

# Department of German Studies Workload Statement

(approved by unanimous faculty on November 5, 2009)

## **OVERALL PURPOSE**

Standard workload in the Department of German Studies comprises the areas of teaching, research, and service. It is understood that these activities take a range of forms and that faculty members can fulfill their obligations in a variety of ways. It is the aim of this document to outline basic expectations, to differentiate between tenure-track and field service faculty, and to ensure a fair distribution of tasks among all faculty members. The workload policy serves as the baseline for the department head's annual evaluation of each faculty member's performance. The faculty reviews and votes on this document every three years to assure that it serves the department's changing needs.

## **TEACHING**

### **Types of Courses:**

The Department of German Studies distinguishes between courses that primarily teach language, including language pedagogy, and those aimed at teaching German literature and film. Depending on their focus, study abroad courses are taught either in English (culture focus) or in German (language and culture focus). As a rule, language courses tend to be small (maximum 25 students), literature and culture courses, especially those taught in English, tend to be larger (35-90). Due to its small size, the department needs considerable flexibility in course scheduling. However, the department head assures that each faculty member's annual load comprises a combination of smaller and larger courses. It is the goal that all faculty members teach a comparable number of students per year.

The Department of German Studies offers four levels of courses:

- 100 level: introductory language & culture
- 200-400 level: advanced language & culture/literature
- 500 level: advanced undergraduate/beginning graduate students
- 700-800 level courses: graduate students only

### **Teaching Eligibility:**

Tenure-track faculty are expected to teach courses on all levels, in line with their area of expertise. Faculty must have a PhD and maintain an active research agenda to be assigned graduate courses or to supervise MA- and PhD- theses.

Field service faculty are expected to teach all levels of undergraduate courses as well as language/pedagogy courses on the graduate level, in line with their area of expertise.

### **Teaching Load and Teaching Load Reductions (Quarter System):**

The basic teaching load for tenure-track/tenured faculty is 6 courses per year.  
The basic teaching load for field service faculty is 9 courses per year.

The graduate director receives a reduction of one course per year.

The undergraduate director receives a reduction of one course per year.

The language coordinator receives a reduction of three courses per year.  
The department head receives a course reduction of three courses per year.

### **SERVICE**

All faculty members are expected to attend all scheduled faculty meetings. Departmental officers are expected to attend college meetings for their respective group.

All faculty members must hold scheduled office hours at least twice a week.

All faculty members are expected to participate in the department's scheduled as well as informal efforts to recruit students.

Service to the department includes mentoring of both undergraduate and graduate students as well supervision of senior theses, MA and PhD theses. While demand for thesis supervision through individual faculty members will vary according to field of expertise and student interest, all faculty members are expected to advise and mentor students on a regular basis.

The department also recognizes and encourages committee membership, offices in national organizations, and community outreach.

Each faculty member is expected to serve in at least one of the above activities every year.

### **PROFESSIONAL DEVELOPMENT**

The department considers professional development essential to a faculty member's continued success.

Faculty development includes, but is not limited to, workshops (pedagogy, administration, use of technology, specific content areas, etc.) both locally and through national organizations. Faculty members are encouraged to apply for faculty development grants through local and national sources.

Each faculty member is expected to participate in at least one professional development activity per year.

### **RESEARCH**

All tenured/tenure-track faculty members are expected to be research active.

Research activity means publication of articles in refereed journals, book chapters, as well as monographs. It also includes attendance of national and international conferences, and the presentation of papers, invited lectures, as well as public addresses. Grant writing (individual and cooperative) is encouraged and counts toward a faculty member's research portfolio, as does the editing of journals or books.

The minimum measurement for being "research active" is publication of one article or book chapter (minimum of 15 printed pages) every two years.

The department head discusses research productivity with each faculty member during the annual review. If the department's standard is not met three years from the review in which lack of research activity was established, the department head can raise the faculty member's teaching load to an appropriate amount to compensate for diminished research activity.

