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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Educational Studies (EDST) Assignment of Course Teaching

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

Updated after June 2018 Department Meeting

General Principles and Process

- 1) Final responsibility for assigning EDST courses lies with the Department Head. Course assignments will be made in consultation with the Head or designate and with Area/Program Coordinators (ALE [ALGC], EDAL, HIED, SCPE, EdD, PhD, Ts'kel).
- 2) EDST assigns tenure-track faculty teaching loads based on the *Guidelines for Faculty of Education Workload Planning* (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 (MA, EdD, PhD) and to any other department-wide courses, secondly to the courses that their program areas (ALE, EDAL, HIED, SCPE, Ts'kel) must offer, and thirdly to the research methods courses (e.g., EDUC 500, EDUC 503A, EDUC 504, EDST 501, EDST 553A and EDST 508) 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. (Voted on at June 2018 Department Meeting)

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/documents-and-information/collective-agreement/>).
- 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.



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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 complete the *EDST Course Scheduling and Workload Assessment Tool* and send it to the Area/Program Coordinator. The Area/Program Coordinator will schedule the core and elective courses to be offered, and identify the faculty member teaching the course. The area/program coordinator will schedule the courses including the day and time the courses will be offered. In case of MA, EdD and PhD courses, the Chairs will consult the Area/Program Coordinators to see who has shown interest to teach the courses. The Area/Program Coordinators and the Chairs will forward the course schedule to the Head or designate with a copy to the Administrative Manager. After any necessary changes are negotiated, teaching assignments for the academic year will be recorded using the Confirmation of Instructional Load form by Head's Assistant and distributed to individual faculty members for signature.
- 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. In case of a leave, administrative course buy-outs, or other special circumstances, faculty members will be given the opportunity to teach it once more after their return.

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.



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Teaching Assistantships - 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) for designated courses. 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 they teach 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 EDUC 500, EDUC 503A, EDUC 504, EDST 501, and EDST 553A, 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."



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Low Enrollment Courses

Currently, the minimum enrollment for graduate courses is 10 students; the minimum enrollment for teacher education courses is 18 students and the minimum enrollment for diploma courses is 14 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 Head or designate will review enrollments and notify course instructors and area coordinators if any courses are at risk of cancellation. Course instructors could also consider advertising to a wider audience using EDST staff resources to place the advertisement.

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. Courses that drop substantially below the low enrollment threshold during the first week of classes will be cancelled. The decision whether and if so when to cancel graduate courses will be made by the Head or designate in consultation with Area/Program Coordinators and course instructors.

When a course cancellation affects the fulfillment of workload obligation for tenured or tenure-track faculty members, the Area Coordinator will consult with the faculty member and construct a revised teaching schedule. This might require fulfilling teaching responsibilities in the next academic year. Faculty who offer special topics courses should consider creating 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 PDCE and ALGC courses.

Assignment of course teaching in EDST is undertaken in conjunction with the Faculty of Education's *Guidelines for Faculty Workload Planning* available here: <http://resources-educ.sites.olt.ubc.ca/files/2017/04/Guidelines-for-Workload-Planning-January-28-2015.pdf>.



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Attachment 1:

Sample Administrative/Teaching Workload Confirmation Form

[Department/Unit]
Faculty of Education
Academic Year 2014–2015
(May 1, 2014---April 30, 2015)

Name:

Leave dates, if any:

Research and/or other buy---outs:

ADMINISTRATIVE RESPONSIBILITIES

Role(s)

Credits

SUMMER SESSION TEACHING & TEACHING---RELATED ACTIVITIES

Credits

Summer Session Term 1 (May–June, 6 weeks)

Summer Session Term 2A (early July–late July, 3 weeks)

Summer Session Term 2B (late July–mid August, 3 weeks)

WINTER SESSION TEACHING & TEACHING---RELATED ACTIVITIES

Credits

Winter Session Term 1 (September–December, 13 weeks)

Winter Session Term 2 (January–April, 13 weeks)

Original

Revised

TOTAL CREDITS:

Faculty Member’s Signature: _____ Date: _____

Head of Department’s Signature: _____ Date: _____

Attachment 2:

Guidelines for Workload Planning that Incorporates Study Leaves

Questions occasionally arise about faculty teaching responsibilities in relation to study leaves. Because study leaves often span workload planning years—which run from May 1 through April 30—the following provides guidance on determining teaching loads prior to and following study leaves.

The expected teaching load in the Faculty of Education for tenured and tenure-track faculty in the professoriate stream is normally 12 credits per workload year, and therefore, 24 credits over two workload years. Specific teaching assignments and the terms during which they are scheduled are determined by the Head, subject to needs of the department. Note that faculty are not permitted to teach during the period of a study leave.

Use the following guide based on the length of the study leave:

- For a 12-month study leave, faculty are expected to teach 12 credits within the two workload years.
- For an 8-month study leave, faculty are expected to teach 15 credits within the two workload years.
- For a 6-month study leave, faculty are expected to teach 18 credits within the two workload years.

The shaded areas in the chart below indicate the permitted start dates and length of leave options available under the Collective Agreement. The un-shaded areas represent the terms during which teaching can be scheduled to fulfill workload obligations prior to and following the leave as outlined above.

Length of Leave (in months)	May 1- June 30 (Yr 1)	July 1- Aug 31 (Yr 1)	Sept 1- Dec 31 (Yr 1)	Jan 1- April 30 (Yr 1)	May 1 - June 30 (Yr 2)	July 1- Aug 31 (Yr 2)	Sept 1- Dec 31 (Yr 2)	Jan 1- April 30 (Yr 2)
12								
12								
12								
8								
8								
6								
6								

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 Head or designate 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-sessionals, educ-sessionals and/or edst-students email lists, with a copy to the Faculty Association, and CUPE 2278 where necessary.

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 Head or designate as well as the hiring committee prior to their review of the applications for any given position.

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 Education, the ALE Coordinator;
- For courses in Higher Education, the HIED Coordinator;
- For courses in Educational Administration & Leadership, the EDAL Coordinator;
- For courses in the EdD program, the chair of the EdD Management Committee;
- For courses in the PhD program, the chair of the PhD Management Committee;
- For courses in Society, Culture, & Politics in Education, the SCPE Coordinator;
- For courses in the Teacher Education program, the Head or designate with TE Coordinator for EDST;
- 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 Head or designate.

The process for determining conditions of appointment for sessional lecturers, including the appointment process, reappointment, assessment of length of service, continuing appointments, assignments, evaluation of initial appointment, performance evaluation, non-renewal of appointment, and termination of sessional appointments are undertaken in accordance with the *Collective Agreement Between the University of British Columbia and the Faculty Association of the University of British Columbia July 1, 2016 to June 30, 2019*, Part 7. <http://www.hr.ubc.ca/faculty-relations/collective-agreements/appointment-sessional/>

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 2.03);
- A copy of the Sessional Agreement (Article 2.05);
- 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 2.03); and
- Salary information.

Once an appointment is confirmed, the Department sends a letter of welcome to new sessionals 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.

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/Winter.
 - a) The schedule is the template from last year. (The information—instructor, time, location, etc.—is the copy of the schedule from last year.)

By mid August - EDST Administrative Manager forwards the **EDST Course Scheduling Tool** to the faculty .

As necessary, the Administrative Manager and/or Head or designate meets with all Area/Program Coordinators to clarify expectations for the content and format of information submitted re: course 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 EDAL 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 EDAL has different cohort locations, some courses are offered off-campus, and off-campus course scheduling goes through PDCE in consultation with Cohort Graduate Advisor, EDAL Coordinator and Administrative Manager.
2. The program coordinators discuss who teaches which summer/winter course as per the EDST Course Scheduling Tool received, and when (term, dates, time), where with their faculty.

Example:

The Area/Program Coordinator will meet with the area/program group after the draft course scheduling has been made to adjust as necessary.

Note:

- a) Course planning in area groups should be mindful of the principles for course scheduling & faculty workloads given by Head or designate.
 - b) Department core/elective courses must have priority over faculty member's preferences.
 - 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 (EDST 565) 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.
3. By October 15 - The program coordinators get back to Head or designate with their complete summer schedule (including desired days, times, and classrooms).
 4. Administrative Manager completes the draft summer course schedule table.

5. Early November – GPACC Meeting
 - a) Reviews the entire summer course schedule.
6. Late October – The Program Planning Manager of TEO sends EDST Administrative Manager the course schedule for Winter.
 - a) The schedule is the template from last year.
7. Mid-November – Faculty of Education Summer Scheduling Meeting
 - a) Led by the Program Planning Manager of TEO
 - b) From EDST – Admin Manager attend.

Head or designate, EDST TE Coordinator and Administrative Manager follows the procedure for the Appointment and Reappointment Process for Sessional and Faculty Members.

<http://www.hr.ubc.ca/faculty-relations/collective-agreements/>

8. The Summer course schedule will be posted on the departmental website in November and the Winter course schedule in December.
9. In February – The Summer course schedule is available in the online course calendar and registration for Summer courses begin in March.
Instructors should forward a short descriptions of the course to the Web Assistant 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
10. March – The Winter course schedule is available in the online course calendar; registration for Winter courses opens in June.

Glossary of Acronyms and Terms

- Master's Programs & Concentrations
 - ALE – Adult Education
 - ALGC – Adult Learning and Global Change (On-line program)
 - HIED – Higher Education
 - EDAL – Educational Administration & Leadership (Offered at different cohort locations. e.g., Vancouver, Richmond, etc.)
 - CULE – Educational Administration and Curriculum Studies (Joint program)
 - PDCE – Professional Development and Community Engagement (Off-campus and on-line)
 - 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

- a. Normally, courses should be assigned to ongoing faculty in EDST (as opposed to Sessional Lecturers).
- b. Course assignments should be coordinated with Area/Program Coordinators and the Head or designate.
- c. For the PhD program, EDST 601A should be offered in Winter Term 1 and EDST 601B should be offered in Winter Term 2. EDST 602A should be offered in Winter Term 1 of the 2nd year of a PhD cohort's program.
- d. 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, 602A) 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.
- e. For the EdD program, EDST 601 and EDST 593A (Ethics) should be offered in Summer Term 2, EDST 577 (Policy) should be offered in Winter Term 1 and EDST 508A (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 602A 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.
- f. 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.
- g. 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 Confirmation of Instructional Load
May 1, 2XXX – April 30, 2XXX

Name:

Leave dates, if any:

Research and/or other buy-outs:

Administrative responsibilities (e.g., program/area coordination):

Other notes:

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 4 – November 30)

Winter Session Term 2 (January 2 – April 5)

Faculty: _____ Date: _____

HoD: _____ Date: _____