

College of Languages, Linguistics, and Literature

I. College Course Workload Policy and Department Policy

The College Course Workload Policy is a framework, containing general principles and College-wide rules that all departments must follow, and also guidelines within which an individual department's specific policies are formulated.

There are significant differences among LLL departments: differences in departmental structure and focus, in the academic programs that they administer, and in the sorts of instructional and non-instructional responsibilities that faculty have. For this reason, College-level policy provides a degree of flexibility, so that it can be adapted to each department's context.

Course Workload Policies are developed through shared governance. College policy is determined by consultation between a faculty committee and the dean, who must approve the policy. Within each department, faculty are involved in setting the department's Course Workload Policy, which also requires approval of the dean.

Department chairs have the responsibility to assure that there is equity in course workload across the faculty in their units and that the workload enhances scholarship and professional accomplishments.

Annually, the dean prepares a workload report, based on information about faculty instructional and non-instructional activities during the previous year. This report includes not only information about courses taught, and research productivity, but also about other faculty responsibilities, as may be laid out in each department's Course Workload Policy.

II. Course Workload Policy in Context.

Course workload—that is, responsibility for teaching courses and associated duties—is just one component of the overall workload of a faculty member. Faculty members also have responsibility, in varying degrees, for assigned departmental duties; for research; and for service to the University, the community, and the profession.

Full-time course-instructional workload. The full-time course workload of a faculty member engaged wholly or chiefly in instruction (teaching courses and the directly associated duties) is 24 credit hours per year, as specified by Board of Regents' policy.

Course workload and the full-time workweek. There is a rough relationship between credit hours and actual working hours. On the assumption that a typical 3-credit-hour course meets 3 hours a week, and on the assumption that a faculty member typically spends at least 2 hours outside of class for every hour in class, it requires a perhaps 9 or 10 hours weekly to teach to one 3-credit hour class. Ordinarily a faculty member will have other instruction-related duties (advising students, attending coordination meetings, serving on department committees, administering tests, and the like). If these additional duties require perhaps one hour daily, then teaching four 3-credit courses (12 credit hours) requires, at a minimum, somewhat more than 40 hours weekly, on average. On the assumption that four courses per semester (eight per year) is a full instructional load, one course is approximately a quarter-time load.

Variation within and between courses. Actual required working hours are not be evenly distributed across a semester; and, additional preparation and departmental , and course-related duties are sometimes concentrated in portions of the duty period before classes begin and between the end of classes and the end of the duty period.

These figures are averages across courses. There is no simple relationship between credit hours and effort required. Some 4-credit courses may be “easier” to teach than some 3-credit courses; some courses are largely student-led; some courses require entirely new syllabi each semester to keep up with a rapidly changing field; some can remain stable for long periods. Department-level course workload policies may take course-by-course variation into account explicitly, perhaps by defining credit-hour equivalencies. Where they do not, department chairs have a special responsibility to ensure an equitable distribution of courses to faculty, both within and across semesters.

Course workload and total workload. Tenured and tenure-track faculty (I-3, I-4, and I-5), have responsibilities for major department functions, for research, and for service that go well beyond direct course-related duties. For this reason, the course workload of faculty I-3 and above in the College of LLL is less than 8 courses (or 24 credit hours) per year. A faculty member with a course workload of 6 courses (18 credit hours, usually) per year is teaching roughly a three-quarter (75%) instructional load; one quarter of such a person’s total workload is spent on non-instructional duties. If the course workload is 5 courses, then approximately 3/8 of the total workload is spent on non-instructional duties; teaching 4 courses per year (a “2-2” load) means that about half of the faculty member’s total time (that is, an average of somewhat over 20 hours weekly) is spent on non-instructional activities: research, service, and assigned non-course-related duties. Again, these figures are approximate and represent averages.

A department’s “basic course workload” reflects the general expectation of the

relative amounts of course and non-course responsibilities in the department. The basic course workload is a function of many factors, including the nature of the department's programs, responsibility for supervising graduate students (MA and PhD), and department expectations about the level of research productivity and assignment of other duties. Individual faculty members' particular teaching loads may vary from the basic load depending on individual factors. With respect to research in particular, a faculty member may be granted a research reduction from the basic load; or a faculty member with less than the usual research productivity will have a higher course workload. In all cases, the intent is to assign comparable total workloads (the combined effort devoted to course teaching and other duties, including research) evenly across the College.

III. Overall policy structure; the major components

The Course Workload Policy document of the College, and the policies of individual departments, include these three components, as applicable:

- A. Basic course workload, number of courses, or of credit hours.
- B. Course reductions.
- C. Policy for buy-out, in which an external funding source pays for a replacement.

College-level Course Workload Policy and Guidelines for Department Policies

A. Basic Course Workload

Department Course Workload Policies may state their basic course workload in terms of credit hours or in terms of regular courses. A regular course is typically 3 or 4 credit hours.

Tenured and tenure-track faculty (I-3, I-4, I-5)

Basic course workload for tenured and tenure-track faculty presently differs by department. It is:

- i. three courses per semester (3-3, i.e. 18 units) in IPLL
- ii. three courses in one semester and two courses in the other semester (3-2/2-3) in EALL, English and LLEA
- iii. two courses per semester (2-2) in Linguistics and SLS.

The College's goal is eventually to move toward a uniform 2-2 basic course workload for I-3 and above faculty in all departments. This would be in keeping with the practice in peer programs at other research-intensive universities.

Individual increases to basic course workload. There is some flexibility with respect to the basic course workload. The time devoted to the components of professional work may vary not only across faculty but also across individuals' careers. At different stages in their careers, tenured faculty may emphasize research or service and at another stage instruction. A tenured faculty member in a department with a 2-2 or 3-2/2-3 load will be assigned an increased course workload by the chair when there is an observed lower-than-expected research productivity or when the faculty member chooses to adjust the mix of course teaching and other duties, increasing the amount of time devoted to course instruction, with a corresponding decrease in the expectation for productivity in other areas.

Instructors (I-2)

I-2 faculty members are expected primarily to meet instructional needs in a department. They are also expected to participate as assigned on department committees and in student advising. There is no formal expectation that I-2 faculty conduct research. The full-time course workload of I-2 faculty is four courses (or 12 credit hours) per semester.

B. Course reductions

Department policies may permit reductions from the basic load, in the permissible categories outlined below.

However, every faculty member not on leave must teach at least one regular course each semester. A reduction to zero is not permitted. In exceptional cases, as approved in advance by the dean, a faculty member may teach two or more courses in one semester and no course in the other semester. Such an arrangement is justified only if required by departmental course scheduling.

i. Research reductions for probationary faculty.

All departments must grant a reduction of one course during one semester in the first year of a tenure-track faculty member's service. Also, in a later year of the probationary period, all departments must grant a reduction of one course during one semester.

ii. Reductions for departmental positions

In all departments, the department chair teaches one course per semester.

In some departments, there are also standing reductions for positions such as:

- a. Associate Chair
- c. Graduate Chair
- d. Undergraduate Chair
- e. Section Head
- f. Division Chair
- g. Program Director
- h. Multi-section Course Coordinator
- i. Multi-division Assessment Coordinator
- j. Department Personnel Committee Chair
- k. Center Director

These reductions depend on the extent of the responsibilities. The reductions are specified in the department's Course Workload Policy, as approved by the dean.

iii. Reductions for other professional responsibilities

As resources are available, the dean may grant annually, on a case-by-case basis, reductions for such activities as:

- a. Journal Editor

- b. Conference Organizer
- c. Community Outreach Director
- d. Center Director

These reductions depend on the extent of the responsibilities. It is anticipated that in some cases, "Center Director" will be in category ii; in some cases in category iii.

iv. Research reductions

In a department with a 3-3 or 3-2/2-3 basic course workload, the department's Course Workload Policy may include a mechanism for a one-course reduction during one semester of an academic year, for exceptional research projects or support of new research. Such reductions must each be approved by the dean annually on a case-by-case basis and depend on the availability of resources.

C. Buy-out

Department Chairs, with the approval of the Dean, may allow faculty to "buy out" of one or more courses. In order to buy course releases, faculty must make funding available to their departments for replacements (e.g., visiting professor, lecturer or other temporary faculty). Adequate funding alone does not guarantee that faculty will receive release time. Chairs must make their decisions based on availability of funding, availability of a well-qualified replacement for teaching, and on the overall impact that the release will have on the program and the department.

Provided that no full-time faculty go below the College minimum of one course per semester, LLL does not have a policy about the maximum limit per semester of course buy-out.

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