

Department of Geography Work Load Policy-2006

The Department of Geography recognizes the importance and obligation of our faculty to engage in teaching, research/scholarly pursuits, and service activities (University, professional, community). The work load effort may vary by activity and over time. Some faculty, for example, may engage in more teaching and less service whereas others may devote more time to research. Work load variations recognize faculty interests, talents, and individual strengths thereby maximizing productivity. The Department recognizes the importance of these activities for individual professional growth, as a responsibility to our students, as a common goal of Department development, and to provide service to the University, profession, and community. These activities include, but are not limited to, those described below.

I. DESCRIPTION OF ACTIVITIES

A. Teaching: an important component of the workload effort is formal and informal teaching. The standard teaching load (not withstanding course reductions), Department of Geography, is **six (6)** courses per year. A course/seminar is defined as a formally scheduled class which consists of weekly meetings. Flexible teaching schedules may be granted as long as programmatic and student needs are met (e.g., 3/2/1 or 2/3/1). Faculty should not be expected to engage in more than two new course preparations per year, or more than one new course per quarter, except for the initial year of appointment. The Department of Geography recognizes the diversity of teaching activities, as defined below:

- a. Formal teaching duties are those related to numbered courses and include, but are not limited to:**
 - Lectures & lecture preparations
 - Course development and revisions
 - Reading lists
 - Examinations/quizzes
 - Problem set development/exercises
 - Grading
 - Office hours
 - Laboratory exercises and preparation
 - Teaching Assistants - supervision and instruction
 - Special classes (e.g., help/review sessions)
 - Instruction/advising on use of electronic or laboratory resources
 - Field trips
 - Teaching courses &/or cross listing with other programs and departments
- b. Informal teaching duties include, but are not limited to:**
 - Independent study courses including (501-03), (601-03) and (701-03)
 - Thesis/dissertation supervision (871 & 971) or contribution
 - Seminars/guest lectures/activities
 - Advising/consulting/mentoring
 - Field work
 - Software training
 - Directed readings
 - Advising/consulting/mentoring

B. Research and Scholarly Activities: Faculty are expected to maintain an active program as evidenced by:

- Publications including refereed articles, non-refereed articles, monographs, chapters in edited or collected volumes, or conference/symposia proceedings.
- Invited and contributed scholarly presentations
- Refereeing manuscripts and proposals
- Reviewing articles and book
- Editing scholarly publications
- Laboratory experimentation (including field work)
- Attending professional meetings, conferences and workshops
- Proposal & manuscript submission
- Securing external funding
- Research project management (reports, budget, presentations, organizational meetings)

C. Service to the Department, College, University, Profession, and Community: Faculty are expected to contribute to the service component in the operation of the Department as noted in Department Committee Assignments, and in other service activities as indicated but not limited to:

a. Service to the Department

- Departmental committee work
- Departmental administration
- Ph.D. candidacy examinations
- Faculty reviews (both outside and inside the University)
- Staff reviews
- Alumni activities, including Alumni Newsletter
- Fund raising
- Publications such as brochures, newsletters, undergraduate/graduate handbook
- Letters - recommendations and recruitment
- Placement, undergraduate and graduate students, postdoctoral fellows
- Advising, undergraduate and graduate students
- Mentoring faculty
- Recruiting undergraduate and graduate students
- Equipment acquisition and management
- Administration of labs
- Administration of computers
- Website management
- Enrollment Analysis

b. Service to the College and University

- College and University committee work
- Union activities
- Liaison activities with other programs, departments, libraries
- Teaching courses &/or cross listing with other programs and departments
- Administration and participation in interdepartmental institutes, centers, or programs
- Seminars/workshops/guest lectures/activities
- Ph.D. & Masters dissertation/thesis committees and candidacy examinations
- Interdepartmental reviews
- Interdepartmental Headship reviews
- Search committees
- Student organization advising

c. Service to the Profession

- Elected officers, committee members of professional organizations
- Seminars/workshops/guest lectures/activities
- Symposia development, conference/session organizing
- Steering, grant, and award committees
- Editor or member of an editorial board
- Reviewing new textbooks
- Reviewing articles and books
- Editing scholarly publications
- External department reviews
- Faculty reviews (both outside and inside the University)

d. Service to the Community

- Seminars/workshops/guest lectures/activities
- Outreach program with schools
- Lecturing and leading field trips for community groups
- Providing expertise to community organizations
- Active participation in public service organizations (e.g., Member Board of Trustees, Board of Directors)

II. EXPECTATIONS

It should be emphasized that teaching, informal teaching, thesis and dissertation advising, proposal submissions, research, course preparation, etc., are considered normal activities for all faculty in the Department of Geography. In accordance with procedures outlined by the McMicken College of Arts and Sciences, teaching assignments are made by the Department Head in consultation with faculty. It is the responsibility of the Department Head to adjust workload assignments so as to achieve an equitable balance as defined in the Department Work Load Policy.

All faculty in the Department of Geography are expected to engage in teaching-six courses per year, research, and service activities during the academic year defined as “three academic quarters containing a total of thirty-two weeks,” commencing approximately the first day of scheduled classes and ending the last day of final exams spring quarter.

III. WORKLOAD ADJUSTMENTS

A. Workload reductions should be granted to:

- a. The Directors of the graduate and undergraduate programs should receive up to **1.0 course** reduction per year.
- b. The Head should receive a **3.0 course** reduction per year.
- c. Untenured faculty. At the discretion of the Head an untenured faculty in a tenure track line may be granted

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reduction of up to four courses during the first three years of service. This reduction may include one quarter off with no *teaching* obligations.

B. Grants. Faculty who receive research grants should receive course reduction(s). The primary criterion is that the grant significantly benefits the teaching/research mission of the Department of Geography. This might include for example, support of graduate students, generation of significant overhead, or acquisition of prestigious awards (e.g., Fulbright). Multiple grants are encouraged and the recipient will be awarded additional work load reductions considering programmatic needs and the restrictions defined below. In general, a research grant should be awarded a one (**1.0**) course reduction. However, the reduction may vary between **.5** and **2.0** (for multiple grants).

C. Research. Faculty who engage in active research as evidenced by the publication of articles in referred professional journals, book chapters, books, or other scholarly activity that demonstrates an active commitment to research should be awarded a one (**1.0**) course reduction. In general the minimum rate of publication for an active research program is on average one article - lead author or co-author, in referred journals (or equivalent) per year.

D. Teaching: Faculty who engage in heavy teaching commitments can expect course reductions as exemplified below. However, these are not automatic but are tempered by evidence related to teaching effort.

- a. Teaching large enrollment classes, approximately >100 students per class, or large classes approximately >75 students that require writing/grading assignments that comply with Gen. Ed requirements = **1.5** course credits.
- b. Lab courses, if the lab has a separate course number and if the instructor is actively engaged in the training and supervision of lab instructors and the weekly organization and content of labs = **0.5** course credits
- c. Courses with intensive computer lab component as exemplified by Intro GIS, Urban GIS, Advanced GIS, Environmental GIS, Intro. Remote Sensing, Computer Cartography, GPS, etc. = **1.5** course credits.
- d. Faculty directing department computer administration/management = **1.0** course reduction per year, if applicable.
- e. Dual course teaching assignments. This refers to two courses, with separate course numbers, taught at the same time by the same instructor, with graduate student enrollment, and requiring additional graduate student supervision and instruction = **1.5** course credits.
- f. Shared teaching assignments. This refers to shared teaching of a single course by two faculty members = **0.5** course credits.
- g. Field-trips, if the course is listed as a course number (for example, 550), and if the course entails reading and writing assignments, grading, lectures. And supervision of student field work etc. = **0.5** course credits.
- h. Directors or co-directors of inter-departmental programs/centers/institutes may be considered for course reduction if there are tangible benefits to the department (e.g., equipment, overhead, revenues, recognition) = **0.5** course credits.

- i. Unusually high commitment to theses/dissertation graduate supervision. The following formula can be used to calculate faculty workload regarding thesis/dissertation supervision = **0.5-1.0** course credits.

Where:

$$AQ_i = \frac{S_{iM} + wS_{iP}}{\sum_j^n (S_{jM} + wS_{jP}) / n}$$

$w = 2.5$, weight associated with PhD students

S_{iP} = PhD students graduated during the past three years under supervision of a faculty member

S_{iM} = Masters students graduated during the past three years under the supervision of a faculty member

n = Total number of faculty members

AQ_i is the ratio of a faculty's advising load over the average load of the department. 0.5 course credits are awarded when the ratio is between 2 and 3. 1 course credit is awarded when the ratio is 3 or higher.

E. Service. Faculty who engage in heavy service activities should receive course reductions as exemplified by:

- a. University or college governance, e.g. member faculty senate = **0.5** course credits.
- b. Professional organizations, committees, e.g. AAG, NSF = **0.5** course credits.
- c. Community or national service organizations (documented) e.g. Board member, or Board of Trustees, United Way, Greater Cincinnati Foundation = **0.5** course credits.

In summary, course credit may be acquired by faculty who demonstrate heavy commitments to research as evidenced by publications, external grant submission, unusually heavy commitments in different activities as exemplified by large enrollment classes, graduate student advising, or involvement in professional service, etc. Since there are no "half" courses, faculty may use any combination of partial teaching, research and service credits to obtain a course reduction. Partial course credit may be carried over to the following year; thus, if .5 credits are earned in one year, this may be added to a .5 credit the following year for a reduction by one course. The annual adjusted minimum teaching load is three (3) courses for the directors of Graduate and Undergraduate Studies, and four (4) courses for geography faculty. The Head may not be subject to the minimum teaching load.

Approved by the faculty, February 2006

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