

## Tips for requesting recognition for significant additional workload

Things to consider include--

1. Did you spend extra time on course redesign? Did you follow the Moving Online process recommended by the Centre for Teaching and Learning? Did you revise your course OWL site to match one of Western's two new OWL templates? Did you have to design new labs or activities that students could complete online?
2. Did you spend extra time preparing and/or delivering lectures?
3. Did you spend extra time responding to student email?
4. Did you spend extra time on tests and exams? This might include training in how to use ProctorTrack and time spent reviewing flagged videos; constructing an expanded pool of questions for tests and exams, to reduce unauthorized collaboration; or designing and marking alternatives to memory-based questions.
5. It may be helpful to look at the Statistics page on your course's OWL site. This can indicate how much time you have spent logged into the course website. Is this substantially higher than in previous years?

### Examples of increased workloads and suggested requests:

In a hypothetical Department, the standard workload for full-time tenured or tenure-track faculty is 40% Teaching, 40% Research, 20% Service. Teaching workload credit includes 10% for supervising thesis students, and the remaining 30% consists of teaching three 0.5 FCE courses each year. Thus, **each 0.5 FCE course in this Department counts as 10% of annual workload**. Assuming 47 work weeks @ 40 hours each year, full-time faculty work for approximately 1880 hours each year. **10% of this (the workload allotment for a 0.5 FCE course in this Department) is 188 hours**.

1. Course 1000A is a high-enrolment 0.5 FCE course with both lecture and lab components. Labs are run by teaching assistants, but the instructor is responsible for designing lab exercises themselves. Over the summer, in preparation for offering this course **asynchronously**, the instructor attended course redesign workshops offered through the Centre for Teaching and Learning and through their department. They also familiarized themselves with new software to facilitate remote teaching, and designed new lab activities that could be performed virtually. To maintain academic integrity of tests and exams without using remote proctoring software, the instructor generated a much larger than usual pool of multiple-choice questions so that each student encountered an individualized subset of questions drawn from the pool.

One time activities			
	Typical time (h)	2020 time (h)	Explanation
Rewrite course outline and update OWL site	2	12	Redesign grading scheme and assessment types; consult with undergrad chair; transfer course materials to new OWL template
Workshops and Q&As to teach online	0	8	ABC Course design activities, drop in Q&A with CTL, departmental workshops
Installing and learning new software	0	6	Software to record and edit lectures; virtual lab software

Grade entry, proctoring makeup exams, grade appeals	10	24	Technical difficulties with online exams resulted in additional makeup exams. Increased number of grade appeals (relative to most years) because students were concerned the questions they encountered were more difficult than those their friends encountered.
<b>Subtotal</b>	<b>12 h</b>	<b>50 h</b>	
<b>Weekly activities (x 12 weeks)</b>			
Write lecture	6 h/wk	6 h/wk	(no change)
Deliver lecture	3 h/wk	6 h/wk	After recording lecture, must edit, convert to video, generate captions and fix the most egregious captioning errors introduced by YouTube
Office hours	2 h/wk	2 h/wk	(no change)
Answer student email	1 h/wk	2 h/wk	Volume of student email doubled: troubleshooting technical difficulties, clarifying questions that could not be asked in class (due to asynchronous delivery), students seem more anxious and need additional support
Refresh / redesign lab activities	1 h/wk	4 h/wk	Lab activities would usually be lightly refreshed each year. This year, they had to be fully re-designed to operate online.
Design questions for tests and exams	2 h/wk	8 h/wk	To minimize unauthorized collaboration on online tests and exams, generated 4x the usual number of questions. Each student encounters a randomized subset of questions from this large pool.
<b>Subtotal</b>	<b>15 h/wk (180 h)</b>	<b>28h/wk (336 h)</b>	
<b>Total (one time + weekly)</b>	<b>192 h</b>	<b>386 h</b>	

The *additional* workload involved in teaching this course this year (386 h – 192 h = 194 h extra) is about 0.5 FCE (or 10% added to the annual workload in Teaching).

As a proposed remedy, UWOFA suggests that a Full-Time member (Limited Term or Probationary/Tenured) in this situation could request a future course release of 0.5 FCE. Alternatively they might request that their workload this year be retroactively re-weighted to 50% Teaching, with a 10% reduction in the expected amount of either Research or Service.

UWOFA suggests that a Member with a Limited Duties appointment in this situation could request payment of the equivalent of an additional 0.5 FCE.

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2. Another 0.5 FCE course offered by the same department, 3430F, is a medium-enrolment essay course with no lab component. This course is offered synchronously. The instructor establishes a new discussion board in OWL for students to earn participation marks; changes the midterm and final exams from short-answer to a take-home essay format to reduce unauthorized collaboration; and offers expanded office hours after several students living in different time zones advise the instructor that they cannot attend their scheduled office hours. The instructor asked the department for additional TA support to help with the increased volume of marking, but their request was denied.

<b>One time activities</b>			
	Typical time (h)	2020 time (h)	Explanation
Rewrite course outline and update OWL site	2	12	Redesign grading scheme and assessment types; consultation with undergrad chair; transfer course materials to new OWL template
Marking exams	6	48	Take-home essay exam maintains academic integrity but is more labour intensive to mark
<b>Subtotal</b>	<b>8 h</b>	<b>60 h</b>	
<b>Weekly activities (x 12 weeks)</b>			
Write lecture	6 h/wk	6 h/wk	(no change)
Deliver lecture	3 h/wk	3 h/wk	(no change)
Office hours	2 h/wk	4 h/wk	Expanded office hours
Answer student email / additional contact	1 h/wk	2 h/wk	Besides email, now maintaining forums and grading participation
Term papers: marking and commenting on drafts	4 h/wk	4 h/wk	(no change)
<b>Subtotal</b>	<b>16 h/wk (180 h)</b>	<b>19h/wk (228 h)</b>	
<b>Total (one time + weekly)</b>	<b>188 h</b>	<b>288 h</b>	

The *additional* workload involved in teaching this course this year (288 h – 188 h = 100 h extra) is about 53% of 0.5 FCE (or 5.3% added to the annual workload in Teaching).

As a proposed remedy, UWOFA suggests that a Full-Time member (Limited Term or Probationary/Tenured) in this situation could request future course release of 0.25 FCE. Alternatively they might request that their workload this year be retroactively re-weighted to 45% Teaching, with a 5% reduction in the expected amount of either Research or Service.

UWOFA suggests that a Member with a Limited Duties appointment in this situation could request payment of the equivalent of an additional 0.25 FCE.

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3. Another 0.5 FCE course in this Department, 2222A, received Tier 2 Supported Course Redesign support from the Centre for Teaching and Learning. Over the summer, the instructor entered into an agreement to redesign their course for online delivery at the Tier 2 level. The “Tier 2 Collaboration Roadmap” specifies an additional workload of 2 days per week for 3-4 months to transition a 0.5 FCE course to the online format. [The additional work is not itemized below because it is specified in the Collaboration Roadmap; but it includes regular meetings with instructional designers, storyboarding, and group activities.]

This *additional* workload (two 8-hour days per week for approximately 16 weeks) corresponds to about 256 hours, or 136% of 0.5 FCE (or 13.6% added to the annual workload in Teaching).

As a proposed remedy, UWOFA suggests that a Full-Time member (Limited Term or Probationary/Tenured) in this situation could request future course release of 0.5 FCE. Alternatively they might request that their workload this year be retroactively re-weighted to 50% or 55% Teaching, with a corresponding reduction of 10-15% in the expected amount of either Research or Service.

UWOFA suggests that a Member with a Limited Duties appointment in this situation could request additional payment of 136% the amount paid for a 0.5 FCE.

**Prepared by UWOFA – December 2020**