

SCHULICH SCHOOL OF BUSINESS  
YORK UNIVERSITY

Policy on Teaching Workload for Tenure Stream Faculty

Background

The Schulich School's standard teaching load for tenure-stream faculty has been established by precedent and policy for many years. Normal teaching loads are four (4) 3-credit courses taught in one or more of the School's degree programs plus serving as faculty advisor (part of a team of three advisors) on the MGMT 6100 Strategy Studies completed by teams of MBA students. Enrollment in sections taught is not a consideration in determining teaching loads. Courses deemed by the School to have insufficient enrolment are cancelled; on occasion, faculty members have voluntarily offered such sections on an unpaid basis. The dean has the discretion to award teaching relief to faculty members who are appointed to various administrative responsibilities within the School (notable examples: Program Directors, Area Coordinators, Associate Deans).

The collective agreement between YUFA and York's administration now stipulates that matters of standard teaching load be formalized and that the teaching assignment of individual faculty members be reported on an annual basis. The joint committee charged with oversight of this requirement requires a submission from the School's administration that outlines the teaching load policy of the faculty.

This proposals described in this document are being forwarded to tenure-stream members of the School for their comment. These proposals do not represent any increase in the standard teaching load of faculty members. However, this document does include proposals that would give credit to faculty members for teaching activities that currently do not attract on-load credit. These are doctoral student supervision, teaching independent studies, and accepting enrolments over the specified maximum enrolment.

The basic teaching load

To reiterate the present situation: all tenure-stream faculty are expected to teach the equivalent of four 3-credit-hour courses during each academic year. Each tenure-stream faculty member is also expected to serve as an advisor on two MGMT 6100 projects. It has been the convention that these obligations are scheduled into two of our three teaching semesters, providing a four or five month period during which research and other personal plans can dictate a faculty member's activities. Teaching other than a

normal load occurs only when [a] a faculty member is on sabbatical or other leave, or [b] when there is an explicit reduced-load arrangement made for professional or administrative responsibilities.

### Issues to be addressed

Several important teaching activities are not currently recognized as part of the normal teaching load, but represent important contributions. The activities and issues attached to them are sketched below.

1. Independent study courses. Students are allowed to take independent or directed study courses. To do so, currently they must negotiate a proposal with a faculty member, who then signs it ... allowing the student to register in the course. Faculty members are not obliged to do any independent study courses, but if they do so there is no recognition of that work as part of their teaching load. The issues that arise are the difficulty students have in doing an independent study course and the equity issue for faculty members who take them on.
2. MGMT 6100 assignments. Currently, tenure stream faculty are expected to complete two MGMT 6100 advising roles each academic year. However, the way in which advisors are attached to the specific 6100 groups is through student approaches to the potential advisors. One response of faculty who are 'in deficit' on their advising has been that they can't do it if they are not asked. Not being asked can be the result of several factors: teaching predominantly undergraduate courses (and therefore having little contact with MBAs), teaching in a discipline that is in less demand for MGMT 6100 advising than other disciplines, or (plausibly) being a person who students do not think they would want as an advisor. The uneven distribution of MGMT 6100 advising is an issue of equity and also of getting tenure stream faculty fully deployed in teaching roles. It also can be seen as an issue of faculty development to the extent that faculty learn about specific industries and sectors of the economy through their work as advisors on the 6100 projects.
3. Providing course capacity. Our classes have maximum sizes that are set by Faculty policy. For core courses the number is 55, and for most elective courses the number is 45. We currently have difficulty providing the number of 'spaces' that we need for *some* sections in *some* terms. This is partly a problem of anticipating demand, partly a problem of time-tabling so that courses can be offered with a minimum of conflicting preferences, and partly a problem of identifying and hiring the right number of appropriate instructors. Some instructors are quite adamant about not exceeding the section size limit while others are more flexible. Because of enrolment strategies ("shopping") used by a significant number of students, the number of people in the class at the beginning of the term (say, the end of the second week) is likely to be greater than the number on the official 'count date' later in term. This erosion of enrolments is more frequent in elective courses but also occurs in core courses, especially those offered in the evening. On the other hand, an elective section with 53

students at the end of week 2 may well still have 53 at the end of the term. It would be desirable to more fully occupy the space in high-demand electives. And, it would also be desirable to recognize the greater teaching load for those faculty who accept larger numbers at the beginning, and then are 'stuck with them' if the normal attrition does not take place.

### Draft Policy

The following policy will be adopted, pending feedback and modification based on further feedback. Once finalized, it will be circulated to all tenure stream faculty. (The draft you see below reflects changes already made after consultation with the Management Committee and the Operating Committee.)

1. **The current standard workload shall remain unchanged.** That workload consists of [a] four (4) three-credit courses (or equivalent credit-hour teaching) taught in one or more of our undergraduate, masters level and doctoral degree programs *plus* [b] advising two MGMT 6100 groups as part of a three-member faculty team.

**The following provisions introduce on-load teaching credit for other teaching assignments (doctoral student dissertation supervision, independent study courses, and over-subscribed sections) that were previously not credited as part of the standard teaching load.**

2. **Advising assignments for MGMT 6100.** The manner in which 6100 assignments are determined will be amended, although the number of 6100 groups to be advised by a faculty member remains unchanged at two (2) per year.
  - a) In order to determine the availability of faculty for advising roles, they will be asked at the beginning of each year which term (Summer, Fall, Winter) they would like to have free of 6100 advising. They will be presumed available for the other two terms.
  - b) Students will have the first choice at identifying faculty advisors that they wish to have serve on their MGMT 6100 faculty team, as is currently the practice. However, faculty members who do not already have two projects for the year will be expected to accept a student group's request to be an advisor unless there is a good reason not to take on that role (e.g., personal or professional relations with site being studied).

- c) Students who have not been able to secure advisors by a particular date (to be determined) will report this to the 6100 coordinator. He/she will then assign an advisor or advisors to the group, based on a roster of available faculty. Only when available tenure-stream faculty have been fully deployed will external advisors be considered, unless there is a compelling reason (in the view of the group's primary faculty supervisor) to use an external advisor.
3. Course cancellation and carry-forward of teaching obligations. If a faculty member is assigned to a course section that is cancelled because of inadequate enrollment, the dean or his/her designate will attempt to find an alternate teaching assignment during that academic year that will restore full work load. However, if an alternate teaching assignment mutually agreeable to the faculty member and the School is not identified, that teaching load unfulfilled in one academic year shall be transferred to the following academic year. Similarly, advising fewer than two 6100 projects (or equivalent workload) will result in that faculty member's obligation being carried over to the following year. Good faith efforts will be made to assure that the carry-forward of teaching obligations is for one year, only. One exception to a one-year make-up period would occur when a faculty member is entitled to proceed to sabbatical or other leave; in that case, the carry-forward obligation would be fulfilled in the year following the leave.
4. Overload courses (i.e., extra sections) will be compensated financially, not credited against future teaching. Consistent with current policy and practice, overload taught courses will be compensated financially at the course director rate at the time they are taught.

There is no option of banking overload courses (for which the faculty member was the course director) against future teaching obligations. However, faculty members who take on 6100 advising assignments in excess of their two-per-year assignment *will* be able to 'bank' those additional sections. This 'banking' is to assure that adequate faculty resources from various disciplines are available for the 6100 studies, in the face of uneven demand for various disciplines and varying patterns of sabbaticals. These 'banked' 6100 sections can be used to reduce 6100 obligations in the following year. Alternatively, a faculty member may opt to accumulate surplus 6100 sections. Once a faculty member has accumulated 10 surplus 6100 groups, that surplus will be credited as being the equivalent of one 3-credit course, and will reduce the work load for the faculty member in the year. (For faculty teaching '.015' courses, five [5] surplus 6100 advising roles could be used to fill out the other half of that semester-length course assignment.)

5. Credit for Independent Study courses. Faculty members who supervise independent studies for BBA ('AREA' 4900.03) or MBA ('AREA' 6900.03) students can apply that teaching to their 6100 advising responsibilities. Once they have accumulated two [2] such independent studies, they can reduce their 6100 load in the *following* year from two to one. (If a faculty member supervises the half-semester version of the independent study course, their credit toward MGMT6100 obligations will be based

on the requirement that they complete 6 credit hours worth of independent studies to reduce their MGMT 6100 load to one group, in the following year).

6. Doctoral teaching and supervision. Doctoral seminars ('AREA' 7xxx.03 courses) shall be counted as a 'taught course'. For faculty members on a Ph.D. student's Supervisory Committee, in the academic year *following* the candidate's successful dissertation defense, their MGMT6100 advising responsibilities will be reduced from 2 groups to 1. For the successful candidate's dissertation supervisor, the number of 3 credit courses required in the year following the doctoral student's degree completion will be reduced from 4 to 3.5.
7. Over-enrolled courses. The issue of course capacity in popular courses is addressed by the following policy. If an instructor allows an *initial* over-enrollment in his/her course that ultimately results in an over-enrollment course *on a count date (normally, the end of the 4<sup>th</sup> week of classes)*, the following recognition will be made. For every five or fewer students over the approved maximum, an instructor will be credited with the equivalent of one independent study. That is, an elective with an approved maximum of 45 students will result in 1 ISU if the enrollment is between 46 and 50, 2 ISUs if the enrollment is between 51 and 53, 3 ISUs if the enrollment is between 54 and 60 and 4 ISUs if the enrollment is 61 or more. Whether to accept an initial over-enrollment is strictly the choice of the instructor; this policy is simply a form of recognizing the additional efforts and workload of those faculty who agree to teach larger-than-normal class sections.

At the end of each academic year, a report summarizing a faculty member's teaching load status will be prepared and submitted to the faculty member for verification. A summary of credits carried forward would be a standard part of the report.