



## **ACADEMIC OPERATING POLICY AND PROCEDURE**

DATE: April 19, 2016

NEXT REVIEW: April 2020

SUBJECT: AOPP 2.7 -- FACULTY WORKLOAD

**PURPOSE:** The purpose of this policy is to establish the responsibility and general guidelines for the assignment of workloads for tenured and tenure-track faculty, instructors, and adjunct instructors. This policy does not apply to faculty with specific scholarly, research, or administrative appointments.

**REVIEW:** This AOPP will be reviewed every four years (or whenever circumstances require an earlier review) by the Associate Vice President for Academic Affairs (AVPAA) with recommendations for revision presented to Academic Council and the Vice President for Academic Affairs. Any change to this AOPP as a result of review will be effective the subsequent fall semester.

**POLICY/PROCEDURE:** Faculty workload consists of a combination of three activities: teaching; research/creative activities; and service. These occur in varying proportions depending on such factors as faculty talents and interests, unit and institutional needs, strategic plans, and college staffing requirements. The workload assignments are the responsibility of the department chair in consultation with the faculty member, and with the concurrence of the division dean and the vice president for academic affairs. Workload considerations are based on the needs of the students, the quality of the individual academic degree programs, faculty engagement in research/creative activities, and college staffing requirements.

In assigning individual teaching loads for tenured and tenure-track faculty, a department chair relies upon the nationally accepted norm for private colleges with primarily a baccalaureate mission. As a result, the YHC standard teaching workload is based on the equivalent of eight courses (about 24 credit hours) per academic year. Similarly, the teaching load for an instructor with a full-time appointment is equivalent to eight courses (about 24 credit hours) per academic year. The assigned number of courses and corresponding credit hours, however, may be reduced, depending upon a number of factors that include the nature of the course (e.g., studio courses), size of the classes being taught, number of directed studies, development of new courses or other curricula, demands of the individual faculty member's research or creative activities, and level of administrative service. Faculty loads for the year are articulated in faculty contracts.

A faculty member can be asked to teach an overload above the contracted load if student demand merits additional courses; however, no faculty member is required to teach an overload. Faculty who agree to teach an overload should not be assigned an overload of more than four credit hours per semester.

The previous descriptions of teaching loads assume that a faculty member is funded solely from college funds. When any part of the workload is funded by more than one budget (e.g. grants, stipends, etc.), it is necessary to differentiate among those funds. The proportion of the workload will be determined by the proportion of the individual salary funded by these designated budgets. Administrative service activities may be funded by any of these budgets. Equivalent work load assignments for administrative service should be reported and recognized in a relatively equivalent manner for all faculty across the college. Typically, the faculty workload assignments must be apportioned so that service and teaching combined do not exceed 80% of the total FTE assignment in order to ensure that tenure-track faculty have time for research and/or creative activities in accord with tenure and promotion expectations. Significant service contributions to the department, division, or college may result in the allocation of release (from class or research) time. Deciding the sufficiency of an active research and/or service and/or teaching agenda is the responsibility of the department head with input from the individual faculty member, the dean, and vice president for academic affairs.

Specific scholarly/creative activities/outcomes during a specified period of time must be reviewed annually. In situations where a faculty member is awarded external grant funds for research, or service, or teaching, adjustments may be made in teaching and/or research and/or service responsibilities proportional to the level of funding received. In addition to the quantitative assessment of funding, faculty scholarly achievements and productivity in the form of published peer-reviewed research, the generation of intellectual property, and other types of creative activity may also be utilized as parameters for modifying faculty workload assignments within the academic missions of teaching and/or research/creative activities and/or service. Each year, during the annual review process, the department chair or dean will address each faculty member's teaching load relative to productivity in research/creative activities and/or service activities, as well as the teaching needs of the department. Faculty loads are approved by the chair, dean, and vice president for academic affairs. Comparisons of workload data with peer institutions are desirable in establishing standards. In some cases, the development of 'departmental' peers may go beyond the college's peer group to include institutions with programs that best compare with a department's particular program, goals and objectives.

Faculty time distribution must be consistent with this policy, although deviations from this policy may occur in times of exigency.

## **RESPONSIBILITIES**

<u>Position</u>	<u>Section</u>	<u>Year</u>
Associate VP for Academic Affairs	Review	2016

**APPROVED BY:**

/s/ Keith DeFoor	4.19.16
Associate VP for Academic Affairs	Date

/s/ Gary Myers	4.19.16
Vice President for Academic Affairs	Date

/s/ Gary Myers	4.19.16
Chair, Academic Council	Date

/s/ Matthew Byron	4.29.16
President, Faculty Senate	Date

**REVIEWED BY:**

/s/ Tammy Gibson	7.14.16
Registrar	Date

**APPROVED:**

/s/ Cathy Cox	7.15.16
President	Date