

# Department of Communication Studies

## Workload Policy (3/24/2015)

### I. Introduction

Faculty members in UNC Charlotte's Department of Communication Studies contribute to the educational and research mission of the University through a wide range of scholarly activities. This workload document recognizes the various aspects of faculty responsibilities and seeks to provide a framework that will allow faculty make the contributions the Department, University and surrounding community.

### II. Principles

The Department of Communication Studies welcomes the diversity of contributions that each department makes to the development and success of the College and expects that the individual department workload policies will differ, reflecting each department's important and unique contribution to the College as a whole. In keeping with the department's mission statement, this workload policy is designed to promote and encourage faculty in fulfilling the role of scholar/teacher; the active and engaged scholar whose research enriches his or her ability to teach and vice versa.

This document is consistent with CLAS policies in that:

- It defines workload *comprehensively*, including faculty contributions to teaching, research, and service.
- It allows the department to fulfill its mission as that relates to the missions of the College and the University.
- It clearly articulates the standards upon which workload adjustments in the unit may be awarded. As a general rule, workload adjustments will be based only on those activities that make a demonstrable contribution to the Department, College or University.
- It enables the Department of Communication Studies to maintain course offerings sufficient to allow students to matriculate through the degree program in a timely manner.

### III. Faculty Teaching Workload Expectations

The Department of Communication Studies recognizes that different faculty members contribute in diverse ways to its mission. As such, it makes provisions for variable workload assignments that allow faculty to pursue their interests and strengths.

#### A: Lecturer and Senior Lecturer Faculty

The normal workload for all Lecturers and Senior Lecturers in Communication Studies consists of 12 credit hours of courses per semester. This typically constitutes four (4) classes per semester during both the fall and spring terms.

Lecturers and Senior Lecturers may also be expected to assume some academic advising responsibilities, appropriate service responsibilities, and appropriate professional development activities. Service responsibilities may include but are not limited to departmental, college, and university committees. Professional development activities may include but are not limited to participation in development/teaching workshops, attendance at conferences, student advisement, scholarly or creative activity, institutional service, and community involvement<sup>1</sup>.

Course reductions may occur when a Lecturer or Senior Lecturer is responsible for the development of large departmental programs and other worthy and significant initiatives such as, but not limited to, the development of online courses during fall or spring semesters and acting as Internship Director.

Promotion to Senior Lecturer – To be eligible for promotion to Senior Lecturer, a candidate should have a minimum of six years of full-time teaching (usually at UNC Charlotte), evidence continued professional development, and demonstrate consistently excellent performance in instruction and other assigned responsibilities beyond what is expected of reappointment at the rank of Lecturer<sup>2</sup>. An emphasis on teaching excellence can be documented via student and peer evaluations, syllabi, and other relevant material<sup>3</sup>.

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<sup>1</sup> Source of last sentence only: English policy document

<sup>2</sup> Source: CLAS website: [http://49erexpress.uncc.edu/tag\\_fa3cd002a1fe8b60.render.userLayoutRootNode.uP?uP\\_root=root&uP\\_sparam=activeTab&activeTab=s17&uP\\_tparam=frm&frm=frame](http://49erexpress.uncc.edu/tag_fa3cd002a1fe8b60.render.userLayoutRootNode.uP?uP_root=root&uP_sparam=activeTab&activeTab=s17&uP_tparam=frm&frm=frame)

<sup>3</sup> Source: Religious Studies policy document

## **B: Tenured and Tenure-Track Faculty**

The standard teaching load for tenured and tenure-track faculty at the University of North Carolina at Charlotte is five (5) courses or 15 credit hours per academic year. The period of measurement for the workload policy does not include summer terms.

### **i) Research-Intensive Faculty**

A reduced teaching load (e.g., four (4) courses per year or 12 credit hours) will be assigned to faculty based upon “*research-intensive*” activity. This workload category takes into consideration the types of scholarly or creative product typical in the faculty member’s field and the normal timeframe for the preparation and dissemination of these accomplishments. This activity should be characterized by a demonstrated record of research, publication and/or grant related work.

Standards for research-intensive activity should embrace the following principles:

- All untenured faculty members on the tenure-track should have a research-intensive workload assignment, for demonstrable success in scholarship and/or creative activity is necessary for tenure and promotion in the university.
- The department will link its definitions of research-intensive status to criteria used to evaluate scholarship or creative activity used in the annual evaluation process and reappointment, tenure, and promotion decisions.
- The department defines research-intensive status for tenured faculty with reference to the level of professional accomplishment over a period of five years that is required to achieve tenure in the unit.

### **ii) Research-Extensive Faculty**

This second workload category establishes an option for *tenured* faculty in which they will devote less time to research and more to teaching and/or service. Faculty members whose primary contribution to the unit is in instruction are characterized as “*research-extensive*” and will teach the standard five (5) courses per academic year.

- Faculty may be designated teaching intensive in those instances where doing so is consistent with the faculty member’s career trajectory, when it is necessary to meet the mission and objectives of the department, or if is necessary to ensure that all faculty are making roughly equivalent contributions to the unit’s mission and objectives.
- While tenured associate professor may opt for workload assignments that reduce the emphasis on research/creative activity, both the faculty member and department chair should be careful, first, that these variable workload plans do not inhibit progress towards promotion to full professor, and second, that these workload plans do not inhibit the research/creative activity productivity of the department as a whole.

#### **IV. Scholarly Activity Assessment**

Consistent with the norms of the discipline, faculty in the Communication Studies Department engage in a wide range of scholarly activities that range from the production of academic books, research-based articles and book chapters, grant-funded projects, and publically-accessible scholarship such as documentary films and community outreach programs.

- The workload status of tenured faculty members will be formally assessed on a five (5) year basis during the annual review process conducted by the Department Review Committee and the Department Chair. Faculty members will also receive feedback on the progress they are making on their five (5) year plan in their annual review letter from the Department Chair. .
- Untenured tenure-track faculty will have their scholarly activity assessed through the current pre-tenure review process, which includes a mid-term evaluation of tenure-track faculty during the third year.

As a guideline, faculty members who seek “research intensive” status and a reduced teaching load should strive to achieve a scholarly output equivalent to approximately 1.5 peer reviewed publications per year, on a rolling 5-year basis. The actual nature and quantity of scholarly output may be adjusted to fit within a specific faculty member’s own line of research, as assessed by the Department Review Committee and the Department Chair.

- Larger projects, such as books, significant grant-related research, or films may be considered equivalent to several scholarly articles.
- Scholarly efforts such as inclusion in a substantial scholarly publication (e.g., chapter in a disciplinary handbook) or grant-related work may be considered equivalent to a scholarly article.
- Smaller academic projects, such as encyclopedia entries, grant applications, or research-related community outreach may be considered partially equivalent to a scholarly article.