

Department of History: Teaching Load Policy

As we described in our 2001 Master Plan, a variety of endeavors comprise our teaching. In the interest of equity among different faculty members' diverse teaching responsibilities, we take account of the variety as we calculate faculty teaching load. Each year, as an intra-departmental addendum to the role statement, each faculty member describes his or her workload calculation for the subsequent year. For the purposes of role statements, our standard department assignment is 40% teaching, 40% scholarly activity, and 20% service.

- A. Our standard teaching load is 4.5 courses per year. Four of these courses are chosen from among the following:
1. regularly scheduled history classes;
 2. Core Humanities lectures (involving supervision of discussion leaders) or independent sections (no discussion leaders);
 3. a pair of Core Humanities discussion sections.
- B. The additional half-course can be met in several ways:
1. by teaching a Core Humanities discussion section.
 2. by supervising more than 24 credits of independent study, senior project, thesis, or dissertation. This provision is cumulative: the 24 credits of supervision may be accumulated over a period of years. For any individual M.A. student, no more than six credits of thesis count toward the faculty member's 24-credits for the half-course. For any individual Ph.D. student, no more than twenty-four credits of dissertation count toward the faculty member's 24-credits for the half-course.
 3. by teaching a regular history course with more than 75 students (which would count as one-and-a-half courses).
 4. by creating and teaching new courses at 100 or 200 levels for .5 credit, or by creating and teaching new courses at 300 or 400 levels for .25 credit.
- C. Several faculty members have reduced teaching loads, reflected in role statement percentages:
1. Chair: 4.5 courses over a two-year term in office, to be met by teaching four regular courses (as described in A, above) and one half-course (to be met as described in B, above). In general, the chair's role statement will indicate a 20% (teaching), 30% (scholarly activity), 50% (service) assignment.
 2. Undergraduate advisor: 6.0 courses over a two-year term in office, to be met by teaching at least five regular courses (as described in A, above); the sixth course may be met in two half-courses (as described in B, above) or by a sixth regular course. The undergraduate advisor also supervises History 499, not counted among the 6.0 courses. In general, the undergraduate advisor's role statement will indicate a 30% (teaching), 40% (scholarly activity), 30% (service) assignment.
 3. Graduate advisor: 6.0 courses over a two-year term in office, to be met by teaching at least five regular courses (as described in A, above); the sixth course may be met in two half-courses (as described in B, above) or by a sixth regular course. The graduate advisor also supervises History 600 and 737, not counted among the 6.0 courses. In general,

the undergraduate advisor's role statement will indicate a 30% (teaching), 40% (scholarly activity), 30% (service) assignment.

4. New tenure-track faculty members teach 4.0 courses their first year. In general, new faculty, whose teaching includes substantial new preparation, have the standard 40%-40%-20% assignment.

D. Given the calculation involved in such a system, some faculty members' loads for a particular academic year might be lower or higher than 4.5. Faculty plan to teach 4.5 courses each year, with the understanding that an overload in one year may be compensated in a subsequent year.

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