

## Workload Policy in the School of Education

(Approved September 10, 2003)

The workload policy supports achieving the mission of the School of Education. The faculty pursues this mission through high quality teaching, research, and service consistent with all aspects of the workload policy defined in the Handbook for Faculty, the current Collective Bargaining Agreement, and the School's Promotion and Tenure Guidelines. Further, the School is committed to practices that are equitable and that facilitate each faculty member's prospects for promotion and satisfactory peer review

Twelve credit contact hours or 18 teaching contact hours per week per semester constitutes a 100% workload for a semester during the academic year as described in the Collective Bargaining Agreement, Article XI.

In practice, however, the University adheres to a policy of "administered" teaching loads, particularly in the case of tenure-track faculty. Under this arrangement department chairpersons and deans are encouraged to vary the teaching loads of individual faculty members. This flexible arrangement makes it possible for the chairpersons to make assignments of individual faculty members on a semester-to-semester basis to stimulate research and scholarship or to provide for unusually heavy committee assignments.

With this in mind, the School faculty typically distributes about 50% of its effort to teaching, 25% to research, and 25% to service. However, the amount of time individual faculty members devote to each portion of the workload varies. Thus, workload for individual faculty members in the School is established on an administered basis, administered by the Director of the School. In cases in which a faculty member's workload is located partially in the School of Education and partially in another unit, the Director of the School of Education will administer the faculty member's load after consulting with the chair or director of the other unit. The Director and individual faculty members will make every effort to negotiate administered workloads fairly and amicably, so that the resulting workload agreements will serve the best interests of the program and the faculty. In the event of an impasse in the negotiation process, the decision of the Director will prevail. However, faculty members may appeal/grieve such decisions.

### Workload Policy

Every full-time faculty member will have a full workload each year.

Teaching. Every tenure line faculty member typically carries a teaching load of six credit-contact hours **per week**, as defined in the Collective Bargaining Agreement, during the Fall and Spring semesters of each academic year (50%). When possible, this will include both graduate and undergraduate courses. Credit-contact hours are usually accumulated by teaching regular academic-year courses with assigned credit hours.

Clinical faculty members, who are on 9 plus 1 appointments, typically devote 90% effort to teaching.

Public service faculty members, who are on 9 plus 2 appointments, typically carry a teaching load of three credit-contact hours **per week** per academic year (10% effort).

When enrollment in a scheduled course does not meet the University's six/ten rule, but the School Director determines that program considerations require the course to be offered, the School Director will request that the Dean approve a waiver of the six/ten rule. If approval is granted, the course will count toward the faculty member's teaching load. When a course is canceled by mutual agreement **between the Director and a faculty member** the Director may assign the faculty member an equivalent non-teaching task or another course for that session or an extra course in a subsequent session.

Supervision of Theses, Dissertations, Executive Position Papers, Field Experiences, Special Problems, Student Advisement. The Collective Bargaining Agreement (Article 11.9) recognizes non-class supervision activities in the computation of faculty credit contact hours. As specified in footnote 3 to Article 11.9 of the Collective Bargaining Agreement, faculty only receive one semester of credit for these activities, awarded during the semester that the student completes the project or special problem or defends his or her thesis, dissertation or executive position papers. Credit for student advisement can only be counted as stipulated in footnote 3 of Article 11.9 of the Collective Bargaining Agreement. These hours must be accounted for in the development of an administered workload plan that is mutually acceptable to the faculty member and the Director. Workload credit for such activities may take the form of proportional release from instruction, research or service during the semester when the student completes the project or in a subsequent semester.

Research. For workload assignment purposes, research is understood to consist of a systematic process of scholarly inquiry in education with the purpose of creating new knowledge of theoretical or practical value to the field. The research productivity of a faculty member is established primarily through the publication and dissemination of scholarly work products.

A faculty member's instructional workload may be reduced through assignment to sponsored programs of research or assignment to other restricted sources of support, following the guidelines found in the approved CHEP Instructional Buy-Out Policy document.

Each tenure-track faculty member typically devotes 25% effort per year to scholarly research. Clinical faculty members are not typically assigned research as part of their regular workload. Public service faculty members typically devote 10% effort to scholarly research per year.

Summer Research Option. A faculty member on a 9-month academic year appointment has the opportunity to request that performance in an approved summer

program of sponsored or un-sponsored scholarship and research be included in the annual faculty evaluation Faculty Handbook III, F, 4.)

If a faculty member's research activity falls below the expectations of his or her workload agreement on the annual faculty appraisal for three consecutive years, the faculty member may be assigned additional teaching or service tasks by the School Director, proportional to the shortfall, until the member's research activity is judged to meet expectations on the annual appraisal.

Service. Every faculty member is expected to serve the School, University, state, and professional organizations through participating on committees, special projects, and a range of other activities. Each tenure line faculty member typically devotes 25% effort to service. Clinical faculty typically devote 10% effort to service. Public service faculty typically devote 80% effort to service. The mix of service activities will vary greatly among faculty members.

If a faculty member's service activity falls below expectations on the annual faculty appraisal for three consecutive years, the faculty member may be assigned additional teaching or research tasks by the School Director, proportional to the shortfall, until the member's service activity is judged to meet expectations on the annual appraisal.