

Assignment of Course Teaching in the Department of Educational Studies (EDST)

(PASSED AT THE JUNE 19, 2008 DEPARTMENT MEETING WITH AMENDMENTS (revised))

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Assignment of Course Teaching in the Department of Educational Studies (EDST)

General Principles and Process

The section no. 3 was revised and approved at the June 15, 2017 Department Meeting

- 1) Final responsibility for assigning EDST courses lies with the Department Head. Course assignments will be made in consultation with the Deputy Head and with Area/Program Coordinators (ADHE, EDAL, SCPE, EdD, PhD, Ts' 'kel).
- 2) EDST assigns tenure-track faculty teaching loads based on the **Faculty of Education Workload Policy** (Appendix #1).
- 3) Educational Studies is responsible for undergraduate and graduate teaching. The teaching responsibilities of EDST faculty are first to courses in EDST's department-wide programs (M.A., Ed.D., Ph.D.) and to any other department-wide courses (e.g., shared M.Ed.), secondly to the courses that their program areas (ALE, EDAL, HE, SCPE, Ts' 'kel) must offer, and thirdly to the research methods courses (e.g., EDUC500, EDUC503A, EDUC504, EDST501, EDST553 and EDST508) that EDST teaches for the Faculty of Education and its own graduate students. Tenure-track EDST faculty will normally be expected to teach at least one course in undergraduate education out of every four courses taught. As a general rule, these responsibilities must be fulfilled before faculty can offer special studies courses or courses for other units within the Faculty or UBC. Proposals for special studies courses should be discussed at GPACC to ensure similar courses are not offered in different areas in the same year.
- 4) EDST hires sessional instructors according to the document **Appointment and Reappointment Process of Sessional and Part-Time Faculty Members for the Department of Educational Studies** (Appendix #2).
- 5) Teaching Assistants are appointed in accordance with the Collective Agreement between UBC and CUPE 2278 (<http://cupe2278.ca/CollectiveAgreement.html>).
- 6) In accordance with UBC policy, EDST hires on the basis of merit and is committed to employment equity. All qualified applicants are encouraged to apply.
- 7) Evaluation of programmatic needs will be on-going and changes made to the course schedule will reflect programmatic needs.

For full-time tenure track faculty and sessional faculty with continuing status:

- 1) Annually (in winter term 1), EDST faculty and continuing sessionals will be invited to submit their teaching preferences for the next academic year to the relevant Area/Program Coordinator, who will prepare a draft schedule of courses in their areas (see Appendix #3: **EDST Course Scheduling Process**).

- 2) Individual faculty each complete an Instructional Load Planning Form (Appendix #5) to be sent to Deputy Head and relevant Area/Program Coordinator once the EDST course schedules for the academic year have been finalized. After any necessary changes are negotiated, teaching assignments for the academic year will be recorded using the Instructional Load Confirmation Form (Appendix #6). Faculty serving as Mentors for 3-credit TAs should note this on their work load forms; the Deputy Head should work together with faculty to ensure the workload records on file are accurate and complete. Instructional Load Confirmation Forms should include the day, time, and location of the scheduled courses. Requests to change the time at which, the day on which, or the location at which a scheduled course is offered should be made to the Deputy Head, copied to the relevant Area/Program Coordinator, along with a brief rationale for the change.
- 3) Staff support for the development of the EDST schedule and the assignment of courses will be provided by the Administrative Manager.
- 4) Multiple requests to teach the same course will be negotiated with appropriate program area faculty by the Department Head or designate according to the following principles:
 - * Required/core courses in programs must be offered on a regular basis and, when offered, have first priority;
 - * Opportunities to teach core graduate courses (e.g., PhD courses) should be shared such that all (and particularly newer) faculty have a chance to teach graduate courses in their areas. (See, e.g., **Appendix #4: Guiding Principles for Staffing EDST Doctoral Courses**)
- 5) Course assignments will be made first to tenured/tenure track faculty and to sessional faculty with continuing status.
- 6) Faculty members who have taught a course for the first time are normally permitted to teach it a second time consecutively before it may be reassigned to another instructor.

For Sessional Lecturers, Visiting Professors, Postdoctoral Teaching Fellows, Adjunct Professors, Noted Scholars and Other Instructor Ranks

- 1) Assignments are based upon academic and professional qualifications, appropriate background, quality and effectiveness of work performed, expertise, performance reviews, departmental needs and availability of the instructor.
- 2) Available courses will be posted on the Department website and by other appropriate means of distribution for a minimum of two weeks. Applications to teach must be received from any interested person by the deadlines noted on the call for applications.

Teaching Assistantships – Three Credits – Faculty Mentors

It is desirable for EDST graduate students to have opportunities to teach and to have support in developing pedagogical expertise as part of their graduate programs. To this end, qualified graduate students can apply to be assigned as Teaching Assistants (TAs) to tenure-track faculty. Doctoral candidates with appropriate experience may assume a significant degree of responsibility for direct instruction in such courses, including developing the course syllabus, selecting course materials, and assessing student work. However, the faculty member teaching the course is ultimately responsible for its creation, preparation, development and delivery.

Faculty mentorship of TAs might include observing the TA as he or she teaches and providing constructive feedback. It might also include assisting the Teaching Assistant to handle problems when requested to do so. The degree of mentorship will vary depending on the abilities and experience of the graduate student and will be decided between the TA and the Faculty member, subject to approval by the Department Head. **An outline or description of a plan for course oversight must be approved by the Department Head prior to the start of the course.**

Department Heads will take into account the overall workload of department members in making course and Teaching Assistantship assignments. This form of mentorship will be recorded on the individual's annual Summary of Activities and considered for salary evaluation purposes.

TA assignments will be made according to the following principles:

- * As much as possible, EDST provides its qualified graduate students with opportunities to be assigned as TAs and receive mentorship in teaching.
- * The work of faculty members who mentor TAs should be recorded on the annual Summary of Activities form and recognized by members of the EDST Merit Committee when reviewing contributions in the area of teaching and supervising.
- * The Department Head will ensure that mentorship responsibilities are equitably distributed among faculty.

Teaching Assistantships – One Credit

One credit TA appointments will be offered first for teacher education courses with large enrollments courses taught by full-time faculty. Second priority will be research methods courses such as EDUC500, EDUC503A, EDUC504, EADM501, and EADM553, EDST 508.

Before offering a graduate student a position as a teaching assistant it should be determined by consulting with the program advisor or research supervisor that the student is making satisfactory progress in their program.

Within the first week of class or before, instructors and TAs should jointly come to an understanding of how the 64 hours of work will be allocated across a variety of possible tasks by discussing the form “TA-Instructor Agreement on Duties and Time Allocation.”

Low Enrollment Courses

Currently, the minimum enrollment for graduate courses is 10 students, the minimum enrollment for teacher education courses is 18 students. It is recommended that course instructors keep an eye on enrollment numbers in their courses so that they can respond early if numbers are low. At least five weeks before the start of a new term the Deputy Head will review enrollments and notify course instructors and area coordinators if any courses are at risk of cancellation. If requested, Receptionist Roweena Bacchus or Facilities Secretary Jeannie Young will email course descriptions to lists specified by the instructor or relevant Area/Program Coordinator. Instructors could also consider placing posters at strategic points on campus.

Unless a case can be made to the contrary, graduate courses with low enrollment will be cancelled one month prior to the beginning of a new term to provide students an opportunity to find new courses. The decision whether and if so when to cancel graduate courses will be made by the Deputy Head in consultation with Area/Program Coordinators and course instructors.

When a course cancellation impacts on the fulfillment of workload obligations for tenured or tenure-track faculty members the area coordinator will consult with the faculty member and then construct a revised teaching schedule. This might require fulfilling teaching responsibilities in the next academic year. Faculty who offer a special studies course should create a contingency plan with their Area/Program Coordinator to prepare for the (we hope remote) possibility that the course will not run due to low enrollment.

Possible Rationales for Not Canceling a Course with Low Enrollment (not an exhaustive list)

- the course is a critical requirement for a program;
- the course is required for graduation by a number of students at that point in time;
- the course is part of a specialized program with a pre-negotiated lower enrollment;
- the course is part of a program that EDST is trying to develop or rebuild
- the course is a new one that a faculty member has spent much time developing
- the course was offered later than usual due to circumstances beyond the instructor's control

This policy applies to courses in programs administered by EDST, not to those in programs with outside or shared administration, such as EPLT and ALGC courses.

Appendix #1: Faculty of Education Workload Policy

Faculty Framework for Workload Negotiations and Decisions Revised April, 2007

Policy¹

The roles and responsibilities of tenure-track and tenured faculty provide the foundation for thinking about appropriate workload profiles. Each individual faculty member is involved in teaching and supervision, scholarly activity, and service. While individuals attempt to find a balance among these three important areas, it is also important that as an academic community we attempt to create equitable workload profiles between individuals, within departments and across the Faculty.

The UBC Faculty of Education is a diverse community of scholars and professional educators committed to improving teaching and learning (life-long & life-wide) through innovative and inquiry-driven programs, reflection and critique in partnership with various groups. According to the UBC Criteria for Appointment, Reappointment, Tenure and Promotion, faculty members on tenured or tenure-track appointments have three primary responsibilities: teaching (which the Faculty interprets as including supervision), scholarly activity and service to the university and community. It is assumed that all such faculty members will be involved in each of these areas, with added emphasis on teaching and scholarly activity.

Although all three responsibilities are taken into consideration for appointment, reappointment, tenure and promotion, this policy and the following principles and guidelines are seen as independent of, but consistent with, existing University policies governing salary evaluations, and promotion and tenure evaluations. Promotion and tenure and salary evaluations reflect both the quality and quantity of a faculty member's activities, with quality a paramount consideration.

It should also be noted that while workload profiles are created in consultation with a number of individuals, Department Heads (in consultation with a faculty advisory group) are ultimately responsible for ensuring a fair distribution of work within Departments while the Dean is responsible for ensuring a fair distribution of work across the Faculty. This document attempts to place the value of fairness in a central position. Fairness is an important concept as it reflects an emphasis on equity (rather than equality) and includes respect for individual differences and diversity.

Also, it should be noted that decisions on a faculty member's responsibilities cannot be made independently of programmatic, department and other needs. We are all members of several

¹ The policy described below does not constitute a contractual obligation. Fluctuations in demands and resources in the department, Faculty, and the individual circumstances of faculty members may warrant temporary deviations from the policy. This policy applies to full-time and part-time tenured and tenure-track faculty. Faculty on temporary special assignments must negotiate appropriate expected levels of activity in light of these assignments while guided by the policies set out in this framework.

communities that have needs to be considered as individual responsibilities (especially in the areas of teaching and service) are negotiated. Decisions regarding programmatic offerings, faculty leaves, administrative assignments, available resources, admissions, the needs of students, and so forth need to be factored into departmental decision making around each faculty member's responsibilities and requests.

Principles

The following principles should provide a foundation on which we can appreciate the unique differences and qualities that often define our roles while we also recognize the many interrelated responsibilities we share particularly around the needs of students in our programs.

1. Workloads, leaves and other assignments should address individual and departmental needs in a manner that takes into consideration student needs, fairness and resources over time. Likewise, programmatic offerings and admissions should be considered in light of changing resources.
2. Workload profiles (a holistic understanding of an individual's workload) are based upon teaching and supervision, scholarship and 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 and service.
3. Workload profiles begin from a set of expectations for teaching and supervision, scholarly activity and service that are fairly distributed across Departments and the Faculty. Some service expectations may vary with the rank of the faculty member.
4. Faculty members and Department Heads shall work together in creating workload profiles, taking faculty members' preferences and Departmental/Faculty needs into account.
5. It is expected that graduate student academic and research supervision, scholarly activity, and service will be maintained throughout the year.
6. Graduate student supervision, in all of its forms, is considered an essential responsibility and is within the criteria for teaching.
7. All newly hired tenure-track or tenured faculty should be given special consideration during the initial stages of appointment.
8. Procedures need to be in place so that faculty members understand how they can appeal a workload profile decision.
9. It is assumed that scholarship and service are supported within a faculty member's load.

Teaching, Scholarship and Service within Workload Profiles

Teaching

Teaching within a Faculty of Education assumes that all Assistant Professors, Associate Professors and Professors will make a contribution, through teaching, to the BEd, Diploma and Graduate programs as well as through advisement and supervision of students. A rotation of responsibilities will be sought over several years to ensure that all faculty have these opportunities.

It is expected that all full-time tenure-track and tenured Assistant Professors, Associate Professors and Professors will teach at least twelve credits of coursework annually on the assumption that they are also engaged in a significant amount of service and scholarly activities as well as student supervision. Faculty should increase instructional responsibilities pending reduced activities in other areas such as service, graduate student supervision and scholarly activity. Reductions of teaching responsibilities lower than twelve credits of coursework require access to external funds for release time or funds assigned from the Dean's office for administrative responsibilities.² Assignments, including increases and reductions, should proceed in a planfull manner (in consultation with the Department Heads and the Dean's Office) in a timely fashion to avoid programmatic and professional disruptions.

It is expected that those teaching in the BEd program will use the UBC Attainment of Standards Report in the development of their courses and in the assessment of their students. This will ensure the readiness of our teacher candidates for BCCT teacher certification.

Student supervision and advisement is an important aspect of teaching. While the amount of student supervision may vary depending on enrolments and faculty support, we suggest that program areas pursue ways to design an equitable number of student supervision responsibilities across their departments. In accordance with university guidelines, faculty should be available to students for advisement or the faculty member should make arrangements with their colleagues to ensure that students' support can be ongoing when the faculty member is absent. The Department Head or the Head's representative should be informed of the arrangements. In terms of supervision responsibilities, consideration should be given for coordination of students enrolled in cohorts or variations to supervision arising from programmes and alternative supervision models adopted by programmes.

Student supervision at the graduate level would include the academic and research programmes of students in accordance with the Faculty of Graduate Studies guidelines and departmental expectations. As university teaching experience is often a necessary attribute sought by most future academic employers, making it desirable for our graduates to have well-developed pedagogical skills. Therefore, tenure track and tenured faculty will, at times, be expected to serve

² Faculty on fulltime administrative or research appointments should be engaged in graduate student supervision and contribute to course offerings.

as mentors to Teaching Assistants assigned to courses over which they have responsibility. This mentorship can take various forms of supervision depending upon the experience and expertise of the Teaching Assistant and subject to the approval of the Department Head. Department Heads will take this role into account with the overall workload of department members and this form of mentorship will be recorded on the individual's annual Summary of Activities. It is expected that the Summary of Activities (across 1 - 3 years) be one of the primary sources for determining the extent of a faculty member's supervision responsibilities.

New tenure-track Assistant Professors are to be given a reduction in teaching responsibilities over their first two years: teaching six course credits in year one and nine course credits in year two. They will also be given limited graduate supervision during these initial years. More senior tenure-track or tenured appointments will be given one three-credit reduction of teaching responsibilities in the first year of their appointment only.

During terms in which faculty members are not engaged in classroom instruction, graduate academic and research supervision, as well as scholarly and service activity will continue to be performed.

Scholarly Activity

Generally speaking, faculty members should work toward completing scholarly publications, presenting at scholarly conferences, and seeking to acquire and maintain a basic level of external funding to support their research and graduate students. Traditional scholarly work can be documented through a publication record. A reasonable expectation annually would be four-six unique scholarly contributions. This might include scholarly publications (e.g., article, chapter,) published in or submitted to nationally or internationally refereed journals or respected scholarly volumes; a research proposal funded or submitted to an external funding agency; a professional journal or book edited by a faculty member; or a scholarly paper presented at a national or international conference. While the majority of scholarly activities should be represented in these aforementioned areas, some contributions might include work that departs from traditional scholarly work, such as: the implementation of a long-term research project from which results will not be expected for a period of years; teacher as researcher activities in one's own or another's classroom; the development and use of new technologies, including critical approaches to new technologies; interdisciplinary work; internally funded projects, the development of collaborative relationships between the university and the field.³ Consideration should be given

³ Non-traditional forms of scholarship 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 Faculty of Education 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)

for the publication of a major scholarly-based book in terms of its equivalence to the aforementioned number of published contributions.

Scholarly activity is very important and faculty members should work with Department Heads, the Associate Dean of Graduate Programs and Research, and colleagues, to ensure they reach the basic expectations outlined above.

Service

Faculty members are expected by the university and the public-at-large to make their professional knowledge and skills available to the local community, state, nation, and world. In addition, as professionals committed to governance by peers, there are many internal activities that must be performed to maintain the operations of the institution. Thus, service to the community as well as to academic and professional organizations is an important component of the faculty member's obligation.

Service to the University and Community includes a wide range of activities. For an individual's workload profile this includes serving on Departmental Committees as well as Faculty or University-wide Committees, and providing basic administrative support to programs. In principle, all faculty members should rotate through various committees, being chair of some committees, providing coordination within programs, and providing leadership as needed. Service to the University also includes administrative appointments. When administrative tasks require significant amounts of time, the Dean will be responsible for distributing administrative buy-out allocations.

Service to the Community includes all activities that are directly related to our profession beyond the University and are often unique to individuals and their areas of interest. Examples of such

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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, encyclopedias
 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.

service might include providing leadership to a professional organization, being an editorial board member or being engaged in a sustained educational initiative in the field.⁴

Appointments, Leaves and absences from campus

The nature of appointments (e.g. part-time, full-time), leaves (e.g., sabbatical, due to illness) and absences from campus need to follow university guidelines. Whenever possible and appropriate, a faculty member needs to pursue such requests in a timely fashion and in a manner which considers the impact on colleagues and avoids undue impact on programmes.

Procedures for Appeal

Though much of this document attempts to lay out what may be considered a set of minimum expectations for workload profiles of individual faculty members, areas of uncertainty will always remain. In an attempt to make workload profiles fairly distributed, the following procedure may be considered:

A Department Committee will work with the Department Head making recommendations for workload profile considerations in conjunction with programmatic planning and faculty assignments and activities. Such deliberations will consider annual summaries, past engagements and responsibilities, enrolment information, programmatic requirements and other factors. Using this information, the Department Head will then work with individual faculty members to determine appropriate roles and responsibilities. Should a faculty member wish to appeal the decision, every opportunity should be taken to first resolve the matter with the Department Head before taking it back to the Departmental Committee. Should the faculty member still wish to appeal the decision of this group, the faculty member may wish to go to the Dean.

⁴ There are many types of service contributions. Both quantity and quality of service are considered. Services by members of the faculty include, but are not limited to, the following activities:

Service Within the University

1. Serving as an appointed or elected member or leader of any academic group
2. Serving as a leader or member of task forces or committees
3. Contributing to student welfare through service on student-faculty committees or as advisor to student organizations.
4. Contributing to the professional development of other faculty members.
5. Academic citizenship within the Section,

Service External to the University

6. Serving as an appointed or elected officer of an academic or professional association.
7. Editorship of journals and books
8. Serving as an organizer, presenter, etc., for workshops, panels, or meetings in areas of professional competence.
9. Refereeing manuscripts submitted to journals, programme committees for professional meetings, and the like.
10. Serving as a leader or member of a task force, board, or committee providing service to local, state, regional, national, or international organizations.
11. Serving as a professional consultant to public or private organizations.
12. Serving the community through education-related and collaborative service projects.
13. Encouraging and supporting learning through service by students and by participating in such community service oneself.

Appendix #2 Appointment and Reappointment Process of Sessional and Part-time Faculty Members for the Department of Educational Studies

PRE-APPOINTMENT

Posting

The Administrative Manager, in consultation with the Deputy Head and appropriate Program Coordinator or Management Committee Chair, will post new positions for a minimum of 2 weeks, with a copy of all postings to be sent to the Faculty Association. It is a departmental norm to post new positions for a minimum of 4 weeks. Vacancies or changes in existing appointments arising as the result of unforeseeable events do not have to be posted (Article 2.2*).

Position announcements will be posted on the Department website and distributed via the edst-net and educ-sessional email lists, with a copy to the Faculty Association.

Vetting of Applications

Applications shall be sent to the Administrative Manager, who then vets them to determine if any applicant has taught for the Department as a sessional lecturer within the last 2 years (see article 4.4). This information shall then be communicated to the Deputy Head as well as the hiring committee prior to their review of the applications for any given position.

Consultation Process at the Departmental Level

In cases where all of the candidates for consideration for a particular course assignment have less than a 50% appointment (Art. 6.3):

Final responsibility for staffing of EDST courses rests with the Department Head. Recommendations for sessional and part-time faculty appointments shall be made to the Department Head by hiring committees with chairs designated as follows:

- For courses in Adult and Higher Education, the ADHE Coordinator;
- For courses in Educational Administration & Leadership, the EADM Coordinator;
- For courses in the Ed.D. program, the chair of the Ed.D. Management Committee;
- For courses in the Ph.D program, the chair of the Ph.D Management Committee;
- For courses in Society, Culture, & Politics in Education, the SCPE Coordinator;
- For courses in the Teacher Education program, the Deputy Head;
- For courses in Adult Learning & Global Change, the ALGC coordinator.
- For courses in Ts’kel, the Ts’kel Director;
- For courses in research methods, the Deputy Head.

* In this Description of the Appointment & Reappointment Process for Sessional Faculty Members in EDST, all articles refer to the current *Agreement on Conditions of Appointment for Sessional and Part-Time Faculty Members* (http://www.hr.ubc.ca/faculty_relations/agreements/appointmentsessional.html).

In cases where at least one of the candidates for consideration for a particular course assignment have a 50% (or greater) appointment:

The Head shall consult formally at meetings convened for that purpose with eligible members of the Department in order to ascertain their views and to obtain their recommendation concerning the appointment of all Sessional Faculty and the reappointment of Sessional Faculty with appointments of at least 50% of full time (Article 9.1). Consultation shall be achieved through a department standing committee that consists of not less than 3 members of the Department's Promotion and Tenure Committee. Representation from Sessional Faculty may be added to these committees (Article 9.2).

Criteria for Judging Among Candidates

Candidates for initial appointment at the rank of Sessional Lecturer are judged principally on qualifications, performance in teaching, and experience (Article 2.6).

In making Sessional course assignments, the hiring committees and the Head shall consider:

1. Qualifications to perform the required work,
2. Quality and effectiveness of work performed, and
3. Length of service.

All evaluations of work performed shall be consistent with the criteria and procedures outlined in Articles 7 and 8 of the Sessional Agreement (and see below). Length of service shall be the determining factor only where the other factors are relatively equal. (Article 6.1)

Procedures for Arriving at and Making Recommendations to the Head

The hiring committees shall include consideration of all relevant information, including any relevant information submitted by the candidate, at formal meetings. Information shall include an updated CV. Other information might include consultations with a candidate's references, draft of a course outline (if requested or suggested in the posting), and a personal interview with the candidate. After reviewing the relevant information, the hiring committee shall make a recommendation to the Head. The recommendation shall be that of the majority. (Article 9.4)

Communication of Decisions

Decisions made by the Department Head, in consultation with the Departmental Standing Committee, shall be communicated to the candidate in a timely fashion (Article 9.5). Normally, the Administrative Manager shall send an email message to the selected candidate advising them that they have been recommended for the position. The message will include the following:

- The number of credits
- The time period of the appointment
- The website link to the Sessional Agreement
- A note indicating that upon acceptance of the offer, the candidate would receive a letter from the Dean's office detailing her or his salary and part-time percentage.

APPOINTMENT

In the appointment letter from the Dean's Office, the candidate shall receive:

- A written description of duties (usually, this includes the course/s to be taught but could possibly include coordination or lab duties) (Article 2.3);
- A copy of the Sessional Agreement (Article 2.5);
- Details of their appointment percentage (Part-time percent shall be calculated as a percentage of full-time employment for the period of the Sessional Faculty Member's appointment only, that is, not as a fraction of the whole winter session or the full year) (Article 2.3); and
- Salary information.

Once an appointment is confirmed, the Department sends a letter of welcome plus a copy of the *EDST Orientation Booklet for Sessional Instructors* to new Sessional Faculty Members. The booklet provides general information regarding staff responsibilities, photocopying, keys, parking, and so on.

COURSE ASSIGNMENTS

In making course assignments, the Department will first consider Sessional Lecturers with Continuing Appointments and then existing full-time Sessional Lecturers without continuing status and part-time Sessional Lecturers for additional courses or sections or a course that become available (Article 6.4), subject to the criteria in Article 6.1 (namely, qualifications to perform the required work, quality and effectiveness of work performed, and length of service). Sessional Faculty Members with a Continuing Appointment have a right to assignment to a course load in any academic year at least equal to the percentage of full time equivalent upon which his or her Continuing Appointment is based; their loads will be determined at the same time and in the same manner as other full-time faculty members. Nevertheless, the Department may need to change appointments by substituting or adding teaching assignments or other duties (Article 5.2). New positions are posted only after the pool of Sessional Lecturers has been considered.

EVALUATION OF INITIAL APPOINTMENT

Normally, the Department Head or Delegate, or Committee Member will observe a Sessional Faculty Member's classroom at least once during the initial appointment period, mindful of performance evaluation criteria outlined in Article 8.2 (see below). In the case of on-line instructors, the Head or Delegate, or Committee Member will conduct a virtual visit. For Winter 1 and 2, this observation would normally occur about 1 month into the 13-week term. For Summer 1 or 2, this would normally occur early in week 3 of the 6-week term. For Summer 2a and 2b, this would normally occur early in week 2 of the 3-week term. If there are serious concerns, the Head or Delegate, or Committee Member will investigate and may make recommendations for remediation and reassessment in writing to the Sessional. If remediation is suggested, the Head or Delegate, or Committee Member shall re-evaluate the Sessional within 30 days of the making of the recommendation (if the course occurs in Winter 1 or Winter 2, or within 15 days if Summer 1 or 2, or within 7 days if Summer 2a or 2b. The Head may use his or

her discretion to decide whether or not to reappoint the Sessional Faculty Member (Article 7.1.b).

Alternatively, if, upon the completion of the investigation, the Head or Delegate, or Committee Member does not make recommendations for remediation and reassessment, the Head, in his or her discretion, shall determine whether or not to reappoint the Sessional Faculty Member, and shall so decide within 30 days from the date the concern was raised (Article 7.1.c).

If within 30 days of the completion of a Sessional Faculty Member's initial appointment, serious concerns are raised with respect to his or her teaching performance, the Head or Delegate, or Committee Member shall investigate the concerns (Article 7.2.a). Upon the completion of the investigation, the Head, in his or her discretion, shall determine whether or not to reappoint the Sessional Faculty Member, and shall so decide within 30 days from the date the concerns were raised (Article 7.2.b). In exercising his or her discretion as contemplated within this paragraph, the Head or Delegate, or Committee Member may consult and carry out such evaluation activities as he or she considers helpful (Article 7.3).

If the Head or Delegate, or Committee Member decides not to renew the Sessional's appointment due to unsatisfactory teaching performance, the Head must provide a letter to the Sessional with "full reasons for the denial" and a copy provided to the Faculty Association (Article 10.2).

PERFORMANCE EVALUATION

Following evaluation of a Sessional Faculty Member's initial appointment as specified above, the Department shall continue to evaluate the performance of the Sessional Lecturers on a regular basis. The Head will review the teaching evaluations on an annual basis, and if requested by the Sessional Lecturer, will meet with him or her (Article 8.5). Sessional Lecturers shall be evaluated on their teaching performance under the same processes as other faculty (Article 8.4). In the Department, this is done on an annual basis through term-by-term review of SCET scores.

Evaluation criteria are laid out in Article 8.2 of the Sessional Agreement, as follows:

"Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students."

Decisions not to reappoint a Sessional Faculty Member cannot be based exclusively on student evaluations (Article 8.2).

REAPPOINTMENT AND NON-RENEWAL

Sessional Faculty Members have the right to reappointment in accordance with *The Agreement on Conditions of Appointment for Sessional and Part-time Faculty Members* (Article 3.1). The only reasons for non-renewal of appointment of a Sessional Faculty Member shall be (a)

teaching performance; or (b) lack of funding; or (c) discontinuance or non-scheduling of a course or section of a course; or (d) for just cause as is generally recognized at law (Article 10.1).

Candidates for reappointment are judged principally on performance in teaching, based on formal evaluation of their performance in all of the courses taught in the previous 12 months. All such evaluations shall be consistent with the criteria and procedures outlined in Articles 7 and 8 of the Sessional Agreement (Art. 3.2).

If a Sessional Lecturer is not going to be reappointed for unsatisfactory performance, the Head will immediately notify him or her in writing, with reasons, with a copy sent to the Faculty Association (Article 10.2). A Sessional Faculty Member has the right to request a meeting with the Head to discuss the reasons for the decision and to provide additional information. The meeting must be held within 7 working days of the request (Article 10.3). The Sessional Faculty Member may file a grievance (see Article 10.4 for details).

A Sessional Faculty Member whose sessional appointment is not to be renewed shall be given at least one month's notice. A Sessional Faculty Member whose assigned course is discontinued or cancelled shall be given at least one month's notice or the sum of \$300 (Article 10.5).

MISCELLANEOUS

Availability of The Appointment and Reappointment Process for Sessional and Part-time Faculty Members (Educational Studies)

This description of *The Appointment and Reappointment Process for Sessional and Part-Time Faculty Members (Educational Studies)* will be posted on the Department's website and will be kept on file in the Dean's Office with a copy to the Faculty Association. A copy of the description shall be given to an applicant who requests it.

Appendix #3: EDST Course Scheduling Process

1. The Program Planning Manager of the Teacher Education Office (TEO) sends EDST Administrative Manager the course schedule for Summer.
 - a) The schedule is the template from last year. (The information – instructor, time, location, etc. - is the copy of the schedule last year.)
 - b) The schedule is also sent to Deputy Head.
2. **By October 1** - EDST Administrative Manager forwards the following information about summer courses to each EDST Area/Program Coordinator:
 - a) Course title
 - b) Subject (ADHE, EADM, EDST, etc.)
 - c) Course number

As necessary, the Administrative Manager and/or Deputy Head meets with all Area/Program Coordinators to clarify expectations for the content and format of information submitted re. scheduling.

Note:

- a) If the section number on the course schedule given by TEO is a combination of 2-digit number and an alphabetical letter, the course is either an EADM course for an off-campus cohort or an ADHE on-line diploma course. Otherwise, the section number is 3 digits, which means on-campus.
- b) Because EADM has different cohort locations, some courses are offered off-campus, and off-campus course scheduling goes through EPLT. Courses offered through EPLT are provided by Joanne Chilton because TEO is not permitted to schedule those.

The information package includes a memo from the Deputy Head with the principles and policies for course scheduling and faculty workloads attached.

3. The program coordinators discuss who teaches which summer course, when (term, dates, time), where with their faculty.

Example:

ADED (Diploma, M.A., MEd, & Online programs) program coordinator (Tom Sork)

- 1) Emails faculty members to ask them which courses they would like to teach.
- 2) Meet with the area group after the draft is made to adjust as necessary and confirm

Note:

- a) Course planning in area groups should be mindful of the principles for course scheduling & faculty workloads given by Deputy Head.
- b) Faculty members' preferences are balanced with program requirements.
- c) Required courses should be spread over different semesters and time slots to accommodate students with different schedules.

- d) Plan for the coming academic year mindful of the program needs and individual faculty plans for the following years (a rolling 3-year course offering plan would be ideal, e.g., to help students plan their course work ahead of time).
 - e) Special topics (ADHE565, EADM565, EDST565) course proposals should be accompanied by a clear title and short description. Individual faculty with special studies courses in their instructional workload should submit a “Plan B” of what they would teach if their course does not achieve minimum enrollment.
4. **By November 1** - The program coordinators get back to Deputy Head with their **complete** summer schedule (including desired days, times, and classrooms).
 5. Administrative Manager completes the draft summer course schedule table.
 6. **Early November** – GPACC Meeting
 - a) Reviews the entire summer course schedule.
 7. **Early November** – The Program Planning Manager of TEO sends EDST Administrative Manager the course schedule for Winter.
 - a) The schedule is the template from last year. (The information – instructor, time, location, etc. - is the copy of the schedule last year.)
 - b) The schedule is also sent to Deputy Head
 8. **Mid-November** –Faculty of Education Summer Scheduling Meeting
 - a) Led by the Program Planning Manager of TEO
 - b) From EDST – Deputy Head and Admin Manager attend (Possibly Department Head as well)
 9. Deputy Head coordinates with SCPE (Society, Culture, and Politics in Education) Coordinator re. how many EDST4xx courses should be offered and what blend.
 - a) Deputy Head needs to report to TEO what courses need to be assigned into the particular timeslots prior to the scheduling deadline.
 10. **Sometime in November** – The EDST secretaries (Roweena Bacchus or Isla Smith) post the draft summer course schedule on the EDST website. Course instructors should provide short descriptions of scheduled courses as close to this date as possible and well before course registration opens for students.
 - a) Ensure that the website indicates that this is a working course schedule until all courses have been confirmed.
 - b) ADHE on-line diploma courses are entered in the Enrolment Services system by EPLT. But EDST posts these on their course schedule because EDST advertises for sessions and is responsible in hiring and appointment of instructors through the ADHE program.
 11. **February 15** – Enrolment Services deadline to post the summer course schedule for public viewing on the central registration system.

By the end of February (if not before), instructors of summer courses should send short descriptions of their courses to Roweena (copied to Deputy Head) for posting on the EDST website. Course descriptions should include information on

- focus and purpose of the course
- which students would be interested in taking the course
- whether it is a required course for one or more programs
- whether there are any required prerequisites

12. **Sometime in March** – The EDST secretaries (Roweena Bacchus or Isla Smith) post the winter course schedule on the EDST website.

- a) Ensure that the website indicates that this is a working course schedule until all courses have been confirmed.
- b) ADHE on-line diploma courses are entered in the Enrolment Services system by EPLT. But EDST posts these on their course schedule because EDST advertises for sessions and is responsible in hiring and appointment of instructors through the ADHE program.

13. **Mid-March** – Summer courses become open for registration.

- a) Enrolment Services has the control over the central registration system.

14. **Mid-June** – Winter courses become open for public viewing and registration.

- a) Enrolment Services has the control over the central registration system.

Glossary of Acronyms and Terms

- **Master's Programs & Concentrations**
 - ADED – Adult Education
 - ALGC – Adult Learning and Global Change (On-line program)
 - EADM – Educational Administration & Leadership (Offered at different cohort locations. e.g., Vancouver, Richmond, etc.)
 - EADM/CUST – Educational Administration and Curriculum Studies (Joint program)
 - EPLT – External Programs and Learning Technologies (Off-campus and on-line)
 - HIED – Higher Education
 - SCPE – Society, Culture, and Politics in Education
- **Offices & Committees**
 - GPACC – Graduate Program Advisory and Curriculum Committee
 - OGPR – Office of Graduate Program and Research
 - TEO – Teacher Education Office

Appendix #4: Guiding Principles for Staffing EDST Doctoral Courses

1. Normally, courses should be assigned to ongoing faculty in EDST (as opposed to sessional faculty).
2. Course assignments should be coordinated with Area/Program Coordinators and the EDST Executive Committee.
3. For the PhD program (for the time being, at least), EDST601A should be offered in Winter Term 1 and EDST601B should be offered in Winter Term 2. EDST602 should be offered in Winter Term 1 of the 2nd year of a PhD cohort's program.
4. Required courses in EDST's PhD program should be planned in consultation with the PhD Management Committee involving communication among the instructors of the three courses (601A, 601B, 602) to avoid redundancies and to enrich students' learning. Required PhD course assignments should be made as early as possible to allow for planning across the PhD program teaching team.
5. For the EdD program, EDST601 and EDST596 (Ethics) should be offered in Summer Term 2, EDST577 (Policy) should be offered in Winter Term 1 and EDST508A (Research I) in Winter Term 2 of the first year of an EdD cohort's program. EDST 508B (Research II) should be scheduled in Summer Term 2 and EDST 602 in Winter Term 2 of the second year of an EdD cohort's program. When resources permit, required courses in the EdD should be team taught to expose students to more faculty and different perspectives.
6. Required courses in the EdD program should be planned in consultation with the EdD Management Committee involving communication among the instructors to avoid redundancies, to enrich student's learning, and to insure the courses are consistent with the philosophy and focus of the EdD. Required EdD course assignments should be made as early as possible to allow planning across the EdD program teaching team.
7. Course planning should also involve consultation across the Program Areas (and in relation both to issues concerning specialization and the program orientation of the faculty teaching team in any given year). In addition, the Chairs of both the PhD and EdD Management Committees should keep one another informed of discussions they are having with prospective instructors of required courses.

Appendix #5: Sample Instructional Load Planning Form

Instructional Load Planning for 2007 – 2008

(May 1 2007 – April 30 2008)

Please complete and return by January . . . as an e-mail attachment. Please rename the file “(your last name) load planning 07 08.doc”, e.g., *Vokey load planning 07 08.doc*

Name:

- (1) Leave dates, if any
- (2) Research or other Buy-outs
- (3) Administrative responsibilities, area coordination, etc.
- (4) Courses: Summer Session Term 1 (May-June)
- (5) Courses: Summer Session Term 2 (early July-mid August, 6 weeks)
- (6) Courses: Summer Session Term 2a (early July-late July, 3 weeks)
- (7) Courses: Summer Session Term 2b (late July-mid August, 3 weeks)
- (8) Courses: Winter Session Term 1 (September-December)
- (9) Courses: Winter Session Term 2 (January-April)

Please indicate if any of the courses you are currently planning to teach in 2007-2008 are a result of a cancellation of a course you were scheduled to teach in 2006-2007. This is to help with FTE calculations.

Please indicate above any courses for which you have responsibility as a Faculty Mentor working with a 3-credit TA.

Please add anything else you think it would be helpful to know about the current status of your instructional load planning for 2007-2008.

Appendix #6: Sample Instructional Load Confirmation Form

Confirmation of Instructional Load for 2008-2009

(May 1 2008 – April 30 2009)

Name:

Leave dates, if any:

Research or other buy-outs:

Administrative responsibilities, area coordination, etc.

Courses by term

Summer Session Term 1 (May-June)

Summer Session Term 2 (early July-mid August, 6 weeks)

Summer Session Term 2a (early July-late July, 3 weeks)

Summer Session Term 2b (late July-mid August, 3 weeks)

Winter Session Term 1 (September-December)

Winter Session Term 2 (January-April)

The list above should include courses for which the faculty member has responsibility as a Faculty Mentor working with a 3-credit TA. This courses will be indicated by the addition of the name of the TA who is sharing responsibility for the course.

Faculty: _____ Date: _____

HOD: _____ Date: _____