

## DEPARTMENT OF BIOLOGY

### WORKLOAD STANDARD

Ratified by the Department of Biology on May 21, 1997

#### 1. Normal teaching load

1.1 Under normal circumstances, where a faculty member has an active research program, teaching activities described below should occupy a maximum of 40% of the time in a normal work week (37.5 hours) averaged over the calendar year.

#### 1.2 *Undergraduate teaching*

1.2.1 Lecture- and seminar-based undergraduate courses are assigned for the Fall and/or Winter terms. Field or lab courses may be assigned for the fall, winter, spring or summer terms.

1.2.2 Activities involved in undergraduate teaching include:

- curriculum development and revision
- preparation of lectures
- presentation of lectures
- development and preparation of lab, tutorial and field exercises
- lab, tutorial and field instruction
- preparing and conducting examinations
- evaluation (grading examinations, assignments, seminars)
- independent consultation with students (e.g. in planning an essay or project)
- responding to student enquiries (e.g. concerning lecture material)
- supervision of academic assistants
- course coordinating (budgeting, issuing dispensations, etc.)

1.2.3 Faculty must be available during examinations, either in person or by telephone.

1.2.4 It is expected that all Faculty will be at least periodically assigned teaching within the Biology core.

1.2.5 Teaching in Biol 537 (undergraduate thesis) involves intensive individual instruction and consultation centered on a student research project (worth 2.0 student credit). Faculty choose the number of Biol 537 students that they wish to supervise.

#### 1.3 *Graduate teaching*

1.3.1 Graduate students are an important source of income to the University (from tuition fees and BIU's). Hence, graduate teaching is regarded as part of the formal teaching load within the Department.

1.3.2 One formal graduate course is assigned every other year on average.

1.3.3 Activities involved in graduate course teaching may include any of those listed above for undergraduate teaching.

1.3.4 Faculty should ensure that the subject matter of their graduate course assignment is broad enough in scope to be of interest to at least 5 students in the department.

1.3.5 In addition to regular courses, graduate teaching is considered to involve informal instruction during discussions with individual students, lab group meetings, and journal club meetings. These interactions represent a wide range of teaching contexts that commonly do not relate directly to student thesis research.

#### 1.4 *Calculation of teaching credit*

	<u>Teaching credit</u>
● 25% of a full course (with 1.0 student credit)	0.25
● 100% of a half course (with 0.5 student credit)	0.50
● 100% of a one-week field course or lab course	0.25
● 100% of a two-week field course or lab course	0.50
● coordination of field course program (Biol 307*/407*)	0.25
● student supervision in Biol 537	0.20 per student supervised
● 100% of a graduate course	0.10 per student enrolled (0.5 max)
● informal graduate teaching (e.g. discussions, lab group and journal club meetings)	0.20 per student supervised (0.6 max)

1.4.1 Teaching credit in large enrollment courses in which each lecture is delivered twice is weighted by a factor of 1.6.

#### 1.5 *Normal annual teaching load (based on a five-year average)*

	<u>teaching credit</u>
Assigned undergraduate courses:	1.0
Assigned graduate courses (in alternate years) (assuming enrollment of 5 or more):	0.25
Biol 537 (assuming 2 supervised 537 students):	0.4
Informal graduate teaching (assuming 3 or more supervised graduate students):	0.6
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Total typical teaching load (five year average):	2.25

1.5.1 Normal standards in assigned courses take precedence in order to meet the academic program obligations of the department. Hence, a higher than normal load in Biol 537 teaching (which may be adopted by choice) does not justify a lower than normal teaching load in assigned courses. However, a lower than normal load in Biol 537 teaching or in informal graduate teaching may justify a higher than normal teaching load in assigned courses.

1.5.2 A lower than normal teaching load in assigned courses may be expected if a faculty member is developing a new course or undertaking a major revision of the curriculum for an existing course as approved by the Head.

1.5.3 A lower than normal teaching load in graduate courses may justify assignment of a higher than normal load in undergraduate courses (averaged over a five year period).

1.5.4 If a graduate course is unusually popular and in high demand from students, faculty may negotiate with the Head to offer a graduate course every year and receive a correspondingly lighter than normal teaching assignment in undergraduate courses, provided that the undergraduate program obligations of the Department can be met.

## 2. Supervisory load

There is a wide range of involvement in supervision of students and other highly qualified personnel depending on the size and type of research program. The following annual supervisory loads were averaged from Annual Reports to the Dean for the years 1993, 1994, 1995 and 1996 for full time faculty members in the Biology Department (mean N= 23.8 faculty).

### 2.1 *Number of graduate students supervised*

	0	1	2	3	4	5	6	7	8	9	10	>10
Number of faculty:	0.8	1.0	2.0	5.5	4.5	4.3	2.3	1.3	0.8	0.5	--	1

### 2.2 *Number of graduate student supervisory committees served on*

	0	1	2	3	4	5	6	7	8	9	10	>10
Number of faculty:	1.0	1.5	1.5	2.3	2.8	2.5	3.0	1.3	1.0	1.3	1.5	3.8

### 2.3 *Number of post-docs supervised*

	0	1	2	3	4	5
Number of faculty:	11.3	5.8	3.8	2.3	0.5	0.3

### 2.4 *Number of technicians/research assistants supervised*

	0	1	2	3	4	5	6	7	8	9	10
Number of faculty:	5.0	4.8	5.0	3.3	1.0	1.3	1.3	1.0	--	0.8	0.3

### 3. Normal commitment to scholarly research

3.1 All faculty are expected to maintain an active research program.

3.2 Under normal circumstances, where a faculty member has an active research program, availability of a minimum of 40% of the time in a normal work week (37.5 hours) averaged over the calendar year shall be guaranteed for research and other scholarly activities. Faculty commonly elect to work extended hours on scholarly research activities amounting to a total workload of greater than 37.5 hours per week on average.

3.3 Normal commitment to scholarly research involves maintaining grants from external agencies in support of research, maintaining a continuing record of publication of research results or other scholarly work, and retaining membership in the School of Graduate Studies through ongoing supervision of graduate students.

3.4 Activities involved in scholarly research include:

- development of research proposals
- preparation of grant applications
- designing research apparatus and methodology
- collection of data
- data analysis and interpretation
- reading scholarly literature
- development of theory
- writing and editing manuscripts for publication
- writing and editing of books for publication
- presentation of research in seminars and at conferences and symposia
- supervision of highly qualified research personnel (graduate students, post docs, technicians)
- administration of research budgets / grant accounts
- manuscript review for journals, colleagues and students
- responding to public/media enquiries

### 4. Normal administrative load

4.1 Under normal circumstances, where a faculty member has an active research program, total administrative work (including within and outside the University) should occupy a maximum of 20% of the time in a normal work week (37.5 hours) averaged over the calendar year.

4.2 Standing Departmental Committee assignments are made by the Department Head.

4.3 It is expected that faculty will periodically volunteer or agree to serve in administrative roles at the Faculty and University levels. About 58% (14/24) of the faculty are normally serving in this capacity in any one year (see below).

4.4 The following annual administrative loads were averaged from Annual Reports to the Dean for the

years 1993, 1994, 1995 and 1996 for full time faculty members in the Biology Department (mean N= 23.8 faculty).

4.4.1 *Number of committees served on within the Department*

	0	1	2	3	4	5	6
Number of faculty:	0.3	3.3	8.0	5.8	2.8	0.5	0.3

4.4.2 *Number of committees served on within the Faculty or School*

	0	1	2	3	4
Number of faculty:	10	7.0	3.5	2.0	0.5

4.4.3 *Number of University committees served on*

	0	1	2	3	4	5	6
Number of faculty:	10	6.5	3.3	2.5	0.5	0.3	0.3

4.5 Based on annual reports to the Dean for the years 1993, 1994, 1995 and 1996, up to one third of the faculty in the Biology Department are normally involved in administration and other professional service outside the University in any one year. These activities include:

- serving as a journal editor
- serving as a member of editorial boards
- serving on government committees
- serving on company boards
- serving on grant review panels
- serving on scholarship or fellowship review panels
- holding office in professional societies

5. Changing distribution of workload components over a member's career

5.1 In the first year of appointment, no administrative work shall be assigned and teaching load normally shall not exceed 0.5.

5.2 In unusual circumstances where commitment to scholarly research becomes below normal, a faculty member may be assigned a greater than normal teaching load and/or administrative load.

5.3 Involvement in administration and other professional service outside the University is normally greater in later stages of one's career.

6. Workload expectations for the diversity of types of appointments and specialized functions within the Department

6.1 All full time appointments are equivalent with respect to workload expectations.

6.2 Appointments with teaching duties only are made only under special circumstances on a course by course basis for a period not exceeding 4 months.

7. Mechanisms for dealing with extraordinary tasks accompanying administrative workload

7.1 The Head of Department normally has a teaching load that does not exceed 0.5.

7.2 Special administrative leaves are negotiated with the Head and normally involve a reduced teaching load in assigned courses.