
CEE TEACHING ALLOCATION POLICY

1. Introduction and Purpose:

The Department of Civil and Environmental Engineering and School of Mining and Petroleum Engineering (the Department) has established the policy described herein to ensure that there are transparent, fair, and agreed-upon principles for determining teaching assignments each year. The purpose of the current policy is to:

- 1.1. Ensure teaching assignments are allocated fairly and distributed equitably among faculty members in the Department;
- 1.2. Establish the principles for determining teaching workloads;
- 1.3. Describe the guidelines for allocating teaching assignments each year.

The *CEE Teaching Allocation Policy* does not override any part of the *University of Alberta Faculty Agreement*.

2. Principles:

- 2.1. The Department and its faculty members strive to provide the best learning environment and high quality teaching for the students.
- 2.2. The allocation of teaching responsibilities within the Department shall be equitable. The allocation of academic duties should be performed on a basis that recognises and promotes the University's policies relating to Equity, Diversity, and Inclusion. Equity does not imply that all faculty members perform the same tasks in the same proportions, but rather, that a roughly equal load (taken across all areas of work and over a period of approximately 5 years) is allocated to, and undertaken by, each faculty member. There should be reasonable consideration of career status and other commitments to the Department and University.
- 2.3. Reasonable consideration of personal and/or family responsibilities shall be taken into account when allocating teaching loads in an equitable way.
- 2.4. The following factors will be considered in determining a faculty member's teaching load assignment:
 - 2.4.1. Class size;
 - 2.4.2. The expected total number of students in all of a faculty member's courses;
 - 2.4.3. Course coordination of large classes;
 - 2.4.4. The mix of course levels (introductory, upper year, graduate, etc.);
 - 2.4.5. The nature of the course (e.g., team-taught, inclusion of writing intensive or critical skills components, first-year seminars, foundation courses, reading courses, etc.);
 - 2.4.6. Contact hours, including in-class and outside of formal, scheduled class time;
 - 2.4.7. Tutorial, lab, or design components;

- 2.4.8. Marking/grading responsibilities or equivalent;
 - 2.4.9. Course preparation, including but not limited to extraordinary course preparation such as new courses, teaching a course for the first time, “short notice”, and alternate teaching modes.
- 2.5. A typical load currently consists of 3 courses per year – 2 undergraduate courses and 1 graduate course. A normal course load will be evaluated periodically based on the number of faculty members and number and size of classes offered. Special considerations may exist for some classes, e.g.:
- 2.5.1. Teaching and coordinating large classes of more than one section (e.g. ENGG 130, CIVE 270);
 - 2.5.2. Teaching an undergraduate course with 200 or more students in one section;
 - 2.5.3. Teaching a graduate course with 50 or more students in one section;
 - 2.5.4. Undergraduate courses offered for the first time;
 - 2.5.5. Graduate courses with low enrolment, subject to the Chair’s discretion;
- Individual course load may be revised according to the level of involvement of a faculty member in the delivery of lab or seminar contact hours.
- 2.6. Assistant professors will have half the normal teaching load in their first year in the Department.
- 2.7. Faculty members with special assignments such as associate chairs, major research chair holders (e.g. NSERC IRC, or similar Tri-Council programs), or major special committee chairs may have a reduced teaching load as approved by the Department Chair.

3. Roles, Responsibilities, and Expectations:¹

- 3.1. As per section 7.03.1 of the *University of Alberta Faculty Agreement*, “The Department Chair shall assign to each staff member specific responsibilities, which shall include courses to be taught and other teaching duties and may include supervisory and administrative responsibilities.”
- 3.2. The Department Chair will determine teaching assignments each year based on the needs and priorities of the Department.
- 3.3. A faculty member assigned a course is considered the principal instructor of the course and is primarily responsible for the quality and completeness of the delivery of the course content, learning objectives, and marking assignments and exams.
- 3.4. A principal instructor is responsible for overseeing the work of teaching assistants or lab instructors.

¹ This section of the policy consists of *guidelines* for the Department; University policies (found online at UAPPOL, <https://policiesonline.ualberta.ca/Pages/default.aspx>) and the Calendar (<https://calendar.ualberta.ca/>) take precedence.

- 3.5. A principal instructor should deliver at least 80% of lecture contact hours. Lecture contact hours of 20% or more that are delivered by individuals other than the principal instructor should be approved by the Department Chair or their delegate(s).
- 3.6. Lab and seminar contact hours, as well as marking, can be delegated to teaching assistants or lab instructors under supervision of the principal instructor.

4. Teaching Allocation Process Guidelines:

- 4.1. Members of each speciality group will prepare teaching assignment recommendations for faculty members of the group and send it to the Department Chair by a specified deadline. If group members do not agree on the recommendations or miss the deadline, the Chair may finalize the allocation without taking into considerations the group recommendations.
- 4.2. Every effort should be made to have a faculty member's teaching assignment determined and communicated to them a minimum of 8 weeks prior to the start of the term.
- 4.3. Teaching a course for the first time requires significant time to develop and prepare materials. As such, when a faculty member is given a new course assignment, they will be able to teach that course a minimum of 3 consecutive times before releasing it to another faculty member.
- 4.4. Teaching allocation should take into account previous teaching assignments, i.e. a how many different courses a person has taught over their career. The process should minimize the cases where a faculty member is frequently required to teach new-to-them courses, which can affect career progression negatively.
- 4.5. The allocation process should also minimize the number of different courses that new faculty members are expected to teach before they submit their tenure application. A maximum of 3 different courses is suggested.

5. Revision History:

Draft – September 30, 2019

Approved at Department Council – February 16, 2021