Work Load Expectations in Psychology

1) The 4 course teaching load of LSA has been reduced to 3 didactic courses in Psychology to accommodate the high level of individual contact with undergraduate students by our faculty in independent study research courses and the effort required for accrual of funding for research.

2) Three didactic courses:
   a. Typically a faculty member should teach no more than 1 graduate course/year and 2-3 undergraduate courses.
   b. Teaching credit is assigned based on both enrollment in the course and the number of GSI assistants (ie, whether the course is sectioned or not; see attached table for crediting courses).
   c. Course releases or equivalent funds are provided for some departmental administrative duties:
      i. Area Chairs (Area curriculum, prelims, seminars, admissions): 1.0 credits/year
      ii. Director of Clinical Training (APA accreditation, practica, internships): 1.0 credits/yr
      iii. Assoc Chair (Facilities, Diversity, Faculty Mentoring): 1.5 credits/year
      iv. Chair of Student Academic Affairs (UG and Grad programs): 2 courses/yr

3) Independent study courses: Faculty are expected to be mentoring a combined minimum of 10 undergraduate and graduate students in lieu of teaching one didactic course once they are tenured. Pre-tenure faculty have gradually increasing expectations as they get their labs functioning. The average for tenured faculty is 12 UG students + graduate students.

4) Faculty are expected to seek funding, external and/or internal, to support their research costs and to support graduate students.

5) Faculty are expected to publish in peer-reviewed outlets, speak at meetings and in other venues, participate in edited book chapters and other review outlets on an annual basis. The number and location of the publications varies across research programs (e.g. some research takes considerably more effort/time to complete than others).

6) Faculty are expected to be involved in service within the department, as well as outside the department at UM, in societies, for journals, for the government, and so on. The amount of service expected is adjusted to rank.

7) Tenured faculty are expected to assist with mentoring junior faculty.

8) During the academic year, the expected effort is 50% in teaching/mentoring, 25% on research and 25% on service. Given that a good deal of the mentoring is related to research, the new LSA model of 50% teaching and 50% research with service tied to each in approximately equal measure, also reflects department effort.
   a. Across a career the weighting may shift between teaching and service.
b. Faculty are allowed to ‘buy out’ of teaching all but one course at the rate of 20% of academic year salary per course.

c. Faculty with partial appointments have partial teaching loads and local service expectations (see attachment).

9) If a faculty member has 2-3 years without evidence of research productivity (publications or efforts to get funding), the department will offer assistance to get the research program restarted. If this fails, after consultation with the faculty member and the Associate Dean, the teaching load will be increased.