



SLU Department of History Faculty Workload Policy (2018)

Effective Date: October 31, 2018

1.0 Overview of Historian's "Work"

1. Professional historians, whether they utilize their skills at institutions of higher education or outside the academy, are trained in a set of unique skills. A statement at the American Historical Association, the website of our national professional organization, encourages others to think of our work in this way: History "requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time." (The full document from 2012 can be accessed at the American Historical Association <https://www.historians.org/publications-and-directories/perspectives-on-history/october-2012/history-discipline-core-a-statement-from-the-ahas-tuning-project>).

2. In short, doing history in any form is a "craft." It demands practice, interaction, feedback, dialogue, and above all, is sustained by strong written and oral communication skills. To understand history "work," therefore, is to understand the nature of what it means to multitask, what it means to be flexible, and what it means to follow loose ends until they can be satisfactorily tied together, if at all.

3. It is a foundational principle of this document that history "work" is, above all, a creative intellectual endeavor that takes patience and time, with many challenges arising on a day-to-day, week-by-week basis.

2.0 Overview of the History Faculty "Workload" Document

1. This document describes how historians do their "work" within the context of Saint Louis University as teachers, researchers, faculty, and administrators.

2. Specifically, this faculty workload policy sets forth expectations for teaching, research, and service in the Department of History at Saint Louis University. It is based upon recommendations articulated by the American Association of University Professors: that teaching loads in departments with graduate programs should be set at 2-2 (two courses each fall and spring semester) to promote excellence in research and service.

3. It complements but does not replace the metrics for faculty evaluation of teaching, research and service as set forth in the History Faculty Handbook, which is currently under revision within the department.

3.0 Standard Workload and Discussion of Units of Measurement

1. Adapting the language and definitions set forth in the [University Faculty Workload Policy](#) (March 1, 2016), the minimum workload expectations a tenure track or tenured member of the Department defines the workload unit as a “Workload Unit” as a “One Credit Hour”

Table 1. Minimum Workload Policy for Tenure-Track or Tenured Faculty Using the University’s Definition of a “Workload Unit” as a “One Credit Hour”	
Length of Faculty Contract	9 months (2 semesters)
Total Yearly Workload Units Based on a 2-2 Course Load	30 workload units
Breakdown of Yearly Workload Units Specific to the Department of History	30 units = 12 workload units of research (40% of time devoted to <u>research</u>) 12 workload units of teaching (40% of time devoted to <u>teaching</u>) 6 workload units of service (20% of time devoted to <u>service</u>)

4.0 Definitions of Saint Louis University Faculty “Work”

1. Teaching
 - a. Graduate
 - i. Organize and direct graduate research seminars culminating in student essays of publishable quality.
 - ii. Organize and direct graduate reading seminars introducing students to classic and groundbreaking scholarship.
 - iii. Advise and mentor MA and Ph.D. candidates through their programs, including but not limited to the following:

Meet and discuss graduate MA exams: weekly or bimonthly meetings with MA candidates to discuss readings, prepare them for exams, and assess their performance.

Prepare graduate MA theses: working with MA candidates through thesis and final thesis defense, either as advisor or as second or third reader.

Meet and discuss Ph.D. exams: regular meetings with Ph.D. candidates to discuss readings, prepare them for exams, and assess their performance.

Advise and mentor Ph.D. students: regular meetings to advise Ph.D. candidates through their coursework, grant applications, exams, dissertations, defense, and job search.

Undergraduate

- i. Design and teach undergraduate core survey courses and methods courses.
- ii. Design and teach undergraduate upper level courses in the faculty member's area of expertise.
- iii. Design and teach undergraduate capstone seminars.
- iv. Advise and mentor undergraduates, as assigned by the Undergraduate Studies Coordinator.
- v. Other mentoring, advising, and pedagogical activities, including but not limited to field trips, History Honors courses and clubs, special events, etc.
- vi. Develop new courses, undergraduate curriculum, recruitment, etc.

1. b. Evaluation of Teaching.

The following metrics will be used to assess teaching performance until History Department faculty vote to revise their annual performance review metrics. Faculty members who do not meet expectations will be asked to obtain guidance and mentoring at the SLU Reinert Center for Transformative Teaching and Learning. <http://www.slu.edu/ctl>

- i. Does not meet expectations (1): below average student evaluations, negative reports from classroom visitations, substantive student complaints, consistently poor course enrollments, refusal or reluctance to offer needed courses, lack of pedagogical innovation.
- ii. Meets expectations (2): average student evaluations, acceptable reports from classroom visitations, occasional new course development, willingness to serve on graduate exam boards, competent advising.
- iii. Exceeds expectations (3): consistently above average student evaluations, favorable reports from classroom visitations, substantive new course development or redesign of existing courses, service as a mentor for a significant number of graduate students, excellent advising, other pedagogical activities.

iv. Outstanding achievement (4): reserved for faculty who meet all of the criteria of “exceeds expectations” and in addition participate in substantial pedagogical activities with students outside of the classroom, direct an extraordinary number of dissertations, or have received special recognition for excellence in teaching.

2. Scholarship/Research: for purposes of faculty assessment, scholarship is divided into three categories:

- a. peer-reviewed research
- b. scholarly presentations or invited talks, and
- c. other forms of scholarly publications and service to the academic community. Specific metrics for assessment of faculty research are summarized below, but will be found in detail in the History Department Policy Handbook.

(A) Notes on faculty accomplishment regarding peer-reviewed publications

- i. Articles in peer-reviewed or professional journals
- ii. Peer-reviewed books or book chapters
 - a. Faculty who have no peer-reviewed publications in the previous three years and/or no current research agenda are assessed with one (1) point and categorized as “does not meet expectations.”
 - b. Faculty who have at least one peer-reviewed publication in the previous three years and can demonstrate evidence of a continued research agenda, including conference presentations, documented research trips, and documented grant applications are assessed with two (2) points, and categorized as “meets expectations.”
 - c. Faculty who have a peer-reviewed journal article published during the calendar year of the review; or an edited volume published the year of the review; or the winning of a substantial outside grant, are assessed with three (3) points, and categorized as “exceeds expectations” for one year.
 - d. If more than one of the above occurs in a given calendar year the faculty member will receive a minimum score of “exceeds expectations” for one additional year.
 - e. A faculty member who publishes a scholarly monograph will receive a minimum score of “exceeds expectations” for the following two years.
 - f. Regarding the publication of a peer-reviewed, scholarly monograph in the calendar year of the review; or the publication of three or more peer-reviewed articles in the calendar year of the review: those who publish a monograph will be awarded a minimum score of “exceeds expectations” for the following two years; those who publish three articles will receive that score for one year.

g. In addition, those who meet the requirements for “exceeds expectations” in a year in which their minimum score is already at that level will receive this score.

(b) scholarly presentations or invited talks

(c) Other publications, which may include, but should not be limited to the following types of intellectual contributions:

1. Blogs
2. Book or media reviews
3. non-peer reviewed (print or electronic) journal articles
4. Exhibit catalogs
5. Instructional design (software development, tutorials, web content)
6. Newsletters
7. Other publications
8. Papers published in conference proceedings

3. Service

a. Professional

- i. Committee membership or leadership
- ii. Editorial board membership
- iii. Journal editorship
- iv. Professional societies: Active participation

b. Public

- i. Committee membership or leadership – Community
- ii. Volunteer work
- iii. Consulting work (with museums, historical societies, etc.)

c. Departmental

- i. Undergraduate advising
- ii. Graduate mentoring
- iii. Committee membership or leadership role
- iv. Volunteer work

d. College and University Level

- i. Committee membership or leadership
- ii. Conference organizer
- iii. Workshop organizer
- iv. Session chair, University-sponsored conference or meeting
- v. Task force or membership on a team of experts
- vi.

5.0 Policy on Course Reductions

1. Faculty who hold an endowed chair, who serve the department in a recognized administrative capacity, such as Chair of the Department, Named Chair, Internship

Coordinator, Undergraduate or Graduate Program Coordinator, earn a course reduction and, thus, a reduction in teaching workload units.

2. Faculty who meet these criteria must redistribute their teaching workload units as they see fit to meet the general requirements for a 30-unit yearly workload (Table 2).
 - a. The Department Chair and endowed chairs will teach a 1-1 course load (for a total of **6.0** workload units of teaching, according to Table 1).
 - b. Other program coordinators will teach a 2-1 or 1-2 course load (for a yearly total of **9.0** workload units of teaching, according to Table 1).
 - c. For descriptions and responsibilities of the program coordinators, see Section 6.0.

6.0 Potential Variations to the Minimum Requirements (Awards and Adjustments)

1. All tenured faculty are expected to maintain the yearly workload units outlined in Table 1.
2. Junior faculty will receive a maximum course load of 2/2 until they receive tenure and promotion.
3. Tenured faculty may be assigned higher teaching loads if they do not have an active research agenda. Tenured faculty on a 2/2 load should have produced (i.e. had accepted for publication) a full-length peer-reviewed publication, such as would count for a colleague going up for tenure or promotion, every 3 years.
 - Tenured faculty who have not produced a significant peer-reviewed publication or equivalent in the previous three years, or a significant larger project (e.g. a monograph, translation, creative work, or major digital project) in the previous five years, will assume a 3/2 load.
 - Tenured faculty who have not produced a significant peer-reviewed publication or equivalent in the previous six years will assume a 3/3 load, the maximum for tenured faculty in the History department.¹

7.0 Expectations for the Program Coordinators, Department of History (including Measurements for Performance Review)

1. Graduate Program Coordinator
 - a. Administrative Duties
 - b. Promote the graduate program and lead efforts to recruit students
 - c. Monitor students progress through the program

¹The expectations for publication are slightly lower for tenured faculty than for tenure-track faculty under this policy. These adjusted expectations reflect the fact that a) tenured faculty typically assume heavy service commitments that tenure-track faculty are shielded from; b) tenured faculty are publishing in journals where lead time between submission and acceptance and/or publication can be in excess of a year.

- d. Assist students in registering and in meeting the requirements for completion
 - e. Lead graduate studies committee meetings and oversee application process
 - f. Report to faculty on the status of the program
 - g. Assess the program and make recommendations to faculty for any policy changes
 - h. Liaise with Graduate School, College, and University on policies and issues related to the program
2. Undergraduate Program Coordinator
 - a. Process and maintaining majors and minors
 - b. Articulate transfer courses sent in a spreadsheet by the Registrar's office and study abroad courses.
 - c. Lead efforts in class scheduling to determine faculty wishes and departmental needs.
 - d. Help assemble a formal three-year departmental staffing plan for the College.
 - e. Compile schedules with departmental administrators
 - f. Convene Undergraduate Committee
 - g. Assess the program and make recommendations to faculty for any policy changes
 - h. Liaise with College, and Registrar's Office on policies and issues related to the program
 3. Internship Program Coordinator Director
 - a. Recruit history majors and minors for internships
 - b. Develop new external sites for placements, and maintain collegial relationships with current sites
 - c. Process and maintain records of Interns placed in internships
 - d. Ensure interns and external supervisors sign contracts
 - e. Supervise interns while on placement, remaining in close contact with both interns and external supervisors
 - f. Resolve any problems or issues that arise while interns are working in a placement
 - g. Keep track of intern work through regular contact, and through mandatory internship journals
 - h. Record grades as assigned by external supervisors
 - i. Maintain collegial relationships with members of the Career Services office, especially those who work with interns on their resumes and job applications
 4. All positions in this section carry a one-course reduction in teaching units for academic year to offset administrative duties, articulated in workload units according to the following measurements (Table 2).

Table 2. <u>Minimum</u> Workload Policy for the Program Directors Using the University's Recommended Total Yearly Measurement of "Workload Units"	
Length of Faculty Contract	9 months (2 semesters)

Total Recommended Yearly Workload Units, Based on a 2-1 Course Load	24 units
Breakdown of Yearly Workload Units Specific to the Department of History	24 units = 10.8 workload units of research (40% of time devoted to <u>research</u>) 7.2 workload units of teaching (20% of time devoted to <u>teaching</u>) 6.0 workload units of service (40% of time devoted to <u>service</u>)

8.0 Approvals

This policy was approved by the:

1. Faculty of the Department of History on: October 19, 2018.
2. Dean of the College of Arts and Sciences on: October 25, 2018.
3. Provost on: October 31, 2018.