

June 7, 2000

Report on the Criteria for the Determination of Teaching Workload for Members of the Department of Visual Arts, Faculty of Fine Arts.

Normal Teaching Load

The "normal teaching load" for members of the Department of Visual Arts is 3 full courses. In a few cases, teaching workload is reduced as a result of administrative release time;

- (1) Chair of the Department receives a 2 course (12.0 cr) release
- (2) Graduate Directors each receive a 1 course release

There is no formal consideration given to any of the following activities [as listed in Article 18.08.1 on page 74 of the 1999-2001 collective agreement]:

- (a) Course direction and co-ordination;
- (b) Class size and total student load;
- (c) Course levels;
- (d) The nature of the course (e.g. writing intensive or critical skills components, Foundations);
- (e) Mode of delivery;
- (f) Advising or equivalents;
- (g) Graduate supervision, including but not limited to supervision of dissertations, theses or equivalents;

There is no formal recognition of course related responsibilities such as:

- (h) Tutorial, lab, or studio direction or equivalents;
- (i) Supervision of tutors, marker/graders or equivalents;
- (j) Marking/grading responsibilities or their equivalents;
- (k) Course preparation, including extraordinary course preparation such as new courses, "short notice", preparation of courses delivered by alternate modes, and for courses which are cancelled;
- (l) Supervision of seniors essays or their equivalents;
- (m) Directed reading courses [including creative production or independent study courses]

Undergraduate and Graduate Teaching

Not all members of the department participate in graduate teaching and supervision. Those who do so receive no recognition of this in the assignment of teaching load (see attached list of types and weighting of graduate supervision in the two graduate areas, MFA and MA).

Four faculty members are joint-appointed to other departments or faculties. In three cases, the home faculty is not Visual Arts. These faculty members teach the regular load of their home department or faculty [Atkinson, Education, Dept. of Economics, Schulich School of Business], which in some instances is 2.5 courses.

Art History Faculty:

Art History Sector faculty members generally teach a full load of courses ranging from first year to fourth year undergraduate, and graduate teaching [either seminar format or courses cross-listed with fourth year undergraduate]. Many Art History faculty members also supervise MA students or participate in a variety of graduate supervision roles.

Studio Faculty:

Studio faculty generally teach a full load of courses ranging from first year to fourth year undergraduate. Many Studio faculty also supervise MFA students or participate in graduate committees. The "normal teaching workload" for Studio faculty is 3 full courses. The number of hours per class was reduced slightly from 6 hours to 4 hours in 1990/91.

One Time Only (OTO) Course Release

Some course offloads have been given to individual faculty members during the past three years on a specific, one-time-only basis. These generally arose in an opportunistic fashion and were generated from funding derived outside of the allocated budget, eg. when a teaching offload grant became available for certain kinds of course development. There appears to be no model in place for assigning course release.

History of Teaching Load in recent years:

Due to the severe budget cuts of the early 1990s, teaching workload has increased significantly in the department and continues to impact all faculty members. The specifics of the shifts are outlined below.

Studio Faculty:

Before 1992, course release was regularly given for one faculty member who taught the graduate MFA seminar and did a substantial amount of supervision of 1st year MFA graduate students. Now the course is taught by the MFA graduate director. Otherwise, no offloads were ever given for supervision in the MA or MFA graduate program.

Between 1992-95, large format, lecture/lab courses were introduced in the Studio Sector. Some classes went from 20 to 180, eg. VISA 2053.04. Studio faculty taught a 1 hour lecture and two 3 hour labs each and supervised the studio instructors for as many as 10 more labs. (i.e., there might be as many as 12 labs in a course). Previously, there was no such format. During this time, contact hours were 7 hours -- 2 labs at 3 hours each and one 1 hour lecture. **Note:** In the first year of the new lecture/lab format, faculty were required to do the lecture and supervise one lab [but not teach it]. In the second year, they were required to do the lecture and teach a lab (3 hour labs) and supervise other labs. Now the situation is that the lecture has been eliminated - and faculty do one lab (4 hours) and supervise the other labs. Some faculty members received ad hoc ½ course offloads if it was the first time that he or she taught a large format course.

Upon the demise of the large format, lecture/lab scheme in 1994-95, an agreement between the Chair

and the Sector Co-ordinator resulted in increases in course enrollment that resulted in studio course caps changing from 20 to 24. A few of these course caps have been reduced for the 2000/2001 year but course quality has suffered, and teaching workload is higher overall than in 1991.

Art History faculty:

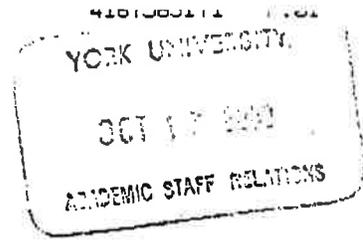
In 1991-92, changes were made to enrolment numbers and to the support given various art history courses (for instance, VISA 2560 was doubled in size, lost its TA, and gained partial marker/grader support). This was done in response to budget cuts which demanded economizing across the board, as well as an increase in FFTEs. These changes obviously impacted on the nature of the workload for a course director. This increase was implemented under an agreement that art history faculty members who were members of the Faculty of Graduate Studies would have a teaching load of 2.5 courses. The lower course load was only in effect for two years. When it was rescinded, the enrollments remained at the higher levels introduced in 1991-92.

----- Forwarded message -----
Date: Wed, 11 Oct 2000 11:20:41 -0400
From: Bernie Lightman <lightman@yorku.ca>
To: Brenda Hart <bhart@yorku.ca>
Subject: [Fwd: work load]

Here's FA Theatre's report. Regards, Bernie

Peter McKinnon wrote:

- >
- > Bernie -
- >
- > Pending a full report - the very brief statement is:
- >
- > a full teaching load is three x 6 credit courses, whether in studio or
- > in the classroom. The norm for a 6 credit studio course is six to eight
- > contact hours per week for the year. For a studies Lecture or seminar)
- > course it is three contact hours for the year.
- >
- > Additionally, all line faculty sit on at least two committees or
- > equivalents (area coordinator, working group). There is a mix of
- > senate, faculty and departmental committee work for each faculty member.
- >
- > Peter McKinnon



Department of Film & Video

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October 12, 2000

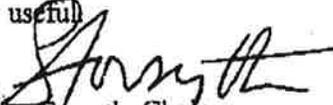
Bernard Lightman,
Acting Director,
Academic Staff Relations

Dear Professor Lightman,

Attached is the policy of this department concerning teaching loads for full-time faculty, further to Article 18.08.1 of the 1999-2001 YUFA Collective Agreement. This policy was adopted formally by the Department in 1994 and follows similar past practice from several years earlier.

The policy considers various factors, including class sizes, variations in course field, teaching assistance and graduate supervision to determine yearly teaching load. Other factors - such as combination of required and specialized courses or combination of large courses with small upper year or graduate courses - are subject to discussion and negotiation year to year. The policy is implemented by the chair after individual consultation with faculty followed by deliberation with field committees on overall department teaching responsibilities.

I would be happy to discuss this in more detail with you and the committee if that would be useful.


Scott Forsyth, Chair,
Department of Film and Video

FEE0 FAX THIS END

FAX	
To:	<i>Brenda</i>
Dept.:	<i>YUFA</i>
Fax No.:	<i>55850</i>
No. of Pages:	<i>3</i>
From:	<i>Bernard Lightman</i>
Date:	<i>Oct 18</i>
Company:	<i>ASR</i>
Fax No.:	<i>55171</i>
Comments:	<i>[Signature]</i>

Fax #1 TRU3E

**Measure of Teaching Loads
for Tenure-Track Faculty
within the
Department of Film & Video**

Definitions of Terms:

"Tenure-track members of the faculty" shall be understood to mean all members of the department holding a tenure-track appointment under the terms and conditions of the Collective Agreement, whether probationary, in candidacy or tenured.

"Tutors" shall be understood to encompass both Unit 1 Tutorial Assistants and Unit 2 Tutorial Leaders as defined by the CUEW agreement.

Teaching "without assistance" shall be understood to mean teaching without the help of tutors, marker-graders or members of the studio staff; teaching "with assistance" shall be understood to mean teaching with the support of one or more of them.

A "calendar course" shall be understood to mean any full course having a .06 or .08 designation in the calendar (or pair of half-courses with .03 or .04 designation).

"Basic enrolment" shall be understood to mean approximately 20 students in studio or writing courses and approximately 40 students in history or theory courses.

A "large course" shall be understood to mean any calendar course with an enrolment more than 50% above basic.

"Basic teaching load" shall be understood to mean the number of calendar courses which, if taught without reduction by a faculty member during an academic year, would be deemed to satisfy the member's teaching obligations under the Collective Agreement;

"Administrative offloads" shall be understood to mean those reductions in basic teaching load granted to a faculty member by the dean in accordance with past practice and the terms of the Collective Agreement to compensate for extraordinary service to the department, faculty, university or discipline.

Basic Teaching Load:

The basic teaching load for all tenure-track members of the faculty shall be three calendar courses. (A large course taught *without assistance* shall count as one-and-one-half calendar courses.)

Measure of Teaching Loads

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Reductions in Teaching Load:

Tenure-track members of the faculty appointed to the Graduate Faculty shall be entitled to reduce their basic teaching load by *one half-course* during the academic year immediately following a year in which they have either supervised one or more graduate theses or served as first or second reader on two or more graduate theses. Should a thesis require supervision or two theses require reading beyond the first year, the faculty member shall be entitled to the reduction for a second year, but never thereafter regardless of the time required for completion of the thesis. (A listing of all faculty members serving as supervisors or readers during the present academic year shall be made available to the departmental chair, and to each of the departmental committees, prior to their deliberations on the assignment of teaching duties for the forthcoming academic year.)

Faculty members entitled to the reduction during an academic year, but unable to take advantage of it (by teaching only full courses at the request of the department, for example), shall be entitled to claim the reduction during the academic year immediately following. They may therefore be entitled to a reduction of *one full course* during that academic year.

Constraints:

With the single exception noted above, faculty members entitled to a reduction during an academic year must claim it during that year or lose the entitlement: no entitlements shall be accumulated for future use, and no faculty member shall be entitled to a reduction of more than one half-course during an academic year.

Faculty members aided in their research or service by graduate assistants may not elect to teach a large course *without assistance*.

Administrative Offloads:

Tenure-track members of the faculty with administrative offloads (the Chair and Graduate Director, for example) are entitled to claim the above reduction as well.

Past Practice and the Collective Agreement:

Nothing in this document shall be construed as contravening the "past practices" clause of the Collective Agreement or as infringing in any way upon the past practices of the department with respect to determining teaching load.

JUL 01 2000

July 28, 2000

ACADEMIC INFORMATION

Cc: Penni Stewart

FACULTY OF FINE ARTS
DEPARTMENT OF DANCE
MEMORANDUM

Brenda Hart
Bernie Lightman
Brian Abner
Barry Miller
Philip Silver
Ron Bordessa
Norm Ahmet
Barney Savage

To: Paula O'Reilly, Administration Co-Chair, JCOAA
From: Norma Sue Fisher-Stitt, Chair Department of Dance
re: Faculty Workload
Date: June 29, 2000

At the Department of Dance Retreat on April 28, 2000 all full-time faculty were provided with the full-time faculty workload assignments from 1999/00 via the ALPS (Academic Loading Projection) document. We are a small department, so most faculty are aware of one another's teaching load. Equity is attempted in loading through recognition of the similarity of time and commitment required of studio faculty undertaking artistic direction of concerts to theory faculty undertaking the supervision of graduate students. In 1999/00, Dance faculty did not receive credit for either of the above activities. I think that it is fair to say that all members of the Dance faculty feel equally overworked.

In Dance, the "normal teaching load" is three full courses or full course equivalents. This heavy load is further exacerbated by two additional factors: the Dance curriculum consists primarily of half courses along with a few quarter courses; and faculty have not been receiving credit for graduate supervision or artistic direction of concerts. Our current curriculum results in faculty regularly being faced with teaching four, and sometimes even five, different courses in a single term. Not surprisingly, faculty exhaustion and burnout are common experiences when this teaching load is augmented by substantial hours of graduate supervision or concert direction.

In order to ease the burden slightly, the attempt is made to strike a balance between larger lower level courses and smaller upper level courses as well as between studio and theory courses. Studio courses involve more teaching hours per teaching credit, but require fewer hours of marking (although concerns over clarity of the evaluation process have led to increased paperwork for studio course directors in recent years). Most Dance faculty teach in both areas, plus most Dance faculty teach a range of course levels. Most undergraduate theory courses have a TA assigned to them, providing some relief. The artistic director of the York Dance Ensemble receives .5 course credit for administration on top of the full course credit for teaching/rehearsing. However, with 16 hours/week assigned to the course, the 1.5 course directorships still do not adequately recognise the workload involved (which includes rehearsing, performing, touring, making artistic decisions about repertory, budgeting, etc).

Most Dance theory courses carry a 3.0 weighting, supported by a .5 course directorship. Teachers of quarter courses (1.5 credits) receive a .25 course directorship. Studio technique courses vary as follows:

all 1st and 2nd year technique courses @ 2.25 credits/term= .5 CD/term (5 hours/week)

3rd and 4th year ballet technique @ 1.5 credits/term= .375 CD/term (4 hours/week)

3rd and 4th year modern technique @ 3 credits/term= .5 CD/term (6 hours/week)

FA/DANC 1500, The Dance Experience, is a large course (150 students) for non-majors in which students attend one 1.5 hour lecture/week and participate in one 2 hour studio lab each week (there are 5 lab sections). The lecture component could be weighted as a .5 CD, but it is assigned a full CD in recognition of class size and the responsibility of coordinating the 5 studio labs, the exams, and the grading.

Loads for Dance faculty can vary, depending on the teaching emphasis. It is common for Dance faculty to teach a 1.75 load in one term and 1.25 load the next term, as seen in the examples below:

a) Technique teaching emphasis

Fall

2 groups of 1st or 2nd yr technique=1
 Conditioning class= .25
 4th year Mentoring class= .25
 1-1500 lab= .25
 TOTAL = 1.75 CDs

Winter

2 groups of technique, cont'd=1
 1-1500 lab= .25
 TOTAL = 1.25 CDs

b) Theory teaching emphasis

Fall

1-1500 lab= .25
 2nd year theory course= .25
 Integrated UG/Grad course=.75
 Graduate course= .5
 TOTAL = 1.75 CDs

Winter

2-1500 labs=.5
 2nd year theory course, cont'd= .25
 Graduate course= .5
 TOTAL = 1.25 CDs

c) Theory and Studio teaching balance

Fall

1500 lecture= .5
 2nd year Composition= .5
 1-1500 lab= .25
 TOTAL = 1.25 CDs

Winter

1500 lecture, cont'd= .5
 4th year Choreography= .5
 1-1500 lab= .25
 4th year modern technique=.5
 TOTAL = 1.75 CDs

In addition to teaching quarter courses, some of our half courses (and even occasionally a quarter course) are taught over the full year. Most faculty teach a range of levels, so that the total number of students taught is somewhat balanced. The total number of students taught by full-time faculty over the 1999/00 academic year is provided in the table below:

1. 181 (primarily studio teaching, no graduate supervision)
2. 73 (on 2/3 administrative offload)
3. 112 (one term only)
4. 109 (one term only)
5. 132 (number does not include grad student advising)
6. 105 (on 5/6 load; numbers reflect York Dance Ensemble responsibilities)
7. 121 (on 5/6 load)
8. 52 (on 1/3 administrative offload, number does not include grad student advising)
9. 215 (number includes non-major course, lecture component)

Referring directly to the YUFA contract language, in Dance the following factors are taken into consideration when assigning teaching loads:

- a) Course direction and co-ordination
This factor is specifically applied to faculty responsible for FA/DANC 1500 and the York Dance Ensemble.
- b) Class sizes and total student load
Most faculty (#8 above is an exception) teach at least one lower level class in studio or theory, balanced by upper level classes with lower enrolments. In recent years, increased enrolments have resulted in more students in upper level courses; a 4th year theory course which once had 10-12 students now routinely has 16-18 students. Some of these theory courses are integrated with graduate courses, meaning another 3-4 students. Technique classes also are larger then they once were. In 1999/00 the 3rd year modern class had 33 students enrolled. Ideally, technique classes should be capped at 25 students.
- c) Course levels
see item b) above
- d) The nature of the course
All technique courses involve similar workloads: teaching augmented by preparing mid-term written evaluations, preparing final grades with written evaluations, and attending at least one other class as a juror at the end of the year. Technique faculty also teach and observe the evaluations for prospective students (entrance auditions). Most faculty participate in 3 audition classes per year.
- e) Mode of delivery
At the moment, we have no one involved in internet or distance

education courses. Mode of delivery for most faculty is similar and therefore is not currently a major factor when determining workload.

- f) Advising or equivalents
All Dance faculty conduct advising sessions on a regular basis. Number of students taught is a factor, plus students often gravitate toward their technique teachers. Some upper level theory courses (such as Senior Projects) and most graduate courses involve extensive one-on-one advising as students conduct individual research projects.
- g) All but two of the full-time faculty listed above are members of FGS. Graduate supervision generally is evenly distributed; in 1999/00 most graduate faculty supervised one to two students. In some years, sabbaticals or leaves result in other faculty members assuming additional graduate supervisions; these faculty often have fewer students overall (e.g., #8 above).
- h) Tutorial, lab, or studio direction or equivalents
A few Dance courses include a tutorial or lab in addition to a lecture (In 1999/00, these courses were 1500 The Dance Experience, 1340 Introduction to Dance Studies, and 3330 Dance Mosaic). The 1500 lecturer receives 1 CD for the course, as described above; the 1340 and 3330 course directors each receive a .5 CD. In 1999/00, the Dance Mosaic labs were not part of the 3330 lecturer's teaching load. However, the course director was responsible for coordinating the three lab instructors' teaching rotation and compiling the grades. In the 1300 course, the course director led one tutorial in addition to being responsible for the lecture. The TA assigned to 1340 led the other tutorial.
- i) Supervision of tutors, markers/graders or equivalents
The only course which clearly recognises the work that goes into coordinating tutors or equivalents is the Dance Experience. Most Dance faculty have a TA for one course; the TA positions are distributed throughout the undergraduate offerings, ranging from 1st year to 4th year courses.
- j) Marking/grading responsibilities or their equivalents
As stated above, these considerations are linked to creating a balance between lower level and upper level courses, and between studio and theory courses.
- k) Course preparation
In the past, some members of the Dance faculty have had to assume a course on short notice. Usually, no additional teaching credit was granted. The preparation of new courses also has not been recognised with extra teaching credits. When possible, cancelled courses are substituted with another course so that the faculty member continues to have a full teaching load. To my knowledge, full-time faculty have not received credit for cancelled courses in the past. I should add that in the past we have cancelled very few courses; however, we had to cancel two courses scheduled for the Summer 2000 session. In both cases, the

faculty members have been informed that they will be expected to make up the course in the near future.

- l) Supervision of seniors essays or their equivalents
At one time, several senior students would request permission to undertake independent research. This was done through Independent Studies, for which the faculty member received no teaching credit. The Senior Projects course has provided a solution to this problem. Now, for a .5 CD, one faculty member is responsible for a course which provides structure and ongoing support for senior students conducting independent research. In 1999/00 this half course was taught over the full year. The fall term featured lectures and regular class meetings; in the winter, there were fewer class meetings but more individual advising sessions. This summer, two faculty are supervising undergraduate Independent Studies courses for which they are receiving no teaching credit.
- m) Directed reading courses
The Senior Projects course has eliminated the need for most undergraduate directed reading courses. Graduate students continue to pursue this option though, and faculty receive no credit for this aspect of their workload. In a given year, 2-3 graduate faculty might take on a graduate level directed reading course.

As mentioned at the outset, all full-time Dance faculty had the opportunity to see one another's 1999/00 workload at our April Retreat. They are all aware of the request for each department to submit information on how teaching loads are calculated, but there was little interest in forming a committee. I have prepared the above based on my experience as a faculty member and on my conduct as a chair. I feel that it is fair to state that what I perceive to be fair or equitable regarding workload might not always be seen that way by every faculty member. However, I do believe that there is a tradition in this department of people carrying equal (but different) loads, and I have tried to uphold this tradition. Teaching loads are assigned conscientiously, but they are not constructed by applying the above factors through a quantitative formula.