

# **Policy Document on Work Norms, Workloads, and Academic Accountability**

## **Faculty of Social Sciences, University of Kelaniya**

This document is prepared by the quality assurance cell of the faculty of social sciences to comply with the University Grant Commission (UGC) requirement of faculty's internal curricula, ethics, and accountability of academic staff. It introduces ethical principles governed in teaching and research emphasizing academic freedom and accountability. It also includes work norms and workloads for academic staff with a formula that depicts respective times for teaching, research, and institutional and national development contributions. In the end, it explains the ways of evaluating an academic and the criteria to consider when initiating a 'Teacher Appraisal programme' in the faculty.

### **1. Introduction**

#### **The faculty**

The faculty of Social Sciences, at the University of Kelaniya, is the largest faculty at the university in terms of its student population at present. It is one of the oldest faculties and initially it was a part of the faculty of Arts, later formed as social sciences deviating from the faculty of humanities in 1982. The faculty consists of 12 departments, teaching 18 subject areas, which consists of 12 diploma programmes and 9 postgraduate degree programmes. The human resources of the faculty consist of 113 permanent academic staff, 21 probationary lecturers, and 31 temporary staff. The non-academic community of the faculty consists of 39 personnel. Currently, the undergraduate population of the faculty is 3390 in total covering all four years. The degree completion rate of the undergraduates is 95 percent as of the 2014-15 academic year.

#### **Vision**

To maintain excellence by nurturing independent thought, critical analysis, awareness of social responsibility, respect for cultural diversity, and ethical values through multi-disciplinary and inter-disciplinary collaboration with a commitment to the development of Sri Lanka in particular, and South Asia in general.

#### **Mission**

To advance and promote the socio-economic, political, cultural, and academic development of Sri Lankan society through teaching, research, innovation, and intellectual leadership.

#### **Ethical Conduct**

##### **Ethical Principals in Teaching**

- 1. Content competence:** Academic staff should strive to continuously improve and maintain a high level of their subject knowledge and ensure that it is up to date in a rapidly advancing world. They should ensure that course contents are current, accurate, relevant, and appropriate to the level of the study programme, and that it covers the minimum requirement defined in the subject benchmark statements.

2. **Pedagogical competence:** Teaching staff should improve their pedagogical skills through the development of their teaching methods. They should communicate the course objectives to the students at the beginning of the course and align them to the objectives of the degree programme. They should select appropriate methods of instruction and ensure that such methods are effective in helping student to achieve the course objectives. They should also be aware of alternative instructional methods or strategies that may be more effective in enabling students to achieve the intended learning outcomes.
3. **Student development:** student development is the primary outcome of teaching. Therefore, teachers should design their methods of instruction and assessment to facilitate learning, encouraging autonomy and independent thinking in students. Teachers should always treat every student with respect and dignity and avoid any action that could impede student development.
4. **Dealing with sensitive topics:** some courses may contain topics that are likely to be sensitive or cause discomfort to students. In dealing with such topics, teachers should first explain why such topics have been included in the course and then discuss them in an open, honest, and positive manner.
5. **Valid assessment of students:** since student performance is greatly determined by assessment policies and strategies of degree programmes, it is imperative that teachers select assessment techniques that are consistent with the objectives of the course. They should be as reliable and as valid as possible. Assessment methods should be communicated to students at the beginning of the course.
6. **Dual relationships with students:** teachers' relationships with students should be based on pedagogical goals and academic requirements. Teachers should not enter into dual-role relationships with students that could lead to actual or perceived favouritism. Neither should they engage in activities that are likely to discriminate against or marginalize any student.
7. **Confidentiality:** university teachers should ensure that student grades, attendance records, and private communications are treated as confidential material. Thus, they should be released only for legitimate academic purposes or only with the student's consent. The release of study information should be beneficial to the student or prevent harm to others.
8. **Respect for colleagues:** teachers should respect the dignity of their colleagues and work cooperatively with them in the interest of fostering student development. Teachers should maintain professionalism to maximize student attainment.
9. **Respect for the institution:** teachers should be aware of, and respect the educational goals, policies, and standards of the University. They should always share a sense of collective responsibility to work for the good of the University.

## Ethical principles in research

All university teachers are expected to conduct research in their fields of specialization. Ethical issues related to funding and conflicts of interest could sometimes arise in conducting research. Further, ethical issues could arise in the conduct of human and animal research, genetic research as well as in ethnic, religious, and gender studies. Ethics must be considered in the following situations, in research undertaken by university teachers.

1. **Identification and justification of research problems:** after an extensive literature review, the proponents should be able to highlight the gaps in current knowledge and how the intended study would bridge the gaps. Due reference should be made to all relevant publications. Suppression or non-referencing of literature unfavorable to one's own proposed research is unethical.
2. **Conflicts of interest/funding:** researchers should always maintain transparency. The actual outcome of the project should be stated clearly. Self-interests including financial benefits, one's own firm beliefs, and other gains in kind should be avoided. In reporting research findings, quoting studies that only support the researcher's outcomes, and failure to include negative results should be also avoided.
3. **Utilization of funds, resources, and methodology:** use of methods that are unlikely to achieve the objectives is unethical because valuable resources in the form of time, effort, and funds will be wasted. Hence, methods that are appropriate for the achievement of objectives should be selected, and funds allocated accordingly.
4. **Ethical issues in social and biological research:** in biological research as well as research in humanities and social sciences, where information of an intimate nature is sought, certain guidelines must be followed. Some ethical issues have legal and human (and animal) rights implications. In all such cases, researchers should seek approval from the Ethics Review Committees at the University of Kelaniya.
5. **Reporting of results:** all relevant results should be reported. Suppression or non-reporting of unfavorable results is unethical. Likewise, failure to mention the limitations of the methods used in the study is unethical.
6. **Publication:** the only information that is based on solid scientific principles and ethically conducted research should reach the wider society because university teachers also have a social responsibility.
7. **Duplicate publications:** the outcome of the research should be published as an article only once. Duplicate publications in the form of publications in another source under a different title, fragmented and published as several separate papers, or extension of an already published paper by adding data, are unethical and should be avoided.
8. **Authorship:** this is an important ethical issue in scientific publications. Authorship of a publication should be restricted to those who were directly involved in the study. These involvements could include conceptualization, design, collection, and management of data, discussion, and writing of the paper.

9. **Research fraud:** intentional dishonesty in research is unethical. Such acts include fabrication or invention of data, falsification or deliberate distortion of data, and plagiarism. Copying large amounts of material without acknowledgment is also a form of research fraud.

## 2. Workload calculation for Academic Staff

Minimum student contact hours recommended by QAAC for different categories of academic staff are:

Head of Department/ Unit Coordinator	180 hours/year (6h / week)
Senior Professor/ Professor	300 hours/year (10h/ week)
Associate Professor	360 hours/year (12h/ week)
Senior Lecturer Grade I and II	380 hours/year (13h/ week)
Lecturer/ Lecturer (Probationary)	450 hours/year (15h/ week)
Instructor /Temporary Lecturer	480 hours/year (16h/ week)

- Student contact hours are defined as any academic activity in connection with the undergraduate learning process such as lecturing, clinical teaching, supervision of students' research and clinical work, academic guidance, mentoring, and facilitating the students' learning activities.
- Student contact hours per academic year are considered under three categories given below. Of the recommended minimum student contact hours, at least 1/3 of the student contact hours should be utilized for in-class teaching/clinical teaching activities specified under the Academic Instruction category.

Considering the number of students and teachers in each department of the faculty of social sciences, the unit recognized that some departments have more teachers and few students, while some others have more students and a few teachers. Besides, the time spent for the preparation of lectures and the effort made by the preparation depends on the individual's ability, it is difficult to build a common formula incorporating all differences. Therefore, the average values are taken when building the formula for computing the workload.

The following three categories are considered for the workload calculations:

- a. Contribution to teaching
- b. Contribution to research and development
- c. Contribution to institutional and national development

**a. Contribution to teaching**

**Table 1**

Teaching/Learning Activity	Number of Hours for the Activity	Explanations for the Parameters
Conducting lecture/tutorial/small group discussions	$15 \times m \times C \times AF$	m – number of offerings of the same course by the same teacher C- Number of credits or equivalent parts thereof AF – Adjustment factor for class size (see below)
Preparation for lectures/tutorial/group discussions	$15 \times k_1 \times C$	$k_1$ - number of hours required for preparation to conduct one-hour lecture/ tutorial ( $k_1 = 1.5$ hrs.)
Setting examination papers	$k_2 \times C$	$K_2$ - constant time required for setting an examination paper for 1 credit course ( $k=3$ hrs.)
Translating and/ or moderating examination papers	$k_3 \times C$	$K_3$ – time required for translation and/ or moderation of question paper of a 1 credit course ( $k_3 = 1$ hr.)
Marking answer scripts	$n \times C/Z$	n - number of students following the course Assumption: time spent for marking essay-type questions is 20 mins. (Z– number of essay-type questions)
Evaluating tutorials and assignments	$n \times t$	t = number of tutorials/ assignments for course
Conducting practical sessions/fields works/lab sessions	$k_4 \times 15 \times 2$	$K_4$ – constant time for conducting practical/field/lab sessions ( $k=3$ )
Preparation of practical sessions/fieldworks/lab sessions	Actual time	
Setting practical/fieldwork/lab examinations	$K_5 \times g$	$K_5$ - time for setting a practical/ clinical/ fieldwork examination ( $k= 1,2, ..n$ ) g = number of groups (if all groups are given the examination, then $g =1$ )
Evaluation of practical/ lab work/ fieldwork reports	$K_6 \times n \times f$	$K_6$ - time required to grade a practical/ clinical/ fieldwork report ( $k_6= 3$ ) f = number of reports in the course to be evaluated
Supervision of undergraduate research	$15 \times p \times k_7$	P - number of projects (individual or group) $K_7$ - time spent weekly on supervision per project ( $k_7= 1$ hr. for a general degree or 2 hrs. for special degree)
Evaluation of undergraduate project/ research reports (as a supervisor and/ or examiner)	$K_8 \times q$	$K_8$ – Time required to correct and evaluate a project report/dissertation ( $k_8 = 4$ )

		q – number of reports evaluated
Student presentations on training and/ or Viva-voce examination	$K_9 \times np$	np – Number of students examined $k_9 = 0.25$ Time spent for a student

- An adjustment factor (AF) is introduced to compensate the additional workload due the class size. AF should be considered in conjunction with Item 1 in Table 1.

Class Size	AF (hrs)
<25	1
26-49	1.1
50-74	1.2
75-100	1.3
100-200	1.4
200-300	1.5
300>	1.6

- The Heads of the Department Units shall consider multiple offerings of the same course if the number of students is higher than a certain norm accepted by the Department/ Unit.

#### **b. Contribution to Research & Development**

(Computation of workload related to research other than undergraduate research supervision)

Activity	Time Per Activity
Research grants	50hrs/ grant
Member of research consultants' team	20 hrs
Research publications Refereed journal Non-refereed Journal Extended abstracts Abstracts	25hrs/per article 20hrs/per article 10 hrs/per e. abstract 05 hrs/ per abstract
Editor of a journal or proceedings	50 hrs/per journal
Associate Editor of a journal or proceedings	30 hrs/per journal
Member of editorial board of a journal or proceedings	20 hrs/per journal
Editing of collection of essays or books	40 hrs/per book
Conference/symposium coordinator/secretary (national)	100 hrs/per event
Conference/symposium coordinator/secretary (international)	150 hrs/ per event
Workshop coordinator	10 hrs / per event

Supervision of research (M Phil, Ph.D.) full time*	90 hrs / per project
Supervision of research (M Phil, Ph.D.) part time*	30 hrs/ per project
Supervision of research (PG Diploma)*	20 hrs/per project
Coordinator of research programs*	1hrs/week
Reviewer of research proposals and articles for publications	10 hrs/ per proposal or article
Member of multidisciplinary research team	Time spent shall be decided at the Research and Publication Committee
Member of team of Institutional linkage	
Member of projects of national relevance	
Author of books or chapters in books (international/national publisher)	100 hrs/ per book 50 hrs/ book chapter
Author of Monographs	50 hrs/ per book
Author of policy papers	50 hrs/ per policy paper
Author of consultancy reports	50 hrs/ per report
Software development	30 hours/ per one software
Media projects and products	30 hours/ per project or product
Translation and publication of books and scholarly work	25hrs/ per 100 pages
Peer reviewed presentation at a conference	10 hrs/ per presentation

\* Activities with extra remuneration shall not be considered.

### c. Contribution to Institutional and National Development

Position	Workload
Director External Affairs/ Career Guidance/ Welfare/ Computer unit/ Staff development/ IQAU and other similar*	50 hrs/ year
Proctor	50 hrs/ year
Deputy Proctor	45 hrs/ year
Senior Student Counselor/ Warden	50 hrs/ year
Student Counselor /Academic sub warden	45 hrs/ year

Senior Treasurer of student societies	
Positions of VC, Deputy VC	Full time for three years
Positions of Dean, Head of the departments	Full time for three years
Positions of coordinators of Faculty/Units	50hrs/year
Advisors of National Development projects	45 hrs/year
TEC Participation	Paper ad – 3 hrs/ TEC Other – 1 hr/ TEC
Duties provided by VC/ Senate	10 hrs/ activity
Coordinating developing of new degree programme	100 hrs/ year
Developing a new course	40 hrs/ course
Infrastructure development at Department/Faculty/University	Actual time spent as per records
Student advisory boards/disciplinary inquiry boards/ Boards of Examiners/ Boards of Study	
Department meetings/Faculty Boards/Senate sub-committees/ Boards of study	
Resource person - at curriculum development workshops and training programmes	
Country representative of regional/international bodies	50 hrs/year
Members of formalized links in outreach activities with private organizations	50 hrs/year
Contribution to Staff development	40 hrs/course
Contribution to personal and professional development	
Contribution to advancement of the profession	
Any other activity in institutional and/ or national development	Allocation to be decided by an appropriate subcommittee of the faculty Board

- In recognition of academic freedom, an academic member could use 7 hours of the minimum weekly load for any pursuit of his /her choice, inclusive of pursuits that result in extra remuneration.

#### **Teaching courses outside the discipline**

- Owing to the increase in competition and scarcity of resources, some departments need to contact teaching staff from outside the respective department. In this case,
  - All the contacts should be made via the respective Heads of departments. Deans of respective faculties and the Vice Chancellor of the university should be aware of the matter.



- Academic members who engage in teaching courses outside their main discipline **should not be charged** for internal degree programs.

### **Teacher Appraisal System & Philosophy**

- Upon receiving students' feedback (through the distribution of the Teacher Evaluation form among students) for every subject, and the appointed senior staff member/s from the department, the Head of the Department and senior staff members can evaluate the feedback and can decide who is the best performer.

### **Evaluation Criteria**

- Organization of the lecture
- Preparation
- Teaching style: clearness and comprehensibility
- Speed of teaching
- Usage of real-world examples for encapsulation
- adaptation of student-centered learning methods.

All the above criteria comply with the criteria in the student feedback form.