

# **WORKLOAD POLICY, FLL**

**(Revised: May 19, 2004)**

## **PRELIMINARY OBSERVATIONS**

All faculty are expected to satisfy the University's general service expectations, as stipulated in the *Faculty Handbook* (Section IV. C.3, "Expectations of All Faculty").

Faculty Evaluation/Merit Assessment Option for Summer Work: In accordance with Section F.III.4 of the *Faculty Handbook*, both continuing non-tenure track and tenure-track faculty on 9-month academic appointments may request, but cannot be required, to include participation in a summer program of sponsored or unsponsored scholarship and research in the annual faculty evaluation. When it is an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program. Since all tenured and tenure-track faculty are expected to use the summer months for research, those who do not elect the "Summer Option" are not by default choosing to do less research during the summer or to de-emphasize the importance of scholarship in their overall contribution to the University.

A professor wishing to apply for the summer research option must submit a written proposal to the Chair during the annual planning meeting. The request must be documented as follows: a statement of the research and scholarship program, its expected results, and its duration. The Chair may approve or disapprove the proposal based on its content, its appropriateness for the faculty member's workload, and/or the department's needs and priorities. Those who wish to renew this option must submit a new request each year.

A professor may propose a summer research program of one, two, or three months, each of which would alter the proportions assigned to all workload components.

An approved summer research program cannot influence workload assignments during the fall and spring academic semesters, and a faculty member with an approved summer program may not teach for compensation during the period of the summer research program or carry out other activities inconsistent with the approved program.

In the administration of faculty workload, the Department shall abide by the conditions established in the current AAUP Collective Bargaining Agreement and by the policies established by the *Faculty Handbook* approved by the University Faculty Senate. All questions about workload shall be decided with reference to those documents.

The Department may modify its Workload Policy at any time according to procedures outlined in the *Faculty Handbook*.

This workload policy will be provided to prospective new faculty members when an offer of appointment is made.

## **TENURED AND TENURE-TRACK FACULTY**

### **General Statement**

Although full-time tenured and tenure-track members of the faculty are required to teach only during the spring and fall semesters, the *Faculty Handbook* (III.A.1) makes clear that the responsibilities of these faculty members do not cease during other times of the year. In particular, it is expected that the summer months will be used “for reading, study, research and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation.”

In accordance with section III.F.3 of the *Faculty Handbook*, all tenured and tenure-track faculty members are “expected to make a balanced contribution to the University” in their teaching, scholarship, and service activities.

By offering students a wide range of courses, study abroad programs, and pedagogical technologies, members of the Department make vital contributions to the educational mission of the University. While all FLL members are expected to support and enhance such activities, scholarship forms an equally vital component of our and the University’s mission. As the *Faculty Handbook* stipulates, research and publication must be “a significant part of each faculty member’s total contribution as a member of the academic community.”

### **Typical Teaching Expectations**

All tenured and tenure-track faculty members are expected to advise students and to participate in other teaching-related duties such as attendance at department functions, participation in curricular planning, and student recruitment.

As stated in the 2002-2005 Collective Bargaining Agreement (Article 11.9), “12 credit-contact hours . . . per week per semester constitutes a 100% workload for the semester for the academic year. Assignment of a workload of other credit-contact hours per week . . . per semester will be prorated as a percentage of workload for the semester.” As the *Faculty Handbook* (III.3) states, the Department Chair will “administer” the teaching load for tenured and tenure-track faculty to stimulate their research and to help them meet scholarship and publication requirements, including the requirements for promotion and tenure.

The typical administered teaching load for tenured and tenure-track faculty is three 3-credit courses per week one semester and two 3-credit courses per week the other semester in any given academic year. Thus, these activities typically constitute 62.5% of a faculty member’s total workload. These administered loads are subject to further variations as described in the section below.

Faculty members who hold named or chaired professorships have a typical administered teaching load of 12 credit-contact hours per year, subject to the further variations described below.

## Variations from the Typical Administered Teaching Workload

**Extraordinary Service:** Faculty members who serve the Department in especially demanding capacities (for example, Director of Graduate Studies) will have their administered teaching load reduced.

**Non-Classroom Teaching:** In the case of independent studies, special problems, undergraduate and graduate theses, and other kinds of non-classroom teaching, the Chair will abide by the provisions set forth in the Collective Bargaining Agreement (Article 11.9 and 11.9, footnote 3).

**Advisement:** As stipulated in Article 11.9, footnote 3 of the Collective Bargaining Agreement, thirty full-time undergraduate advisees are equivalent to 1/2 credit-contact hour of teaching.

**Emphasis on Scholarship:** The Chair may approve a faculty member's request for a temporary reduction in teaching load and assign the appropriate administered teaching load if, in his/her judgment, it is likely that this would help the faculty member to meet a critical publication deadline or otherwise contribute in a significant way at a crucial moment of research, writing or publication.

For faculty members whose annual reviews testify to an exceptionally strong scholarly record (as evidenced by sustained high achievement in several areas such as refereed publications, external grants, prizes, journal editorship/advisory board membership, invited lectures), the Chair may approve a request to administer teaching duties to 4 courses (12 credit-contact hours) per academic year.

Faculty receiving a course reduction to assist them in their research efforts will not be permitted to do overload teaching during the fall and spring semesters.

**Emphasis on Teaching:** A tenured faculty member wishing to give further emphasis to the teaching component of his/her workload may request teaching duties in excess of the typical administered load.

For tenured faculty members whose research or creative productivity has been low and who are not actively engaged in scholarship and publication, the Chair will assign one or more extra courses per semester beyond the typical administered load. The Chair has discretion in making this determination. In general, low research productivity is defined as the failure to do either of the following in any consecutive four-semester period: (a) publish (or have accepted for publication or for dissemination in some other appropriate print or electronic form) any scholarship or relevant creative work of high merit; or (b) demonstrate active research and composition on a project of high merit.

Note: this variation of the typical administered workload may not be applied to Assistant Professors.

Ad hoc faculty review committee: In the event that the teaching or service component of a faculty member's workload is increased because of low research productivity, the faculty member may request a review of his/her research quality and productivity, and the Chair will

appoint an ad hoc committee for that purpose. The composition of the review committee is as determined by the Chair and its recommendation will be advisory. Alternately, the Chair may appoint such a committee in the absence of any request from a faculty member. In all cases, the faculty member will have the opportunity to submit evidence deemed appropriate to the committee's task. The recommendation(s) of the ad hoc committee are advisory; the Chair has final responsibility for any change in a faculty member's workload.

### **Typical Research Expectations**

The production of original scholarship and its publication or presentation is an essential component of faculty workload. Faculty members must therefore disseminate, on an ongoing basis, the results of their research by writing articles, books, preparing critical editions, publishing textbooks based on pedagogical findings, giving papers at professional meetings, and/or engaging in other activities as described in the Department's promotion and tenure document.

On an academic-year basis, scholarship typically constitutes 27.5% of the administered workload. This percentage may fluctuate depending on factors such as the "Merit Assessment Option for Summer Work" or extraordinary service assignments.

### **Typical Service Expectations**

Each member of the faculty is expected to serve the Department, College, University, profession, and broader community in ways best suited to the faculty member's talents and the needs of the Department, College, and University. As noted above, all faculty are expected to satisfy the University's general service expectations, as stipulated in the *Faculty Handbook* (Section IV. C.3, "Expectations of All Faculty"). Additionally, tenure-track and tenured faculty may also be involved in other kinds of service to the Department, College, University, and/or profession, and/or broader community. Such service to the Department, College, and University is usually comprised of committee, smaller administrative and/or special assignments and is expected of all faculty members as a normal part of their workload. Service to the profession may include consultation, editorial services, offices held, organizing sessions at professional meetings, etc. Following are some examples of service to the community: consultation; membership on civic committees, boards, commissions; appearances before community groups, state, national, and international organizations, etc. Such activities typically constitute 10% of a faculty member's administered workload.

The Chair will make every effort to assign service duties equitably.

### **Variation from the Typical Service Expectations**

**Assistant Professors on the tenure-track:** In order to help these faculty members establish their teaching and focus on research, the Chair will not assign them any major service duties during their first year on the faculty.

**Note:** A rare exception to this would occur when a new Assistant Professor is hired to a position requiring administrative responsibilities (e.g., Sequence Supervisor). In such a case, the Chair will make an extra effort not to assign any additional service duties.

Further, the Chair will endeavor to keep the service assignments of tenure-track Assistant Professors comparatively light during their first 4 years on the faculty.

## **NON-TENURE-TRACK FACULTY**

### **Typical Teaching Load**

For non-tenure-track faculty, workload is typically constituted as 100% teaching and teaching-related activities. Activities related to teaching consist of such assignments as student advisement, development of courses and course materials, and serving as advisor to honor societies and language clubs. The maximum teaching load shall not exceed twelve credit-contact hours per week per semester during the academic year.

### **Variations from the Typical Teaching Load**

1. Those faculty wishing to include scholarship and/or non-teaching-related service in their workload may request this of the chair; if approved, this shall result in a reduction of the teaching load or overload compensation and, additionally, consideration in the annual evaluation. Faculty receiving a course reduction to assist them in their research efforts will not be permitted to do overload teaching during the fall and spring semesters.
2. Supervision of student teachers is a teaching activity; such supervision replaces one of the faculty member's regular courses or, alternatively, is compensated as an overload. Supervising six student teachers is considered the equivalent of teaching a 3-credit course.
3. Service beyond the general University "umbrella" of expectations is not typically expected of continuing non-tenure-track faculty; however, if/when continuing non-tenure-track faculty are assigned any additional service activities, it shall be recognized as part of their workload according to the same formulas used to recognize the service activities of tenure-track faculty. The Chair will ensure that non-tenure-track faculty are credited at the same rate for their service contributions as the tenured and tenure-track faculty; any given service responsibility counts for the same percentage of total workload effort, whether it is being provided by a non-tenure-track faculty member or a tenured/tenure-track professor.

**Non-Classroom Teaching:** In the case of independent studies, special problems, undergraduate and graduate theses, and other kinds of non-classroom teaching, the Chair will abide by the provisions set forth in the Collective Bargaining Agreement (Article 11.9 and 11.9, footnote 3).

**Advisement:** As stipulated in Article 11.9, footnote 3 of the Collective Bargaining Agreement, thirty full-time undergraduate advisees are equivalent to 1/2 credit-contact hour of teaching.