I. General Premises
   a. This document is meant to serve as a guideline for equitable distribution of workload within the Department. A faculty member’s workload may be composed of three components: teaching, research and service. This policy outlines the factors to be considered in setting normal teaching and service workload duties in the department.
   b. It is recognized that distribution across these areas may vary to some degree annually and over the course of a career, sabbatical research leaves and appointment to administrative positions being examples of such.
   c. In the case of budgetary cross-appointments, teaching and service work are generally proportional to the division of the split appointment.
   d. The standards outlined here constitute the “typical” or “normal” workload in the department. Requests to substitute individual elements with an “equivalent” can be considered on a case-by-case basis, but should always reflect the premise of an equitable workload among faculty members.
   e. Attached is the new PPAA, which are the policies that apply to teaching, research, and service

II. Teaching
   a. The normal full-time workload for tenure-stream faculty is 2.0 full-course equivalents (FCEs), typically spread evenly between the fall and winter semesters. In the Department of Historical Studies, H units normally entail a minimum of 2 in-class contact hours per week (with 3 in-class contact hours also being very common).
   b. The normal full-time workload for teaching-stream faculty is 3.5 FCEs, with the same provisions outlined in II.a. above.
   c. Tenure- or Teaching-stream faculty members with courses that constitute an extraordinary time commitment (generally due to substantial additional administrative duties or student contact hours) may request an equivalent relief from other duties. Such requests will be considered on a case-by-case basis.
   d. Typically, a tenure-stream faculty member’s teaching assignment will include 2.0 FCEs, including a mixture of more introductory and more advanced courses, with a mixture of large and smaller classes. With the agreement of the relevant graduate department, one H course may be a graduate course, generally taught at the UTSG campus. If a graduate course is not taught, an additional intermediate or advanced undergraduate course should be taught in its place. In addition to in-class teaching, tenure-stream faculty members, particularly those at the post-tenure stage, are expected to be active in graduate student supervision, including the supervision of general exams, language exams, theses, etc.
e. Typically, a teaching-stream faculty member’s teaching assignment will include 3.5 FCEs, including a mixture of courses at the more introductory and more advanced levels, with an opportunity to teach both larger and smaller classes as appropriate.

f. The teaching commitment of CLTAs is typically 2.5 FCEs (as there is typically no expectation of graduate student supervision).

g. The teaching commitment of CLTAs, teaching-stream is typically 3.5 FCEs.

h. Each individual’s annual course offerings will be drawn up in consultation with the departmental Curriculum Committee, the Associate Chair, and the Chair. Every effort will be made to respect an individual’s preferences for specific courses, but the Curriculum Committee will assess each situation with respect to the needs of the Department. For example, in order to foster variety in the curriculum for our students, a course with enrollments that consistently fall significantly below the enrollment cap would not ordinarily be offered annually.

i. TA support for undergraduate courses will be provided in a manner that takes into account course enrolments, the presence or absence of tutorials, the number and nature of course assignments and other pedagogically relevant matters.

j. Normally, faculty members would teach both during the fall and winter semesters. Exceptions to this can be made at the request of the faculty member in consultation with the Curriculum Committee, the Associate Chair and the Chair where summer enrollments for a course would be similar to fall-winter enrollments, and where other extenuating circumstances exist. An example of such a circumstance may be the need to travel abroad during a particular month of the year for research. Similarly, extraordinary situations may arise in which faculty members request the distribution of courses be made over two years, for example, rather than one year. These will be considered on a case-by-case basis.

k. Extra teaching effort, as reflected (for example) in new, imaginative or significantly modified syllabi, innovative classroom activities, extra contact hours, supervision of independent studies, etc., do not typically reduce the expectations for FCE contributions of undergraduate teaching in a normal workload. However, such courses and activities are recognized as important and valuable contributions to teaching.

l. Teaching reductions: Reductions may be granted in unusual circumstances, such as when they are paid for by an external agency or other units of the University. Faculty teaching large courses which require the faculty member to take on more than typical course administration and student contact hours may be eligible for a course reduction. Those teaching Internship/Practicum courses may be eligible for a course reduction depending on the demands of the course. Any teaching reduction must be approved by the UTM Chair and Dean.

m. Pre-tenure appointees who have been granted a renewal of their initial contract are entitled to an adjustment to their workload assignment for one academic term in order to allow them to focus on preparing for their tenure consideration and to
address any advice from the review of their initial appointment. Normally, this term will not include assigned teaching or service; but the term may include assigned teaching, with the candidate's agreement, in order to address advice from their review. In addition to this, newly hired tenure stream faculty are eligible for a .5 FCE course reduction in their first year. This is to allow faculty to establish their research programs. Therefore, in accepting the release, faculty members undertake not to do any paid overload teaching.

n. Teaching-stream faculty members who have been reappointed after their initial contract will be offered an academic term to focus on preparing for continuing status review and to address any advice from the interim review. Normally this term will not include assigned teaching above half of the normal teaching assignments or service, but with the candidate’s agreement the term may include more than half of the normal teaching assignments or some assigned service, in order to reflect feedback from the interim review. In addition to this, newly hired teaching stream faculty are eligible for a 0.5 FCE course reduction in their first year. This is to allow the faculty to launch their careers. Therefore in accepting the release, faculty members undertake not to do any paid overload teaching.

III. Service

a. All faculty members shall be expected to accept an equitable share of service responsibilities. This may include meaningful involvement in Departmental, Faculty or University committees and decision-making bodies, and should normally include components of service to Historical Studies, when this is the home department, and the Mississauga campus, when this is the home campus. Beyond the service expected of junior colleagues, post-tenure faculty members and post-promotion faculty members (in the case of teaching-stream faculty) are also expected to serve on committees for which junior colleagues are ineligible, such as on teaching and research committees for tenure and promotion, and other similar activities.

b. Service may also include work done for UTFA; participating in professional bodies, learned societies, civil society, governmental and non-governmental organizations, or other organizations in which one’s scholarly expertise is needed; public lectures to generalist audiences and sharing the expertise of academia beyond the confines of the university; serving as an appraiser or referee for the Department, Faculty, College, University, or other university, academic institution, for scholarly journals, or for a grant agency; editing scholarly journals; organizing conferences or symposia; fundraising; and engaging in activities that increase the visibility of the Department or which serve its advancement objectives.