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Queen's University  
Department of History

Workload Standard

Final Workload Standard document as ratified by the Department, **November 10, 2005** and approved by the Dean of Arts and Science in accordance with Article 37.1.1 of the 2005-2008 Collective Agreement and by the office of the V-P Academic

**Preamble**

One major purpose of this workload document is to establish the conditions under which the History Department can move from a 2.5 normal annual teaching load for full range, full responsibility faculty to a normal annual teaching load of 2.0. The other major purpose of this workload document is to safeguard reasonable and equitable working conditions for all faculty members, while maintaining the integrity and rigour of both the graduate and undergraduate programmes. In the following paragraphs "faculty" indicates those faculty with full range, full responsibility appointments regardless of their duration (non-renewable, tenure track, tenured etc). Workload of those without such appointments will be determined by the terms of their contracts and considerations of equity. In the event of a conflict between this document and the Collective Agreement, the Collective Agreement will take precedence.

The Committee's deliberations were informed by the following principles:

- a) In order to make a move from a 2.5 to a 2.0 load feasible, some activities previously compensated with course relief, such as M.A. thesis supervisions or the teaching of a first-year lecture class, will now be considered a normal part of the job, to be shared broadly and equitably by all faculty.
- b) Faculty will participate on a rotating basis in the full range of teaching, supervisory, and administrative duties. At the undergraduate level, all faculty will be expected to teach both lectures and seminars, and to participate, on a regular periodic basis, in first-year teaching. All permanent faculty will be expected to play some role in graduate teaching and/or supervision, recognizing that the nature of that participation will vary depending on field and stage of career. All faculty will be expected to share equitably in duties of departmental administration.
- c) In both course scheduling and in the distribution of administrative tasks, a determined effort will be made to plan for the future. Faculty should be able to anticipate when they will need to develop a new course or when they will assume a major administrative post, so that they can accordingly adjust their research programme, grant application schedule, etc. The Department Chair will be expected to take a leading role in this planning process, in consultation with individual faculty and the department as a whole.

Impact on curriculum: Moving to a 2.0 teaching load is not possible without modest changes to the normal curriculum for history majors and medials. Although curriculum issues are not part of the official workload document, they formed a major element of the Committee's deliberations. The most significant proposed change is a reduction of the number of required senior seminars for history majors from 4 to 3, while at the same time reducing the size of 200-level seminars to 22-25. A reduction of required senior seminars for medials, from 3 to 2, was approved in 2004 and is being implemented in 2005-2006. These reforms may also lead to more half-seminars, and more team-taught courses at the first-year and graduate levels.

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History

## **Workload Standard**

In accordance with the Collective Agreement (Article 37 Workload), the Department of History establishes that the following should be its normal workload standard for full range, full responsibility faculty. A commentary from the committee is included, at the request of the Dean, in the form of footnotes.

### **1) Teaching Load:**

The standard teaching load is 2.0 regularly scheduled courses per academic year. Courses may be at both the graduate and undergraduate levels, but directed reading and other similar, informally organised, courses may not be counted as part of this load.<sup>1</sup>

The normal expectation is that within that 2.0 course load, each faculty member, in keeping with departmental needs and in consultation with the Chair,

- a) will teach seminar and lecture courses on a regular basis
- b) will teach courses distributed over the full range of levels on a rotating basis,
- c) will teach at the 100 level on a regular periodic basis, and
- d) will not be required on a regular basis to teach at both first and the second-year levels at the same time.

The Chair will be responsible for the assignments of teaching as set out in the Workload article of the current Collective Agreement.<sup>2</sup>

### **2) Deviations from and Reductions to Teaching Load:**

- 2a) New untenured faculty should as a general rule be given a reduced course load.
  - 2a.1) For faculty hired with fewer than 3 years seniority, the reduction will be 0.5 courses (to 1.5) for the first two years.
  - 2a.2) For faculty hired post-renewal (3+ years seniority), the reduction will be 0.5 courses (to 1.5) for the first year.
- 2b) The graduate chair and undergraduate chair will have a 1.0 course reduction (to 1.0) for the duration of their service. During their term they can, if they wish, be exempt from teaching a lecture course or a first year course.
- 2c) Course reductions for other reasons should not normally exceed 1.0 per year.

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<sup>1</sup> This replaces the current standard of a 2.5 load reduced to 2.0 when the faculty member is teaching a lecture course of 130+ students.

<sup>2</sup> In terms of first-year teaching, the committee was thinking along the lines of the equivalent of one semester per every 3-4 years. We also thought that rotation through the first year course should be decided in consultation with the various field groups. In general, the committee rejected the idea of weighting teaching load by counting student enrolment numbers. The committee recognized that the department chair will continue to exercise discretion in negotiating the assignment of particular courses to particular faculty. But the committee hoped that the stated general principle, that all faculty members rotate regularly through the full range of departmental course offerings at all levels, would be sufficient.

### 3) Supervision and Graduate Teaching:

Faculty members are expected to be active in supervising or assisting in the supervision of graduate students. Contribution to supervision can be made in a variety of ways, in accordance with field and stage of career .

- 3a) Contribution to supervision and graduate teaching will be measured according to a point system. The primary purpose of the point system is to record accurately the full range of contributions by faculty to the graduate programme, and to ensure that they are given ample opportunity to participate.<sup>3</sup>
- 3b) Points will be awarded on the following basis:
- Ph.D. thesis supervision 10 points, 3 to be awarded upon completion of proposal defense, 7 to be awarded upon completion of thesis
  - Ph. D. thesis joint supervision 7 points, 2 to be awarded upon completion of proposal defense, 5 to be awarded upon completion of thesis
  - completed M.A. long thesis supervision 4 points (joint supervision 3 points)
  - completed M.A. cognate essay supervision 3 points
  - teaching graduate tutorial: 5 points per year-long tutorial, 3 points per term-long tutorial, plus 1 point for each additional student
  - sitting on Ph.D. thesis board 3 points
  - sitting on M.A. thesis board 1 point
  - sitting on Ph.D. proposal board 1 point
  - second reader for cognate essay 1 point
  - chairing thesis boards of any type 0.5 point<sup>4</sup>
- 3c) Faculty are expected to earn points at a minimum rate of 15 per any given 3-year period, excluding leaves. Faculty on reduced responsibility or on secondment are expected to earn points at a reduced rate commensurate with the overall reduction in their responsibilities. The number 15 should be revisited periodically to ensure that it is both achievable and appropriate to the needs of the graduate programme.

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<sup>3</sup> The main idea behind the point system was that points would be given for a variety of necessary tasks related to the graduate programme, but instead of being credited toward course reduction, as before, points would now be considered as indicators of how well a department member is fulfilling his or her obligations to the graduate programme. The committee agreed that M.A. thesis supervisions should no longer be rewarded with course reduction. However, the committee expects a future workload committee to take up the question of whether some additional compensation for Ph.D. supervision should be retained. One possibility considered by the committee was a 0.5 course reduction for a set number of completed Ph.D. supervisions (somewhere between 2 and 4).

<sup>4</sup> The committee recognizes that the precise point values are somewhat arbitrary and may need to be revisited periodically. Two principles underpinned the values that were decided upon. First was the desire to recognize the actual time and work that goes into each task. But the second principle was that faculty members who, for various reasons, are less involved in graduate supervision should be given ways to satisfy their requirements. To this end, some of the less onerous tasks, including participation on examination boards, have been weighted somewhat higher than the actual time commitment involved. The objective is to spread these tasks around more widely than they have been heretofore.

- 3c.1) Work in other departments or other universities should be credited on the scale outlined in 3b, but the commitment to the Queen's Department of History should be no less than 6 points per three year period.
- 3d) Information on accumulated points should be communicated at least annually to the Department Chair, normally as an addendum to the faculty member's Report to the Dean. Success in meeting targets will be reflected in the Department Head's Annual Appraisal. Records of accumulated points shall be kept confidential, with access limited to the Chair, the Graduate Chair, and the faculty member.
- 3e) It is the responsibility of the Graduate Chair to make all effort to ensure that all faculty members are offered sufficient opportunities to accumulate the required number of points. To this end, the Graduate Chair shall keep a list of faculty members who need points, and shall recommend that they be named to sit on thesis and/or proposal examination boards as the Department Chair's Delegate.
- 3f) This document does not preclude the possibility that the Department may decide to give additional rewards for Ph.D. supervision.
- 3g) Supervision of Undergraduate Independent Study (History 515): Records of completed History 515 supervisions should be kept separately from, but in a manner similar to, the keeping of records of graduate contributions. The Chair shall take the supervision of History 515s into account in the assessment of merit, and in the setting of seminar enrolment limits for the subsequent year .
- 3h) The entire points system should be revisited periodically to ensure that it is appropriate to current conditions.

#### 4. Administration and Service:

All faculty members are expected to be active in administration or service, in accordance with departmental needs and the faculty member's stage of career.

- 4a) The normal expectation is that each faculty member will assume the post of Graduate Chair or Undergraduate Chair once in their career. Rotation will normally follow rough order of seniority. Pre-tenure faculty are not expected to assume either of these two posts.
- 4b) The posts of Graduate Chair and Undergraduate Chair should normally have 3-year terms.
- 4c) The Graduate Chair and Undergraduate Chair shall be given a 1.0 course reduction, in keeping with article 2b.
- 4d) The Department Chair is ultimately responsible for the distribution of both major and minor administrative duties; he or she is expected to make decisions in consultation with the Executive Committee and the department.
- 4e) Every faculty members is expected to provide some form of departmental service every year .

5. Research:

All faculty members are expected to maintain an ongoing commitment to research, scholarship, and publication in their respective fields.

6. Transitional Issues:

- 6a) New Course Development: to the extent that faculty need to develop new courses to meet the requirement that all rotate through the full range of departmental offerings, the Chair is advised to exercise greatest flexibility with faculty who have been in the department for 1-4 years and have recently done a lot of new course development. They should not be expected to jettison the courses they just developed and teach new things immediately.
- 6b) The Crediting of Supervision Points Already Accumulated or Currently Being Accumulated: The Committee agreed that these points shall be honoured in accordance with the previous workload document; that the Chair shall conduct an audit to determine how many points individuals have; and that faculty members with accumulated points shall be given the opportunity to use them in the immediate future, according to a plan devised in consultation with the Chair.

February 28, 2006