

Workload Policy

Department of Art and Art History

Revised 5/2/2007

Workload expectations for faculty in the Department of Art and Art History, in the areas of teaching, research, and service, must be consistent with the mission of the department and the expectations of a research intensive university. The following paragraphs delineate a policy conducive to these goals.

I. All Faculty

All tenured and tenure-track faculty, and all lecturers are expected to schedule and meet a minimum of two office hours per week when they will be available to meet with and/or assist students outside of class instructional time.

All faculty are expected to engage in activities that benefit students outside of scheduled class time. These activities may include, but are not limited to, arranging appropriate field trips, writing recommendations for current students and alumni, assistance with portfolio preparation, coaching for graduate school applications, networking on behalf of students, attendance at professional meetings with students, career mentoring, assistance with grant preparation, etc.

The Department Chair informally monitors faculty workload each semester, and formally evaluates workload at the close of each school year as part of each faculty member's written Annual Faculty Evaluation. Presuming satisfactory to excellent performance in other areas, in cases when an individual faculty member routinely teaches classes which have exceptionally high student enrollment, teaches an overload, or takes on a number of independent studies, etc., that faculty member may be rewarded, at the discretion of the department chair, during the merit salary review process.

II. Teaching Load, Tenured and Tenure-Track Faculty (General)

This workload policy defines teaching load based on a consistently productive faculty as defined in the department's RPT document and assumes that tenured and tenure track faculty are meeting departmental standards of performance in each of the areas of teaching, research, and service.

All tenured and tenure-track faculty in the department are expected to teach 15 credits each academic year (3 classes one semester and 2 classes in the other). The expected move to a 2/2 teaching load for research active-faculty is mission critical. Implementing this shift in workload policy will involve a strategy worked out with COAS which will include the allocation of new positions.

All tenured and tenure-track faculty are expected to assume some responsibility for the programmatic maintenance and development of their disciplines such as

curriculum development and facilities management, as well as supervision of staff and student workers.

All tenured and tenure-track faculty are expected to teach a range of courses. Studio faculty will teach foundation courses for all majors as well as advanced classes. Interested studio faculty may also teach Liberal Studies classes. Art History faculty will teach Liberal Studies, Art History Surveys, as well as upper level classes in their field. Art Education faculty will teach undergraduate introductory and upper level lecture/lab courses in art education history, pedagogy, and methodology towards K-12 licensure in art; in addition to supervising student teachers and teaching courses in support of both undergraduate and graduate degree programs in the College of Education. Art Education faculty may occasionally teach studio foundations courses. It is expected that advanced classes will be shared among the tenured and tenure track faculty in each discipline.

Teaching loads must accommodate the research needs of studio, art history, and art education faculty. All faculty must have blocks of time for research. Studio faculty require uninterrupted time in private studios. Art history faculty require uninterrupted time for research in libraries and archives, and for writing. Art Education faculty require time for both studio work and research. Therefore, faculty in the Department of Art and Art History should not be expected to teach five days per week. Ideally, when possible, faculty will alternate a three- or four-day per week schedule one semester with a two-day per week schedule for the other semester. Faculty may choose to teach four or five days per week. With the current curriculum, faculty should not expect to regularly teach two days per week except in unusual circumstances.

Faculty members whose annual evaluations consistently indicate a failure to perform to departmental standards should receive mentoring by senior faculty and peers within the department. If the problem persists, then it is expected that the faculty member will need to assume an increased teaching load until the problem area is corrected. Faculty experiencing difficulties in teaching would not be assigned increased teaching, but would be assigned other tasks such as additional advising, committee responsibilities, or other appropriate tasks as defined by the chair.

- A. Teaching Load (Studio Faculty):** All studio faculty within each studio discipline within the Department of Art and Art History should strive to produce an ideal student/faculty ratio of 15:1 per course, as facilities and resources allow and, in general, not exceed 20:1. Each faculty member is expected to teach larger classes to balance small classes and each area should have larger introductory classes to balance smaller advanced classes. While it is unlikely that all disciplines will be able to accomplish this ratio it should be held as the goal of each discipline.

Faculty in areas with unusually low enrollments may be required to assume a heavier class load. It is expected that intermediate and advanced classes of unusually small size will be combined into one course as calculated in the faculty member's teaching load and scheduled concurrently.

- B. Teaching Load (Art History Faculty):** All art history faculty within the department should strive to produce ideal student/faculty ratios appropriate to course levels. For 4000 level seminars the faculty/student ratio should be 10:1 per course, as facilities and resources allow, and in general not to exceed 15:1. For 3000 level lectures the faculty/student ratio should be 25:1 per course, as facilities and resources allow, and in general not to exceed 35:1. For 2000 level classes the faculty/student ratio should be 55:1 per course, as facilities and resources allow, and in general not to exceed 75:1. Core classes such as Art Survey I-II and Contemporary Art, which are necessary for all departmental degrees, will have much higher enrollments – although faculty/student ratios exceeding 100:1 are feasible only with the support of teaching assistants. Ideally, during the three course semester the faculty member will have only two preps, for instance two survey classes and an upper level, or two sections of LBST and an upper level class. Limiting the number of preps per semester would directly increase available time for research.
- C. Teaching Load (Art Education Faculty):** Art education faculty should strive to produce an ideal faculty/student ratio of 25:1 for lecture/lab courses. Student teaching, a 15 credit course, should have a ratio of approximately 4-6:1.
- D. Teaching Load Reductions:** Reductions in teaching load may be given in instances when a faculty member assumes an extraordinarily heavy professional or service responsibility that is directly correlative to the professional responsibilities of the faculty member at UNC Charlotte and is consistent with the mission of the department, college and university (e.g. solo exhibition at a recognized, peer reviewed venue with substantial professional credibility; impending publication of a book length manuscript accepted by a recognized press; President of the Faculty or president of a national professional organization). The examples cited above indicate positions which require extraordinary commitments of time, effort, and personal interaction. The Department Chair may consult with the Department Review Committee for input concerning course load reductions. A final determination will be made by the Department Chair.
- E. Teaching Overload:** Faculty members may voluntarily work with students enrolled in Directed and Independent Study courses. Some faculty meet with these students during regularly scheduled class times; others make individual arrangements to meet with these students regularly beyond their class time commitments. Faculty may also voluntarily serve as Resource Advisors to students in some advanced classes. As Resource Advisors, faculty meet with students once every few weeks outside of class time to provide criticism and

resources for their further research. If a student requests a faculty member who is not her or his professor to be a Resource Advisor, the faculty member may accept or decline as s/he sees fit.

II. Teaching Load for Lecturers

1. The class load for full-time non-tenure track lecturers/technicians teaching studio classes is four classes per year (12 contact hours per semester, 2/2 teaching load). A minimum of 20 hours per week will be spent providing technical support in the areas to which the faculty member is assigned by the Department Chair and/or as articulated in the position description.

Full-time, non-tenure track lecturers assigned only teaching responsibilities will teach a class load of four 3-credit classes per semester (24 contact hours per week/studio, 12 contact hours per week/academic, 4/4 teaching load). Contact hours may differ from these norms for those who teach a combination of academic and studio courses. There is no research or committee service requirement for full time lecturers.

A lecturer / advisor with a variable workload, depending on need, will be responsible for duties consistent with a 4/4 teaching load.

2. In the event that a part-time faculty member is temporarily hired on a full-time basis, he or she will teach the equivalent of four academic or four studio courses per semester, the equivalent of a 4/4 load.

III. Research Load

All tenure-track and tenured faculty are expected to be professionally active in their area of research and demonstrate this activity through the production and presentation of original work (see the department tenure document for evidence of how the range of professional activities can be documented).

The Department Chair informally monitors faculty workload each semester, and formally evaluates workload at the close of each school year as part of each faculty member's written Annual Faculty Evaluation. Presuming satisfactory to excellent performance in other areas, in cases when a faculty member excels in research, that faculty member may be rewarded by the Department Chair during the merit salary review process.

Faculty members whose annual faculty evaluations consistently indicate a failure to perform to departmental standards in research should receive mentoring by senior faculty and peers within the department. If the problem persists, the faculty member's teaching load may be increased until the Department Chair determines the problem has been resolved.

IV. Service Load

All tenure and tenure-track faculty are expected to be actively involved in service at the college, university, and/or community levels (see the department tenure document for evidence of how the range of service activities can be documented). Tenure-track faculty will have fewer service responsibilities than tenured faculty.

The Department Chair informally monitors faculty workload each semester, and formally evaluates workload at the close of each school year as part of each faculty member's written Annual Faculty Evaluation. Presuming satisfactory to excellent performance in other areas, in cases when an individual faculty member provides extra-ordinary service, that faculty member may be rewarded, at the discretion of the Department Chair, during the merit salary review process.

- A. Academic Advising:** Each tenured and tenure-track faculty member has approximately thirty-five students assigned as advisees each semester. Upper-level students may choose advisors within their areas of concentration. Freshman and transfer students are assigned advisors across the disciplines in order to spread the workload of advising equitably among faculty members. The Department Chair and the department's Coordinator of Undergraduate Education also take on many advising responsibilities. In addition to providing the opportunity for individual advising to students during their regular weekly Office Hours, faculty participate in Advising Day, a full day scheduled specifically for advising once each semester.
- B. Committee Work (Member):** Faculty may volunteer for committee assignments, be elected to committee by the faculty, or appointed by the Department Chair (See Handbook for list of elected committees.) The Department Chair will consider number and work level of service on elected committees as well as other service contributions to the department, college, and university when appointing faculty to committees in an effort to balance the service load of each faculty member.
- C. Committee Work (Chair):** Each committee will select one of its members to serve as Chair of the committee. Responsibilities include scheduling and conducting meetings, reporting to the Department Chair and/or faculty, etc. in addition to sharing in the general work of the committee in order to complete the work of the committee in a timely manner conducive to the functioning of the department, college, and or university.
- D. Studio Coordinators:** Each area will have a Coordinator appointed by the Department Chair from faculty teaching within the area. The Coordinator must be a full-time faculty member that is either tenured or tenure-track. The Coordinator position may be rotated among eligible faculty at the discretion of the Department Chair. Responsibilities for specific areas include, but are not limited to: advocating for the needs of the area, purchasing from the area budget(s),

maintaining the area budget record(s), hiring and supervising student workers, serving as the contact person for faculty teaching within the area, as well as other responsibilities necessary for the safe and efficient functioning of the area. In consultation with the Department Chair, and with explicit written approval, the Coordinator may share and/or delegate any of the above responsibilities.

E. Art History Coordinators: The Art History Program coordinator will be appointed by the Department Chair. The Coordinator must be a full-time faculty member that is either tenured or tenure-track. The Coordinator position may be rotated among eligible faculty at the discretion of the Department Chair. Responsibilities include, but are not limited to, overall direction of the program; administering the budget; assembling the art history committee periodically for program updates and reviews; coordination of class scheduling with the chair; developing programming, including speakers and special events; reporting on the program to the full art faculty; advising of Art History majors; and establishment of student learning outcomes. In consultation with the Department Chair, , and with explicit written approval, the Coordinator may share and/or delegate any of the above responsibilities.

F. Art Education Coordinators: The Art Education Program coordinator will be appointed by the Department Chair. The Coordinator must be a full-time faculty member that is either tenured or tenure-track. The Coordinator position may be rotated among eligible faculty at the discretion of the Department Chair. Responsibilities include, but are not limited to, overall direction of the program; administering the budget; coordination of class scheduling with the chair; developing programming, including speakers and special events; reporting on the program to the full art faculty; and advising of Art Education students. In consultation with the Department Chair, and with explicit written approval, the Coordinator may share and/or delegate any of the above responsibilities.