September 21, 2016

Dr. P. James McLellan,
Professor and Head,
Department of Chemical Engineering,
Queen's University,
Kingston, Ontario

Dear Dr. McLellan:

In accordance with Article 37.1.12 of the Collective Agreement, I am accepting the ratified Workload Standard approved by the Department of Chemical Engineering on September 7th, 2016.

Please express my thanks to the Committee of the Whole led by Marianna Kontopoulou, for their service as members of the elected Workload Committee.

Sincerely yours,

Kimberly A. Woodhouse, Ph.D., P.Eng., FCAE, FBSE,
Dean,
Faculty of Engineering and Applied Science

Copy: Faculty Relations
QUFA ✅

Attachments:
Revised Workload Standard, Department of Chemical Engineering
1. Scope / Preamble

This document sets out the workload norm for the Department of Chemical Engineering, in accordance with Article 37 (Workload) of the Collective Agreement and addresses the academic responsibilities of the Members, which are outlined in Article 15 (Academic Responsibilities) of the collective agreement. The workload standard ensures that the academic program obligations of the Department as approved by the Senate can be met. The goal of the Workload Standard document is to describe a mechanism whereby all members of the Department can contribute fairly and to the best of their ability to the activities of the Department and to specify the range of responsibilities required for promotion, tenure and merit. This standard describes an expectation for the "normal" ("at expectation") overall contribution of faculty members for teaching, research, and service. This document is intended to define workload, and does not address the issue of merit. However it serves as a guideline of what is considered "at expectation" for the purposes of workload in the periodic assessments of faculty performance. The assessment of performance depends both on the extent of activity and contributions, and the quality of contributions to teaching, research and service.

The procedures for the annual/biannual review of performance are outlined in Article 28 (Annual/Biannual Performance Review). For details on the procedures for assessment and evaluation of teaching Article 29 (Assessment and Evaluation of Teaching) of the collective agreement should be consulted. For expectations for renewal, tenure and promotion Article 30 (Renewal, Tenure and Promotion of Tenure-Track and Tenured Faculty) should be consulted.

The goals of the Department in the context of this document include, but are not limited to:

- The delivery of a high quality undergraduate education
- Maintaining high quality graduate student education and research output competitive with other research intensive universities
- Delivery of such service activities as to enable these, and to advance the interests of the Department, Faculty and University.
It is expected that faculty members will typically be active in all three areas of teaching, research and service, according to the terms of their letters of appointment. The workload of any individual will be viewed in light of the strengths and activities, as well as the career stage of that individual so as to maximize their contribution to the Department, and to ensure a balanced share of the workload required to effectively meet the Department’s goals.

It is recognized that deviations from these guidelines will occur, at the discretion of the Department Head, especially in cases of new faculty who will be on a lighter teaching and/or administrative load, in cases where faculty carry heavy administrative load which allows for teaching relief, as well as in other circumstances such as Research Chairs, leaves, joint and reduced appointments.

Throughout this standard, where examples are given, a workload for a typical faculty member is described for faculty members who: (i) teach an average load, (ii) have established an average active continuing research program consisting of external research funding and the supervision of research trainees (including PDF, PhD, MASc, and summer research undergrads), and (iii) perform average administrative service duties. Although this document describes a normal annual workload, it should be recognized that the composition of an individual faculty member’s workload may change during her/his career.

The content of this document should be reviewed by the Department at least every five (5) years.

2. Teaching

Expectations:
The mission of the department, Faculty and University are to deliver high quality undergraduate and graduate education. In accordance with this mission, all faculty are expected to demonstrate a strong commitment to teaching and foster a positive learning environment, while being accountable to the Dean of FEAS and the Department Head, and following the highest standards.

Typical teaching duties include, but are not limited to, the following (see also article 15.2.1. of the collective agreement):

- Assigned teaching - classroom instruction, organizing and administering tests and quizzes, and marking of student work, as applicable;
- supervision of course laboratory and tutorial sessions as required;
- being accessible to students outside of classroom hours;
- being available prior and during midterm and final examinations to answer questions in person;
- supervising teaching assistants to ensure that they perform their duties adequately;
- revising and updating course material to ensure that it is current relative to the discipline;
- managing and updating course material using the Queen’s Learning Management System, or website, as applicable.
- procuring new equipment components for course and laboratory development;
• assisting, when called upon, in the development, delivery, and marking of Faculty and/or University wide teaching obligations.
• providing information and data as required for CEAB outcomes collection and various accreditation exercises and demonstrating commitment in continuous course and curriculum improvement.
• identifying needs and opportunities for new courses and initiatives;
• developing new courses and laboratories as defined by the unit; It is recognized that development of a new course, including design and development of undergraduate laboratory projects, is a major undertaking that depending on the circumstances, and as such it is recognized as going beyond the normal expectations.
• demonstrating commitment to continual improvement of course quality, as well as quality of instruction.
• completing all required equity/accessibility training.

In the event of prolonged absences (more than three lectures, or the equivalent of one week of instruction, per term), the Department Head must be notified and provide approval, and provisions must be made to provide suitable alternatives.

Course load

Courses require different time and effort from the faculty member delivering the course, depending on, for example, the number of students in the 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 vs. previously taught course) and level of TA support. To reflect this reality, courses in the Department will be described as “Light”, “Moderate”, or “Heavy”. The Head and/or Associate Head will make such designations for undergraduate courses in consultation with faculty members who have previously delivered the course. The designation of courses will be available for review by all faculty members and can change over time.

Examples:
• A light course might be a graduate course with 3 hours/week of lectures with less than 10 students enrolled.
• A moderate course would be a highly enrolled graduate course (with more than 10 students enrolled) or an undergraduate core or elective course, with enrolments up to 40-50 students.
• A heavy course is a highly enrolled core undergraduate course.
• Design- and lab-based courses receive special consideration, depending upon the nature of the course.

A typical teaching load (excluding graduate and undergraduate student supervision) varies from 2 to 4 courses per year and is typically 3 courses for most faculty members. This might include for example two undergraduate courses (one heavy core course, and one moderate elective) and one moderate load
graduate module; or one heavy core course, one moderate graduate module and one shared heavy course, involving co-instruction). In addition to course instruction, faculty are expected to have significant involvement in lab instruction and/or design project involvement (e.g. 1st year design projects, TEAM), as well as undergraduate project supervision of 4th year thesis projects.

Any courses taught by faculty members for which specific compensation is paid in addition to a faculty member's annual Queen's salary (e.g., short courses) will not count as part of that faculty member's Departmental teaching workload. Faculty members should consult with the Department Head first before undertaking such duties.

3. HQP Supervision

HQP Supervision includes the supervision of postdoctoral fellows, graduate students, summer research students, and MEng projects, visiting students and researchers. In addition to research advising, duties associated with HQP supervision include regular meetings with HQP, providing timely feedback for written work, ensuring that research is conducted in a safe manner. Typical expectations for HQP supervision load will be based on standard department practices, and may vary with time, and with the career stage of individual faculty members. General examples depending upon career stage might include 2-3 graduate students for junior faculty and 4-5 graduate students for more experienced faculty, plus a number of PDfs, summer research students, and MEng project supervision. These numbers may also include co-supervised HQP. HQP supervision activity is usually viewed in conjunction with Research Activities (section below).

4. Research

Faculty whose appointments include the full range of academic responsibilities are expected to devote a reasonable proportion of time (as specified in their appointment letter) to research, scholarly and/or creative activities, conforming with the provisions of Article 15.3 “Research, Scholarly and/or Creative Activity”.

Evidence of research activity includes: successful grant and contract funding; conference presentations; journal papers; books, and book chapters, technical reports, patents, management of research infrastructure; participation in professional organizations in a research or scholarly capacity, international collaborations and applications for grant and contract funding. It is expected that the output will include scholarly, peer reviewed publications in venues that are considered suitable in the respective field of research. Funding is expected to be at a level sufficient to support graduate student training. Given the diversity of research areas, and criteria for each field, factors such as quality, originality and impact of contribution, career progress depending on career stage, funding from diverse sources, as appropriate for discipline, and other evidence of impact (e.g., awards), are taken into account. The expectations for renewal, tenure and promotion are outlined in Article 30 (Renewal, Tenure and Promotion of Tenure-Track and Tenured Faculty).
Based on previous practice some typical examples of average expectations would include:

- Junior faculty in their first three years: 1-3 papers or several conferences, evidence of grant applications.
- Pretenure faculty: Typically 3 papers per year (taking into account appropriate impact factors), evidence for research collaborations, strong conference presence and evidence of funding.
- Tenured/mid-career: 3-5 papers/year, conference publications or other conference presence, strong funding. Generation of IP (patents, invention disclosures), technical reports, or other evidence of industrial collaborations are also expected at this level.

5. Service

Service includes both administrative and professional service. At the nominal ‘typical’ 20% service level, each faculty member would be spending approximately 1 day per week on administrative duties. This includes service to the Department, the Faculty and the University, as well as service to the profession. The expectation in this Department is that typically at least half of service time be devoted to service at the Departmental level. Furthermore faculty are expected to have some involvement in service to the Faculty and/or University, as well as service to the profession (reviewing scholarly material and grants, conference organization, professional organizations, external program and tenure and promotion reviews). Faculty members should consult with the Department Head before undertaking major duties (for example journal editorship), which might detract from service to the department.

Faculty members are expected to perform their assigned administrative duties with diligence, to the best of their abilities and to respond in a timely fashion to requests for information and assistance on Department matters.

Service to the department includes:

- Formal roles in the Department, as outlined in detail in the “Administrative structure of the department” document (e.g., Head, Associate Head, Undergraduate Chair, and Graduate Coordinator, program advisors)
- Various elected and appointed committee work (e.g., Appointments, RTP, Curriculum, Space, Safety)
- Support of graduate student activities (e.g., chair or member of the examination committee for comprehensive exams, thesis examining committees)
- Participation in departmental events and functions (sign-up document circulated once a year, where each faculty are expected to sign-up for a predetermined number of events).
- All faculty members are expected to attend and contribute to Department meetings, and other teaching/research related workshops including the departmental seminar series.
- All faculty members must have up to date equity training that is a requirement for them to participate in the various departmental, faculty and university-wide committees.
As an example an average annual service load might include filling one formal administrative role, participating in one committee, participating in 3-5 defenses or comprehensive exams attending four departmental social events, and attending the Department meetings.

A heavy service load might include the above as well as one of the following appointed positions in the Department (Head, assoc. head, undergraduate chair, or graduate coordinator) or other Departmental duties with significant time commitments.

It is recognized that a heavy service load may be accompanied by a reduced load in other areas. This is normally the case for the roles of Head and Associate Head. It is further recognised that a heavy service load at the Faculty or University level (e.g., Associate Dean), or externally (e.g., grant evaluation committee work, major conference organization) may result in lower service expectations at the Department level in prior consultation with the Head and upon his/her approval.