

# Dalla Lana School of Public Health (DLSPH) Workload Policy and Procedures

Effective: July 1, 2025

## INTRODUCTION

This Policy covers all tenure and teaching stream, contractually limited term appointments, and part-time appointed faculty appointed to Public Health Sciences (PHS) and/or the Institute of Health Policy, Management, and Evaluation (IHPME); this policy does not apply to Status-only or Adjunct faculty. All faculty are expected to participate in the School's education programs through both teaching (e.g. which includes student supervision, thesis supervisory committee and comprehensive exam committee membership) and service (e.g., review of admissions or scholarship applications, other service committee memberships, chair thesis defenses, curriculum development/renewal/innovation and/or program administration, other activities described in the revised [\*University of Toronto Workload Policy and Procedures for Faculty and Librarians \("WLPP"\) revised October 16, 2023\*](#), or other activities as they may arise). The balance among these will vary by School needs, faculty career stage, and academic focus.

## A. GENERAL PRINCIPLES

1. For tenure stream, teaching stream, contractual limited term appointments (CLTA), and part-time academic faculty, workload comprises three components: teaching, research or pedagogical/professional development including scholarship, and service. Research or pedagogical/professional development including scholarship are self-directed rather than assigned.
2. Faculty members holding budgetary cross-appointments to more than one unit should be assigned teaching and university service duties in a manner consistent with their percentage appointment in each unit, in accordance with Section 6.1 of the WLPP ([October 16, 2023](#) )
3. True equity in workload distribution requires consideration of a variety of factors to promote fairness in teaching and service assignments. Achieving equity means being mindful of differences in responsibilities and experiences and ensuring that workload assignments reflect a fair approach that supports diversity and inclusivity. This commitment to fairness applies to assigned workload, and guides workload decisions to foster an equitable and supportive academic environment.
4. Tenure stream, teaching stream, CLTA, and part-time faculty with the appropriate level of Graduate Faculty Membership (GFM) in the School of Graduate Studies are expected to participate in graduate supervision and advising of graduate students.
5. In addition to teaching courses (at all levels) and engaging in student thesis supervision, faculty are also expected to engage in a variety of other teaching roles as appropriate (e.g., through practicum supervision and undergraduate supervision).
6. The standard teaching and service loads described in this document represent normal loads. Even those faculty (tenure stream, teaching stream, part-time and CLTA) with higher-than-normal research or pedagogical/professional development activity must maintain these normal teaching and service loads, unless other arrangements are specifically approved by the Associate Dean for PHS or the Director of IHPME (as delegated by the Dean), as appropriate.

7. Faculty should not be required to teach outside their areas of expertise.
8. Service refers to work done for DLSPH or, more broadly, for the University of Toronto. Professional service outside of DLSPH and University of Toronto (e.g., academic journal editorship) is not normally part of the work considered for the purposes of DLSPH workload policy. In this context, the School will establish a minimum load of School and University service and ensure that this work is distributed reasonably among the faculty.
9. If a faculty member is contemplating taking on significant service roles to the broader academic/professional/university community or scientific community outside of DLSPH (paid or unpaid), it is advisable to consult with the Associate Dean of PHS or the Director of IHPME (as applicable), to take into account the contribution of such roles to the overall goals and mission of the School, and thus the extent to which it should be considered in determining overall workload.
10. Establishing, modifying, or otherwise documenting or changing the teaching and service workload of any faculty, for any circumstance, requires approval by the Associate Dean of PHS or the Director of IHPME as applicable, in accordance with the guidelines developed by the School.
11. The Associate Dean of PHS (in consultation with PHS Division Heads) and the Director of IHPME will determine the teaching and service assignments for all faculty in their respective units. The assignments for all faculty will then be reviewed by the Dean's Office to assess for effectiveness and fairness and look for opportunities for efficiencies. Final assignments will be made by the Dean. Each faculty member will be provided with a written assignment of their workload duties (through a secure site) on an annual basis that includes the member's percentage appointment and details of teaching and service by no later than June 30th. There may be changes in teaching and service workload during the academic year due to unforeseen circumstances.

## B. TEACHING

1. The standard teaching load in the School for ***tenured/tenure stream and comparable faculty (e.g., non-tenure stream CLTAs) is 3 half courses (1.5 FCE) per academic year.*** Depending on factors outlined in #5 below, reduction in the standard course load requires special pre-approval by the Associate Dean of PHS or the Director of IHPME (as applicable). Significant contributions to courses (e.g. co-instructing a course or significant guest lecturing) may be considered part of one's teaching load.
2. The workload of comparable part-time non-tenure stream faculty is meant to be the same, prorated to their FTE.
3. The standard teaching load for ***teaching stream faculty is 4.5 half courses (2.25 FCE) per academic year.*** This typically amounts to alternating between 5 half-courses one year (2.5 FCE) and 4 half-courses (2.0 FCE) the next year. Depending on factors outlined in #5 below, reduction in the standard course load minimums requires special approval by the Associate Dean of PHS or the Director of IHPME (as applicable). The workload of comparable part-time teaching stream faculty is meant to be the same, prorated to their FTE.
4. Required courses for programs (graduate or undergraduate) have priority over elective courses in assigning teaching responsibilities.

5. Faculty members usually teach in two of the three yearly semesters but can ask to distribute their teaching across all three. "...faculty members shall not be required to teach formal scheduled courses for more than two terms in any academic year and those terms normally shall be the Spring and Fall terms. Summer teaching shall continue to be voluntary and on an overload basis." ([MOA between the University of Toronto and the University of Toronto Faculty Association, January 2024](#)).
6. When determining the number of graduate and undergraduate half courses that a faculty member will be assigned to teach, the factors to be taken into consideration include, but are not limited to:
  - program/educational administrative responsibilities;
  - course type and enrolment (contact hours including in-class and outside of formal scheduled class time);
  - the level and mix of learners (undergraduate, master, doctoral);
  - new course development and teacher development required;
  - level of administrative and TA support;
  - use of co-instructors or team-teaching models;
  - number of graduate students (PhD and Master's thesis) for which the faculty member is a sole, co-supervisor or committee member.
  - And other factors as outlined in Section 4.2 of the [WLPP for Faculty and Librarians \(October 16, 2023\)](#)
7. Research Chairs, whose contracts specify a percentage time protected for research, may be assigned minimum teaching loads, but such changes require specific annual approval by the Dean of DLSPH.
8. Faculty on a full-year research and study leave are not expected to teach in that academic year. Faculty on a 6-month research and study leave are exempt from teaching the courses they would normally offer during the time of their leave. However, faculty are expected to teach approximately half of their usual teaching load for the academic year in which the 6-month leave occurs. In some cases, this might require the rescheduling of a course to a term other than the usual term in which it is scheduled.
9. New faculty at the rank of Assistant Professor in the tenure stream and Assistant Professor, Teaching Stream in the continuing stream teaching stream may be given reduced teaching load during their first year (e.g., if major preparation is required to launch new courses or if major efforts are needed to launch a research program). Also, under the terms of the [Policy and Procedures on Academic Appointments](#) (PPAA, Revised: January 1, 2021), following a successful interim review, tenure stream faculty are entitled to *"an adjustment to their workload assignment for one academic term in order to allow them to focus on preparing for their tenure consideration and to address any advice from the review of their initial appointment. Normally, this term will not include assigned teaching or service; but the term may include assigned teaching, with the candidate's agreement, in order to address advice from the review"* (PPAA), and, for Assistant Professors, Teaching Stream, after a successful probationary review: *"Upon reappointment, the faculty member will be offered an academic term to focus on preparing for continuing status review and to address any advice from the interim review. Normally this term will not include assigned teaching above ½ of the normal teaching assignments or service, but with the candidate's agreement the term may include more than ½ of the normal teaching assignments or some assigned service, in order to reflect feedback from the interim review."* (PPAA).

## **C. SERVICE**

1. It is the responsibility of each faculty member to be engaged in service to DLSPH, and to the University (e.g. student admissions committee, search committees, awards committees, curriculum committees, thesis examination committees).
2. It is the responsibility of the Associate Dean of PHS or the Director of IHPME (as applicable), in consultation with faculty members, to establish each year the minimum service load that will be necessary to enable optimal functioning of the School and that is fairly and reasonably distributed among the faculty.
3. In addition to service involvement in School and University activities, service also includes contributions to academic and professional associations, funding agencies and programs, editorial boards, and academic and professional journals, serving as external thesis examiners and other service roles that are important to faculty members' responsibilities. However, these contributions outside DLSPH do not normally count towards each faculty member's contributions to service within DLSPH. Where these activities outside the School require a significant time commitment, the Associate Dean of PHS or the Director of IHPME may take these contributions into consideration when assigning service workloads.
4. Faculty on a full-year research and study leave are not expected to provide School service in that year. Faculty on a 6-month research and study leave are expected to do a half-load of School service in that academic year.
5. In other cases of faculty on approved leaves (i.e., pregnancy/parental/adoption leave, disability), service load in that academic year should be pro-rated, depending upon the percentage of the academic year that the member is on leave.
6. The service referred to in this section is that which comes with no financial payment. Service that comes with salary support or stipends is negotiated between the faculty member and Dean, Associate Dean of PHS, or Director of IHPME (as applicable), and does not count towards service done by faculty members of the School and University.

## **D. PROCEDURES**

1. In the Winter/Spring of each year (January - April), the Associate Dean for PHS (in consultation with PHS Division Heads), and the Director of IHPME (as applicable) will determine the teaching and potential service assignments for their respective units for the next academic year. Consideration will be given to previous assignments, expertise within the content area, faculty plans for research and study leave and how the workload varies based on service. Where possible, planning for more than one year in advance may be considered. The assignments for all faculty will be reviewed annually by the Dean's Office to assess for effectiveness and fairness and look for opportunities for efficiencies.
2. By the end of June of each year, the Dean will distribute and share, via a secure site, the final teaching and service assignments for faculty members covered under this policy. A workload letter will be prepared which documents each faculty member's teaching commitments for the following academic year and, to the extent they are already clarified, the service commitments. In extraordinary circumstances, changes in the individual's workload may be required to accommodate unforeseen

events or situations such as but not limited to health problems, resignations, parental leave, cancellation of courses due low enrolment.

3. In the Summer of each year (June through September, depending upon the type of service), the Associate Dean of PHS and the Director of IHPME will consider if any adjustments need to be made regarding service required for DLSPH and its various programs and units and distribute service load adjustments to the appropriate faculty to meet those requirements.
4. If an individual wants to appeal their workload, they may contact the Associate Dean for PHS or the Director of IHPME (as applicable). If matters are not resolved at that level, they may appeal to the Dean of DLSPH ([WLPP, 2023](#)).
5. Information about teaching and service assignments for each Division and for IHPME will be consolidated by each Division Head or the Director of IHPME into spreadsheets and, in order to facilitate transparency, will be available for all DLSPH faculty to view. As per the [WLPP, 2023](#),

“3.3 Annual workload documents. Each Unit shall prepare, on an annual basis, a Unit Workload Document setting out:

- The assigned teaching and assigned service workload for each member in the Unit;
- For each course that a member teaches, the assigned teaching credit, the mode of delivery, the class size, and the level and/or hours of TA support, and any other factor which the Unit Workload Committee determines is a reasonable factor for comparison;
- For each member any teaching release and the reason for it (e.g., pre-tenure course reductions), subject to any confidential accommodation agreements.

The Unit Workload Documents will be provided to all members of the Unit and to UTFA by June 30 of each year.”