

PSYCHOLOGY DEPARTMENT
FACULTY OF ARTS

WORKLOAD CALCULATION GUIDELINES

August 2005

Revised after Department Meeting of March 27 2006

“The Chair gave the background of the document. There is a problem regarding the wording of the allocation of 1.5 fce. One of the requirements is ‘officially providing supervision of graduate and/or undergraduate students’. The Dean has said this is not the wording of the initial agreement. The Chair asked for the wording to be consistent with the allocations in the rest of the document where the wording is ‘...supervision of graduate and undergraduate students’.”

It was moved “that we remove the word OR from section 1.5”. The motion was carried.

This document is revised accordingly.

The intent of this workload allocation is to recognize active and productive scholarship alongside good teaching, graduate and undergraduate supervision and department service/administration, with a lower teaching load allocation.

All faculty members are expected to devote 40% of their time to research/scholarship, 40% to teaching and 20% to service/administration. Furthermore, every faculty member, when receiving opportunities for teaching “buy outs”, is expected to teach at least a .5 full course equivalent (fce) each academic year.

The targeted teaching allocation will be 1.5 full course equivalents (fce) and it is expected that most if not all faculty members will meet the criteria listed below in order to receive the 1.5 fce allocation. In any event, the allocation below begins with a 3 fce allocation that is subsequently reduced based on the following criteria.

3.0 fce teaching allocation will be made to those members who are not appointed to the Graduate Faculty. Normally those who are members of the Graduate Faculty spend considerable time supervising graduate students, being official members of various thesis/dissertation and minor area Ph.D. paper committees, and are engaged in *active scholarship* that contributes to the graduate program.

Active scholarship is current research and/or writing designed to contribute to the discipline of psychology. Normally such research/scholarship is presented at conferences, colloquia, is recently published or clearly forms the basis for future publications and /or presentations. Examples of the latter would be: conducting pilot studies or developing theoretical papers, research reports published within the department, or research/professional proposals.

2.5 fce. This allocation will be given to those who are:
 ___ members of the Graduate Faculty but
 ___ are not, in a given year, doing *active scholarship* that contributes to their discipline and
 ___ are not actively participating in supervising theses/dissertations (graduate or undergraduate) throughout the academic year.

2.0 fce. The allocation will be given to those who are:
 ___ members of the Graduate Faculty but
 ___ are not, in a given year, doing *active scholarship* that contributes to their discipline. However,
 ___ they are providing official supervision of graduate and undergraduate students and are active on supervisory committees and doing service/administration for the department.

1.5 fce. This allocation recognizes full involvement throughout the academic year (i.e. across at least two academic terms/semesters but normally spanning the entire year exclusive of vacation) with (i) *active scholarship* activities as well as (ii) officially providing supervision of graduate and undergraduate students, (iii) active membership on various graduate theses committees, and (iv) participation in department service/administration committees or roles. University and professional administrative duties (e.g. journal editorship or president of professional organization) will be recognized as contributing towards or under special circumstances meeting fully the service/administration responsibilities, depending on the amount of work involved.

Additional workload allocation bases.

Clarification. The previous practice of providing teaching allocation reductions for supervision of theses, including honours theses, or clinical training will be discontinued in light of the criteria above. It should be noted that the following courses that provide clinical training in the form of practicum experience already receive extra teaching allocation. These courses are: Psy6430P, Psy6445.6P, Psy6930.P

Furthermore, past practices of teaching credit allocation were done when the baseline for teaching allocation was the equivalent of 3 fce's. Thus, in order to implement workload allocations targeting 1.5 fce's, it is required that (a) any teaching credit allocation be reduced and (b) many service/administrative duties be undertaken as part of the normal 20% of faculty member's time devoted to service/administration. It is anticipated as well that the provision of various service and administration duties will be rotated among faculty members (i.e. members will take their turn participating on various service/administrative roles where only one person can undertake the role such as the Affirmative Action Representative) and where appropriate, shared among faculty members. Examples of the latter would be overseeing the Undergraduate Research Participants Pool (URPP) or organizing/running of the annual In-house conference.

Administrative Release: The following teaching allocation credits are given for Administration Releases. These are deducted from the normal load of the faculty member such as being deducted from the normal 1.5fce. However, these administrative releases may not be done on overload but may be banked for future credit when arranged with the Dean.

Chair	full reduction
Clinical-Development Director of training	.5
Clinical Director of Training	.5
Honors Thesis Full Coordinator A	.5
Graduate Director	full reduction
Under Grad Director	full reduction (normally 1.67 when CUPE contracted)

New Faculty Release:

One half course reduction for the first year.
That is, the teaching load is 1 fce for the first year.

Procedures for allocating workload

The same procedures as used in the past will be followed with one important addition. The normal procedures will begin with each faculty member submitting their request to teach courses, indicating the preferred day(s) and time(s). These requests are used by the committee that makes the allocation as done in past practices. However, an added step will require each faculty member to submit a single page report indicating evidence of (1) her/his level of current *active scholarship*, (2) Official graduate and undergraduate supervision, Official graduate committee membership, and (3) Official Service/Administration functions. The Chair of the Department will use this information, in consultation with the Graduate Director and Undergraduate Director, in determining the suitable teaching load allocation in light of the criteria outlined above. Any appeals will be directed to the Department Chair who in turn may consult the Department Executive Committee for a final decision. It is especially important that the Chair seek the input of the Executive where there is a challenge to either the interpretation of the Criteria or the procedures of decision making in an individual case.

The following is a list of some of the normal Service/Administration duties that members of the department will undertake as part of their service/administration duties. An extended list is kept by the Chair's office.

Rehab Coordinator(s)

URPP Coordinator(s)

Honors Thesis seminar coordinator(s)

In-house conference coordinator(s)

Department Grade Reappraisal Officer

Ethics Committee Chair

Practicum Coordinator(s)

Internship Coordinator(s)

Ethics Committee member(s)

Assistance to Organized Research Units or Centres.

Editorship of a journal

President of a professional organization

Updated Sept. 23, 2005. Edits only after Exec mtg.

Discussed at Sept 26 dept mtg. changes discussed

but not recorded on document. Still to be approved by a ballot vote

File: F: Workload doc voted on Aug 2005

File: F: Workload doc voted on Mar 27 2006