

Political Science Department Faculty Workload Policy

I. Purpose

The Political Science Department Workload Policy sets guidelines for Political Science faculty's teaching, research, and service duties. Faculty workloads should be consistent with

1. The teaching, research, and service missions of the Department,
2. The different responsibilities of pre-tenure, tenured, and non-tenure track faculty,
3. The Department's expectations for tenure and/or advancement.

The Department will equitably distribute faculty workloads in a way that supports the teaching, research, and service of pre-tenure, tenured, and non-tenure track faculty, maintains consistency with standards for promotion in each category, and recognizes that faculty in different categories have different requirements.

The department chair is responsible for negotiating workload distribution with individual faculty. Each faculty member will complete a workload agreement annually by January. The chair will share an annual summary of faculty workload distribution with the full-time faculty.

Every two years, a faculty Workload Policy Review Committee consisting of the department chair, a tenured faculty member, a pre-tenure faculty member, and a non-tenure track faculty member (if applicable) will review the application of the department workload policy and the annual summary. Committee representatives will be chosen by faculty in the same category to serve on the committee. This committee will recommend any desirable adjustments to the policy to the full-time faculty for approval.

II. Responsibilities of Faculty

All faculty members on a nine-month contract are expected to fulfill 24 workload units across research, teaching, and service. Teaching a 3-credit hour course ordinarily is equivalent to 3 workload units. The distribution of workload units for tenure-track faculty on an average 50%-40%-10% assignment for teaching, research, and service is described below. However, consistent with university workload policy that "a given three credit hour class may count for more or less than three workload units," individual faculty may negotiate with the chair to increase or decrease the percent of their workload units that counts toward teaching and, corresponding to that, to increase or decrease the percent of workload units that counts toward either research or service.

A. Pre-Tenure Faculty

- i. Teaching: 12 workload units
- ii. Research: 10 workload units
- iii. Service: 2 workload units

Summary: To ensure that pre-tenure faculty have adequate time for research and can meet publication criteria for tenure, they are guaranteed a two-two course assignment for the duration of the pre-tenure period. High scholarship standards and course assignments compatible with these standards have been key to the department's ability to attract and retain talented junior faculty and to enhance the

research culture and reputation of the Department, the College, and the University. In addition to teaching courses, pre-tenure faculty are expected to mentor a full load of political science majors and minors and serve on Political Science Honors thesis and MA thesis committees. Pre-tenure faculty are also expected to do service in the Department and the College of Arts and Sciences.

B. Tenured Faculty

- i. Teaching: 12 workload units
- ii. Research: 9 workload units
- iii. Service: 3 workload units

Summary: Tenured faculty members are eligible for a two-two course assignment, provided that they:

1. Maintain “research active” status
2. Contribute to essential department administrative and service tasks.
3. Mentor a full load of political science major and minors
4. Direct and serve on Political Science Honors thesis and MA or Ph.D. thesis committees as needed or MPA capstones.

Tenured faculty who do not meet these criteria will teach additional classes or perform additional service responsibilities - as detailed below - to achieve a workload consistent with their full-time status.

C. Non-Tenure Track Faculty

Summary: In the Political Science Department, non-tenure-track faculty members have a variety of different responsibilities. Some have more teaching responsibilities - though not usually greater than a three-three course assignment – and others have more service, mentoring, or administrative responsibilities. Non-tenure track faculty can also have research responsibilities, which are fewer and different from those of tenured and pre-tenure faculty in ways that are specified in approved department criteria for advancement for faculty in each category. Responsibilities of individual non-tenure-track faculty are negotiated annually with the department chair so that workloads are consistent with full-time status.

III. Definition of Research Responsibilities

A. Pre-tenure Faculty

The department expects pre-tenure faculty to continually build their tenure research portfolio. In this pursuit, pre-tenure faculty also are expected apply for a president’s or provost’s research leave during the second or third year of their probationary period. If the application is not successful, the faculty member will be eligible for a reduced teaching assignment, with the time normally spent teaching one or two courses reallocated to research, at the discretion of the department chair and if department resources permit. Specific responsibilities for research are negotiated with the department chair annually.

B. Tenured Faculty

Tenured faculty are expected to meet the following criteria – specified in greater detail below - to be considered “research active” and eligible for a two-two course load.

A general guideline for research active status is completing one of the following

1. Publication of two single-authored refereed articles every 4 years
2. Two co-authored refereed articles every 3 years
3. A book every 6 years

These examples are not intended to be exhaustive. Consistent with the Political Science Department’s criteria for tenure and promotion, research activity ordinarily can be shown by peer-reviewed articles in well-regarded disciplinary journals or the equivalent in a scholarly, peer-reviewed book published with a reputable press. Quantity expectations may vary depending on the quality and prestige of the outlet, as judged by the standards of the discipline and the particular subfield of specialization.

Other forms of scholarship can also be taken into consideration, depending on their impact and quality. Unless they are in particularly prestigious or significant outlets, these forms of scholarship would not normally be sufficient on their own. These include: books or articles which, though not refereed, received considerable attention and are highly regarded (e.g. through good reviews, prizes, wide discussion), successful grantsmanship, commissioned works in edited volumes, journal and magazine articles, book chapters, published lectures, book reviews, encyclopedia articles, pamphlets, papers in conference proceedings, working papers, and unpublished papers presented at academic conventions or workshops. In this wide range of works, the Department recognizes that there can be significant qualitative differences.

Article and book benchmarks should be interpreted with sufficient flexibility to accommodate review procedures for different kinds of publications and practices in different subfields. For example, division of labor in co-authored articles varies widely as do review procedures for journal articles and edited works.

These article and book benchmarks intend to advance scholarship. They do not intend to interfere with progress on long-term projects such as publication of a book or hamper publication of a project on which there is evidence of progress. Benchmarks therefore should not be interpreted as a rigid rule. For example, in a faculty member’s annual review, clear evidence of progress toward a book (e.g. new drafts, revisions, comments from editors or referees, a book contract in combination with progress) can qualify for research active status. In general, evidence of scholarship that would be counted toward the Department’s criteria for tenure or advancement, as described above will count as evidence of “research active” status.

The department chair will review tenured faculty workloads annually to determine whether individual faculty meet the criteria for “research active” status and the two-two course load that comes with that status. If the faculty member and the department chair disagree about whether a particular publication or combination of scholarly activities justifies research-active status, the question will be referred to a Research Activity Committee consisting of the department chair and the field coordinators for each of the four political science subfields. If the faculty author is a field coordinator, the three other field coordinators will select a different faculty member from the author’s subfield to serve on the committee. The faculty author shall describe and provide evidence of the review

process for particular publications or alternative evidence of scholarly significance. The committee will decide whether the quality and significance of the publication or other scholarly activity merits research active status.

C. Nontenure-track Faculty

Individual non-tenure track faculty may have differing requirements for research as well as teaching and service from those of pre-tenure and tenured faculty. Faculty who do not have a 50-40-10 workload will have research expectations as determined in negotiation with the department chair.

For non-tenure track faculty, publication of research findings in refereed publications is clear evidence of having achieved competence in scholarship. For non-tenure track faculty whose primary responsibilities are teaching, administration, and/or service, scholarship need not be peer-reviewed books or journal articles. Scholarship that advances teaching expertise is particularly valued. Other forms of scholarly productivity will also be used to evaluate non-tenure track faculty. Some examples are

- i. Participation in the acquisition and execution of research grants
- ii. Papers presented at academic conferences and workshops
- iii. Development of pedagogical or assessment materials.
- iv. Participation in national workshops
- v. Non-referred publications appropriate to the candidate's responsibilities
- vi. Poster sessions
- vii. Invited presentations
- viii. Membership on master's or doctoral research committees or oral comprehensive exams
- ix. Book reviews
- x. Encyclopedia articles
- xi. Working papers

IV. Definition of Teaching Responsibilities

For faculty on the standard 50%-40%-10% workload, unless otherwise agreed in contract negotiations, the expectation is that pre-tenure and tenure faculty members will on average complete 12 teaching workload units per academic year. Teaching a three-credit hour course is equivalent to three workload units. For faculty with a two-two teaching assignment, this expectation then is equivalent to completing twelve three-credit hour courses (36 workload units) within a rolling three-year period. For faculty not on a two-two teaching assignment, expectations for the rolling three-year period will be adapted accordingly.

The following details expectations and criteria regarding class cancellations.

A. Class Cancellations

If a class is canceled (e.g. due to low enrollment), the faculty member may fulfill their teaching responsibilities by completing one of the following within five semesters of the class cancellation:

- i. Teach an additional class during the regular 9-month academic year at least equivalent in workload units to the cancelled class

- ii. Successfully apply to reallocate teaching time to research. To receive a research reallocation, faculty must present the chair a two-page written proposal outlining what will be accomplished in the reduced-teaching semester. No faculty member may receive more than one research allocation by the chair as a substitute for a cancelled course within a four year period unless previously negotiated (e.g. when the faculty member was hired or contract renegotiation).
- iii. Successfully apply to reallocate teaching time to service. To receive a service reallocation, the faculty member must provide the chair a proposal stating how that member plans to complete equivalent of 3 workload units of service as defined by Section V of this workload policy. The chair must approve all service reallocations in writing.
- iv. Use an earned reallocation – as defined in section VI – of teaching or service workload units with permission of the chair.

V. Definition of Essential Departmental Service and Community Engagement Responsibilities

All faculty members have required service obligations to the department, College, and University. This required service includes attending department meetings and taking part in department governance, attending pre-Commencement and Commencement. These activities do not count as additional service for purposes of the workload policy.

In addition to this normal service, tenured faculty members are expected to complete an additional 3 units of service per year (five hours a week) and pre-tenure faculty are expected to complete 2 units per year (three hours a week). As a baseline, one way that 2 units of service can be earned is through participation in a College committee and a department committee, as well as mentoring a full-load of students, serving as needed on thesis and dissertation committees, and reviewing articles or performing other professional service. Three units of service can be earned by proportional work beyond that minimum. That may include serving on committees that demand more time or chairing committees, rather than simply increasing the quantity of committees joined. Service obligations can be hard to predict, and unusually high service responsibilities in one year can be balanced with a lighter load in other years.

Faculty must fully document their service activities, including measures of accomplishments and time spent on various activities, in their annual activity reports. Quantity of units earned by faculty will be determined by the chair at the time of annual review. In this allocation, the chair will consult guidelines set by the department on the weight of various service and non-classroom teaching activities (theses, independent studies, internships, etc.). Faculty who do not meet minimal service expectations may be required to perform other work in place of service.

VI. Reallocation of Workload Units

Faculty members can negotiate their workload distribution with the chair.

Certain circumstances will result in a reallocation of workload (e.g. particular service needs of the department). Usually, but not always, these circumstances are known at the start of

the evaluation year. If not, a midyear a revision in the individual workload agreement may be necessary.

Faculty members may earn additional workload units that can be used to reallocate workload responsibilities within a semester by reducing a teaching assignment. All reallocations require the permission of the chair. Earned reallocations and course reductions must be used within 6 years of the time they are earned as a reallocation or as a substitute for a cancelled course. These units may be earned by teaching, service, or grants as specified below.

A. Earning Additional Workload Units through Teaching

- i. **Teaching courses whose enrollment exceeds 30 students.** If a faculty member teaches a course whose enrollment exceeds 30 students, that faculty member will earn additional teaching units based on the following formula:
 - a. 35-50 students: 3.5 units
 - b. 51-75 students: 4 units
 - c. 76-100 students: 4.5 units
 - d. 101+ students: 5 units
- ii. **Teaching Community Engagement Classes.** If the faculty member teaches a community engagement course, the faculty member is eligible to earn additional workload units at the discretion of the chair. As a general guideline if a faculty member spends an additional 3 to 5 hours a week in the community with students on a class related project, the faculty member is eligible to earn an additional 1.5 workload units for classes with 10 to 20 students and up to 3 workload units for larger classes.
- iii. **Four Credit Hour Courses.** If a faculty member teaches a four-credit hour course instead of a three-credit hour course that faculty member will receive four workload units instead of three units.

B. Earning Additional Workload Units through Service:

- i. **Major Department Service.** Faculty who serve as Director of Graduate Studies, Director of Undergraduate Studies, or Assistant/Associate Chair ordinarily can reallocate three teaching workload units per year to service. Faculty who serve as Director of the Master of Public Administration, a Journal Editor, or the host of a National Conference may be eligible to earn three teaching workload units per year at the discretion of the chair.
- ii. **Major Community Service.** Faculty who conduct major, continuing, labor intensive community service responsibilities that are as time consuming as teaching a course are eligible to reallocate up to three teaching workload units at the discretion of the chair. Examples include special certificate programs that are offered to community leaders, such as the Certificate in Community Development for City Managers or the Certificate in Law Enforcement Leadership for police administrators. Generally, such programs occur over the course of a semester and involve regular classroom meetings. Other examples would include major community evaluation projects that provide substantial opportunity to impact the region.
- iii. **Regular Department Service.** A faculty member may reallocate teaching workload units by completing services tasks as defined in Section V of this workload policy. Ordinarily, unless a faculty member's class is canceled or workload units are earned through "Major Department Service" or "Major

Community Service,” no faculty member may reallocate more than three teaching workload units to service workload units within a three year period.

C. Earning Additional Workload Units through Grants:

- i. **Grants and Awards.** If awarded and compensated by internal or external grants, teaching obligations can be reallocated to research. This reallocation must have the approval of the chair, and the department must be compensated for replacement teaching.

This policy was written by a subcommittee made up only of faculty, discussed at two full faculty meetings, and passed at the April 29, 2016 meeting: 12 in favor, 3 opposed, 1 abstention.

Revisions passed at a full faculty meeting on January 27, 2017: 11 in favor, 1 opposed, 1 abstention.