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SLA Faculty Workload: Proportions of Effort and Assignments of Courses

All full-time faculty in the IU School of Liberal Arts are considered professionals, who are paid monthly, which means they are exempt from overtime obligations (and payment). In the following discussion, for which a comparative framework is necessary, a forty-hour, five-day work week is assumed to be the norm. This weekly norm for full-time commitment applies to faculty with ten or twelve-month appointments. Each year the university requires that faculty complete the Conflict of Commitment (http://www.iupui.edu/~fcouncil/documents/conflict_commitment.htm) form in compliance with the law that restricts employment in addition to the full-time faculty appointment to twenty percent (20%).

Faculty Appointments

There are two types of faculty appointments. Both can be supplemented with external grants (all external grant applications have to comply with SLA policies and procedures).

- For faculty with ten-month appointments, the period of academic effort in the Academic Year (AY) extends from 1 August to 31 May
- For faculty with twelve-month appointments, the HR-regulated vacation rules for full-time administrators and professional staff apply (22 days{http://www.iupui.edu/~fcouncil/committees/handbook/supplement_final.pdf} page 81)
- Some faculty appointments are for ten month with time or responsibilities added for one or two months in the summer

Types of Full-time Faculty Appointments

The IU Faculty Handbook (http://www.indiana.edu/~vpfaa/policies/handbooks_guides_docs/Academic_Handbk_08-1.pdf) and the IUPUI Supplement (http://www.iupui.edu/~fcouncil/committees/handbook/supplement_final.pdf) provide details on faculty ranks, rights, privileges, and obligations.

- Tenure-line faculty
 - Assistant Professor
 - Associate Professor
 - Professor
- Non-tenure-track faculty (NTT faculty)
 - Lecturer
 - Senior Lecturer
 - Assistant Clinical/Teaching Professor
 - Associate Clinical/Teaching Professor
 - Clinical/Teaching Professor

Distribution of Faculty Effort

All faculty are expected to give one-hundred percent (100%) effort. Among the various faculty appointments and ranks this academic effort is distributed differently. All tenure-line faculty have rights, privileges, and obligations in three areas of academic effort: research; teaching; and service. All non-tenure-track faculty have rights, privileges, and obligations in two of those three areas of academic effort: most typically in teaching and service (for the ranks of research professors it is research and service).

- The distribution of academic effort for tenure-line faculty (ranks of professors) is forty percent (40%) research; forty percent (40%) teaching; twenty percent (20%) service
- The distribution of academic effort for non-tenure-track faculty (ranks of lecturers and clinical/teaching professors) is eighty percent (80%) teaching; twenty percent (20%) service
- Any redistribution of academic effort requires the approval of the dean and a memorandum of understanding to be added to the faculty member's personnel file (there may be need for an additional e-doc as well) that details the approved changes and includes a time table for review and renewal
 - Excepting extraordinary circumstances, all considerations for a redistribution of effort follow the annual review, irrespective of whether the faculty member or the chair or program director initiates the request for a redistribution of effort
 - For tenure-track faculty, chairs may request a temporary redistribution of effort (in some instances likened to a pre-tenure sabbatical-like reassignment of teaching efforts toward research)
 - In such cases chairs or program directors need to present to the dean a plan that details how programmatic needs are met and that funds are available for offering this redistribution of effort to probationary faculty
 - The outcome of such a temporary redistribution of effort must be evaluated in the chair's annual review of the faculty member
 - Tenured faculty for whom particular circumstances indicate a desire or need to redirect their focus and professional development and, therefore, to redistribute their academic effort are required to develop a three-year plan that provides {since this may include cases which are triggered by circumstances specified in the school's enhancement policy, the following procedures need to be reviewed and amended by the FA's Enhancement Committee}
 - a rationale for the redistribution of academic effort
 - a detailed proposal for the particular redirection and rebalancing of research, teaching, and service
 - appropriate measures and the names of peers for the evaluation of expected outcomes
 - a review process and timetable for renewal or reconsideration
 - the effort redistribution plan becomes part of the faculty member's personnel file
 - Any plan for the redistribution of academic effort requires the full support of the chair or program director, who presents the plan to the dean for approval and

appropriate administrative follow-up action (in effect, all external research grant proposals that include requests for course buy-out[s] fall in this category and can serve as models)

- The Faculty Annual Report (FAR) and the annual review of the faculty member need to reflect the redistribution of academic effort

Translation of Effort into (Course) Assignments

For the areas of research and service there are no easily normed units by which academic effort is conventionally measured. Departmental, school, and campus expectations (evident in annual review as well as articulated in promotion and tenure policies and guidelines) determine how the particular proportions of effort in research and service are evaluated, valued, and rewarded. For the proportion of academic effort focused on teaching, the number of courses has typically served as a convenient approximation of effort into measurable units.

Typically, letters of appointment state SLA norms for course loads, which differ according to type of appointment.

- Tenure-line faculty with an active research agenda are typically expected to teach a load of two (2) courses in one semester and three (3) courses in the other semester of the same academic year (if at all possible there should be no more than two (2) different course preparations for the semester with a three-course load)
- Non-tenure-track faculty with efforts in teaching and service, are typically expected to teach a load of eight (8) courses in each academic year (four [4] each semester) if they have a ten-month appointment (the number of different courses should never be more than two [2] for any semester); for non-tenure-track faculty with twelve-month appointments, the typical course load is ten [10] courses (the number of different courses should never be more than two [2] for any semester).

Schematic Ways of Calculating Effort Systematically

Since faculty work is unevenly distributed across the semester and across each week of ten or twelve-month appointment period and since it is the completion of the task that counts rather than the time spent on task faculty often do not keep detailed record of the time in which they discharge their respective responsibilities. The following considerations may establish a framework for gauging faculty work and making the reassignment of courses for other responsibilities easier and more equitable.

- Effort for one three-credit-hour course is calculated as 160 hours per semester (sixteen [16] weeks/semester); or, an average of ten (10) hours per class each week (three [3] hours of class time/week; a little over two [2] hours for each credit hour in order to meet demands of preparation, grading, and office hours)
- Effort for an additional section of the same three-credit course is about 80 hours per semester, which is on average five (5) hours per week, since preparation and office hours are the same as in the other section(s).

- For tenure-line faculty with an active research agenda, their academic effort in an average semester week can be schematically divided into and calculated as equivalent to two (2) days of teaching; two (2) days of research; one (1) day of service
- For non-tenure-track faculty with teaching as the major focus of their academic effort, the schematic distribution across an average semester week is equivalent to four (4) days of teaching and one (1) day of service.

Reassignment of Courses

“Reassignment” refers to the reallocation of a faculty member’s teaching load to reflect special responsibilities or circumstances. Faculty may seek to adjust their normal course load as special opportunities or needs arise. In order to be reassigned from a course (or courses) that has been part of the faculty member’s course load and rotation, the following considerations need to be in place.

- Chairs or program directors are responsible for making the case for course reassignments to the dean
 - Application to the dean for approval of course reassignments is typically tied to the annual review process; the application for external research funding; or in connection with the scheduling of courses
 - Chairs or program directors need to present a plan that details how programmatic needs are met and that funds are available for effecting the course reassignment(s)
 - The outcome of any course reassignment must be reflected and evaluated in the chair’s annual review of the faculty member
 - Depending on the reason(s) for the course reassignment request, the associate deans of academic affairs and, respectively, research and graduate studies may assist the chair in preparing the request for course reassignment
- Faculty who consider taking on responsibilities that require, or make desirable, the reassignment of course(s) need to discuss their plans first and foremost with the chair or program director and prepare for her or him a detailed statement that enables the chair or program director to make the necessary request to the dean
- The Faculty member’s statement to the chair or program director needs to address
 - The rationale for the course reassignment
 - A detailed explanation of how the planned project or responsibility is, in terms of effort, comparable to one three-credit hour course
 - How and by whom the effort and outcome of the project or responsibility can be evaluated, especially if a renewal of the course reassignment request is likely or if the request is for a term longer than one academic year
- Projects and responsibilities that are typically associated with course reassignment(s)
 - Externally funded research
 - Administrative responsibilities
 - Lead advisor/director of undergraduate studies
 - Director of graduate studies
 - Program director

- Curriculum/course development
- Faculty fellowships
- Individualized teaching and mentoring on the undergraduate and graduate levels that, over the course of several years, add up to the equivalent of teaching a regular three-credit course
 - Directing ten (10) individualized readings and/or internships {this is current school policy, which needs to be reviewed for greater clarity of the effort and outcome concerning those directed studies and internships for which faculty effort varies widely: in order to “count” such individualized courses more equitably one suggestion is to look at the outcome of those individualized teaching situation, like successful graduation; presentation of research/internship results in paper/blog/poster to student peers and faculty; another approach is to require faculty to keep a record of their efforts such as frequency of meetings, responses to student work, connections with internship supervisors; this is a task for the FA Committee on Teaching and Advising}
 - Directing ten (10) MA theses successfully and in a timely manner {this is currently not a school policy but one that the FA Committee on Teaching and Advising should discuss and present to FA}

Faculty members applying for course reassignments must meet with their department chair to discuss the amount of effort expended and the needs of the department's curricula. Course reassignments will conform to programmatic needs and need not be granted in a particular semester if departmental needs prohibit.

The Chair will make the case to the Dean for course reassignment for the faculty member involved.

The Dean will make the ultimate decision regarding course reassignment.

Faculty members may approach the Dean's Office directly in case of disagreement about reassignment between the faculty member and the chair.

Additional discussion point:

Calculations of pay per course (for comparison's sake)

Assistant professor (\$50,000; 40% teaching effort) = \$4,000/course

Lecturer (\$36,000; 80% teaching effort) = \$3,500/course

Associate faculty = \$2,475/course