DEPARTMENT OF COMMUNICATION STUDIES
WORKLOAD POLICY
Revised Spring 2011 (original 2004)

The goal of the Department of Communication Studies Workload Policy is to provide guidelines for the equitable distribution of the work involved in being a Department, while meeting the evolving needs of individual faculty in their role as active scholars. At the same time, work assignments and related adjustment in workload are to be in compliance with the guidelines established by the University (University Faculty Workload Guidelines as defined by the Provost), and the College of Arts and Sciences (College Teaching Assignment Guidelines), and negotiated where necessary with the Dean and Department Head.

As outlined in the College guidelines, all policies must ensure:

- Equity in overall workloads among faculty with different allocations of time to teaching, research, service, outreach and other obligations to the Department, College, University, and profession.
- Equity in eligibility for salary increases for faculty with different patterns of contribution, based on the Departmental procedures for merit assessment.
- Equal promotion opportunities for faculty with different “profiles,” consistent with the College Promotion and Tenure Guidelines.

With these mandates and contextual considerations in mind, the Department of Communication workload guidelines are as follows:

I. Teaching

1) The teaching load for second year TA’s will be 2-2 (classes as teacher of record). The teaching load for first year TA’s (with less than 18 graduate hours in field) will be 2-2 (breakout sessions with a faculty member as teacher of record). The teaching load for full-time lecturers will be 4-4 (with reductions for service roles where appropriate). The teaching load for tenured and tenure-track faculty will be determined according to three “profiles” in 5 year cycles in consultation with the Head and, where appropriate, the post-tenure review committee.

- **Profile 1**: With elevated programs of research/scholarship that typically involve the seeking and securing of external funding, and/or exceptional and sustained levels of publication production, the teaching course load will normally be 3-2. The department priority for tenure track hires is to hire faculty appropriate for a profile 1.

- **Profile 2**: With normal levels of active scholarly production (minimum of one publication per year) the teaching course load will normally be 3-3.

- **Profile 3**: With reduced levels of research (less than a minimum of one per year) or a desire for tenured faculty to focus on teaching and service for a five year cycle, the teaching course load will normally be a 4-3. Untenured faculty members are not eligible for Profile 3.
2) Pending the Dean’s approval, new tenure-track faculty should be given a reduced teaching load in their first year of one class (normally a 2-2 if hired as a profile 1 faculty member). This will switch to a regular load in their second year.

3) Undergraduate class size will be limited to 25 for “WI”, “SI”, and “SVL” designated sections. Graduate classes will normally be limited to 15 students. Gradations of class sizes otherwise depend on the numbered level of the class. 100-300=35, 400=25, 500=20. It is assumed that pedagogical methods (such as testing) will be adjusted between levels to reflect the varying demands of course sizes.

4) Graduate faculty are eligible to teach a 600 level class, other than a core requirement, once every two years given that the graduate degree is normally considered a two year degree. Exceptions should be discussed by the faculty at the time of schedule planning, and efforts should be made to ensure equal access to teaching graduate courses if desired by the graduate faculty.

5) Tenured faculty who prefer to focus on teaching, or who do not demonstrate a satisfactory level of scholarly or creative productivity, will teach more classes (profile 3), and/or take on administrative duties where needed commensurate with equity of workload across the faculty. Such reassignments should be within the College guidelines for career planning and are negotiated with the Department Head in five year periods.

6) Tenured and tenure-track faculty, in consultation with the Department Head, may assume a voluntary class overload one semester with the understanding that the three credits of teaching work can be “banked” and subsequently “cashed-in” normally in the following semester. Overload courses cannot be banked if additional payment for teaching the courses is received (non-tenure track faculty).

7) Faculty will be expected to give top priority to teaching required courses, and should show flexibility in terms of days and time for scheduling classes so the needs of students are met. Faculty should be willing to teach over several days and at various times, and should be willing to adjust those days and times over the course of semesters. Top priority will be given to courses in the Department and ones that can be cross-listed if taught primarily within another program. The person doing scheduling (normally the head) should be sensitive to both student needs and the scholarly needs of faculty.

8) Faculty with grants that are supportive of course “buy-outs” can reduce their teaching load normally by one class per semester as long as the buy-out supports the hiring of faculty to cover Department instructional productivity needs. The buy-out must also be approved in advance by, and meet the requirements of, the College of Arts and Sciences Associate Dean for Research.

9) Course reductions can occasionally be negotiated for courses that have unusually demanding requirements that double the workload of a normal course preparation. This may be based on a large lecture class, or the development of a new course delivery format. However a large lecture class does not necessarily mean a doubling of workload. All course reductions must be negotiated in balance with department needs and instructional productivity (normally approximately 75 students per semester for tenure track/tenured faculty).
II. **Research/scholarship:**
1) Tenured and tenure-track faculty in the Department of Communication are expected to be engaged and productive scholars. Levels of productivity, usually represented by scholarly presentations and publications, will be linked to the departmental annual evaluation system at the end of each year, and discussed at the start of each annual career planning process. Minimum levels of productivity mean an average of a publication per year or equivalent.

2) Tenured and tenure-track faculty should have a clearly articulated—if evolving—plan for their scholarship each year, and this plan should contribute to their personal career development as well as to the Department mission, focus areas, and curriculum.

III. **Service:**
1) Departmental service assignments involve all full-time faculty and instructors. All full-time faculty and lecturers are expected to be engaged with the service necessary to operate as a Department. Departmental service assignments will be made usually at the first meeting of each Fall semester. Faculty can elect to hold onto assignments, or they can elect to rotate into a new assignment at that time.

2) Advising for registration will be delivered centrally. Faculty should be available for other forms of academic advising at least during specified and regular office hours. The Graduate Director will advise all of the graduate students.

3) Graduate faculty should share the workload of serving on capstone projects in a way that represents an equitable distribution of students to faculty. This will be mediated somewhat by the amount of involvement that a faculty member has had in the teaching of graduate courses. Those who teach more graduate classes should expect to serve in the capstone process more heavily.

4) Pending the Dean’s approval, a major service assignment to the Department, College, University, or Discipline of Communication may result in a reduction in teaching load. This is routine for the Head and Graduate Director as their workload is held to be equivalent to that of the reduced classes. In other cases it is negotiated, for example, in the case of chairing the faculty senate or in editing a major journal in the field, and so on.

5) Service to the Discipline and Community, and involvement in College and University programs is valued for tenure-track faculty, but senior level leadership (for example, chairing College or University committees) is not normally expected for untenured faculty. Service outside the Department should be negotiated with the Department Head and should directly benefit the engaged scholar profile of the faculty member in complimenting/supporting their research and teaching. Reasonable and regular service to the Department, College, University, and Discipline is expected for tenured faculty. Service beyond the Department level within the university is elective for non-tenure track lecturers.

IV. **Governance:**
On issues of common interest the Department of Communication will strive to practice the principles of open and equal discussion with consensus as the desired decision making outcome. In cases of decision making that involves the whole
Department where consensus is not reached in a timely manner, or is not possible, a simple majority will prevail. However, neither consensus nor a majority opinion is not necessary for the following decision making scenarios: (1) On issues where a formal committee is assigned, such as in a search process, that committee is responsible for making their decisions in a timely manner while seeking input and guidance from the faculty as a whole. The Dean has final decision making authority in hiring decisions. (2) On issues that involve final decision making responsibility of the Department Head or Graduate Director, the administrator should consult with and gain input from faculty relevant to that decision where possible. (3) On issues that involve the graduate program, the graduate faculty will make decisions under the leadership of the graduate director. In all of these cases the level of input and involvement for decisions should clearly match the nature and scope of the decision. The department head has final say in all matters pertaining to the functioning of the department.