



**School of Rehabilitation Therapy
Faculty of Health Sciences
Workload Standard**

I INTRODUCTION

This document sets out the workload norm for the Members of the School of Rehabilitation Therapy, referred to as the School hereafter, in accordance with Article 37 of the 2015-2019 Collective Agreement. This standard describes an expectation for the *normal* contribution of Members of the School to teaching, research/scholarship, and service/administration, and the principles for a fair and transparent assignment of workload across all Members of the School.

Definition of ‘Member’

In the following paragraphs, ‘Member’ is understood to mean tenure/tenure-track faculty, continuing adjunct faculty, and faculty with a special appointment.

II EFFECTIVE DATE

This workload standard for the School comes into force on February 15, 2019.

III OBJECTIVE OF THE WORKLOAD POLICY

The core curriculum of the School’s professional, post-professional, and research programs must be covered every year in a way that provides predictability for students and faculty. This workload standard is designed to ensure that result. The Director of the School of Rehabilitation Therapy shall work with the Associate Directors to identify the core curriculum needs across all programs and make workload assignments that are consistent with the workload standard outlined in this document.

IV PRINCIPLES FOR WORKLOAD ASSIGNMENT

Distribution of Workload

A tenured or tenure track faculty Member’s work includes teaching, research/scholarship, and service/administration to the School, Faculty of Health Sciences and the University. Normally, the relative time commitment to each of these areas for tenure and renewed tenure track faculty Members is 40% to teaching; 40% to research/scholarship, and 20% to service/administration. The relative time commitment for Continuing Adjunct Members is normally 80% to teaching and 20% to service/administration.

While a workload standard cannot identify the time an individual will commit to each area, it is expected that productivity in all three areas will commensurate with the time commitment allocation.

As per Article 37.2.4, Members may carry a “credit” or “debit” balance in each of the three areas of contribution over a 5-year period. This information shall be provided in the annual report of the distribution of workload from the Director of the School.

V TEACHING

Definition of teaching

Teaching includes all activities associated with planning, instruction, and assessment of learning in assigned courses, as well as supervision of students in the professional, post-professional, and research programs. It is expected that a Member with assigned teaching duties will be available for service associated with that responsibility.

Norm for teaching

The yearly 40% teaching workload for a tenured Member shall be equivalent to four 3-credit courses (or credit equivalent), distributed across the School’s programs. As a reference, a 3-credit course will normally consist of 36 hours of instruction and 108 hours of preparation.

The yearly workload of teaching for a renewed pre-tenure Member shall also be equivalent to four 3-credit courses (or credit equivalent).

Members on an initial tenure track appointment shall benefit of a graduated increase in teaching workload over the first 3 years of their appointment, as follows:

Year of initial appointment	Teaching (%)	Research (%)	Service (%)
Year 1	15 (4.5 credits)	65	20
Year 2	25 (7.5 credits)	55	20
Year 3	30 (9 credits)	50	20

The yearly workload of teaching for a Continuing Adjunct Member shall be 80%, with the other 20% normally assigned for service. A Continuing Adjunct Member may negotiate a component of research.

The yearly workload of teaching for a Member of Special Appointment shall be compatible with the terms of the funding.

Normally, a faculty Member who has assumed an Administrative Position is expected to teach 4.5 credits.

Intensity of teaching

Courses require varying amounts of time and effort on the part of the Member delivering the course depending on, for example, the number of students, in-class contact hours,

laboratory and/or tutorial components, method of delivery (interactive, classroom lecture, or online), the level of course development required (first time course *versus* a previously taught course), and level of teaching and academic assistant support. The curriculum committee for the respective programs of the School shall hold the responsibility of designating the credit-unit weight, as well as intensity of the courses making up their curriculum as 'Light', 'Moderate' or 'Heavy'. These designations may change over time. For equity, Members will teach a variety of light/medium/heavy courses, averaged over a 5-year period.

Supervision of professional, post-professional and research students at the School

The supervision of Master's or Doctoral thesis students who are full-time or part-time in the graduate and post-professional programs of the School shall carry a workload of 0.6 credits per student, to a maximum of 3 credits. Workload will be assigned for research supervision for the normal duration of a program, namely 6 terms for the Master's degree, 9 terms for the Doctor of Science degree, and 12 terms for the Doctor of Philosophy degree. For research co-supervision, the proportion of the credit unit assigned will commensurate with the Member's contribution to the student's supervision, as agreed to between the co-supervisors and provided to the Associate Director of the respective program(s) for workload allocation.

The credit unit for all courses, including the supervision of OT/PT 898 Critical Enquiry projects, shall be determined by the curriculum committee of the respective programs, and may change over time, but will always adhere to the principle of equitable workload distribution.

The supervision of under-graduate students from other academic units at Queen's University, as well as the supervision of graduate research and post-professional students from other academic units (and other universities), shall not be included in the credit unit workload of teaching for a Member of the School.

VI RESEARCH

Definition of research

Research and scholarly work includes the preparation and production, either alone or in collaboration with others, of works that are subject to peer assessment in the funding and publication process, as well as other activities that result in a substantial contribution to knowledge.

Norm for research

As a norm, tenured and tenure-track faculty Members are expected to demonstrate a commitment to research and scholarly activities in their respective fields through engagement in a continuing program of research and scholarly work that leads to scholarly or creative works available for assessment, as appropriate to the nature and type of the work, as well as research grants and research contracts. The same expectations are placed on Continuing Adjunct Members who have a negotiated component of research. For all

Members, expected research productivity will commensurate with the time assigned to research, the nature of the program and stage of career.

Time for research

Dedicated time for research is required throughout the year to allow a Member to effectively meet the commitments and activities of their program of research. This dedicated time will be considered in the scheduling of teaching and service workload. As per Articles 37.2.7, teaching and service will be assigned to provide an unencumbered period for research, at least three (3) months of which shall be consecutive.

VII SERVICE/ADMINISTRATION

Definition of service/administration

Service includes the range of activities that Members undertake within the School, the Faculty of Health Sciences, Queen's University, and QUFA, as well as scholarly and professional service. Secondments will be for work that is justifiable within the context of a Member's career development and research, their profession, and/or as having a tangible benefit to the School. All service undertaken by a Member, including service above and beyond assigned duties, shall be taken into account in the performance review.

Norm for service

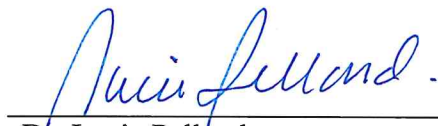
Members with assigned service (tenured/tenure-track and continuing adjunct Members) will normally be assigned School, Faculty and/or University administrative tasks on a yearly basis, typically in the form of committee participation. Where a faculty Member has undertaken extraordinary service assignments, that faculty Member may expect a lesser service load in the following year. The intensity of service for committees, as 'Light', 'Moderate' or 'Heavy', will be confirmed by the Chair of the respective committees and shall be considered in the 5-year average for service.

The Workload Standard for the School of Rehabilitation Therapy, Faculty of Health Sciences, conforms with the provisions of Article 37 Workload, of the Collective Agreement between Queen's University Faculty Association and Queen's University; addresses all academic responsibilities of Members per Article 15; ensures the academic program obligations of the School, as approved by the Senate, can be met; ensures that the assignment of scheduled duties of Members in the School is carried out as equitably as possible; has been ratified by a majority of Members in the Unit who cast ballots in a ratification vote on February 15, 2019; and has been approved by Dr. Richard Reznick, Dean, Faculty of Health Sciences.

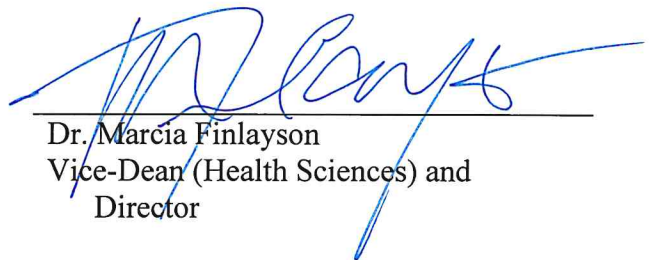
Dated this 13th day of March, 2019.

ORIGINAL SIGNED BY:

ORIGINAL SIGNED BY:



Dr. Lucie Pelland
Chair, Workloads Committee



Dr. Marcia Finlayson
Vice-Dean (Health Sciences) and
Director

ORIGINAL SIGNED BY:



Dr. Richard Reznick
Dean
Faculty of Health Sciences

