

Faculty Workload Policy College of Arts and Sciences

1. Guiding Principles

The College of Arts and Sciences affirms the expectation stated in the “University Guidelines for the Allocation of Faculty Responsibilities” (Senate Doc 2012-09, approved December 14, 2012) that the members of the faculty are “to be active and effective in all aspects of their professional academic life: teaching or librarianship, scholarship, and research, and service” (*ibid.*, p.2). The College of Arts and Sciences also embraces the six principles articulated in the opening section of these University guidelines.

Workload expectations for tenure-track and tenured faculty members are presented in Sections 2-4 below. As full-time, non-tenure-track faculty members, such as lecturers, visiting assistant professors, or artists-in-residence, normally are hired to contribute primarily, if not exclusively, to the College’s teaching mission, workload responsibilities for these positions are presented separately in Section 5.

2. Teaching

The normal baseline teaching assignment across the College for tenure-line faculty members who are active and productive in peer-reviewed scholarship, research, or artistic production, and who also are engaged actively in professional service, is nine semester credit hours each semester. Routine variations in the normal teaching assignment each semester may occur in departments whose course offerings regularly include courses taught for more than three credit hours or fewer than three credit hours.

Individual faculty members may be assigned less classroom teaching, with the approval of their chairperson and the dean, in conformity with approved departmental by-laws and on the basis of considerations including (but not limited to) the following.

- a. The faculty member is at a critical juncture in his or her progress to fulfill expectations for tenure or promotion, especially with regard to scholarship, research, or artistic production. Normally, pre-tenure assistant professors with a full six-year probationary period shall receive up to nine semester credit hours of release time prior to their tenure or promotion application, contingent upon departmental teaching needs and the approval of the chairperson and dean.
- b. Development and submission of an unusually high-impact grant proposal, an unusually significant, extensive, peer-reviewed scholarly publication or artistic production, or an unusually significant professional report (such as an accreditation self-study or proposal to establish a new academic degree program).
- c. Heavy responsibilities for the academic advising of graduate students and their scholarship or research (especially at the doctoral level) or for the design and delivery of graduate courses (especially at the doctoral level).

- d. Heavy responsibilities for academic advising or mentoring of undergraduate students (such as advising large numbers of undergraduate research projects or coordination of undergraduate studies in large departments or programs).
- e. Heavy responsibilities for direction or coordination of special academic projects or initiatives (such as active oversight of a significant number of community-engaged-learning projects or internships or coordination of a large and active integrated learning-living community). Such responsibilities also may include high-impact forms of professional service (such as service as an editor of a major journal, as a faculty equity advisor, or as president of the Academic Senate).

Other considerations that could fairly warrant reduction of semester-hour teaching assignments for a tenure-line faculty member should have at least the level of academic significance and the degree of responsibility exemplified in the foregoing list. As always, reductions of teaching assignments below the normal baseline must be approved by the chairperson and the dean or explicitly supported in approved departmental by-laws.

Tenure-line faculty members who have formal administrative appointments as department chairpersons or academic program directors normally receive an adjustment in their teaching assignments during the term of their appointments. The nature of these adjustments in teaching responsibilities is determined by the dean or, if outside the College, by other appropriate university administrators.

3. Scholarship, Research, and Artistic Production

All tenure-line faculty members in the College are expected to maintain an active, productive, and sustained program of peer-reviewed scholarship, research, or artistic production in accordance with their fields of academic expertise. Such expertise need not be confined to a single academic discipline or form of artistic practice. As noted in the College's tenure and promotion policy, scholarship may legitimately have a variety of academic aims, including the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Faculty scholarship also may incorporate community engagement. Approved departmental by-laws and systems of annual merit review may provide more specific guidelines for expectations for faculty scholarship, research, or artistic work. Such expectations properly vary with differences in departments' academic missions.

On balance, the College strives to support continued improvement in the quality and impact of faculty scholarship, research, and artistic work, in preference to promoting mere quantity of scholarly activity or artistic production.

Workload expectations for faculty scholarship should accommodate natural, professionally healthy variations in the productivity or direction of a program of scholarship, research, or artistic production. The value of changes in the direction or pace of a faculty members' scholarship, however, does not exempt the faculty member from the basic expectation, on the whole, to be an active scholar, researcher, or artist.

Section 2 above describes legitimate reasons for adjustments in normal teaching responsibilities for faculty members who have especially heavy responsibilities for unusually high-impact scholarly or artistic projects. It is a primary responsibility of department chairs to be attentive to and evaluate faculty members' needs for workload adjustments due to unusually heavy and significant research responsibilities, and then to bring reasoned requests for such adjustments to the dean. As indicated in Section 2, workload adjustments to support a faculty member's research development can be especially important at critical junctures in the process of developing a compelling record for tenure or promotion.

4. Service

All tenure-line faculty members are expected regularly to contribute service to their department and, over the course of their career, to the College or the University, in virtue of the faculty responsibility to share in the University's governance. On the basis of their expertise as educators and scholars, faculty service is important to the advancement of the academic quality of the University. Valuable faculty service to the department, the College, or the University may take a variety of forms and is not restricted to participation in committee work.

Faculty members' service to their professions can be an influential form of service and is encouraged. Service activities such as editing journals or book series, refereeing manuscripts, organizing conference programs, reviewing grant proposals, or serving as an officer in a major professional association are valued forms of faculty service and can contribute substantially to a faculty member's professional development and to the University's academic reputation.

Apart from relevant differences among faculty members' appointments, the nature of their fields of expertise, and departments' academic missions, faculty members ordinarily should not devote as much of their work effort to service as they do either to scholarship or to teaching over the course of many academic years, if they retain normal scholarship and teaching responsibilities. Modifications to scholarship or teaching responsibilities should be considered for faculty members whose service, without special appointment or other accommodation, routinely exceeds this norm. Such modifications are contingent upon the approval of the chairperson and the dean.

In light of the University's mission to use its educational and scholarly resources to advance just social transformation through community building, faculty contributions to community engagement also are valued, especially where they draw upon or aid in developing faculty expertise or where they contribute, directly or indirectly, to students' education and development. Faculty members who participate in community organizations as part of their faculty service are expected to give due consideration to longstanding University-community partnerships.

5. Responsibilities of full-time, non-tenure-line faculty members

Full-time, non-tenure-line faculty members who hold the title of lecturer or visiting assistant professor have teaching as their primary responsibility, often to the exclusion of having any formal responsibility for scholarship, research, or artistic production or for professional service. Consequently, the normal baseline teaching assignment across the College for full-time, non-

tenure-line faculty members in these positions is twelve semester credit hours each semester. Routine variations in the normal teaching assignment each semester may occur in departments whose course offerings regularly include courses taught for more than three credit hours or fewer than three credit hours.

Where full-time, non-tenure-line faculty members are expected to bear responsibility for scholarship, research, or artistic production, or where they are expected to bear responsibility for significant service, including academic advising, their teaching assignments should be adjusted accordingly, contingent upon the review and approval of the department chairperson and dean. When non-tenure-line faculty appointments are designed in advance to incorporate standing expectations for scholarship or service, those expectations should be stated in the letter of appointment, subject to the approval of the dean and the provost's office.

It is understood that some full-time, non-tenure-line faculty members may want to pursue programs of scholarship, research, or artistic production in order to maintain an active presence as scholars in their fields and to continue their own professional development as scholars or artists. Where scholarly activity is not a formal expectation of the faculty member's appointment, scholarly work nevertheless can be supported by the faculty member's department and the College to the extent that the department and the College are able to do so. Such support normally would include access to funding for some professional travel to make scholarly presentations at conferences. The faculty member's requests for support for scholarship cannot be such as to override the faculty member's primary responsibilities for teaching, however.

Faculty members who have a full-time appointment as artists-in-residence also normally have teaching as their primary responsibility. However, their responsibilities may vary widely, depending upon their artistic field and the particular expectations set forth in their appointment. The workload for artists-in-residence should be described clearly at the time of appointment and should be documented in a letter of appointment that has been reviewed and approved by the dean and the provost's office.

6. Flexibility and Equity

The "University Guidelines for the Allocation of Faculty Responsibilities" aim to "provide department chairpersons and deans the flexibility and autonomy necessary to support the equitable distribution of faculty responsibilities . . ." (*ibid.*, p.2; also see p.6). Accordingly, the College policy as presented here seeks to permit forms of flexibility and variation in faculty members' responsibilities in teaching, scholarship, and service that are appropriate to the full scope of the academic and educational missions of their departments and of the College and University.

Variations in faculty workload assignments must be approved by the chairperson and dean, in consultation with the faculty member, as the chairperson and dean normally are in the best position to recognize and appreciate compelling reasons for workload modifications. They also are in an appropriate position to determine when workload variations are equitable and when they are unfair. Modifications in workload assignments that result in inequitable distributions of faculty responsibility are not to be approved or sustained.

7. Review and revision of workload policies in the College

Following the provost's approval of the College's workload policy, at which time this policy takes effect, departments are to submit to the dean by an agreed-upon deadline new or revised departmental workload policies that conform to the approved College and University policies. Approved departmental policies should be reviewed and updated on a regular basis, so that they continue to reflect College policy and departmental practice.

Departmental policies must be reviewed and approved by the dean's office before they can take effect. Should a department's policy conflict with approved College policy, the College policy will prevail.

The College policy should be reviewed by the dean's office and the Council of Chairpersons and Program Directors (CCPD) at least once every three academic years.

**Recommended for adoption by the Council of Chairpersons and Program Directors
September 18, 2013**

**Approved by the Dean of the College of Arts and Sciences
September 18, 2013**

**Approved by the Office of the Provost
November 19, 2013**