

Dalla Lana School of Public Health (DLSPH)

Workload Policy and Procedures

*Approved by Vice-Provost, Faculty & Academic Life
February 23, 2016*

INTRODUCTION

This Policy covers all faculty receiving a meaningful portion of their salary compensation (.25 FTE or greater) through the Dalla Lana School of Public Health (DLSPH) in its program units, the Graduate Departments of Public Health Sciences, and the Institute of Health Policy, Management and Evaluation (IHPME) and in the evolving Undergraduate Program of the DLSPH. All faculty are expected to participate in the School's education programs through education (teaching, student supervision, curriculum development/renewal/innovation and/or program administration, thesis examination) and service (review of admissions or scholarship applications, committee membership, chair thesis defenses, other activities described in the revised *University of Toronto Workload Policy and Procedures for Faculty and Librarians* ("WLPP") revised October 3, 2015, or other activities as they may arise). The balance among these will vary by School needs, faculty career stage, and academic focus.

A. GENERAL PRINCIPLES

1. For tenure stream, teaching stream, CLTA or part-time academic faculty workload comprises three components: research & scholarship, education, and service. Faculty members holding budgetary cross-appointments will be assigned education/teaching and university service duties as negotiated between both the primary and other units.
2. Tenure stream, CLTA, part-time and teaching stream faculty (depending on their School of Graduate Studies status) are expected to supervise graduate students, and assume a variety of roles as appropriate, e.g. through practicum supervision and undergraduate supervision.
3. The standard teaching and service loads described in this document represent minimum loads. Professorial (Tenure stream and CLTA) faculty with higher than normal research activity need to maintain these minimum teaching and service loads, unless other arrangements are specifically approved by either the Associate Dean for Faculty Affairs or the Director of the Institute of Health Policy, Management and Evaluation (IHPME) or have already been specifically addressed in this policy. Faculty should not be required to teach outside their areas of expertise.
4. In the case of service, it is important to distinguish between School service (e.g. service being assigned by the DLSPH Division Head or DLSPH Dean's Office or the Director of IHPME and in direct support of School's mission, functions and commitments) and other service that a faculty member chooses to be involved with, such as service in support of another unit or area of the University or service to one's research community. In the context of this workload policy, the School will establish a minimum load of School and University service and ensure that this work is distributed reasonably among the faculty.
5. If faculty members choose to take on service to the broader academic/professional/university community or scientific community, either the Associate Dean for Faculty Affairs or the Director of

IHPME (as applicable) will take into account their contribution to the overall goals and mission of the School when considering their overall workload.

6. Establishing, modifying, or otherwise documenting or changing the education and service workload of any faculty, for any circumstance, requires approval by the Associate Dean Faculty Affairs or the Director of IHPME as applicable, in accordance with the guidelines developed by the School.
7. The Division Heads (in consultation with the Associate Dean for Faculty Affairs) and the Director of IHPME will determine the teaching and service assignments for all faculty in their respective units. The assignments for all faculty will be then be reviewed by the Dean's Office to assess for effectiveness and fairness and look for opportunities for efficiencies. The final assignments will be made transparent to all faculty by March 31 of each year. There may be changes in teaching and service workload during the academic year due to unforeseen circumstances.

B. EDUCATION

1. The standard teaching load in the School for professorial faculty is 3 half courses per academic year. Depending on factors outlined in #5 below, reduction in course load minimums requires special pre-approval by the Associate Dean for Faculty Affairs or the Director of IHPME (as applicable).
2. The standard teaching load for teaching stream faculty is 4.5 half courses per academic year. Depending on factors outlined in #5 below, reduction in course load minimums requires special approval by the Associate Dean for Faculty Affairs or the Director of IHPME (as applicable).
3. Required courses for programs (graduate or undergraduate) have priority over elective courses in assigning teaching responsibilities.
4. Faculty members usually teach in two of the three yearly semesters but can ask to distribute their teaching across all three.
5. When determining the number of graduate and undergraduate half courses that a faculty member will be assigned to teach, the factors to be taken into consideration include, but are not limited to: significant program/educational administrative responsibilities; course type; enrolment; the level and mix of learners; new course development and teacher development required; level of administrative and TA support; number of faculty co-teachers; number of PhD students and Master's thesis students in the research stream for which the faculty member is a primary or secondary supervisor; and other factors to be determined by the Associate Dean for Faculty Affairs or the Director of IHPME (as applicable).
6. Research Chairs, whose contracts specify a percentage time protected for research, may be assigned lower minimum teaching loads but such changes require specific annual approval by the Associate Dean for Faculty Affairs or the Director of IHPME (as applicable).
7. Faculty on a full-year research leave are not expected to teach in that academic year. Faculty on a 6-month research leave are expected to do a half-load of teaching. In some cases, this might require the rescheduling of a course to a term other than the usual term in which it is scheduled.

8. New faculty at the rank of Assistant Professor tenure-stream may be given reduced teaching load during their first year (e.g., if major preparation is required to launch new courses or if major efforts are needed to launch a research program). *“Appointees who have been granted a renewal of their initial contract are entitle to 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 the review.”*(Amended PPAA, June 26, 2015), and, for Assistant Professors, Teaching Stream: *“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 interim 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 interim review.”* (Amended PPAA, June 26, 2015)

C. SERVICE

1. It is the responsibility of each faculty member to be engaged in service to the School, and to the University.
2. It is the responsibility of the Associate Dean for Faculty Affairs or the Director of IHPME (as applicable), in consultation with faculty members, to establish each year the minimum service load that will be necessary to enable optimal functioning of the School and that is fairly and reasonably distributed among the faculty.
3. In addition to service involvement in School and University activities, service also includes contributions to academic and professional associations, funding agencies and programs, editorial boards, and academic and professional journals, serving as external readers and other service roles that are important to faculty members’ responsibilities. Where these activities outside the School require a significant time commitment, the Associate Dean Faculty Affairs or the Director of IHPME will take these contributions into consideration when assigning service workloads.
4. Faculty on a full-year research and study leave are not expected to provide School service in that year. Faculty on a 6-month research leave are expected to do a half-load of School service in that academic year.
5. In other cases of faculty on approved leaves (i.e., maternity leave, disability), service load in that academic year should be pro-rated, depending upon the percentage of the academic year that the member is on leave.

D. PROCEDURES

1. In the Fall/Winter of each year (October – February), the Division Heads (in consultation with the Associate Dean for Faculty Affairs, Graduate Coordinator and Undergraduate Coordinator) and the Director of IHPME (in consultation with the Graduate Coordinator and the Undergraduate Coordinator) will determine graduate and undergraduate teaching assignments and potential service assignments for their respective units for the next academic year. Consideration will be given to previous assignments, expertise within the content area, faculty plans for research leave and how the workload varies based on service. Where possible, planning for more than one year in advance may

be considered. The assignments for all faculty will be reviewed annually by the Dean's Office to assess for effectiveness and fairness and look for opportunities for efficiencies.

2. By the end of March of each year, the Dean will distribute and make public final teaching as well as draft service assignments for faculty members covered under this policy. A workload letter will be prepared which documents each faculty member's teaching commitments for the following academic year and, to the extent they are already clarified, the service commitments; and will be signed by the faculty member. In extraordinary circumstances, changes in the individual's workload may be required to accommodate unplanned initiatives of the School, and unplanned leaves of other faculty members.
3. In the Summer of each year (June through September, depending upon the type of service), the Associate Dean for Faculty Affairs and the Director of IHPME will consider if any adjustments need to be made regarding service required for DLSPH and its various programs and units and distribute service load adjustments to the appropriate faculty to meet those requirements.