

Faculty of Arts and Science Department of Chemistry

Workload Standard

Approved by the Department April 28, 2017

Approved by the Interim Dean June 19, 2017

1. Preamble

1.1 Purpose of the Workload Standard

The purpose of the Workload Standard (along with Article 37 of the Collective Agreement and the Ontario Human Rights Code) is to provide an efficient mechanism for the equitable and transparent distribution of work and time, in terms of teaching, service, and research, amongst the Members in the Department of Chemistry (in Article 37, “Members” means Non-renewable, Special, Continuing Adjunct, Tenure-Track, and Tenured Members) to ensure that it can meet its academic program obligations. It is expected that tenure-track and tenured faculty members will normally be active in the range of responsibilities described in Article 15.1.1.

- (a) undergraduate and graduate teaching, counselling, and supervision;*
- (b) research, scholarly, and/or creative activities; and*
- (c) administrative and professional service.*

Members working on a full-time basis shall carry out this appropriate combination of duties, as described in Article 15, to a total of one (1) full-time equivalent (FTE) of duties. It is recognized that the distribution of an individual faculty member’s workload may undergo changes during his or her career.

1.2 Composition of the Workload Standard Document

According to Article 37.1.4, a Workload Standard shall, where applicable, stipulate guidelines concerning the following:

- (a) The range of responsibilities required for promotion, tenure and merit;*
- (b) Normal teaching load (including preparing/presenting courses, evaluation, academic counseling, curriculum development and revision, supervising academic and teaching assistants, the nature of the course, the course enrollment per instructor, method of instruction, method of*

evaluation, the role of technology, course level, availability of teaching assistance, and the number of times the course has been taught by a Member);

(c) Normal supervisory load (including intern, clinical, research, theses and/or other academic supervision of undergraduate and graduate students);

(d) Normal expectations of the extent of commitment to scholarly/research or other creative work, without stipulating quantity of research work to be produced;

(e) Normal administrative load;

(f) Mechanisms for dealing with extraordinary tasks accompanying administrative or other workload related activities; and

(g) Workload expectations for the diversity of types of appointments and specialized functions within a Department/Unit.

37.1.5 *The Workload Standard for each Unit shall*

(a) allow Members, in co-operation with the Unit Head, to arrange their responsibilities in a manner that provides for the most efficient allocation of work and time while allowing the Unit to fulfill its academic program obligations;

(b) allow Members to see and understand the calculation of their own responsibilities and the responsibilities of their colleagues. To facilitate transparency, the Unit Head shall make available a list of teaching and service duties of all Members as they are being formulated for the following Academic Year, and a summary list of final allocations in the fall for that year;

(c) distribute responsibilities among Unit Members as equitably as possible, and reflect the need among all tenured and tenure-track Members for research time;

(d) integrate teaching with research by providing for the assignment of teaching within a Member's area(s) of research interest and expertise, subject to the Unit's ability to fulfill its academic program obligations; and

(e) distribute teaching loads as equitably as possible in a manner that encompasses all the teaching responsibilities undertaken by Members, including classroom teaching, lab teaching and supervision, class and lab preparation, course planning and scheduling graduate supervision, individual project supervision, extracurricular academic student coaching, and student consultation, as applicable for the Unit.

As set out in Article 37.1.10, the Committee formulated the Workload Standard by considering the academic program obligations of the Department, the past practices in the Department, Workload Standards in other cognate departments at Queen's with similar academic programs, and practices followed in Chemistry Departments at other universities. It is recognized that some work may have contributions from teaching, service, and research categories. For example, the supervision and mentoring of the students is considered teaching; the participation in M.Sc. and Ph.D. thesis examination, Ph.D. Candidacy examination, and supervisory committees is considered service; and the dissemination of the results of graduate student research falls under the research categories.

The Workload Standards document is intended to define the quantity of workload and not quality, which, however is important for merit (Article 42.2.2) and for renewal, tenure, and promotion processes (Article 30).

1.3 Deviations from the Workload Standard

Deviations from the Workload Standard in the Department of Chemistry may occur in a given year for a number of reasons, including:

- (a) teaching relief for faculty with a heavy administrative load (such as the Head and the Chairs of Undergraduate and Graduate Studies);
- (b) teaching reduction for holders of Canada Research Chairs or equivalent, and other shorter-term awards (Killam, Steacie, Humboldt, etc.);
- (c) joint appointments;
- (d) accommodations for medical disabilities (Article 9.2, see sections 1.4 and 2.4 below);
- (e) a lighter teaching and/or administrative load for new faculty (Article 37.2.6(c));
- (f) academic leaves (Article 33.1);
- (g) personal leaves (Article 33.2) including sick leaves (Article 33.2.3);
- (i) parental leaves (Article 33.3); and
- (j) periods of underload/overload teaching or negotiated reduced responsibilities (Article 37.4, see section 2.5 below).

1.4 Accommodations for Disabilities

Employers, unions, and service providers have a legal obligation to accommodate the needs of persons with disabilities under the Ontario Human Rights Code. The goal of accommodation, provided to the point of undue hardship based on costs or health or safety risks, is to allow equal benefit from and participation in services and the workplace. Accommodation is an adaption or adjustment made to enable a person with a disability to perform the essential duties or requirements of the position (Accommodation of Disabilities in the Workplace Policy, January 12, 2015. <http://www.queensu.ca/secretariat/policies/human-resources/accommodation-disabilities-workplace-policy>). Rather than being an abnormality, disability is better recognized as a normal variation of health and wellbeing in the human condition (*Policy on Ableism and Discrimination Based on Disability*, Ontario Human Rights Commission, June 27, 2016). Members with documented and legitimate limitations and needs, based on grounds that are protected under the Ontario Human Rights Code (e.g., disability whether visible or not, periodic or constant, physical or mental, temporary or permanent), must be accommodated in order to provide equal opportunity. These accommodations may require changes in their nominal workload, such as a temporary decrease or a redistribution of their research, teaching and service workloads.

2. Teaching

2.1 Scope of Teaching Activities

It is the mission of the Department to deliver high quality education at both the undergraduate and graduate levels, and as such, all faculty are expected to contribute to the teaching, through assignments of teaching duties within their area(s) of interest and expertise. As a research intensive department, faculty are expected to enhance and integrate teaching with their research programs or research expertise.

In the category of teaching in the Department of Chemistry, the range of duties include:

- (a) the creation and delivery of in classroom or online lecture instruction;
- (b) the creation, administration, and marking of assignments, tests and examinations;
- (c) the coordination of a large enrollment lecture or laboratory course;
- (c) providing assistance to students outside of lecture hours, especially prior to examinations;
- (d) supervising teaching assistants and providing adequate training in the delivery of their duties;
- (e) revising and updating course material to ensure its relevance in the discipline;
- (f) managing and updating course material on the Queen's Learning Management System;
- (g) identifying opportunities and needs for new courses and programs;
- (h) committing to the continual improvement in the course quality and the quality of instruction;
- (i) supervision and mentoring of undergraduate and graduate students in research activities; and
- (j) completing all required equity/accessibility and safety training courses.

Lecture courses in the Department are offered in one of three time formats: a full-year course (2.0 one-term course equivalents = 72 lecture hours = 6.0 units), a one-term course (1.0 one-term course equivalents = 36 lecture hours = 3.0 units), and a six-week module (0.5 one-term course equivalents = 18 lecture hours = 1.5 units).

For the purposes of the teaching workload standard in the Department of Chemistry, lecture courses are divided into three categories, according class size and commensurate teaching demands:

- (a) Large:** 1st and 2nd year courses (excluding APSC 132J, and the online courses CHEM 113, 114, 281, and 285),
- (b) Medium:** 3rd and 4th year courses (and APSC 132J and the online courses CHEM 113, 114, 281, and 285), and
- (c) Small:** graduate modules (CHEM 801 is considered a 0.25 one-term course equivalent and CHEM 803 is considered a 0.50 course equivalent).

In addition, the coordination of the on-campus first year chemistry courses in Arts and Science (CHEM 112, 0.5 one-term course equivalent) and Applied Science (APSC 131, 0.25 one-term course equivalent), and the 4th year Honours Research Project courses (ENCH 417 and CHEM 497/498/499, 0.5 one-term course equivalent) are assignable teaching work.

2.2 Teaching Workload Standard

2.2.1 The standard teaching load (40% of FTE) in the Department of Chemistry, for tenure-track and tenured faculty, is 2.5 one-term course equivalents (7.5 units) per academic year (September 1 to August 30), averaged over five years, normally made up of one course from each of the three categories ((a) to (c)) listed above, subject to the constraints in section 2.3 of this document. For new tenure-track faculty, this total will be phased in over their first 3 years (initial tenure track appointment period (Article 37.2.6(a))).

2.2.2 For faculty holding a Canada Research Chair or equivalent, the teaching load is normally 1.5 one-term course equivalents (4.5 units), made up of a 1.0 one-term course equivalent from either category (a) or (b) in rotation (for example, rotating every 3 years – see section 2.2.7), plus one graduate module (c).

2.2.3 Regular faculty with a standard teaching load (2.5 one-term course equivalents), who supervise and mentor more than a total of 12 undergraduate and graduate students,* and post-doctoral fellows a year, on a three-year rolling average basis, may be granted a 0.5 one-term course teaching reduction at the discretion of the Head. Faculty members who supervise and mentor fewer than a total of 1.5 students* (undergraduate student, graduate students, and post-doctoral fellows) a year, on a three-year rolling average basis, may be asked to increase their teaching or service contributions, at the discretion of the Head. Faculty members who neither supervise undergraduate students, graduate students or postdoctoral fellows (on a three-year rolling average basis), nor engage in any of the research activities as defined in section 4.1, will be assigned additional teaching and service work to bring their total workload to a 100% FTE.

2.2.4 Continuing adjuncts have a teaching load of 5.0 one-term equivalent courses, including an allowance for course-related administration (Article 42.3.3), which can be composed of on-campus and online lecture and lab courses, and/or coordination of on-campus courses and labs, as set out in their letter of appointment (Article 32.5.7.2).

2.2.5 Faculty who are assigned a particular course to teach can expect to teach the course for at least 3 years (unless on a one-time replacement basis, with approval of the Member), after which continued teaching of the course will be negotiated between the Member and the Head.

2.2.6 The teaching load for the Head is a one-term course equivalent (3.0 units). The Chair of Undergraduate Studies and the Chair of Graduate Studies will have a teaching load of 1.5 one-term course equivalents, composed of one course from either categories (a) or (b) and one course from category (c). Associate Heads will normally receive a 0.5 one-term course reduction in teaching load.

2.2.7 All tenure-track and tenured faculty, including CRCs, are expected to contribute to the teaching of category (a) large courses on a regular basis (e.g. for a CRC, 3 years of category (a) course, followed by 3 years of category (b) course, 3 years of category (a) course, and so on).

*Two-term undergraduate project students count as $\frac{2}{3}$ equivalents, summer undergraduate research student count as $\frac{1}{3}$ equivalents, and co-supervised undergraduate and graduate students count as $\frac{1}{2}$ of the above amounts.

2.3 Teaching Assignment Constraints

Article 37 in the Collective Agreement provides suggestions, and stipulates certain restraints, on the assignment of teaching work, including:

37.2.5 *Creative ways to arrange teaching assignments, such as team teaching (two or more Members teaching different parts of the same course) and doubling-up (one Member teaching more than one section of the same subject at the same time) shall be accommodated and encouraged by the Unit Head provided the program obligations of the Unit can be met, and the teaching credit assigned shall be measured by the proportion of classroom teaching assumed by the Member without reference to whether it is organized in one of these ways.*

Appendix S 4.f. *It is contemplated that Course Delivery work with respect to an Online Course may be undertaken by more than one Member.*

37.2.6 *In assigning teaching and service activities, the Unit Head shall*

(a) assign a less-than-typical load of both teaching and service duties during the first year of a Member's Initial Tenure-track appointment. Normally, a less than-typical combined load of teaching and service duties should continue for the entire Initial Tenure-track appointment; and (b) only assign teaching duties to Members for two (2) four-(4-) month periods during each Academic Year, except in the event of an unforeseen and urgent situation, in which case Members may agree to accept additional teaching duties and for which the Members shall be compensated by either an overload payment or a corresponding reduction of workload in a following Academic Year.

37.2.10 *The University will make a reasonable effort to assign and schedule teaching responsibilities in a manner that provides each Member with one day each week in each Academic Term that is free of teaching and administrative responsibilities in order to be able to concentrate on research activities.*

2.4 Teaching Workload Accommodations for Disabilities

The Teaching Assignments Committee, in consultation with the Head, shall use good faith, best efforts and non-arbitrary judgment in fulfilling all accommodation requests. The Head shall manage the accommodation process by encouraging co-operation, dialogue, consideration of all options, monitoring and evaluation of employment accommodation solutions (<http://www.queensu.ca/secretariat/policies/human-resources/accommodation-disabilities-workplace-policy>). In the absence of alternate teaching or service duties, the Head, in consultation with the Return to Work/Accommodation Office, shall redistribute the Member's teaching, service and research duties on a temporary basis, until alternate duties do become available, or on a longer-term basis. The process shall follow all applicable University policies and procedures and pay the utmost respect to the Member's dignity, confidentiality, well-being, individualization and full participation.

2.5 Temporary Changes to Regular Teaching Load

Article 37.4 outlines the conditions under which faculty members may request an overload (37.4.1-37.4.3) or a reduction (37.4.4-37.4.10) in their teaching load in a given year. Members may be compensated for an overload by a reduction in other components of their overall workload, by a reduction in teaching load in a subsequent year, or by an overload payment. For faculty members approved by the Dean for a reduction in teaching (to allow the Member to concentrate on research or other professional activities), the reduction in salary will be the equivalent of the cost of replacement teaching. A total buyout of teaching is not normally permitted and the period of reduced teaching responsibility shall not exceed two consecutive years.

2.6 Quality of Teaching

The quality of the teaching activities is important for merit considerations (Article 42.2.2) and renewal, tenure and promotion processes (Article 30).

3. Service

3.1 Service work is composed of both administrative and professional service and includes duties in the Department, at the Faculty of Arts and Science level, at the University level, or external to the University (such as journal manuscript and grant application reviewing, organizing conferences, external program and tenure/promotion reviewing, etc.). The standard level of service activities is 20% of a tenure-track or tenured Member's time (about 1 day per week). It is expected that the Members will perform their service dues in a diligent and timely fashion, to the best of their abilities.

Service activities in the Department include:

- (a) Major administrative roles such as the Head, Associate Head(s), Chair of Undergraduate Studies, and Chair of Graduate Studies;
- (b) Elected or appointed members of Departmental Committees (such RTP, Appointments, Safety, Seminar, Technical Resources, etc.);
- (c) Chair or examiner on a M.Sc. or Ph.D. thesis examining committee, chair or examiner on a Ph.D. Candidacy examination committee, examiner on a CHEM 49x or ENCH 417 project defence;
- (d) Attendance and participation in Departmental meetings and retreats, QCIC events, etc.;
- (e) Preparing major Departmental research grant proposals; and
- (e) Representing the Department at University functions (Homecoming Open House, Fall Preview/March Break Open House, Convocation ceremonies, etc.).

3.2 In an academic year (July 1 to June 30), the standard service load (20% of FTE) in the Department of Chemistry, for tenure-track and tenured faculty, is comprised of serving on:

- (a) at least 2 (two) Departmental standing and/or *ad hoc* (appointed or elected) committees (or service as Associate Head),
- (b) at least 3 (three) graduate thesis examination committees (chair or examiner),
- (c) at least 2 (two) Ph.D. Candidacy examination committees (chair or examiner),
- (d) at least 8 (eight) graduate supervisory committees, and
- (e) at least 2 (two) CHEM 49x/ENCH 417 examinations in a given year.

Faculty who have significant additional external (to the Department and/or the University) non-remunerated service activities (such as a NSERC Grant Selection chair), may, at the discretion of the Head, have a reduced load of Departmental committee work.

3.3 The specific quantity and quality of the service activities are important for merit considerations (Article 42.2.2) and renewal, tenure and promotion processes (Article 30).

4. Research and Scholarly Activities

4.1 Scope of Research Work

Regular tenure-track or tenured faculty with a full range of academic appointments are expected to devote a reasonable part of their time (40 to 60%) to “research, scholarly and/or creative activities”, as described in Article 15.3.

Research activity is demonstrated by, for example:

- (a) external grant and contract funding;
- (b) refereed journal publications and conference proceedings;
- (c) books and book chapters;
- (d) contributed and invited conference presentations and invited seminars;
- (e) patents;
- (f) international collaborations; and
- (g) research awards.

4.2 Given the diverse nature of the research fields within the Department of Chemistry and the academic freedom of researchers to carry out their work in the most appropriate manner (Article 14), the expectation of a standard research workload involves the engagement in an externally funded program of research and scholarly activities and the dissemination of the results of the research work in the forms listed above.

Faculty members who neither engage in any of the research and scholarly activities listed above, nor supervise undergraduate students, graduate students or postdoctoral fellows (section 2.2.3) will be assigned additional teaching and service work to bring their total workload to a 100% FTE.

4.3 The specific quantity and quality of the research activities are important for merit considerations (Article 42.2.2) and renewal, tenure and promotion processes (Article 30).

5. Lifetime of 2017 Workload Standard Document

The review of the previous Workload Standard document (1997) was the result of the requirement in Article 37.1.6(a) for a review *“by the date that is the later of the date that is ten (10) years after the date that the Workload Standard is implemented, having been ratified by the Members and accepted by the Dean, and the date that is three (3) years after the date that the Parties have ratified the 2015-2019 Collective Agreement”*. A review of this Workload Standard document, which replaces the 1997 document upon its approval by the Dean, may be triggered by one of the following scenarios in Article 37.1.6 (b) or (c):

(b) If a Workload Standard provides for a review within a shorter interval than would result if Article 37.1.6(a) were applied, the timing of the review shall be in accordance with the Workload Standard;

(c) If one or more of the criteria in Article 37.1.7 applies, the Unit shall review its Workload Standard within a shorter interval than would result if 37.1.6(a) or (b) were applied.

37.1.7 *A Unit shall review its Workload Standard after a shorter interval if, in the view of the Dean or in the view of a majority of Members who cast ballots, one or more of the following applies:*

(a) There has been a significant change in the resources of the Unit;

(b) There has been a significant change in the academic program obligations of the Unit;

(c) The current Workload Standard does not adequately lead to a fair allocation of workload in the Unit and/or a fair balance between scheduled and unscheduled duties.

In the absence of a review triggered by one of the aforementioned scenarios, the Department of Chemistry will review the Workload Standards document in place every 5 (five) years, by electing a Workload Standards committee, as set out in Article 37.1.9.