

WORKLOAD POLICY

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

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The following department workload policy document only applies to Fall and Spring semesters during the academic year and does not apply to the Summer Term.

I. Standard Overall Work Load-

Based on the University workload policy document, faculty in the Department of Sociology and Anthropology are expected to work the equivalent of 30 academic credit hours per academic year (mid-August through mid-May). This basic formula includes a twelve-hour teaching load and the equivalent of three credit hours for standard department, college, university, and professional service activities along with keeping current in the discipline, per semester. The standard workload model includes faculty spending approximately 80% of their time on teaching and 20% on service and keeping current with the discipline.

All instructors (not including tenured and tenure-track faculty) are expected to follow the standard workload model, unless other arrangements are negotiated with the Department Head and approved by the Dean.

In the Department of Sociology and Anthropology, course equivalencies are defined as follows:

- ✓ A faculty member receives workload teaching credit based on the number of credits a student earns when taking a particular course. For example, a standard three-credit hour graduate or undergraduate course (seated, online, or via other distance education modality) with up to 90 students counts as three credit hours toward the teaching load. A lab course that might actually meet more than three clock-hours per week, and is worth three credits for students, still counts as three credits toward a faculty member's teaching load. Service learning components do not count in this workload calculation.
- ✓ Though rarely scheduled, a three-credit hour course with an enrollment cap of 150 students shall count as six credit hours toward the teaching load.
- ✓ The Department will not have courses where the enrollment capacity is set between 91 and 149 students.

II. Standard Teaching Load for “Research Active” Faculty-

The standard teaching load for “research active” faculty is nine credit hours per semester. In this model faculty will have approximately 60% of their workload in teaching and teaching-related activities, 20% on service and keeping current with the discipline, and 20% on original, publishable contributions to knowledge in their field. These percentages involve basic workload calculations and are separate from the weightings faculty select for evaluation under the annual compensation review process.

Normally, a “research active” faculty member is defined by the Department of Sociology and Anthropology as tenure-track or tenured faculty who gives a scholarly presentation annually at a professional meeting AND publishes (or has acceptance for publication of) either a refereed article or book chapter every two years, or a book every four to five years. Peer-reviewed, applied research may be counted as a publication following department criteria for tenure and promotion. Those persons working on a book must present evidence to the Department Head that reasonable progress is being made on a book that has a good possibility of publication. Further, the Department of Sociology and Anthropology requires all “research active” faculty to continually demonstrate an active and productive scholarly agenda.

It also is possible for faculty members to negotiate reassigned time from teaching, even additional reassigned time, for administrative duties and special projects. Examples include serving as a Program Coordinator, needing additional time for a significant research, grant-based, or applied scholarship activity, or needing additional time for a significant service activity (i.e. the presidency of a professional organization). These reassignments must be negotiated with the Department Head and approved by the Dean.

Generally, the Department will provide tenure-track faculty, during their first year at Missouri State, an additional three credit hours of reassignment (meaning a six-hour teaching load during both semesters) in order to make significant progress on their research agenda.

III. Teaching Overloads-

While very rare, it is possible to have a teaching overload during a given semester or semesters. Generally, teaching overloads only should occur in extreme circumstances where classes must be covered on an emergency basis. Overloads must be approved by both the Department Head and Dean.

An overload is defined as teaching seated, online, or other distance learning courses beyond the standard load for either “research active” or other faculty. For example, a “research active” faculty member would be considered as having an overload if asked to teach four courses in a given

semester; faculty following the “standard” workload model would be considered as having an overload when their semester teaching load goes beyond twelve credit hours. Independent studies, thesis supervision, service learning components, or any teaching related activity outside a regular course are not used in the calculation of an overload.

As stipulated in the University Workload Policy document, faculty members teaching an overload will be compensated at 2.5% of base pay per credit hour, unless other arrangements (i.e. additional course reassignment) are agreed-upon by the faculty member, Department Head, and Dean.

This overload policy does not apply to special arrangements between the faculty member and other units on-campus, such as agreements to teach IDS/UHC 110 or special session courses (i.e. intersession or weekend) for a stipend agreed-upon between the faculty member and that outside unit.

IV. Additional Credit-Hour Generating Activities-

While it is recognized that faculty members often supervise student work generating credit hours beyond the standard workload both at the graduate and undergraduate levels, and this work is important for both faculty and students, only credit hours of this type required for students to complete their academic program are eligible for compensation. Required work includes thesis supervision (ANT 799), the graduate Anthropology internship (ANT 790), and graduate practicum (ANT 797). It generally is not possible for faculty to receive additional stipends as compensation for this work.

Rather than providing a stipend, the Department of Sociology and Anthropology tracks generated credit hours for required independent student work supervised by faculty outside the standard teaching load. A faculty member will receive a reassigned course when they accumulate 30 generated hours of thesis or Anthropology graduate practicum supervision (five theses or ANT graduate practicums), or 60 generated hours of required graduate internship supervision (twenty ANT graduate internships at three credit hours each). Further, these forms of student supervision may be combined to create an equivalency for calculating a faculty member earning a course reassignment (i.e. four ANT 797 students equivalent to one thesis).

The course reassignment is designed to give faculty members additional time for scholarly productivity during a particular semester since it is presumed their time for scholarship previously was abridged by supervising the required student work.

The course reassignment will occur during a future semester when it is convenient for both the faculty member and the academic program. So that the Department’s programs are able to cover needed classes, and since it is not desirable to have numerous faculty taking the additional course reduction in the same semester, this course reduction will be negotiated with the Department

Head who will make every effort to provide the reassignment during the soonest semester possible, after considering program needs.

Even though there is no eventual course reassignment for accumulating supervision of elective independent student credit hours, faculty are encouraged to engage in these activities with students (i.e. independent studies, service learning, undergraduate internships/practicum, etc.) if they believe the experience is important for particular students or groups of students. Faculty also are urged to involve these students in their research agenda, especially when supervising directed readings, so the work also benefits the faculty member. Further, while it certainly is not a requirement for faculty members, participating in these activities can enhance a faculty member's teaching evaluation for the compensation, reappointment, tenure, and promotion review processes.