
DATE: June 12, 2020

TO: Deans, Department Chairs, School Directors

cc. Valerie Kuehne, Vice-President Academic and Provost;
Steve Gorham; Pamela Richards; Lynne Marks

FROM: Michele Parkin, AVP Faculty Relations and Academic Administration

RE: **Teaching Workload Support Toolkit to assist with COVID-19 challenges**

This document is provided to assist Deans, Chairs and Directors in supporting faculty in managing workload impacts of the necessary actions taken in response to restrictions imposed as a result of COVID-19. It was created through consultation with Deans, Chairs and Directors, the Faculty Association and Human Resources.

Faculty and instructors will be differentially impacted by changes in work and it is appropriate that support provided be as responsive as possible to the particular impacts and needs pertaining to each individual, while respecting the terms of their appointment and collective agreement. Similarly, it is inappropriate to create blanket solutions that may fail to meet individual needs or are an inefficient use of limited resources.

Any teaching workload support measure must be approved through normal channels and is subject to the ability of the academic unit to support associated costs or program alterations. Central supports to be provided for fall term to academic units will be communicated to the Deans following the recent call for requests.

Circumstances in which it *may* be appropriate to provide one or more of the following teaching workload supports include, but are not limited to:

- Teaching stream faculty with high course loads;
- Instructors with multiple courses to be converted for fall term;
- Instructors with courses that are especially time consuming to convert to online formats;
- Large enrollment courses;
- requests for accommodation on the basis of disability or family status (note email dated April 3, 2020 from Michele Parkin for the process and considerations in responding to family status accommodation requests)

Deans, Chairs and Directors are encouraged to be proactive in identifying colleagues who are likely to experience workload challenges and not rely solely on individual requests.

Options for Regular Faculty

- LTSI supports including: [Teach Anywhere](#); [Learn Anywhere](#); LTSI Consultation & Technology Support Teams designated by Faculty (Learning Experience Designers; Educational Technology Support staff; Co-op students available to provide hands-on support for course building). Contact: lti2020@uvic.ca

- Faculty mentors (regular faculty familiar with online teaching can assist others as part of their assigned Service)
- Adjust timing of teaching assignments:
 - Spread course teaching out more evenly across terms (note limits in CA s. 12.13 and s. 52.2)
 - Defer an assignment to a future year (note restrictions in CA s. 13.13)
 - Rebalance T/R(SA)/S under an Alternative Workload (requires Member, Chair, Dean and Provost consent)
 - those unable to do Research now may wish to increase teaching and decrease research this year, and re-balance with decreased teaching and increased research in a subsequent year.
 - those unable to do their full load of Teaching may wish to decrease Teaching this year and increase Research or Service; and re-balance with increased Teaching and decreased Research or Service in a subsequent year.
- Vary “type of teaching” assigned in a term
 - combine online teaching with in-class or non-course work (e.g. supervisions, directed studies courses, program or course development, etc.)
- Co-teaching/team teaching
 - Pair instructors familiar with online teaching with those who are not
 - May assist with workload in large enrollment courses
 - Coordinate and share course materials where possible and appropriate
- Reduce class sizes
 - Limit enrollment
 - Create additional sections
 - Persons granted Study Leave deferrals without assigned teaching for 2020/21 can be assigned to support existing courses or take on new sections
- Reduce Teaching Expectations
 - Reduced Workload: Where personal circumstances do not permit a faculty member to undertake their normal workload, it may be appropriate to arrange a Reduced Workload agreement. Reduced Workload arrangements are subject to Member, Chair, Dean and Provost consent. Please consult with your Faculty Relations Consultant if this is under consideration.
- Additional Teaching Assistant support (for marking, chat management, proctoring, tutorial work, etc.)
- Proctoring support (online services¹; co-op student or additional TA support; redeployed staff)
- Course management support (administration, chat monitoring, etc. done by a TA, co-op student or redeployed staff)
- Course release or providing teaching workload credit for on-line course transition is possible but should be used as a last resort (due to negative impacts on budget and programming). It should only be used in extra-ordinary cases where the faculty member has made a reasonable case for excessive time spent in online conversion in addition to normal course preparation. The “credit” or “release” should be equivalent to the extra time required.

¹ On-line services not recommended by LTSI require review through UVic’s Privacy office to ensure privacy legislation compliance.

For example: where a course might normally take 120 hours to prep, deliver, mark etc.; a half course credit could be applied where it is shown that an additional 60 hours was required for online conversion.

- Faculty who are concerned about impacts to salary evaluation processes, for example, their normal workload balance has been disrupted by COVID related restrictions or expectations, may request an alternative evaluation ratio under s. 25.27.2 which allows for alterations in Workload caused by unanticipated fluctuations in a Member's duties during the period of review. Administration and the Faculty Association have agreed to waive the necessity of six months' notice in these circumstances, provided the Member makes their request in writing to the Chair in their written summary of accomplishments required for salary evaluation under s. 50.28.

Options for Sessional Instructors

- LTSI supports including: [Teach Anywhere](#); [Learn Anywhere](#); LTSI Consultation & Technology Support Teams designated by Faculty (Learning Experience Designers; Educational Technology Support staff; Co-op students available to provide hands-on support for course building). Contact: ltsi2020@uvic.ca
- Faculty mentors (regular faculty familiar with online teaching can assist others as part of their assigned Service)
- Adjust timing of teaching assignments
- Vary "type of teaching" assigned in a term
 - combine online teaching with in-class or non-course work (eg. supervisions, directed studies courses, program or course development, etc.)
- Co-teaching/team teaching
 - Pair instructors familiar with online teaching with those who are not
 - Coordinate and share course materials where possible and appropriate
- Reduce class sizes
 - Limit enrollment
 - Create additional sections
- Reduce Teaching Expectations
 - Reduced workload: Where personal circumstances do not permit a Sessional to undertake their assigned teaching load, it may be appropriate to arrange a reduced workload. Please consult with your Human Resources Consultant if this is under consideration.
- Teaching Assistant support (for marking, chat management, proctoring, tutorial work, etc.)
- Proctoring support (online services*; co-op student or TA; redeployed staff)
- Course management support (administration, chat monitoring, etc. done by a TA, co-op student or redeployed staff)