

Workload Standards in the Department of Physiology

Ratified at Departmental Meeting, 97 12 01

A. General Principles

1. All members are expected (i) to teach, (ii) to undertake scholarly enquiry and disseminate the results through publication, (iii) to assist in the operation of the Department, Faculty and University, and to further the interests of the discipline. Workload standards must encompass all these duties.
2. Workload standards must represent a compromise between a prescriptive description of what a member does, and a degree of flexibility allowing members to pursue career paths which motivate them to the greatest effort and accomplishment.
3. Historically, the Department has given high priority to scholarly enquiry. In today's competitive environment for research funding, it is unrealistic to expect members to compete successfully unless at least 75% of their time is protected for scholarship. Members' careers depend upon continued funding and research productivity, and they have to compete against scientists in research institutes with better infrastructure and few if any undergraduate teaching responsibilities. Thus, the majority of each member's time will be allocated to scholarship. The remaining time will be divided between teaching and service with the expectation that the time committed to teaching, especially teaching of undergraduates, will constitute a significant fraction of this time.
4. Members may choose to pursue scholarship through alternatives to the customary laboratory research programme, so long as the scholarly activity enhances the discipline. (For example, the development of innovative approaches to the teaching of physiology) Here, also, a scholarly approach is required and publication expected. Such an alternative approach to scholarship would normally be accompanied by a greater emphasis on teaching in the member's total workload.
5. A standard work-year will consist of 12 months of 151.55 hours each (i.e., 1820 hours). It is recognized that most members work significantly more than this. In evaluation of performance for merit, tenure and promotion, the total achievements of a member will be assessed.

B. Teaching Duties

Factors to be considered in defining Teaching (and Service) Workloads.

Any Anorms@ cannot capture the range of interest and expertise inherent in each individual faculty member. Further, these may change over the course of a career. There has to be flexibility to accommodate this, while ensuring that the Departments= teaching and service obligations are met. Factors which would modify the normal teaching workload include:

- (1) External Salary Support A member who receives over 50% of salary support from an external agency will be assigned a half-workload of teaching and service duties.
- (2) Startup Unless specifically hired primarily for a teaching function, members will not have any teaching assignments in their first year. They will assume a half-load of teaching and service duties until their re-appointment or renewal of appointment, and subsequently will assume a less than typical load until the granting of tenure.
- (3) External Grant Funds Members with little or no external grant funds cannot usually sustain the same level of effort in bench research as those with well-funded laboratories, and should expect to shoulder relatively more of the Departmental teaching and service load. However, such members have to be given the opportunity to compete for external funding through high-quality grant applications. Thus, additional teaching or service workload will not be assigned until one full academic year has elapsed from the loss of external funding. Thereafter, this workload will be double the departmental standard, and will triple if there is no external funding for three full academic years from the date of loss of funding.
- (4) Election of Member Members may elect at some time in their career to negotiate a workload which emphasizes teaching, and de-emphasizes laboratory research. For these members the teaching workload will be usually three times the norm. Since all are required to pursue some form of scholarship, publication of material related to their teaching activities (e.g., textbooks, CD-ROMs, learned articles on educational strategies) is expected from members who pursue this career path.
- (5) Course Size and Priority Teaching a class of >100 is a more onerous task than teaching one of 10. The large-enrolment 200- and 300-level courses also have a higher priority to the University, in that they generate more revenue. Teaching 400- and 800- level courses in one=s own speciality is generally regarded with more pleasure by Faculty, and it also generates graduate student recruits. Contact hours in 400-level courses and above will be discounted at 0.8, and those in MD, 200- or 300-level courses will be given a premium of

1.2. (Weighted hours)

- (6) Teaching Topic All members are expected to be able to teach elementary physiology (200-level courses and medical physiology) in any area of the discipline. At 300-level courses and above, members will normally be assigned teaching in their area of specialization. Where this is not possible, contact hours involving the topic which is outside the member's area of specialization will be weighted by a factor of 2 in the first year of the assignment.
- (7) Personal Concerns Any member may elect a period of reduced responsibility in order to deal with personal concerns, according to the University policies. Normally, this will involve a pro-rated reduction in the teaching load, e.g., a member who elects a 50% appointment will teach half the normal load; a member without an external research grant for four years who elects a 50% appointment will teach 1.5 times the normal load.
- (8) Course Development There should be some incentive to develop new courses, or to radically improve the delivery of existing courses. Members who commit to undertake such course development may be relieved of up to 20% of the normal teaching workload.
- (9) Sabbaticals and other extraordinary circumstances On occasion it may be necessary to overload a member in order that another may take advantage of a sabbatical opportunity. Unforeseen and excusable absences may also necessitate a temporary overload, though the Head will take all reasonable steps to avoid this situation.
- (10) Seniority Where a teaching overload is temporarily necessary to meet the Department's teaching responsibilities, such overloads will usually fall on the more senior members of the Department who have already established a reputation for scholarship and received tenure, rather than on junior members for whom this status is a goal.

C. Non-quantifiable Teaching responsibilities

(1) Graduate Student Supervision

All members are expected to contribute to the Graduate Programme by supervising M.Sc. and Ph.D. students. However, the number of students supervised is a matter for the member who is financially responsible for meeting the Departmental minimum guaranteed support for each student. Graduate student supervision takes a significant amount of time, especially at the outset. However, this investment is more than repaid in most cases by increased productivity and publications which benefit the member's career. Therefore, no relief from assigned duties will be provided for graduate student