

To: JCOAA
: Dean Fallis

From: Chair, Centre for Academic Writing Workload Committee
John Spencer

Subject: Normal Teaching Workload In CAW

Date: June 30, 2000

Workload Committee Structure

The Centre for Academic Writing's Workload Committee is made up of all YUFA members teaching in the Centre. The Committee met together to write the following report, and records that this report is filed without prejudice to claims under YUFA grievances or Article 18.13 of the collective agreement.

Alternate Stream Teaching Load in CAW

All three tenure-stream appointments in the Centre for Academic Writing are in the Alternate Stream. Since 1989, the expected teaching load for each appointment has been 4 course directorship equivalents (12 hours). This is an increase over the normal teaching load prior to 1989 which was 3 course directorship equivalents (CDE's), a load that had been the norm since the founding of CAW in 1967. While other Alternate Stream Appointments at York require a 12 hour teaching load annually, those appointments are normally spread over 3 courses, whereas in CAW the teaching load is normally spread over 4 courses or equivalent. The one Professorial Appointment loaned in part to CAW from Arts Psychology has a teaching load based on the norm of 3 CDE's per year (9 hours).

Normal Teaching Load Distribution in CAW

1. Tutoring:

Most of the teaching in CAW involves individual tutoring of students. The tutoring load for full-time faculty follows the same principles outlined in the CUPE 3903 collective agreement and practised since the inception of CAW. Each CDE of tutoring is comprised of 174 hours of individual tutoring, in addition to preparation, review and professional development, spread over the academic year.

2. CAW Courses:

For regular CAW courses, the counting of course teaching loads follows usual Faculty practices: each full course directorship normally counts as 1 CDE. When courses are writing intensive and explicitly designed to improve student writing, compulsory individual consultation with each student is included since progress in writing requires such individual attention to student writing. In such cases, additional teaching credit is normally granted: 1/6 CDE for half courses and 1/3 CDE for full courses.

3. Foundations Courses:

CAW faculty are encouraged to teach in the Divisional Foundations courses. Normally each faculty member teaches 1 CDE in a Foundations course. This usually requires teaching one two-hour tutorial in the course, giving a series of lectures on critical skills, designing assignments in consultation with the course director, and working with the course team to effectively integrate explicit critical skills instruction into the course.

4. Critical Skills Development:

Part of the mandate of CAW is to develop critical skills teaching in the Faculty. Most of this responsibility lays with the full-time faculty in CAW, under the co-ordination of the Director. Until 1997, up to 9 CDE's of the Centre's teaching was devoted to explicit critical skills instruction. We now allot a total of between 2 and 3 CDE's annually to this activity. Each full-time faculty member is normally expected to devote at least a 1/2 CDE each year to critical skills instruction and development.