UTM Department of Psychology Workload Policy

This policy outlines procedures for the allocation of workload in the Department of Psychology, UTM, under the terms of the Workload Policy and Procedures for Faculty and Librarians (WLPP). A faculty member’s workload is composed of three possible components: teaching, research, and service. Research and scholarship are largely self-directed rather than allocated activities. This policy outlines the factors to be considered in setting normal teaching and service workload duties in the department.

Annual variances from this norm can be agreed upon by the Chair and faculty member, to recognize the different 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. Faculty members holding budgetary cross-appointments shall be assigned teaching and service duties in a manner consistent with their percentage appointment in each unit, following annual consultation between the faculty member, the Chair, and the head(s) of the units to which the member is cross-appointed.

By the end of September each year, each member will be provided with a written assignment of his/her workload duties on an annual basis which includes details of teaching and service. It is possible that over the course of the year a faculty member’s duties may change. Each faculty member’s service assignment may be updated accordingly throughout the year. 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 that each faculty member holds.

Teaching Component

The normal undergraduate teaching workload for tenure-stream faculty is 1.5 FCE. However, 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. During the first two years, this release will amount to 1.0 FCEs in the first year and .5 FCEs in the second year of one’s appointment. Furthermore, appointees who have been granted renewal of their initial contract are entitled to an additional adjustment of 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.

For teaching-stream faculty, the normal undergraduate teaching workload is 3.0 FCEs. 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 0.5 FTE or half of the typical service load, but with the candidate’s agreement the term may include more than the 0.5 FTE
teaching load or some assigned service, to allow the candidate to address feedback from the interim review.

Undergraduate course assignments will attempt to balance pedagogical and academic interests, course levels (e.g., 100, 200, 300, 400) and format (e.g., lecture, seminar, laboratory), and other factors that may affect course workloads (e.g., size of class, service courses) across the members of the department. There is an expectation that faculty will participate in undergraduate student research supervisions (e.g., in the research opportunity program [ROP], independent research project, fourth-year thesis supervision). These courses and activities do not reduce the expectations for FCE contributions of undergraduate teaching in a normal workload; however, they are recognized as important and valuable contributions to teaching.

Three-campus graduate teaching is assigned by the Graduate Chair in Psychology, and the requirement is that each member of the graduate faculty will teach at least one graduate course (0.5 FCE) within every four-year cycle. If a graduate course is taught within the four-year cycle, the faculty member is eligible to receive a 0.5 FCE undergraduate teaching reduction within that cycle. The maximum undergraduate teaching reduction for a cycle is 0.5 FCE and this is normally taken in the same year as the graduate course is taught. Graduate student research supervision is encouraged and will be recognized as an important and valuable contribution to teaching.

**Service Component**
Internal service includes departmental, divisional, and university-wide service in the form of standing and ad hoc committee assignments. Each faculty member is expected to accept an equitable share of internal service. The Graduate Chair should consult with the UTM Undergraduate Chair regarding the service obligations to the graduate program. External service is service to the professional community outside the university and includes, for example, organizing conferences, reviewing papers and grant proposals, membership on editorial boards and grant panels, and holding administrative positions in the research community. There is an expectation that tenure-stream faculty members will engage in external service to the professional community and such participation will be recognized as important and valuable contributions to service. In addition, it is expected that faculty members who are pre-tenure or pre-promotion (teaching stream) will have reduced service requirements, especially in the first two years of their appointment.