

## CHAPTER FOUR: FACULTY WORKLOAD

### Draft – April 4, 2018

#### **Section 4.0 Purpose**

The purpose of this Chapter is to define UNI's priorities for faculty members' standard workloads. Faculty at UNI are teacher- or librarian-scholars, whose work life encompasses teaching or librarianship, scholarship/creative activity, and service. "Workload" reflects the priorities of our faculty and the university, as well as the expectations for evaluating faculty work. Workload does not designate a prescriptive breakdown of work hours dedicated to each category of responsibility but rather guides faculty and administrative priorities. How faculty members utilize their time varies across the week, semester, year, and career, according to discipline, departmental needs, and individual strengths.

UNI recognizes, values, and prioritizes teaching as a faculty member's primary responsibility. The university also values and rewards scholarship/creative activity and service when such activities are part of the faculty member's assigned workload.

#### **Section 4.1 Definition of Teaching**

Teaching is the development, preparation, and delivery of course content. Teaching also includes communicating with students in a course in a timely fashion and supervising and evaluating student performance for courses. The standard form of instruction consists of a course offered by an academic department and delivered in a traditional classroom or classroom equivalent setting, such as through distance education.

#### **Subdivision 4.11 Nonstandard Teaching Activities**

Certain non-standard teaching activities are employed by departments and are part of a faculty member's teaching loads. When a department regularly uses non-standard forms of instruction to deliver its curriculum, the Department Head or School Director shall develop, in consultation with the Dean of the College, a description of how the non-standard forms of instruction are converted to equivalent credit hours to be counted toward a faculty members' teaching workload. The credit hour conversion used to determine teaching loads, along with a description of how the conversion was determined, shall be distributed to all probationary and tenured faculty members in the affected academic departments or school no later than the first class day of each academic year. A copy of the conversion description shall be provided to the Dean of the College, to the Provost and to Faculty Leadership by October 1 of each academic year.

#### **Subdivision 4.12 Teaching Overload**

Teaching overload occurs when faculty members are assigned and agree to teach more credit hours than specified by their designated portfolio (see Sections 4.7 and 4.8).

Department heads should consult with faculty regarding overload assignments in order to meet the needs of the department and individual faculty members. Faculty who are assigned and agree to more than the equivalent assigned credit

hours during the regular academic year shall receive overload compensation for the work at the part-time per-credit-hour-rate specified in the Master Agreement, subject to the limitations of UNI Policy 4.41 Special Compensation and Summer Appointments.

#### **Subdivision 4.13 Faculty Office Hours**

Faculty members who have teaching assignments are expected to schedule a minimum of one office hour per class, up to three hours per week each semester. Days, times, and location of office hours should be appropriately matched to the schedule of the faculty member's teaching assignments. Additionally, faculty members should allow students an opportunity to meet outside of those times through a special appointment request. The mode of office hours offered should be matched to the mode of instruction for each course. Scheduled office hours should be posted and also included in course syllabi. The department office should be notified of scheduled office hours by the end of the first week of each semester. If a faculty member cannot attend office hours, students and the department office should be notified and a notice should be posted and/or entered in the online learning management system, as appropriate.

#### **Section 4.2 Definition of Librarianship**

Librarianship is the creation and provision of information, resources, and services that advance critical thinking, scholarly research, and learning in an evolving information landscape. This includes the provision of reference services, research consultations, and instruction in support of information literacy; the acquisition, organization, preservation, and administration of library collections and other information resources; and supporting sharing of and access to library collections and other information resources.

#### **Section 4.3 Definition of Scholarship/Creative Activity**

Scholarship and creative activity are those discipline-specific activities that result in a tangible artifact or outcome. Scholarship makes use of the faculty member's disciplinary expertise, and it must be of appropriate quality and have a meaningful impact. The university recognizes, evaluates, and rewards three types of scholarship/creative activity (Discovery, Integration, Application), which are defined and illustrated below. The definitions include but are not limited to the examples provided. The Departmental Standards and Criteria Document may provide additional specific examples of products or outcomes in order to demonstrate these forms of scholarship. The Departmental Standards and Criteria Document must be consistent with Sections 4.4 and 4.5 of this Chapter and Chapter 3 of this Handbook.

#### **Subdivision 4.31 Discovery**

Discovery is the original production or testing of a theory, principle, knowledge, or artistic creation. Examples include a traditional quantitative and/or qualitative data analysis, as well as an artistic or literary artifact (such as a fiction or non-fiction writing, art exhibition, musical composition, or musical/theatrical performance). The university recognizes the scholarship of teaching and learning, such as the evaluation of curricula or pedagogy, as discovery when it produces original knowledge. All discovery scholarship is evaluated

within the faculty member's field of expertise through traditional peer review and is publicly disseminated in traditional outlets, such as journals, books, recordings, performances, or refereed exhibitions.

#### **Subdivision 4.32 Integration**

Integration is the use of knowledge found within or across disciplines to create an original understanding or insight that reveals larger intellectual patterns. Examples include the writing of a textbook, curating an artistic exhibition, editing an anthology, or integrative work that summarizes or extends what is known about a topic or process. Being awarded a competitive external grant is considered Integration scholarship. Integration scholarship is peer reviewed and may appear in a variety of outlets (see "Peer Review" in Chapter 3).

#### **Subdivision 4.33 Application**

Application brings discipline-specific knowledge to bear to address a significant issue or problem or to influence a current or future condition. Examples include producing a technical report; performing public policy analysis; creating program, curriculum, or tools that are adopted across the state/nation; evaluating a community-based program; or being awarded a patent. Application scholarship is peer reviewed and may appear in a variety of outlets (see "Peer Review" in Chapter 3).

### **Section 4.4 Scholarship/Creative Activity for Probationary Faculty**

Probationary faculty are expected to engage in the scholarship/creative activity of Discovery, including the scholarship of teaching and learning when it produces original knowledge. Some departments may also evaluate and reward peer-reviewed Integration or Application scholarship/creative activity when consistent with disciplinary expectations and applicable accreditation requirements. Typically, twenty-five percent of a probationary faculty member's workload shall be allocated for scholarly or creative work, unless a different portfolio has been assigned to the faculty member.

See Chapter 3 of this Handbook regarding more specific standards and documentation requirements for the purposes of annual review, post-tenure review, and promotion.

### **Section 4.5 Scholarship/Creative Activity for Tenured Faculty**

Tenured faculty may engage in Discovery, Integration, or Application research within their field of expertise. Each type of scholarship shall be recognized as legitimate for the purposes of annual review, post-tenure review, and promotion to full professor when it has undergone peer review that attests to its acceptable quality and meaningful impact. Faculty members are expected to collaborate with their colleagues and department head to ensure their scholarship is consistent with requirements for scholarship for program accreditation. Typically, twenty-five percent of a tenured faculty member's workload shall be allocated for scholarly or creative work, unless a different portfolio has been assigned to the faculty member.

See Chapter 3 regarding more specific standards and documentation requirements for the purposes of annual review, post-tenure review, and promotion.

#### **Section 4.6 Definition of Service**

Service is recognized as an essential component of UNI's overall workload for all faculty members. Tenured, probationary, renewable term, and term faculty are expected to engage in service to the university, the profession, and the broader community. These faculty may fully participate and exercise shared governance in the life of the university community through service work. Service to the university occurs at the department, college, or university level. Service to the profession includes work for the faculty member's discipline or disciplinary organizations at the local, regional, national, or international level. Service to the broader community includes those activities that make use of the faculty member's disciplinary expertise with organizations or communities outside of the university or in one's discipline. Examples of service to the broader community include but are not limited to performing program evaluation for a nonprofit organization, using disciplinary expertise to advise a community organization on an initiative, and volunteering on the board of a community organization related to one's disciplinary expertise. Typically, fifteen percent of a probationary or tenured faculty member's work load shall be allocated for service. Service obligations are to be shared and fulfilled equitably by all faculty members according to their assigned portfolios.

#### **Subdivision 4.61 Probationary Faculty Service**

Whenever possible, the service obligations of probationary faculty shall be reduced in their first two years in order to devote more time to teaching and scholarship/creative activity. They shall increase service gradually to 15 percent of their workload by the time they apply for tenure and promotion.

**Section 4.7 Standard Workload Summary Table**

Position Type	Rank	Availability	Workload
Probationary	Assistant Professor  Associate Professor (not tenured)	Required	<p><b><u>Standard Portfolio (probationary)</u></b><sup>1</sup>            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course                or 60% <i>librarianship</i></p> <p>25% <i>scholarship / creative activity</i> (Discovery scholarship/creative activity; departments may allow additional criteria for Integration and Application as appropriate for their discipline)</p> <p>15% <i>service</i> = department, college, university, community, and/or discipline with active participation and impact (see subdivision 4.61 regarding reduced service obligations during the first two years)</p>
Tenured	Instructor	Required	<p><b><u>Instructor Portfolio (tenured)</u></b>            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course</p> <p>20% <i>service*</i> = department, college, university, community, discipline</p>
Tenured	Assistant Professor  Associate Professor  Full Professor	Default	<p><b><u>A. Standard Portfolio (tenured)</u></b><sup>1</sup>            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course            20% <i>teaching</i> = 1 3-credit hour course                or 60% <i>librarianship</i></p> <p>25% <i>scholarship / creative activity</i> (choice of Discovery, Integration, or Application)</p> <p>15% <i>service</i> = department, college, university, community, and/or discipline, involving leadership and impact</p>

<sup>1</sup> Faculty workload shall be flexible across time. See Subdivision 4.82 (Workload Flexibility Options), Section 4.9 (Differentiated Workload for Extended Teaching Portfolios for Tenured Faculty), and Section 4.12 (Overload for Special Projects/Course Reassignments).

Tenured	Associate Professor  Full Professor	Apply	<p><b>B. <u>Extended Teaching<sup>2</sup> Portfolio (tenured)</u></b>  <i>20% teaching = 1 3-credit hour course</i>  <i>20% teaching = 1 3-credit hour course</i>  <i>20% teaching = 1 3-credit hour course</i>  <i>20% teaching = 1 3-credit hour course</i></p> <p><i>5% scholarship / creative activity (maintenance of scholarly competence)</i></p> <p><i>15% service = department, college, university, community, discipline, involving leadership and impact</i></p>
Term (1-4 years)  Renewable Term  Clinical (*clinical teaching, supervision or direction)	Instructor		<p><b><u>Term Portfolio</u></b>  <i>20% teaching = 1 3-credit hour course*</i>  <i>20% teaching = 1 3-credit hour course*</i>  <i>20% teaching = 1 3-credit hour course*</i>  <i>20% teaching = 1 3-credit hour course*</i></p> <p><i>20% service** = department, college, university, community, discipline</i></p> <p><i>** To be specified in letter of offer; in some instances, this 20% may be split between service and scholarship/creative activity</i></p>
Temporary	Adjunct Faculty (temporary)		<p><b><u>Adjunct Faculty (temporary) Portfolio</u></b>  <i>Teaching assignments specified in letter of offer</i></p>

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<sup>2</sup> Or Librarianship

## **Section 4.8 Workload for Standard Portfolio for Probationary and Tenured Faculty**

The standard workload of probationary and tenured faculty at UNI (hereafter “Standard Portfolio”) reflects the prioritization of teaching. UNI also values research/scholarship/creative activity and service. Faculty workload for probationary and tenured faculty on a Standard Portfolio is represented by five components spread across teaching, research/scholarship creative activity, and service (see Section 4.7).

### **Subdivision 4.81 Workload Flexibility Options**

Though specific percentages are allocated for scholarship and service to indicate the university’s Standard Portfolio, upon approval of the department head and dean, differentiated weight may be allocated to scholarship or service workload responsibilities for the purposes of faculty development. Such an approved portfolio will be for one year at a time with the opportunity to renew for up to one additional year. Upon completion, the faculty member’s portfolio returns to the Standard Portfolio. Opportunities in applying for differentiated scholarship and service obligations are available to all faculty members, however, neither scholarship nor service workload obligations shall drop below 5% in contributions per year.

Differentiated workloads shall be documented in writing by the department head or Dean in a Memorandum of Understanding to the faculty member and placed in the evaluation file. Faculty members who receive course releases are required to report such assignments annually in each Faculty Activity Report, including the activities assigned in lieu of teaching. Applications for tenure and promotion should summarily report such assignments as a part of faculty members’ overall portfolio.

## **Section 4.9 Differentiated Workload for Extended Teaching<sup>3</sup> Portfolios for Tenured Faculty**

Tenured Associate and Full Professors are eligible to apply for a differentiated workload with an additional class to teach (hereafter “Extended Teaching<sup>3</sup> Portfolio”). Faculty assigned to the Teaching Portfolio are expected to contribute fully to their specified loads (see Section 4.7).

### **Subdivision 4.91 Tenured Instructors**

Tenured Instructors will be assigned to an Instructor Portfolio, unless an alternate assignment has been arranged with the department head, in consultation with the dean, and documented in a letter of offer or Memorandum of Understanding.

### **Subdivision 4.92 Eligibility**

Tenured Faculty are eligible to apply for an Extended Teaching<sup>3</sup> Portfolio when they achieve the rank of Associate or Full Professor. Faculty must also have an established

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<sup>3</sup> Or Librarianship

record of teaching excellence, service impact, and service leadership. The faculty member's request must also align with departmental and university needs and priorities, as determined by the department head and dean, in order to be approved.

#### **Subdivision 4.93 Extended Teaching<sup>3</sup> Portfolio Application Process**

Eligible faculty members who wish to be assigned an Extended Teaching<sup>3</sup> Portfolio may apply for an Extended Teaching<sup>3</sup> Portfolio. The faculty member will provide a written request to the department head by the end of the fall semester for the following academic year. The department head, in consultation with the dean, will assess whether or not the eligibility criteria have been met, as defined in 4.92 before deciding whether or not to grant the request. If the request is granted, a Memorandum of Understanding will be developed to outline the workload expectations while the faculty member remains on this differentiated workload portfolio. The term for an Extended Teaching<sup>3</sup> Portfolio is typically 3 years and may be renewed through the application process.

#### **Subdivision 4.94 Maintaining Competence in Scholarship/Creative Activity**

Faculty with an Extended Teaching Portfolio are required to stay abreast of developments within their field and continue to be engaged in their discipline in order to maintain scholarly competence. Faculty may stay engaged in their discipline by producing scholarship/creative activity, presenting at conferences, reviewing for journals, using their disciplinary expertise in service, engaging in scholarship-oriented faculty development, or submitting grants. This list is not exhaustive. Departments shall develop a list of any additional activities to denote the maintenance of scholarly competence.

### **Section 4.10 Workload for Renewable Term and Term Faculty**

Term and renewable term faculty members' predominant assigned workload is teaching. They also are expected to perform service and are integrated, full members of the university community.

All teaching assignments and service expectations are to be specified in the faculty member's letter of offer or annual workload assignment (see Section 4.7). In some limited cases, service may be split between service and scholarship/creative activity, as specified in the faculty member's offer letter or annual workload assignment.

### **Section 4.11 Workload for Adjunct Faculty (temporary)**

The primary workload assignment for Adjunct Faculty (temporary) is teaching (see Section 4.7). Teaching assignments are specified in their offer letter and paid per course, as specified in the Collective Bargaining Agreement. Any service assignments, beyond those typically associated with teaching courses, are specified in their offer letter and paid per activity or assignment.

### **Section 4.12 Overload for Special Projects/Course Reassignments**

A president, provost, dean, or department head may designate as overload some special, agreed-upon assignments or projects which sufficiently exceed a faculty member's overall workload. In such cases, a Course Reassignment (release) may be applied or earned. Alternatively, administrators shall compensate faculty by determining the work's credit-hour equivalency. Department heads shall consult with their dean before assigning special projects.



Faculty hired to work during the summer months (outside of teaching summer school) shall be compensated according to the assignment.

The responsibilities, time frame, and compensation shall be outlined in a Memorandum of Understanding or letter of offer.

**Section 4.13 Continuing Education and Special Programs**

This Chapter will not affect the current methods for determining whether or not courses taught through the division of Continuing Education and Special Programs are part of a faculty member's teaching load and the method of compensating faculty for teaching courses for the division.

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