

**WORKLOAD GUIDELINES FOR FULL-TIME FACULTY
DEPARTMENT OF SOCIOLOGY (5-12-94)**

The Department of Sociology has a tripartite mission: to provide a center for "educating and, thereby, cultivating Ohio's citizens;" to contribute to the "advancement, refinement, improvement and dissemination of fundamental knowledge that fuels scientific and social progress;" and to serve as "a reservoir of expertise committed to the advancement of sociology and the application of that knowledge in service to society." This document defines what faculty do in support of the mission of the sociology department.

The faculty of the sociology department dedicate themselves to fulfilling this mission. Often they do so by voluntarily working in excess of the "standard" forty-hour work-week. The nature of academic work and the diversity of times and locations in which faculty conduct that work often obscures it from the public's view. Faculty typically work at many locations: the classroom, office, library, research sites, as well as many other locations (both on and off-campus). Work often extends into the evenings and throughout weekends.

General Definitions and Activities

Faculty in the department work as a community of scholars, welcoming all students to share in the pursuit of knowledge whether the forum be the classroom, field-site, or board room. Faculty often employ the terms education, research, and service to describe the components of their job, but these categories do not fully describe the many-faceted nature of faculty work. Faculty carry out many specific activities in support of their charge to create and disseminate knowledge through (1) teaching; (2) research and scholarly activities; and (3) service to the university and the wider community.

Although this document provides guidelines for allocating effort among the three areas of faculty activity, the components of faculty workload interact with and mutually support one another; no one can meaningfully draw distinct boundaries among them. Appendix A lists many of the activities faculty undertake in support of the mission of the department. Each activity is listed under the category that seems most applicable; such a list can never include every pertinent activity, but does convey the breadth of faculty activity. Rather than existing as distinct and separate categories of activity, the efforts devoted to teaching, research, and service mutually support each other.

Workload Policy

The department expects that, in support of its mission, faculty members will make a full-time commitment. The contributions of individual faculty members to the department's overall goals are evaluated in terms of a person's achievements within the categories of teaching, research, and service.

Three general dimensions of professional activity are considered: Teaching, Research and Scholarly Activities, and University Service and Community Service. The Department considers the first two dimensions to be most important, but is committed to a balanced consideration of each faculty member's overall contribution to the activities of the Department. The Department Head (DH) in conjunction with faculty will work to achieve a fair balance in teaching, research, and service as defined in the workload document.

Typically, emphasis in these areas will change during an individual's career. In addition, the contributions of individual faculty across and within these three categories may change as an individual's focus and interests change, or may differ from quarter to quarter as circumstances dictate. The distribution of a faculty member's responsibility across the three areas will be assigned by the DH and approved by the Dean.

Each individual faculty member must be sufficiently involved in the decision process to assure academic freedom and retain sufficient autonomy to ensure that the professional goals of the faculty member with regard to teaching, research, and service are being supported. Individuals should allocate their workload in order to meet the department's expectations for faculty achievement, as described in the department's Reappointment, Promotion and Tenure (RPT) document.

Autonomy and academic freedom at the individual level require responsibility and accountability for workload. A faculty member's contribution can best be assessed in terms of the department's overall program, its academic mission, and the nature of its discipline. Thus, the productivity of the department, as reflected by quality and quantity of teaching, research and publication, and service serves as the ultimate measure of the effectiveness of the workload policy within the department.

Faculty members document their productivity and accomplishments in the three areas through each individual's annual report to the DH. Such documentation serves as the basis for adjusting workload for the subsequent academic year; each faculty member and the DH should agree on such adjustments during the annual conference called for in the American Association of University Professors (AAUP) contract.

Specific Workload Definitions and Variations

Given the policies stated above, the department uses the following guidelines to aid in establishing workloads. The Department of Sociology defines a "normal" workload as follows: 40% of one's effort devoted to teaching; 40% to research; 10% to service; with the remaining 10% allocated to one of these areas at the faculty member's discretion. Appendix A provides detailed categories of workload activities related to teaching, research, and service.

Overall Expectations for Teaching

The 40% of the faculty member's effort devoted to teaching is normally defined as equivalent to a 2-2-2 teaching load over an academic year (or 12 courses over two years). Individual instruction, mentoring, and thesis and dissertation advising constitute part of the 40% of one's effort devoted to teaching and, though counted as separate for bureaucratic purposes, often support the 40% of effort devoted to research. An institution where teaching and research are on par expects these activities of a faculty member.

Type and Number of Courses by Level of Student Demand

The Department of Sociology supports B.A., M.A. and Ph.D. degree programs. In addition, we provide a number of undergraduate service courses for students seeking to meet general liberal arts requirements and for students in professional schools which require our courses.

We are committed to maintaining high quality undergraduate and graduate degree programs and consider our Ph.D. program as an essential element in our maintaining quality faculty and thus, sound academic programs. Our degree programs and our service offerings are vehicles for the College's discovery and educational missions. We serve between 1100 and 1600 students per quarter and have 200 undergraduate majors. Our enrollment patterns on a quarterly basis, break down in the following general pattern:

100 Level Courses (Service/A&S and Other; 63 students/sec)
18 sections
300-400 Level Courses (Sociology Major/Minor; 34
students/sec) 11 sections
500-900 Level Courses (Sociology Advanced UG Major &
Graduate; 18 students/sec) 8 sections

(This does not include individual work or research, nor does it double-count sections that have a single instructor but which for technical reasons have different numbers.)

During the academic year, especially in Winter and Spring quarters, we offer more courses at the 300 - 600 level to meet the demands of undergraduate majors, and reduce our graduate and service offerings. Thus, there are quarterly variations from this pattern.

The expected normal teaching load of an individual faculty member is presented in the following sections of the Department Workload Policy.

Overall Expectations for Research

The faculty of the Department of Sociology must demonstrate that they are continually attempting to add to and/or systematize aspects of the body of sociological knowledge. Data collection and analysis are definitely part of this activity, but theoretical formulations and critical analysis of other scholars work are also important to the research endeavor.

The primary criterion for evaluating research activities is publication of scholarly works. There are, in addition, many other indicators of scholarly activities such as papers read at professional meetings, invited presentations, citation of ones work by others, refereeing journal submissions, grants and fellowships, and journals edited. Faculty are expected to engage in sound research programs that aid the scholarly development of both graduate and undergraduate students and demonstrate tangible results that benefit other scholars and the larger community.

Because faculty research and publication projects vary significantly in the amount of time and effort required to bring them to completion, the department must maintain reasonable flexibility in evaluating faculty progress in those projects. If a change from "normal" workload is anticipated during the next academic year, the faculty member and the DH must hold a meeting to determine how this anticipated change will be handled on a quarter by quarter basis. Documentation by each faculty member of involvement in activities relevant to workload provides the basis for this special meeting.

Overall Expectations for Service

In addition to the faculty's contribution through the creation and dissemination of knowledge, the faculty of the Department of Sociology are expected to use their professional expertise to contribute directly to the well-being of the community, University, and the department. Faculty members periodically provide a list of their activities, as well as an evaluation of how these activities have met this expectation. The range of activities which meet the overall service expectation are listed in Appendix A.

As described below, significant variations from "normal" workload can be expected depending on faculty rank, as well as

the research, teaching, and service duties in which the faculty member can reasonably expect to be engaged during the subsequent academic year. The specific mixture of the research, teaching, and service effort expected for the upcoming academic year would be stated specifically in the annual written summary. The AAUP contract may specify additional evaluation requirements. In the sections below, this document discusses major anticipated variations in workload.

Variations in Workload Mix by Rank

As indicated in the department's RPT document, a faculty member's career significantly shapes workload, as do weekly, monthly, quarterly, and yearly variations in workload demands. That is, certain prescribed amounts of teaching, research, and service must have been accomplished in a faculty member's career in order to be recommended for reappointment as an assistant professor, for promotion to associate professor, and for promotion to full professor. The prescribed mix and level of accomplishments, as detailed in the department's RPT document, varies by rank. In addition to this workload document the Department of Sociology's RPT document should always be consulted when interpreting the percentages established below.

Consistent with the special effort expected during the early career phase, the DH must make every reasonable attempt to reduce the teaching load for assistant professors, so that they may concentrate on course development and pedagogical skills. The department grants assistant professors a five-course teaching load their first year. Whenever possible given the full range of departmental activity, the department will maintain a five-course-per-year teaching load for assistant professors. The department expects associate and full professors, having established their research programs, to teach six courses per year while maintaining a productive research program.

Variations by Faculty Emphasis

A faculty member's workload may vary significantly from "normal" as a result of personal emphasis. For example, the DH in conjunction with the faculty member may decide that during the following year teaching be 20% of workload (one course each quarter). In such instances, a faculty member typically would have obtained external funding and have purchased release from half of their "normal" teaching duties. Alternatively, faculty members might devote more than 40% of their workload to teaching.

Consistent with maintaining a full workload, faculty who neither actively plan nor actively engage in a research project (or other scholarly activities) and do not fill department administrative positions could be expected to devote that portion of workload to teaching as well. Such variations from "normal" will be agreed upon at the yearly evaluation. By providing this level of flexibility the department will be able to accommodate a range of research and teaching priorities.

The faculty recognizes that different courses and different pedagogical approaches require different amounts of faculty time. An individual's teaching workload is affected by a number of factors such as class size, content, course level, and curriculum type (General Education versus regular curriculum); a more detailed, though not exhaustive, list of factors affecting teaching workload are presented in Appendix B.

Variations for Administrative Positions

Department Head (DH), Director of Graduate Studies (DGS), and Director of Undergraduate Studies (DUGS) are de facto administrative positions. In recent years there has been a noticeable shift in responsibilities from administrative offices onto individual departments, particularly in the areas of advising, income generation through enrollment policies, and enforcement of policies regarding registration and graduation. Typical duties for these positions include: assignments related to pertinent college, university, and numerous ad-hoc committees; governance; budgeting and resource allocation; income generation; public information and service; recruitment, retention, and mentoring of young faculty and students; curriculum development; and general oversight of the undergraduate and graduate programs.

Since such administrative duties consume considerable amounts of time and effort, people occupying these positions may teach fewer courses and conduct less research. The reduction in teaching load will be negotiable between the DH and the DGS and DUGS, but in no case will exceed 3 courses in two years. Additional compensation will be paid both to the DGS and the DUGS throughout their terms. The DH compensation is determined by the administrative stipend rate established by the university.

Review of Workload Guidelines

These guidelines must be evaluated by the RPT committee every five years, and whenever changes in university, college, or department policies necessitate. Under no conditions and at no time shall the departmental workload guidelines be written, construed, or acted upon in ways that violate either guidelines for faculty established by the AAUP or the AAUP contract. In addition, the department faculty may call for a review of workload policies any time a majority of the faculty voting at each of two successive faculty meetings deems necessary.

APPENDIX A: SPECIFIC WORKLOAD ACTIVITIES

A. TEACHING

I. Organized Classroom Instruction

- Course development
- Course revisions
- Course preparation, including library work
- Reading lists
- Examinations
- Grading
- Office hours
- Laboratory preparation
- Teaching assistants - supervision and instruction
- Special classes (i. e. help & review sessions)
- Undergraduate and graduate student advising & consulting
- Instruction & advising on use of library or other resources (e. g., laboratory equipment)
- Reviewing new textbooks

II. Individualized & Group Instruction

- Honors, thesis & dissertation supervision
 - i. Undergraduate
 - ii. Graduate--M. A.
 - iii. Graduate--Ph. D.
- Topic development
- Directed readings and reading lists
- Preparation
- Grading
- Advising--undergraduate and graduate students
- Guided study
- Library acquisition
- Literature search
- Field study
- Professional development seminars
- Candidacy Examinations

III. Related Teaching Activities

- Equipment procurement and management
- Seminars, talks, activities
- Conference & institute development
- Curriculum development
- Faculty development (e. g. Writing Across Curriculum)
- Directing and accompanying study abroad programs

B. RESEARCH & SCHOLARLY ACTIVITIES

I. Publications & Presentations

- Refereed articles
- Non-refereed articles
- Monographs
- Books & book chapters
- Conferences & symposia
- Invited and contributed scholarly presentations
- Proposal writing
- Securing external funding
- Refereeing manuscripts, proposals
- Reviewing articles, books
- Editing scholarly publications

II. Research Management & Planning

- Data collection and management
 - i. Data gathering
 - Laboratory experimentation
 - Field work/observation
 - Surveys & Questionnaires
 - ii. Data management
 - iii. Data organization
 - iv. Data accuracy
- Data acquisition (secondary data)
- Primary and secondary data analysis
- Institutional and departmental research
- Equipment acquisition and management
- Supply acquisition
- Communication "networking" activity
- Scholarly and other library research
- Symposium development
- Conference development
- Institute development
- Attending meetings and conferences
- Travel for research
- Professional development

C. SERVICE TO DEPARTMENT, UNIVERSITY, PROFESSION, AND COMMUNITY

Committee Activity

- i. Departmental Committees
- ii. College Committees
- iii. University Committees
- iv. Non-university Committees
(e. g., Professional & Community Organization
Committees)
- v. Taft Committees

Departmental Administration

AAUP Activities

Professional Activities

Public Information and Service

Evaluation

- i. Program Reviews (both outside and inside the
University)
- ii. Faculty Reviews (both outside and inside the
University)
- iii. Staff Reviews

Alumni Activities, including Alumni Newsletter

Fund Raising

Student Organization Advising

Service Publications, Brochures, Newsletters, Undergraduate
& Graduate Handbooks

Letter Writing (including recommendations and recruitment)

Placement: Undergraduate and Graduate Students,
Postdoctoral Fellows

Mentoring Faculty

Recruitment

- i. Student Recruitment
Undergraduate Students
Graduate Students
Minority Students
- ii. Faculty Recruitment
- iii. Staff Recruitment
- iv. Recruitment for Study Abroad Programs

Governance

- i. Departmental
- ii. College
- iii. University

Community Service

Sister University Programs

Sister City Programs

International Service

University Representation

Institutes for High School and College Personnel

Mediation & Grievance Activities

Consulting

Organizing and Hosting Social and Educational Events:

- Beginning- and End-of-Year student and faculty parties,
Workshops for Undergraduates and Graduates, Honor
Societies Events, Honors Banquet

APPENDIX B: SOME FACTORS AFFECTING TEACHING WORKLOAD*

A. CLASS-ROOM TEACHING

Class size
TA assistance
TA supervision and training
Volume, type, and quality of homework, tests, and paper grading
Amount and type of reading assigned to students
New course preparation
Course revision time
Teaching a course outside one's specialty
Teaching a survey of a field rather than a course on one's own research area
Amount of contact with students outside of class
Number of course preparations per quarter
Regular versus General Education Course design

B. AUXILIARY TEACHING

Number of graduate students being supervised
Stage in graduate student's project
Whether graduate student's topic is related to one's own research area
Whether the project is M.A. or Ph.D. level
Nature of the graduate student's topic
Level of development of topic in the discipline
Availability of secondary data

* Due to the complex differences among specific classes, there is no weighting scheme for easily determining equivalence of different courses.