

**WORKLOAD POLICY
DEPARTMENT OF HISTORY**

The department chair is responsible for assigning faculty workloads. The department chair will do so under the guidelines laid out in this departmental guidelines and in UNT Policy 06.027 Academic Workload. Faculty members may request workload adjustments during annual consultations with the chair.

**STANDARD WORKLOADS FOR TENURE-SYSTEM FACULTY IN THE
DEPARTMENT OF HISTORY**

Standard workload assignments for tenure system faculty in the Department of History will fall into one of the following categories:

1. Administration emphasis
2. Research emphasis
3. Teaching-research

Administration emphasis

(available only to faculty serving as Department Chair or another administrative assignment from the Dean or the Provost)

Service/Administration	60-100%
0-0, 1-0 or 1-1 course teaching load	0-20%
Research	0-20%

(Or other workload percentages by agreement with the Dean or the Provost.)

Research emphasis

(Standard for tenure-track faculty and for research-productive tenured associate and full professors)

2-2 course teaching load	40%
Research	40-50%
Service/administration	10-20%

(Tenure track faculty will typically be given 10% service workloads on the grounds that significant levels of service are not expected of untenured faculty members. A 20% service load implies significantly more service than average.)

**ALTERNATIVE WORKLOADS FOR TENURE-SYSTEM FACULTY IN THE
DEPARTMENT OF HISTORY**

The Department Chair may assign alternative workloads with varying distribution of teaching, research, and service responsibilities to specific faculty members if the Department Chair determines that the alternative workload is in the best interests of the department.

Research/Service/Teaching Balance

(Generally for faculty with significant service/administrative roles such as director of a program or center, associate chair, or undergraduate or graduate advisor)

1-2 course teaching load	30%
Research	40-50%
Service/Administration	20-30%

Teaching/Research/Service balance

(Generally for tenured faculty members whose research productivity is declining.)

2-3 or 3-3 teaching load	50-60%
Service/Administration	10-30%
Research	10-40%

Teaching/Service/Research balance

(Assigned by the chair to tenured faculty members who are no longer active in research)

3-4 or 4-4 course teaching load	0-80%
Research	10-30%
Service/Administration	10-30%

WORKLOADS FOR LECTURERS IN THE DEPARTMENT OF HISTORY

The workload for lecturers will consist only of teaching and service, with the balance between these determined by the department chair in light of the needs of the department.

Standard Lecturer Workload

4-4 course teaching load	80%
Service	20%

Teaching/Service balance

(Assumes a course reduction in return for extensive service such as undergraduate or graduate advising)

3-3 course teaching load	60%
Service	40%

Service Emphasis

(Assumes multiple course reductions for extensive service)

2-1, 2-2, or 2-3, course teaching load	30-50%
Service/administration	50-70%

DETERMINATION OF WORKLOAD

Each spring semester the Department Chair, in consultation with the DAC, will determine the workload for tenured-system faculty member for the following academic year. In doing so, the Department Chair will consult with each faculty member and take the following factors under consideration:

1. The annual evaluation of faculty
2. An assessment of the faculty member's research productivity
3. Departmental needs in the areas of teaching and service

Faculty may request workload adjustments during their annual consultation with the Department Chair.

The Department Chair will determine lecturers' workloads based on the needs of the department.

During the annual evaluation process, the Chair, in consultation with the DAC, will determine workload. In determining teaching loads, the department chair may grant a course release to a faculty member who will be responsible for supervising an unusually large number of dissertations, theses, and comprehensive examinations if such a course release is in the best interests of the department.

In making the determination of workload for tenured faculty, the Department Chair will be guided by the expectation that a research-productive member of the History faculty is expected to produce at least one single-author book (research monograph or work of synthesis) and either one peer-reviewed article or two conference papers delivered at professional academic conferences (regional, state, national, or international) or the equivalent in digital scholarship (as defined by the departmental tenure and promotion guidelines) about every six to eight academic years.

Probationary tenure-system faculty will typically be assigned a standard research emphasis workload throughout their probationary period:

2-2 course teaching load	40%
Research	40-50%
Service/administration	10-20%

Faculty reverting from an administrative workload (such as Department Chair, Associate Dean or other administrative duties that amounted to over 50% of the faculty member's workload) will have the option to be assigned a standard research emphasis workload or an alternative workload.

In order to maintain a research emphasis workload, a tenured faculty member must fulfill one of the following expectations:

Within four academic years of the publication of their most recent book (or the scholarly equivalent as defined in the Department of History's Promotion and Tenure Guidelines) or within four academic years of the semester in which they reverted from an administrative workload back to regular faculty, a faculty member will show evidence of research productivity, such as:

- a. Peer-reviewed research papers presented at professional conferences (state, regional, national, or international)
- b. A research article, chapter or equivalent published or fully accepted for publication in a peer-reviewed journal, peer-reviewed edited volume or equivalent
- c. Complete draft chapter of a book manuscript or concrete evidence of significant completed research.
- d. An edited or co-edited book or book translation published or fully accepted for publication
- e. Significant external research funding
- f. The equivalent of one of the above in digital scholarship (as defined in the department's tenure and promotion guidelines).
- g. A detailed research plan for their current project that demonstrates meaningful progress on a specific timetable, with concrete evidence of work completed. This must be approved by the chair, in consultation with the DAC.

If evidence of research productivity is insufficient at the time of the annual evaluation of faculty in the third year, the Departmental Affairs Committee can recommend to the chair that the faculty member be shifted from a 2-2 to a 2-3 or 3-3 course teaching load.

Within eight academic years of the publication of their most recent book (or the scholarly equivalent as defined in the Department of History's Promotion and Tenure Guidelines) or within eight academic years of the semester in which they reverted from an administrative workload back to regular faculty, a faculty member will show evidence of research productivity, which can include:

1. A substantial single-authored research book or single-authored book of historical synthesis, a textbook, or a translation and two articles (or book chapters) published or fully accepted for publication
2. Four research articles, chapters, or the equivalent published or fully accepted for publication in peer-reviewed professional journals, peer-reviewed edited volumes or equivalent
3. The equivalent in digital scholarship (as defined in the department's Tenure and Promotion Guidelines).
4. A detailed research plan for their current project that demonstrates meaningful progress on a specific timetable, with concrete evidence of work completed. This must be approved by the chair, in consultation with the DAC.

If evidence of research productivity is insufficient at the time of the annual evaluation of faculty in the eighth year, the Department Affairs Committee can recommend to the chair that the faculty member be shifted from a 2-2 to a 2-3, 3-3, or 4-4 course teaching load.

SPECIAL CIRCUMSTANCES

The Department Chair will make additional workload adjustments when faculty members are faced with extraordinary circumstances, including but not limited to: the birth or adoption of a child; responsibility for managing the illness or disability of a family member; serious persistent personal health issues; death of a parent, spouse, child, or domestic partner; military service; or natural disaster. The faculty member is responsible for making the request, in writing, and providing necessary documentation when requesting a workload adjustment under these circumstances.

Faculty members approaching a research milestone may petition the chair for a workload adjustment that would give them greater flexibility to complete their projects. For example, faculty might request the opportunity to teach an overload in exchange for time off from teaching during a semester of intensive research. Faculty members should make proposals for a workload adjustment in writing and submit it to the Department Chair along with a detailed research plan. Typically, faculty will be eligible for a workload adjustment of this nature no more frequently than once every six years.

MOVING FROM A 2-3 OR HEAVIER COURSE TEACHING LOAD BACK TO A 2-2

A faculty member who has been shifted to (or opted for) a teaching load of 3-2, 3-3, 3-4 or 4-4 will remain on that teaching load for at least two academic years. A faculty member may transition from a heavier to a lighter teaching load in one of the following ways:

1. The faculty member may, with the agreement of the department chair, arrange to perform significant service (such as graduate advisor, director of graduate studies, or undergraduate advisor) in order to transfer 10 to 20 percent of their workload from teaching to service.
2. By September 30th of the fall semester of their second academic year on a 2-3 or heavier teaching load, the faculty member may submit a research proposal to the department chair. The research proposal should include specific benchmarks (such as sources to be consulted, research trips to be made, conference papers to be presented, and draft articles or book chapters or elements of digital projects to be completed). The proposal should indicate dates by which those benchmarks will be met, including benchmarks to be met during the faculty member's second academic year on a 2-3 or heavier teaching load. The department chair, in consultation with the DAC, will review the research proposal and may require amendments. If the department chair accepts the research proposal, s/he will put the faculty member on a 2-2 teaching load when making the course schedule for the following academic year. If the faculty member fails to meet the benchmarks as outlined in the research plan, the department chair will return the faculty member to a 2-3 or heavier teaching load.

PROCESS FOR FACULTY COMPLAINTS

Faculty member complaints about workload will be handled as follows:

1. Faculty members wishing to complain about their course-load for the following academic year will file their complaint with the Department Chair and the Department Affairs Committee within 5 business days of the day when the chair has notified faculty of their workload assignments for the next academic year. The faculty member's complaint should include an evidence-based argument as to why the proposed workload assignment is not in conformity with the guidelines laid forth in this policy.
2. Within five business days of receipt of the faculty member's complaint, the Department Chair and the DAC will review the faculty member's complaint in light of the guidelines in this policy. If the faculty member and/or the chair and/or the DAC desire, the faculty member may meet with the chair and/or the DAC in person to discuss the complaint.
3. Within seven business days of receipt of the faculty member's complaint, the Department Chair, in consultation with the DAC, will prepare a written response to the faculty member's complaint. The response should incorporate an evidence-based argument as to why the chair has chosen either to change or not to change the original workload assignment.
4. If the chair has declined to change the original workload assignment, the faculty member may take their complaint to the college level, where it will be handled in accordance to the procedures established by the college.

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