Preamble

This policy outlines procedures for the allocation of workload in the Department of Anthropology, under the terms of the Workload Policy and Procedures for Faculty and Librarians (WLPP). A faculty member’s workload is composed of three main components: teaching, research, and service. Workload in the areas of teaching and departmental service is assigned by the relevant Chair and the Graduate Chair.

This policy also outlines the applicable factors in the areas of teaching and service that will be considered in defining the normal workload duties in the department. Departures from this norm, with the agreement of the Chair and a faculty member, are possible to recognize the specific demands that unit members experience from year to year in balancing the domains of workload. The allocation of workload is intended to be fair, reasonable, and equitable, and each faculty member’s workload is intended to fall within departmental norms, standards, and ranges. Assignment of teaching and service duties to faculty members holding budgetary cross-appointments will be consistent with their percentage appointment in each unit, following consultation between the faculty member, the Chair, and the head(s) of the units to which the member is cross-appointed. This assignment will be reviewed at least once prior to amendment of this policy and in any year in which an affected faculty member requests it, and the head(s) of the units will exchange copies of the faculty member’s annual workload statement.

Each member will be provided with a written assignment of his or her workload duties annually that specifies details of teaching and major areas of service. The remainder of a faculty member’s working time is self-directed and may consist of research, scholarly, creative or professional work consistent with the type of appointment each faculty member holds.

Amendments to this policy will include consultation with affected faculty members, who will be invited to nominate themselves for membership on the Workload Committee and to offer input to the content of the policy itself.

1. Teaching commitment, tenure-stream faculty
The standard annual teaching load is 2.0 FCE. The combination of undergraduate and graduate teaching may vary from year to year, depending on the needs of the department, but the customary balance in the department is 0.5 FTE graduate course and 1.5 FTE undergraduate courses. Pre-tenure faculty can expect a measure of course stability in their annual teaching assignments.
1a. Teaching assignment, Undergraduate
The Chair, in consultation with faculty members, will make annual undergraduate teaching assignments that are intended to be equitable, fair, consonant with curricular needs, and in keeping with the normal expectation of 1.5 FCE undergraduate instruction. All regular faculty members may be required to contribute to the teaching of first- and second-year courses and core courses. No faculty member will be required to teach in all three terms, nor be pressured to agree to do so. Undergraduate courses will be assigned appropriate TA support, balanced for enrolment, course level, and whether or not the course has labs or tutorials.

Faculty do not receive teaching credit for offering directed reading and research or 399 and 499 courses; however, such teaching is recognized in the annual PTR assessment.

1.b. Teaching assignment, Graduate
The Graduate Chair, in consultation with the Graduate Coordinator, will make annual assignments that are intended to be equitable, fair, consonant with curricular needs, and in keeping with the expectation that graduate faculty members will typically have the opportunity to teach a graduate half course (0.5 FCE) every academic year.

In addition to teaching graduate courses, tenure-stream graduate faculty members are normally expected to engage in graduate supervision and to serve on their colleagues’ students’ mentoring, MRP, proposal defense, and thesis committees.

2. Teaching Adjustment, tenure-stream faculty

2.a. By arrangement with the Chair, pre-tenure faculty members receive teaching adjustment in the years leading up to their interim review. The cumulative relief prior to the interim review is 1.0 FCE. The timing of this relief will be arranged between the Chair and the faculty member.

2.b. In addition, following a successful interim review and renewal of the initial contract, pre-tenure faculty will be entitled to a term with an adjustment of no assigned service or teaching for one term (September to December or January to April) to allow him or her to focus on preparing for tenure consideration and to address any advice from the review of their initial appointment. However, with the candidate’s agreement, this term could include assigned teaching, in order to address advice from the interim review.

2.c. Departmental Officers: A faculty member who holds an administrative position in the department will receive teaching relief commensurate with the workload associated with the office, as assigned by the Chair in consultation with the faculty member and approved by the Dean.

2.d. An individual who takes on a major external obligation to the academy may receive teaching adjustment, as determined by the Chair in consultation with the faculty member and approved by the Dean. The relief available from releases
funded or enabled by external granting agencies and departmental teaching reductions shall be no more than 1.0 FCE per year, other than highly unusual cases.

3. Teaching commitment, teaching-stream faculty
   The normal annual teaching commitment for regular teaching-stream faculty is 3.0 FCE, normally consisting of undergraduate courses only.

3.a. Teaching assignment, teaching-stream faculty
   The Chair, in consultation with faculty members, will make annual undergraduate teaching assignments that are intended to be equitable, fair, consonant with curricular needs, and in keeping with the expectation of 3.0 FCE teaching and duties in course administration. All regular teaching-stream faculty may be required to contribute to the teaching of first and second year courses. No faculty member will be required to teach in all three terms, nor be pressured to agree to do so. Undergraduate courses will be assigned appropriate TA support, balanced for enrolment, course level, and whether or not the course has labs or tutorials. Pre-promotion teaching-stream faculty can expect a measure of course stability in their annual teaching assignments.

3.b. Teaching stream faculty are entitled to reasonable time for pedagogical and professional development in determination of their workloads (see Policy and Procedures on Academic Appointments [PPAA] 30.x.b).

4. Teaching Adjustment, teaching-stream faculty

4.a. By arrangement with the Chair, pre-promotion faculty members in the teaching stream receive teaching adjustment in the years leading up to their interim review. The cumulative relief prior to the interim review is 1.0 FCE. The timing of this relief will be arranged between the Chair and the faculty member.

4.b. Upon reappointment, teaching-stream faculty members will be entitled to an academic term with an assigned workload not to exceed one-half of the normal teaching or service assignments in order to allow him or her to focus on preparing for continuing status review and to address any advice from the interim review. However, with the candidate’s agreement, this term may include more than one-half of the normal teaching assignments or some assigned service, in order to address advice from the interim review.

4.c. Departmental Officers: A faculty member who holds an administrative position in the department will receive teaching relief commensurate with the workload associated with the office, as assigned by the Chair in consultation with the faculty member and approved by the Dean.

4.d. An individual who takes on a major external obligation to the academy may receive teaching adjustment, as determined by the Chair in consultation with the faculty member and approved by the Dean. The relief available from releases funded or enabled by external granting agencies and departmental teaching
reductions shall be no more than 1.0 FCE per year, other than highly unusual cases.

5. Teaching commitment, CLTA, teaching stream faculty
The normal annual teaching commitment for CLTA teaching stream faculty is 3.0 FCE, normally consisting of undergraduate courses only.

5.a. Teaching assignment, CLTA faculty
The Chair, in consultation with faculty members, will make annual undergraduate teaching assignments that are intended to be equitable, fair, consonant with curricular needs, and in keeping with the expectation of 3.0 FCE teaching and duties in course administration. All CLTA faculty may be required to contribute to the teaching of first and second year courses. Undergraduate courses will be assigned appropriate TA support, balanced for enrolment, course level, and whether or not the course has labs or tutorials.

6. Teaching Adjustment, CLTA faculty

6.a. Departmental Officers: A CLTA faculty member who holds an administrative position in the department will receive teaching relief commensurate with the workload associated with the office, as assigned by the Chair in consultation with the faculty member and approved by the Dean.
6.b. An individual who takes on a major external obligation to the academy may receive teaching adjustment, as determined by the Chair in consultation with the faculty member and approved by the Dean. The relief available from releases funded or enabled by external granting agencies and departmental teaching reductions shall be no more than 1.0 FCE per year.

7. Service commitment, all streams
Service is divided between internal and external service. Internal service includes departmental, divisional, and university-wide service in the form of standing and ad hoc committee assignments. External service is service to the professional and scholarly community outside the university and includes, for example, organizing conferences, editing journals, reviewing papers and grant proposals, and holding administrative positions in one’s research community.

7a. Internal service
Internal service is service to the Department, Faculty, College or University and, for graduate faculty, to the Tri-Campus Graduate Department. All faculty members are expected to provide service on departmental standing or ad hoc committees. For tenure-stream faculty the balance between undergraduate and graduate service should be flexible and will reflect the service needs of both departments. Service commitments of pre-tenure and pre-promotion faculty shall be reduced to accommodate their stage of career.
In addition, faculty members are expected to participate in faculty meetings, serve on departmental promotion- and advancement-related committees (tenure, Full Professor, Sessional Lecturer II and III), and provide various forms of mentorship to their students and colleagues (such as assisting in the preparation of award nominations).

7.b External service
External service, like research, is relevant to the department’s academic mission and contributes to the department’s reputation, but is largely self-directed. External service is to academic organizations outside the University, including professional associations, learned societies and conferences, serving as an appraiser for another university, for scholarly journals or for a grant agency, and editing or providing peer review to scholarly journals. Faculty members are expected to accept only a manageable number of invitations. Taking on a higher external service load cannot normally be used to reduce one’s internal service load, and any exceptions must be negotiated with the relevant Chair.