**Workload Guidelines**

**Department of History**

**Basis for Workload Decisions**

The department chair is responsible for assigning faculty workloads. The department chair will do so under the guidelines laid out in this document and in [UNT Policy 06.027, Academic Workload](https://policy.unt.edu/policy/06-027). Faculty members may request workload adjustments during annual consultations with the chair.

In assigning workloads, the Department of History’s overarching principle is that each individual faculty member should do what they do best while contributing to the department’s goals. The department thrives because of our collective excellent teaching and mentoring, impactful service, and top-tier research and scholarship. All faculty must contribute to this shared project. The amount of their contributions that fall in any given area, though, may fluctuate over the course of ones career. Workload may be reconfigured to reflect this.

The idea of workload percentages can feel abstract, so it may be helpful to apply them to a 40-hour work week to make them more concrete. In this model, something that is 10% of one’s workload should average out to about 4 hours of labor per week (though some weeks may be more, others less). Something that is 20% will take about 8 hours a week, something that is 30% will take 12 hours a week, and so on.

This policy defines research, service, administration, and teaching in a manner consistent with UNT Policy 06.027.

**Standard Workloads for Tenure-System Faculty in the Department of History**

Standard workload assignments for tenure system faculty in the Department of History will fall into one of the following categories:

1. Research emphasis
2. Administration emphasis

**Research emphasis** (Standard for tenure-track assistant professors and for research-productive tenured associate and full professors)

2-2 course teaching load 40%

Research 40-50%

Service/administration 10-20%

Tenure track faculty will typically be given 10% service workloads to help facilitate their path to tenure. A 20% service load implies significantly more service than average.

**Administration emphasis** (available only to faculty serving as Department Chair or another administrative assignment from the Dean or the Provost)

Service/Administration 60-90%

0-0, 1-0 or 1-1 course teaching load 0-20%

Research 10-20%

Or other workload percentages by agreement with the Dean or the Provost.

**Alternative Workloads for Tenure-System Faculty in the Department of History**

The Department Chair may assign alternative workloads with varying distribution of teaching, research, and service responsibilities to specific faculty members if the Department Chair determines that the alternative workload is in the best interests of the department.

**Research/Service/Teaching Balance**

Generally for faculty with significant service/administrative roles such as Director of Graduate Studies, Director of Undergraduate Studies, director of a program or center, or associate chair.

1-2 or 1-1 teaching load 20-30%

Research 40-50%

Service/Administration 20-40%

**Teaching/Research/Service balance**

Generally for tenured faculty members whose research productivity no longer meets the departmental expectations outlined later in this document.

2-3 or 3-3 teaching load 50-60%

Service/Administration 10-30%

Research 10-40%

**Teaching/Service/Research balance**

Assigned by the chair to tenured faculty members who are substantially less active in research.

3-4 or 4-4 course teaching load 70-80%

Research 10-20%

Service/Administration 10-30%

**Workloads for Professional Faculty in the Department of History**

The workload for professional faculty will consist of teaching and service. The balance between these is determined by the Department Chair based on the needs of the department.

**Standard Professional Faculty Workload**

4-4 course teaching load 80%

Service 20%

**Teaching/Service balance**

Assumes a course reduction in return for significant service such as undergraduate or graduate advising, directing a program or center, etc.

3-3 or 3-4 course teaching load 60%-70%

Service 30-40%

**Service Emphasis**

Assumes multiple course reductions for extensive service.

2-1, 2-2, or 2-3, course teaching load 30-50%

Service 50-70%

**Determination of Workload**

Each spring semester during annual evaluations, the Department Chair and the DAC will discuss the workload for each full-time faculty member for the following academic year. The Department Chair will also consult with each faculty member and take the following factors under consideration:

1. The [annual evaluation of faculty](https://history.unt.edu/department-information/dac_satisfactory_and_unsatisfactory_statement_revised_feb_2024_002.pdf) by the DAC and Department Chair

2. An assessment of the faculty member’s research productivity, if applicable

3. Departmental needs in the areas of teaching and service

Faculty may request workload adjustments when they receive their annual evaluation. Final workload percentages for all faculty members will be sent out by the chair by August of each academic year, ahead of the start of classes.

In determining teaching loads, the Department Chair may grant a course release to a faculty member who will be responsible for supervising an unusually large number of dissertations, theses, and comprehensive examinations if such a course release is in the best interests of the department. The department’s system of [Graduate Mentoring Points](https://history.unt.edu/department-information/gsm_points.pdf) is the process by which the chair will typically determine eligibility for such a course release. The Department Chair may also grant a release for service needs or special projects if such a course release is in the best interests of the department.

Faculty transitioning from an administrative workload (such as Department Chair, Associate Dean or other administrative duties that amounted to over 50% of the faculty member’s workload) may request a standard research emphasis workload or an alternative workload.

**Determining Research Productivity**

In making the determination of research productivity when determining workload for non-administrative tenured faculty, the Department Chair will be guided by the expectation that a research-productive member of the History faculty is expected to produce at least one “supplementary work” every four years, and at least one major research product such as a book, a series of articles, a major digital project, or another major contribution every eight academic years. Definitions of “supplementary” works and “major” works are made in the departmental [Guidelines for Tenure and Promotion Committees](https://history.unt.edu/department-information/p_and_t_guidelines_adopted_aug_2024.pdf).

Faculty who have not hit these milestones but who wish to maintain a research-productive workload may submit a detailed research plan for their current project that demonstrates meaningful progress on a specific timetable, with concrete evidence of work completed. Such a plan must be approved by the chair, in consultation with the DAC.

Faculty members who are not on track for meeting research milestones will receive reminders in their annual evaluations. If evidence of research productivity is insufficient at the time of the annual evaluation of faculty in the fourth year, the Departmental Affairs Committee can recommend to the chair that the faculty member be shifted from a 2-2 to a 2-3 or 3-3 course teaching load. See the section below for information on transitioning back to a research-productive workload.

If evidence of research productivity remains insufficient at the time of the annual evaluation of faculty in the eighth year, the Department Affairs Committee can recommend to the chair that the faculty member be shifted from their current teaching load to a 2-3, 3-3, or 4-4 course teaching load. See the section below for information on transitioning back to a research-productive workload.

**Special Circumstances**

Faculty may request adjustments in the timeline for meeting post-tenure research milestones in light of extraordinary circumstances, including but not limited to: the birth or adoption of a child; responsibility for managing the illness or disability of a family member; serious persistent personal health issues; death of a parent, spouse, child, or domestic partner; military service; or natural disaster. The faculty member is responsible for making the request, in writing, and providing necessary documentation when requesting an adjusted timeline under these circumstances.

Faculty with a higher-than-average service load, usually owing to a responsibility like serving as Director of Graduate Studies or Director of Undergraduate Studies, may also request an adjusted timeline for meeting research milestones. The faculty member is responsible for making the request, in writing, and providing evidence of progress. The chair must approve any adjusted timeline.

**Moving from a 2-3 or Heavier Course Teaching Load Back to a 2-2**

A tenured faculty member who has been shifted to (or opted for) a teaching load of 3-2, 3-3, 3-4 or 4-4 may transition from a heavier to a lighter teaching load in one of the following ways:

1. The faculty member may, with the agreement of the department chair, arrange to perform significant service (such as graduate advisor, director of graduate studies, or undergraduate advisor) to transfer an additional 10 to 20 percent of their workload from teaching to service.
2. The faculty member may submit a research proposal to the Department Chair by January of the year they are ready for a readjustment, which will be shared with the DAC. The research proposal should include specific benchmarks (such as sources to be consulted, research trips to be made, conference papers to be presented, and draft articles or book chapters or elements of digital projects to be completed). The proposal should indicate dates by which those benchmarks will be met. The department chair, in consultation with the DAC, will review the research proposal and may require amendments. If the department chair accepts the research proposal, s/he will notify the faculty member in the Spring and then modify the faculty member’s teaching load when setting workloads that August. If the faculty member fails to meet the benchmarks as outlined in the research plan, the department chair will return the faculty member to a 2-3 or heavier teaching load.

**Process for Faculty Complaints**

Faculty member complaints about workload will be handled as follows:

1. Faculty members wishing to dispute their course-load for the following academic year will file their complaint with the Department Chair and the Department Affairs Committee within 5 business days of the day when the chair has notified faculty of their workload assignments for the academic year. The faculty member’s complaint should include an evidence-based argument as to why the proposed workload assignment is not in conformity with the guidelines laid forth in this policy.
2. Within five business days of receipt of the faculty member’s complaint, the Department Chair and the DAC will review the faculty member’s complaint in light of the guidelines in this policy. If the faculty member and/or the chair and/or the DAC desire, the faculty member may meet with the chair and/or the DAC in person to discuss the complaint.
3. Within seven business days of receipt of the faculty member’s complaint, the Department Chair, in consultation with the DAC, will prepare a written response to the faculty member’s complaint. The response should incorporate an evidence-based argument as to why the chair has chosen either to change or not to change the original workload assignment.
4. If the chair has declined to change the original workload assignment, the faculty member may take their complaint to the college level as a formal grievance, where it will be handled in accordance with the procedures established by the college.

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