

AH Faculty Norms--Agreed to 16 May 2019--Amended 26 August 2021

DEPARTMENTAL NORMS FOR GOVERNANCE AND TEACHING (These are meant as norms and not rules. If needed rules can be developed later based on these norms.)

- GOVERNANCE (Per AH bylaws, the Executive committee is a committee of all permanent faculty)
 - i. The Art History Department operates according to the principles of faculty governance as outlined by the AAUP and the UI Statutes:
 1. When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction. ... The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.
<https://www.aaup.org/report/statement-government-colleges-and-universities>
 2. The faculty of the department shall have power to determine such matters as do not so affect relations with other departments or colleges that they properly come under the supervision of larger administrative units. ... The chair shall have power to act independently in such matters as are delegated to the chair by the executive committee.
<https://www.bot.uillinois.edu/governance/statutes#art4>
- DISTRIBUTION OF TEACHING RESPONSIBILITIES: Assuming a normal four-course academic year, each faculty member is expected to teach according to this formula:
 - i. One 100-level or high-enrollment (i.e. with a cap of 75 students or more that is likely to fill) course. If a faculty member does not have such a course at this time they agree to develop one (or take on one that is already developed) in the next academic year. These courses will include TAs or grading support as needed.
 - ii. One additional 100-level or a 200-level lecture course
 - iii. One 200, 300 or 400-level course
 - iv. One 400 or 500-level seminar (but not two 400-level courses)

Our goal is for each faculty member to do their best to teach a large cohort of students each year and for each faculty member to teach across all levels each year, including general education service courses as well as introductory and advanced courses in their areas of expertise. If a faculty member has one or more course releases for whatever reason, the remaining courses offered should

strike a balance between the department's need for numbers and the department's need for higher-level study in the faculty member's area.

Prime teaching times in the schedule will be rotated at a faculty member's request.

- TEACHING/ADVISING

- i. PhD advising and independent studies with grads and undergrads should be reflected in course loads, service roles and service teaching roles.
 - 1. Four PhD dissertations completed as primary adviser
 - 2. Twelve MA theses (not qualifying papers) primary adviser
- ii. Methods courses that service grads and majors (510, 511, 301 and 303) should be rotated among the faculty interested in teaching them. Whenever possible 510 and 511 should not be taught by the same instructor sequentially so that students are introduced to the methodological diversity that different instructors bring.

- GRADUATE STUDENTS

- i. Graduate students should not teach 100 or any service course without mentoring (i.e., students should not teach 100 without having ta'd for 100). Their class sizes should be limited to 40 and they should teach it no more than two times.
- ii. Advanced (4th year +) graduate students should be given a 200-level course in their area of specialization to support their research whenever possible.
- iii. PhD work assignments should follow this formula as best as possible (this should happen according to a streamlined process, procedural consistency and transparency, and should respect different career goals [such as museum track]):
 - 1. 1st year: RA assignments
 - 2. 2nd year: TA assignments
 - 3. 3rd year: TA
 - 4. 4th and subsequent years: AH2xx in area of specialty OR AH100 TA (fall) and teach (spring) OR TA

- CO-TEACHING

- i. Faculty, students and department often benefit from the enriched curriculum provided by co-teaching. Co-teaching should be supported so long as it comes at no cost to the department. The value of co-teaching will always be considered in the context of other departmental needs.

- COURSE SCHEDULING

- i. Course scheduling for the following academic year should take place in a fall faculty meeting so that the faculty are aware of the needs of the department and their colleagues and have an opportunity to negotiate effective solutions for the department before the UIC January deadline for the schedule of classes.
- ii. Course preferences should be scheduled for the entire year (rather than just a semester) so that both faculty and graduate students are informed about the classes they are likely to teach.