



Guidelines Assigning Workload for School of Social Work Tenure/Tenure Track Faculty University of British Columbia Okanagan Campus

This document establishes guidelines for assigning workload in the School of Social Work, suggests forms of scholarship, and provides examples of appropriate service.

The context of the School of Social Work Okanagan Campus is an important consideration in determining workload. The School of Social Work currently comprises 10 faculty lines. Ours is an MSW Clinical program; with program growth, we may be in a position to consider a second stream/concentration in our MSW course delivery. Likewise, we are in communication with UBC Vancouver vis a vis course sharing at the MSW level and our involvement at the PhD level (PhD in social work). We also are involved in ad hoc masters and PhD supervision in the interdisciplinary program at UBC Okanagan.

The School is committed to the research-intensive principles of UBC, excellence in teaching, and to community service that supports these functions – with a particular focus, given our current trajectory, on service activities within the School and others as would be strategically beneficial to the School. A considerable portion of our MSW program is dedicated to practicum. Core to the UBC mission: tier one excellence in research, and excellence in teaching, are significant components of our School.

The School's framework for assigning workload is guided by Article 13 of the Collective Agreement. As stated in the agreement a School member's work is "a combination of self-directed and assigned tasks undertaken in fulfillment of his or her academic responsibilities in the areas of teaching, scholarly activity and service to the University and the community" p. 16.

http://www.ubc.ca/okanagan/hr/_shared/assets/collectiveagreement201229691.pdf The Process to Address Article 13, Framework Agreement-Notification of Workload for Tenure/Tenure Track Faculty and 12 Month Lecturer, provides the foundation for the process for assigning workload. Workload refers to more than teaching assignments, as it includes contributions to research, educational leadership and service.

"The University is committed to a reasonable and equitable distribution of workload within a transparent process that allows for flexibility in workload allocation and a general approach that takes into consideration operational requirements as well as input of faculty in the unit". <http://www.ubc.ca/okanagan/provost>



Principles

The following principles inform workload assignment:

1. The assignment of teaching is consultative with faculty members, is viewed as a positive recognition of expertise, and can change in relationship to a faculty member's individual circumstances and/or the needs of the School.
2. Workload includes rank-appropriate contributions in research, educational leadership, teaching, and service. Workload should address individual and School needs in a manner that takes into consideration student needs, equity and resources over time. Likewise, programmatic offerings and admissions should be considered in light of changing resources.
3. Workload profiles (a holistic understanding of an individual's workload) are based upon teaching (including student supervision), research, educational leadership, service; each is important and is taken into consideration alongside the others. But each faculty member's overall profile may vary in terms of the degree of involvement in teaching and supervision, research, service and educational leadership.
4. Workload profiles begin from a set of expectations for teaching (including student supervision), research, educational leadership, and service that are fairly distributed across the School. Some service expectations may vary with the rank of the faculty member.
5. Workload is assigned by the director in consultation with faculty, taking faculty preferences and School of Social Work needs into account.
6. It is expected that graduate student academic and research supervision, scholarly activity, and service will be maintained throughout the year.
7. In order to maintain the School's operation: when a faculty member is traveling and is therefore not on or accessible to campus, s/he is expected to inform the director in advance of departure, indicating contact coordinates, dates of departure/return, and plans to cover all domains of responsibilities. Likewise, faculty members are asked to advise the director as to holiday plans, and when they are ill and are not able to perform their duties.
8. Graduate student supervision, in all its forms including, e.g., use of graduating papers and directed studies to involve students in research and publication opportunities, is taken into account when considering workload.
9. Once workload assignments have been circulated to faculty, faculty members are encouraged to meet with the director to discuss any possible questions.

Teaching

It is expected that faculty members will be fully engaged in the criteria relevant to their rank including service.

Workload can be assigned across all academic terms. When possible, the teaching assignment will provide for a research term, which could occur in any term across



the year, based on School requirements and/or consultation with faculty. A research term differs from a study leave; faculty members are expected to be reasonably available to the students and for service and supervisory commitments.

Scholarship

Faculty members in the professorial stream are expected to maintain a scholarly research agenda and be actively engaged in research. Active research is defined by external funding, regular publication in peer reviewed journals and publications, and regular presentations at peer reviewed national and international conferences. As well, it is reflected in the supervision of thesis based, masters and doctoral student, including e.g., supervision of students in scholarly activities that involve them in research and/or the opportunity to publish in professional journals. Scholarship includes but is not limited to articles and chapters in respected national or international refereed journals and scholarly volumes; authored or edited books that are published by leading publishers; successful proposals to major granting agencies; and presentations at major conferences. Non-traditional forms of scholarship are valued, and judged primarily by impact demonstrating the expected quality and significance. Faculty members need to be cognizant of the requirement for evidence of the quality of all forms of scholarship.ⁱⁱ

Educational Leadership Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom).

Evidence of educational leadership is required for tenure/promotion in the Educational Leadership stream. This evidence will include, but is not limited to:

- Innovation and enhancements to teaching, learning and assessment that has impact beyond the candidate's classroom, department, discipline and / or institution as appropriate.
- Significant contributions to curriculum development and renewal
- Activities to advance interdisciplinary, inter-professional and inter-institutional collaborations in teaching and learning.
- Application of / engagement with the Scholarship of Teaching and Learning
- Contributions to the practice and theory of teaching and learning literature, including publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks and open education repositories / resources.
- Organization of, and contributions to conferences, programs, symposia, colloquia, workshop and other teaching and learning events, to a local, provincial, national and international audience, as appropriate.
- Securing funding / additional resources for teaching and learning innovation or enhancements, and leading the implementation of funded initiatives or activities.
- Recognition and distinction in the form of awards, fellowships and other recognition for teaching and learning related activities (internal to UBC and beyond).



- Capacity building for excellence in education, including mentoring and inspiration of colleagues, supervision of undergraduate research projects in discipline-based pedagogies.
- Activities undertaken as part of formal educational leadership responsibilities within the candidate's Department / School / Program area / Faculty / UBC.

Service

Service is an important component of a faculty member's workload profile. As with all components of workload, both quality and quantity are considered. Service on School, Faculty and University Committees is expected as is administrative support of program functions. Service in those domains is assigned. In some instances, faculty may self-assign in other areas of service. These areas of service to the academic community may include, among other activities, serving on editorial boards, organizing conferences and serving on professional associations. Research-stream School of Social Work members may also engage with local, national, and international communities in relation to their research domains; teaching stream members may do so in relation to their responsibilities.

When service or administrative activities require considerable amounts of time, the director, in consultation with the member, may provide some release from teaching assignments.

Assignment of Workload

Section 13.03d of the Collective Agreement guides the assignment of workload which states,

*The Head shall assign workload to members in accordance with the principles governing the assignment of workload (Article 13.02), the unit's general approach to workload, **and other factors relevant to the individual member.***

Workload assignments are to be consistent with the expectation of the School's member's rank and scholarly impact. The School of Social Work is open to consideration of a differentiated workload that is agreed upon by the director with input from faculty member and that is mutually beneficial.

Process for Workload Allocation

1. The director requests faculty members to respond to an initial Fall semester email query about workload preference by the latter third of the fall semester. This answer will help inform the School's course scheduling. Based on the responses of individual faculty members initial teaching assignments will be drafted to inform the preparation of the academic timetable. Ordinarily, faculty members will be advised of their proposed teaching load by the end of April. Questions or issues regarding the proposed assignment should be discussed with the director. Should the



- matter remain unresolved, the faculty member may request a joint meeting with the director and the Dean.
2. Yearly, upon submission of faculty annual reports, the director meets with each faculty member. The purpose of this meeting is to learn of the faculty member's intended trajectory in his/her domains of responsibility, and to see what School and Faculty resources could be deployed to assist these aspirations.
 3. The director requests the faculty member's updated VC and activity reports mid April. These are used in merit and PSA considerations, and also inform the yearly discussion with individual faculty members regarding workload for the upcoming year.
 4. In both points 2 and 3 above: the director meets with each faculty member. The director and the individual faculty member are expected to reach a common understanding regarding overall workload including teaching assignments, research plans and service. Discussion should also include a consideration of support that may be helpful to a faculty in meeting the workload expectations.
 5. During meetings described in 2 and 3 above, faculty members are encouraged to discuss their workload allocations. Further, during those meetings, the director may want to discuss changes to workload allocations that s/he sees beneficial owing to changes in practice or career trajectory.
 6. After each meeting, faculty members, within a week of the meeting, will send an email with details confirming major points raised during that conversation. The director will use these notes, along with his/her own, to write up a short letter summarizing what was discussed at that meeting.
 7. Article 13.02 assumes that workload must be mutually beneficial to the School of Social Work and individual faculty members.

ⁱ There are many types of Educational Leadership. Some examples of this are:

1. Innovation and enhancements to teaching, learning and assessment that has impact beyond the candidate's classroom, School, discipline and / or institution as appropriate.
2. Significant contributions to curriculum development and renewal.
3. Activities to advance interdisciplinary, inter-professional and inter-institutional collaborations in teaching and learning.
4. Application of / engagement with the Scholarship of Teaching and Learning
5. Contributions to the practice and theory of teaching and learning literature, including publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks and open education repositories / resources.
6. Organization of, and contributions to conferences, programs, symposia, colloquia, workshop and other teaching and learning events, to a local, provincial, national and international audience, as appropriate.



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7. Securing funding / additional resources for teaching and learning innovation or enhancements, and leading the implementation of funded initiatives or activities.
 8. Recognition and distinction in the form of awards, fellowships and other recognition for teaching and learning related activities (internal to UBC and beyond).
 9. Capacity building for excellence in education, including mentoring and inspiration of colleagues, supervision of undergraduate research projects in discipline-based pedagogies.
 10. Activities undertaken as part of formal educational leadership responsibilities within the candidate's Department / School / Program area / Faculty / UBC.

ⁱⁱ The School of Social Work at the University of British Columbia, Vancouver Campus provides the following description of scholarship. "Non-traditional forms of scholarships are very valuable and contribute to the overall development of one's scholarly life. While peer-reviewed scholarly reports will continue to be considered an essential component of scholarship; however, the nature, function and outlets of scholarship will be broadened to more fully encompass the mission and core values of the School of Social Work and to more genuinely reflect the integration of teaching, scholarship, and service. In addition to peer-reviewed scholarly reports and journal Articles, non-traditional forms of scholarship and collaboratively authored publications are valued. We see the processes and products of scholarship are considered to be comprised of, but not limited to, the following components:

1. Scholarly books (other than edited volumes) and research monographs
2. Chapters in edited scholarly books
3. Edited scholarly books (indicate editing process)
4. Editorship of scholarly, refereed journals (indicate editing process)
5. Research bulletins, technical reports, and education reports (e.g. National Commissions).
6. Peer reviewed journal articles
7. Editor reviewed journal articles
8. Reviews, abstracts in journals and other venues, for example, encyclopedia's
9. Non-juried scholarly publications (newsletter articles, ERIC documents)
10. Papers in proceedings
11. Unpublished scholarly presentations at conferences
12. Submission of research proposals for outside funding and securing funding
13. "Creative", juried, scholarly work related to field, such as novels, essays, poetry, etc.
14. The development of collaborative relationships inside and outside of the university and work within these relationships in which the faculty member may have a more facilitative role rather than an actual production role (e.g. writing that results from these relationships may not ultimately involve the faculty member as an author of a specific piece or pieces, but instead as editor of a collection, writer of an introduction to a collection, etc. For instance, faculty members may be instrumental in getting classroom teachers to write about the processes of teaching and learning);
15. The development of long term collaborative studies with schools and communities; interdisciplinary research and development projects; etc.
16. The development and use of new technologies, including critical approaches to these technologies."

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