

Workload Committee Report
June 1997
(amended October 2001)

In accordance with the Collective Agreement, Article 34.1, the Department of Psychology has formulated the following workload standard. The Department wishes to note that this plan will be revised in accord with the Collective Agreement (Articles 34.1.7 and 34.1.8) following a thorough review of our undergraduate and graduate programmes. The computations on which this document is based are presented in Appendix A (Workload Committee Computations). A set of all resource documents listed in Appendix B (Resource Documents) has been placed in the General Office.

1) Teaching load

Four principles guide undergraduate and graduate teaching load:

- i) regular faculty are normally expected to teach both undergraduate and graduate courses, depending on course offerings in a given year;
- ii) where possible, regular faculty will teach at both lower (Years 1 or 2) and upper (Years 3 or 4) levels
- iii) normally the teaching responsibility for the Departmental service courses will be shared by the regular faculty. Service courses include the following: Psych 100, 202, 203, 205, 215, 220, 230, 235, 240, 250, 260, 271, 272, 300, 501, 801, and 802. Assignment of service courses will normally be for 3 years.
- iv) assessment of teaching workload will be viewed over a rolling 3-year window to provide a reasonable assessment of an individual's annual teaching load that recognizes yearly fluctuations. The 3-year period includes the year being negotiated, plus the previous two.

Teaching is understood to include the preparation and presentation of courses, evaluation, academic counselling, curriculum development, the supervision of teaching assistants, and the attendance of graduate seminars in the faculty member's area/stream. In addition, undergraduate course instructors are normally expected to be available during all scheduled test and examination periods; should this not be possible, they are responsible for making arrangements with an appropriate substitute.

Undergraduate: The normal annual undergraduate teaching load is 1.25 courses.

Graduate: The normal annual graduate teaching load is .50, with course credit for team teaching being pro-rated. We recognize the fact that not all regular faculty will be asked to teach a graduate course every year; under such circumstances, the regular faculty member will be expected to assume other responsibilities which may include a heavier undergraduate teaching load or administrative duties.

Overall course load: Adding the undergraduate and graduate courses together, and adjusting for teaching release for heavy administrative duties, the normal overall teaching load is 1.75.

A maximum teaching reduction of .25 will be given to all regular faculty members who are a principal (or co-principal) investigator on either an external peer-adjudicated operating grant or an external peer-adjudicated contract. This reduction will begin the second year of the grant or contract and continue for two years after the grant terminates.

A teaching increase of .25 will be assigned to those regular faculty who do not fulfill the designated research criteria above. The increase in teaching load will apply after two successive years without a designated grant or contract. It will continue until a grant or contract is awarded, terminating in the second year of the award.

2) **Supervisory load**

Normally, regular faculty are expected to supervise both undergraduate and graduate students.

Undergraduate: Based on current enrollments, each regular faculty member should normally supervise 2 undergraduate honours thesis students per year.

Graduate: Supervisory experiences may vary across programmes, and consequently a range of students seems appropriate -- regular faculty members should normally supervise a range of 1-3 students, with a maximum of 5. When graduate supervision lies below or above this range, the faculty member will normally be expected to increase or decrease their undergraduate thesis supervision load, respectively.

3) **Scholarly/academic research**

All regular faculty members are expected to maintain an active research programme. Indications of activity include, for example, regularly submitting grant applications, obtaining at least some funding for research, regularly publishing in peer-reviewed journals and books, actively disseminating research results at academic conferences and, where appropriate, in applied settings.

4) **Administrative load**

All regular faculty members are expected to contribute to the administrative duties of the Department, as well as to those of the University and their profession.

Departmental Responsibilities. The 8 major administrative Departmental duties (and associated teaching reductions) are: Head (negotiated with the Dean), Coordinator of Graduate Studies (.5), Coordinator of Undergraduate Studies (.5), Advisor to the

Honours Programme (.5), the Chairs of the Clinical (.5), **Brain, Behavior and Cognitive Sciences, Developmental, and Social-Personality Programs (.25)**, and the Coordinator of Clinical Practica and Internships (.25).

Chairs of committees. Normally, each regular faculty member should chair one of the 11 committees every second three year cycle.

Committee membership. Regular faculty members belong to the Committee of the Department, as well as to their designated graduate program committee (i.e., Clinical, Social, BBCS). In addition, each faculty member should normally serve on 2 additional committees per year. We recognize that the workload associated with each committee may vary, and assume that these differences will balance out over a rolling three-year period.

Faculty, senate and university administration. Regular faculty members are expected to contribute to the administration of the university. This would be taken into account when assessing their overall administrative workload.

Administrative contribution to the profession. Regular faculty are expected to contribute in various ways to their profession, as appropriate for their rank, e.g., journal and grant reviews, editorships, memberships on editorial boards, conference organization, offices in professional societies, internal and external programme reviews, promotion, tenure.

5) Changing distribution of workload components

Normally, regular faculty members will devote 40% of their time to research, 40% to teaching, and 20% to administration. At some point(s) in their career, a faculty member may wish to alter this balance, subject to Departmental needs. Under such circumstances, a reduction in one area should result in a corresponding increase in other area(s) as reflected in the 3-year rolling average.

New junior faculty will receive a reduced teaching load for at least their first year in the department. Similarly, for new junior faculty a less than typical load of administrative and service duties normally will be expected during the initial renewable appointment.

6) Academic programme obligations

The academic programme obligations are detailed in the 1997-8 Undergraduate and Graduate Calendars. These may be altered in the future to address unforeseen changes in Departmental support (e.g., faculty, staff, financial, other infrastructure).

7) Mechanisms for dealing with extraordinary tasks

Individual arrangements can be made by negotiating with the Head.