

# Workload Standard 2011

**Ratified by the Queen's University Department of English on 27 April 2011**

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## Preamble

The purpose of the Workload Standard is to set out the conditions under which the Department of English will deliver its curriculum, as required by the Collective Agreement article 37.1. The present document adapts the principles and practices of the Workload Standard implemented in April 2007 to the newly revised curriculum, with the aim of safeguarding reasonable and equitable working conditions for all faculty members, and maintaining the integrity and quality of our undergraduate and graduate programs.

In the following paragraphs “faculty” indicates those faculty with full range, full responsibility appointments, that is, Tenure-track or Tenured faculty members. The position of Adjunct members is covered by clause 7.

The delivery of ENGL 100 described below retains the structure of ENGL 110 as established in the Workload Document of 2007, founded on recommendations of the Department of English Internal Academic Review of 2004. This format commits a larger proportion of regular faculty members to lecturing to first-year students than was commonly the case before 2007, and allows for equity in the form of greater credit for managing a larger course and tutorial leader TAs. It gives first-year students the experience of a small-group tutorial, enabling them to develop oral skills early in their education and facilitating instruction in expository writing. It gives PhD students the opportunity to serve as tutorial leaders and thus to emerge from their programs with more and diverse types of teaching experience.

## Workload Standard

In accordance with the Collective Agreement (Article 37), the Department of English establishes that the following shall be its normal workload standard for full range, full responsibility faculty.

### 1) Teaching Load and Assignments

a) Teaching is understood to include the preparation and presentation of undergraduate and graduate courses, evaluation, academic counselling, curriculum development, and the supervision of academic assistants.

b) The standard teaching load is 2.0 courses per academic year. The normal distribution of courses is 1.0 large lecture (in the form either of two half-courses or one full course at 100 or 200

levels) or 1.0 small lecture (in the form of one full course at 300 level) and 1.0 seminar (in the form of any combination of ENGL 290, full or half courses at the 400 level, and one half course at the graduate level). To ensure equity among large and small lecture assignments, it is understood that assignments in 100- and 200-level courses will be balanced with assignments in 300-level courses over a cycle of years. While this balance, and the balance of lectures and seminars cannot be achieved within any given year, it is understood that instructors will circulate through courses at all undergraduate levels so that overall equity is achieved. The principle is that over a cycle of years all faculty will experience equity of course assignment.

c) It is understood that the Department uses the following method of delivering English courses at the 100-level, and that faculty teaching a full-year of ENGL 100 according to this model will receive credit for 1.5 courses consistent with the rationale provided in the 2007 Workload document. We recognize that figures may fluctuate due to enrolment.

ENGL 100: Lecture (2 hrs/wk) plus tutorial (1 hr/wk) with approximately 240 students per section. Each section will break into 8 tutorial groups of approximately 30 students, each tutorial under the direction of a Teaching Assistant.

ENGL 160 (when offered): Lecture (3 hrs/wk) with approximately 99 students per section, and approximately 3 Teaching Assistants.

d) The delivery of 100-level courses according to the model above will be combined with the delivery of 200-, 300- and 400-level courses on the model below. We recognize that figures may fluctuate according to changing student numbers and faculty complement (including the number of post-doctoral fellows in the Department in any given year).

### **200 Level**

ENGL 200: Lecture (3 hrs/wk) with approximately 120 students per section, and approximately 4 Teaching Assistants.

ENGL 290: Seminar (3 hrs/wk) with approximately 30 students per section, and no TA support.

All other ENGL 200-level courses: Lecture (3 hrs/wk) with approximately 99 students per section, and approximately 3 Teaching Assistants.

### **300 Level**

Small lecture (3 hrs/wk) with approximately 60 students per section, and approximately 1 Teaching Assistant.

### **400 Level**

Seminar (3 hrs/wk) with approximately 30 students per section, and no TA support.

e) Graduate level courses will normally be offered as seminars (2.5 hrs/wk) with a maximum of 15 students per section, and no TA support.

In the case of diminished TA support, the department's "Working Practices" document, which lists standard assignment loads for each level of undergraduate course, has acknowledged that alternate modes of assessment may be necessary.

## **2) Reductions or Alterations to Teaching Load**

The Department recognizes that the extraordinary administrative tasks of Departmental officers warrant a reduction in their teaching load, viz. a 1.5 course reduction for the Head, and 1.0 for both Graduate and Undergraduate Chairs.

## **3) Supervision**

All members are expected to be active in supervising or assisting in the supervision of graduate dissertations and theses and undergraduate honours theses in their respective fields.

## **4) Research**

All members are expected to be active in academic research in their respective fields and to disseminate the findings of their research primarily in publication but also, when appropriate, in conference presentations, colloquia, public lectures, etc. Although the Department is principally engaged in academic research, it fully recognizes the value of creative writing.

Members are encouraged to play an active role in the profession.

## **5) Administration and Service**

All members are expected to be active in administration or service both at the Departmental and Faculty/University levels.

## **6) Changing Distribution of Workload over a Member's Career**

While subscribing to the 40/40/20 formula as an approximate guide, the Department recognizes that the distribution of a member's work may change over the course of his or her career.

## **(7) Diversity of Appointments**

Duties of Continuing, Sessional and Term Adjuncts are specified in parts 1 (a) and in their letters of appointment.

## **(8) Changing the Workload Standard**

In accordance with Collective Agreement article 37.1.6, the Department wishes to emphasize that the above workload standard may be subject to review as the Department considers necessary.

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Prepared by the Workload Standard Review Committee: Glenn Willmott (Chair), Christopher Fanning, Laura Murray

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