

School of Humanities and Sciences
Flexible Faculty Workload Proposal
Revised and Approved (President, Provost, Dean, Faculty Senate) December 2013

Preface

The purpose of this flexible faculty workload policy is to document department workload agreements with the Dean of the School of Humanities & Sciences; to delineate the process faculty will follow to establish their annual workload; to delineate the process departments will follow to establish annual workloads for their faculty; and to provide parameters for workload decisions by faculty and departments. In addition, advice is provided in an appendix to aid departments in developing their workload agreements.

Department workload agreements

See appendix I. Agreements and any subsequent revisions will be approved by the dean and provost.

Workload Process

Departments, in consultation with the Dean of the School of Humanities & Sciences, will develop a workload agreement that includes the standard teaching load tenured and tenure-eligible faculty in the department. The standard teaching load for each department/program in the School of Humanities & Sciences will be listed in appendix I to this document. Note: at the beginning of each contract cycle non-tenure eligible faculty complete activity agreements that delineate responsibilities, including annual teaching load.

The workload process will be as follows:

1. In the fall semester, all faculty will complete a Teaching Inventory and Annual Planning Document designed to help department chairs plan the staffing of courses for the following academic year.
2. Department chairs will meet annually with the Dean, in advance of the submission of Faculty Annual Reports, to discuss the basic parameters of the departmental staffing plan for the next year (department and school needs and requirements, sabbatical replacement needs, other staffing considerations).
3. Faculty will then submit their individual annual reports. These reports will include a description of current teaching, research and service and a projection of teaching (including number of credit hours taught), research and service for the next year.
 - a. If the faculty member wants to teach the standard teaching load for their department, they would simply indicate such on their report.
 - b. If the faculty member wishes to spread teaching load over multiple years, they must detail the amount of teaching done in each of these years in a separate text box along with a brief justification.
4. Chairs will review and approve these annual reports, including the projected workload, in accordance with the approval procedures set out in each department. (While the preparation of the departmental class schedule and assignment of courses and duties within the department is ultimately a responsibility of the department chair, some

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departments may choose to delegate the evaluation of faculty workload to a personnel committee for recommendation to the department chair. Responsibility for the department level evaluation (separate from the dean's) ultimately rests with the department chair).

5. Once approved, the annual reports from each faculty member in the department, along with a Departmental staffing plan for the following year, will be forwarded to the Dean. Department chairs will meet with the Dean to review annual reports and to approve faculty workload as described in the annual report.

Workload Parameters

Faculty are contracted to a workload equivalent to 24 credits of teaching per year. Typically this workload is assigned during the fall and spring semesters; by mutual agreement between faculty member, Department chair, and Dean, winter and/or summer session teaching may be counted toward teaching load. Departments, in collaboration with the Dean, will develop guidelines for determining standard teaching load (these are located in appendix I). Workload parameters include:

1. Standard teaching load for a department may be as low as 18 credits per year. This standard will be set through an agreement between the department and the Dean.
2. Given appropriate levels of advising, scholarship, and service, faculty may teach the department standard load per year. "Appropriate levels" will be determined by the chair and dean based on the faculty member's annual review document and the department's standard teaching load agreement with the Dean.
3. Teaching loads may go as low as 6 credits/year with administrative release time for activities such as chair duties and service on committees according to already approved release time agreements.
4. Teaching loads below standard teaching load (but without administrative release) are possible with external funding or in consultation with the H&S dean to account for special circumstances.
5. Teaching loads may not go above 30 credits per year, exclusive of summer and winter sessions.
6. Teaching loads may be spread across a maximum of 3 years provided the average teaching load per year remains at or above the department standard. In determining teaching loads per semester, faculty should be mindful of service and other responsibilities to the department and college even during semesters when teaching load is lowest.
7. Untenured tenure-track faculty should teach no more than the department standard teaching load, except in extraordinary circumstances.

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Appendix I

Teaching loads by department as per the department's workload agreement with the Dean of the School of Humanities & Sciences.

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Appendix II

Workload descriptions

Departments in the School of Humanities and Sciences have different arrangements for assigning workload credit to teaching, research, and service activities. This appendix is intended to help departments in the creation of their workload agreement by describing activities normally performed by faculty members in H&S. **These guidelines are only advisory.**

A. Teaching workload

In general, activities are considered “teaching” when the primary purpose of the activity is student learning or preparation for student learning activities. Faculty members should work with their chairs to determine the most appropriate credit allocation for their teaching activities. For non-standard cases the department should articulate a rationale for the credit assignment.

Sample Teaching Scenarios:

- Credit bearing courses where the faculty members and students receive the same number of credits. No rationale necessary.
 - a. Example: 3-credit course for students: 3-credit load for faculty
- Credit bearing courses where the faculty member receives more or less credit than students do. These cases should be justified in either the department workload agreement or in the faculty annual report. For example:
 - a. Courses where students receive variable credit
 - b. Courses that included studio work, lab work or field work
 - c. Courses where students receive 0-credit
 - d. Courses that contain components that require significant additional preparation or faculty development
 - e. Multiple sections of the same course or large sections in place of multiple sections
- Supervision of student(s) enrolled in variable credit bearing activities such as internships, independent studies, service learning, theses, research projects, software projects, teaching assistantships, field experiences, etc. These cases should be justified in either the department workload agreement or in the faculty annual report.

Guidelines for rationale: Assigning workload credit for teaching activities:

Evaluate the projected number of hours that will be spent preparing for the activity based on historical understanding of the activity within the department.

- Number of hours spent on student group activities. Such activities include:

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- a. Classroom time
 - b. Leading off-campus trips
 - c. Directing/coordinating performances or exhibitions
- Assess the amount of time spend 1-on-1 with students.
 - Determine the amount of committee work or coordination involved with the activity.
 - Calculate the time spent evaluating student work and providing students with feedback.

Special Situations

Special situations may affect a faculty member's teaching load. These situations, detailed below, will be handled by department specific guidelines. For example, assume a standard teaching load of 18 credits for a department. A faculty member in this department might teach three writing intensive courses which the department will count towards that faculty member's workload. As a result, the faculty member will teach 18 credits without the need to perform additional research or service during that academic year.

As another example, a department could decide that writing intensive courses deserve 4 credits for the student and the instructor. The department could rearrange their curriculum to account for the presence of 4 credit writing intensive courses.

Departments could also handle special situations through administrative means such as lowering the class capacity. For example, writing intensive classes could have a cap of 18 students.

The situations that should be accounted for include:

- Courses that fit into the Themes and Perspectives of the ICC. This is due to the additional faculty development and collaboration necessary for teaching these courses.
- Courses that have an approved service-learning component.
- Courses that have an approved Writing Intensive designation (approved by CCR).
- Cross-school co-teaching activities are eligible for full credit (per faculty member) the first two times a course is offered.

Sample Teaching Activities:

Activities that can be considered part of teaching load include, but are not limited to:

Auditions

Thesis Supervision

Student Teaching Supervision

Practicum

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Rehearsals

Service Learning

Student Internship Supervision

Student Recital Supervision

Student Project Supervision

Student Research Supervision

Student Lab Work Supervision

Capstone Course Supervision

Student Independent Study Supervision

B. Service workload

Activities

Department policies can include workload value for the broad range of service activities in which the faculty members of the school engage. Examples include:

Department, School, and College level Committees

Department Chair/Program Director

Admissions Events

Alumni events (on and off campus)

College Advancement Activities

Help-room Participation

Service to National Professional Organizations or Communities

How to determine workload value of a particular activity listed above

The workload value assigned to particular activities varies based on a number of environmental factors. It is the responsibility of the department to determine the workload value of the various committees. In determining service load the department can consider the following areas:

1. time spent in meetings
2. preparation time
3. time spent coordinating activities
4. time spent producing documentation such as reports or memos
5. time preparing and giving presentations

C. Scholarly and/or Creative/Professional Activity workload

The workload value ascribed to various professional activities will depend on the particular academic disciplines covered in the department. In general, activities are considered “scholarship” when the primary purpose of the activity is to extend the body of knowledge of a field through research and dissemination. Activities in this area should be guided by the department or program’s scholarship document. It is the responsibility of the department to determine the workload value of various scholarship activities and their impact. In determining scholarship load a department can consider time spent in the following areas, among others:

1. collecting information and data
2. conducting experiments
3. building theoretical frameworks
4. preparing for the research including organizing physical space, materials and technological resources
5. preparing and giving presentations/exhibitions
6. reviewing for journals or conferences
7. writing for publication
8. participating in creative activities
9. preparing grant proposals or administering grants

Ultimately, the peer reviewed scholarship or creative/professional activity as completed over an appropriate number of months, semesters or, years (depending upon the specific activity) will be considered when evaluating faculty performance and determining the approval of subsequent workload proposals.