

Workload Guidelines – Psychology Department November 2019

The University Academic Workload Policy (06.027) states that generally it is expected that a tenure-system faculty member will carry a balanced workload, though in certain cases a major focus on scholarship, on instruction, or in service is warranted. In the Psychology Department a balanced workload for a tenure-system faculty member is 40% effort in teaching, 40% effort in research/creative activities, and 20% effort in professional service.

Other examples of workload are as follows:

Non-tenure system

- Lecturer: 80% effort in teaching, 0-5% effort in research, 15-20% effort in service
- Lecturer Advisor: 60% effort in teaching, 0-5% effort in research, 35-40% effort in service
- Clinic Director: 20% effort in teaching, 0-5% effort in research, 75-80% effort in service

Tenure-system

- Assistant Professor: 40% effort in teaching, 50% effort in research, 10% effort in service
- Associate or Full Professor: 40% effort in teaching, 40% effort in research, 20% effort in service
- Research Intensive: 30% effort in teaching, 60% effort in research, 10% effort in service
- Teaching Intensive: 60% effort in teaching, 20% effort in research, 20% effort in service

The department chair assigns workloads annually for the following academic year during a spring semester meeting with the faculty member, with the opportunity to meet in the fall semester to revise workload mid-year. At the chair's discretion, these workloads can be altered based on productivity in teaching, service, or research and department needs. Faculty should bring any requests for changes in workload percentages to the annual workload meeting with the chair for consideration.

The workload assignment is related to the annual process for evaluating faculty productivity by the Personnel Affairs Committee (PAC) using the Annual Update (VPAA-160) and the department merit spreadsheet. Productivity in the prior 3-year period is considered when assigning or revising workload, as well as anticipated productivity in the next evaluation period. The workload percentage in an area establishes the minimum level of productivity for satisfactory performance in that area. Performance above the minimum is considered meritorious.

Teaching

A single class in an academic year is considered 10% effort. Given that the normal workload is 40% teaching, the majority of faculty members will be expected to teach a 2/2 load. If a faculty member prefers to teach more, additional courses count for 10%. Teaching workload percentages will generally be directly tied to number of courses taught (40% = 2/2, 50% = 2/3 or 3/2, 60% = 3/3).

If a faculty member is teaching multiple heavy workload courses (e.g., assessment, statistics, practicum), is engaged in substantial course development, or has multiple students who will be defending theses or dissertations in the upcoming year, they can request an increased teaching workload up to an additional 10% with a corresponding decreased research or service workload. Activities beyond the basic teaching load also contribute to merit.

A high level of teaching excellence demonstrated by teaching evaluations in the top 3-5% and/or teaching awards can result in a more individualized set of courses taught. Faculty teaching assignments must first consider department and program needs.

Research

A 40% research workload is typical for tenure-system faculty. If a faculty member has a high rate of research productivity according to PAC reviews and external benchmarks, they can request an increased research workload and a decreased teaching (2/1) or service workload. The merit spreadsheet assigns points for standard research products that can guide workload assignments.

A 40% research workload carries the minimum expectation of average (2-3 publications per year) research productivity. Research activities also contribute to merit.

Service

In most cases the service workload will be 10 or 20%, unless there is a specific administrative position that warrants a higher service workload. The merit spreadsheet assigns points for standard department positions (Program Director, Graduate Advisor, etc.) that guide workload assignments for service. A faculty member with a high level of documented service commitments can request an increased service workload and a decreased teaching (2/1) or research workload. These activities also contribute to merit.

Examples of Expectations in Relation to Workload

These are examples of activities and production within each workload category that meet workload expectations and contribute to merit. Consult the merit spreadsheet for additional examples of activities that contribute to department goals and productivity. There are a variety of ways to combine activities and production in each workload category to meet workload expectations.

Teaching Examples

- Each course: 10% annually
- Each new course preparation: 5% annually
- Summer courses are treated as outside the employment contract

Research Examples

- Each article: 20% annually
- Each national presentation: 3% annually
- Journal editor board member: 10% annually
- Grant submission at least \$50,000: 15% annually

Service Examples

- Department committee membership: 4% annually
- Department committee chair: 6% annually
- Undergraduate Program Director: 20% annually
- APA Program Director: 40% annually