

College of Humanities Guidelines on Full-time Faculty Loads

I. Introduction. The University Faculty Workload Policy (Electronic Handbook) is the first point of reference regarding faculty workload. The following principles represent the college application of the university statement. Please see also university policy on Evening School.

II. Typical Faculty Workloads for the College of Humanities. Different work allocations exist for Professional and Professorial faculty in the College of Humanities.

A. The Typical Workload for **Professional** Faculty.

1. **Scholarship.** There is no formal expectation that professional faculty do research.
2. **Teaching.** Professional faculty members are teaching professors and are hired primarily to address high instructional demand in a department. Because they have no formal research responsibilities, their expected teaching load is four courses each semester and, for those on a ten-month contract, two courses during spring or summer (based on the assumption that in most cases, these courses are three credit hours). When faculty are assigned to teach courses more or less than three hours, chairs are responsible to make equitable adjustments in the assignment of the number of courses. A reduced teaching load may be granted at the chair's discretion according to the principles articulated below.
3. **Service and Citizenship.** All faculty members are expected to participate as assigned on department, college and university committees.

B. The Typical Workload for **Professorial** Faculty.

1. **Scholarship.** Faculty members in professorial ranks are expected to be actively engaged in ongoing scholarship. While recognizing that publishing schedules are sometimes long and variable, chairs have the responsibility to ensure that scholarly activity is significant and sustained.
2. **Teaching.** Assignment to the professorial track in and of itself is insufficient to qualify for a reduced teaching load. However, professorial faculty who meet research expectations generally receive lower teaching loads than are assigned to professional faculty and are assigned to teach six courses during a ten month contract (based on the assumption that in most cases, these courses are three credit hours). When faculty are assigned to teach courses more or less than three hours, chairs are

responsible to make equitable adjustments in the assignment of the number of courses. A further reduction in teaching load may be granted at the chair's discretion according to the principles articulated below.

3. **Service and Citizenship.** All faculty members are expected to participate as assigned on department, college and university committees, and to attend department, college and university meetings.

III. Temporary Reductions in Teaching Loads. The following are examples of some activities for which reduced teaching loads may be justified. Please note that the resources used to support the professorship and special project options described below are limited and will likely never be sufficiently abundant to be given simultaneously to all qualified faculty. Chairs must establish procedures in the department that ensure the equitable distribution of these limited accommodations.

A. Adjustments for Service Assignments. Only in the most exceptional cases should reductions in teaching expectations be granted for citizenship activities. In such cases, the reductions should be limited to a specific term. Practices vary across the college, but the following are some examples of accommodations now being made. Departments will adopt or adapt these practices as they see fit, in consultation with the dean.

1. A two-course reduction per semester for someone fulfilling unusually heavy administrative assignments (for example, department chair).
2. A one course per semester for an associate chair, graduate coordinator, section head, or course supervisor (whether a reduction is justified might depend on the number of sections taught for the course in question.)
3. For Student Instructor/Teaching Assistant Supervision, a one course reduction might be given for every 15 students supervised.
4. A one course per year reduction might be granted for editing a scholarly journal, supervising a Language House, or preparing for a study abroad program.

B. Adjustments for Research Contributions. After ensuring that all instructional needs have been reasonably covered, department chairs may work with individual faculty to modify teaching assignments to enable research. These arrangements should be:

1. Documented and archived
2. Equitable (equally available to faculty of comparable merit)
3. Based on transparent criteria
4. Limited to a specified period of time
5. Clear in terms of performance expectations and means of accountability

The dean must approve each accommodation that exceeds one semester. It is understood that only a small minority of faculty will benefit from a teaching reduction at any given time.

C. Adjustments Related to CFS Reviews. New faculty who participate in the Faculty Center's New Faculty Development Seminar in the spring of their first year, and in the college's professional development seminar in the spring of their second year, will be released from their obligation to teach during spring/summer terms their first two years. Any other accommodations for research for pre-CFS faculty will follow the same principles outlined in III.B. After a successful final review, and at the initiative of the faculty member, the new associate professor and chair should determine the best timing for a meaningful professional development leave.

IV. Strategic Increases in Teaching or Service Loads. Some post-CFS faculty go through stages of their career when they would prefer to emphasize teaching or service in lieu of standard expectations in scholarship. *While the long-term health and reputation of the department will be built primarily on faculty who are successful as teachers, scholars, and citizens, and while promotion to the rank of professor will require significant achievement in scholarship,* adjustments to expectations can and should be made in order to maximize the potential contributions of each member of the department. Professorial faculty who have not made satisfactory contributions to scholarship in their discipline are obligated to work with the chair to identify additional teaching or service assignments that compensate for the lack of research. See also "Guidelines on Extended Contracts."