WORKLOAD POLICY
DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO MISSISSAUGA

PREAMBLE

Workload in the Department of Sociology is comprised of three components: research, teaching, and service.

The Workload Policy of the Department of Sociology pertains to the teaching and service components. Since research is a self-directed activity that is not specifically assigned by the department, and because research has inherent rewards beyond those offered by the Department, the research component is beyond the scope of the Policy.

Summaries of workload assignments, including teaching assignments and service assignments, will be issued to individual faculty members every July. These assignments are subject to updating throughout the year should service and teaching needs evolve in ways that are not known at the time that the summaries are written. Updates can be made by the chair on an ad hoc basis.

The Workload Policy is based on the principle of equity and any deviations from the points outlined below should be informed by that principle.

TEACHING

1. Tenure-stream faculty in the Department of Sociology are expected normally to teach 2.0 FCE per year.

2. Tenure-stream faculty members will be expected normally to teach at least 1.5 FCE per year at the undergraduate level. Tenure-stream faculty may fulfill the remaining FCE commitment either through a .5 FCE graduate course or a .5 FCE undergraduate course. The only exception for a faculty member with a 2.0 teaching commitment occurs if the faculty member is co-teaching all semesters of the year-long Doctoral Research Practicum, with 1.0 credit, or if the Graduate Chair and UTM Chair agree that the faculty member is needed to teach a required course at the graduate level. No faculty member would routinely teach 1.0 FCE at the graduate level.

3. Normally, tenure-stream faculty will teach .5 FCE at the graduate level at least every other year, unless they request only undergraduate teaching and the Chair and the Graduate Chair agree.
4. Tenure-stream faculty will normally teach undergraduate courses at a range of levels from more introductory to more advanced, including writing-intensive, research-intensive, tutorial-based courses, and small-seminars as well as test-intensive and lecture-based courses. The total teaching effort should be spread equitably between faculty.

5. With the exception of the Doctoral Research Practicum, which is co-taught and year-long, no course shall be counted for more than .5 FCE than any others in the calculation of a faculty member’s teaching load.

6. For tenure-stream faculty with course reductions, the expected distribution of teaching commitments will normally include approximately one-quarter teaching at the graduate level over the duration of the reductions. Over the course of the reductions, approximately three quarters of the teaching will normally be at the undergraduate level.

7. A faculty member who holds an administrative position in the department, such as Associate Chair, Graduate or Associate Chair, Undergraduate will be compensated in terms of course reduction and/or administrative stipends in accordance with established practice.

8. Tenure-stream faculty members are expected to participate in various forms of graduate mentorship responsibilities, including advising and various forms of research supervision. Mentorship responsibilities should be maintained over research and study leaves.

9. Faculty will regularly serve on comprehensive exam committees of one or more research areas in which they participate. Area heads, who are tenured faculty and chairs of their comp committee, will suggest compositions of committees in upcoming academic years, and the graduate chair will finalize them. Normally, if a faculty member teaches a core course in the area in a given year, they will also serve on the committee during that period. The term of area head and of comprehensive committee membership is normally two years.

10. Course reductions such as those due to funded research reductions, fellowship reductions, and reductions due to administrative service can each contribute to a 2.0 load, with the proviso that these reductions do not amount to more than half of a usual teaching load unless stipulated by the award or the terms of the service role. Reductions in classroom teaching (aside from release for administrative posts or reductions for pre-tenure faculty) are normally granted only if paid for outside the department, generally by an external agency or other units of the university. Such arrangements must be approved by the UTM Chair and Dean.
11. New tenure-stream faculty will normally receive a 0.5 FCE reduction for each of the first two years of their appointment. In addition, tenure-stream faculty who have been granted a renewal of their initial contract (successful fourth-year review) 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. Pre-tenure teaching release is granted to allow faculty to establish their research programs, and therefore, in accepting the release, individuals undertake not to do any overload teaching.

12. If a faculty member with externally funded teaching reductions also takes a six – month Research and Study Leave, s/he must teach at least .5 FCE during the term not covered by the leave, normally at the undergraduate level. Any further reductions must be required and funded by external research awards.

13. Directed reading, independent study courses and undergraduate research supervision do not reduce the expectations for FCE contributions of undergraduate teaching in a normal workload. Such courses and activities are recognized as important and valuable contributions to teaching.

14. Normally, teaching-stream faculty will be expected to teach 3.5 FCEs at the undergraduate level.

15. Teaching-stream faculty will normally teach undergraduate courses at a range of levels from more introductory to more advanced, including writing-intensive, research-intensive, tutorial-based courses, and small seminars as well as test-intensive and lecture-based courses. The total teaching effort should be spread equitably between faculty.

16. In lieu of an expectation to participate in graduate mentorship or supervision, teaching-stream faculty are expected to participate in undergraduate mentorship, through such activities as individual meetings with students or organizing or facilitating events that enhance student recruitment to and involvement with the Department of Sociology.

17. Course release for new faculty in teaching stream (pre-continuing status faculty) is 1.0 FCE in first year or .5 FCE in each of the first two years of teaching.

18. Upon reappointment after successful review of the initial contract, teaching-stream faculty will be offered an academic term to focus on preparing for
continuing status review and to address any advice arising from the interim review. Normally this term will not include assigned teaching above ½ of the normal teaching assignments (normally 3.5 HCE per term on average) or service, but with the candidate’s agreement the term may include more than ½ of the normal teaching assignments or some assigned service, in order to reflect feedback from the interim review.

19. For CLTAs who do not teach graduate courses or participate in graduate student supervision and graduate examinations, the normal annual teaching load is 2.5 FCEs for CLTAs and 3.5 FCEs for teaching stream CLTAs.

20. Part-time faculty will be assigned the same workload as their full-time equivalent, prorated to reflect their percentage appointment.

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**SERVICE**

1. In the area of service, we consider departmental contributions via administrative positions, committee work and special projects in the department, as well as similar contributions throughout the university, such as committees at the campus or university level. We also consider professional service in the discipline, including special appointments, and community service and representation of the department and/or university in the media.

2. Tenure-stream faculty members are expected to engage in one or more of the forms of extra-departmental service listed above. Substantial external service may, with the approval of the chair, lessen, but not eliminate, expectations of service to the department, campus and university.

3. Service opportunities for teaching-stream faculty are available within the department, campus and university. In addition, service external to the department and university by teaching-stream faculty is recognized as a contribution to service.

4. Our department expects a lighter service load for pre-tenure and pre-continuing status faculty. We normally avoid multiple and heavy service commitments for pre-tenure and pre-continuing status faculty.

5. Tenure-stream faculty members are expected over time to participate in service that is specific to the Department of Sociology at UTM, as well as service to the campus and the Tri-Campus Graduate Department of Sociology. Teaching stream faculty in continuing positions are expected to participate in service over time that is specific to the Department of Sociology and to UTM.
6. CLTAs will have the same service expectations as those in continuing appointments.

7. The UTM Chair will recruit faculty to do service work on committees that are specific to the administration of the UTM Department of Sociology. The Graduate Chair of the Tri-Campus Department of Sociology will recruit faculty to do service work on committees that are specific to the administration of the Tri-Campus Graduate Department of Sociology. This assignment will be in consultation with the undergraduate chair on the relevant campus. In making both undergraduate and tri-campus service assignments, the Chairs will strive to ensure equity in service workload as measured in multi-year segments, taking into account service work both internal and external to the Department of Sociology.