

1-1-2013

## DOC 2012-09 Recommendations for Revision to the University of Dayton Faculty Workload Guidelines

University of Dayton. Faculty Affairs Committee

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### Recommended Citation

University of Dayton. Faculty Affairs Committee, "DOC 2012-09 Recommendations for Revision to the University of Dayton Faculty Workload Guidelines" (2013). *Senate Documents*. 198.  
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**PROPOSAL TO THE ACADEMIC SENATE**

PROPOSAL TITLE: Recommendations for Revision to the University of Dayton Faculty Workload Guidelines  
SUBMITTED BY: Faculty Affairs Committee of the Academic Senate  
DATE: Approved: *December 14, 2012*  
ACTION: *Consultation*  
REFERENCE: *Article II. B. 1. c.*

**Rationale and Background**

The current University of Dayton Faculty Workload Guidelines document was approved in 1995 (DOC 95-01) and has not received a formal review since that time. An ad hoc committee comprising Dr. Paul Vanderburgh (Faculty Affairs Committee), Chair, Dr. Patrick Donnelly (Office of the Provost), Dr. Caroline Merithew (Faculty Affairs Committee), Dr. Stephen Richards (Faculty Board), and Dr. Rebecca Wells (Faculty Affairs Committee), met during the 2011 fall semester for the following purposes: a) to review archived workload documents to determine if these are still pertinent and appropriate; b) to review other universities' workload guidelines; and c) to report to the FAC with recommendations. Revisions were made based upon discussions and reviews by the FAC, ECAS, and the Academic Senate.

## UNIVERSITY GUIDELINES FOR THE ALLOCATION OF FACULTY RESPONSIBILITIES

University of Dayton faculty are expected to be active and effective in all aspects of their professional academic life: teaching or librarianship, scholarship and research, and service. These *University Guidelines* are intended to enable the University to steward its resources to meet its strategic goals while also providing for meaningful professional development for individual faculty members over the course of their careers. These *Guidelines* articulate expectations that can be applied to all units and provide department chairpersons and deans the flexibility and autonomy necessary to support the equitable distribution of faculty responsibilities for teaching or librarianship, scholarship and research, service, and other important projects and initiatives.

### **The following principles underlie these *Guidelines*:**

1. Expectations for the allocation of professional responsibilities of tenured or tenure-track faculty members at the University of Dayton enable significant scholarship and research; excellence in teaching; effective librarianship; and meaningful service to the University, greater community, and the profession.
2. Practices related to the distribution of faculty time and effort across academic responsibilities and the assignment of specific academic responsibilities rest with department chairs and/or deans, and these reflect unit policy.
3. Expectations for the allocation of the faculty's professional responsibilities align with policies and criteria for the award of tenure, promotion in academic rank, post-tenure career progression, and the award of annual merit.
4. University expectations align with the practices of a discipline or interdisciplinary field, accreditation standards, and/or competitive forces.
5. Faculty members search for ways to connect all aspects of their responsibilities.
6. Each full-time faculty member regularly reviews the composition of his/her responsibilities with the department chairperson or unit dean to ensure mutual understanding of all individual, departmental, and organizational goals and the factors that impact specific decisions.

These *University Guidelines* include an articulation of the composition of faculty professional responsibilities and a discussion of considerations that may influence the distribution of a faculty member's effort among those responsibilities at any given point in time. A discussion of the importance of decentralized flexibility in the assignment of faculty responsibilities and a general description of the procedures to follow in establishing unit policies are also included.

These *Guidelines* are subject to review by the Faculty Affairs Committee of the Academic Senate no more than five years after approval by the Senate. The Senate will act on the results of that evaluation as necessary.

## **1. Composition of Faculty Professional Responsibilities and Considerations Relevant to the Allocation of Responsibilities**

The components of faculty responsibility and the kinds of considerations that may affect the distribution of faculty effort to these responsibilities are articulated below in order to guide both administrators and faculty in the equitable allocation of faculty responsibilities over time.

### Teaching

Faculty bear the primary responsibility for carrying out the University's educational mission. This is a complex task that is done in many different ways. Although most easily described by hours per week of formal, credit-bearing, class meetings, the methods and channels through which faculty disseminate knowledge extend far beyond the classroom. The reality is that faculty members spend less time in the classroom than in preparing materials, conferencing with students, grading assignments and examinations, administering experience-based projects, and a wide range of other teaching-related activities.

### **Guidelines**

The University takes seriously the activities, initiatives, and varied roles associated with teaching, and it therefore expects units to implement policies that recognize the value of all aspects of this responsibility. Tenured and tenure-track faculty who are fully engaged in the totality of their responsibilities may be assigned up to eighteen credit hours per academic year. Otherwise, tenured and tenure track faculty members may be assigned up to the maximum of twenty-four credit hours per academic year. Non-tenure-track full-time faculty are not normally expected to be fully engaged in research and service and therefore should be assigned the maximum of twenty-four credit hours per academic year. Academic deans may develop policies that deviate from these guidelines, where the need for such difference is clearly justified and articulated. The number of course credit hours articulated in unit policies should be consistent with policies of promotion and tenure, accreditation standards, competitive market forces, and other factors relevant to the disciplines or interdisciplinary fields represented. In addition, they should meet the University's requirements for the delivery of the curriculum and be in keeping with available resources. Exceptions to unit policies for individual faculty should be agreed upon by the faculty member, department chair, and unit dean.

### **Considerations**

Given the above guidelines, and the principles underlying these *Guidelines*, the following considerations are relevant to the determination of unit policies and individual teaching assignments. This list is not exhaustive.

- Student credit hours
- Actual student contact hours
- Nature and complexity of different courses
- Number of different preparations
- Involvement in new course preparations and/or curriculum design
- University initiatives emphasizing specific priorities (e.g. linking residential life with the classroom)
- Supervision of students on an individual basis

- Off-campus educational experiences
- Service-learning projects
- Interdisciplinary approaches to integrating learning
- Team teaching
- On-line delivery of courses
- Supervision of undergraduate and graduate research
- Mentoring of students participating in faculty research

### Librarianship

The responsibilities of library faculty may include a wide range of activities such as acquisitions, administration, information technology, cataloging, library instruction, collection development, reference, serials, special collections, and in some cases, credit-bearing teaching.

#### **Guidelines**

Unit policy for librarianship should articulate expectations consistent with the objectives of the University and the needs of the academic community. These expectations should be consistent with policies for promotion and tenure, standards of accreditation, and other factors characteristic of librarianship.

#### **Considerations**

Considerations may include the complexity of the specific activities, the level of supervisory responsibility, and other relevant circumstances as determined by the unit.

### Research and Scholarship

The University recognizes that faculty time should be allocated towards research and scholarship for meaningful outcomes. Responsibilities in this area include activities associated with research and scholarship. Research and scholarship associated with the teaching of a discipline or interdisciplinary field and with the application of a discipline or field in practice are also valuable endeavors contributing to the formation of knowledge. Therefore, the scope of a faculty member's scholarship and research includes all activities necessary to further the thought and theory of a discipline or field through publication, artistic creation, presentation and performance, as well as the scholarship of teaching a discipline or field and the practice associated with the application of a discipline or field. The University recognizes the value of scholarship and research related to all of these matters.

#### **Guidelines**

Unit workload guidelines for scholarship should enable faculty to meet the expectations for scholarship and research described in the unit promotion and tenure policies.

#### **Considerations**

When considering the full scope of scholarship and research and the entirety of the process leading to an academic or artistic work, the following considerations are important in determining unit policies and expectations for a faculty member's activities in this area of responsibility. This list is not exhaustive.

- Complexity of the activity and the time necessary for research, analysis, creation and writing

- Complexity of the activity and the time necessary for creation, practice, performance, and/or exhibition
- Involvement with grant writing, securing contracts, and other means of obtaining funding
- Student participation in research and associated faculty supervision and mentoring responsibilities
- Development of ideas and dissemination of knowledge through professional presentations
- Impact of faculty research and scholarship as reflected by
  - Quality of the formal outlet in which the work appears
  - Number of peer reviewed publications, presentations or performances

### Service

All members of the faculty are responsible for advancing the University, their discipline or interdisciplinary field and the community through service activities. Faculty and the administration share governance of the University, and active participation on committees, councils and boards at all levels of the University organization by members of the faculty fulfills this responsibility. Service to a discipline or field includes activities in support of academic journals and discipline-based professional organizations. Service to local, regional, national and international communities involves the application of the faculty member's discipline or field to projects that advance these communities and, in so doing, advance the stature of the University. Service activity related to the discipline or field, the University, and/or the community strengthens the University and affords faculty opportunities to advance their careers.

### **Guidelines**

Units should develop policies that make explicit the value and importance of faculty service and establish expectations for service to the department, University, community and profession. These expectations may include standards for varied forms of participation, membership, and/or leadership positions per year for each member of the faculty. These standards should be consistent with policies for promotion and tenure, standards of accreditation, and other factors characteristic of the discipline or interdisciplinary field.

### **Considerations**

The following considerations are relevant to the development of unit policies and the determination of a faculty member's service responsibility. This list is not exhaustive.

- Extent of integration of service activities with an individual's teaching or librarianship, scholarship, and/or research
- Extent to which the activity enriches the academic life of students, advances the mission of the University, and/or advances the discipline or interdisciplinary field
- Administrative positions held and other on-going administrative activities
- The complexity and time requirements of a service activity
- Mentoring of faculty colleagues

## **2. Importance of Flexibility in the Assignment of Faculty Responsibilities and Procedures for Developing Unit Policies**

Flexibility in the assignment of faculty responsibilities is essential to the accomplishment of department, unit, University, and faculty goals. In establishing their policies, units should recognize that variations across individuals and across time may be appropriate. Individual faculty members often have quite different responsibilities, some of which may be highly specialized, and the relative weight of these responsibilities may vary over time. Individual responsibilities are best determined by the department chairperson and/or unit dean, in consultation with the faculty member.

Units should develop policies for the distribution of faculty effort and time across all areas of responsibility, ensuring full participation of its faculty in the process. The policy should be congruent with these *University Guidelines*, both initially and in all subsequent reviews.

The determination of a faculty member's academic responsibilities should result from a regular, periodic consultation process between the faculty member and the appropriate administrator as specified in unit policies. The unit policies should allow a measure of latitude in making individual assignments and ensure that all of the individual's professional activities are considered. Unit policies should integrate with promotion and tenure policies, policies for the review of tenured faculty, and policies associated with annual reviews and the award of merit. Any review of faculty performance should reflect the mutually determined allocation of responsibilities.

As appropriate, departments may develop their own policies as well. Reappraisal at regular intervals is essential, so that faculty responsibilities adjust to changes in the unit's strategic direction, size, structure, academic programs, and/or facilities. All faculty members, including those new to the unit, should be aware of the current policy and practices. Each policy is subject to review and approval by the next higher unit. In other words, deans must review and approve all departmental policies and the Provost must review and approve all unit-wide policies.