

FACULTY WORKLOAD POLICY

School of Urban Affairs and Public Policy

1. The School of Urban Affairs and Public Policy has interdisciplinary missions in graduate education, service, and research. It is expected that substantial contributions, which meet the standards set forth in the Promotion and Tenure Policy of the School, will be made by each member of the faculty in these areas of activity.
2. In meeting these responsibilities, faculty are expected to:
 - 2.1 Contribute to the instructional programs of the School through course instruction (including special problems and tutorials), advisement, supervision of student research, academic program development, and participation on analytical paper, thesis, and Ph.D. guidance and dissertation committees.
 - 2.2 Contribute to research productivity of the School through scholarly activities that include but are not limited to the authoring of books, refereed articles, research reports and monographs, presentation of papers at professional conferences, preparation of and successful pursuit of research proposals, and supervision of faculty, staff, and students in sponsored research.
 - 2.3 Carry out School, College, University, and professional service activities, including leadership roles and committee memberships; School, College, University or professional offices; and special assignments.
 - 2.4 Be involved in furthering the College's external public service responsibilities, including but not limited to securing funding and conducting applied research and providing technical assistance relevant to community groups, third sector organizations, or governments and supervising faculty, staff, and students on these projects.
3. Since the most productive mix of the above activities for the School will differ among faculty and over time, workloads normally are administered. In accordance with the procedures specified in the Collective Bargaining Agreement, the annual administered workload plans of faculty members shall consist of activities mutually agreed upon with the school director, and, as applicable, center director, or other appropriate administrator, taking into account the preferences and aptitudes of the person, along with the needs of the instructional, public service, and research programs of the School and College. At the request of a faculty member or the administrator, changes in workload may be negotiated throughout the year to reflect new circumstances.

4. Non-administered loads shall be consistent with the Collective Bargaining Agreement in effect. For example, a full non-administered annual load for faculty on 11-month contracts will consist of the equivalent of 30 credit-contact hours. For all faculty credit for instruction is counted as indicated in Article 11, footnote 3 of the Collective Bargaining Agreement.

5. Tenure-line faculty on administered loads typically have a teaching load of three 3-credit courses for the year. Public Service faculty on administered loads are expected to teach at least one 3-credit course each year and devote a minimum of 50 percent of their time to public service activity. The remainder of the administered workload for tenure-line and public service faculty is distributed in accordance with procedures indicated in section 3 above among:
 - scheduled individualized instructional activity (supervision of theses, dissertations, and analytical papers, supervision of students on sponsored research);
 - unscheduled individualized instruction (including participation as a member of thesis, analytical paper, internship, doctoral guidance and dissertation committees, graduate academic advisement);
 - research;
 - public service;
 - University and professional service activities;
 - program development;
 - administrative responsibilities.

All public service and tenure-line faculty should have at least 10 percent of their workload allocated to scholarship. Workload plans will specify the instructional research, and public service activities that will be undertaken to satisfy contract requirements.

A typical 11-month tenure-line faculty member will have the following administered workload:

| | |
|---|------------|
| Scheduled instruction | 30% |
| Scheduled individualized instruction | 10% |
| Program, school, center, college, University, professional service | 15% |
| Public service (may include funded applied research from 2 month obligation) | 20% |
| Research and scholarship | <u>25%</u> |
| | 100% |

For a 9-month tenure-line faculty, generally the public service commitment is reduced from 20% to 5%.

A typical public service faculty member with the minimum one 3-credit course teaching obligation per year will generally have the following allocation of workload:

| | |
|---|------------|
| Scheduled instruction | 10% |
| Scheduled individualized instruction | 5% |
| Program, school, center, college, University, professional service | 10% |
| Public service | 65% |
| Research and scholarship | <u>10%</u> |
| | 100% |

A public service faculty member with a two 3-credit course teaching obligation per year will generally have the following allocation of workload:

| | |
|---|------------|
| Scheduled instruction | 20% |
| Scheduled individualized instruction | 10% |
| Program, school, center, college, University, professional service | 10% |
| Public service | 50% |
| Research and scholarship | <u>10%</u> |
| | 100% |

Variations from the typical workload are administered as per the process above as a result of individual and center/academic program needs such as the funding of research and public service projects, increased program teaching needs such as covering sabbaticals, and individualized faculty needs for the time to complete specific scholarship/publication work.

The instructional workload can be reduced by time devoted to sponsored research consistent with the “CHEP Policy for Buy-Out of Instructional Time” through the process described above in Section 3.

Administered workloads are not automatic, but must accord with the actual contributions of the faculty members who are assigned such workloads. Thus, workload assignments to support research and scholarship (as listed above in Section 2.2) must, over time, be reflected in research and scholarly productivity commensurate with the workload responsibility. If a faculty member’s research, teaching or service productivity falls below or exceeds expectations delineated in the workload agreement over time, adjustments (i.e. additions or reductions in workload proportions) in that faculty member’s research, teaching or service responsibilities may be made by the school director, in conjunction with appropriate center directors.

Unanimously passed by the School of Urban Affairs and Public Policy by faculty on March 19, 2003; modified as per May 2003 faculty meeting and email, June 2003. Revisions passed unanimously on Sept 24, 2003.

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