

## A. BACKGROUND

The School of Kinesiology and Health Studies' Faculty Workload Standard was last revised in 2012. In accordance with Article 37 of the Collective Agreement (CA) between Queen's University and the Queen's University Faculty Association (QUFA), a majority of QUFA members in the School voted to review the document. A committee was elected to assess how well the document achieves equity in assigned workload. The committee recommended revisions to the teaching standard for the introduction of a points-based system, and re-weighting of some of the service committees, in a draft dated 3 May 2015. After discussion of the proposed draft at the 2015 Spring Meeting, the points-based system was rejected in favour of this document.

In the event of a conflict between this document and the CA, the CA takes precedence.

## B. GUIDING PRINCIPLES

This document sets out the agreed-upon workload standard for all QUFA members in the School and reflects the goal of members of the School to create and maintain an equitable and collegial working environment. The assumptions guiding the document are as follows:

- I. Members will do their best work in an environment that fosters a balance between their working and personal lives.
- II. It is the responsibility of all members of the unit to help make this balance achievable for everyone in the unit.
- III. Time to think is not a luxury. It is integral to academic work.
- IV. Stress-related illness has been an unfortunate consequence of changes in the university environment over recent years. Yet it is possible to create a collective working environment that is a benefit rather than a detriment to the health of all members of the unit.
- V. The institution benefits when faculty members feel valued and that they are being treated fairly and respectfully.
- VI. Where possible, core undergraduate courses are to be taught by regular, tenured, and tenure-track faculty.

## C. PURPOSE

The purpose of the workload standard including its appendix is to:

- I. Ensure that the assignment of scheduled duties of members in the School is carried out as equitably as possible;
- II. Facilitate the assessment of the balance of teaching, research, and administration for faculty members;
- III. Assist the School Director in assigning workload and evaluating the consequences of changes in tasks;
- IV. Assist the School Director in responding to requests from individual members for a reduction in responsibilities, and in assigning newly identified responsibilities; and
- V. Assist members in determining how much time they should devote to various tasks.

## D. RESPONSIBILITIES OF MEMBERS

According to Article 15 of the CA, all members in the School are expected to: 1) teach; 2) do research and publish research results to further the interests of the discipline; and 3) assist in the operation of the Unit, Faculty and University. The exact distribution of these duties varies among faculty members, their type of appointment (as noted in the letter of appointment) and career stages. Some faculty members' contributions emphasize teaching (Article 15.2), while others emphasize research, scholarly, or creative activity (Article 15.3).

The range of responsibilities required for promotion, tenure and merit should reflect the workload standard described in this document and Article 37. It shall conform to the academic responsibilities of faculty members per Article 15. Promotion, tenure and merit consideration will be based on the academic excellence and contribution in the areas of their assigned responsibilities as stipulated in Article 30.

## E. TEACHING OBLIGATIONS OF THE SCHOOL

The School's teaching obligations relate to the provision of undergraduate (BAH in Health, BSCH KIN, and BPHEH) and graduate (MA, MSc and PhD) degree programs.

## F. GENERAL WORKLOAD STANDARD

In accordance with Article 37 of the CA, the School establishes that the following should be the workload standard for a full-time faculty member, which is based upon the standard of 230 working days per year. Expected percentage of time divided among teaching, scholarship, and service will normally be based on a 40%, 40% and 20% split. It is recognized that these are general guidelines and will vary depending upon the type of appointment (e.g. tenure track, special, research chair, joint, etc.) held by the individual faculty member. In addition, the

distribution of workload and the assessment of faculty members' work will, without exception, be based on the quality as well as the quantity of work performed.

## I. Teaching

- a. Academic session course load. The yearly course load for each faculty member is four 3-credit courses or equivalent distributed across the undergraduate and graduate programs. Faculty members will receive a release of one 3-credit course to accommodate the demands of an active research program See Article II Research below for the definition of an active research program.

The goal is to have each faculty member with an active research program teach one large undergraduate course, one small undergraduate course, and one graduate course. Achieving this distribution for all faculty members should be the Director's goal when assigning courses, though due to program and staffing constraints, this may not always be possible. At the discretion of the Director, teaching releases, team teaching assignments, or other academic duties may be used to balance out persistent inequities, particularly with respect to extremely large courses such as HLTH 101, HLTH 102, or KNPE 125. Wherever possible, responsibility for teaching extremely large courses should be rotated amongst faculty members.

In addition to the 3-credit course release for an active research program, the following releases will apply, unless stipulated differently in a letter of appointment or agreement, or in the funding agency requirements for a research chair award: new Assistant Professor (first 3 years), one 3-credit course; Research Chair (Canada Research Chair, New Investigator, etc.), one 3-credit course; Graduate Coordinator/Associate Director, one 3-credit course; and Director, two 3-credit courses. Course releases, where possible, should apply to graduate and small undergraduate courses rather than to large undergraduate courses, especially for established faculty members.

- b. Expected undergraduate independent study supervisory load. Undergraduate teaching also involves supervising students in a range of independent study courses. This work is expected and should be acknowledged. These courses include the research-based internship (KNPE 352, 3 credits), surveys of research and literature (HLTH/KNPE 456, 3 credits), special projects (HLTH/KNPE 491, 3 credit), and honours theses (HLTH/KNPE 595, 6 credits). The expected workload is a total of 12 credits per academic year. Any additional independent studies supervised will not result in a decrease in expectation for any other responsibility, though with prior written approval of the Director, a faculty member may trade undergraduate independent study supervision responsibility with graduate supervision.
- c. Expected graduate supervisory load. The minimum expected load for each faculty member is 2-3 full-time QGA-eligible graduate students (any combination of MA/MSc and PhD) on average. Any additional graduate students supervised will not result in a decrease in expectation for any other responsibility, though with prior written approval of the Director, a faculty member may trade graduate supervision responsibility for undergraduate independent study supervision. The load may vary between fields in which students work on projects related to their supervisor's

research and in which supervisors publish with their students, and those where supervisors and students work on separate projects and publish independently. The load may also vary between new or junior faculty members and those with more established research programs. Supervisors are best suited to determine the number of students they are able to work with.

## II. Research

Expectations of scholarly/research or other creative work. Faculty will maintain an active research program, regularly publish peer-reviewed scientific papers or book chapters, and act as primary investigators or co-investigators on grants or other forms of funded research (e.g., research awards, fellowships).

## III. Service

Expected service load. The expected annual School service load is 1) two School committees plus Academic Council; 2) one Faculty or University-wide committee; and 3) regular service as examiner, chair, and head's delegate for SKHS graduate students, and as examiner and chair for graduate students across the University. The Director will assign committee work with a view to rotating high and moderate intensity committee membership among all faculty members equitably (see the Appendix for the Service Committee Workload Intensity). There is no mandated expectation to do external or community service, and faculty members cannot trade external or community service for School, Faculty or University-wide service without consultation with the Director. External and community service will, however, count towards evaluation for renewal, promotion and tenure. During the normal course of their careers, each faculty members will take his or her turn serving in the administrative positions required for the successful running of the School, including Director, Associate Director, and Graduate Coordinator.

## **Appendix: Service Committee Workload Intensity**

It should be understood that this system is designed as a guideline only. The School recognizes that the intensity of work involved in any particular committee may vary from year to year and may depend on the role individual faculty members play on that committee (e.g., the Equity Representative on the Appointments Subcommittee will probably do a little more work than other members, and the Chairs of some committees may carry more of the workload than other members of those committees). It is expected that these roles (e.g., committee chairs) will rotate on a regular basis.

The expected School service load is 2 School committees plus Academic Council, and 1 Faculty or University-wide committee per year, as well as regular service as examiner, chair, and head's delegate for SKHS graduate students. New tenure-track Assistant Professors in the first three years of their appointments will be protected from high intensity service work. If required by the funding agency, Research Chairs will also be protected from high intensity service work. The Director will assign committee work with a view to rotating high and moderate intensity committee membership among all other faculty members equitably. Any additional service work will not result in an accrual of additional points without prior written approval of the Director.

### **SCHOOL (i.e., DEPARTMENTAL) SERVICE**

#### High Intensity

- Graduate Subcommittee\*
- Renewal, Tenure, Promotion committee (chair)
- Faculty/Adjunct Appointments (years with a faculty appointment)
- Undergraduate Subcommittee
- Certain Task Groups

#### Moderate Intensity

- Renewal, Tenure and Promotion (member)
- Health & Safety
- Macintosh Conference
- Faculty/Adjunct Appointments (years with no faculty appointment)
- Library Representative
- Certain Task Groups
- Unit Research Ethics Board

Expected service load: Academic Council plus 2 committee memberships

\*The Graduate Coordinator receives one three-credit course reduction in teaching for chairing the Graduate Subcommittee, serving on the Administrative-Academic Subcommittee, and serving on the FAS Graduate Arts and Science Councils.

### **FACULTY- and UNIVERSITY-WIDE SERVICE**

#### High Intensity

- Chair of university or faculty committee
- Graduate Fellowship Committee

- General Research Ethics Board

#### Moderate Intensity

- Member of university or faculty committee (e.g., QUFA Council Representative)
- Reviewer of undergraduate, graduate, faculty research awards/scholarships (e.g., Major Entrance Undergraduate Scholarship Review Committee)
- Internal conference/symposium organizer

Expected faculty/university-wide service workload: 1 moderate or equivalent

### **EXTERNAL PROFESSIONAL SERVICE**

#### Very High Intensity

- Leadership position in professional organization (e.g., President, North American Society for the Psychology of Sport and Physical Activity)

#### High Intensity

- Review Panel Chair (e.g., SSHRC Panel Chair)

#### Moderate Intensity

- Board member of professional organization
- Grant reviewer (e.g., SSHRC/NSERC board)
- Consultant/reviewer of academic program (e.g., OCGS Consultant)
- Policy/governmental advisor
- Tenure file reviewer

#### Low Intensity

- Conference abstracts reviewer
- Conference session organizer

Expected professional service workload: No expectation

### **COMMUNITY SERVICE**

#### High Intensity

- Leadership position on community board/advisory committee

#### Moderate Intensity

- Membership on community board/advisory committee

#### Low Intensity

- Speaker at community event

Expected community service workload: No expectation