

Guidelines for Implementing University Rule 3359-20-03.2
Per Three-year Action Plan (FY20, 21, 22)
(FINAL 8-26-19)

Priorities and Process

Given that the top priority of the Three-year Action Plan is *increasing student success*, UA must emphasize teaching by regular faculty¹, especially with regard to undergraduate education. At the same time, UA must ensure consistency, equity and transparency in teaching, research/creative, and service workload assignments for regular faculty within and among academic units, and across colleges.

With these priorities in mind, this document identifies initial teaching load goals and offers further direction for the development and implementation of unit-level (college-level)² mission-driven workload guidelines for all regular faculty.

These guidelines do *not* apply to part-time, adjunct, visiting or research faculty, nor to non-tenure track bargaining unit faculty (professors of instruction and practice) whose workload is governed by individual appointment/reappointment letters.³

Following University Rule (UR) 3359-20-03.2, the workload goals listed here **apply in aggregate** to academic units (see below for specific goals for the purposes of this document). *Local control* over differential loads of teaching, research/creative, and service activities of individual regular faculty will be exercised by chairs/directors, using approved unit-level guidelines to recommend unit workload assignments, for approval by the Deans⁴, subject to review by the Chief Academic Officer.

These university guidelines have been developed from common themes that emerged from the unit-level draft guidelines submitted in Spring 2019, in extensive consultation with the Deans, followed by a general discussion with chairs/directors and input from other campus leaders.

¹University Rule 3359-9-02 defines “regular faculty” this way: “The regular faculty is composed of all full-time faculty who have been awarded indefinite T100912 Or e 62 8u-ar-5(a)4f1 0lB0000912 Oste.0000

The next step will be for chairs/directors/deans to lead their regular faculty in revising the draft unit-level workload guidelines to conform to these university guidelines. The Deans will submit approved revised documents to the Chief Academic Officer for review by **September 30, 2019**; the Chief Academic Officer will complete the review by **October 14, 2019**. The final approved documents will then be sent to the deans, chairs and regular faculty, and posted on all relevant web pages.

The initial implementation of the approved unit-level workload guidelines will begin for Spring 2020⁵, with full implementation for Fall 2020.⁶ It is recognized that Deans need flexibility in this task, particularly for smaller units. In consultation with chairs/directors, Deans are directed to implement the workload guidelines as close as practicable to the goals for unit-level average teaching loads listed below, subject to review by the Chief Academic Officer.

Chairs/directors are responsible for ensuring that workload guidelines are implemented in a consistent, equitable, and transparent fashion within their units. Deans are responsible for ensuring that workload guidelines are implemented in a consistent, equitable, and transparent fashion among the units within their colleges. The Chief Academic Officer is responsible for ensuring that workload is implemented in a consistent, equitable, and transparent fashion in units across colleges.

Going forward, Deans may petition the Chief Academic Officer to change the university workload goals for a unit if there has been a substantial change in mission or performance, *with the proviso that the change must be consistent with the goals for similar units*. However, the responsibility for creating a new set of unit-level mission-driven workload guidelines consistent with university guidelines remains with the unit regular faculty led by the chair/director/dean.

In this fashion, unit-level and university guidelines can evolve as the academic program changes.

Definitions and Common Features

Consistent with UR 3359-20-03.2(A), these university guidelines should be followed when chairs/directors lead unit-level regular faculty in creating/revising unit-level mission-driven workload guidelines, which are then approved

Consistent with UR 3359-20-03.2(B)(3)(b)(i), the basic workload unit for measuring teaching load is one 50-minute period of classroom activity per week for one semester, plus the necessary instructional support of classroom activity provided by the teacher (such as class preparation, office hours, mentoring/advising students, grading, regular assessment of individual courses, and so forth as appropriate to the discipline(s) in which the course falls).⁸

The key metric for assigning workload is the **unit-level average teaching load** (goals for which are listed below for all units). The remaining load hours in the unit (totaling to 24 for each individual regular faculty member) are divided among other mission-specific activities where appropriate, such as research/creative and service activities.

In developing/revising unit-level mission-driven workload guidelines, regular faculty should consult these university guidelines as well as UR 3359-20-03.2(B)(3)(c-f). The general expectation is that differential levels of teaching, research/creative and service activity will be assigned to individual regular faculty based on the role they play in achieving their mission.

UR 3359-20-03.2(B)(1)(a-f) defines unit mission in terms of the level and number

various types of courses. All units should follow disciplinary norms and historical practices at UA unless there are compelling mission-driven reasons for an exception.⁹

Load hours may be assigned to individual regular faculty for research/creative activities as part of their overall load. The unit-level workload guidelines should follow UR 3359-20-03.2(B)(3)(d) research/creative activity proposal must be approved by the [chair/director] and by the Dean of the college before load credit is assigned. The [chairs/directors] and Deans will audit the project at the end of the academic year to determine whether the acc

The rule also active undergraduate programs to active research/creative activity and graduate programs, consideration should be given to the research/creative activity productivity of the [regular] faculty, including externally funded research, and the average number of graduate and/or professional degrees granted annually (UR 3359-20-03.2(B)(1)(c)).

With this stipulation in mind, the unit workload guidelines should identify the level and type of research/creative activity appropriate for regular faculty proposals, how such proposals will be evaluated and outcomes assessed, and whether distinctions between tenure-track and tenured faculty are relevant, *provided the guidelines are consistent with the goals for unit-level average teaching load.*¹⁰ In these regards, the number of load hours assigned should reflect the level of effort and importance of the activity to the unit mission.

Load hours may be assigned to individual regular faculty for service activities critical to the as part of their overall load (UR 3359-20-03.2(B)(3)(f)). The unit-level workload guidelines should identify the level and type of service activity (including service to the college, university, and public), how such activities will be evaluated and outcomes assessed, and whether distinctions between tenure-track and tenured faculty are relevant, *provided the guidelines are consistent with the goals for unit-level average teaching load.*¹¹ In these regards, the number of load hours assigned should reflect the level of effort and importance of the activity to the unit mission.

⁹ UR 3359-20-03.2(B)(3)(b)(i)(d) allows “additional load credit [to] be granted with approval of the ... dean” in cases where “a class substantially exceeds the maximum size for which it is programmed.” Deans should ensure consistency, equity, and transparency among .00000912 0 62 92 reWBT/F 1

Other common guidelines:

1. Due to collective bargaining, administrators with regular faculty rank (especially chairs/directors) *are excluded* from the calculation of unit-level average teaching load for the purposes of these guidelines.¹²
2. Regular faculty on approved leave during the timeframe of the leave *are excluded* from the calculation of unit-level average teaching load for the purposes of these guidelines.
3. The total load assigned to multiple regular faculty for team-teaching a course *cannot* exceed the actual load hours of that course.
4. Teaching actually performed by graduate teaching assistants (e.g. lab sections including labs incorporated into courses) rather than regular faculty *may not* be counted toward the unit-level average teaching load for the purposes of these guidelines.
5. Regular faculty who have joint titles will be subject to the workload policy of their primary unit¹³; faculty who move to another unit will be subject to the workload policy of the new unit.
6. With approval of the Chief Academic Officer, Deans may offer stipends to regular faculty for service activity for a fixed period of time in place of assigning workload hours, *provided the faculty member is teaching the unit's average load or more*. Such stipends should only be offered if the activity is critical. It is the responsibility of the Deans and the Chief Academic Officer to maintain consistency of stipends for these purposes among academic units and across colleges.
7. Deans, in consultation with the Chief Academic Officer, may allow regular faculty to use

contracts is in place, only those regular faculty who are already teaching teaching load or more will be given such a contract. Likewise, exceptions may occur to assign workload for a particular administrative role. All such exceptions *are excluded* from the unit-level average teaching load for the purpose of these guidelines.

GOALS FOR AVERAGE TEACHING LOAD FOR UNITS WITH SIMILAR MISSIONS

Associate Degree/Teaching Only Units

Mission: Offers active associate and/or applied bachelors or no degrees; expectation of high level of teaching, minimal research/creative activity and service activity (UR 3359-20-03.2(B)(1)(d)).

Average Teaching Load Goal: 21.6 load hours (90% of 24 load hours fall/spring)

Allied Health Technology (CHP)
College of Applied Science and Technology (all units)
Developmental Programs
Physics (BCAS)
Wayne College (all units)

Undergraduate Degree Units

Mission: Offers active baccalaureate degrees; expectation of high level of teaching, modest level of research/creative and service activity (UR 3359-20-03.2(B)(1)(a)).

Average Teaching Load Goal: 19.2 load hours (80% of 24 hours).

Anthropology (BCAS)
Art (BCAS)
Child & Family Development (BCAS)
Communication (BCAS)
Criminal Justice (BCAS)
Dance, Theatre and Arts Administration (BCAS)
History (BCAS)
Modern Languages (BCAS)
Nutrition & Dietetics (CHP)
Philosophy (BCAS)
Sociology (BCAS)

Post-Graduate Degree Units

Mission: Offers baccalaureate and/or masters degrees; expectation of high level of teaching, moderate level of research/creative and service activity (UR 3359-20-03.2(B)(1)(b)).

Average Teaching Load Goal: 16.8 load hours (70% of 24 load hours fall/spring).

College of Business Administration (all units)
Computer Science (BCAS)

English (BCAS)
Geosciences (BCAS)
LJFF College of Education
Mathematics (BCAS)
Music (BCAS)
Public Administration and Urban Studies (BCAS)
Political Science (BCAS)
Social Work (CHP)
Sport Science and Wellness (CHP)
Statistics

University Libraries

Mission: Provides resources, services, and expertise to support and enhance teaching, learning, and research; expectation of low level of teaching activity (such as Student Success seminars or regular courses for which the faculty member has appropriate credentialed