



Policy Title:	Teaching Expectations for Faculty Members
Approved:	17 March 2021
Updated:	
Audience:	Faculty Members in the Department of Anesthesiology, Pharmacology and Therapeutics
Purpose:	Describes the teaching expectations for different types of faculty members and different academic streams in the Department of Anesthesiology, Pharmacology and Therapeutics.

Introduction

Teaching is one of the four academic activities expected from faculty members at The University of British Columbia. The expectations for teaching are outlined in the following documents from The University and the Faculty of Medicine:

- [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#), October 2019, and the UBC Human Resources website on [Tenure, Promotion & Reappointment for Faculty Members](#);
- [UBC Statement on Respectful Environment for Students, Faculty and Staff](#);
- [Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry at The University of British Columbia](#);
- UBC Department of Medicine [Academic Guidelines for Full-Time Academic Faculty Members](#);
- UBC Faculty of Medicine [Policy on Clinical Faculty Appointments](#), 16 May 2017;
- UBC Faculty of Medicine Policy 031 [Supervision of Students in Required Clinical Learning Experiences](#), 17 July 2017; and
- UBC Faculty of Medicine Policy 031B [Expectations of Clinical Supervisors and Preceptors of Students in Clinical Settings](#), 14 May 2018.

This departmental policy provides detailed information on the types and quantities of teaching activities expected from faculty members in order to meet the Departmental requirements for formal teaching annually. The expectations are described by the category of faculty (clinical or academic) and by the promotion stream for academic faculty.

This policy supplements the requirements and expectations described in the documents above. This policy does not apply to Clinical Emeritus or Academic Emeritus Faculty as there is no teaching stipulations for emeriti in the [Policy on Clinical Faculty Appointments](#), the [Collective Agreement Between The University of British Columbia and the Faculty Association of The University of British Columbia, July 1, 2016 to June 30, 2019](#), or the [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#).

Purpose of This Policy

In addition to providing a reference for faculty on their teaching obligations to the Department, this Policy allows the Department to estimate the number of faculty needed to deliver the Department's educational commitments to the University.

Definitions

For the purposes of this policy, the following terms are defined in the table below.

Term	Definition
Educational Activity	Any activity related to teaching, educational leadership, or scholarship of teaching.
Teaching	“All activities by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit. This may include lectures, seminars and tutorials, individual and group discussion, supervision of individual students’ work (undergraduate and graduate), training of all post-graduate trainees, including medical residents and fellows.” ¹
Educational Leadership	“Activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one’s classroom.” ²
Scholarship of Teaching	Scholarly activity (<i>i.e.</i> , research) that “makes a broader contribution to the improvement of teaching and learning beyond one’s own teaching responsibilities.” ³
Faculty Member	“Any person having an appointment from the Board of Governors of The University of British Columbia as Sessional Lecturer, Lecturer, Assistant Professor of Teaching, Associate Professor of Teaching, Professor of Teaching, Acting Assistant Professor, Assistant Professor, Associate Professor, Professor”, ⁴ Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. For this policy, partner track faculty appointments are considered to be faculty members. ⁵
Clinical Faculty	“Health professionals engaged primarily in the practice of their professions outside UBC whose appointments have been recommended by Departments / Schools and the FOM for the purpose of participating in their academic programs and have been approved by the UBC Board of Governors.” ⁶ Also called clinical appointments.
Academic Faculty Member	Any person having an appointment from the Board of Governors of the University of British Columbia as Assistant Professor of Teaching, Associate Professor of Teaching, Professor of Teaching, Assistant Professor, Associate Professor, or Professor.
Adjunct Faculty Member	Individual who has “some special professional skill or learning of value to the University but who [is] primarily engaged in the practice of their profession outside UBC or any other academic institution.” ⁷

¹ [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#), October 2019, Article 3.2.1.

² [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#), October 2019. See Article 3.4.1. for details.

³ [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#), October 2019, Article 3.1.8.

⁴ [Collective Agreement Between The University of British Columbia and the Faculty Association of The University of British Columbia, July 1, 2019 to June 30, 2022](#). P.6.

⁵ Partner track faculty appointments are not employees of The University of British Columbia; they are employees of their partner organization. However, the “academic expectations of partner track faculty members are the same as those [...] in the tenure-stream.” See <https://mednet.med.ubc.ca/HR/managingFaculty/Reappointments/Pages/Partner-Track-Faculty-Appointments.aspx>

⁶ The University of British Columbia, Faculty of Medicine, [Policy on Clinical Faculty Appointments](#), 16 May 2017. P.2.

⁷ Job Descriptions for Faculty, Librarians & Program Directors, <http://www.hr.ubc.ca/faculty-relations/recruitment/titles-ranks-descriptions/job-descriptions/>. Accessed 17 December 2019.

Term	Definition
Associate Faculty Member	An “unofficial position given to a faculty member when there is a need for members of one department to have a formal arrangement to participate in teaching and research activities in another department, but when a joint appointment is not necessary.” ⁸
Blended Stream	Stream for tenure and promotion of a full-time faculty member whose academic work focuses on at least two of scholarly activity, teaching, educational leadership, and service and who do not meet the criteria for the educational leadership stream or the professoriate stream.
Educational Leadership Stream	Stream for tenure and promotion of a full-time faculty member whose academic work focuses on <i>both</i> teaching and educational leadership. ⁹
Professoriate Stream	Stream for tenure and promotion of a full-time faculty member whose academic work focuses on <i>both</i> scholarly activity and teaching. ¹⁰

General Expectations

As members of the Department of Anesthesiology, Pharmacology and Therapeutics, all faculty members are expected to teach in order to meet the educational commitments of the Department. The Department’s commitments include:

- Vancouver Summer Program education activities affiliated with the Department;
- Undergraduate (B.Sc.) education activities in pharmacology-affiliated courses (all PCTH courses, CAPS 303);
- Undergraduate research activities outside of formal courses (*e.g.*, summer student research program);
- Undergraduate (M.D.) medical education activities;
- Graduate (M.Sc. or Ph.D.) pharmacology or therapeutics education activities;
- Postgraduate (residency or fellowship) medical or research education activities;
- Continuing medical education activities (*e.g.*, Whistler Anesthesiology Summit, Therapeutics Initiative CPD courses);
- Faculty development activities, and
- Allied health professions education activities (*e.g.*, teaching of midwifery students [MIDW 125], dental residents [PCTH 548A], anesthesia assistants, or paramedics)

Each faculty member’s contribution to these commitments will depend on their broad areas of knowledge (*e.g.*, anesthesiology, pharmacology, therapeutics).

⁸ Associate Members, <http://www.hr.ubc.ca/faculty-relations/recruitment/titles-ranks-descriptions/associate-members/>. Accessed 17 December 2019.

⁹ Based on the criteria for tenure and promotion in the education leadership stream as per [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#), October 2019, and the *Agreement on Conditions of Appointment for Faculty*, Articles 3 and 4. See [excerpts](#).

¹⁰ Based on the criteria for tenure and promotion in the professoriate stream as per [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#), October 2019, and the *Agreement on Conditions of Appointment for Faculty*, Articles 3 and 4. See [excerpts](#).

Teaching activities in the Bachelor of Science degree program that do not involve pharmacology students (*i.e.*, courses that are not open to undergraduate pharmacology students) are not formally counted towards the teaching hours expected for the Department.

For all faculty members, teaching or educational leadership activities as a paid consultant (*e.g.*, speaker at an industry-sponsored talk) are not counted towards the teaching hours expected for the Department.

In keeping with promotion and tenure guidelines,¹¹ the expected teaching hours are commensurate to the rank of the faculty member (for those who are Clinical Faculty or Academic Faculty, Professoriate or Blended streams) with junior faculty (*e.g.*, Clinical Instructors, Assistant Professors) carrying a lesser burden compared to more senior faculty within their category of faculty and academic stream. In contrast, teaching hours for Academic Faculty in the Educational Leadership stream will be highest with junior faculty (Assistant Professors of Teaching) and would decrease as mid-career and senior faculty (Associate Professors of Teaching, Professors of Teaching) take on more educational leadership and / or scholarly (medical education research) activities.

For faculty members on learning and professional leaves; maternity, parental, or adoption leaves; or leaves for university business, the teaching hours expected for the Department will be decreased in proportion to the duration of the leave in the calendar year.¹² For other types of leaves (*e.g.*, sick leave, compassionate care leave), whose durations may be less predictable, any changes in the expected teaching hours will be negotiated between the faculty member and the Department Head. Vacations and Christmas leave do not affect the teaching hours expected for the Department.

For faculty members with joint appointments to other faculties, departments, or schools, the teaching hours expected for the Department will be prorated based on the proportion of their UBC salary funded by the Department of Anesthesiology, Pharmacology and Therapeutics.

¹¹ [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#) and UBC Faculty of Medicine [Policy on Clinical Faculty Appointments](#).

¹² For a description on types of leave, please see UBC Human Resources, *Vacation & Leaves*, <http://www.hr.ubc.ca/wellbeing-benefits/benefits/details/vacation-leaves/>

Categories of Educational Activities

Faculty members can achieve their teaching expectations through a number of educational activities. These include teaching or educational leadership. The different activities related to these categories are listed in the table below.

The Department recognizes that the amount of effort required for a specific activity can vary between individuals; however, for purposes of this policy, this inter-individual variation within an activity will not be considered. (For example, the amount of effort required for two different faculty members to deliver a 1-hour lecture will be considered identical.)

The Department does consider the variation in the amount of effort or preparation required between different activities. For some activities, an “effort factor” is used to account for the degree of effort and preparation required for different educational activities. The amount of time spent in direct contact with the learner is multiplied by the effort factor to determine the total amount of time credited to the educational activity. For example, for the preparation and initial presentation of a new 1-h lecture, the total amount of time credited to the activity would be 1 h x 5 (effort factor) = 5 h.

Activity*	Effort Factor	Max Time Per Year	Specific Criteria	Example(s)
Formal Teaching				
Lecture				
Initial presentation	5 per contact hour†	No max	Senate-approved, numbered UBC course enrolling learners within any Faculty OR approved CPD events‡	Lectures in MDUP, residency program, events, Science, etc., non-research presentations at conferences
Subsequent presentation	2.5 per contact hour†			
Laboratory				
Instruction in wet lab, computer lab, or skills lab	2 per contact hour	No max	Senate-approved, numbered UBC course enrolling learners within any Faculty‡	Labs in anatomy, statistics, simulation, procedural skills, etc., including laboratory techniques and animal care skills§
Non-clinical small group activity				
Tutor or facilitator of small-group classroom-based session	1.5 per contact hour†	No max	Senate-approved, numbered UBC course enrolling learners within any Faculty‡	Case-based learning sessions; clerkship academic day small-group sessions
Development of faculty or staff skills	2 per contact hour		Learners must be affiliated with UBC	Faculty development or CPD small-group sessions

Abbreviations: CPD – continuing professional development; MDUP – MD Undergraduate Program.

* Unless specified, the unit of time measured for an activity is in hours.

† These are based on the units used by the Faculty of Medicine.

‡ Courses and events must fall under the commitments of the Department of Anesthesiology, Pharmacology & Therapeutics listed under “General Expectations” on page 3.

§ Laboratory instruction of learners within one’s own laboratory will not be counted as formal teaching. That activity will be counted under non-clinical individual teaching activity (see next page).

Activity*	Effort Factor	Max Time Per Year	Specific Criteria	Example(s)
Other Teaching				
Non-clinical individual teaching activity				
Advising or mentorship of undergraduate or graduate students, residents, clinical or post-doctoral fellows†	1 per contact hour	5 h/term (15 h/year) per learner	Must be in a formal advisor or mentor role	Undergraduate or graduate faculty advisor; FLEX advisor or portfolio coach in MDUP
Supervision of learners within one's own laboratory	1 per contact hour	40 h / year per learner	Must take place within one's own laboratory. Must be direct teaching and cannot be activity related to management or running of the laboratory	Direct teaching of research techniques; teaching during laboratory meetings
Supervision of the writing of honours undergraduate thesis or graduate thesis / dissertation	1 per contact hour / review hour	40 h per learner	Must be thesis supervisor (not just member of thesis committee) for student in UBC B.Sc. pharmacology program or UBC-affiliated graduate program	Pharmacology B.Sc. honours thesis; M.Sc. thesis; Ph.D. dissertation
Participation as member of thesis or dissertation committee	1 per committee hour	2 h per learner	Must be for student in UBC-affiliated graduate program	M.Sc. thesis; Ph.D. dissertation
Preceptor for research electives or clinical research projects	2 per contact hour	30 h	Must be in a formal supervisory role overseeing the research of learners (including clinical faculty) in any Faculty	FLEX projects in MDUP; research activities by undergraduate students, allied health students / professionals, clinical trainees or faculty
Clinical teaching				
Clinical instruction with provision of clinical care (spent in 1:1 direct teaching)	1 per contact hour	5 h / day in OR setting 2.5 h / day in non-OR setting Max 50 h/year	Must be in MDUP clerkship / clinical elective, UBC-affiliated residency or fellowship program, or hospital-affiliated program (e.g., AA, EMT, RT) Only time spent in 1:1 direct teaching is counted; time spent in clinical care without teaching is not counted	Direct 1:1 teaching in the anesthetic consult clinic, ICU, OR, PACU, pain service, etc.
Clinical instruction without provision of clinical care	1 per contact hour	No max	Must involve one or more UBC-affiliated learner	MDUP Year 1 and 2 Clinical Skills sessions; bedside teaching sessions, etc.
High-fidelity simulation – leading or debriefing	3 per contact hour	No max		High-fidelity simulation sessions in clerkship or residency
High-fidelity simulation – participating in a simulated role	1 per contact hour			

Abbreviations: AA – anesthesia assistant; EMT – emergency medical technician (paramedic); FLEX – MEDD 419/429/449; ICU – intensive care unit; MDUP – MD Undergraduate Program; OR – operating room; PACU – postanesthetic care unit; RT – respiratory therapist.

* Unless specified, the unit of time measured for an activity is in hours.

† This activity does not include program advising, which is in the Educational Leadership category.

Activity*	Effort Factor	Max Time Per Year	Specific Criteria	Example(s)
Other Teaching (continued)				
Formal assessment of learner				
OSCE assessor	1 per contact hour	No max	Must be in MDUP, UBC-affiliated residency, or professional organization	OSCE in MDUP, residency, or professional organization (MCC, RCPSC)
Oral examiner	4 per contact hour	8 h per exam	Must be in UBC graduate program	M.Sc. or Ph.D. oral exam, Ph.D. comprehensive exam
Creation of exam questions or other assessment tools	1 per hour	5 h per course	Senate-approved, numbered UBC course enrolling learners within any Faculty	Multiple-choice questions, short-answer questions, oral exam questions, <i>etc.</i>
Marking of assignments and exams	1 per hour	No max		Laboratory reports, term papers, exams
Formal assessment of peer				
Peer review of teaching	1 per hour	5 h per peer review	Review must be of teachers involved with teaching related to the University and must include a written report	Formative review of teaching; summative peer report of teaching (SPRoT) for promotion / tenure
Educational Leadership				
Curriculum development or renewal				
Development of major curricular unit	10 per hour of curriculum in unit	No max	Senate-approved, numbered UBC course enrolling learners within any Faculty	Creation of new course, new clerkship curriculum, <i>etc.</i>
Development of minor curricular unit†	5 per hour of curriculum in unit			Creation of new lab session, CBL case, <i>etc.</i>
Development of syllabus or course manual	5 per hour of curriculum covered by syllabus or manual			Drafting of rotation / course syllabus or lab manual, <i>etc.</i>
Maintenance of teaching laboratory accreditation	1 per hour of writing			Application for or renewal of Animal Safety /Biosafety certifications
Major revision of a curricular unit	5 per hour of curriculum in unit			Major revision of a course, clinical rotation, lab, <i>etc.</i>
Training of standardized patient	1 per training hour			Standardized patients for MDUP OSCE

Abbreviations: MCC – Medical Council of Canada; MDUP – MD Undergraduate Program; OSCE – Objective Structured Clinical Exam; RCPSC – Royal College of Physicians and Surgeons of Canada;

* Unless specified, the unit of time measured for an activity is in hours.

† Note that development of individual lectures are covered under the Lecture subcategory of Teaching activities on the previous page.

Activity*	Effort Factor	Max Time Per Year	Specific Criteria	Example(s)
Educational Leadership (continued)				
Educational leadership roles				
Program Director	3 per learner contact hour;† 1 per hour non-teaching activity‡	150 h	UBC-affiliated training program	Vancouver Summer Program, undergraduate, graduate, residency, or fellowship program directors
Course Director	1 per hour non-teaching activity‡	100 h	Senate-approved, numbered UBC course enrolling learners within any Faculty	Undergraduate or graduate course directors
Site Director	3 per learner contact hour;† 1 per hour non-teaching activity‡	50 h	Accredited UBC-affiliated training program OR Senate-approved, numbered UBC course enrolling learners within any Faculty	MDUP Year 1 VFMP site director; MDUP DSSL for a hospital in the Anesthesiology clerkship rotation
Program Advisor	3 per contact hour	15 h	Must be in formal program advisor role within a department teaching UBC-enrolled students	Undergraduate or graduate Pharmacology program advisor
Program Evaluation				
Evaluation of education program		10 h	Official review of UBC-affiliated course or program with submission of written report	Internal review of a residency program

Abbreviations: CBL – case-based learning; DSSL – designated specialty-specific lead; MDUP – MD Undergraduate Program; VFMP – Vancouver Fraser Medical Program.

* Unless specified, the unit of time measured for an activity is in hours.

† Time spent with learners in non-teaching activities (*e.g.*, meetings).

‡ Non-teaching, educational leadership activities such as attendance at committee meetings, completion of final in-training reports or end-of-rotation reports, *etc.*

Specific Expectations for Clinical Faculty

The *minimum* number of hours of academic contribution expected for each rank of clinical faculty is outlined in the UBC Faculty of Medicine [Policy on Clinical Faculty Appointments](#):

- Clinical Instructors – no minimum
- Clinical Assistant Professors – approximately 50 hours of academic contributions over a two-year period
- Clinical Associate Professors – more than 50 hours of academic contributions over a two-year period
- Clinical Professors – more than 50 hours of academic contributions over a two-year period

The Department expects that at least 50% of those hours will be in teaching or educational leadership activities.

Specific Expectations for Academic Faculty

The requirements for reappointment, promotion, and tenure of academic faculty are described in the [SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC](#). The *Guide* provides the basis for the categories of academic activities to be emphasized in each academic stream. Teaching is *required* in both Education Leadership and Professoriate streams. Although there is no formal mention of the Blended stream in the *Guide*, Department faculty members in the Blended stream have been unsuccessful in promotion or tenure without significant educational activities. The Departmental teaching expectations for each stream are described separately due to the different academic priorities for each stream.

Educational Leadership Stream

For academic faculty members in the Educational Leadership stream (Instructor, Senior Instructor, Professor of Teaching), educational activities constitute 80 to 90% of their academic activities.

- Assistant Professors of Teaching: minimum of 200 h annually in teaching and educational leadership activities.
- Associate Professors of Teaching and Professors of Teaching:
 - minimum of 175 h annually in teaching and educational leadership activities if not engaged in scholarship of teaching activities (medical education research)
 - minimum of 150 h annually in teaching and educational leadership activities if engaged in scholarship of teaching activities (medical education research)

Professoriate Stream

For academic faculty members in the Professoriate stream (Assistant Professors, Associate Professors, Professors), *both* scholarly activities and educational activities (in one or more of its forms as described in the previous table) are expected; however, the former is expected to occupy the majority of the faculty member's time. Faculty members in this stream have a gradual increase in the expected amount of teaching from time of initial appointment with a minimum number of hours expected to be formal teaching activities (lectures, laboratories, or non-clinical small-group activities).

- Year 1: no teaching expected
- Year 2: minimum of 15 h of formal teaching*
- Year 3 and thereafter: minimum of 30 h of formal teaching* annually

- * Formal teaching in lectures, laboratory sessions, or non-clinical small-group activities (e.g., case-based learning tutorials) outside of one's own laboratory.
- * Faculty holding external salary awards may reduce their formal teaching hours by 50%. For faculty at the rank of Associate Professor (tenured) and Professor (tenured) in the Professoriate stream, who do not hold any operating grants *as the principal applicant* OR do not supervise graduate students *in their own laboratory*, the minimum number of formal teaching hours is a minimum of 60 h annually.

Blended Stream

Documents from UBC and the Faculty of Medicine do not provide guidance for academic faculty pursuing the Blended stream. Individuals in this stream are usually clinicians with academic faculty appointments and who are not clinician scientists. The four academic activities are scholarly activity (including scholarship of teaching), teaching, educational leadership, and service. Major contributions must be made in at least two of these activities with the remaining contributions from at least one of the other two activities. We strongly recommend that teaching or educational leadership be one of the major academic activities for faculty in the Blended stream if they wish to be successful in their reappointment. At a minimum, faculty in this stream should provide the same amount of teaching as faculty at the same seniority in the Professoriate stream.

Specific Expectations for Adjunct Faculty and Associate Faculty

Adjunct faculty members hold faculty term appointments in order to provide special professional skills or learning of value to the Department. There are no University guidelines regarding the teaching expectations for adjunct faculty. The teaching expectations will depend on the activities (provision of professional skills vs. teaching specialized knowledge) on which the appointment is based and will be negotiated on a case-by-case basis by the adjunct faculty member and the Department Head and recorded in the faculty member's record.

Associate faculty members have an informal relationship with the Department. The teaching expectations will depend on the activities for which the relationship was deemed necessary; therefore, these expectations will be negotiated on a case-by-case basis by the associate faculty member and the Department Head and recorded in the faculty member's record.

Specific Expectations for Emeritus Faculty

Emeritus faculty members are clinical or tenured academic faculty members who have retired or resigned from the University and do not hold an appointment at another university.¹³ The emeritus appointment is in honourable recognition of long service and contributions and requires recommendation of the Department Head and Faculty and approval by the Senate. There are no University guidelines regarding teaching expectations for emeritus faculty. Emeritus faculty may be asked to teach if the Department's educational activities cannot be met by the Department's existing academic, clinical, adjunct, or associate faculty. For emeritus faculty who agree to teach, the teaching expectations will depend on the activities deemed necessary and will be negotiated on a case-by-case basis by the emeritus faculty member and the Department Head.

¹³ UBC Senate Policy V-250.2 Emeritus Status, 16 Dec 2015.
<https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Tributes-Memo%20to%20Senate-DEC%202015.pdf>

Authors:	Peter Choi, Tillie Hackett, Andrew Horne, Roanne Preston, Jennifer Shabbits
Date for Next Review:	2 July 2022