

Psychology Workload Policy
June 1997
(amended October 2001, February 2010, October 2015)

In accordance with the Collective Agreement, the Department of Psychology has formulated the following workload standard.

Assessment of workload will be viewed over a rolling 3-year window to provide a reasonable assessment of an individual's contribution that recognizes yearly fluctuations. The 3-year period includes the year being negotiated, plus the previous two.

1) Teaching load

Three principles guide undergraduate and graduate teaching load:

- i) regular faculty members are normally expected to teach both undergraduate and graduate courses, depending on course offerings in a given year;
- ii) where possible, regular faculty members 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: PSYC 100, 202, 203, 205, 215, 221, 231, 235, 241, 251, 271, 301, 302, 501, 801, and 802.

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 1.5 courses. Please note that Directed Reading, Directed Lab, or undergraduate courses with an enrolment of less than 10 students will not normally be counted towards this teaching load.

Graduate: The normal annual graduate teaching load is .5, 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, the normal overall teaching load is 2.0.

Changes to Course Load: A maximum teaching reduction of .5 will be given to all untenured faculty and to all tenured faculty members who are a principal (or co-principal) investigator on either an external peer-adjudicated operating grant or an external research contract. This reduction will begin the second year of the grant or contract and continue for two years after the grant terminates.

Any faculty members who have reduced teaching loads due to buyouts, and/or major external awards, may be expected to teach a service course, according to Departmental need.

Course reductions will not normally be given for other tasks. For example, course preparations are an integral part of teaching. Likewise, faculty members often provide editorial work for journals and many members review grants; these and other similar activities would fall under professional administration and would not warrant any teaching reduction.

2) Supervisory load

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

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

Graduate: Supervisory experiences may vary across fields, and consequently a range of students seems appropriate -- regular faculty members should normally supervise 1-5 students. When not supervising any graduate students, the faculty member will normally be expected to increase their undergraduate thesis supervision load or take on additional administrative duties.

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 Faculty, the University, and their profession.

Departmental Responsibilities: The major administrative Departmental duties are: Head, Associate Head, Chair of Undergraduate Studies (which includes Advisor to the Honours Programme, First year Advisor, Exchange Advisor and PSYC 100 Coordinator), Coordinator of Graduate Studies, and the Chair of the Clinical Psychology Programme.

The teaching reductions normally associated with these duties are: Head: negotiated with the Dean; Associate Head: .5, Chair of Undergraduate Studies: not applicable – currently covered by a full-time Continuing Adjunct appointment; Coordinator of Graduate Studies: .5; and Chair of the Clinical Psychology programme: .5.

Chairs of BBCS, Social and Personality and Developmental areas: Faculty members in each graduate area are normally expected to serve as area chair on a rotating basis.

Chairs of committees: Tenured faculty members are expected to chair one of the departmental committees according to Departmental need.

Committee membership: Regular faculty members belong to the Departmental Committee, as well as to their designated graduate programme committee (Developmental, Clinical, Social and Personality, BBCS). In addition, each faculty member should normally serve on additional committees according to Departmental need. We recognize that the workload associated with each committee may vary, and assume that these differences will balance out.

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

Administrative contribution to the profession: Regular faculty members are expected to contribute in various ways to their profession, as appropriate for their rank. Examples of contributions include journal and grant reviews, editorships, memberships on editorial boards, conference organization, offices in professional societies, internal and external programme reviews.

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 and the approval of the Department Head. 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 members will receive a teaching load reduction of .5 for their first year in the Department. Similarly, for new junior faculty members, a less than typical load of administrative and service duties normally will be expected during the initial renewable appointment. For faculty seeking clinical registration, a further teaching load reduction of .5 will be granted for one year.

6) Academic programme obligations

The academic programme obligations are detailed in the 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.