

**Workload Expectations  
of the  
Department of Psychology**  
Approved by the Department of Psychology Faculty  
on February 13, 2013

The aggregate workload for tenure-track faculty in the Department of Psychology is distributed across activities linked to teaching, research and scholarship as well as service. Consistent with the values of the department as reflected in its tenure and promotion review documents, the distribution of activities across these domains among junior faculty is anticipated to be weighted more heavily in the direction of research and scholarship and less heavily toward service. The distribution of activities across domains in senior faculty is expected to exhibit more variance.

The teaching workload for tenure-track faculty in the Department of Psychology is four courses during the academic year; the chair receives a two-course reduction. This teaching workload is based on a number of conditions associated with engagement in research and scholarship, and extensive service as well as administrative responsibilities, active engagement in the supervision of independent and research projects conducted by students, serving in the role of one of the departments rotating academic advisors and other documented reasons. In consequence of variance in faculty activities contributing to the aggregate workload, the actual configuration of activities comprising aggregate workload may vary quite substantially across faculty within the department.

The following factors entered into the aggregate workload are taken into account when calculating teaching workload:

- (a) demands derived from project start-up, publication, grant activities, projects with unusually intensive activities, and externally funded projects
- (b) activities associated with the involvement of students in independent projects
- (c) advising in one of the department's multiple revolving advising positions
- (d) demands generated by student participation in independent academic projects
- (e) demands resulting from investment in specific course rubrics or learning experiences (e.g. courses in the methods core, general education classes, capstone courses, writing intensive courses)
- (f) demands associated with the generation and implementation of new academic courses and offerings
- (g) commitments related to activities of significant interest to the department or the university