



**UNIVERSITY OF  
CALGARY**

## **UNIVERSITY OF CALGARY | CUMMING SCHOOL OF MEDICINE**

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### Workload Assignment Guidelines

Approved by the Dean: April 30, 2026

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## **I. INTRODUCTION**

The Cumming School of Medicine acknowledges the value and importance of our academic staff members in advancing our strategic plan – in shaping the student learning experience and guiding the next generation of learners on their educational path, in producing high-quality research, innovation, and scholarship, and in making meaningful contributions to move the institution forward through collegial governance, to advance academic disciplines, and to impact communities and society. To that end, all academic staff members will normally be expected to contribute to teaching, research or scholarship, and to service. The extent of these contributions will be determined through the process and factors outlined in this document.

The Workload Assignment Guidelines for the Cumming School of Medicine have been established in accordance with Article 12.2 of the Collective Agreement between the Governors of the University of Calgary and the Faculty Association of the University of Calgary. These guidelines are effective July 1, 2026 and will be subject to periodic review and amendment.

The purpose of this document is to articulate the process and factors taken into consideration for workload assignment. Expectations for teaching, research and scholarship, and service activities for each rank are outlined in the *General Faculties Council Academic Staff Criteria and Processes Handbook* and the Faculty Guidelines for the Cumming School of Medicine.

## **II. WORKLOAD ASSIGNMENT PROCESS**

Workload assignment will be done in consultation with faculty members at regularly scheduled meetings so individual preferences can be considered. The distribution of research, education and admin or service for each faculty member will be considered and adjusted accordingly.

### III. WORKLOAD ASSIGNMENT

#### WORKLOAD ASSIGNMENT FOR ACADEMIC STAFF (GFT)

Workload	Workload Norms	Basis for Adjusted Workload
<b>Regular Benchmark:</b> 40% Research 40% Education 20% Admin or Service	<ul style="list-style-type: none"> <li>• 3 TU</li> <li>• Supervision of trainees 2-5</li> <li>• Maintain appropriate research funding</li> <li>• Impactful service contributions</li> </ul>	
<b>Research Intensive:</b> 75% Research 10% Education 15% Admin or Service	<ul style="list-style-type: none"> <li>• Competitive peer-reviewed funding</li> <li>• Instruct one TU</li> <li>• Supervision of 2-5 trainees</li> <li>• Impactful service contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of strong research performance</li> </ul>
<b>Education Intensive:</b> 75% Education 5% Research 20% Admin or Service	<ul style="list-style-type: none"> <li>• 6 TU</li> <li>• Scholarship in discipline</li> <li>• Impactful service contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of strong teaching performance.</li> </ul>

3-credit course (previously known as HCE) = 1 teaching unit (TU)

1(HCE) or 1 TU = 10%

## Undergraduate Health & Science Education Base Teaching Units:

Classroom-based Teaching	Teaching Units <sup>1</sup>
Primary instructor - Undergraduate 3-credit course (no lab or tutorial)	1.0 TU
Primary instructor - Undergraduate 3-credit course; practicum-based	1.0 TU
Primary instructor – combined <sup>2</sup> Undergraduate/Graduate 3-credit course (no lab or tutorial)	1.3 TU
Co-Instructor, co-lead <sup>3</sup> – combined <sup>2</sup> Undergraduate/Graduate 3-credit course (no lab or tutorial)	0.8 TU
Co-Instructor, co-lead <sup>3</sup> – Undergraduate 3-credit course (no lab or tutorial)	0.7 TU
Co-Instructor, sequential teaching– Undergraduate 3-credit course (no lab or tutorial); must be teaching at least 3 lectures, which is equivalent to 0.1 TU (or 10% of a 3-credit course)	% documented share x 1.0 TU
Course coordinator, multiple instructors with sequential teaching– Undergraduate 3-credit course	0.5 TU
Primary instructor - Undergraduate 3-credit course <b>with instructor-led labs and/or tutorials</b>	1.5 TU
Primary instructor - Undergraduate 3-credit course with <b>TA-led labs and/or tutorials</b>	1.2 TU
Guest lecture – one hour session	0.03 TU

<sup>1</sup> A 3-credit course (previously know as HCE) typically runs one term and includes approximately 3 classroom hours per week, 13 weeks per term; in addition to prep and marking time. This table uses this as the baseline for 1 TU. For example, a 6-credit course (typically runs 2 terms) would be assigned 2 TU.

<sup>2</sup> A combined undergraduate/graduate course is one in which the undergraduate and graduate course are taught simultaneously but **where assessment activities differ for graduate and undergraduate participants**. Simply having graduate students enrolled does not make a course ‘combined’.

<sup>3</sup> A course is considered co-led when all instructors are actively engaged marking and in teaching simultaneously. Courses with multiple instructors who teach sequentially in a pass-the-baton style are not considered co-led.

<b>Undergraduate Supervision (course-based)</b>	<b>Teaching Units<sup>1</sup></b>
Undergraduate independent study (MDSC 507), 3-credit course	0.5 TU
Undergraduate independent study (MDSC 528), 6-credit course	1.0 TU
Primary supervisor (no co-supervisor) - undergraduate honours thesis (MDSC 508)	0.7 TU
Primary supervisor (with co-supervisor) - undergraduate honours thesis (MDSC 508)	% documented share x 0.7 TU
Co-supervisor - undergraduate honours thesis (MDSC 508)	% documented share x 0.7 TU
Practicum supervisor	0.5 TU per 100 practicum hours
Lab host – per pair/group of students hosted (MDSC 402, MDSC 417/419)	0.3 TU

### Teaching Unit Modifiers

<b>Modifier</b>	<b>Crediting</b>
Enrolment size <sup>1</sup>	<50-74 students = +0.2 TU (with no GAT support) 75- 99 students = +0.3 TU (with no GAT support) 100-125 students = +0.2 TU (with no GAT support)
First time teaching prep	0.2 TU
New course development	0.3 TU

<sup>1</sup> Courses that include GAT support do not qualify for additional TU credits. BHSc course GAT allocation is based on both enrolment and the course design/nature of the teaching activities (eg. labs, tutorial, experiential learning).

## GSE Workload Information:

### Workload Category 1: Classroom teaching

TYPE	Teaching Units/event*	Est Contact Hours Formula**
Instructor of record graduate 3-unit course < 50 students	1 (1 HCE)	3 hrs/week x 13 weeks = 39 hrs
Instructor of record graduate block week	1 (1 HCE)	
Contributing instructor < 6 lectures	0.1	
Contributing instructor 6-13 lectures	0.2	
Contributing instructor 14-20 lectures	0.3	
Contributing instructor >20 lectures	0.5	
Instructor of record graduate 1-unit course < 50 students	0.3 (0.33 HCE)	~13 hrs
First time teaching a course new to instructor	0.2	
New course development	0.3	
Graduate directed study < 5 students	0.4	

\*Learning event: for example, an individual Calendared graduate course. Translates to a per-semester calculation as this is the normal context for these events. Supervision and mentorship are constrained by year and calculated differently see below. For example, teaching 3 HCE per calendar year = ~2 grad students per calendar year, roughly.

\*\*Contact time: for example, lecture time. Does not include preparation or grading hours as part of calculation. These are generally not counted in workload assignments on campus but are expected as additional time commitment per unit.

Workload Category 2: Supervision and mentorship

TYPE	Teaching Units/Academic Year**	Est Contact Hours Formula
Primary supervision PhD student pre-candidacy	1.5	1 hr/week x 50 weeks = 50 hrs
Primary supervisor PhD student post-candidacy	1.0	
Primary supervisor MSc	1.0	
Co-supervisor	0.3	
Committee member	0.1	

\*\*Calculated as commitment per academic year. Note these are very dependent on the supervisor's style, student's level, and the involvement of PDFs to supervise.

Workload Category 3: Educational leadership

TYPE	Teaching Units/Academic Year***	Est Contact Hours Formula
Associate Dean GSE	32 (0.6 FTE)#	25 hr/week x 50 weeks = 1250 hrs
Assistant Dean GSE	15 (0.3 FTE)	
Graduate Program Director > 100 students	15 (0.3-0.4 FTE)	
Graduate Program Director < 100 students	10 (0.2 FTE)	
Specialization lead	2 (0.05-0.1 FTE)	
Curriculum review lead	2 (0.05-0.1 FTE)	

\*\*\* Calculated based on 35 hr work week

## Teaching in the Clinical Learning Environment:

Teaching in the clinical environment differs from either classroom instruction or course-based supervision in several important ways. There is also variability within clinical learning environments so that instruction is delivered in a variety of formats as appropriate to the discipline.

To highlight, teaching for clinical faculty:

- Rarely includes a pre-set course with pre-defined credits and time requirements
- Includes
  - bedside clinical supervision which is open-ended and delivered simultaneously to small groups of learners at a variety of stages of learning (i.e. undergraduate, postgraduate and fellowship trainees)
  - Didactic lectures are typically delivered by numerous faculty members, rather than one individual responsible for an entire course
  - Simulation-based learning activities
  - Workplace-based supervision which typically occurs longitudinally and may include learners at various stages of training
- Formal leadership positions in education are defined by FTE rather than units of work and are included in appointment contracts
- Education FTE is typically embedded in Individual Service Agreements for faculty members and approved by Department Heads

## Education Leadership:

Leadership positions exist at several levels. These include:

- Formal education leadership positions for Undergraduate Medical Education, Postgraduate Medical Education (PGME) and Master Physician Assistant Program. These are attached to a pre-determined FTE with an expectation of the days/week that are meant to be dedicated to these activities. Below are some examples at the PGME and UME levels.

<b>PGME Position</b>	<b>Current FTE Associated</b>	<b>Max FTE</b>	<b>Days/Week</b>
Assistant Dean, CBME	0.3	0.4	2
Director of Fellowships	0.4	0.4	2
CQI and Accreditation Chair	0.3	0.4	2
CQI and Accreditation Specialist	0.2	0.3	1.5
Director of Learner Resources	0.4	0.4	2
Assistant Director of Learner Resources	0.3	0.3	1.5
Director of Resident Affairs and Physician Wellness	0.2	0.4	2
Director of Wellness Programming	0.3	0.3	1.5
Director of Advocacy and Accountability	0.4	0.4	2
Director of Educational Programming	0.3	0.3	1.5
IMG Lead	0.2	0.3	1.5
Director of Educational Innovation and Research	0	0.4	2
Assistant Dean TBD	0	0.4	2
Assistant Dean, Distributed Programs	0	0.4	2

<b>UME Position</b>	<b>Current FTE Associated</b>	<b>Max FTE</b>	<b>Days/Week</b>
Associate Dean, UME	0.6	0.6	3
Assistant Dean, Pre-clerkship	0.4	0.4	2
Assistant Dean, Clerkship	0.4	0.4	2
Assistant Dean, Evaluations and Research	0.4	0.4	2
Assistant Dean, CQI	0.4	0.4	2
Assistant Dean, Admissions	0.4	0.4	2
Associate Director, Admissions	0.2	0.2	1
Associate Director, Rural Admissions	0.2	0.2	1
Director, Research	0.3	0.3	1.5
Director, Teaching Innovations	0.2	0.2	1
Director, Assessment (RIME)	0.3	0.3	1.5
Preclerkship Block Director (3 positions)	0.4	0.4	2
Clerkship Director (11 positions)	0.2-0.3	0.3	1-1.5
Clerkship Evaluation Coordinator (9 positions)	0.1	0.1	0.5
Preclerkship Educators (~40 position)	0.05-0.15	.15	0.25-0.75

## WORKLOAD ASSIGNMENT FOR CLINICAL (AMHSP) ACADEMIC STAFF (GFT)

Workload / Physician Profile	% Clinical	% Research	% Education	% Administration & Leadership	Workload Norms
Clinician Educator	40%-60%	0%-30%	30%-60%	0%-30%	<p>Evidence of strong teaching performance in roles such as:</p> <ul style="list-style-type: none"> <li>• Program Director (Residency Programs, Clerkships, etc.)</li> <li>• Curriculum Design &amp; Implementation (UME, PGME, DLRI, CME &amp; RIHSE)</li> <li>• Master Teacher/ Small group teaching (UME, PGME, DLRI, CME)</li> <li>• Assistant &amp; Associate Deans (UME, PGME, DLRI CME &amp; RIHSE)</li> <li>• National accreditation bodies (i.e. RCPSC, CFPC)</li> </ul>
Clinician Investigator	40%-60%	40%-60%	5%-30%	0%-30%	<p>Evidence of research performance, often in the areas of health outcomes or educational scholarship, as evidenced by:</p> <ul style="list-style-type: none"> <li>• 1-2 senior/first author peer-reviewed research publications</li> <li>• Co-A, co-PA or NPA on 1 or more external research grants</li> <li>• Supervisor and/or co-Supervisor for ≥1 graduate student/PDF</li> <li>• Participation in grant reviews and/or manuscript reviews</li> <li>• 1-2 local/national/international research-related presentations</li> <li>• Contributions to collaborative local/national research team(s)</li> <li>• Workplace-based teaching</li> </ul>

Clinician Primary Researcher	20%-40%	50%-75%	0%-10%	0%-30%	<p>Evidence of strong research performance with a sustained record of competitive external funding and a high level of research productivity, as evidenced by:</p> <ul style="list-style-type: none"> <li>• 2-3 senior/first author peer-reviewed research publications</li> <li>• NPA on 1 or more external peer-reviewed research grants</li> <li>• Supervision of <math>\geq 1</math> graduate or postgraduate student; member of <math>\geq 1</math> graduate supervisory committee</li> <li>• Participation in grant reviews and/or manuscript reviews</li> <li>• 1-3 national/international research-related presentations</li> <li>• Leadership role within local/national collaborative research team(s)</li> </ul>
					<p>Senior leadership positions within U of C or Health Services Organizations, such as:</p> <ul style="list-style-type: none"> <li>• Senior Associate Dean</li> <li>• Associate Dean</li> <li>• Department Head</li> </ul>
Clinician Leader	<60%			>40%	