

June 10, 1997

Department of Pharmacology and Toxicology

Workload Document

(A) General Comments

It is recognized that universities exist for the purpose of teaching and scholarly activity (research); all other activities should support these. In addition, research and teaching at Queen's University are largely inseparable because of the substantial overlap of activities related to both endeavours.

While the purpose of this document is to describe how teaching assignments are made in the Department, it must be recognized that, although some teaching activities are assignable, there is an unmeasurable amount of teaching that cannot be assigned. Included in the latter would be the day-to-day interactions with our graduate students, during which a broad range of topics and problems are discussed. It must be acknowledged that our discipline requires regular and frequent contact with research students, and that this may differ substantially from other disciplines in which intervals between student-supervisor discussions may be measured in weeks or months. Postdoctoral fellows and visiting scientists also give rise to frequent interactions, and in all such interactions, the faculty member may not always play the role of a "teacher expert" but may be one of several expert co-learners. This unstructured, academically important and challenging "teaching" is indispensable, but neither measurable nor assignable; it is recognized in this document as unassignable teaching.

Assignable teaching is considered to be teaching activities that take place at a definite time, occur in a specific location, cover a certain topic, and involve an identifiable group of students. The balance of this document addresses how this assignable teaching is distributed amongst the department members, while recognizing the following principles.

1. All faculty members in the Department are expected: (a) to teach; (b) to undertake research/scholarly enquiry and to disseminate their findings (publish); (c) to assist in the operation of the Department, Faculty and University; and (d) to further the interests of the discipline. An exception would be made for those hired for a specific teaching assignment.
2. The Department places a high value on scholarship and teaching. It is expected that the distribution of an individual's effort will change over the period of an academic career. Accordingly, workload standards should not be a prescription of activities, but should be flexible to permit career paths that allow maximal accomplishments on the part of an individual and high standards in academic obligations of the Department.

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3. The Department values the timely academic career development of its members. While the development of a research program is an essential early career activity, teaching skills and service activities must also be developed in a well-rounded academic to facilitate full participation in the functions of Queen's University.

(B) Scholarship

Academic freedom must be respected. Thus, members are free to pursue any area of research in pharmacology and toxicology, broadly defined. They must be allowed to devote as much time and effort as they wish to this activity as long as teaching and service assignments are completed. While workloads in this area cannot be defined with precision, it is expected that this would be a major activity of most Department members.

(C) Teaching

There are a number of methods by which assignable teaching effort could be calculated. The Department of Pharmacology and Toxicology has selected the present, need-based approach in which total number of formal lecture hours is divided by the number of full-time equivalent teachers. A similar calculation has been selected for non-lecture teaching; in both cases, the final calculation will be affected by the teaching activities of auxiliary instructors.

Other Considerations:

There are a number of factors that should be taken into consideration in determining the "normal" teaching activities expected of a given member of the Department. These would include the following:

- (a) *External salary support.* A member who receives a substantial proportion of salary from an external agency will be expected to carry a half-load. This proportion may have to be altered to take into account the expectations of the supporting agency.
- (b) *Initial appointment.* Unless specifically hired for a teaching function, members will be expected to carry out reduced teaching assignments in their first few years, in order to establish their research programs. By the final year of their initial appointment, members would normally be expected to carry a full teaching complement, modified as appropriate by external salary support (see above).

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- (c) **External grant support.** It is recognized that in today's grant climate, even a good or sometimes excellent grant proposal may not be funded. Members without external grants or contracts will be given the option of spending their time available for research in writing grant proposals or for taking on non-research activities to benefit colleagues in the Department primarily, but also in the Faculty and the University.
- (d) **Career paths.** Department members may choose at some time in their careers to alter the relative emphasis placed on teaching and laboratory-based research. These individuals may negotiate with the Department to alter their teaching activities for the Department's benefit. Nevertheless, some form of scholarship activity such as enhanced course development, writing textbooks, etc., would be expected.
- (e) **Course size.** It is recognized that teaching or administering a course of 400 students may require more time than a class of 20 students. The Head should try to take this into account in assigning teaching and service responsibilities.
- (f) **Teaching topic.** All members are expected to be able to teach basic pharmacology/toxicology. In advanced courses, to the extent possible, members will be assigned teaching in their broad area of specialization. It must be recognized that the Department does not have specialists in all areas of pharmacology and toxicology. The Department Head should take into account the extra preparation time required to teach at an advanced level in an area outside of a member's specialization, particularly the first one or two times these lectures are given.
- (g) **Graduate student supervision.** All members are expected to contribute to the graduate program by supervising M.Sc. and Ph.D. students and to serve on advisory and examining committees. However, the number of students supervised is largely a function of being able to assume financial responsibility for meeting the departmental minimum guaranteed support for each student. Graduate student supervision takes a significant amount of time, especially at the outset; this has been addressed above under unassignable teaching.
- (h) **Course development.** There should be some incentive to develop new courses or to overhaul existing courses. Members who undertake these activities should have their teaching loads reduced.
- (i) **Sabbaticals.** Because we do not replace members who are on sabbatical leave and because we do not have an equal number of specialists in all the areas of pharmacology and toxicology, on occasion a given member may be overloaded in order for a colleague to take a sabbatical leave.
- (j) **Relief of departmental duties.** It is recognized that relief of departmental duties for one individual for any purpose comes at a cost; this cost is the added burden placed on colleagues. Accordingly, an individual contemplating a substantial shift in academic and total responsibilities must obtain the approval of the Department Head and may choose to discuss this at a departmental meeting.

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- (k) **Seniority.** Where a teaching overload is temporarily necessary, if possible these overloads should fall on the more senior members of the Department who have established their research programs and received tenure.
- (l) **Administrative activities.** Currently no formal consideration resulting in reduced teaching responsibilities has been given to people for administrative activities, such as department head, etc. If an individual wishes formal consideration for reduction of workload, this must be discussed with the department head.

(D) Service Duties

1. The first priority in service must be to ensure that departmental responsibilities are carried out.
2. Service duties include:
 - ▶ Departmental responsibilities: course coordinator, graduate studies coordinator, etc.
 - ▶ Faculty responsibilities: service on Faculty committees, block coordinators in the medical curriculum, etc.
 - ▶ University responsibilities, Senate and various University committees.
 - ▶ External responsibilities: service on grant review panels, editorial boards, scientific society executives, etc. Service does not include responsibilities which are performed during a fraction of an individual's time assigned outside a Department, i.e. an Associate Dean. This should be considered a reallocation of a person's total time available.
3. All members are expected to contribute to service activities, with priority to departmental responsibilities.
4. It is acknowledged that the service activities of starting members may be less than those of senior members of the Department.
5. Included in service activities would be the expectation of contribution to the discipline by service on professional societies and educational programs at the local and national level.

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(E) Summary

The standard workload for a full-time equivalent member of the Department of Pharmacology and Toxicology shall be:

- (a) **Teaching:** An equitable share of the formal hours of student contact described above and supervision of researchers in training.
- (b) **Service:** An equitable share of service activities, with priority to departmental requirements.
- (c) **Scholarship:** This should be a major activity and occupy the balance of one's efforts at Queen's University.

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Example Activity Profile

	Research	Teaching	Service
Assistant Professor Soft-funded			
Year 1	95%	5%	—
Year 5	75%	20%	5%
Assistant Professor University-funded			
Year 1	85%	15%	—
Year 2	60%	30%	10%
Associate Professor	45%	40%	15%
Full Professor	40%	40%	20%

N.B. These are examples only. Each case must be considered on its merits, bearing in mind the responsibilities of the Department and the interests of the individual as described above.

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