

**Queen's University**  
Department of French Studies  
Faculty of Arts and Science  
Workload Standard

Jan 8, 2024

## Preamble

This document sets out the workload standard for the Department of French Studies, in accordance with Article 37 of the Collective Agreement. Following the major changes in the Workload made in 2017, we feel it is critical to make some minor changes to allow for better strategic planning of the Department with respect to equity, to maintain teaching excellence, and to allow the research mission to intensify. Many of these recommendations follow from the program evaluation work that is underway in the department.

***Teaching.*** The rationale behind this revised workload document is that since the last program redesign, many factors have changed the workload.

***Administrative Service and Research.*** Although faculty members in our unit have remained active in research despite the decrease in the number of tenured and tenure-track faculty in the department, reducing our workload to 2.0 has allowed us to accelerate and further intensify our research agendas. Unfortunately, the burden related to the Department Head function of the department is poorly compensated by course releases compared to other units. In general, the changes proposed here are intended to foster the continued involvement of members in the administration of the department and in research.

## **DESCRIPTION OF THE WORKLOAD**

### **TEACHING**

The Department's core undergraduate 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 core curriculum at the Undergraduate level consists of the courses offered by the Minor, Major, and Medial plans in French studies (including courses that are part of Concurrent Education plans). The French department does not have a graduate program.

The standard teaching load consists of 2.0 full courses or the equivalent in half-courses. This may include online courses. Regular tasks associated with teaching include course preparation, academic counseling, and evaluation. Faculty members are expected to be available to answer questions during tests and exams.

A faculty member may propose new courses or new course materials. This will entail no reduction in teaching load.

Directed reading and other similar, informally organized courses may not be counted as part of this load.

### **RESEARCH**

Research includes the preparation and production, either alone or in collaboration with others, of scholarly work that is subject to peer assessment in the publication process. It also includes other scholarly activities that involve scholarly research and that result in a substantial contribution to knowledge, usually but not exclusively through the production of published work as well as other creative work. All faculty members are expected to maintain an ongoing commitment to research in their respective fields.

### **SERVICE**

All faculty members are expected to be active in administrative service, in accordance with departmental needs, the faculty member's stage of career, and the contract of employment.

Service includes sitting on Department, Faculty, and University committees and bodies, voluntary work done for QUFA, learned societies, associations, and professional organizations; participating as an examiner, assessor or referee for the Department, the Faculty, the University, other departments, other faculties, other universities, scholarly journals, granting agencies or other academic or professional bodies; organizing conferences or symposia; writing letters of reference for students. This list is not exhaustive.

In an effort to support an equitable distribution of work at the departmental level, faculty members are expected to contribute to at least one departmental committee each year.

### **COURSE RELEASES**

Administrative positions will entail a reduction in teaching load, as follows:

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Department Head	1.0 course release (Increased from .75 in previous workload document)
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The coordination of the following multi-section courses is eligible for relief under the conditions stated below:

- FREN 150 will earn (0.25) course release each year.
- FREN 106, FREN 107, FREN 118 will earn (0.125) course release each year.
- FREN 219 and/or FREN 320 will earn (0.125) course release each year when the courses are taught by 4 or more TA's or TF's.

As per 37.2.4 (five year average) it is possible to carry a "credit" or "debit" balance. The purpose of such a practice is to provide flexibility; and by providing flexibility, to provide greater opportunity for unencumbered research time. The flexibility is intended to benefit faculty members and the administration in planning for the short and slightly longer term.

A record of the progress towards course relief accumulated by faculty in this way shall be maintained, updated, and archived by the department. A faculty member who has earned relief totaling, or in excess of, a one-half course, (0.5), is entitled to a one-half course reduction in teaching load.

The Department Head may take account of the staffing needs of the department and the availability of resources, but it is generally expected that courses releases earned through the methods outlined in this document will be granted to eligible faculty members.

Pre-tenure faculty members will not normally be assigned major administrative functions (Chair of Undergraduate Studies, Chair of Graduate Studies, or the equivalent).

#### **TRANSPARENCY**

To facilitate transparency, the workload committee recommends that the Department Head make available in electronic format and archive a list of the course offerings in April, and a summary list of final allocation of the teaching and service duties of all faculty members early in the fall for that year.

#### **EXPIRATION AND RENEWAL**

#### **4 Year Validity**

In order to allow for the workload document to be flexible to the changing needs of the faculty, and to ensure that it is consistent with changes in university, faculty, and departmental policy, this workload standard document will be subject to review four years from the day it is established.

These appendices do not form part of the workload standard. However, they are descriptive of responsibilities that have typically part of these coordination roles.

## APPENDIX I

### Description des taches de la coordination du 150

#### Preparation des pages onQ, ready-to-use out of the box

- **Creation du *gradebookcomplet*** sur onQ qui comprend l'ensemble des evaluations notees (redactions, forums, tests) selon la ponderation indiquee clans le syllabus.
- **Creation des boites de depot pour les devoirs et tests**, (dates d'accès, dates de remise, liens avec les elements correspondants du gradebook)
- **Creation des forums** (periode d'accès, parametres)
- **Creation des modules hebdomadaires**
  - o Rappel des dates limites de la semaine
  - o Description des sujets de grammaire à etudier chaque semaine
  - o Description des elements culturels (capsules, lectures) à preparer chaque semaine
  - o Association de la dropbox des devoirs pour les semaines ou il faut les remettre.
- **Liens avec Pearson MyLab**
  - o Creation du lien sur la page d'accueil pour lier la page onQ à la page MyLab
  - o Creation d'un module sur onQ pour guider les etudiants clans la creation de leur compte MyLab, clans l'utilisation du manuel, et clans la preparation de leurs devoirs.
- **Creation des elements communs**
  - o Calendrier des dates limites
  - o Descriptions des tests
- **Inscriptions sur la page onQ pour chacune des pages onQ**
  - o Inscription manuelle de chaque enseignant clans le role d'instructeur
  - o Inscription manuelle des 9 TA du FREN 499 clans le role de TA
  - o Contacter ITS pour que la liste des etudiants de chaque section soit manuellement importee clans sa page onQ correspondante.
- **Depannage et diagnostic de pannes**
  - o Depannage et resolution des problemes techniques rencontres par les enseignants sur onQ.

#### Pearson MyLab

- **Creation du « cours Coordinateur » MyLab**
  - o Selection des exercices MyLab à utiliser
  - o Programmation des exercices et leurs dates limites selon le calendrier du cours
  - o Reglage des parametres pour l'autocorrection des devoirs (penalites de retard, periode de grace, etc.)
- **Creation des copies de ce cours coordinateur pour chaque instructeur**
- **Contacteur Pearson pour les Codes MyLab**
  - o Acquerir des codes d'accès MyLab pour les enseignants;
  - o Acquerir des codes d'accès MyLab pour les TAs du 499;
- **Depannage et diagnostic de pannes**
  - o Depannage et resolution des problemes techniques rencontres par les enseignants sur Pearson MyLab

### Creation du materiel pour le cours

- **Creation du syllabus et du calendrier des evaluations**
- **Creation des evaluations (cours magistral)**
  - o Creation des descriptions des **Cahiers d'activite d'ecoute**
  - o Creation des descriptions des **Redactions** et du document lie a **!'analyse des erreurs dans les redactions**
  - o Creation du **canevas de chaque test** qui comprend la periode d'evaluation, la liste d'aides autorisees auquel les instrcteurs n'ont qu'a ajouter leurs questions
  - o Creation des **questions auxquelles les etudiants repondront dans le forum**
- **Creation des evaluations (tutorats)**
  - o Creation des questions/scenarios pour les **videos (2x par trimestre)**
    - Creation des grilles d'evaluation pour les TAs
  - o Creation des scenarios pour les **jeux de role (2x par trimestre)**
    - Creation des grilles d'evaluation pour les TAs
  - o Creation des questions pour **les entretiens oraux de fin de trimestre (2x par trimestre)**
    - Creation des grilles d'evaluation pour les Tas
    - Former les TA pour les entretiens
- **Trouver du materiel culture! qui correspond aux themes de Reseau**
  - o Trouver des capsules YauTube
  - o Trouver des articles clans la presse (*La Presse, Le Devoil Le J..1011de, etc.*)
- **Communiquer des informations importantes sur ces evaluations aux enseignants dans des courriels.**

### Ventus (Accommodements)

- Demander a ITS de me donner acces a **!'ensemble des etudiants ayant des accoInInodements clans le 150;**
- Pour **chaque section** :
  - o programmer les evaluations qui se feront en classe au mains deux semaines avant **!'evaluation, en prenant compte du jour et de l'heure de **!'evaluation dans chaque section**** pour que le bureau des Examens puisse fixer l'heure des evaluations accounodees ;
  - o Envoyer le document word de **!'evaluation** a Ventus au mains 3 jours avant l'evaluation.
- Repondre a des questions eventuelles posees par les enseignants sur la plateforme Ventus (ou leurs etudiants accoInInodes doivent aller pour passer leur test, etc.)

### Examen final

- Pour **toutes les sections** :
  - o Envoyer toutes les informations relatives a **!'examen final (duree, aides autorisees, etc.)** au bureau des examens.
  - o Verifier ces informations pendant la periode de verification avant la publication du calendrier officiel des examens finaux.

### Responsabilites generales :

- Organiser des reunions sporadiques pour communiquer des informations importantes sur le cours ou bi.en en fonction des besoins des enseignants ;
- Adapter les evaluations et le syllabus en temps reel pour repondre aux changements inattendus (covid, chatgpt, etc.)



## Appendix II

### FREN 106, FREN 107

Meet students on an individual basis on Zoom in the first weeks of classes to assess language level. This occurs when students email me about a discrepancy between their placement test score and their conceived proficiency, etc.

Answer emails about course selection.

Help the department with TA selection and distribution.

Organize TA orientation with ASO.

Organize MyLab Access Codes for TAs and instructors.

Support and mentor Teaching Team with any questions relating to 106 and 107 (student emails, glitches, etc.)

Train instructors teaching 106 or 107 for the first time. This includes meetings, emails, email reminders, and consistent contact with Course Team Lead at ASO.

Support FREN 106 and 107 instructors in the capacity of coordinator (issues pertaining to accommodations, academic consideration, group member conflict resolution).

Support instructors with issues related to academic integrity (meet with instructors and students, NOI documents, etc.)

Primary consultant for all aspects for these courses (Learning Outcomes, levels, possible transfer credits, discussions if any changes need to be made for placement test, etc.).

### FREN 118

Meet students on an individual basis on Zoom in the first weeks of classes to assess language level. This occurs when students email me about a discrepancy between their placement test score and their conceived proficiency, etc.

## APPENDIX III

### FREN 219, FREN 320

Order textbooks.

Research new textbooks (new FREN 219 textbook adoption in September 2022 which required course material revamp).

Prepare and print course syllabus for all instructors.

Prepare onQ pages for all instructors.

Write and print mid-term exam (listening comprehension+ grammar).

Write and print final exam (listening comprehension + grammar).

Write presentation instructions.

Prepare listening comprehension activities (up to 5 per semester)

Support instructors in the capacity of coordinator (issues pertaining to accommodations, academic consideration, group member conflict resolution).

Support instructors with issues related to academic integrity (meet with instructors and students, NOI documents, etc.)

Full training and mentoring for the exchange students.

Organize and sometimes proctor accommodations exams.

Monitor courses throughout the semester.

Enter final grades in Salus for new instructors (often Teaching Fellows)

Act as primary consultant in terms of all aspects for all these courses (Learning Outcomes, levels, possible transfer credits, discussions if any changes need to be made for placement test, etc.).

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