Article 27: Research Faculty Workload

General
27.1 Research faculty have three primary responsibilities:
   27.1.1 Research responsibilities require faculty to maintain a program of research, scholarship or artistic creativity through which they should aspire to a national or international reputation as scholars.
   27.1.2 Teaching responsibilities require faculty to share equitably the annual instructional responsibilities of their departments/programs/schools, to contribute to their department’s/program’s/school’s curriculum diversity and richness, and to foster their students’ critical and creative abilities.
   27.1.3 Service refers to the annual contributions that faculty make to university governance, to their profession, to the development of their discipline nationally, internationally or locally, and to the furthering of good relations between the University and the local community.
27.2 A normal annual faculty workload will include contributions from all three areas of activity, though the particular components of a faculty member’s annual responsibilities may vary from time to time. Research and teaching will take precedence, but all faculty members will carry their share of service work and achieve an appropriate balance among all three areas of activity.
27.3 The University operates on a trimester basis with three teaching semesters, each of four months’ duration.
27.X In each academic year, the normal trimester workload for research faculty is two semesters of teaching and one semester dedicated to research in which no teaching duties are assigned.

Teaching
27.4 The normal teaching load for a research faculty member is four courses (or their equivalent) annually.
27.5 Each unit is responsible for establishing specific teaching equivalencies with reference, where and when appropriate, to the norms of particular disciplines. Teaching and its equivalencies may include any of the following:
   27.5.1 Undergraduate courses, undergraduate reading and directed studies courses, honours supervision
   27.5.2 Graduate courses, graduate reading and directed studies courses, graduate supervision
   27.5.3 Courses and instructional activities which are not delivered in the conventional way, such as distance education and extension credit courses, provided such activity does not receive a separate stipend
   27.5.4 Instructional development activity
   27.5.5 Supervision of students working in the community as any part of a program of Study
27.7 Teaching loads will be distributed equitably. Subject to this general principal, differential teaching loads may be provided to:
   27.7.1 faculty members with externally-funded appointments, and holders of research chairs funded in part through endowments or other external sources, when the
terms of appointment prescribe teaching load;
27.7.2 faculty members who have assumed a leading role in major externally-funded research projects;
27.7.3 new faculty members who are at the outset of their careers;
27.7.4 recognize variations in workload contemplated elsewhere in this Agreement.

27.8 Under certain circumstances, and subject to the approval of the Chair or equivalent and the Dean, faculty members may "buy out" teaching responsibilities when the source of funds is an external research grant or contract, and where the benefits of the buyout to the faculty member’s research program outweigh the effects on the unit’s teaching program and its students. A faculty member normally may not buy out more than one course in any academic year, or not more than one quarter of the actual teaching assigned during any six-year period or any period of eligible years leading to a study leave.

27.9 The restriction on buyouts applies only to buyouts initiated by the Member and does not include any course release provided by academic units for administrative or other duties, release provided by the Association under the terms of this Agreement, or limitations arising from the terms and conditions of grants to which the University is a signatory.

27.10 Faculty members are responsible for meeting all scheduled classes; for making themselves accessible to students for consultation, on a timely, convenient, and routinely scheduled basis; and for carrying out their supervisory responsibilities in the best interests of their students.

27.11 Planned absences from scheduled classes that will not result in class cancellations should be communicated to the Chair well in advance. Unavoidable class cancellations or changes in time and place of class meetings, or the nature of class activities, should be communicated to students expeditiously. The disposition of course material missed through planned or unavoidable absences should be explained to students clearly.

Research
27.12 During a research semester faculty members carry out research, continue to supervise graduate students, and may be asked to fulfill selected service obligations. Faculty members must continue to respond to inquiries from their Chair or Dean during a research semester. Where research obligations are likely to impede the ability to respond to such inquiries in a timely fashion, this will be communicated in advance to the Chair.

27.13 The research semester may be taken as any one of the three semesters of the calendar year, subject to the teaching requirements of the Department.

Balance in Teaching and Research Semesters
27.14 The Chair will inform faculty members in writing whether they will be on teaching or research in the forthcoming semester(s) and the particular courses that they have been assigned based on principles of general equity and the overall needs of the departmental teaching program. Normally, faculty members will be expected to maintain the radio of two teaching semesters to one research semester.

27.16 In exceptional circumstances, a Chair may ask a faculty member to teach more than two consecutive semesters. The teaching of more than three consecutive semesters is discouraged.
27.18 A faculty member’s contributions will be reviewed in each biennial review cycle. Where teaching or research semesters are owed, the Chair will ensure that a plan is in place to redress what may be owing prior to the start of any study leave or resignation or retirement. Where the plan will take more than one biennial review cycle to complete, approval of the Dean is required.

Assignment of Workload
27.19 Biennially, the Chair will consult with each faculty member to develop a two-year work plan (teaching semesters, teaching assignments, course load, service obligations, research semesters) designed to:

27.19.1 permit each unit to organize annual faculty workloads, especially teaching loads, to suit the unique instructional needs and academic objectives of the unit;

27.19.2 permit units to use their resources to meet their workloads efficiently, effectively and imaginatively;

27.19.3 provide a flexible framework that will permit individual faculty members to adjust their workloads, from time to time, to focus more exclusively on particular aspects of their work;

27.19.4 permit Departments/Schools/Programs to evaluate faculty members’ contributions to the work of the unit.

27.20 The assignment of teaching loads normally will result from consultations with each faculty member.

27.21 In assigning the annual teaching workload of a faculty member, the Chair will give due consideration to those factors affecting workload that may serve to increase or decrease the amount of time and effort required. Factors to be considered include, but are not limited to:

27.21.1 The abilities and specific area of expertise of the faculty member
27.21.2 Whether the faculty member has previously taught the assigned course
27.21.3 Whether the assigned course is a new preparation
27.21.4 Whether the assigned course or the method of delivery has undergone significant revision
27.21.5 The mode of instruction
27.21.6 The student enrolment
27.21.7 The scheduled contact hours
27.21.8 The level of the course (lower division, upper division or graduate)
27.21.9 The amount and type of preparation, grading and course administration
27.21.10 The amount of supervision of teaching assistants and laboratory instructors required
27.21.11 The overall balance between courses with diverse subject matter and those with similar subject matter
27.21.12 The amount of non-teaching assignments and administrative responsibilities assigned
27.21.13 The amount of technical teaching support duties assigned
27.21.xx Factors considered for the purposes of establishing teaching equivalencies in Article 27.6
27.21.14 Any other relevant factors
27.22 The Dean, in consultation with the Chair, will have final authority over workloads and teaching assignments, but not individual research agendas, in order to ensure that the unit meets its curricular and enrollment obligations.

27.23 It is the Chair's responsibility to promote fairness within units. Similarly, it is the Dean's responsibility to ensure fairness across departments/schools/programs.

Alternate Career Path

27.24 A tenured faculty member who wishes to concentrate their activities either in research or in teaching (and related activities) for a period of time may negotiate a temporary alternative career path with the Chair subject to the approval of the Dean. This may involve a reduction in teaching load to concentrate on research, or a reduction in research to concentrate on teaching, instructional development, pedagogical research and the like.

27.25 A faculty member seeking a temporary alternative career path should prepare a formal case for consideration. For a teaching concentration, this should include an updated teaching dossier and a plan of courses to be implemented or instructional development activities to be pursued. For a research concentration, the case should include a description of the research program and evidence of external funding for the project where appropriate.

27.26 In no instance will a reduced teaching load mean less than two regular courses (or their equivalent) annually; an enhanced teaching load means no more than six regular courses or their equivalent in other instructional development activities annually.

27.27 A temporary alternative career path should be defined for a period of two years, must be approved a year in advance, and should occur only once in four review cycles.

27.28 During, and for a year following the termination of, this alternate career path, evaluations of the faculty member for the purposes of rewarding career progress should be based on the achievement of the goals set out in the approved plan of work.

27.29 The Chair is responsible for ensuring that workload arrangements associated with temporary research-intensive career paths will not result in increased responsibilities for other members of the unit.

This article is agreed to by the parties on this 8 day of OCT, 2019.

John O'Neill, for SFU

David Broun, for SFUFA

Page 4 of 4