

## **Workload Policy**

### **Department of History**

Workload within the Department of History is defined as teaching (including advisement and supervision of theses and dissertations); research and publication; and service. Although treated separately in this document, in practice the three workload elements overlap and intertwine. While members of the faculty are normally required to teach only during the spring and fall semester, as the Faculty Handbook makes clear (III. A. 1), responsibilities of faculty members do not cease at other times during the year. In particular, it is expected that the summer months will be used "for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation."

The composition of a normal workload will be based on the following guidelines:

#### **I. Teaching Workload**

A. Typical Workload - tenure and tenure track. The typical assigned teaching load for research active members of the tenure-track faculty on administered load is 2 three-credit contact hour courses per semester. During the academic year, for faculty not on sabbatical or grants, teaching therefore typically constitutes 50% of the workload. The teaching of graduate and undergraduate students, both in regular academic-year courses and in special instructional assignments, ranks among the highest priorities of the Department and is of central importance in formulating workload. The criteria for evaluation of teaching, including peer and student evaluations, are outlined in the "Organization and Procedures of the Department of History."

B. Credit for out-of-class room instruction and advisement. The Department follows the contact hour allocation outlined in the Collective Bargaining Agreement, Article XI, footnote 3, p. 20.

C. Advisement. Every year, each faculty member (except instructors or assistant professors during the first semester of appointment) will receive a list of history majors as advisees. Advisors are to counsel students regarding their overall academic planning, selection of courses for each term, and the fulfillment of requirements for graduation.

D. Office Hours. During the regular academic semesters (and summer and winter sessions when an individual teaches), the Department expects all faculty members to set aside an adequate number of office hours per week in order to advise students. The Department has determined that two hours is the minimum number of acceptable hours per week.

E. 100/200-level courses. All full-time tenured, tenure-track, and temporary faculty members are expected to teach at least one 100 or 200-level course, open to a minimum of 100 students, on a rotational basis, usually understood as at least one a year. For faculty members hired after 1994, this course must be one of the following: 101, 102, 103, 104, 205, or 206. The Department believes that these courses are crucial for introducing new and prospective majors to the discipline and are valued highly.

## **II. Teaching of special note**

The following, while not leading to a course reduction, should be considered of special merit to the Department and recognized at the year-end review:

- A. Teaching classes that require additional work with students, such as second writing, or special honors sections.
- B. Preparing new courses or teaching classes of particular need to the curriculum that require unusual preparation.

## **III. Research**

Like teaching, the performance of original research and the publication of its results in scholarly books and journals are a significant component of faculty workload. Indeed, for historians, research and teaching are closely connected; research projects can emerge from or lead to teaching ventures; historians' research projects almost always inform their teaching. As historians, faculty members' research may take many forms. While monographs remain central to the profession, significant research can also take the form of articles, book chapters, textbooks, edited books, and professional presentations. In accordance with workload requirements, all faculty members are expected to be involved in significant research and should be able to produce evidence of this work, whether in the form of articles or book chapters, or a time- table for completion of a book. Commitments from publishers for publication also demonstrate the quality and significance of the project as does scholarly presentations at professional meetings or invited seminars. For faculty members not on sabbaticals or grants, the typical research percentage of the workload during the academic year is 30%.

Yearly publications and presentations will be assessed by a system that credits the broad range of historical research. The criteria for evaluation of research are spelled out in the "Organization and Procedures of the Department of History."

## **IV. Service**

Service is considered an important part of the normal workload, and each member of the faculty is expected to contribute to the work of the Department, College and University, as outlined in the "Organization and Procedures of the Department of History." All members of the Department are required to participate in Department meetings and functions and to serve on Department committees. These obligations will be distributed among all faculty members although service on the Executive Committee is an elected function. For faculty members not on sabbaticals or grants, the typical service percentage of the workload during the academic year is 20%.

For newly appointed assistant professors, committee responsibilities are generally

light, in order that the individual be able to meet the numerous teaching and research obligations. As individuals move through the ranks, expectations of service to the Department, University, and profession expand. Such service may take a variety of forms. Chairing or participating in major committees in the Department, such as the Graduate, Undergraduate, Hagley, and Search Committees requires a great deal of time and contributes greatly to the work of the Department. Serving the College or the University by becoming a Program Director or Coordinator also demonstrates a high commitment to service as does participation on important College and University committees, such as search committees, and the P & T committee.

Contributions to the profession also rank as an important component of service. Again, this may take numerous forms such as membership on an editorial board or editorship of scholarly journals, membership on a council of professional organizations, organizer of a conference, or reviewer of manuscripts.

Yearly service commitments will be assessed by a system that credits the wide variety of forms that such obligations may take.

## **V. Modifications to typical workload**

The Chair may approve requests for non-typical workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. The Chair may also assign non-typical workloads as long as such assignments are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures. Examples of such non-typical workloads for tenured and tenure-track faculty are summarized below. These workloads must be in line with the Department's standards for promotion and tenure, allowing the individual the opportunity to meet the Department's requirements.

### **Circumstances that will trigger variations from typical assignments.**

**a. Emphasis on Teaching.** A tenured faculty member may ask to emphasize teaching and de-emphasize research in his or her workload and thereby ask to teach one or more additional courses during the year beyond the typical assigned workload. If the Chair accepts this proposal, the faculty member will be assigned additional courses and will have his or her teaching workload percentage increased accordingly.

**b. Low Research Productivity.** The Chair may assign one or more extra courses (i.e., courses beyond the usual administered teaching load) to faculty members whose research productivity has been low. Although the Chair has discretion in making this determination, in general low research productivity is defined as failure to acquire five research points over the course of three years. See the attached sheet for the allocation of research points.

**c. Extraordinary Service.** With prior approval of the Chair, a faculty member who undertakes an extraordinary service role may request a teaching load or

research effort reduction. If granted, the faculty member's workload percentages will be adjusted accordingly.

**d. Other modifications.** As long as he or she acts in ways that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures, the Chair retains the flexibility to average workloads over semesters or years. This most likely will occur when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, to account for co- or team-taught courses, or to take into consideration courses whose time requirements are substantially more (or less) than the 3 contact hour standard. In no case will the chair assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the informed written consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

## **2. Summer Program of Sponsored or Un-sponsored Scholarship and Research anticipated in the Faculty Handbook.**

Unless they are teaching, members of the History Department ordinarily use their summers for research, writing, and preparation or revision of teaching materials. Ordinary practice may be formalized in the following fashion Tenured and tenure-track faculty on 9-month academic appointments may request that performance in a summer program of sponsored or un-sponsored scholarship and research be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Chair on an annual basis during the workload planning process. The agreement must be documented as part of the individual's workload plan for the subsequent year. Documentation must include a statement of the summer program of scholarship and research, and the expected products of that program, and it must stipulate the duration of the summer program up to three months. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

## **3. Special circumstances for the reassignment of workload.**

When any faculty member—tenured, or tenure-track—is unable to perform the work that has been assigned during the annual planning process, the Chair is responsible for assigning alternative work that in his or her judgment is appropriate to ensure that the faculty member meets his or her full obligation to the Department. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students to "make." The Chair might, in these circumstances, assign the faculty member to teach a new section of an oversubscribed course for which he or she is qualified or assign the faculty member additional teaching in a subsequent semester. Reassignment to alternative work can occur whenever it becomes clear to the Chair that a faculty member has proved unable or incapable of discharging any element—teaching, research or service—of the original workload plan and their has been consultation with the faculty member.