

School of Population and Public Health Faculty Workload Guidelines

Preamble

All Faculty members of the School of Population and Public Health (SPPH) are expected to contribute to the school through involvement in teaching, research, academic and community service activities. The workload guidelines outline minimum standards to which SPPH faculty members are expected to perform in their positions. It details expectations across the three domains of teaching, research, and service. To the degree possible, it also aims to recognize differences in individual circumstances by delineating exceptions to these minimum expectations in each domain.

Teaching

Classroom Instruction

As degree program instruction forms a key component of the SPPH's core mission, it is fundamentally important that all Faculty members play a role in classroom and distributed learning programs. Therefore, it is expected that all SPPH Faculty members conduct high-quality classroom/online teaching.

Expectations

SPPH expects that Faculty members will teach 2 full-time SPPH courses per academic year. This will be subject to the following general principles:

- For the purposes of this guideline, one class represents approximately 39 direct student contact hours.
 - Other classroom or program teaching is to be counted in reference to the number of contact hours involved.
- Co-teaching will be counted on a pro-rated basis based on the number of faculty members involved, as it represents the commitment of school resources. Contact hours will be divided among the instructors accordingly.
 - For example, a standard class with 2 faculty teaching equally would represent 19.5 hours of direct contact, so 0.5 of a full course.
 - Co-teaching with a Postdoctoral Fellow for the purposes of building their teaching experience will not be considered co-teaching for the purposes of these guidelines. This means a Faculty member instructing with a Postdoctoral Fellow would still count this as a full course.

- Teaching duties for which additional pay is offered will not be counted toward classroom teaching expectations.
- With respect to merit considerations, Faculty teaching classroom sections with larger numbers of students will be given extra consideration.

Exceptions

A number of factors will determine exceptions to the above classroom teaching expectations. Any of the roles outlined below would reduce the expected teaching commitment of Faculty from 2 courses to 1 course per year. Note that these exceptions are not additive, so no faculty member would have their expected teaching load reduced to no classroom instruction through a combination of these roles.

- *Faculty members with significant administrative roles:* The School recognizes that major administrative roles within the school will limit the ability of Faculty to fully participate in classroom teaching. These roles include the following: School Director, Associate Director, Division Heads, Program Directors, and Research Centre Directors. The SPPH Director retains the right to make an equivalent determination for other (combinations of) administrative roles on a case-by-case basis.
- *Faculty members with Research Chairs or salary awards that have a reduced teaching load as part of their requirements:* This would include, but not be limited to, CIHR New Investigator Awards, MSFHR Scholar Awards, and Canada Research Chairs.
- *Faculty members with Partner appointments that include an exceptionally heavy service load for their host organization:* The SPPH Director will make decisions regarding these exceptions as part of terms of the Partner appointment.
- *Faculty members with part-time appointments or joint appointments:* For example, a faculty member who is working half-time or is jointly appointed 50% with SPPH would be expected to teach one course. Final decisions with respect to reduced work arrangements will be the responsibility of the SPPH Director.
- *Course development:* An exemption to the teaching of a second course will be considered for Faculty to undertake the development and implementation of a new calendar course. This exemption requires that the idea for the course be approved in principle by PCIC and will last no longer than one year. The revision of an existing course is not eligible for this exemption.
- *Too few courses available for all faculty to teach two:* Should our course offerings number fewer than 2 per faculty member, it is understood that some faculty members will carry one course during some academic years. These faculty should be prepared to add a course when the opportunity arises or when colleagues need relief. Decisions with respect to this

exemption will be made by the SPPH Associate Director in consultation with the Teaching Assignment Committee.

The factors below would reduce the expected teaching commitment of Faculty from 2 courses to no classroom instruction during the applicable time period:

- Faculty members on sabbatical or administrative leaves.

Student Supervision

As a school with several graduate-level programs, SPPH Faculty are expected to play an active role in graduate student supervision.

Expectations

SPPH expects that Faculty members will:

- Be active as the supervisor or co-supervisor for 2 or more thesis-based graduate students. Faculty members below this limit should be able to demonstrate active efforts at recruiting students, such as supervisory commitment letters for new applicants.
- Play an active role in the committee membership of other graduate students.
- Maintain an active role in the supervision of students in professional programs, including the MPH, MHSc, MHA and OEH practicum students where appropriate.

Exceptions

Factors that might lead to a lower supervisory load would include the following:

- Faculty members with significant administrative roles: The School recognizes that major administrative roles within the school will limit the ability of Faculty to actively participate in student supervision. These roles include the following: School Director, Associate Director, Division Heads, and Research Centre Directors. The SPPH Director retains the right to make an equivalent determination for other (combinations of) administrative roles on a case-by-case basis.
- Faculty members with part-time or joint appointments.
- Faculty members with Partner appointments that include a heavy service load or Joint appointments with service responsibilities split between two academic units.
- Faculty members on approved sabbatical or administrative leaves.

Research

As a research-intensive school within the Faculty of Medicine, all SPPH Faculty are expected to be actively seeking funding, conducting, and publishing the results of scholarly investigations.

Expectations

All SPPH Faculty members are expected to:

- Maintain an active portfolio of research projects.
- Actively seek and obtain peer-reviewed competitive funding if/as necessary to support their research projects. This should include funding as principal investigator.
- Be publishing the results of their studies in peer-reviewed scholarly journals on a regular basis. This should include manuscripts as lead or senior author.

Exceptions

SPPH expects that research performance will be different for members of the instructor track, who would be expected to contribute to curriculum development within the School and to the Scholarship of Teaching and Learning.

Academic Service

All SPPH Faculty are expected to engage in service both within the School, within the broader UBC community, and within the broader scholarly community.

Expectations

At a minimum, Faculty within SPPH should be engaged in the following academic service activities:

- Attend at least 50% of following meetings:
 - SPPH Faculty meetings
 - Appointments, Reappointments, Promotion, and Tenure Committee meetings
 - Faculty Progression and Integration Committee meetings
- Maintain active participation in service to the University, including:
 - Participation in at least one non-compulsory SPPH Committee (e.g. admissions, thesis screening panel).
 - Active participation in at least one additional UBC committee. This can include committees at the SPPH, Faculty of Medicine, or UBC level.

Exceptions

Factors that might lead to a lower service commitment would include the following:

- Faculty members on sabbatical or administrative leaves.

Community Service and Knowledge Translation

- Meaningful engagement in the broader academic community, such as scholarly societies or conference leadership.
- Community engagement, including knowledge translation to policymakers and / or communication to the general public.

Exceptions

Factors that might lead to a lower service commitment would include the following:

- Faculty members on sabbatical or administrative leaves.