

## **QUEEN'S UNIVERSITY FACULTY OF LAW WORKLOAD POLICY**

### **I INTRODUCTION**

This document sets out the workload norm for the Faculty of Law, in accordance with Article 37 of the Collective Agreement. This policy describes an expectation for the “normal” overall contribution of faculty members for teaching, scholarship, and service. The contribution of each faculty member may not match exactly the profile described, but each faculty member’s teaching and administrative workload shall be allocated in accordance with the terms of this document.

### **II EFFECTIVE DATE**

This document comes into force on July 1, 2007.

### **III OBJECTIVES OF THE WORKLOAD POLICY**

#### **1. MEET CORE CURRICULUM NEEDS**

The faculty’s core curriculum must be covered every year in a way that provides flexibility and predictability for students and faculty. This workload policy is designed to ensure that result. The definition of core curriculum is set out below under Teaching.

#### **2. FLEXIBILITY**

This workload policy is designed to allow faculty members, in cooperation with the Dean/Associate Dean, to arrange their responsibilities in a manner that provides, subject to faculty and program constraints, for the most efficient allocation of work and time.

#### **3. TRANSPARENCY**

Transparency means the ability of faculty members to see and understand the calculation of their own responsibilities and the responsibilities of their colleagues. Transparency encourages open and clear planning and cooperation; the lack of transparency may foster imprecise workload planning by the administration, and resentment on the part of faculty members who may suspect that workload is not equitably distributed. To facilitate transparency, the Dean/Associate Dean should make available a list of teaching and service duties of all faculty members as they are being

formulated for the following academic year, and a summary list of final allocations in the fall for that year.

#### **4. EQUITY AMONG FACULTY MEMBERS**

A workload policy should distribute responsibilities among faculty members as equitably as possible, and reflect the universal need among tenured and tenure-track faculty for research time. There is a recent trend towards increased availability of teaching releases for various reasons, most notably for research, as the result of the awarding of research grants. Such successes are to be celebrated and encouraged. However, in a system where only permanent faculty members are thought to be able to take on certain core curriculum responsibilities such as first-year teaching, one possible result of selective teaching release is the increase in teaching responsibilities for other faculty members. This workload policy seeks to achieve an equitable distribution of responsibilities among colleagues, and resists a system whereby the only way to achieve increased time for research is to be awarded teaching release funding from an external agency.

#### **5. FACILITATE RESEARCH**

A faculty member's ability to carry out research is affected by at least three factors: (1) *amount* of teaching and service; (2) *scheduling* of courses; and (3) allocation of *subjects* to be taught. This workload policy aims to facilitate the research activities of faculty members by: (1) providing increased time and opportunity to conduct research without impacting the school's core program; (2) encouraging creative and efficient course scheduling to provide unencumbered research time; and (3) integrating teaching with research.

### **IV "40/40/20" RULE**

A tenured or tenure-track faculty member's work includes teaching, research/scholarship, and administration/service. While a workload policy cannot identify the time each person will commit to each, the relative commitment expected of tenure and tenure-track faculty members is approximately 40% teaching, 40% research/scholarship, and 20% administration/service.

### **V TEACHING**

#### **1. DEFINITION OF "TEACHING"**

Teaching includes the planning, instruction, and assessment of assigned courses; as well as supervision of LL.M. students, competitive moot teams, and individual supervised projects.

## 2. NORM FOR TEACHING

The normal teaching load for full-time faculty is 16 points per year. Ideally, full-time faculty will teach the faculty's core curriculum (defined below). Each faculty member's teaching load will normally include one seminar. Article 37.2.7 of the Collective Agreement stipulates that faculty members on initial tenure-track appointment (i.e. pre-renewal) are to be assigned a "less-than-typical" teaching load. In accordance with this provision, the normal teaching load for pre-renewal faculty is 12 to 14 points per year. Teaching releases granted to faculty members, as a consequence of research grants or for other reasons, are to be calculated on the basis of 4 points for each course released.

Given a faculty of adequate size, a normal teaching load of three courses per year and a service load of one administrative task is a more desirable standard than the one described in this document.

Article 37.1.4.2(a) provides that the "Dean shall initiate a review of the Workload Standard where, in the view of the Dean, this is required because one or more of the following applies: (a) There has been a significant change in the resources of the Unit..."

The Dean and the members of the Unit agree that when faculty numbers have reached 34 full-time teaching faculty (defined as full-time tenured and tenure-track, adjuncts who are teaching full-time, and full-time non-renewable appointments), this will constitute a significant change in the resources of the Unit and will trigger a review of the Workload Standard as per Article 37.1.4.2(a). This review will establish a plan to achieve a teaching load of three courses per year and service load of one administrative task, during which the Dean will provide details of Faculty budget and expenditure information.

## 3. WEIGHT

The weight of various teaching responsibilities is as follows. These points may count as either teaching points, which may be carried forward to subsequent years (as per Part V(5)), or a monetary overload stipend (as per Part V(8)), at the choice of the faculty member:

Three- and four-credit courses	= 4 points (per term for first-year courses)
First-year small group	= 5 points (per term)
Two-credit courses	= 2 points
Competitive moot supervision	= 1 point
LL.M. thesis supervision	= 1 point (per student)
LL.M. mini-thesis supervision	= 1/3 point
Individual Supervised Projects	= 1/18 point per credit to max. of 1 pt. per year

#### **4. MEANING OF “CORE CURRICULUM”**

The core curriculum consists of the first-year curriculum and the following upper-year subjects: Administrative Law, Business Associations, Evidence, Tax, Criminal Procedure, Civil Procedure, Family Law, Conflict of Laws/Public International Law.

#### **5. ROLLING FIVE-YEAR PERIOD**

To provide flexibility in workload, faculty members are not required to meet the normal teaching load every term or every year, as long as the total load over a five-year period is consistent with the standard. That is, it is possible to carry a “credit” or “debit” balance by teaching more or less than standard in a particular semester as long as it all evens up by the end of a five-year cycle. The purpose of such a practice is to provide flexibility; and by providing flexibility, to provide greater opportunities for unencumbered research time. The flexibility is intended to benefit faculty members and the administration in planning for the short and slightly longer term.

#### **6. INTEGRATING TEACHING AND RESEARCH**

The integration of teaching and research enhances both. Ideally, faculty members will spend their time investigating questions that are common to their scholarship and their teaching. The ability to do research is enhanced when time spent preparing to teach is on the same subject matter as the faculty member’s research. Teaching is enhanced when the professor teaches matters on which she has expertise, interest, and an active research agenda. Faculty members ideally will be assigned teaching within their area(s) of research interest and expertise. The burden of teaching in the “core curriculum”, defined below, is greater for those faculty members whose research interests do not coincide with those subjects identified as core. Where feasible, faculty members shall not be required to teach more than two one-semester courses or the equivalent from the core curriculum, or be compelled to teach non-core courses in areas in which they have no interest in teaching.

#### **7. TEAM-TEACHING, “DOUBLING-UP” AND OTHER CREATIVE ARRANGEMENTS**

Creative ways to arrange teaching assignments, such as team teaching (two or more faculty members teaching different parts of the same course) and doubling-up (teaching more than one section of the same subject at the same time) have the potential to achieve time and labour efficiencies. Such arrangements shall be accommodated and encouraged by the Dean/Associate Dean whenever possible, and the teaching credit assigned shall be measured by the proportion of classroom teaching assumed by the faculty member. (For example, two faculty members team-teaching a fall term course would receive 2 points each, and a faculty member teaching two sections of contracts for the fall term would receive 8 points.)

## **8. OVERLOAD STIPEND**

Section 5 above describes how faculty members teaching more than the prescribed load in any given year may carry over points to a subsequent year.

Alternatively, faculty members may apply for a teaching overload stipend. The “per point” amount of the stipend in 2007/08 will be \$1,625, and this amount may be further increased as announced by the Dean on an annual basis before course assignments for the following year are finalized. The “per point” amount of the stipend may vary from year to year, but must be the same for all faculty members in any particular year. Applications for overload stipends must occur in the year in which the overload is taught.

## **9. MAXIMUM CLASS SIZE AND STIPEND POINTS**

First-year and upper year lecture courses shall have an enrolment of no more than 75 students. However, if in the opinion of the Dean/Associate Dean, a higher enrolment is necessary due to extraordinary circumstances, a faculty member may be assigned a course with an enrolment greater than 75 students. In that event, the faculty member shall be allocated 0.5 stipend points for every ten extra students or part thereof. (For example, a faculty member who is assigned an Evidence class of 90 would receive 1 stipend point for the extra 15 students – 0.5 for the first ten, and 0.5 for the next ten or part thereof.) For greater clarity, all courses, including first-year courses that may run for both terms, shall be counted as only 1 course for the purposes of paragraph 9. For example, a faculty member who is assigned Property Law with 85 students shall receive 0.5 stipend points for the extra 10 students.

In the alternative, in lieu of claiming stipend points for courses with an enrolment greater than 75 students, faculty members who teach more than 180 students in any one academic year (excluding independent studies, graduate students, competitive moot supervision, teaching at the ISC, and overload teaching) may, should the faculty member so choose, be allocated 0.5 stipend points (monetary payment only) for every ten extra students (or part thereof) over 180, to a maximum of 1.0 stipend points. As above, the enrolment in all courses, including first-year courses that may run for both terms, shall be counted only once for the purposes of paragraph 9.

These points may count as either teaching points, which may be carried forward to subsequent years (as per Part V(5)), or a monetary overload stipend (as per Part V(8)), at the choice of the faculty member.

# **VI RESEARCH AND SCHOLARSHIP**

## **1. DEFINITION OF “RESEARCH AND SCHOLARSHIP”**

Research and scholarship include the preparation and production, either alone or in collaboration with others, of scholarly works that are subject to peer assessment in the

publication process. They also include other activities that involve scholarly research and that result in a substantial contribution to knowledge, usually but not exclusively through the production of published work.

## **2. NORM FOR RESEARCH AND SCHOLARSHIP**

Tenured and tenure-track faculty members have a responsibility to engage in a continuing program of research and scholarship that leads to scholarly or creative works available for peer assessment. As a norm, tenured and tenure-track faculty members are expected to produce on average the equivalent of one academic journal article each year (see Rolling Five-Year Period below). Taking into account the originality, difficulty, or complexity of the task, the duration of the commitment, and the nature and extent of peer assessment, this guideline may be satisfied by an appropriate combination of scholarly and professional works, including but not limited to case comments, book reviews, a chapter of a book, a refereed essay in an edited collection, the preparation and presentation of a major conference or research paper, the production of a teaching unit for a formal teaching clinic, the production of a videotape on a pedagogical or research subject, or a policy study. Long-term projects that may take several years for research, writing, review, and publication will be considered to satisfy this norm.

## **3. ROLLING FIVE-YEAR PERIOD**

To provide flexibility and to facilitate the pursuit of long-term projects that may take several years for research, writing, review and publication, the norm for scholarship in section 2 above does not reflect an annual “production quota” for scholarship, but instead an expectation that faculty members will be engaged in research work that results in an average of the annual norm over a period of time of approximately five years. In some years, faculty members may write and produce more than the norm, and in other years less. Faculty members shall not be detrimentally assessed in performance reviews for output that is less than the norm as defined in the paragraph above where their engagement in research activity is consistent with the norm described in this paragraph.

## **4. “ONE CLEAR DAY” RULE**

The administration will make every effort to assign and schedule teaching responsibilities in such a way that provides each faculty member with one clear day of time each week to research and write during the fall and winter semesters.

# **VII SERVICE**

## **1. DEFINITION OF “SERVICE”**

Service includes sitting on Faculty and University committees and bodies; voluntary work done for QUFA, learned societies, associations, agencies, and professional organizations; participating as an examiner, assessor or referee for the

Faculty, the University, other faculties, other universities, scholarly or professional journals, granting agencies, or other academic or professional bodies; organizing conferences or symposia; writing letters of reference for students; and providing legal or educational services pro bono to individuals or community organizations.

## **2. NORM FOR SERVICE**

Faculty members are expected to make service and administrative contributions to the Faculty and the University. Service on behalf of both Faculty and University should be included in calculation of total service workload. Faculty members will normally be assigned one to two Faculty or University administrative tasks per year, taking into account the significance of the faculty member's role, the workload, and the complexity of the task. Faculty or University administrative tasks that involve additional remuneration, research grants, and/or teaching release shall not be including in the calculation of the number of service or administrative contributions for the purposes of this paragraph. Where a faculty member has undertaken extraordinary service assignments, that faculty member may expect a lesser service load in the following year.

## **3. COMPETITIVE MOOT SUPERVISION**

In any year, a faculty member supervising a competitive moot may elect to have that supervision count as a major administrative task instead of having it earn a stipend point as described in Part V, paragraph 3.