assignments or service, but with the candidate's agreement the term may include more than ½ of the normal teaching assignments or some assigned service, in order to reflect feedback from the [probationary] review." (PPAA, Part VII, 30.viii)

Research and Study Leave and Other Approved Leaves

2.13 Faculty members on a full-year research and study leave are not expected to teach for the entire academic year. Faculty members on a 6-month research and study leave are expected to do a half-load of teaching in the remaining half year. In cases of University-approved leaves (e.g. parental leave or sick leave) that do not fully coincide with the academic year, the teaching load in that academic year will be pro-rated, depending on the percentage of the academic year that the faculty member was on leave.

Consecutive Teaching

2.14 While teaching occurs at the University of Toronto across a sessional schedule of three terms, our programs largely take place during the Fall/Winter terms. All Summer courses are taught on an entirely voluntary basis. Proposals for teaching courses outside of the Fall/Winter terms will be considered by the Program Director and Associate Dean, Academic in consultation with the faculty member and approved by the Dean. Courses taught in the Summer term that are not core requirements will be compensated through stipendiary payments.

Overload Teaching

2.15 Faculty who elect to teach more than their normal teaching load (in FCE range or number of courses) in any given year may, in consultation with the Dean/Associate Dean, Academic and Program Director, carry over FCEs to the next academic year or receive an overload stipend.

Additional Consideration

2.16 Only undergraduate courses with an enrolment of at least 12 students and graduate courses (excluding thesis or doctoral advising) with at least 5 students will be included in a faculty member's teaching workload calculation. Certain types of courses (e.g., small courses related to one's own research) will normally be considered part of a faculty member's research rather than teaching load.

Special Circumstances

2.17 The Dean may, at their discretion, reduce the teaching load of a faculty member or provide other adjustments (such as dedicated teaching assistant hours) when a full-time faculty member receives a special award (e.g., Canada Research Chair or Industrial Research Chair) that requires protected time for research or when a faculty member engages in other, time-consuming special initiatives (e.g., program accreditation). Under these circumstances, a faculty member will normally receive a 0.5 FCE course reduction.

3.0 SERVICE

Normal Service

3.1 Each member shall be expected to accept an equitable share of administrative responsibilities by way of service to the Faculty or University. Faculty members should inform the Dean and Program Directors of any University service not directed by the Faculty (such as election to the Academic Board, Governing Council, UTFA, etc.).

Equitable Service Distribution

3.2 The Dean will strive to ensure that (a) faculty members are engaged in service at a level that will allow the Faculty to function optimally, (b) each faculty member is allowed to thrive in all aspects of their work, and (c) that service assignments be generally seen as a reasonable distribution of service workload amongst its members.

Committee Work

3.3 Committee work is a normal service component and as such there is no course release associated with such work, whether as a committee or working group member or as a chair. Faculty who feel their commitments to such tasks call for more of their effort than is normal for extended periods of time can discuss with the Dean the extent, if any, to which their normal teaching workload should be reduced to compensate for such demands. Such a reduction would be at the Dean's discretion.

Special Faculty Service Work

3.4 The Dean may occasionally call on faculty members to undertake special projects or other *ad hoc* service assignments. If this special service work represents a significant commitment of the faculty member's time, the Dean shall have discretion to provide appropriate teaching release to offset this special service commitment.

Pre-Tenure and Pre-Continuing Status Consideration

3.5 To the extent possible, the Dean, in consultation with the Associate Deans and Program Directors, shall distribute a lighter service load to pre-tenure and pre-continuing status faculty.

4.0 PROCEDURES

Written Notification of Workload Duties (Annual Workload Assignment Memo)

4.1 The Annual Workload Assignment Memo will be issued by the Dean to each faculty member, normally in the spring of each year. The Program Directors will consult with faculty members, and the annual workload assignment memo will outline the faculty member's teaching commitments (undergraduate and graduate) for the upcoming academic year and the majority of their service commitments. It is recognized, however, that not all service commitments may be established at this point in the cycle as service activities are varied and are sometimes difficult to predict (*e.g.*, search committees, academic review committees, working groups, and *ad hoc* committees). Throughout the year, additional service assignments may be made at the mutual consent of both the Dean and a faculty member, in consultation with the Director of the relevant program.

Dispute Resolution

4.2 A faculty member who has a complaint with their annual workload assignments shall at first seek to have the matter resolved with the Associate Dean, Academic. If no resolution is forthcoming, then the process outlined in Section 10.0 of the WLPP (10.0: Dispute Resolution) shall apply.

Review of the Workload Policy

4.3 Per the WLPP, the Faculty's Workload Policy will be reviewed at least every three years by a Faculty Workload Policy Review Committee struck for that purpose and chaired by the Dean. The draft updated Faculty Workload Policy will be posted on our secure Faculty website where it can readily be viewed by all faculty members and will also be discussed at a faculty town hall/core faculty meeting. Any faculty member can suggest revisions of the policy to the Committee. All revisions must be consistent with and supportive of both the Memorandum of Agreement between The Governing Council of the University of Toronto and The University of Toronto Faculty Association, as well as with the WLPP. When the Committee has considered collegial feedback and made revisions that it deems advisable, the draft workload policy will be transmitted by the Dean to the Provost for review and approval.