

FIC RECOMMENDATIONS
Guidelines for Faculty Workloads
4.19.17
Adopted by Academic Affairs

I. General Principles

- a. In terms of teaching, scholarship, and service workload balancing each department/program must have the first order responsibility to ensure fairness among its faculty members. The College Dean is responsible for ensuring workload balancing and fairness across departments/programs within his/her college. The University Provost is responsible for ensuring workload balancing and fairness across colleges.
- b. Course-equivalent service or research requires approximately 100-120 hours/semester.
- c. The standard distribution of faculty job responsibilities has been 60-20-20, denoting 60% teaching, 20% scholarship or creative activity, and 20% service. For the time period that the university is under financial stress and faculty have been asked to teach an extra section, this distribution will need to be adjusted. In the course of developing annual goals, faculty and departments have the flexibility of adjusting these percentages, provided that a minimum of 10% of time is spent in each of the areas. For example, if a faculty member is teaching 7 courses, the job responsibilities may be 70-20-10.
- d. Faculty are only expected to work on average five days per week, even during the semester of a “+1 teaching load”. This means some time shifting among teaching, scholarship, and service will likely be needed. For example, a 70-20-10 load during the four-course semester would entail on average 4 days per week allocated to teaching responsibilities, and 0.5 day each for scholarship and service. During the three-course semester 3 days per week would be allocated to teaching, 1.5 days to scholarship, and 0.5 to service.
- e. The College Dean is responsible to report to the college council and the Provost annually beginning Fall 2018 about the outcomes of this workload adjustment

policy until it is revoked or changed.

II. Service projects

- a. These should result in enhanced student learning, enrollment, retention and degree completion, and be directly related to one's role at the university
- b. Before the start of the relevant semester, a one page, written proposal must be submitted to and approved by the department chair or program director, with objective oversight by the College Dean. Examples of course-equivalent service include but are not limited to:
 - i. taking on the role of program/department transfer coordinator
 - ii. engaging in significant curriculum redesign, such as re-forming a course to increase student learning and success.
 - iii. taking on the role of alumni engagement coordinator, including hosting events, speaking at chapter meetings, building affinity groups, etc.
 - iv. developing a mentoring and tutoring program to accompany high Drop/Fail/Withdraw (DFW) courses that leads to greater student success and less attrition.
 - v. taking on the role of internship coordinator, including outreach to new companies, student placements, quality assurance, etc.
 - vi. participating in guided recruitment activities and/or enrollment activities.
 - vii. developing new experiential learning courses
 - viii. coordinating student learning outcomes assessment activities for a program or department.
- c. A written summary of the outcomes of this extra service project must be submitted to and approved by the department chair or program director, with oversight by the College Dean by the beginning of the following semester.
- d. These extra service projects are in addition to standard faculty service.

III. Recommendations regarding scholarship/creative activity

- a. Before the start of the relevant semester, a one page, written proposal to engage in course-equivalent scholarship must be submitted to and approved by the

department chair or program director, with oversight by the College Dean.

Examples of situations where course-equivalent scholarship/creative activity might be merited include but are not limited to:

- i. The faculty member is nearing completion on a major scholarly or creative project and can demonstrate that the 100-120 hour time allotment will bring the work to fruition.
 - ii. The faculty member is organizing a major scholarly conference or other significant scholarly/creative event
 - iii. The tenure-track faculty member can demonstrate the concrete outcomes that will result from allocating an additional 100-120 hours to research or creative activity.
 - iv. The faculty member is involved in a major grant application and can demonstrate that the 100-120 hour time allotment will lead to its submission.
- b. A written summary of the outcomes of this extra scholarship must be submitted to and approved by the department chair or program director, with oversight by the Dean by the beginning of the following semester. Demonstrable outcomes of the course release will increase the likelihood that future course releases will be considered favorably.